



Topic name	Skills developed	Link to NC subject content	Prior link to curriculum	Next link in curriculum
Prose Study: <i>We Have Always Lived in the Castle</i>	<p>Reading</p> <ul style="list-style-type: none"> • Whole text study • Close language analysis • Reading for pleasure and analysis • Writing critically • Tracking patterns and ideas across a whole text • Understanding and appreciation of Gothic genre and conventions <p>Spoken language:</p> <ul style="list-style-type: none"> • Class discussion and development of oracy <p>Essential knowledge:</p> <ul style="list-style-type: none"> • Allegorical setting • Duality • Gothic • Symbolism • Unreliable narrator 	<p>Reading</p> <ul style="list-style-type: none"> • Develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction • Seminal world literature • Studying a range of authors • Understand increasingly challenging texts • Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • Making inferences and referring to evidence in the text <p>Writing</p> <ul style="list-style-type: none"> • Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended <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, summarising and/or building on what has been said 	<ul style="list-style-type: none"> • Y7 – <i>The Bone Sparrow</i> • Y8 – Twisted tales 	<ul style="list-style-type: none"> • Y9 - Danger of a Single Story • GCSE English Literature – component 2
Danger of a Single Story	<p>Reading</p> <ul style="list-style-type: none"> • Analysing how literature and language relate to real-world issues and debates • Comparing and contrasting how writers present their views and ideas both verbally and in writing • Formulating and sharing our own viewpoints following critical reflection and discussion of other perspectives • Awareness of critical theory (male gaze) • Identifying conventions and target audiences of a range of texts 	<p>Reading</p> <ul style="list-style-type: none"> • Knowing the purpose, audience and context of texts and drawing on this knowledge to support comprehension • A range of other narrative and non-narrative texts, including arguments, and personal and formal letters <p>Writing</p> <ul style="list-style-type: none"> • Write accurately, fluently, effectively and at length for pleasure and information • Summarising and organising material, and supporting ideas and arguments with any necessary factual detail 	<ul style="list-style-type: none"> • Y8 – Twisted tales • Y8 – Apprentice 	<ul style="list-style-type: none"> • GCSE English Language Components 1 & 2



	<p>Writing</p> <ul style="list-style-type: none"> Using understanding of format, audience and purpose to choose language and layout Create effects using language and images Applying knowledge of male gaze to own work <p>Essential knowledge:</p> <ul style="list-style-type: none"> Bias Feminism Male gaze Perspective Representation 	<ul style="list-style-type: none"> Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing 		
Macbeth	<p>Reading</p> <ul style="list-style-type: none"> Understanding of writer’s craft Focus on structure and form Addressing audience response Explorations of character Explorations of key themes Comparing ideas across themes/ language <p>Writing</p> <ul style="list-style-type: none"> Features and conventions of a letter <p>Essential knowledge:</p> <ul style="list-style-type: none"> Duplicity Hamartia Tragedy Traits Gendered metaphors 	<p>Reading</p> <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 <p>Writing</p> <ul style="list-style-type: none"> Write accurately, fluently, effectively and at length for pleasure and information Summarising and organising material, and supporting ideas and arguments with any necessary factual detail Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form 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"> Y8 – <i>The Tempest</i> 	<ul style="list-style-type: none"> Addressing themes and key characters used across all Literature components English Language Component 2



<p>Women Poets of the World</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, genres and thematic concerns from year as a whole • Identify similarities and differences • Make inferences <p>Essential knowledge</p> <ul style="list-style-type: none"> • Authorial intent • Sonnet • Enjambment • Free verse • Comparative 	<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 they have been used. • Making critical comparisons across texts. 	<ul style="list-style-type: none"> • Y8 exam – Poetry 	<ul style="list-style-type: none"> • GCSE English Literature: Anthology; Unseen Poetry
<p>A Woman's World: Speech Project</p>	<p>Reading</p> <ul style="list-style-type: none"> • Understand how speeches by female writers and politicians have shaped the world. • Explore connections between real world contexts and the theme of women in literary texts. • Reader response. <p>Writing</p> <ul style="list-style-type: none"> • Explore the features of rhetoric used by writers to persuade, argue and debate. • Explore the generic conventions of transactional writing and writing for speech. • Writing for specific purposes and audiences. <p>Spoken Language</p> <ul style="list-style-type: none"> • Articulating personal opinions and debating real world issues. 	<ul style="list-style-type: none"> • Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. • Summarising and organising material, and supporting ideas and arguments with any necessary factual detail • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • Considering how their writing reflects the audiences and purposes for which it was intended. 	<ul style="list-style-type: none"> • Y8 - Speeches 	<ul style="list-style-type: none"> • GCSE English Language: Transactional Writing



	<ul style="list-style-type: none">• Developing an authentic voice through spoken language• Adapting tone and voice to suit the needs of an audience. <p>Essential Knowledge</p> <ul style="list-style-type: none">• Rhetoric• Pathos• Logos• Ethos• Counter argument.			
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