**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 sheet  Rules for books sheet  Reading cards  Assessment tracker  Flashmarking 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**  Nooligan  Wonder  Lord of the Flies  Cloud Busting Malorie Blackman  Bill’s New Frock  Romeo and Juliet  Flashmarking  AFORESTDRIP 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 Tennyson  City Jungle Pie Corbett  The Parrot John Callaghan  The Jaguar Ted Hughes  Tyger Tyger William Blake  Daffodils Wordsworth  Haikus  Benjamin Zephaniah  Flashmarking  TPMLSE 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 Gibbons  Tunnel of Terror  Frankenstein  Dracula  Arthur Conan Doyle  Woman in Black  Macbeth – 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 sheet  Rules for books sheet  Assessment tracker  All 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 articles  Short stories  News 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 Caesar  Leon 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 Running  Stormbreaker |
| **Weekly activities: Word of the Week, reading records** | | | | | |  |