

## Longcroft School Departmental Curriculum Overview *ENGLISH*

### Key subject skills:

AO1	AO2	AO3	AO4	AO5	AO6
<ul style="list-style-type: none"> <li>identify and interpret explicit and implicit information and ideas</li> <li>select and synthesise evidence from different texts</li> </ul>	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p>	<p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p>Evaluate texts critically and support this with appropriate textual references</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	<p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>

### Spoken Language

AO7	AO8	AO9
<p>Demonstrate presentation skills in a formal setting</p>	<p>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p>	<p>Use spoken Standard English effectively in speeches and presentations.</p>

### Building on prior learning: - What can students do by the end of KS2?

#### Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

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- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

#### Writing - transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

#### Writing - composition

Pupils should be taught to:

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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### Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

**Baseline expectations:**

Working towards	Working at	Greater depth
<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• write for a range of purposes</li> <li>• use paragraphs to organise ideas</li> <li>• in narratives, describe settings and characters</li> <li>• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</li> <li>• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</li> <li>• write legibly.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> <li>• distinguish between the language of speech and writing and choose the appropriate register</li> <li>• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li><li>• maintain legibility in joined handwriting when writing at speed.</li></ul> |  |
|--|---|--|

#### **What are the skills gaps?**

For some pupils a lack of breadth and depth in reading material is a gap, also meeting age appropriate reading expectations. In the absence KS2 SAT tests, some grammar conventions have been less well embedded than in previous years.

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Year 7	Year 8	Year 9	KS4 - Language	KS4 - Literature
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• choose and read books independently for challenge, interest and enjoyment.</li> <li>• write accurately, fluently, effectively and at length for pleasure and information</li> <li>• write for a wide range of purposes and audiences, including:               <ul style="list-style-type: none"> <li>- well-structured formal expository and narrative essays</li> <li>- stories, scripts, poetry and other imaginative writing</li> <li>- notes and polished scripts for talks and presentations</li> <li>- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> </ul> </li> <li>• summarise and organise material, and supporting ideas and arguments with any necessary factual detail</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• read increasingly challenging material independently</li> <li>• know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• recognise a range of poetic conventions and understanding how these have been used</li> <li>• make critical comparisons across texts</li> <li>• apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>• consider how their writing reflects the audiences and purposes for which it was intended</li> <li>• amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> <li>• use Standard English confidently in their own writing and speech English</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</li> </ul> <p>The range will include high-quality works from:</p> <ul style="list-style-type: none"> <li>- English literature</li> <li>- Shakespeare (two plays)</li> <li>- seminal world literature</li> <li>• draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>• know and understand the differences between spoken and written language, including differences associated with formal and informal registers</li> <li>• discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</li> <li>• improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• read a wide range of texts, fluently and with good understanding</li> <li>• read critically, and use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li> <li>• listen to and understand spoken language, and use spoken Standard English effectively.</li> </ul> <p>Students will read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied will represent a substantial piece of writing, with significant demand in terms of content, structure and the quality of language.</p>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> <li>• acquire and use a wide vocabulary, including the grammatical terminology<sup>1</sup> and other literary and linguistic terms they need to criticise and analyse what they read.</li> </ul> <p>Students will study a range of high quality, intellectually challenging, and substantial whole texts in detail. These will include: at least one play by Shakespeare; at least one 19th century novel ; a selection of poetry since 1789, including representative Romantic poetry, and fiction or drama from the British Isles from 1914 onwards.</p>





