



Topic		Skills Developed	Link to National Curriculum Subject Content	Essential knowledge	Next link in WKGS curriculum	Link to KS2 National Curriculum	Other Notes
Novel	A U T U M N	<ul style="list-style-type: none"> <li><u>Reading</u></li> <li>Identifying and retrieving evidence in fiction</li> <li>Making inferences</li> </ul>	<ul style="list-style-type: none"> <li>Develop an appreciation and love of reading and read increasingly challenging material independently through reading a wide range of fiction.</li> <li>Contemporary literature</li> <li>Studying setting, plot, and characterisation and their effects</li> <li>Making inferences and referring to evidence in the text</li> </ul>	<ul style="list-style-type: none"> <li>Inference</li> <li>Protagonist</li> <li>Antagonist</li> <li>Paragraph</li> <li>Quotation</li> <li>Analysis</li> <li>Narrator</li> <li>First person</li> <li>Third person</li> </ul>	<ul style="list-style-type: none"> <li>Y7 - narrative</li> <li>Y8 – novel</li> <li>(GCSE English language Component 1)</li> </ul>	<ul style="list-style-type: none"> <li>Inferring feelings, thoughts and motives</li> <li>Predicting</li> <li>Identifying how language, structure and presentation contribute to meaning</li> </ul>	Extract question – how is the protagonist/ antagonist presented?
		<ul style="list-style-type: none"> <li><u>Writing</u></li> <li>Learn conventions of transactional writing</li> <li>Identifying and retrieving evidence in non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>A range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> <li>Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>Considering how their writing reflects the audiences and purposes for which it was intended</li> <li>Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of reviews</li> <li>Heading</li> <li>Subheading</li> </ul>	<ul style="list-style-type: none"> <li>Y7 – The Village</li> <li>Y8 – newspaper article</li> <li>(GCSE English Language – component 2 wider transactional writing)</li> <li>SPAG</li> </ul>	<ul style="list-style-type: none"> <li>Plan writing</li> <li>Identifying conventions</li> <li>Discuss and evaluate how authors use language</li> <li>Use and understand grammatical terminology</li> </ul>	Book or film review



<p>Poetry linked to the novel</p>		<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Make links across forms</li> <li>• Identify similarities and differences</li> <li>• Making inferences</li> </ul>	<ul style="list-style-type: none"> <li>• Making critical comparisons across texts</li> <li>• English Literature, both pre-1914 and contemporary</li> <li>• Reading a wide range of fiction</li> <li>• Develop an appreciation and love of reading, and read increasingly challenging material</li> </ul>	<ul style="list-style-type: none"> <li>• Stanza</li> <li>• Relevant poetic forms</li> </ul>	<ul style="list-style-type: none"> <li>• Y8 – poetry examination</li> <li>• (GCSE English Literature– Component 1 and 2 poetry Anthology and unseen poetry)</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of poetry</li> <li>• Comparisons across [texts]</li> <li>• Discuss how authors use language to impact the reader</li> <li>• Identifying and discussing themes across a wide range of writing</li> </ul>	
<p>The Village</p>	<p>S P R I N G</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Learning the conventions of a variety of transactional writing formats</li> <li>• Making inferences from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Writing for a wide range of purposes and audiences</li> <li>• Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>• A range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> </ul>	<ul style="list-style-type: none"> <li>• Etymology</li> <li>• Suffix</li> <li>• Prefix</li> <li>• Layout conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Y8 – The Apprentice</li> <li>• (GCSE – English Language Component 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve, record and present information from non-fiction</li> <li>• Provide reasoned justifications for their opinion</li> <li>• Use and understand grammatical terminology</li> </ul>	<p>Common assessment – Ice Cream Farm comprehensi on style</p>
		<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Applying knowledge of transactional writing to own writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write accurately, fluently, effectively and at length for pleasure and information</li> <li>• Summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li> <li>• Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>• Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Ellipsis</li> <li>• Statement</li> <li>• Exclamation</li> <li>• Colloquial</li> </ul>	<ul style="list-style-type: none"> <li>• Y8 – newspaper article</li> <li>• (GCSE – English Language Component 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing using models</li> <li>• Identify audience and form</li> <li>• Drafting</li> <li>• Using organisation and presentational devices</li> </ul>	<p>Write a leaflet to advertise the village</p>



		<p><u>Spoken language</u></p> <ul style="list-style-type: none"> <li>• How to use language to develop characterisation in role play</li> <li>• How to participate in a variation of British Parliamentary debating</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in formal debates and structured discussions, summarising and/or building on what has been said</li> <li>• Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Monologue</li> <li>• Duologue</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Y8 – The Apprentice</li> <li>• (GCSE English Language - Component 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform compositions</li> <li>• Make changes to grammar and vocabulary to create meaning</li> <li>• Formal presentations and debates</li> </ul>	<p>Also linked to GCSE spoken language endorsement assessment</p>
<p><b>Narrative EXAM</b></p>	<p><b>SUMMER</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Identifying and analysing features of narrative in fiction and non-fiction</li> <li>• Making inferences from a range of sources</li> <li>• Developing empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction</li> <li>• Seminal world literature</li> <li>• Studying a range of authors</li> <li>• Understand increasingly challenging texts</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• (GCSE – English language components 1 and 2)</li> <li>• SPAG</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, considering the impact on the reader</li> <li>• Reading texts that are structured in different ways</li> </ul>	



		<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>To control narrative writing to engage the reader</li> <li>Selecting vocabulary and tone to build a rapport between reader and narrator</li> <li>Apply knowledge from reading to own writing</li> </ul>	<ul style="list-style-type: none"> <li>Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing</li> <li>Seminal world literature</li> <li>Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended</li> <li>Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> </ul>	<ul style="list-style-type: none"> <li>Characterisation</li> <li>Formatting</li> <li>Narrative structure</li> </ul>	<ul style="list-style-type: none"> <li>(GCSE – English Language Component 1 creative and imaginative writing)</li> <li>SPAG</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing</li> <li>Noting and developing initial ideas, drawing on reading</li> <li>Draft</li> <li>Describing settings, developing characterisation, integrating dialogue</li> <li>Build cohesion</li> <li>Proofread for SPaG</li> </ul>	<p>Write a story to suit a given title – examination</p> <p>Also linked to KS3 Creative Writing Competition – half termly in reading lessons</p>
Poetry		<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Reading for meaning</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Rhyming couplets</li> <li>Metaphor</li> <li>Imagery</li> <li>Simile</li> <li>Allusion</li> <li>Connotation</li> </ul>	<ul style="list-style-type: none"> <li>Y8 poetry</li> <li>(GCSE - English Literature Components 1 &amp; 3 - anthology and unseen poetry)</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of poetry</li> <li>Assessing the effectiveness of their own and others' writing</li> </ul>	<p>Poems written for inter form competition</p>
Reading lessons	A L L  Y E A R	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Independently for interest and challenge</li> <li>Reading a range of fiction and non-fiction</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Creative and imaginative writing to</li> </ul>	<ul style="list-style-type: none"> <li>Develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction and non-fiction</li> <li>Choosing and reading books independently for challenge, interest and enjoyment.</li> <li>Re-reading books encountered earlier to increase familiarity with them and</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Continued reading lessons in Year 8</li> </ul>	<ul style="list-style-type: none"> <li>Positive attitudes to reading</li> <li>Wide range of texts</li> <li>Recommending books to peers</li> </ul>	<p>KS3 Creative Writing Competition</p>



		specific rubric or	provide a basis for making comparisons. <ul style="list-style-type: none"><li>• Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing</li></ul>				
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