

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Drama	Literary Heritage	Shakespeare	Poetry	Creative reading & writing	Viewpoints + perspectives
Unit title and overview	Modern text A View from the Bridge Reading of the whole play; appreciation of language, structure and genre	Gothic Genre conventions; literary extracts to familiarise students with C19 level of formality, imagery and social (religious) context. Reading a gothic play	Romeo & Juliet Whole play; setting, plot, themes and characterisation. Developing understanding of how these are used for effect. Improving confidence with Shakespeare's language	Love & Relationships Developing understanding of poetic conventions; figurative language and abstract interpretations. Making clear critical comparisons across texts	GCSE Language Paper 1 Students will engage with creative texts and be inspired them to write creatively themselves.	EMC Literary Shorts Anthol. Reading of a number of short stories to identify genre conventions; representation of relationships in fiction texts; comparing devices and themes; supplemented with non fiction texts
Knowledge	Context: 1950s American society/immigration; when cultures elide; representation of gender Dramatic conventions – genre of tragedy; domestic context & setting: protagonist antagonist, tragic flaw, chorus, hamartia, pathos, catharsis. Know through an accessible text the features of an Aristotelian tragedy Know how characters are represented through speech	Context of Victorian era – fears of <i>fin de siècle</i> and advances in technology – impact on thought and belief Literary conventions of gothic genre – liminality, pathetic fallacy, foreshadowing, symbolism, colour imagery, use of sublime, anti-hero Know how to respond to P1 Qu2 and Qu3 style questions (language/structure) Know how to experiment with form and genre in creative writing	How the text relates to context To be confident with how dramatic techniques are used for effect and to create engagement for different audiences Know the conventions of the genre – tragedy Know how different interpretations can shape meaning	How to compare poems with a focus on form/imagery/tone and structure Know how writer's context influences meaning Secure knowledge of a range of poetic conventions and developed understanding of how writers use these for effect	Know how writers use narrative and descriptive techniques to capture readers' interest. How to read C19-21 literary extracts and respond to unseen texts (GCSE qu requirement) Effect of language – analytical comments; interpretations of language. Features of structure. How to evaluate writers' choices. How to write consistently to audience and purpose, using a range of literary techniques with increasing success. Select vocabulary for effect.	Know and use a range of linguistic and literary devices Explain how writers deploy language techniques to engage readers Know how writers choices of form and structure contribute to meaning Comparative connectives – compare the narrative voices of different writers Show how writers' contexts can affect viewpoint and meaning – social, geographical and cultural influences
Assessment	Reading focus Stem question – choice of 2; theme or character based. Differentiation – character is a more accessible question. Reference to the play as a whole/ writer's intentions	Reading focus Christmas Carol extract – Stave 4; responding to AQA P1 Qu2 and Qu3 style questions (language and structure)	Reading focus Question based on a theme or character with reference to an extract and linked to the play as a whole. Expository essay	Reading focus Unseen theme based analysis of writer's use of poetic conventions. Expository essay	Reading focus AQA GCSE style exam paper (Year 9 resource) – Qu1-4 Writing focus AQA GCSE style exam paper (Year 9 resource) – Qu5	Writing focus Reading focus AQA GCSE style exam paper 2 Qu4 – comparative SLE focus Dramatic monologue (empathetic response)
Reading skills	<ul style="list-style-type: none"> Making inference through close reference to generic features (tragedy) Understanding how characters are 	<ul style="list-style-type: none"> Clear interpretations of language through reference to gothic genre and contextual knowledge Explains writers' use of 	<ul style="list-style-type: none"> Make clear links between plot and dramatic devices Develop interpretations of Shakespeare's language 	<ul style="list-style-type: none"> Range of reading poetry from different time periods which are thematically linked Develop reading approaches to unseen 	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information/ ideas Clear explanation of effect of language with some analytical 	<ul style="list-style-type: none"> Clear comparison of writers' techniques Explanation of ideas and perspectives Evaluation of writers' choices

