

Subject	English
Term	Cycle 1
Duration (approx.)	11 weeks
Module	Persuasive Points of

Skills and concepts to be developed and assessed (linking to identified AOs)

The three core skills in English are taught and assessed in this comprehensive unit.

Reading – analysis of language, structure and form. Comparison.

Writing creatively - using text as a stimulus for ideas. Paying attention to genre, audience and purpose and how this affects language choices. Technical accuracy.

Spoken language – performance/ presentational skills

All skills are revisited throughout the English curriculum and assessed at GCSE (English Language and English Literature)

Conceptual focus:

P.P.O.V will be a non-fiction unit of work allowing pupils the opportunity to explore, analyse and create a range of writing about topical issues of the time. Pupils will be encouraged to look at newspaper articles, journals, charity adverts and other non fiction texts in order to appreciate the style and form of this genre. They will also have the opportunity to write their own non-fiction texts expression a point of view on a topic they feel passionate about.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

Keywords: (not an exhaustive list)

- Genre,
- Rhetorical Questions,
- Audience & purpose
- Emotive Language,
- Hyperbole,
- Tone,
- Triple Structure,
- Mood,
- Oxymoron,
- Logos, Ethos, Pathos
- Juxtaposition,
- Cohesion,
- Imperative verbs, Direct Address,

Formative Assessment/key pieces of work prior to end of unit:

Spoken Language: Discussion work. Exploring opinions and other cultures.

Writing: Planning and crafting their own persuasive speech which present s a point of view.

Reading Pupils will need to use their analytical and summary skills to identify similarities and differences as well as analyse a writer’s use of language.

Summative Assessment

Spoken language: Presenting a persuasive pitch for a charity they’ve designed.

Writing: The completion of their own persuasive speech presenting a point of view on a topical issue.

Reading: Analysing how a text uses language to create meaning and effect. This will be underpinned by exploring the texts purpose and genre.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Reading: the analytical skills required at secondary will be introduced, developed and applied.

Writing: pupils develop their own skills in presenting a convincing point of view, as well as their use of structural and persuasive devices.

Spoken language: Continued opportunities to build confidence and take risks in the way they choose to present ideas orally.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Expectation of proof reading and self -correcting of written work for technical accuracy.

Expectation of written & spoken work is well suited to purpose and audience and grammatically correct.

Accuracy in spelling of key words.

Link forward: where next for the learning?

The three core skills addressed in this unit are revisited regularly throughout Year 7 and beyond to embed and develop learning.

The next time Non-fiction writing, specifically, will be revisited is in Year 8, where the work will be linked to a novel they study.

Subject	English
Term	Cycle 2
Duration (approx.)	12 weeks
Module	Gothic Literature

Skills and concepts to be developed and assessed (linking to identified AOs)

The three core skills in English are taught and assessed in this comprehensive unit.

Reading – analysis of language, structure and form. Comparison.

Writing creatively - using text as a stimulus for ideas. Paying attention to genre, audience and purpose and how this affects language choices. Technical accuracy.

Spoken language – performance/ presentational skills

All skills are revisited throughout the English curriculum and assessed at GCSE (English Language and English Literature)

Conceptual focus:

An opportunity and introduction to studying the Gothic Literature genre, including poetry. Pupils shall be given the opportunity to explore and analyse the short story genre within this. Pupils will also be given the opportunity to appreciate Gothic conventions and how these create meaning and engagement for the reader. They will be expected to question and explore the use of language and structure and to begin to appreciate the writer’s intention.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

Keywords:

Ambiguity, character, chronological, contrast, cumulative, flashback, foreshadowing, juxtaposition, pace, protagonist, antagonist, archetypal, red herring (fallacy/distraction), revelation, reversal, secrets, setting, tone, Freytag’s arc, exposition, climax, denouement, narrative perspective, Colour, Duplicity, Grotesque, Obscurity, Pathetic fallacy, Psychological, Subversion, Visual motifs, Unreliable narrator,

Formative Assessment/key pieces of work prior to end of unit:

Writing: Throughout the unit of work, pupils will be given opportunities to develop their creative writing skills, modelled upon well respected examples.

