

	Year 7	Year 8	Year 9
<p>Autumn half term 1 Sequential knowledge and skills</p>	<p>Transition Unit: <u>Time Traveller’s Guide to English Language</u></p> <p><i>How has English Changed over time?</i></p> <p>Literary and Linguistic Study Knowledge of the way in which the English Language has been influenced and changed over time.</p> <p>Knowledge of social and historical factors which have influenced the English Language and Literary works across time.</p> <p>Recall and Recap of KS2 writing skills and knowledge.</p> <p>Personal Composition: Key skills review:</p> <ul style="list-style-type: none"> • Punctuation and sentence structures. 	<p><u>Voices In Literature.</u></p> <p><u>What is diversity and identity and why is it an important part of the English Language?</u></p> <ul style="list-style-type: none"> • Knowledge of a range of texts regarding voice and society from a range of authors. Including: <i>Bali Rai, Andrea Levy, Angie Thomas, Gilian Slovo and Benjamin Zephaniah.</i> • Focus on oracy and opportunities for debate and discussion of characters and issues. • Development of existing knowledge on the origins and influences on English and their importance to the themes of identity. • Revisit and development of knowledge of character and place. <p><u>Literary and Linguistic Study.</u></p> <ul style="list-style-type: none"> • Skills of analysis from year 7 will be built upon with added emphasis and investigation into narrative voice, tone, atmosphere and the impact of setting. • Language and structure with regards to composition will be studied in more depth with emphasis on sentence structure and grammatical impact. • Knowledge and understanding of the role of narrative voice will be built upon with 	<p><u>Comparing poems: War Poetry</u></p> <p>Can a poem really change a society’s views?</p> <ul style="list-style-type: none"> • Knowledge of context of war and historical context s explored. • Contextual influences such as propaganda and autobiographical information on war poets such as Wilfred Owen etc... explored in class. • Revisit of comparison skills. • Structural effects and patterns within the language of poetry identified and explored throughout the pieces studied. • Revisit and development of poetic devices with introduction of more challenging methods dependent on ability. <p>Literary and Linguistic Study: Skills of comparison and Analysis developed. Connotations of single words. Structural devices and impact.</p> <p>Personal Composition: Non- fiction pieces of writing created in response to context and research linked to the genre. Writing to Explain/ Inform.</p>

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		<p>closer analysis of linguistic devices and literary methods.</p> <ul style="list-style-type: none"> • Links to previous Year 7 units of Stone Cold and poetry and identity will be explored and knowledge and skills recalled and built upon. • A focus on the impact of writing on change will be introduced. • Personal Composition – Narrative piece of writing experimenting with narrative and setting. 	
<p>Assessment Content and methods used to judge learning</p>	<p><u>BASELINE WRITING ASSESSMENT: NEWSPAPER ARTICLE.</u></p> <p><u>Formal Assessment:</u> Writing Skills. Students will produce a piece of creative writing based on an image stimulus.</p> <p>Students will also be provided with a ZPD range and level from their Accelerated Reader Assessments to guide their reading.</p> <p>Differentiated homework tasks and literacy tasks.</p>	<p>Baseline Assessment:</p> <p><u>Writing composition</u> One personal composition experimenting with personal narrative within class books.</p> <p><u>Formal Assessment</u> Recall of literary terminology from across the unit.</p> <p>Analysis of language and narrative voice within an extract.</p> <p>Differentiated homework tasks and literacy tasks.</p>	<p>Baseline Assessments:</p> <p><u>Writing Composition:</u> One levelled piece of classwork.</p> <p><u>Formal Assessment: Literary and Linguistic Analysis</u> Reading Comparison of two poems from the unit.</p> <p>Differentiated homework tasks and literacy tasks.</p>
<p>Autumn half term 2 Sequential knowledge and skills</p>	<p><u>Introduction to Shakespeare.</u> Texts studied: <i>The opening scenes of Hamlet and A Midsummer Night’s Dream.</i></p> <p><i>What made Shakespeare so entertaining?</i></p>	<p><u>Non Fiction: Travel Writing.</u></p> <p>How important is Travel Writing? Does it really teach us about the world we live in?</p>	<p><u>Modern Novel: Lord of the Flies.(ONE TERM)</u> Does Golding’s novel present us with a view of humanity which is still relevant to a modern reader?</p>