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<b>8</b>	<p><b>Texts in context</b> Exploring societal issues in Literature, through:</p> <ul style="list-style-type: none"> <li>▪ <i>Of Mice and Men</i></li> <li>▪ Poetry</li> <li>▪ Non-fiction</li> <li>▪ Slave narratives</li> <li>▪ Merchant of Venice</li> <li>▪ Rhetoric</li> <li>▪ Suffragism</li> </ul>	<p><b>Reading:</b> Literary essay based on either <i>OMAM</i> or an extract</p> <p><b>Writing:</b> Writing with a viewpoint, based on a theme covered in the unit.</p>	AO1	<p><b>Links to prior learning</b></p> <p>Students have explored the social, historical and literary context of texts in primary, and in year 7.</p> <p>This will be formally introduced to them as a skill, and will be assessed for the first time in this unit.</p> <p><b>How does this prepare students for future learning?</b></p> <p>The unit prepares students for all future literary units as it teaches students to explicitly explore texts within the context of production and reception. These skills are tested:</p> <ul style="list-style-type: none"> <li>- Y8 - Spring</li> <li>- Y8 - Summer</li> <li>- Y9 - Autumn</li> <li>- Y9 - Summer</li> <li>- GCSE</li> </ul>	<p><b>Dystopia</b></p> <ul style="list-style-type: none"> <li>▪ <i>DNA</i></li> <li>▪ Dystopian literature, such as:               <ul style="list-style-type: none"> <li>- Brave New World</li> <li>- Fahrenheit 451</li> <li>- Lord of the Flies</li> <li>- V for Vendetta</li> <li>- The Children of Men (1992)</li> <li>- The Hunger Games series</li> </ul> </li> <li>▪ Non-fiction articles</li> </ul>	<p><b>Reading:</b> Task linked to Language P1</p> <p><b>Writing:</b> Describe a dystopian setting, based on an image.</p>	AO1	<p><b>Links to prior learning?</b> Students first explored texts linked by genre in Y7 Spring. The skills developed in this unit - exploring genre conventions etc. - will be developed in this unit.</p> <p><b>How does this prepare students for future learning?</b></p> <p>The extract-based approach to this unit functions as an introduction to skills required for GCSE English Language Paper 1.</p> <p>These skills are built on in Y9 Autumn and Y9 Spring.</p>	<p><b>Love through the ages</b></p> <ul style="list-style-type: none"> <li>▪ <i>A Midsummer Night's Dream</i>, including an exploration of archetypal characters</li> <li>▪ Love stories from other cultures</li> <li>▪ Non-fiction articles linked by theme</li> </ul>	<p><b>Reading</b> Shakespeare question using an extract.</p> <p><b>Writing</b> Write a narrative that takes place in a forest.</p>	AO1	<p><b>Links to prior learning</b></p> <p>Students have studied Shakespeare at KS2. Students will be introduced to Shakespeare's work in a more analytical way, focussing on exploring language, structure and context.</p> <p><b>How does this prepare students for future learning?</b></p> <p>The skills covered in this unit can be applied to all future literary study, but are particularly relevant to Y9 Summer and the study of <i>Macbeth</i> at GCSE. Students will be encouraged to look back at this unit, making links to genre and context, when studying Shakespeare texts.</p>
			AO2				AO2					
			AO3				AO3					
			AO4				AO4					
			AO5				AO5					
			AO6				AO6					
<b>9</b>	<p><b>The Victorian poor</b></p> <ul style="list-style-type: none"> <li>- Magwitch</li> <li>- Non-fiction texts, linked to poverty</li> <li>- Extracts from ACC</li> <li>- Poetry</li> </ul>	<p><b>Reading:</b> English Language Paper 2, Section A</p> <p><b>Writing</b> Writing with a viewpoint</p>	AO1	<p><b>Links to prior learning</b></p> <p>Students were introduced to AO1, AO2 and AO3 (Language) in Y7 Spring. This unit makes clear links back to this unit, focussing on similar topics and exploring fiction and non-fiction texts interrelatedly.</p>	<p><b>Conflict</b></p> <ul style="list-style-type: none"> <li>- <i>Heroes</i> by Robert Cormier</li> <li>- War poetry</li> <li>- Non-fiction letters and diaries</li> <li>- Unsung heroes in war</li> </ul>	<p><b>Reading:</b> English Language Paper 1, Section A</p> <p><b>Writing:</b> description, based on a line from a poem</p>	AO1	<p><b>Links to prior learning</b></p> <p>Students were introduced to AO1, AO2 and AO4 in Y8 Spring. AO1 and AO2 have been tested throughout KS3; this unit requires students to apply the same skills to increasingly challenging texts. Students were formally assessed on their descriptive writing skills in Y8 Spring.</p>	<p><b>Romeo and Juliet</b></p> <p>Students will study the full play, exploring:</p> <ul style="list-style-type: none"> <li>▪ Key themes</li> <li>▪ Authorial methods</li> <li>▪ Social, historical and literary context</li> </ul>	<p><b>Reading:</b> Literary essay: refer to extract and wider play.</p>	AO1	<p><b>Links to prior learning</b></p> <p>Students studied <i>AMND</i> in the Spring term of Y8, focussing on the theme of love. They will draw on this knowledge for the unit. Students will recap the AOs from Y8 Autumn and Y8 Summer.</p> <p><b>How does this prepare students for future learning?</b></p> <p>Students will study <i>Macbeth</i> at GCSE.</p>
			AO2				AO2					
			AO3				AO3					





