

A unit of work that uses the short story to develop skills needed for AQA Paper 1: Explorations in Creative Reading and Writing. analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact

Rich literary heritage, Dickens is one of the most captivating writers. Promotion of empathy, reflecting a wide range of social issues that still resonate today. Links to SMSC, British Values

Reading a play by Shakespeare

Debate question: Is Lady Macbeth innocent?

Revision of key skills needed for GCSE examinations

**YEAR 11**

**Gothic: The Tell-Tale Heart**

Should the insane be responsible for their crimes?  
How is tension created?

**A Christmas Carol (2021 cohort only)**

Debate: Should the rich be expected to help the poor?

**Macbeth**

Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effect

**Non-Fiction Reading**

Rich literary heritage, Dickens is one of the most captivating writers. Promotion of empathy, reflecting a wide range of social issues that still resonate today. Links to SMSC, British Values

**REVISION**

A unit of work based on the non-fiction reading skills needed for GCSE English.

**Animal Farm**

A unit of work that uses the novel to develop skills needed for AQA Paper 1: Explorations in Creative Reading and Writing. Debate: Is Mrs Lyons innocent?

Grammar and vocabulary, studying their effectiveness and impact in non-fiction texts. distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence

Reading a play by Shakespeare. Drawing on new vocabulary

A unit of work that uses Pre 19<sup>th</sup> Century Literature to develop essential reading, writing and analysis skills needed for AQA Language GCSE.

**Blood Brothers**

**Non-Fiction Writing**

A unit of work that uses the play to develop skills needed for AQA Paper 1: Explorations in Creative Reading and Writing. What How Why?

A unit of work based on the non-fiction writing skills needed for GCSE English.

**A Midsummer Night's Dream**

Reading, Writing, Speaking and Listening

**A Christmas Carol**

Debate: Should the rich be expected to help the poor?

**Into The Unknown**

A unit of work looking at the similarities and differences between music and poetry, designed to enhance skills of poetry understanding and analysis. Grammar

**YEAR 10**

Comparative fiction to non-fiction. making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

Writing accurately, fluently and effectively for pleasure.

**Fiction Composition**

**Great Speeches**

Examining the great speeches of the 19<sup>th</sup> century

**Romeo and Juliet**

Adapting writing for a wide range of purposes and audiences: to describe, narrate, explain

**Dystopian Fiction**

Extended analysis of key scene

**Whodunnit?**

Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively

**Pop and Poetry**

**YEAR 9**

Planning, drafting, editing and proof-reading.

Speaking confidently and effectively, participating in formal debates.

Analysing some of the differences between spoken and written language, including differences associated with formal and informal registers,

Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation.

Reading for pleasure.

What How Why?

Seeking evidence in the text to support a point of view, including justifying inferences with evidence

A unit of work based around a whodunnit mystery, with a focus on non-fiction writing for English Language GCSE.

**EOY project – The Restaurant**

Media representations

The Tempest

Nature vs Nurture

Controversial topics-debate

Persuasive texts

Evaluate texts (structure and effect on reader)

What makes us who we are?

**Futureshock**

Create a gadget/predictions and reasons

Sci-fi fiction – A Sound of Thunder

**Read All About It!**

Rhetoric and defending a position

Language of power

What How Why

Shakespeare's Humour

Discursive writing/Arguing/Complaining

Childhood/ growing up (poetry and short stories)

Demonstrate learnt skills

**YEAR 8**

Topic tests and termly assessments are designed to accurately assess knowledge and maximise progression.

Subordinating conjunctions/Sentence openings

Embedded clauses

War poetry (feelings and effects)

Refugee/migrant Crisis (context)

Crime NF (reading, bias, controversial figures)

Poetry from other cultures

**EOY Project – The Island**

**Other Cultures**

Comparison with our culture

**Frankenstein Playscript**

Plot structure  
Narratives

**Conflict and Chaos**

Explicit/implicit meaning

War novels (effects of war on people)

Aliens and UFOs (non-fiction R and W)

**Shocking Shakespeare**

Staging and effect

Context of the times

**YEAR 7**

Schemes of learning are designed to ensure students progress based on their security of understanding and readiness for the next stage. STRETCH and CHALLENGE is at the heart of our curriculum. Reading and Writing is fundamental to improving the life chances of our learners. We are committed to ensuring our pupils become active learners of society by becoming conversant and fluent in all areas of language development

# Curriculum Intent

- **The National Curriculum for English aims to ensure that all children:**
- **read easily, fluently and with good understanding**
- **develop the habit of reading widely and often, for both pleasure and information**
- **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- **appreciate our rich and varied literary heritage**
- **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
- **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas**
- **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate**

At Hope High School, we believe that the ability to be literate and to communicate effectively through Speaking and Listening, Reading and Writing is fundamental to improving the life chances of our learners. We are committed to ensuring our pupils become active learners of society by becoming conversant and fluent in all areas of language development. We are dedicated to ensuring pupils enjoy their English lessons and develop a genuine love of literature. English Language provides the main instrument to learning throughout the curriculum and the English department is wholly committed to ensuring all our pupils reach their full potential in a safe, calm and nurturing environment.

'Oh, the places you will go' is our key quote within the English department. Starting in KS3, pupils will journey through time whilst sat in our lovely classrooms! To the Gothics with Mary Shelley's Frankenstein; to Flanders Fields with conflict poetry; to Shakespearean England and across the continent exploring the literature of other cultures. To Dickensian England and the into the future with the exciting world of Dystopian fiction. In KS4, pupils will have access to Functional Skills Level One and Two alongside AQA GCSE English Language examinations. Our lovely pupils will build on the knowledge they have acquired in KS3 to continue their progress and enjoy .

Empathy is at the heart of our selected texts. Promoting empathy through reading about other cultures, histories and societies, will help improve our pupils' social skills and allow them to understand how others are feeling. Speaking and listening skills are encouraged throughout with debates set every half-term. We believe our curriculum is a journey, a journey where pupils will enjoy and explore but most importantly grow as a learner and person.