	<p>Literary and Linguistic study: Development of knowledge of :</p> <ul style="list-style-type: none"> • Shakespearean context. • Stagecraft and dramatic devices. • Continued focus on the character development/ settings and themes within a scene. • Continues development of inference skills and exposure and developed knowledge of Shakespearean language. • Exploration of the differences between comedies and tragedies of Shakespeare. • Exploration of the experience of the audience and the role of stagecraft. <p>Personal Composition:</p> <ul style="list-style-type: none"> • Development of knowledge of Diary Writing Conventions. • Recall and development of creative writing skills and description. • Development of knowledge of diary writing skills through variety of class activities using contextual knowledge to inform content. <p>Continued development of writing skills lined to targets.</p>	<p><u>Literary and Linguistic Study:</u></p> <ul style="list-style-type: none"> • Knowledge of conventions of travel writing. • Recap and revision of knowledge of non-fiction conventions studied in year 7. • Development and revision of analysis of texts. • Knowledge of steps required to compare texts. • Recall of knowledge of development of language across time and the influence of colonialism and tourism. • Recall of ideas concerning identity and voice from previous unit. <p><u>Personal Composition:</u></p> <ul style="list-style-type: none"> • Application of travel writing conventions to writing. • Application and development of skills of persuasion and explanation within a piece of writing. 	<ul style="list-style-type: none"> • Knowledge of Novel and contextual influences. • Microcosms and their use as a method. • Knowledge of the conventions of a civilised society. • Opportunities to debate the notion of society/ Law and order/ bullying. <p>More in depth focus on the writer's craft :</p> <ul style="list-style-type: none"> • Narrative structure and how this is created within a text. • Characterisation and its development across a piece. • Developments of themes and patterns and how these are created across a piece. • Ambitious vocabulary and meanings <p>Literary and Linguistic study: Development of analytical skills with introduction of new knowledge as a means of exploring a text.</p> <p><u>(Oracy) Speaking and Listening opportunities:</u> Use of contextual and thematic issues to influence debates and evaluation of the themes within the novel.</p>
<p>Assessment Content and methods used to judge learning</p>	<p><u>Literary and Linguistic Study</u> – A self assessed piece of reading analysis linked to targets and to assess reading analysis skills.</p> <p><u>Formal assessment:</u></p>	<p><u>Linguistic composition</u> – Classwork piece: Pupils to apply travel writing conventions and developed skills to their own piece of travel writing.</p> <p><u>Formal Assessment:</u></p>	

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	<p>Written Composition:</p> <p>Diary entry as a character from one of the plays.</p> <p>An image will be provided as a stimulus.</p>	<p>Literary and Linguistic analysis:</p> <p>Pupils compare 2 unseen Travel Writing Texts</p> <p>Differentiated homework tasks and literacy tasks.</p>	
<p>Spring half term 3 Sequential knowledge and skills</p>	<p>GLOBAL INFLUENCES: POETRY AND IDENTITY</p> <p>What can we learn about a culture or a person from a poem?</p> <p>Literary and Linguistic Study: Knowledge and exposure to a variety of poetry taken from the 'Other Cultures' legacy spec.</p> <ul style="list-style-type: none"> • Knowledge of poetic features and conventions. • Language and Structural features and how effects link to the meaning. • Consideration and links to the evolution of the English Language and the impact of other cultures on our language. <p>Personal Composition: Creative writing linked to the themes within the poems to allow for interleaving and reflection on previous writing targets.</p> <p>Further exploration of language and linguistics through analysis of a selection of poetry.</p>	<p>UNSEEN POETRY: <u>Relationship poetry.</u></p> <p>How effective is poetry at presenting emotions to a reader?</p> <p>Literary and Linguistic Analysis:</p> <ul style="list-style-type: none"> • Knowledge of a variety of modern poets and poems: including Duffy and Armitage. • Recap and revision of previous poetic devices studied in year 7. • Application and development of analysis of single words and their effect within a poem. • Focused development of knowledge of structural features. • Knowledge of the ways in which poems use language to create meanings. • Development of the ability to apply poetic analysis to an unseen poem. • Recall of issues applicable to the creation of voice and consideration of identity and roles in relation to a voice, tone or atmosphere created. <p>Personal Composition:</p> <ul style="list-style-type: none"> • Development of writing ability using poems as stimuli for creative pieces and ideas. 	<p>Lord Of The Flies covers two half terms as the entire novel will be studied.</p>

