



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"> 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 the effects of these 	<ul style="list-style-type: none"> Y9 – KS3/GCSE link novel (e.g. The Woman in Black, Of Mice and Men) 	25 mark-style essay: How is character/ theme presented throughout the novel – exploding extract
		<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"> (GCSE English Language Component 2 – transactional writing) SPAG 	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 recognising a range of poetic conventions and understanding how these have been used 	<ul style="list-style-type: none"> Y8 – poetry examination (GCSE English Literature Component 1 and 2 – poetry Anthology and unseen poetry) 	



Shakespeare	Spring	<p><u>Reading</u></p> <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"> • (GCSE English Literature Component 1 – Shakespeare) 	25 mark-style essay: How does a character change throughout the play?
		<p><u>Writing</u></p> <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"> • (GCSE English Language Component 1 – creative and imaginative writing/ narrative writing) • SPAG 	Island description
Poetry EXAMINATION	Summer	<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"> • GCSE English Literature component 1 and 2 – poetry anthology and unseen poetry 	Single poem analysis



The Apprentice		<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"> (GCSE English Language Component 3 – spoken language endorsement assessment) 	Spoken language – team presentation
Reading lessons	ALL YEAR	<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"> (GCSE English Language component 1 – creative and imaginative writing/ narrative writing) SPAG 	Also linked to KS3 Creative Writing Competition – half termly in reading lessons

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.