**English Curriculum Overview**

**Year 7**

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| **Autumn 1 22rd Aug – 13th Oct (8)** | **Autumn 2 30th Oct – 21st Dec (8)** | **Spring 1 8th Jan- 9th Feb (5)** | **Spring 2 19th Feb – 22nd Mar (5)** | **Summer 1 8th April – 24th May (7)** | **Summer 2 3rd Jun – 12th July (6)** |
| **SUMMATIVE ASSESSMENTS** |
| 1. **Baseline NFER, spelling, writing**
 | 1. **Spoken language - speech**
 | **3. Reading – response to poetry** | **4.Writing - Opening to gothic story** |  |  **5.Reading – response to extract** |
| **Growth transition** **Novel**  | **Conflict/Outsiders** | **Nature and Poetry – 6 weeks** | **Gothic/supernatural**  | **Shakespeare – an introduction** | **Shakespeare – relationships** |
| **A01, A02, A04, A05, A06** | **A01, A05, A06** | **A01, A02, A03, A04** | **A05, A06, A01, A02, A04** | **A01, A02, A04** | **A01, A02, A04, A06** |
| **Knowledge:*** Genre
* Plot
* Setting
* Characterisation
* Vocabulary choice
* Figurative language
* Spelling
* Word classes
* Narrative hooks
* Punctuation variety
* Connectives
* Paragraphs and organisational features
 | **Knowlegde:*** Genre
* Form
* Vocabulary choices- persuasion
* Connectives
* AFORESTDRIP
* Sentence structures
* Punctuation variety
* Paragraphs
* Vocabulary for effect/spelling
* Features/structure of speech writing
* Standard English/spoken language
* Dramatic techniques/skills – talking in role, conscience alley, tracking of character
 | **Knowledge:*** Genre and poetic form
* Rhythm/rhyme schemes
* Figurative language
* Structure and form
* Vocabulary for effect/spelling
* Word classes
* Romantic period
 | **Knowlegde:*** Genre
* Plot
* Setting
* Characterisation
* Vocabulary choice/figurative

language/spelling/ word classes* Sentence structures
* Punctuation variety
* Paragraphs/connectives
* Historical periods
 | **Knowledge:*** Genre – tragedy, history, love and comedy, themes
* Jacobean and Elizabethan theatre, staging and audience
* Shakespeare’s life
* Role of women
* Characterisation
* Poetry vs blank verse
* Iambic pentameter
* Poetic form/sonnets
* Soliloquy
* Asides
* Vocabulary choices
 | **Knowledge:*** Genre – comedy
* Plot
* Role of women, patriarchal society
* Characterisation
* Iambic pentameter
* Soliloquy
* Asides
* Vocabulary choices
* Subject terminology
 |
| **Skills*** Reading for meaning and context
* Inference - PEA
* Skimming and scanning
* Using a thesaurus and dictionary
* Stand and speak – oracy, speaking and listening
* Proof-reading
* Independent reading
* Thinking and retrieval

**Key Text****The Switch****Resources to use and for books:**Connectives sheetRules for books sheetReading cardsAssessment trackerFlashmarking sheets | **Skills:*** Writing at length
* Writing scripts
* Performing scripts
* Using a thesaurus and dictionary
* Planning to write – fishbone
* Stand and speak – oracy, speaking and listening
* Writing for purpose, context, audience
* Slow writing
* Proof-reading
* Speaking and listening skills
* Thinking and retrieval

**Key Text****The Terrible Fate of Humpty Dumpty****Resources:****Extracts/texts/poems to use**NooliganWonderLord of the FliesCloud Busting Malorie BlackmanBill’s New Frock Romeo and JulietFlashmarkingAFORESTDRIP sheet  | **Skills:*** Using a thesaurus and dictionary
* TPMLSE/PEAZE
* Connectives to structure
* Exam timings
* Stand and speak – oracy, speaking and listening
* Performing poetry
* Dialogic talk
* Thinking and retrieval
* Comparing texts and contexts

**Resources:**The Eagle TennysonCity Jungle Pie CorbettThe Parrot John CallaghanThe Jaguar Ted HughesTyger Tyger William BlakeDaffodils WordsworthHaikusBenjamin ZephaniahFlashmarkingTPMLSE sheet PEAZE sheet  | **Skills:*** Inference/comprehension
* TQA/QA
* Exam timings
* Stand and speak – oracy, speaking and listening
* Writing for purpose, audience, context
* Slow writing
* Proof-reading
* Thinking and retrieval
* SPAG skills

**Resources:**Lone Wolf/Wolf on the Run – Alan GibbonsTunnel of TerrorFrankensteinDraculaArthur Conan DoyleWoman in BlackMacbeth – The Witches | **Skills:*** Inference/comprehension
* PEAZE
* Connectives to structure
* Stand and speak – oracy, speaking and listening
* Slow writing
* Proof-reading
* Role play
* Thinking and retrieval

