



Topic Name	Skills Developed	Link to National Curriculum Subject Content	Essential knowledge	Next link in WKGS curriculum	Link to KS2 National Curriculum	Other Notes
Novel	<u>Reading</u> <ul style="list-style-type: none"> Selecting and analysing evidence Accurate paragraphing Appreciation of writers' choices 	<ul style="list-style-type: none"> Develop an appreciation and love of reading, and read increasingly challenging material independently Studying setting, plot, and characterisation, and their effects 	<ul style="list-style-type: none"> Discourse marker Authorial intent 	<ul style="list-style-type: none"> Y9 – KS3/GCSE link novel (e.g. The Woman in Black, Of Mice and Men) 	<ul style="list-style-type: none"> Inferring feelings, thoughts and motives Predicting Identifying how language, structure and presentation contribute to meaning 	25 mark-style essay: How is character/ theme presented throughout the novel
	<u>Writing</u> <ul style="list-style-type: none"> Register and tone Format Engaging the reader 	<ul style="list-style-type: none"> Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing 	<ul style="list-style-type: none"> Register Conventions of newspaper articles Structure 	<ul style="list-style-type: none"> (GCSE English Language Component 2 – transactional writing) SPAG 	<ul style="list-style-type: none"> Plan writing Identifying conventions Discuss and evaluate how authors use language Use and understand grammatical terminology 	Newspaper article
Poetry linked to novel	<u>Reading</u> <ul style="list-style-type: none"> Make links across forms Identify similarities and differences Making inferences 	<ul style="list-style-type: none"> English literature, both pre-1914 and contemporary, including prose, poetry and drama knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 	<ul style="list-style-type: none"> Poetic forms Imagery 	<ul style="list-style-type: none"> Y8 – poetry examination (GCSE English Literature Component 1 and 2 – poetry Anthology and unseen poetry) 	<ul style="list-style-type: none"> Wide range of poetry Comparisons across [texts] Discuss how authors use language to impact the reader Identifying and discussing themes across a wide range of writing 	



			<ul style="list-style-type: none"> recognising a range of poetic conventions and understanding how these have been used 				
Shakespeare	S P R I N G	<u>Reading</u> <ul style="list-style-type: none"> Accurate inference Understanding historical traditions Developing interpretations 	<ul style="list-style-type: none"> Shakespeare (two plays) Making inferences and referring to evidence in the text Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play Checking their understanding to make sure that what they have read makes sense 	<ul style="list-style-type: none"> Soliloquy Structure of play Use of stage directions Life and times of Shakespeare Canon Iambic pentameter Prose Verse 	<ul style="list-style-type: none"> (GCSE English Literature Component 1 – Shakespeare) 	<ul style="list-style-type: none"> Wide range of fiction from literary heritage Inferring character's thoughts, feelings and motives Making comparisons Predicting Discuss and evaluate how authors use language, considering impact on reader 	25 mark-style essay: How does [a character] change throughout the play?
		<u>Writing</u> <ul style="list-style-type: none"> Controlling techniques to create effect Cohesive structure Wide ranging vocabulary 	<ul style="list-style-type: none"> Summarising and organising material, and supporting ideas and arguments with any necessary factual details Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness 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 	<ul style="list-style-type: none"> Cohesion Active and passive voices Discourse markers 	<ul style="list-style-type: none"> (GCSE English Language Component 1 – creative and imaginative writing/ narrative writing) SPAG 	<ul style="list-style-type: none"> Plan their writing, identifying the audience for and purpose of the writing Noting and developing initial ideas, drawing on reading Selecting appropriate grammar and vocabulary Build cohesion Assessing the effectiveness of writing Ensuring consistent and correct use of tense Ensuring subject and 	Island description



						<ul style="list-style-type: none"> verb agreement Proofread for SPaG 	
Poetry EXAMINATION		<p><u>Reading</u></p> <ul style="list-style-type: none"> Understand effects of structure Explore features used by a range of writers Reader response 	<ul style="list-style-type: none"> English literature, both pre-1914 and contemporary, including prose, poetry and drama knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range of poetic conventions and understanding how these have been used 	<ul style="list-style-type: none"> Relevant poetic forms and conventions Assonance Consonance Half rhyme Enjambment Onomatopoeia Personification 	<ul style="list-style-type: none"> GCSE English Literature component 1 and 2 – poetry anthology and unseen poetry 	<ul style="list-style-type: none"> Wide range of poetry Identifying themes Discuss and evaluate how authors use language Identifying how language, structure and presentation contribute to meaning 	Single poem analysis
The Apprentice	SUMMER	<p><u>Writing & Spoken language</u></p> <ul style="list-style-type: none"> Producing texts specific to audience, purpose Variety of group roles and speech types Craft expression to suit context 	<ul style="list-style-type: none"> Using Standard English confidently in a range of formal and informal contexts, including classroom discussion Giving short speeches and presentations, expressing their own ideas and keeping to the point Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing 	<ul style="list-style-type: none"> Rhetorical devices Persuasive writing Media 	<ul style="list-style-type: none"> (GCSE English Language Component 3 – spoken language endorsement assessment) 	<ul style="list-style-type: none"> Participate in discussions Formal presentations and debates Predicting inferring Wide range of non-fiction Plan writing Noting and developing initial ideas, drawing on research Perform compositions Assessing effectiveness Understand how choices can change and enhance 	Spoken language – team presentation



						<ul style="list-style-type: none"> meaning Structure texts 	
Reading lessons	<p>A L L Y E A R</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Independent reading and study skills Love of reading and literature 	<ul style="list-style-type: none"> Choosing and reading books independently for challenge, interest and enjoyment Develop an appreciation and love of reading, and read increasingly challenging material independently Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> (GCSE English Language component 1 – creative and imaginative writing/ narrative writing) SPAG 	<ul style="list-style-type: none"> Positive attitudes to reading Wide range of texts Recommending books to peers 	<p>Also linked to KS3 Creative Writing Competition – half termly in reading lessons</p>	

Spoken language

There will be many opportunities during the course of the key stage to develop spoken language skills in a variety of lessons and tasks.