



Topic		Skills developed	Link to NC subject content	Prior learning	Next link in WKGS curriculum
Novel – What makes us who we are? <i>Wolf Hollow</i>	A U T U M N	<u>Reading</u> <ul style="list-style-type: none"> Identifying and retrieving evidence in fiction Making inferences Exploring meaning in texts and analysing authorial choices 	<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. Contemporary literature Studying setting, plot, and characterisation and their effects Making inferences and referring to evidence in the text 	<ul style="list-style-type: none"> Inferring feelings, thoughts and motives Predicting Identifying how language, structure and presentation contribute to meaning 	Y7 – narrative Y8 – novel (GCSE English language Component 1)
		<u>Writing</u> <ul style="list-style-type: none"> Learn conventions of transactional writing Identifying and retrieving evidence in non-fiction 	<ul style="list-style-type: none"> A range of other narrative and non-narrative texts, including arguments, and personal and formal letters Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form 		Y7 – The Village Y8 – newspaper article
		<u>Essential knowledge</u> <ul style="list-style-type: none"> Inference Protagonist Antagonist Paragraph Quotation Analysis Narrator First person 	<ul style="list-style-type: none"> 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 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"> Plan writing Identifying conventions Discuss and evaluate how authors use language Use and understand grammatical terminology 	(GCSE English Language – component 2 wider transactional writing) SPAG



		<ul style="list-style-type: none">• Third person• Conventions of reviews• Heading• Subheading			
Poetry linked to the novel		<p>Reading</p> <ul style="list-style-type: none">• Make links across forms• Identify similarities and differences• Making inferences	<ul style="list-style-type: none">• Making critical comparisons across texts• English Literature, both pre-1914 and contemporary• Reading a wide range of fiction• Develop an appreciation and love of reading, and read increasingly challenging material	<ul style="list-style-type: none">• Wide range of poetry• Comparisons across text formats• Discuss how authors use language to impact the reader• Identifying and discussing themes across a wide range of writing	Y8 – poetry examination (GCSE English Literature– Component 1 and 2 poetry Anthology and unseen poetry)
		<p>Essential knowledge:</p> <ul style="list-style-type: none">• Stanza• Relevant poetic forms• Rhyming couplets• Metaphor• Imagery• Simile• Allusion• Connotation			



The Village	S P R I N G	<u>Reading</u> <ul style="list-style-type: none"> Learning the conventions of a variety of transactional writing formats Making inferences from a range of sources 	<ul style="list-style-type: none"> Reading texts designed for a wide range of purposes and audiences Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension A range of other narrative and non-narrative texts, including arguments, and personal and formal letters Study of Puck's monologue from <i>A Midsummer Night's Dream</i> 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Provide reasoned justifications for their opinion Use and understand grammatical terminology 	<p>Y8 – The Apprentice</p> <p>(GCSE – English Language Component 2)</p>
		<u>Essential knowledge:</u> <ul style="list-style-type: none"> Etymology Suffix Prefix Layout conventions Alliteration Puns 			
		<u>Writing</u> <ul style="list-style-type: none"> Applying knowledge of transactional writing to own writing 			
		<u>Essential knowledge</u> <ul style="list-style-type: none"> Colloquial Monologue Idiolect Who? What? When? Where? Stereotype Conventions 			



		<p><u>Spoken language</u></p> <ul style="list-style-type: none"> How to use language to develop characterisation in role play 	<ul style="list-style-type: none"> Participating in formal debates and structured discussions, summarising and/or building on what has been said 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. Exploring monologues from literary traditions, including Shakespeare and Alan Bennett. 	<ul style="list-style-type: none"> Perform compositions Make changes to grammar and vocabulary to create meaning Formal presentations and debates 	<p>Y8 – The Apprentice</p> <p>(GCSE English Language - Component 3)</p>
		<p><u>Essential knowledge:</u></p> <ul style="list-style-type: none"> Monologue Duologue Dialogue Soliloquy 			
Identity poetry		<p><u>Reading</u></p> <ul style="list-style-type: none"> Read, understand and analyse poetry in different forms Explore effects of society and history on personal identity 	<ul style="list-style-type: none"> Understand increasingly challenging texts Love of reading Contemporary poetry Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning Recognising a range of poetic conventions and understanding how these have been used Be aware that historical, literary and social contexts can affect a text 	<ul style="list-style-type: none"> Individual performance in The Village Analysis of prose Discuss and evaluate how authors use language, considering the impact on the reader 	<p>Year 8 family poetry</p> <p>(GCSE English Literature - Anthology and unseen poetry)</p>
		<p><u>Essential knowledge:</u></p> <ul style="list-style-type: none"> Metaphor Imagery Free verse Verse novel Prose poem Assonance Half rhyme Meter Symbolism Intertextuality 			



Myths and Legends <i>Thugine</i> <i>Theseus and Minotaur</i> <i>Heracles and Cerberus</i> <i>Medusa and Perseus</i> <i>King Midas (exam text)</i> EXAM	S U M M E R	<u>Reading</u> <ul style="list-style-type: none"> Identifying and analysing features and conventions of myths and legends Using deduction and inference to deduce meaning and analyse and evaluate texts 	<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 	<ul style="list-style-type: none"> Discuss and evaluate how authors use language, considering the impact on the reader Reading texts that are structured in different ways Making inferences and referring to evidence in the text Checking their understanding to make sure that what they have read makes sense. 	Year 8 Autumn Twisted Tales Year 8 Spring Shakespeare Year 9 Gothic novel Year 9 Spring Shakespeare
		<u>Essential knowledge:</u> <ul style="list-style-type: none"> Hero Villain Myth Legend Perspective 			
		<u>Writing</u> <ul style="list-style-type: none"> To control narrative writing to engage the reader Selecting vocabulary and tone to build a rapport between reader and narrator Apply knowledge from reading to own writing. Create texts of their own, influenced by Classical texts 			
		<u>Essential knowledge:</u> <ul style="list-style-type: none"> Characterisation 			(GCSE – English Language Component 1 creative and imaginative writing) SPAG



		<ul style="list-style-type: none">• Formatting• Narrative structure			
Reading lessons	A L L Y E A R	<p><u>Reading</u></p> <ul style="list-style-type: none">• Independently for interest and challenge• Reading a range of fiction and non-fiction <p><u>Writing</u></p> <ul style="list-style-type: none">• Creative and imaginative writing to specific rubric	<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 and non-fiction• Choosing and reading books independently for challenge, interest and enjoyment.• Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.• 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">• Positive attitudes to reading• Wide range of texts• Recommending books to peers	<ul style="list-style-type: none">• Continued reading lessons in Year 8• Year 8 <i>The Tempest</i>