



Topic Name	Term	Skills Developed	Link to NC Subject Content	Next link in curriculum	Other Notes
Novel	Autumn	<u>Reading</u> <ul style="list-style-type: none"> Identifying and retrieving evidence in fiction Making inferences 	<ul style="list-style-type: none"> Develop an appreciation and love of reading and read increasingly challenging material independently through reading a wide range of fiction. Contemporary literature Studying setting, plot, and characterisation, and the effects of these Making inferences and referring to evidence in the text 	<ul style="list-style-type: none"> Y7 - narrative Y8 – novel (GCSE English language Component 1) 	Extract question – how is the protagonist/ antagonist presented?
		<u>Writing</u> <ul style="list-style-type: none"> Learn conventions of transactional writing Identifying and retrieving evidence in non-fiction 	<ul style="list-style-type: none"> A range of other narrative and non-narrative texts, including arguments, and personal and formal letters Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing Considering how their writing reflects the audiences and purposes for which it was intended 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"> Y7 – The Village Y8 – newspaper article (GCSE English Language – component 2 wider transactional writing) SPAG 	Book or film review
Poetry linked to the 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"> Making critical comparisons across texts English Literature, both pre-1914 and contemporary Reading a wide range of fiction Develop an appreciation and love of reading, and read increasingly challenging material 	<ul style="list-style-type: none"> Y8 – poetry examination (GCSE English Literature– Component 1 and 2 poetry Anthology) 	



				and unseen poetry)	
The Village	Spring	<u>Reading</u> <ul style="list-style-type: none"> Learning the conventions of a variety of transactional writing formats Making inferences from a range of sources 	<ul style="list-style-type: none"> Writing for a wide range of purposes and audiences Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension A range of other narrative and non-narrative texts, including arguments, and personal and formal letters 	<ul style="list-style-type: none"> Y8 – The Apprentice (GCSE – English Language Component 2) 	Common assessment – Ice Cream Farm comprehension style
		<u>Writing</u> <ul style="list-style-type: none"> Applying knowledge of transactional writing to own writing 	<ul style="list-style-type: none"> Write accurately, fluently, effectively and at length for pleasure and information Summarising and organising material, and supporting ideas and arguments with any necessary factual detail Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form 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"> Y8 – newspaper article (GCSE – English Language Component 2) 	Write a leaflet to advertise the village
		<u>Spoken language</u> <ul style="list-style-type: none"> How to use language to develop characterisation in role play How to participate in a variation of British Parliamentary debating 	<ul style="list-style-type: none"> Participating in formal debates and structured discussions, summarising and/or building on what has been said Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, 	<ul style="list-style-type: none"> Y8 – The Apprentice (GCSE English Language - Component 3) 	Also linked to GCSE spoken language endorsement assessment



			<p>volume, mood, silence, stillness and action to add impact.</p>		
<p>Narrative in fiction and literary non-fiction – EXAMINATION</p>	<p>Summer</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> Identifying and analysing features of narrative in fiction and non-fiction Making inferences from a range of sources Developing empathy 	<ul style="list-style-type: none"> Develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction Seminal world literature Studying a range of authors Understand increasingly challenging texts 	<ul style="list-style-type: none"> (GCSE – English language components 1 and 2) SPAG 	
		<p><u>Writing</u></p> <ul style="list-style-type: none"> To control narrative writing to engage the reader Selecting vocabulary and tone to build a rapport between reader and narrator Apply knowledge from reading to own writing 	<ul style="list-style-type: none"> Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing Seminal world literature Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing 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"> (GCSE – English Language Component 1 creative and imaginative writing) SPAG 	<p>Assessment: write a story to suit a given title – examination</p> <p>Also linked to KS3 Creative Writing Competition – half termly in reading lessons</p>



Reading lessons	ALL YEAR	<p><u>Reading</u></p> <ul style="list-style-type: none">Independently for interest and challengeCreative and imaginative writing to a specific rubric	<ul style="list-style-type: none">Develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction and non-fictionChoosing and reading books independently for challenge, interest and enjoyment.Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.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">Continued reading lessons in Year 8	KS3 Creative Writing Competition
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Some features of the KS3 Programmes of Study have less specific links but are exercised and developed during the process of a normal series of lessons. Such criteria include:

- Spoken English
 - Pupils should be taught to speak confidently and effectively, including through:
 - 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
 - participating in formal debates and structured discussions, summarising and/or building on what has been said
- Grammar and vocabulary
 - Pupils should be taught to: consolidate and build on their knowledge of grammar and vocabulary through:
 - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
 - studying the effectiveness and impact of the grammatical features of the texts they read
 - 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



- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech
- Pupils should be taught to understand increasingly challenging texts through:
 - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
 - checking their understanding to make sure that what they have read makes sense.