



English Curriculum Implementation

(2021-2022)



Key Stage 2

Students should be confident in reading a wide range of materials aloud with fluency, accuracy and pace. High frequency words should be pronounced effortlessly and students demonstrate some independence in pronouncing unfamiliar vocabulary by drawing upon suitable strategies.

Students should be able to express familiar narratives. Reading should be frequent and take place both inside and outside of school. Students should be able to read for pleasure and be able to read in order to locate information. Silent reading should demonstrate a good understanding and inference and prediction of the meanings of unfamiliar words.

Students should be able to record their ideas independently, quickly and with a general level of accuracy. Grammar and punctuation should be generally accurate and ambitious. Spelling of high frequency words should be accurate and students should be able to apply spelling strategies in order to attempt to spell new words. Purpose and audience should also be considered in writing.

By the end of Year 6, students' reading and writing should be sufficiently fluent and effortless for them to approach the demands of the Year 7 curriculum. Students will continue to develop their vocabulary by approaching more subject-specific terms. Wider opportunities to manipulate sentence structures and consider genre and style will also be offered at Key Stage 3. Students should also begin to consider more subtle nuances of vocabulary choices, and should start to make specific selections suitable to context. Catch-up strategies are offered to those whose decoding falls below age-related expectations. Interventions take place within and beyond the classroom.

Year 7

1A Heroes & Villains— An introduction to English— Reading

1A To begin their journey Y7 will explore the world of Victorian England and its heroes and villains through the novel **Oliver Twist**. Students will explore how Dickens creates characters and delivers a message about society in the 19th century.

1B Heroes and Villains— Writing

Students will then study a range of myths and non-fiction texts to look at real-life heroes and villains and explore attitudes and viewpoints towards them as cultural figures. **READER: Oliver Twist by Charles Dickens (continued)**

Cultural Exposure: Crime and consequence . Study of crime gangs and exploitation .

2A) Detectives— Victorian and Modern Short

Story Form To develop their understanding of characterisation and narrative, students will explore the detective fiction genre through Sir Arthur Conan Doyle's **The Speckled Band** and Roald Dahl's **The Landlady** and 'Lamb to the Slaughter'; considering the concept of the short story form. They will complete close analysis comprehensions of each text and start to compare themes.

Reader: Detectives- Short stories

2B Number the Stars— Modern Novel Students will develop a love of reading by analysing the theme of war (WW2) within the novel. They will explore how a writer uses foreshadowing and symbolism and how tension is created. **Reader: Number the Stars Lois Lowery**

Cultural Exposure: A study of the holocaust and discrimination in society.

3A Number the Stars

To compliment their understanding of the theme of war, students will analyse the presentation of issues in a collection of WW1 poems. Students will apply their understanding by creating a speech based on a war issue. **Reader: Number the Stars Lois Lowry**

3B A Midsummer Night's Dream

As an introduction to Shakespeare, students will read AMND, focusing on the presentation of the lovers and the characterisation of the workers/mechanicals. They will gain confidence in studying Shakespearean language and society. **Reader: A Midsummer Night's Dream**

Cultural Exposure: Societies expectations on women and the patriarchal society.

Year 8

1A-The Gothic Genre— Reading — As an introduction to Y8, students will explore genre conventions across a series of classic extracts, short stories and poems. In particular, they will look at the use of literary techniques to build atmosphere and suspense. To compliment this, students will read a modern, gothic novel alongside this. **READER: The Woman in Black Susan Hill**

1B—The Gothic Genre— Writing Students will then move on to creating detailed, atmospheric descriptions and carefully craft symbolic character descriptions in their own gothic writing.

READER: The Woman in Black Susan Hill (continued)

Cultural Exposure: Representation of mental health and fear in historical texts.

2A Blood Brothers— Study of a local play In order to develop an understanding of local history in literature and appreciate text in performance, students will discuss the importance of class struggle, education and crime in **Blood Brothers**. They will also develop their ability to compare themes, issues and characters using the text. **Reader: Blood Brothers by Willy Russell**

2B Blood Brothers— Contextual issues in non-fiction writing Students will explore the issues demonstrated in BB by discussing a range of texts about the class system, elitism, the education system and teenager pregnancy. They will apply their understanding by creating an article.

Cultural Exposure: Local history in Merseyside and the class system. Links to teenage pregnancy and life chances for the poor.

Travel and Time

3A Travel Non-fiction— Writing — Students will explore writers' viewpoints and attitudes in a range of non-fiction travel texts including **Bill Bryson's observations of Liverpool and London as well as a range of pieces from across the world.**

3B— Time travel

Students will read a selection of short stories based on the concept of time travel, including **Ray Bradbury's 'The Sound of Thunder'**. They will consider structural devices including foreshadowing and consider responsibility and the butterfly effect.

Cultural Exposure: Travel and cultures through non fiction writing.

Year 9

1A Hate by Alan Gibbons— Contemporary novel To open Year 9, students will consolidate their appreciation of the modern novel and will explore the themes of isolation, prejudice and discrimination within and beyond the novel, using a range of non-fiction texts. Multiple narration will be explored alongside understanding of structural features.

