

<b>Subject</b>	English
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Oliver Twist & Writing Mastery

## 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** – the analysis of the language a writer uses. Teaching new subject specific vocabulary.

**Writing creatively** - using text as a stimulus for ideas. Paying attention to genre, audience and purpose and how this affects language choices. Mastering technical accuracy when writing sentences and paragraphs.

**Spoken language** – performance/ presentational skills.

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

### Conceptual focus:

What better than to start with Charles Dickens' 'Oliver Twist' and explore one of the most famous 19th Century writers. Pupils will read, and engage with, the abridged version of 'Oliver Twist' as well as engage with challenging passages from the original text. Reading for pleasure is supported to develop an appreciation and love of reading. By being given the opportunity to study a challenging text, pupils will increase familiarity, learn new vocabulary, make inferences and make reference to 'bigger ideas' and concepts. They will demonstrate an understanding of a writer's intent by drawing on knowledge to support comprehension. Furthermore, pupils will know how language presents meaning and be able to make critical comments and begin to know how to structure and formulate an analytical essay.

### Factual knowledge to be taught (including subject specific vocabulary– this is not an exhaustive list):

Characterisation/ construct/ villains/ victims/ vulnerable/ corrupt/ naïve/ orphan/ moral/ morality/ poverty. Life in Victorian London; Victorian crime; Bill Sikes

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

**Spoken Language:** Group and pair discussions.

**Writing:** Ongoing regular exercises in Writing Mastery.

**Reading** Analysis of how a writer has used language to introduce character. Regular fortnightly quizzes on comprehension and knowledge.

### Summative Assessment

**Spoken language:** Group and pair discussion on an aspect of the novel.

**Writing:** Crafting of a description of a Victorian scene.

**Reading:** Analysis of how Charles Dickens presents the character of Bill Sikes.

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

**Reading:** develop an appreciation and love of reading, and read increasingly challenging material independently. The analytical skills taught during the Year 7 curriculum are revisited, developed and applied in later units and again in Year 8.

**Writing:** pupils write accurately, fluently, effectively and at length for pleasure and information. Pupils embed and develop their writing skills (through weekly Writing Mastery lessons focused on grammar and accuracy.

**Spoken language:** builds upon the work they've done at KS2. We now focus on oracy as a way to fine tune their thinking, but also to express themselves confidently and clearly.

### 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. Students are expected to write and speak in full sentences at all times.

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 8 and beyond to embed and develop learning. This

<b>Subject</b>	English
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	7 weeks
<b>Module</b>	Novel—'Of Mice and Men'

### 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 a whole novel as a Literary text. Pupils shall be given the opportunity to explore themes which enrich their social and emotional awareness and to track character developments and journeys. Pupils will also be given the opportunity to explore and research relevant social and historical context and to examine how this might be important in understanding the writer's intentions.

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

#### Keywords: Of Mice and Men

Setting Plot Character Theme  
 Allegory Context Language  
 Structure Freytag's Arc Foreshadowing  
 Symbolism Femme Fatale American  
 Dream

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

**Writing:** 200 word challenges presenting a point of view

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

### Summative Assessment

**Spoken Language:** Group and pair discussions, with opportunity to role play

**Writing:** Write a speech to present a point of view on a related theme or issue within the novel studied

**Reading** Analysing and explaining how language and structure is used to present a theme or character within an extract. This will be in the style of a literature essay.

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

Reading: the analytical skills taught during the 'Dystopian' unit are revisited, developed and applied to a different form here.

Writing: pupils embed and develop their non-fiction writing skills assessed in the Year 7 'Don't Get Me Started' unit.

Spoken language: Building upon the spoken language work of Year 7 and 8 so far.

### 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 9 and beyond to embed and develop learning.

The next time a novel, specifically, will be revisited is in Year 9, where they begin to explore one of their GCSE set texts.

<b>Subject</b>	English
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Poetry of Nature

**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 study of poetry is vital in encouraging pupils to understand and appreciate the importance of a writer’s craft and language choices. Pupils will be able to explore a range of poems that deal with the theme of nature and they will be encouraged to carry out a number of creative learning activities, as well as analytical ones. They will also be exposed to works from the Literary Heritage, to increase the level of challenge.

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

**Keywords:**

Devices	Plosive consonants
Language	Alliteration
Structure	Symbolism
Form	Metaphor
Impact	Simile
Nature	Personification
Attachment	Imagery
Memory	Connotations
Emotion	Oxymoron
Relationship	
Power	

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

**Writing:** Creative writing response to an image or poem line as stimulus. This will be drafted.

**Reading** Explore how poets use language to present Nature in one of the poems studied. A double bubble will also be done to introduce the concept of comparison, which is expected at GCSE.

**Summative Assessment:**

**Spoken Language:** Transform one of the poems into a news report, to be performed

**Writing:** Creative writing response to an image or poem line as stimulus. This will be drafted.

**Reading** Academic essay response to the task: Explore the ways in which nature is presented in one of the poems.

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

Building on the study of poetry in Year 7 ‘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 to compare and write academically about poems.

**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.