



Topic	Skills developed	Link to NC Subject Content	Prior Link to curriculum	Link to KS2 National Curriculum	Next link in WKGS curriculum
Short stories – Twisted Tales	Reading <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 their effects 	<ul style="list-style-type: none"> Year 7 autumn unit - The Novel - understanding of the writer's craft and contextual influences 	<ul style="list-style-type: none"> Inferring feelings, thoughts and motives Predicting Identifying how language, structure and presentation contribute to meaning 	Y9 Autumn – <i>We Have Always Lived in the Castle</i>
	Writing <ul style="list-style-type: none"> Register and tone Format Engaging the reader Writing using sensory description Writing an effective story opening Writing an effective story ending Creating tension/mood/atmosphere through language and structural choices Creating an effective setting Varying sentence structure/punctuation for effect 	<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"> Year 7 non-fiction writing 	<ul style="list-style-type: none"> Plan writing Identifying conventions Discuss and evaluate how authors use language Use and understand grammatical terminology 	Year 9 - <i>Macbeth</i>
	Essential knowledge <ul style="list-style-type: none"> Atmosphere Narrative arc Protagonist Foreshadowing Tension 				Year 9 - Danger of a Single Story



<p>Voicing my opinions</p>	<p>Oracy</p> <ul style="list-style-type: none"> Confidence in formal public speaking Ability to write to persuade effectively <hr/> <p>Essential knowledge:</p> <ul style="list-style-type: none"> Audience Counter-argument Delivery Persuade Sequencing 	<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 Participating in formal debates and structured discussions, summarising and/or building on what has been said Plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended Using Standard English confidently in their own writing and speech 	<ul style="list-style-type: none"> Speaking and Listening tasks/ Oracy from Year 7 autumn, spring and summer Understanding of non-fiction texts and rhetorical features from Year 7 spring Knowledge of spoken language from Year 7 spring drama activities 	<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Speak audibly and fluently with an increasing command of Standard English <ul style="list-style-type: none"> Participate in discussions, performances, role play, improvisations and debates Maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication. 	<p>Year 9 Summer - Danger of a Single Story</p> <p>GCSE English Language – Component 3</p>
<p>Shakespeare</p> <p><i>The Tempest</i></p>	<p>Reading</p> <ul style="list-style-type: none"> Accurate inferences Understanding historical traditions Developing interpretations Tracking characterisation across a text Understanding the different facets of characters 	<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"> Year 7 – The Village Year 8 - Twisted Tales 	<ul style="list-style-type: none"> Wide range of fiction from literary heritage Inferring character's thoughts, feelings and motives Making comparisons Predicting Discuss and evaluate how authors use language, considering impact on reader 	<p>Year 9 – <i>Macbeth</i></p>



	<p>Writing</p> <ul style="list-style-type: none"> Controlling techniques to create effect Cohesive structure Wide ranging vocabulary <hr/> <p>Essential knowledge:</p> <ul style="list-style-type: none"> Antagonist Hierarchy Representation Romance Soliloquy 	<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"> Year 7 - Myths and Legends creative writing 	<ul style="list-style-type: none"> Plan their writing, identifying the audience for and purpose of the writing Noting and developing initial ideas, drawing on reading Selecting appropriate grammar and vocabulary Build cohesion Assessing the effectiveness of writing Ensuring consistent and correct use of tense Ensuring subject and verb agreement Proofread for SPaG 	<p>Year 9 – <i>We Have Always Lived in the Castle</i></p> <p>Year 9 - Danger of a Single Story</p>
<p>Poetry EXAMINATION</p>	<p>Reading</p> <ul style="list-style-type: none"> Understand effects of structure Explore features used by a range of writers Reader response 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 	<ul style="list-style-type: none"> Year 7 identity poetry 	<ul style="list-style-type: none"> Wide range of poetry Comparisons across [texts] Discuss and evaluate how authors use language to impact the reader Identifying and discussing themes across a wide range of writing 	<p>Year 9 - <i>Macbeth</i></p> <p>GCSE English Literature Component 1 and 2 – poetry anthology and unseen poetry</p>



	<p>Essential knowledge</p> <ul style="list-style-type: none"> Extended metaphor Form Perspective Message Semantic field 	<ul style="list-style-type: none"> Recognising a range of poetic conventions and understanding how they have been used 		<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning 	
The Apprentice	<p>Writing & Spoken language</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, group presentations and group work 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"> Year 8 speeches Year 7 spring – non-fiction 	<ul style="list-style-type: none"> Participate in discussions Formal presentations and debates Predicting Inferring Wide range of non-fiction Plan writing Noting and developing initial ideas, drawing on research Perform compositions Assessing effectiveness Understand how choices can change and enhance meaning Structure texts 	<p>Year 9 - Danger of a Single Story</p> <p>GCSE English Language Component 3 – spoken language endorsement assessment</p>
	<p>Essential knowledge:</p> <ul style="list-style-type: none"> Audience positioning Branding Graphology Pitch Rhetorical devices 				
Reading lessons	<p>Reading</p> <ul style="list-style-type: none"> Independent reading and study skills Love of reading and literature <p>Spoken language</p> <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 Participating in formal debates and structured discussions, 	<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"> Reading skills from KS2 and KS3 	<ul style="list-style-type: none"> Positive attitudes to reading Wide range of texts Recommending books to peers 	<p>GCSE English Language component 1 – creative and imaginative writing/ narrative writing</p>



	summarising and/or building on what has been said				
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