



Topic	Skills developed	Link to NC subject content	Prior learning	Next link in WKGS curriculum
<i>The Bone Sparrow</i>	<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>	Y8 – Twisted tales  Y9 – <i>We Have Always Lived in the Castle</i>  GCSE English language Component 1
	<u>Writing</u> <ul style="list-style-type: none"> <li>Learn conventions of some types 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
	<u>Essential knowledge</u> <ul style="list-style-type: none"> <li>Characterisation</li> <li>Context</li> <li>Metaphor</li> <li>Narrative</li> <li>Symbolism</li> </ul>			



The Village	<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, from a range of historical contexts</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>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>Y8 – The Apprentice</p> <p>GCSE – English Language Component 2</p>
	<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>	<p>Y8 – <i>The Tempest</i></p> <p>GCSE – English Language Component 2</p>
	<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> <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 written and performed monologues from literary traditions,</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>Y8 – The Apprentice</p> <p>GCSE English Language - Component 3</p>
	<p><b>Essential knowledge</b></p> <ul style="list-style-type: none"> <li>Etymology</li> <li>Formality</li> <li>Idiolect</li> <li>Layout</li> <li>Monologue</li> <li>(Non-standard English)</li> </ul>			



	<ul style="list-style-type: none"> <li>(Neologism)</li> </ul>	including Shakespeare and Alan Bennett.		
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> <li>Creative writing</li> </ul>	Y8 – poetry  GCSE English Literature - Anthology and unseen poetry
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Respond creatively to stimulus poetry</li> <li>Create poems about identity, background, family, etc</li> </ul>			
	<p><b>Essential knowledge</b></p> <ul style="list-style-type: none"> <li>Evaluation</li> <li>Persona</li> <li>Structure</li> <li>Stanza</li> <li>Tone</li> </ul>			
Myths and Legends  Ancient Greek myths  <b>EXAMINATION</b>	<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> <li>Practising comprehension skills to ensure accurate and precise reading and understanding</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> <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>	Y8 – Twisted tales  Y8 - <i>The Tempest</i>  Y9 – <i>We Have Always Lived in the Castle</i>  Y9 – <i>Macbeth</i>
	<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> </ul>			



	<ul style="list-style-type: none"> <li>• Create texts of their own, influenced by Classical texts</li> </ul>	<p>reflects the audiences and purposes for which it was intended</p> <ul style="list-style-type: none"> <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>		GCSE – English Language Component 1
	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> <li>• Perform to an audience</li> <li>• Explain and explore creative choices verbally in pairs, groups and as a class</li> </ul>			
	<p><u>Essential knowledge</u></p> <ul style="list-style-type: none"> <li>• Adaptation</li> <li>• Conventions</li> <li>• Mythology</li> <li>• Imagery</li> <li>• Sensory language</li> </ul>			
Reading lessons	<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 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>	Continued reading lessons in Y8 Y8 – <i>The Tempest</i>