



Topic	Skills developed	Link to NC Subject Content	Prior Link to curriculum	Link to KS2 National Curriculum	Next link in WKGS curriculum
<p>Voicing my Opinions</p> <p>Intro unit linked to outreach</p> <p>Michelle Obama</p> <p>Greta Thunberg</p> <p>A U T U M N</p>	<p><u>Oracy</u></p> <ul style="list-style-type: none"> <li>Confidence in formal public speaking</li> <li>Ability to write to persuade effectively</li> </ul> <p>Essential knowledge:</p> <ul style="list-style-type: none"> <li>Audience</li> <li>Purpose</li> <li>Rhetorical devices</li> <li>Pitch</li> <li>Gesture</li> <li>Structure</li> <li>Counter argument</li> </ul>	<ul style="list-style-type: none"> <li>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>Giving short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>Participating in formal debates and structured discussions, summarising and/or building on what has been said</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>Using Standard English confidently in their own writing and speech</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and Listening tasks/ Oracy from Year 7 autumn, spring and summer</li> <li>Understanding of non-fiction texts and rhetorical features from Year 7 spring</li> <li>Knowledge of spoken language from Year 7 spring drama activities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Speak audibly and fluently with an increasing command of Standard English <ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> </li> <li>Maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Select and use appropriate registers for effective communication.</li> </ul>	<p>Year 9 Summer - Danger of a Single Story</p> <p>(GCSE English Language – Component 3)</p>
<p>Short stories – Twisted Tales</p> <p>M N</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Selecting and analysing evidence</li> <li>Accurate paragraphing</li> <li>Appreciation of writers' choices</li> </ul> <p><u>Essential knowledge:</u></p> <ul style="list-style-type: none"> <li>Exposition</li> <li>Rising Action</li> <li>Climax</li> <li>Falling Action</li> <li>Denouement</li> <li>Pathetic fallacy</li> <li>Foreboding</li> <li>Foreshadowing</li> </ul>	<ul style="list-style-type: none"> <li>Develop an appreciation and love of reading, and read increasingly challenging material independently</li> <li>Studying setting, plot, and characterisation, and their effects</li> </ul>	<ul style="list-style-type: none"> <li>Year 7 autumn unit - The Novel - understanding of the writer's craft and contextual influences</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>	<p>Y9 Autumn - Gothic novel</p>



		<ul style="list-style-type: none"> <li>• Symbolism</li> <li>• Structure</li> <li>• Narrative perspective</li> </ul>				
		<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Register and tone</li> <li>• Format</li> <li>• Engaging the reader</li> <li>• Writing using sensory description</li> <li>• Writing an effective story opening</li> <li>• Writing an effective story ending</li> <li>• Creating tension/mood/atmosphere through language and structural choices</li> <li>• Creating an effective setting</li> <li>• Varying sentence structure/punctuation for effect</li> </ul> <p><b>Essential knowledge:</b></p> <ul style="list-style-type: none"> <li>• Register</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences</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>• Year 7 autumn and spring - conventions of a range of nonfiction texts and writing to meet the needs of purpose and audience, varying vocabulary, punctuation and sentence structure. Effective paragraphing. Rhetoric</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>	<p>Year 9 - <i>Macbeth</i></p> <p>Year 9 - Danger of a Single Story</p> <p>SPAG</p>
<p>Shakespeare</p> <p><i>The Tempest</i></p>	<p>S P R I N G</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Accurate inferences</li> <li>• Understanding historical traditions</li> <li>• Developing interpretations</li> <li>• Tracking characterisation across a text</li> <li>• Understanding the different facets of characters</li> </ul> <p><b>Essential knowledge:</b></p> <ul style="list-style-type: none"> <li>• Soliloquy</li> <li>• Structure of play</li> </ul>	<ul style="list-style-type: none"> <li>• Shakespeare (two plays)</li> <li>• Making inferences and referring to evidence in the text</li> <li>• Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> <li>• Checking their understanding to make sure that what they have read makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 - The Village</li> <li>• Year 8 - Twisted Tales</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of fiction from literary heritage</li> <li>• Inferring character's thoughts, feelings and motives</li> <li>• Making comparisons</li> <li>• Predicting</li> <li>• Discuss and evaluate how authors use language, considering impact on reader</li> </ul>	<p>Year 9 - <i>Macbeth</i></p>	



