

Year 7						
Key concepts	Power and conflict		Morality and righteousness		Society and social class	
Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
Knowledge and understanding	<p>In reading, pupils will be taught how to:</p> <ul style="list-style-type: none"> develop an appreciation, love and interest of reading, and read increasingly challenging material independently Reading a wide range of fiction and non-fiction, including in particular whole books, poems and plays with a wide coverage of genres, historical periods, forms and authors, including seminal world literature knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension read critically knowing 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 studying setting, plot, and characterisation, and the effects of these making critical comparisons across texts <p>In writing, pupils will be taught how to:</p> <ul style="list-style-type: none"> write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, using notes for talks and presentations summarising and organising material, and supporting ideas and arguments with any necessary factual detail Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through Consider how their writing reflects the audiences and purposes for which it was intended. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. Pay attention to accurate grammar, punctuation and spelling by applying learned spelling patterns and rules <p>know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English using it in their own writing and speech</p> <p>In speaking and listening, pupils will be taught how to speak confidently and effectively:</p>					


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	<ul style="list-style-type: none"> • use Standard English confidently in a range of formal and informal contexts, including classroom discussion • give short speeches and presentations, expressing their own ideas and keeping to the point • participate in formal debates and structured discussions, summarising and/or building on what has been said • improvise, rehearse and perform play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 					
Texts	Seminal world literature	Poetry	Victorian Literature	Modern literature	Shakespeare	Media
	Odysseus Beowulf	World war 1 poetry	A Christmas Carol (AR 6.7)	Cirque du freak (AR 4.8)	Macbeth	Heroes in film
Key knowledge Curricular links	History of literacy – links to Greek root words in our language. Life in ancient Greek times and Vikings links to British history. Role of myths and legends in cultures.	Life during WW1 and 2. Segregation and persecution of Jewish communities and other groups.	Life in Victorian Britain including crime and social differences. It will explore the themes of social justice and redemption. Links to PSHEE – personal growth, making mistakes and how to repair them.	Morality of a circus. How views have changed over time – equality and diversity.	Shakespeare's life – the role of ambition in Macbeth's characters and how good characters can turn bad – links to good v evil themes in first term.	Understanding the purpose of audience and how media can influence it. Links to art – pop art culture and artists. Music -How to create sounds and manipulate them. IT – role of publishing in media.
Assessment	Baseline assessments – alphabet, phonics, days of week and months of the year, can they compose a sentence, reading comprehension, reading and spelling ages – Toe by Toe. RWI assessment - each 6 wks. Star test – AR – each term BG stages 1 – 9 – October – half term		Term 3 R+S age assessment End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on SIMS.		Baseline assessments – reassess (end of term 5) Term 5 R+S age assessment End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on SIMS.	

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	End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on SIMS.		
Why this? Why now?	Year 7 students will have a range of different experiences prior to attending Brook Green. This first half term will review KS2 concepts both in English and history and build on their pre-existing knowledge, encourage discussion and engagement and building positive mindsets and self-regulation through adult modelling. Students will build on their knowledge of drama and explore a range of fiction and non-fiction texts and poems from across different wars (starting with WW1 and ending with more recent conflicts). They will explore the morality of war and look at current issues around the world and the impact this has on their lives, if any.	Having an awareness of contextual issues can enlighten pupils on their understanding of how and why characters, settings and plots are shaped in the way they are. The Victorian period was an integral part of British history, and this is reflected in the many famous pieces of literature that come from this era. Students will develop their understanding of audience and explore non-fiction writing – how to inform and why. Students will also continue to develop their transactional writing skills in writing newspaper articles surrounding the morality of circuses.	Students will study for the first time a Shakespearian play. They will explore the dramatic techniques of Shakespeare both within English and Drama sessions. The tragedy will help them to gain knowledge of past histories and look closely at the social, cultural and historical context of the time when the play was written including the inclusion of witchcraft within the play. The second half of the term provides students the opportunity to reflect on the first term and review themes such as good v evil within a media context. This initial media unit will be built upon each year developing their use of a range of media. Media units help students develop critical thinking skills and understand how media impacts society. Students learn to analyse and evaluate media, and to think independently about the world around them and to understand how the media shapes their identity, values, and opinions.
Vocabulary	Villains, victims, vulnerable, corrupt, naive, moral, demigod, god, myth, legend, protagonist, antagonist, Segregation, persecution, conflict, trauma, repression, holocaust, Nazi,	Metaphor, simile, literal language, rhyming, rhyming couplet, verse, stanza. Character, Analysis, Quotations Perceptions, Opinions, Context, Protagonist, Annotate, Imagery, Tension, Suspense, Hyperbole, Alliteration,	Form, structure, verse, foreshadowing, soliloquy, monologue, prose, iambic pentameter, tragedy, symbolism, imagery, personification.

