

ENGLISH KEY STAGE 3 CURRICULUM OVERVIEW			
By the end of Key Stage 3, students should:			
Know	<p><i>Reading Skills</i></p> <ul style="list-style-type: none"> How authors create meaning through various linguistic and structural methods. Conventions of a variety of text types: prose, poetry, drama and non-fiction texts. 	<p><i>Writing Skills</i></p> <ul style="list-style-type: none"> How to use vocabulary to create meaning/tone/impact A variety of methods used by writers for effect. The ways fiction and non-fiction pieces are structured for purpose/audience. 	<p><i>Oracy Skills</i></p> <ul style="list-style-type: none"> What makes the spoken word powerful and effective. Methods used in spoken language to convey meaning and ideas. How to persuade/motivate an audience.
Do	<ul style="list-style-type: none"> Structure an analytical paragraph using appropriate evidence to support interpretations Apply knowledge of context to analysis. Develop a reader response to texts. 	<ul style="list-style-type: none"> Apply developing vocabulary knowledge to their own writing, and use it for effect. Utilise methods in their writing appropriate to audience/purpose. Organise writing using correct grammar, accurate and varied punctuation types and correct spellings. 	<ul style="list-style-type: none"> Use persuasive methods to create effective speeches. Deliver speeches to groups and in class presentations. Share ideas in a clear and thoughtful manner, and take on board audience responses. Respond in some detail to questions.
Appreciate	<ul style="list-style-type: none"> The methods available to writers in prose, poetry, drama and non-fiction texts. The power of vocabulary and method in conveying meaning and impact. The wide range of genres that are available to read, study and analyse. 	<ul style="list-style-type: none"> How writers use tools to create meaning, viewpoints, and ideas. How students can use these tools effectively to convey students' own ideas/viewpoints. The importance of understanding how writer's manipulate their audience. 	<ul style="list-style-type: none"> The importance of using appropriate language choices in different settings. How to communicate their ideas effectively and how to listen and assimilate the ideas of others. The need to use physical aspects of oracy, such as body language, eye-context, volume, to effectively convey viewpoints.