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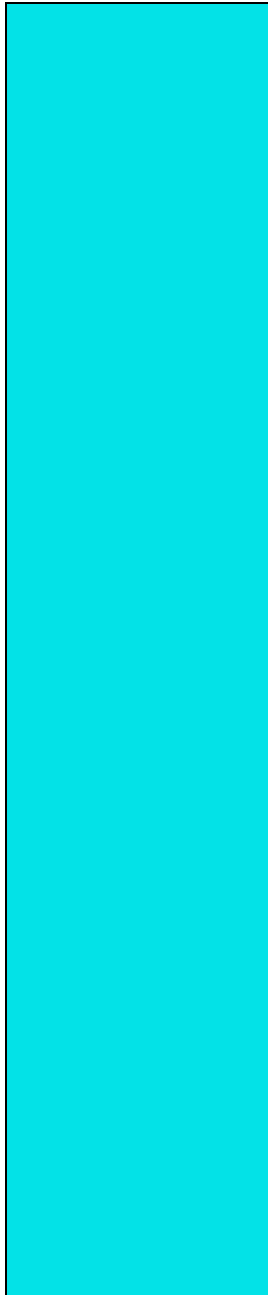
		<p>Opportunities to reflect and build on writing skills linked to class and individual targets.</p>	
<p>Assessment Content and methods used to judge learning</p>	<p>Literary and Linguistic Study – Class based task- pupils will create their own poems linked to the theme of identity.</p> <p>Formal Assessment:</p> <p>Literary and Linguistic Analysis of a poem.</p> <p>Pupils provided with a choice of two poems studied in the unit. Pupils to analyse one of these poems using their knowledge of poetic features and developing on inference skills from Unit 1.</p> <p>Differentiated homework tasks and literacy tasks.</p>	<p>Literary and Linguistic Analysis</p> <p>Classwork -Response to an Unseen poem applying knowledge of poetry conventions and skills of analysis.</p> <p>Formal Assessment:</p> <p>Written Composition : Narrative Voice- Writing the tale of a poem from another perspective.</p> <p>Differentiated homework tasks and literacy tasks.</p>	<p>Literary and Linguistic Analysis: Levelled piece of analysis of an extract from the novel in which language devices and links to debated themes can be explored more closely in terms of the theme of savagery. With DIRT and reflection time to allow for reflection of targets.</p> <p>Formal Assessment: Personal Composition: Creative writing piece based upon events at the end of the novel. Linked to the theme of descent into savagery.</p> <p>Differentiated homework tasks and literacy tasks.</p>
<p>Spring half term 4 Sequential knowledge and skills</p>	<p>Exploration of the Gothic:</p> <p>Do Gothic conventions still create fear and suspense?</p> <p>Literary and Linguistic Study: Extract based and short story based studies. Students will study a range of Gothic texts from the 1800s to present day</p> <p>Knowledge of Gothic conventions and methods used by writers to create such effects.</p> <ul style="list-style-type: none"> • Knowledge of the factors influencing the Gothic era – students will have a clear knowledge of the historical 	<p>Shakespearean Play (1 full term)</p> <p>Romeo and Juliet – Full Play</p> <p>Are Shakespeare’s plays still relevant to a modern audience?</p> <ul style="list-style-type: none"> • Knowledge of play, characters, plot, key themes within play, key language choices and events. • Recall of the concepts of tragedy and historical context linked to year 7 Shakespeare Unit. • Narrative structure and development of dramatic irony within a text. • Knowledge of Shakespearean context and influences. 	<p>Inspirational People and Events.</p> <p>Literature as a Form of Protest – Dystopian. How does an escape from reality allow writers to tell us about the problems in society?</p> <ul style="list-style-type: none"> • Development of knowledge of the conventions of dystopian and science fiction. • Development of ability to identify and analyse the effects of conventions within a short story/ extract. • Development of exposure and knowledge of a variety of pre 1900 and post 1900 texts.