	<p>represented through dialogue – language variety and deviant forms</p> <ul style="list-style-type: none"> Understanding character change over the course of the play and know how structural features present character change 	<p>language for effect</p> <ul style="list-style-type: none"> Explains writers’ choice of form and structure with understanding Be able to make comparisons across texts/extracts – identify patterns in genre, voice and trend 	<ul style="list-style-type: none"> Understand the effects created by specific figurative language Understand the importance of structure in creating meaning 	<p>poetry</p> <ul style="list-style-type: none"> Recognise a range of poetic conventions and understand how implicit meaning is created Select judicious evidence to support interpretations 	<p>comment</p> <ul style="list-style-type: none"> Use precise evidence to support ideas Show a clear understanding of literary techniques Explanation of how writers craft paras/ whole texts 	<ul style="list-style-type: none"> Identify and interpret emotive vocabulary Clear understanding of writers’ use of punctuation and its function for effect Contextualise unfamiliar vocabulary to support understanding
Writing skills	<ul style="list-style-type: none"> Respond to non-standard registers using standard English (level of formality) Exploit a growing knowledge of vocabulary and grammar to recreate a character’s voice (accent and dialect) Planning, drafting and amending formal written response using mark scheme 	<ul style="list-style-type: none"> Be able to write in timed conditions – building writing stamina Know how to plan a (exam)response before beginning to write Know how to address the assessment objectives in written responses – using mark schemes to ensure coverage 	<ul style="list-style-type: none"> Independently plan ideas Development of expository essay skills Understand significance of maintaining a formal register Develop a clear point of view in relation to a text studied Precise references to text, using sophisticated literary terminology to support interpretation 	<ul style="list-style-type: none"> Develop independent annotation Plan and note take Expository essay with supporting evidence – coherence and overall effectiveness 	<ul style="list-style-type: none"> Communicate clearly and imaginatively Select and adapt register for audience and purpose Use punctuation accurately and for effect Use sentence structures for effect Control of register 	<ul style="list-style-type: none"> Demonstrate a clear grasp of audience and purpose Use a range of literary and emotive devices to engage audience Use punctuation for effect Select vocabulary for effect Use literary techniques to evoke narrative voice
SPaG	<ul style="list-style-type: none"> Use a variety of forms (double negatives) Annotate a text to show deviations from standard English and know how they have been used to create effect 	<ul style="list-style-type: none"> Embedding short quotations Acquire and apply genre-specific vocabulary Sequencing ideas and paragraphs 	<ul style="list-style-type: none"> Maintain use of sophisticated subject terminology Discourse markers to signpost viewpoint 	<ul style="list-style-type: none"> Use standard English confidently in literary criticism writing Use of abstract nouns Ambitious use of vocab to describe tone 	<ul style="list-style-type: none"> Engage with archaic lexis Contextualise unfamiliar vocabulary through reference to whole text Respond to L4L corrections/practise 	<ul style="list-style-type: none"> Accurate use of simple, compound, complex and some minor sentences Clear use of standard English in a formal register
Wider knowledge opportunities	<ul style="list-style-type: none"> Empathetic response through comparing Miller’s context to modern e.g. Windrush. 	<ul style="list-style-type: none"> Sp4L use – reading whole texts when interested in extract Genre evolution over time/link to technology 	<ul style="list-style-type: none"> Compare filmed and live performance Consider directorial choices and impact on audience Appreciation of how the play has influenced contemporary literature and media 	<ul style="list-style-type: none"> Media clips inc GCSE Pod, film. Historical and social context Literary heritage and links to canon 	<ul style="list-style-type: none"> Students will need to develop awareness of ways in which texts link to context – visit to V&A museum/library resources Links to Lit Paper 1 	<ul style="list-style-type: none"> Sp4L use – develop students’ awareness of topical issues connected to narratives
Enrichment	Trip to see a performance (PP) students	Theatre London Dungeons	Visit Globe theatre Local production available? Screening of play in drama theatre.	Poetry slam	V&A museum trip	Rutherford Report Display – inspirational narrative quotations

Reading

The English department expects students to read for pleasure throughout KS3, and encourages this through dedicated Library lessons (1 per fortnight) for Years 7-9. Years 7 and 8 demonstrate progress in their reading through the Accelerated Reader programme, with STAR tests used to evidence development in reading age and ability (students are tested at the start of the year, then at the end of every term). Data is analysed and shared with colleagues (including SEN dept) and groups (boys, PP, SEN) can be highlighted in this analysis. The librarian supports the initiative, and paired reading (KS3 students and 6th Form students) interventions are put in place to enable students with low reading age scores to develop confidence in reading aloud and decoding unfamiliar vocabulary in a safe environment. On completion of every book read, students access an AR quiz and there is a rewards system for those who meet milestones and challenges.

Every KS3 English lesson begins with Calm Start, which is always used for private reading for Year 7 and 8 (Year 9 have a variety of activities for Calm Start, including reading). As such, students should always have a reading book with them; we are developing the expectation that tutor time (morning) should be used for private reading at least once per week. From September 2019, KS3 students will be expected to complete 20 minutes per day reading for homework; student planners will include a page which sets out a grid for parents to sign (and tutors to check) to say that this has been done. The aim is to take reading beyond the English department and present it as an aspect of personal development and cultural enrichment – something that underpins effective study across the school.

Spoken English

Throughout KS3 students will experience a range of opportunities to develop their knowledge of and skills in using Spoken English. Students will be able to **speak confidently and effectively** using **standard English**.

In each scheme of work there are opportunities for classroom discussion at various levels (pair, group and whole class activities) and some units have a more specific focus on spoken English – whether this be recitation in poetry, reading aloud in the novel unit or presenting a viewpoint in the perspectives unit; the drama unit requires students to improvise and rehearse using play scripts. At all times it is imperative that teachers model the expected standard of English pronunciation and vocabulary use, while being able to explore ideas about language variety (including accent, dialect and different registers used for effect).

Students will be supported to develop a formal register where the task demands it, through participation in debates and structured discussions, using role play where appropriate to engender an 'adult' voice which will develop students' confidence in their written responses. Students will learn to voice disagreement with courtesy while they begin to understand in more detail the etiquette of social interaction, as guided by Grice's Conversational Maxims.

Spellings and vocabulary acquisition

Students in KS3 will have banks of spellings for each unit of study. The requirement for spelling topic-specific vocabulary will develop week on week, and in addition to this students are expected to be able to complete definitions for new vocabulary acquired. Spellings are set for homework every week, and are tested weekly.

***** SPaG resources are available on the R:Drive to support SoW and transition from KS2 *****

***** Cultural Capital statement to follow (Sept) *****