Curriculum coverage

	Topic	Sub topic	Coverage		
			Reading	Writing	Oracy
Year 7	Literature on the Page	<p><i>The Hobbit with Myths and Legends</i></p> <p><i>Creative Writing- Narrative writing</i></p>	<ul style="list-style-type: none"> Characteristics of archetypal heroes and villains. Analysis of vocabulary choices. Selection of evidence. Basic explanation of linguistic and structural techniques. Use simple, appropriate analytical verbs to explore author's intent. 	<ul style="list-style-type: none"> Crafting descriptions of settings, heroes and villains. Recognising and using figurative devices in writing. Using a range of vocabulary to create tone/mood. Accuracy of spelling punctuation and grammar. 	<ul style="list-style-type: none"> Expression of inferences. Clear responses in class discussion. Offering supporting reasons for ideas.
	Literature on the Stage	<p><i>A Midsummer Night's Dream (Shakespeare)</i></p> <p><i>Persuasive Writing and Oracy</i></p>	<ul style="list-style-type: none"> Application of Shakespearean context to understanding of text, including basic grasp of comedy. Structuring analysis to explore a text. Examine dramatic techniques in creating character/theme. Consideration of structural methods. 	<ul style="list-style-type: none"> Structuring a persuasive piece of writing. Using a range of rhetorical devices. Using emotive and factual arguments to develop writing. 	<ul style="list-style-type: none"> Presenting to an audience using persuasive devices. Using ambitious vocabulary effectively. Presenting work effectively, using physical and spoken elements of oracy.
	War and Conflict	<p>Poetry Portraying War and Conflict</p> <p>Non-fiction Writing – Letters and Speeches</p>	<ul style="list-style-type: none"> Develop use of context to support interpretations- WW1 and modern conflicts. Explaining how chosen evidence supports interpretations. Continued use of analytical verbs linked to poet's intent. Identify linguistic and structural choices and linking them to poet's intent. 	<ul style="list-style-type: none"> Awareness of vocabulary choices and how they can impact my tone/meaning. Continued use of rhetorical devices in speeches, and other non-fiction types such as diary entries and letter. Recognising and using sentence types- including variety of openers. 	<ul style="list-style-type: none"> Expressing knowledge of WW1 context in group setting. Debating interpretation of texts with supporting evidence. Responding to the ideas of others.
Year 8	Dystopian Literature	<p><i>Lord of the Flies and Dystopian Extracts</i></p> <p><i>Creative Writing- Description</i></p>	<ul style="list-style-type: none"> Recognising conventions of dystopian genre. Exploration of themes of dystopian literature. Selecting evidence to support my understanding of a text. Recognising links between dystopian themes and social/historical contexts. 	<ul style="list-style-type: none"> Using dystopian conventions to write descriptive pieces. Using ambitious and appropriate vocabulary to create mood/emotion. Using a wide range of punctuation for effect. 	<ul style="list-style-type: none"> Fluently expressing opinions to peers. Organising ideas in a coherent manner. Responding to questions in increasingly thoughtful and detailed manner.
	Crime and Punishment	<p>Blood Brothers- Willy Russell</p> <p>Literary and Non-fiction representations of Crime and Punishment</p>	<ul style="list-style-type: none"> Exploring how contextual factors impact a writer's intent. Using a wide range of analytical verbs to discuss a playwright's intent. Analysing chosen evidence by exploring key words/phrases/techniques. 	<ul style="list-style-type: none"> Using language choices to create a personal viewpoint on a topic. Using rhetorical devices to argue and persuade. Structuring an argument to effectively develop ideas and opinions. 	<ul style="list-style-type: none"> Verbally evaluate a statements and appreciate varying opinions of peers. Use rhetorical devices within my speech to sway the opinions of others. Use connectives and discourse markers in my speech.
	Other Cultures	<p>Refugee- Alan Gratz</p> <p>Short Stories and Poetry from Other Cultures</p>	<ul style="list-style-type: none"> Applying cultural knowledge and sensitivity to interpretation of texts. Exploring how writers present different characters/voices and their perspectives. Select meaningful evidence and examine the vocabulary and device choices to effectively support comments. Exploring how a writer structures a text to create meaning/impact. Confidently using appropriate analytical verbs to explore interpretations. 	<ul style="list-style-type: none"> Using language devices to create a character's viewpoint/perspective. Use ambitious and appropriate vocabulary to convey the emotion of a character. Use accurate spelling, punctuation and grammar. Using a wide range of sentence types and openers for effect. 	<ul style="list-style-type: none"> Verbally expressing ideas about complex social issues. Fluently expressing ideas considering pitch and tone. Taking other viewpoints into account and responding to them with increasing maturity and coherency.