1B Hate— Inclusion and Diversity— Writing

Students will move on to study some of the themes raised in 'Hate' in a series of poems and non-fiction texts with a deeper focus on racism. They will craft their own formal letters in response to non-fiction stimuli.

Reader 1A and 1B: Hate by Alan Gibbons

Cultural Exposure: Study of society and hate crimes Sophie Lancaster, George Floyd and Stephen Lawrence. Domestic violence and the effect of children.

2A- Culture & Identity Poetry & Writing To compliment their study of 'Hate', students will then explore the themes of voice, identity and experience within a range of poems from across the world about experiences of identity, gender, power and freedom. Students will compare the presentation of these themes in more than one poem. Students will produce a monologue based on one of the themes, characters and issues they have studied.

Reader: The Fault in Our Stars

2B- Media: Image and Influence As an introduction to the theme of public vs private and mental health in **Othello**, students will study a range of non-fiction articles about social media, mental health and body image. They will practise summary-writing skills and synthesising information from a range of sources, as well as comparing the presentation of an issue.

Reader: The Fault in Our Stars

Cultural Exposure: Social media, mental health and body image.

3a & 3B Shakespeare and Creative Writing

2022— Othello, 2023—onwards Macbeth

In the final term, students will analyse Shakespeare, paying close attention to the influence of patriarchy as a concept. They will also be introduced to feminist theory in order to explore track the presentation of Desdemona as a female construct and will also compare these to the plays they have previously studied eg **Hermia** and **Lady Macbeth**.

Creative Writing Students will move on to complete a 6 week creative writing unit on the theme of **Dreams**. They will use a variety of stimuli including images, settings from Literature studied in the academic year and emotions of linked to themes raised in "Hate" and "Media". There will be a focus on Using a wider range of punctuation and vocabulary.

Cultural Exposure: Gender discrimination, feminism and patriarchy.

Year 7- Assessment

- 1) How is a character presented in the novel ?
- 2) Write a blog about a villain of your choice.
- 3) **Lamb to the Slaughter— Mary Maloney analysis**
- 4) How are the Nazi soldiers presented in the extract?
- 5) Write a WW1 speech to discuss one of the issues raised in the war poems
- 6) Description of forest

Year 8- Assessment

- 1) The Raven assessment
- 2) Description of a gothic image and character
- 3) Comparison of characters
- 4) Write an article about one of the issues raised.
- 5) Descriptive writing —holiday brochure
- 6) Structural assessment A Sound of Thunder

Year 9- Assessment

- 1) Analysing structure and language
- 2) Writing a formal letter
- 3) Writing a monologue—orally assessed.
- 4) Summarising the differences in articles
- 5) Literature response—how are women presented?
- 6) Creative writing - writing a description.



English Curriculum Implementation (2021-2022)



Year 10

1A Language Paper 1 Reading– Modern Classics

As an introduction to Paper 1 of the exam, students will analyse and explore a range of modern extracts in relation to paper 1, including: Jaws, It, Brighton Rock, Lovely Bones. They will analyse language, structure and evaluate with careful examination of writer's techniques.

Cultural Exposure: Exploration of other time periods and popular fiction. Discussion of gang culture. Empathising with difficult decisions and choices.

1B Language Paper 1 Writing– Crafting a Narrative

After having studied the modern classic extracts, students will learn how to carefully craft and structure a narrative. Stimuli will include nature and season imagery, Lights Out audio-visual clip, and The Five People you Meet in Heaven. Students will also study effective character and setting descriptions and apply this to their own writing.

Cultural Exposure: Nature and benefits to wellbeing. Empathy with others, particularly the elderly in Five People you Meet in Heaven.

2A

Literature– Romeo and Juliet

Students will be introduced to the play with a close focus on tracking the presentation of Juliet in relation to the themes of honour, family and patriarchy. They will also be approach feminist critical theory in order to consider whether Juliet can be deemed powerful or powerless over the course of the play, by comparing Shakespeare's presentation of her against Elizabethan women. Furthermore, students will track Romeo against the themes of love, masculinity and violence and consider the purpose of him as a tragic hero.

Cultural Exposure: Violence, gang culture, honour, loyalty, parent child relationships, revenge and forgiveness.

2B

Literature- (3 weeks Romeo and Juliet to finish studying Romeo and Juliet)

Language– Introduction to Paper 2 Reading– People and Places

Students will learn how to compare 2 non-fiction texts and will look at how to write a summary (Q2) and how to compare writer's perspectives, and attitudes. Study of Blackpool/Verona, Glastonbury/Greenwich and Liverpool non-fiction texts. Analysis of bias and links to historical context eg gender and class expectations.

Cultural Exposure: Discussion of festival culture and societal attitudes towards alcohol and drugs. Analysis of Bryson extracts and links to British values and British stereotypes.

