



Topic		Skills developed	Link to NC subject content	Prior learning	Next link in WKGS curriculum
Novel – What makes us who we are?  <i>The Bone Sparrow</i>	A	<u>Reading</u> <ul style="list-style-type: none"> <li>Identifying and retrieving evidence in fiction</li> <li>Making inferences</li> <li>Exploring meaning in texts and analysing authorial choices</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>Inferring feelings, thoughts and motives</li> <li>Predicting</li> <li>Identifying how language, structure and presentation contribute to meaning</li> </ul>	Y7 – narrative  Y8 – short stories (Twisted Tales)  (GCSE English language Component 1)
	U	<u>Writing</u> <ul style="list-style-type: none"> <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>Plan writing</li> <li>Identifying conventions</li> <li>Discuss and evaluate how authors use language</li> <li>Use and understand grammatical terminology</li> </ul>	Y7 – The Village  Y8 – Speeches  (GCSE English Language – component 2 wider transactional writing)  SPAG
	T	<u>Essential knowledge</u> <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> <li>Conventions of reviews</li> <li>Heading</li> <li>Subheading</li> </ul>			
Poetry linked to the novel	U	<u>Reading</u> <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>Wide range of poetry</li> <li>Comparisons across text formats</li> <li>Discuss how authors use language to impact the reader</li> </ul>	Y8 – poetry examination  (GCSE English Literature– Component 1 and 2 poetry Anthology and unseen poetry)
	M	<u>Essential knowledge:</u> <ul style="list-style-type: none"> <li>Stanza</li> </ul>			
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		<ul style="list-style-type: none"> <li>Relevant poetic forms</li> <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>Identifying and discussing themes across a wide range of writing</li> </ul>	
The Village	S P R I N G	<p><b>Reading</b></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>Reading texts designed 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> <li>Study of Puck’s monologue from <i>A Midsummer Night’s Dream</i></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>	Y8 – The Apprentice  (GCSE – English Language Component 2)
		<p><b>Essential knowledge:</b></p> <ul style="list-style-type: none"> <li>Etymology</li> <li>Suffix</li> <li>Prefix</li> <li>Layout conventions</li> <li>Alliteration</li> <li>Puns</li> </ul>			
		<p><b>Writing</b></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>Plan writing using models</li> <li>Identify audience and form</li> <li>Drafting</li> <li>Using organisation and presentational devices</li> </ul>	Year 8 – <i>The Tempest</i>  (GCSE – English Language Component 2)
		<p><b>Essential knowledge</b></p> <ul style="list-style-type: none"> <li>Colloquial</li> <li>Monologue</li> <li>Idiolect</li> <li>Who? What? When? Where?</li> <li>Stereotype</li> <li>Conventions</li> </ul>			
		<p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>How to use language to develop characterisation in role play</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> </ul>	<ul style="list-style-type: none"> <li>Perform compositions</li> <li>Make changes to grammar and vocabulary to create meaning</li> </ul>	Y8 – The Apprentice  (GCSE English Language - Component 3)



		<p><b>Essential knowledge:</b></p> <ul style="list-style-type: none"> <li>• Monologue</li> <li>• Duologue</li> <li>• Dialogue</li> <li>• Soliloquy</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Exploring monologues from literary traditions, including Shakespeare and Alan Bennett.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal presentations and debates</li> </ul>	
Identity poetry		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read, understand and analyse poetry in different forms</li> <li>• Explore effects of society and history on personal identity</li> </ul>	<ul style="list-style-type: none"> <li>• Understand increasingly challenging texts</li> <li>• Love of reading</li> <li>• Contemporary poetry</li> <li>• Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• Recognising a range of poetic conventions and understanding how these have been used</li> <li>• Be aware that historical, literary and social contexts can affect a text</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of prose and poetry</li> <li>• Discuss and evaluate how authors use language, considering the impact on the reader</li> </ul>	<p>Year 8 family poetry</p> <p>(GCSE English Literature - Anthology and unseen poetry)</p>
		<p><b>Essential knowledge:</b></p> <ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Imagery</li> <li>• Free verse</li> <li>• Verse novel</li> <li>• Prose poem</li> <li>• Assonance</li> <li>• Half rhyme</li> <li>• Meter</li> <li>• Symbolism</li> <li>• Intertextuality</li> </ul>			
<p>Myths and Legends</p> <p><i>Thugine</i></p> <p><i>Theseus and Minotaur</i></p>	<p>S</p> <p>U</p> <p>M</p> <p>M</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Identifying and analysing features and conventions of myths and legends</li> <li>• Using deduction and inference to deduce meaning and analyse and evaluate texts</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>• 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>Year 8 – short stories (Twisted Tales)</p> <p>Year 8 <i>The Tempest</i></p> <p>Year 9 – <i>Jane Eyre</i></p> <p>Year 9 – <i>Macbeth</i></p>



<p><i>Heracles and Cerberus</i></p> <p><i>Medusa and Perseus</i></p> <p><i>King Midas (exam text)</i></p> <p><b>EXAM</b></p>	<p>E</p> <p>R</p>	<p><b>Essential knowledge:</b></p> <ul style="list-style-type: none"> <li>• Hero</li> <li>• Villain</li> <li>• Myth</li> <li>• Legend</li> <li>• Perspective</li> </ul>		<ul style="list-style-type: none"> <li>• Making inferences and referring to evidence in the text</li> <li>• Checking their understanding to make sure that what they have read makes sense.</li> </ul>	
		<p><b>Writing</b></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> <li>• Create texts of their own, influenced by Classical texts</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>• 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>Year 8 – short stories (Twisted Tales)</p> <p>Year 9 – <i>Macbeth</i> (narrative writing)</p> <p>Year 9 – Danger of a Single Story (descriptive writing)</p> <p>(GCSE – English Language Component 1 creative and imaginative writing)</p> <p>SPAG</p>
<p>Reading lessons</p>	<p>A</p> <p>L</p> <p>L</p> <p>Y</p> <p>E</p> <p>A</p> <p>R</p>	<p><b>Reading</b></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><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Creative and imaginative writing to specific rubric</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 provide a basis for making comparisons.</li> <li>• Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing</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>	<ul style="list-style-type: none"> <li>• Continued reading lessons in Year 8</li> <li>• Year 8 <i>The Tempest</i></li> </ul>