Curriculum coverage continued

	Topic	Sub topic	Coverage		
			Reading	Writing	Oracy
Year 9	Gothic Literature	Woman in Black Creative Writing – Narrative/Descriptive	<ul style="list-style-type: none"> Analysing character, theme and setting in texts. Exploring how writers use vocabulary language devices and structural devices to convey meaning. Linking analysis to writer’s intent more thoroughly. Application of Gothic genre conventions to detailed analysis of novels. Using a range of analytical verbs to create coherent and developed analysis. 	<ul style="list-style-type: none"> Writing for purpose – describing or narrating. Using a range of ambitious vocabulary and language devices to create an intended effect. Using a wide range of sentence types, punctuation and vocabulary to create an intended effect. Structuring an extended piece of writing, using elements such as foreshadowing, flashback, or cyclical structures. 	<ul style="list-style-type: none"> Confidently expressing a personal opinion on a text to peers. Developed use of structure to enhance verbal communication. Adapting my speech to meet the purposes of a task, and ensuring ideas are fully developed.
	Shakespeare	Romeo and Juliet- Literature Study	<ul style="list-style-type: none"> Understanding of key elements of a Shakespearean tragedy – tragic hero; 5 Act structure; peripeteia; hamartia; catharsis). Examining the methods used to portray theme and character including linguistic, structural and dramatic features. Confidently embedding evidence into analysis Making connections across a text. 	<ul style="list-style-type: none"> Creating a thesis in response to a question. Developing interpretations in a clear and well-organised manner. Using spelling, punctuation and grammar accurately to convey argument. 	<ul style="list-style-type: none"> Conveying ideas about character and theme in a coherent and confident manner. Supporting stance on a particular interpretation whilst engaging with other people’s ideas.
	Non-fiction Writing	Non-fiction: speeches, letters, articles	<ul style="list-style-type: none"> Recognising language devices in non-fiction extracts. Analysing the use of persuasive devices in a variety of non-fiction forms. Understanding of GAP of texts. 	<ul style="list-style-type: none"> Writing for purpose – to persuade a reader. Using the pillars of persuasion to organise and develop writing. Using ambitious and emotive vocabulary to convince an audience. Using a range of punctuation, sentence types and openers to create an intended effect. Employing modal verbs to write persuasively. 	<ul style="list-style-type: none"> Developing and sharing ideas on a variety of topics. Using the pillars of persuasion to enhance verbal communication. Adapting speech to meet the purpose of a task and ensuring ideas are fully developed and supported.
	Poetry Collection	Poetry Anthology – Shakespearean Sonnet, Romantic, Victorian, and Modern Poetry	<ul style="list-style-type: none"> Identifying and contemplating the effect of poetic techniques. Communicating the effect a poem may have on a reader and making inferences about poetic voice. Recognising several forms of poetry, including types of stanza. Analysing how structural methods impact the reception of a poem. Making links between poems, and supporting these with textual evidence. 	<ul style="list-style-type: none"> Writing analytically, using tentative phrasing where appropriate. Responding to thematic questions on poetry. Using accurate terminology to closely analyse poetic language and devices. 	<ul style="list-style-type: none"> Reading poetry aloud with tone and inflection. Sharing ideas about poetry in a coherent and confident manner. Expressing and supporting opinions on challenging topics in a informed manner.

The Wider KS3 Curriculum:

- **Plays performed in school**
- **Theatre visits**
- **Reading Passport**
- **Sci-Fi Film Club**
- **Visiting Poets and Authors**

ENGLISH LANGUAGE AND LITERATURE KEY STAGE 4 CURRICULUM MAP

By the end of Key Stage 4, students should:

Know	<ul style="list-style-type: none"> Contextual information for a variety of texts across several time periods. The devices writers employ to create effect- including those specific to prose, poetry, non-fiction writing and plays. A variety of interpretations of a range of different texts.
Do	<ul style="list-style-type: none"> Select appropriate evidence from a variety of text types. Closely analyse the meaning and effect of selected evidence, linking it to the given question effectively. Use a variety of skills- retrieval, inference, summary, evaluation, comparison, analysis of language/structure- to analyse texts. Write a range of different types of creative and non-fiction texts, employing devices and vocabulary choices effectively. Apply knowledge of spelling, punctuation and grammar to writing, in order to create confident, accurate and interesting pieces.
Appreciate	<ul style="list-style-type: none"> The impact historical moments and social changes have on the production and reception of Literature. How writers craft their pieces to create impact and meaning, and how this can create social commentary. The purpose of the skills in each examination questions and their application to future life skills.