3A&3B

Literature– Poetry– Anthology and Unseen

Students will study the 15 poems within the anthology, carefully considering the effects of language and structure. They will approach the poems in clusters, learning how to make close comparisons between the poems. Students will approach the poems using a recommended essay structure (where appropriate). A number of key poems will then be selected for deeper analysis so that students can focus their quotation revision, as exam preparation.

Language –Paper 1 Writing

Some time will be spent revisiting Y10 narratives and creative writing, using the poems as a stimulus.

Cultural Exposure: Power, conflict, war and nature in various contexts, social and geographical settings. Family, grief, PTSD.

3B Introduction to Paper 2 Writing- Spoken Language exam and Speech Writing

Students will develop their previous knowledge of speech writing and will look at more complex rhetorical devices. Students will study a range of famous speeches from history, film and fiction and will deconstruct them to discover what makes an iconic speech. Students will then choose a controversial topic (using issues previously studied in Paper 2 reading) and will develop their own, personal speeches as the Spoken Language element of their exam. Introduce students to the other text types they may be required to produce as transactional writing.

Cultural Exposure: Detailed research into contemporary, controversial topic of choice. Examples include feminism, importance of sleep as models.

1A& 1B Literature

A Christmas Carol

A close reading an analysis of the text, focusing carefully on the characterisation of Scrooge and the themes of religion and poverty. Students will learn how to deconstruct an extract and use this as a springboard to link to other key moments across the whole novella. *Students will be introduced to some literary criticism in relation to the text.*

Cultural Exposure: Social Darwinism, socialism, redemption, the poor law, workhouses.

Year 11

(2 language lessons and 2 literature lessons)

1A Language (2021 Paper 1 Reading– Modern Classics COVID RECOVERY), (2022– Dystopian Fiction) As an introduction to Paper 1 of the exam, students will analyse and explore a range of modern extracts in relation to paper 1, including: Jaws, It, Brighton Rock, My Sister's Keeper. They will analyse language, structure and evaluate with careful examination of writer's techniques.

Cultural Exposure: Cultural Exposure: Exploration of other time periods and popular fiction. Discussion of gang culture and organ donation. Empathising with difficult decisions and choices.

1B Language Paper 1 Writing– Crafting a Narrative

(COVID RECOVERY) After having studied the modern classic extracts, students will learn how to carefully craft and structure a narrative. Stimuli will include nature and season imagery, Lights Out audio-visual clip, and The Five People you Meet in Heaven. Students will also study effective character and setting descriptions and apply this to their own writing.

Cultural Exposure: Nature and benefits to wellbeing. Empathy with others, particularly the elderly in Five People you Meet in Heaven.

2A Language Paper 2–Reading and Writing Revision Struggle and Survival

Students will continue to develop their application of Paper 2 reading skills in questions 1-4 of the reading paper, learning how to plan and respond and improve their timings. They will spend time trying to make careful comparisons and including more subtle inferences between two texts. Students will then use the themes discussed to practise their transactional writing skills for the exam.

Cultural Exposure: Resilience, mental wellbeing, physical health and fitness.

2B Language

Paper 1 and Paper 2 Reading and Writing Revision (Weekly themes– see planning grid)

Classes will move at pace through a range of questions and extracts based on the theme of law and order. Bespoke revision will take place depending on class and individual needs.

Cultural Exposure: Gun crime in the USA and knife crime in the UK. Attitudes towards violence. Social responsibilities, individual rights and freedom of speech.

1A & 1B Literature

1A&1B An Inspector Calls

Students will read the whole of the play and track the key characters and themes. They will learn how to analyse language and structural features and consider contextual issues and authorial intent. Students will spend time learning how to plan and structure effective essays for the main themes and characters.

A Christmas Carol Revision–

December 3 weeks

In order to consolidate their knowledge of the novella, students will revisit their key quotations and use a series of key extracts in order to create essay plans which cover the 'text as a whole'. They will attempt to embed critical theory and approach alternative readings.

Period 6 Both -Unseen Poetry

Students will develop their ability to independently analyse the language and structure of unseen poems.

Cultural Exposure: Social responsibility, altruism, socialism and capitalism. Philanthropy and political diatribe.

2A Literature

Romeo and Juliet revision of themes and characters

Tracking of key themes and characters across the whole play. Development of essay skills and application of critical theory.

2B Literature

ASSESSMENTS- ACC & R&I

An Inspector Calls Revision

Students will further their understanding of the play by considering critical theory alongside the play. Quote recall will be tested as will students' ability to recall their essay structures and theoretical arguments.

Period 6– Both: Unseen Poetry

Students will continue to discuss unseen poems in close detail, plan essays and consider how to approach the short comparison question.

Cultural Exposure: Honour, violence, marriage, family relationships.

Y10 Assessments

Flashmarked extended response every half-term and a teacher assessed and graded Language or Literature Piece, alternating half-termly.

1 End of year Language and Literature mock exam.

(See KS4 Assessment Grid)

Y11 Assessments

Flashmarked extended response every half-term and a teacher assessed and graded Language or Literature Piece, alternating half-termly.

2 series of Language and Literature mock exams

(See KS4 Assessment Grid)