Diagram of The Globe for books | **Skills:*** Inference/comprehension
* PEAZE
* Exam timings
* Stand and speak – oracy, speaking and listening
* Slow writing
* Proof-reading
* Thinking and retrieval
* Vocabulary choices

**Key Text****The Tempest****Resources:**Leon Garfield Shakespeare Shorts |
| **Weekly activities: Word of the Week, reading records** |  |

**Year 8**

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| --- | --- | --- | --- | --- | --- |
| **Autumn 1 22rd Aug – 13th Oct (8)** | **Autumn 2 30th Oct – 21st Dec (8)** | **Spring 1 8th Jan- 9th Feb (5)** | **Spring 2 19th Feb – 22nd Mar (5)** | **Summer 1 8th April – 24th May (7)** | **Summer 2 3rd Jun – 12th July (6)** |
| **SUMMATIVE ASSESSMENTS** |
| 1. **Baseline NFER, spelling**
2. **Letter writing**
 | **3. Reading – response to poetry** | **4. Writing –transactional -speech** | **Spoken Language** | **5. Reading – response to extract** | **6. Writing a review** |
| **My Village – community** | **People and Place – poetry**  | **Diversity and Cultural Community**  | **Drama – Our Day Out**  | **Shakespeare Relationships**  | **Novel** |
| **A05, A06, A01, A02, A04, A06** | **A01, A02, A03, A04** | **A01, A02, A03, A04, A06** | **AO1, AO2, AO3, AO4, A05** | **A01, A02, A04** | **A01, A02, A04, A05, A06** |
| **Knowledge:*** Non-fiction texts
* Word origins
* Setting
* Characterisation
* Vocabulary choice – persuasion
* Figurative language/spelling/word classes
* AFOREST DRIP
* Sentence structures
* Punctuation variety
* Paragraphs/connectives
 | **Knowledge:*** Genre and poetic form
* Rhythm/rhyme schemes
* Figurative language
* Structure and form
* Vocabulary choice/spelling/word classes
* Romantic poetry
* Victorian England
* Contemporary poetry
* Third world poverty
 | **Knowledge:*** Different cultures
* Role of different minority groups in society
* Global issues
* Non-fiction writing
* Discrimination and prejudice in society
* Role of charities
* Human Rights
* Equality and Inequality
 | **Knowledge:*** Genre
* Poverty in 1970s Liverpool
* Characterisation
* Connectives
* Levels of formality
* Stage Directions
* Mood and atmosphere
* Developing an opinion.
* Paragraphs/Connectives
* Performance skills such as improvisation, hot seating, duologue and monologue
 | **Knowledge:*** Genre – tragedy, history, love and comedy, themes
* Jacobean and Elizabethan theatre and audience
* Shakespeare’s life
* Characterisation
* Role of women
* Poetry vs blank verse
* Iambic pentameter
* Poetic form/sonnets
* Soliloquy
* Asides
* Vocabulary choices
 | **Knowledge:*** Genre
* Plot
* Setting
* Characterisation
* Vocabulary choice/figurative language/spelling/ word classes
* Sentence structures
* Narrative hooks
* Punctuation variety
* Paragraphs and connectives
 |
| **Skills:*** Using a thesaurus and dictionary
* Inference/comprehension
* Empathy
* Exam timings
* Stand and speak – oracy, speaking and listening
* Writing for purpose, audience, context
* Slow writing
* Proof-reading
* Thinking and retrieval

**Resources to use and for books:**Connectives sheetRules for books sheetAssessment trackerAll students to back books  | **Skills:*** Using a thesaurus and dictionary
* TPMLSE/PEAZE
* Performing poetry
* Exam timings
* Stand and speak – oracy
* Dialogic talk
* Comparing texts and contexts
* Thinking and retrieval

**Resources:**TPMLSE sheet PEAZE sheet  | **Skills:*** Reading skills: reading for meaning, skimming and scanning, inference skills
* PEAZE
* Oracy skills – presentation skills, speeches
* Structuring a speech
* Persuasive language devices
* Writing for purpose, audience and context
* Slow writing
* Proof reading

**Resources:**Various articlesShort storiesNews clips | **Skills:*** Using a thesaurus and dictionary
* Hot seating and performance
* Revision of AFOREST/DRIP
* Thinking and retrieval
* Empathy
* Writing and performing in role (monologue and group work)
* Oracy skills – presentation skills, speaking and listening

**Resources:**Our Day Out by Willy Russell. | **Skills:*** Inference/comprehension
* PEAZE
* Exam timings
* Stand and speak – oracy
* Slow writing
* Proof-reading
* Thinking and retrieval

**Resources:**Julius CaesarLeon Garfield Shakespeare Shorts | **Skills*** Writing at length
* Using a thesaurus and dictionary
* Planning to write – fishbone
* Stand and speak – oracy, speaking and listening
* Writing for purpose, context, audience
* Slow writing
* Proof-reading
* Thinking and retrieval

**Key Texts Considered**Now is the Time for RunningStormbreaker |
| **Weekly activities: Word of the Week, reading records** |  |