Exam Board: AQA English Language and AQA English Literature
Curriculum coverage

	Topic	Sub topic	Coverage
Year 10	Language	Paper 1- Explorations in Creative Reading and Writing	Retrieving information from a text.
			Selecting appropriate evidence to support interpretations.
			Analysing language and structural features with confidence – including single word analysis and
			Using evaluative phrases when considering perspective.
			Using language devices and vocabulary for both narrative and descriptive writing tasks.
			Applying knowledge of punctuation types, sentence types, sentence openers and paragraphing to creative writing pieces.
		Paper 2- Writer's Viewpoints and Perspectives	Reading texts for explicit and implicit information.
			Summarising key information from a text.
			Making inferences about more than one text and drawing comparisons between them.
			Developing analysis of language choices, including both figurative and rhetorical devices.
			Comparing viewpoints across texts.
			Using rhetorical devices and knowledge of pillars of persuasion to create effective non-fiction pieces.
	Speaking and Listening	Employing rhetorical features and ambitious vocabulary in speeches.	
		Using factual and emotive elements to develop ideas/arguments.	
		Structuring writing to coherently and effectively develop a line of argument.	
		Using discourse markers and other structural features to organise work clearly.	
	Literature	19 th Century Text- A Christmas Carol	Demonstrating a sound knowledge of historical and social context relevant to Dickensian London.
			Using evidence from a text to support interpretation – embedding evidence and succinctly expressing meaning/impact.
			Analysing key themes and characters from text- considering language choices, structural choices and presentations across a wider text.
		Power and Conflict Poetry	Applying understanding of language and structure to analysis of poetic form.
Drawing links between poems and structuring analysis to clarify similarities/differences in presentations of theme/concept.			
Using social or historical context to enhance understanding of poetry where appropriate.			
Shakespeare - Macbeth		Demonstrating a secure knowledge (recall) of conventions of Shakespearean tragedy and theatre, including historical context.	
		Closely analysing language and structure of drama to explore Shakespeare's message.	
		Analysing key themes and characters in essay structure, including thesis generation and development.	

Year 11	Language	Paper 1- Explorations in Creative Reading and Writing	Developing confidence with selection of evidence and analysis of both linguistic and structural devices.
			Evaluating a writer's choices, developing exploration of their methods to convey meaning/impact.
			Employing increasingly sophisticated language devices, vocabulary and structural devices to descriptive and narrative writing.
		Paper 2- Writer's Viewpoints and Perspectives	Increasingly confident development of summary, analysis and comparison skills.
			Developing understanding of requirements for each question in examination.
			Utilisation of rhetorical devices in own non-fiction writing, employing knowledge of GAP, tone and voice.
		Revision and Consolidation	Recalling expectations of examination questions and practising independent responses.
			Timed application of skills to test conditions.
			Planning and writing extended responses to Section B from both papers.
	Practising use of correct spelling; varied and accurate punctuation; varied sentence types and openers; and accurate grammar in writing.		
	Literature	An Inspector Calls	Applying relevant contextual knowledge to reading of the play- including ideas about socialism/capitalism and social responsibility.
			Identifying and analysing moments of dramatic tension within the play, and exploring how the playwright creates this through language, structure and dramatic devices.
			Close examination of authorial method and intentions, including how to consider alternative interpretations.
			Considering response of audience within analysis.
Revision and Consolidation		Revise/recall content of texts- plot, character, quotation	
		Revisit contextual elements of texts – social, historical , author' background, political stance	
		Practising creation of thesis statement in response to task and text ,and working on overall structure of analytical paragraphs/essays.	
		Recalling literary devices specific to poetry, drama and prose.	
		Responding to exam style questions under timed conditions.	

Wider Key Stage 4 Curriculum

- Various theatre trips.
- Visiting theatre companies
- House competitions to encourage reading
- Reading Passport and Reading Weeks
- Revision sessions offered across department
- Homework focused on recall/retrieval interspersed with extended writing practice.

ENGLISH LITERATURE KEY STAGE 5 CURRICULUM MAP

By the end of Key Stage 5, students should:

Know	A variety of contextual factors that have influenced writers over centuries of Literary production. The methods employed by authors, poets and playwrights to convey meaning and impact. How writers convey different viewpoints on similar themes across texts.
Do	Create a coherent and developed arguments in line with a thesis. Use a wide range of Literary terms accurately, and recognise these within both studied and unseen texts. Closely analyse texts, examining linguistic and structural choices thoroughly. Apply contextual knowledge and wider reading to interpretations. Compare and contrast texts, looking at context, authorial method and intent, and critical reception. Understand and access Literary criticism, and be able to employ this reading to personal interpretations.
Appreciate	The difference that historical and social context can make to the meaning and reception of text. The differences between text types, including the different methods used in poetry, drama and prose. How Literature impacts our view of the world around us and is used as a medium to express opinions on social ,historical and political changes/events.