From Week 5 pupils will be given the opportunity to plan, redraft and create their own gothic short story (or exposition of a gothic novel)

Reading Analysing and explaining how language is used to present a theme or character within an extract (PEAR paragraphs to structure an essay response). Based upon the questions from GCSE English Papers. These are to be completed at various times throughout the studying of the module.

Summative Assessment

Spoken Language: Group discussions carried out about different extracts and poems being explored

Writing: Completion of gothic short story or exposition to a short story based upon either a picture stimulus, opening line or title.

Reading Analysing and explaining how language is used to present a theme or character within an extract (PEAR paragraphs to structure an essay response)

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Reading: the analytical skills required at secondary level will be developed and applied to a challenging yet engaging form.

Writing: pupils embed and develop their creative writing skills (from Primary) and are introduced to new learning on structure and crafting.

Spoken language: Building upon the spoken language work in primary, students are given the opportunity to present information to their peers.

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Expectation of proof reading and self -correcting of written work for technical accuracy.

Expectation of written & spoken work is well suited to purpose and audience and grammatically correct.

Accuracy in spelling of key words and learning the definitions.

Link forward: where next for the learning?

The three core skills addressed in this unit are revisited regularly throughout Year 7 and beyond to embed and develop learning.

Subject	English
Term	Cycle 3
Duration (approx.)	12 weeks
Module	Shakespeare

Formative Assessment/key pieces of work prior to end of unit:

Writing: To create a fact file / leaflet on William Shakespeare. Target audience: GCSE students. Purpose: to inform and entertain.

Reading Essay response to analysing how character is presented within a key scene . 2 PEAR paragraphs with modelling from teacher

Skills and concepts to be developed and assessed (linking to identified AOs)

The three core skills in English are taught and assessed in this comprehensive unit.

Reading – analysis of language, structure and form.

Writing - gathering and summarising information in order to write a literary non-fiction biography. Style and technical accuracy will be key.

Spoken language – performance/ presentational skills as a group

All skills are revisited throughout the English curriculum and assessed at GCSE (English Language and English Literature)

Conceptual focus:

The National Curriculum for English states that pupils must study a range of high quality literature with at least two Shakespeare plays at Key Stage 3.

This unit introduces pupils to William Shakespeare’s life, times and work—and allows them a beginner’s study of one of his KS3-friendly plays. Shakespeare continues to have an appeal which transcends the times in which he wrote. To encourage a broader perception of the play, emphasis is placed upon exploring the language within their context as well as on encouraging students to develop sophisticated interpretations of them.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

Keywords:

Backstory	Body Language
Courtship	Dialogue
Dramatic Climax	Freytag’s Arc
Dramatic Irony	Dramatic tension
Epitaph	Extended Metaphor
Iambic Pentameter	Imagery
Inference	
Malapropism	Monologue
Motivation	Pace
Parody	Pronoun
Rhyming Couplet	Soliloquy
Subtext	Syllable
Symbol	Theme
Tone	

Summative Assessment:

Spoken Language: Group activity exploring Shakespeare’s play creatively.

Writing: Monologue in role exploring a characters thoughts and feelings, using drafted process.

Reading Essay response to analysing how character/theme is presented within a key scene (PEAR paragraphs to structure an essay response).

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Building on the study of language analysis in Year 7 unit ‘Gothic Literature’.

Analytical/ comparative and evaluative skills are regularly revisited throughout the English curriculum in incrementally more challenging contexts. This unit will see students being required analyse language of a different time and for a different purpose.

Spelling-Punctuation-Grammar

How will you promote high standards within this module?

Expectation of proof reading and self -correcting of written work for technical accuracy.

Expectation of written & spoken work is well suited to purpose and audience and grammatically correct.

Accuracy in spelling of key words and learning the definitions.

Link forward: where next for the learning?

The three core skills addressed in this unit are revisited regularly throughout GCSE, which begins in Year 9, and form the basis for the skills required in their final examinations and beyond.

The next time Shakespeare’s work will be revisited is in Year 9, when they begin to explore their GCSE set text.