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context which informed writers of the genre.

- Development of the way in which characters, settings, events within a piece can be altered to create horror.
- Development of analytical and inference skills based on their previous formal assessment interleaved within the unit.

Personal Composition: Application of Gothic Writing Use of Gothic features within pupils own writing.

- Knowledge of Shakespearean context and ability to apply this to a specific text and language choices within a text.
- Developed knowledge of Shakespearean language and meanings with regards to historical changes in language, societal reaction and effects on Shakespearean and modern audience.
- Recall and development of existing knowledge from year 7 studies of Shakespeare – including contextual information, Shakespearean language, themes and components of tragedy.

Literary and Linguistic Study:
Development of analysis with focus on development of the PETAL structure through exploration of single word connotations and links to the context of a text.

Focus on lexical fields and their influence on meaning.

Reall and recap of linguistic terminology in relation to language use.

Recall of stagecraft and terminology in associated with the genre of a play.

Personal Composition:

Class piece: Characters as a stimuli for the recall of knowledge and skills and literacy skills. Images from versions of plays and productions to influence creative writing.

Literary and Linguistic study:
Opportunity to develop and enhance ability to comment on the effects of both language and structure within a piece of writing.

Personal Composition:
Application of the genres and conventions of dystopian and science fiction
Development of writing skills as appropriate to class.

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		<p>Characters will serve as the narrative voice in these pieces.</p>	
<p>Assessment Content and methods used to judge learning</p>	<p>Self Assessment and extended writing opportunities are embedded into the curriculum of this unit to allow students to reflect and build upon their English knowledge and skills:</p> <p>Literary Studies: One classwork based reading task within classwork for reflection of targets.</p> <p>Linguistic Study: One classwork based Written Composition applying the Gothic conventions - Creative Writing based on an image.</p> <p><i>Differentiated homework programme and literacy tasks</i></p>	<p>Formal assessment to take place as part of end of year assessments.</p>	<p><i>Extended tasks embedded within the Unit will aid in review of skills and knowledge and allow reflection time to prepare for end of year exams unit which will follow.</i></p> <p>Personal Composition: Classwork - One extended piece of written work: Creative response to an image.</p> <p>Literary and Linguistic Analysis: Classwork- analysis of an unseen extract.</p> <p>Differentiated homework tasks and literacy tasks.</p>
<p>Summer half term 5 Sequential knowledge and skills</p>	<p>Teenage Runaway: Does the novel Stone Cold give us an accurate idea about what it is like to be homeless in a modern world? <i>Study of the novel Stone Cold.</i> <i>Consolidation of character/ setting / inference skills in prep for EOY examinations and afterwards to reflect on targets from EOY exams.</i></p> <p>Literary and Linguistic Study:</p> <ul style="list-style-type: none"> • Development of study skills • Knowledge of context and issues surrounding homelessness and importance of context in informing inferences and themes in a text. • Knowledge of conventions of Non Fiction Texts and differences between 	<p>Study of Romeo and Juliet lasts two half terms as the full play will be covered in this time.</p>	<p>INSPIRATIONAL PEOPLE AND EVENTS.</p> <p>NON-FICTION READING AND WRITING. How have these inspirational characters used their words and actions to change the world? Knowledge of a wide range of inspirational historical and literary figures.</p> <p>Knowledge of non-fiction conventions and language features incorporated and applied to a range of articles and texts linked to these inspirational individuals.</p> <p>Literary and Linguistic Study: Inference skills Analysis of language features Comparison skills</p>