Exam Board: AQA English Literature Specification A

Curriculum coverage

	Topic	Sub topic	Coverage	Topic	Sub topic	Coverage			
Year 12	Paper 1- Love through the Ages	Prose text <i>The Great Gatsby</i> by F. Scott Fitzgerald or <i>Wuthering Heights</i> by Emily Brontë.	Social/Historical Context <ul style="list-style-type: none"> 1920s culture, social movements, historically significant events, Fitzgerald's life, class divide. Victorian life, poverty, class systems and hierarchy, position of women. 	Paper 2- Texts in Shared Contexts. Option A: WW1 and its Aftermath	<i>Birdsong</i> by Sebastian Faulks	Social/Historical Context <ul style="list-style-type: none"> Causes and impact of WW1; Homefront and frontline; propaganda/patriotism; women in war; soldier's experiences; battles and key areas of conflict; political background. 			
			Writer's methodology- imagery, structural choices, metaphor.			Writer's methodology – close analysis of imagery, use of linguistic devices and structural choices (episodic novel)			
			Characterisation- individual characters, juxtaposing characters, characters as representative figures, character development and change.			Characterisation – individual characters, relationships between characters- frontline and Homefront, attitudes to war and variations among characters.			
			Narrative voice- narrator's position in relation to plot, impact of narrative style.			Narrative voice- Stephen as reliable/unreliable, first person perspective and impact on interpretation; impact of change to Elizabeth as modern viewpoint.			
			Exploration of key themes- love, lust, social status, gender disparity, changing attitudes.			Exploration of key themes – death; heroism; patriotism; camaraderie; fear; women; change; historical significance.			
		Poetry Anthology	Social/ Historical Context appropriate to poems/poets.		Unseen Prose	Social/ Historical context- how to apply to an unseen text, using background knowledge to inform and develop reading of text.			
			Poetic methodology- stanza types, forms, rhyme schemes, rhythm patterns, language choices, figurative language/imagery.			Close analysis of word choices, linguistic devices, structural choices.			
			Presentation of theme and attitude- love as romance, closeness, lust, familial love, dangers of love.			Applying knowledge and understanding to writing up an essay- thesis statements			
		NEA	Texts selected by students (some classes will have optional text taught to them)		Selection of appropriate texts for comparison, with reading for meaning and individual interpretations				
					Creation of question and thesis to enable analysis and comparison.				
Planning and development of ideas- before writing and feedback.									

Year 13	Paper 1 – Love through the Ages	Taming of the Shrew by William Shakespeare	Social/Historical Context • Shakespearean context: position of women and men; hierarchy; comedic conventions.	Paper 2- Texts in Shared Contexts. Option A: WW1 and its Aftermath	The Wipers Times by Ian Hislop and Nick Newman	Social/Historical Context The Wipers Times as a real magazine; pastimes in the trenches; importance of written records of war.
			Writer’s methodology- imagery, structural choices, metaphor.			Writer’s methodology – satirical commentary; dramatic devices such as staging, backdrops, stage directions; juxtaposition of scenery and characters.
			Characterisation- individual characters, juxtaposing characters, characters as representative figures, character development and change.			Characterisation – individual characters, relationships between characters- frontline and Homefront, attitudes to war and variations among characters.
			Dramatic devices: staging; stage directions; dramatic irony; soliloquy/aside; blank/free verse.			Exploration of key themes – death; heroism; patriotism; camaraderie; fear; women; change; historical significance.
			Exploration of key themes- love, comedy of errors, presentation of women, attitude towards marriage/relationships, patriarchy.			
	Revision and Consolidation	Recall plots, characters and themes- quizzes, Q and A, revision tasks for HW.				
		Practice essay writing- develop understanding of AOs and apply to planning and writing of responses.				
		Develop interpretations including tentative language and alternative viewpoints.				
		Develop academic style of writing and depth of analysis.				
		Timed responses and rewrites of marked work.				
Wider Key Stage 5 Curriculum						
<ul style="list-style-type: none"> • Opportunities to mentor lower in school • Theatre trips • Museum trips • Residential (if/where possible) • Wider reading made available – guidance on where to find critical interpretations given. • Homework – to consolidate knowledge, practice writing, or do independent reading built in. 						