		<ul style="list-style-type: none"> <li>• Use of stage directions</li> <li>• Life and times of Shakespeare</li> <li>• Canon</li> <li>• Iambic pentameter</li> <li>• Prose</li> <li>• Verse</li> </ul>				
		<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Controlling techniques to create effect</li> <li>• Cohesive structure</li> <li>• Wide ranging vocabulary</li> </ul> <p><b>Essential knowledge:</b></p> <ul style="list-style-type: none"> <li>• Cohesion</li> <li>• Active and passive voices</li> <li>• Discourse markers</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Different sentence types</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising and organising material, and supporting ideas and arguments with any necessary factual details</li> <li>• Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>• Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</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>• Year 7 - Myths and Legends creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Plan their writing, identifying the audience for and purpose of the writing</li> <li>• Noting and developing initial ideas, drawing on reading</li> <li>• Selecting appropriate grammar and vocabulary</li> <li>• Build cohesion</li> <li>• Assessing the effectiveness of writing</li> <li>• Ensuring consistent and correct use of tense</li> <li>• Ensuring subject and verb agreement</li> <li>• Proofread for SPaG</li> </ul>	<p>Year 9 - Jane Eyre</p> <p>Year 9 - Danger of a Single Story</p> <p>SPAG</p>
<p>Poetry EXAMINATION</p>	<p>S U M M E R</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Understand effects of structure</li> <li>• Explore features used by a range of writers</li> <li>• Reader response</li> <li>• Make links across forms</li> <li>• Identify similarities and differences</li> <li>• Making inferences</li> </ul> <p><b>Essential knowledge:</b></p> <ul style="list-style-type: none"> <li>• Poetic forms</li> <li>• Imagery</li> <li>• Relevant poetic forms and conventions</li> <li>• Assonance</li> </ul>	<ul style="list-style-type: none"> <li>• English literature, both pre-1914 and contemporary, including prose, poetry and drama</li> <li>• Knowing 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 they have been used</li> </ul>	<ul style="list-style-type: none"> <li>• Year 7 poetry linked to novel</li> <li>• Year 7 identity poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of poetry</li> <li>• Comparisons across [texts]</li> <li>• Discuss and evaluate how authors use language to impact the reader</li> <li>• Identifying and discussing themes across a wide range of writing</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> </ul>	<p>Year 9 - <i>Macbeth</i></p> <p>(GCSE English Literature Component 1 and 2 – poetry Anthology and unseen poetry)</p>



	<ul style="list-style-type: none"> <li>Consonance</li> <li>Half rhyme</li> <li>Enjambment</li> <li>Onomatopoeia</li> <li>Personification</li> </ul>				
The Apprentice	<p><b>Writing &amp; Spoken language</b></p> <ul style="list-style-type: none"> <li>Producing texts specific to audience, purpose</li> <li>Variety of group roles and speech types</li> <li>Craft expression to suit context</li> </ul> <p><b>Essential knowledge:</b></p> <ul style="list-style-type: none"> <li>Rhetorical devices</li> <li>Persuasive writing</li> <li>Media</li> </ul>	<ul style="list-style-type: none"> <li>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion, group presentations and group work</li> <li>Giving short speeches and presentations, expressing their own ideas and keeping to the point</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>Year 8 intro unit - building oracy skills</li> <li>Year 7 autumn and spring - conventions of a range of nonfiction texts and writing to meet the needs of purpose and audience, varying vocabulary, punctuation and sentence structure. Effective paragraphing. Rhetoric</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions</li> <li>Formal presentations and debates</li> <li>Predicting</li> <li>Inferring</li> <li>Wide range of non-fiction</li> <li>Plan writing</li> <li>Noting and developing initial ideas, drawing on research</li> <li>Perform compositions</li> <li>Assessing effectiveness</li> <li>Understand how choices can change and enhance meaning</li> <li>Structure texts</li> </ul>	<p>Year 9 summer - Danger of a Single Story</p> <p>(GCSE English Language Component 3 – spoken language endorsement assessment)</p>
Reading lessons	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Independent reading and study skills</li> <li>Love of reading and literature</li> </ul>	<ul style="list-style-type: none"> <li>Choosing and reading books independently for challenge, interest and enjoyment</li> <li>Develop an appreciation and love of reading, and read increasingly challenging material independently</li> <li>Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing</li> <li>Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Reading skills from KS2 and KS3</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>	<p>(GCSE English Language component 1 – creative and imaginative writing/ narrative writing)</p> <p>SPAG</p>