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		A03	<b>How does this prepare students for future learning?</b>			A03	<b>How does this prepare students for future learning?</b>			A04		
		A04	Students will study a C19 text at GCSE and will be required to complete English Language Paper 2; this unit prepares them for both.			A04	This unit prepares students for English Language Paper 1. The general skills and analysis and evaluation will be explored in all future units.	<b>Short stories</b>	<b>Writing:</b> Create a timed narrative, using a short story as a model.	A05	<b>Links to prior learning</b>  Students were introduced to narrative archetypes in Y7; this unit builds on the archetypes. Students were assessed for narrative writing in Y8 and Y9. In this unit, they will plan and write without the scaffolding provided in previous units.	
		A05				A05						
		A06				A06						
										A06	<b>How does this prepare students for future learning?</b>  Students will develop their understanding of short literary texts as part of GCSE English Language Paper 1. Exploration of writers' methods is a skill that will be revisited throughout years 10 and 11.	
10	<u>Language</u>  Using Literature texts practise the skills required for English language paper 1 <ul style="list-style-type: none"> <li>Language analysis</li> <li>Structure analysis</li> <li>Evaluation</li> <li>Descriptive writing</li> </ul> English Language paper 2 preparation integrated as part of Literature unit  <u>Literature</u>	Paper 1 Descriptive/narrative Paper 2 viewpoint letter, article integrated as part of Lit unit	A01	<b>Links to prior learning</b>	<u>Language</u>  English Language paper 2 preparation Reading section Complete Spoken Language Endorsement Blog/Article/Letter/T ext for a leaflet  Paper 1 Descriptive/narrative Paper 2 viewpoint speech, article integrated as part of Lit unit	Ongoing Assessment Q1/2/3/4	A01	<b>Links to prior learning</b>	<u>Language</u>  English Language Paper 1 - Questions and practise leading to the mock  Complete Spoken Language Endorsement  <u>Literature</u>  English Literature Paper 2 - Revision  Modern text Power and Conflict Poems Unseen poetry	Full mock examination - Language paper 1 (fiction) Paper 2 (non-fiction)	A01	<b>Links to prior learning</b>  Students were introduced to AO1, AO2 and AO3 (Language) in Y9. This unit makes clear links back to this unit, focussing on similar topics and exploring fiction and non-fiction texts interrelatedly.  <b>How does this prepare students for future learning?</b>  This unit prepares students for English Language Paper 1 and paper 2.
		A02	Students were introduced to AO1, AO2 and AO3 (Language) in Y9. This unit makes clear links back to this unit, focussing on similar topics and exploring fiction and non-fiction texts interrelatedly.			A02	Students were introduced to AO1, AO2 and AO3 (Language) in Y9. This unit makes clear links back to this unit, focussing on similar topics and exploring fiction and non-fiction texts interrelatedly.			A02	<b>How does this prepare students for future learning?</b>	
		A03				A03						
		A04				A04						





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	An Inspector Calls (Autumn 1) A Christmas Carol (Autumn 2)	End of half term tests Paper 1 - character questions and theme questions	A05	This unit prepares students for English Language Paper 1.	<u>Literature</u>  Paper 2 - Section B Power and Conflict Poetry anthology Ozymandias - Power	Unseen Poetry  Unseen poetry assessment	A05			A05		
		Completed in classes in formal conditions	A06		Unseen poetry assessment	Completed in classes in formal conditions	A06			A06		
11	<u>Language</u>  English Language paper 2 preparation  Using Literature texts practise the skills required for English language paper 1 <ul style="list-style-type: none"> <li>Language analysis</li> <li>Structure analysis</li> <li>Evaluation</li> <li>Descriptive writing</li> </ul> <u>Literature</u> (second half term only)  Section B - Unseen Poetry  Revise An Inspector Calls A Christmas Carol	Ongoing assessment 3 assessments to be completed in class over first half term - reading fiction questions and narrative and descriptive writing  English Language Autumn term - Paper 1 and paper 2  Mock English Lit Paper 1 and paper 2 - character and theme questions	A01 A02 A03 A04 A05 A06	<b>Links to prior learning</b>  Students were introduced to A01, A02 and A03 (Language) in Y9 Spring. This unit makes clear links back to this unit, focussing on similar topics and exploring fiction and non-fiction texts interrelatedly.  The English Literature unit revises material previously covered in Y10  <b>How does this prepare students for future learning?</b>  This unit prepares students for English Language Paper 1.	<u>Language</u>  English Language Paper 1  Section A REVISION OF SKILLS AND APPROACHES TO EACH QUESTION Q1/2/3/4  Section B Descriptive or Narrative - Q5  <u>Literature</u>  Section A Macbeth	Q1/2/3/4 Ongoing assessment -  Mock Exam English Language Paper 1      Mock English Lit Paper 1 A Christmas Carol Macbeth Paper 2 An Inspector Calls	A01 A02 A03 A04 A05 A06	<b>Links to prior learning</b>  The English Literature unit revises material previously covered in Y10  <b>How does this prepare students for future learning?</b>  This unit prepares students for English Language and literature Papers 1 and 2.	<u>Language</u>  Revision Schedule  <u>Literature</u>  Revision Schedule Macbeth Unseen Poetry	English Language  Paper 1: Explorations in Creative Reading and Writing Paper 2: Writers' Viewpoints and Perspectives  English Literature  Paper 1: Shakespeare and the 19th-century novel Paper 2: Modern texts and poetry	A01 A02 A03 A04 A05 A06	<b>Links to prior learning</b>  <b>How does this prepare students for future learning?</b>