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	<p>fiction and non-fiction – particularly in persuasive texts.</p> <ul style="list-style-type: none"> • Inference skills – further development of skills of analysis and inference in both fictional and non-fiction texts. <p>Personal Composition:</p> <ul style="list-style-type: none"> • Knowledge of non-fiction conventions and methods. • Ability to apply conventions to own non-fiction texts/ speeches and arguments. • Revision and writing based on images to produce fictional and non-fictional pieces using knowledge gained across the course of the year <p>ORACY (Speaking and Listening): Opportunities for debates and presentations regarding the societal view of homelessness.</p>		<p>Personal Composition: Ability to apply ideas to non-fiction texts and ability to write to argue/ persuade linked to the issues within contexts.</p>
<p>Assessment Content and methods used to judge learning</p>	<p>Unit is used to prep and prepare for EOY exams and revisit targets etc..</p> <p>End of Year Examinations. Literary and Linguistic Analysis: Extract based task.</p> <p>Written composition: Creative writing based on an image.</p> <p><i>Unit is also used to reflect and develop in response to feedback from end of year exams:</i></p>	<p>End Of Year Assessments:</p> <p><u>Recall of key terminology and linguistic methods.</u></p> <p><u>Literary and Linguistic Analysis:</u> Language analysis of a key speech from the play.</p> <p><u>Written Composition</u> Diary Entry. A Description of a key event in the play from the perspective of a literary character.</p> <p><i>Differentiated homework programme and literacy tasks.</i></p>	<p>An End of Year Assessment:</p> <p>Pupils will be judged on the following:</p> <ul style="list-style-type: none"> • Knowledge of Linguistic devices and their functions from across the year. • Ability to analyse and write about articles and extracts in depth using strategies from across the year. • Ability to create a piece of transactional writing in exam conditions with an aim to persuade and present an argument or opinion

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	<p><u>Stone Cold unit culminates in a consolidation charity project and is assessed through:</u> Speaking and Listening task/presentations and overall body of work.</p> <p>Opportunities throughout the module for individual feedback, targeting of pupils and more specific tasks to focus on areas for improvement.</p> <p>Differentiated homework tasks and literacy tasks.</p>		<p>using knowledge and skills from across the year.</p> <p>Differentiated homework tasks and literacy tasks.</p>
<p>Summer half term 5 Sequential knowledge and skills</p>	<p><u>My Charity: Consolidation Project.</u></p> <p>Students will use their knowledge of Stone Cold and the concept of homelessness to pitch their own charity in this end of year consolidation project.</p> <p>Students will recall their writing and reading skills and use their End of Year Assessment feedback to hone their skills through Rewind lessons.</p>	<p><u>Non Fiction Writing – Media Project : Consolidation Project.</u></p> <p>How does society communicate its ideas through Media?</p> <p>Literary and Linguistic study expressed in a personal composition of a Magazine.</p> <ul style="list-style-type: none"> • Knowledge of forms of non-fiction writing: Magazines/newspapers etc... • Revisit of Non Fiction conventions. • Pupils develop ability to translate these skills into their own recreations as part of consolidation/ reflective project. Pupils produce variety of articles: <ul style="list-style-type: none"> • Reviews • News • Agony Aunt Letter • Sports • Beauty <p>Students will present their creations in a Spoken Language Presentation to the class.</p>	<p>INSPIRATIONAL PEOPLE AND EVENTS.</p> <p>Reflective unit.</p> <p>Students will revisit topics from the course of Year 9 and reflect and improve upon their knowledge and skills.</p> <p>Consolidation Project. Students will then use their knowledge of inspirational people and persuasive skills to produce their own speech and oral presentation on an inspirational person of their choice.</p>

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<p>Assessment Content and methods used to judge learning Assessment</p>	<p>Pupils will present their final Charity pitches to the class in the form of an Oral Presentation.</p> <p><i>Their portfolio of work linked to the project will also be used as a method of assessment.</i></p>	<p>End of year exams – provide targeted skills to work on over the course of the module.</p> <p><i>Teachers are able to provide more one to one feedback and guidance over the course of the project through rewind tasks linked to topics.</i></p> <p>Final Oral presentation of project in class serves as assessment for this unit.</p> <p>Differentiated homework tasks and literacy tasks.</p>	<p>Individual Spoken Presentations.</p> <p>Differentiated homework tasks and literacy tasks.</p>
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SKILLS REVIEWED AND REVISITED THROUGHOUT 7-9

- ***Sentence Structure and Punctuation Skills.***
- ***Paragraphing.***
- ***Spelling.***
- ***Language Features and Analysis of Language Features – Features dependent on genre.***
- ***Speaking and Listening Skills.***
- ***Development of vocabulary and knowledge of words and definitions developed throughout all units. Whether this be through spelling tests or through investigation of pupils into unfamiliar words through teacher explanation.***