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			Media, culture, pop art, synopsis, angles, themes, plots, scenes, genre, character analysis, scripts, monologue, publishing,
SPAG	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • commas in lists • capital letters for names and pronoun 'I') • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) using fronted adverbials • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form <p>RWI – groups to continue with RWI sounds</p>		
Skills Builder			
Aspirations and careers.	<p>All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres.</p> <p>Throughout KS3, pupils will have opportunities to extend their learning outside of the classroom through various enrichment activities such as learning outdoors, D of E, house team events, trips, whole school celebration days, lunchtime and after-school clubs.</p>		

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	Pupils are encouraged to write at length and for pleasure. Seasonal competitions also run at Halloween, Christmas, Easter and end of summer term competitions. Pupils are also actively encouraged to partake in activities around World Book day to foster a love and passion for reading for pleasure. Every month pupils will be exposed to and be aware of literature of interest.					
Reading for pleasure	At least one text per term for in-class group reading. Teacher recommendation list includes: (teachers to add in books once chosen)					
Specific adaptations for MLD and SEND	Colourful semantics Sentence stems	Collaborative learning – turn and talks	Seesaw – adaptable resources for recording Book creator – dictation of a narrative.	Work guides Now and next	WILF – success criteria	Word banks Knowledge organisers
Writing outcome	Descriptive writing – write the opening using setting and character introduction for a mythical creature	Poetry - write in the style of a chosen poet.	Writing to inform – create a newspapers article.	Narrative writing	Writing from a different perspective – write a diary entry for a character	Writing to persuade – create an advertisement for a film.
Speaking and listening outcome	Present their new mythical creature describing the rationale for its features.	Perform their poem using a range of techniques.	Present a news report.	Create and perform an alternative event.	Drama - perform their monologue.	Present sound effects created in music.

Year 8			
Key concepts	Power and conflict	Morality and righteousness	Society and social class

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Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
Knowledge and understanding	<p>In reading, pupils will be taught how to:</p> <ul style="list-style-type: none"> • develop an appreciation, love and interest of reading, and read increasingly challenging material independently • Reading a wide range of fiction and non-fiction, including in particular whole books, poems and plays with a wide coverage of genres, historical periods, forms and authors, including seminal world literature • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension • read critically knowing 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 • studying setting, plot, and characterisation, and the effects of these • making critical comparisons across texts <p>In writing, pupils will be taught how to:</p> <ul style="list-style-type: none"> • write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, using notes for talks and presentations • summarising and organising material, and supporting ideas and arguments with any necessary factual detail • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • plan, draft, edit and proof-read through • Consider how their writing reflects the audiences and purposes for which it was intended. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. • Pay attention to accurate grammar, punctuation and spelling by applying learned spelling patterns and rules • know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English using it in their own writing and speech <p>In speaking and listening, pupils will be taught how to speak confidently and effectively:</p>					


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	<ul style="list-style-type: none"> • use Standard English confidently in a range of formal and informal contexts, including classroom discussion • give short speeches and presentations, expressing their own ideas and keeping to the point • participate in formal debates and structured discussions, summarising and/or building on what has been said • improvise, rehearse and perform 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 					
Texts	Seminal world literature	Poetry	Victorian Literature	Modern literature	Shakespear	Media
	War Horse (AR 5.9)	Identity, culture and belonging	Dracula and Frankenstein – gothic tradition and setting	Holes (AR 4.6)	A mid-summer nights dream	Travel writing/writing for a theme park during activities week – adverts and online brochures
Assessment	Baseline assessment – reassess from yr 7 – in term 2 RWI assessment Star test – Accelerated Reader Term 1 R+S age assessment Assessment questions End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on target sheet and SIMS.		Term 3 R+S age assessment End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on target sheet and SIMS.		Term 5 R+S age assessment End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on target sheet and SIMS.	
Why this? Why now?	This term through the book War Horse we will explore the conflict, fighting and personal stories of the first World War, building on the poetry studied in the previous school year and allow		Dracula and Frankenstein reflect the anxieties of late 19th-century Victorian society, addressing issues of life, immigration, and the fear of the unknown. The novels investigation of		Students learn just how little we really know about Shakespeare. They explore the portraits that are said to be of the Bard, analysing the available evidence and justifying their thoughts. They learn	

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	<p>students to develop a more complete understanding of the conflict. This will coincide with Remembrance Day and give pupils an opportunity to further their cross-curricular learning and embrace a key part of British Values and our role in the history of Europe. The focus on British identity and culture throughout the first half of the term will follow into the poetry in the second half, where pupils will look at how different cultures identify and what sense of belonging a variety of people feel to different countries and causes.</p>	<p>the undead and the supernatural serves as a metaphor for societal fears. In contemporary contexts, Dracula remains a cornerstone of vampire lore and has inspired countless adaptations, reflecting its ongoing influence on popular culture. In Frankenstein, Mary Shelley created the genre of science fiction, allowing countless others to expand upon its themes in all manner of different contexts.</p> <p>The themes of life, death, scientific discovery and the costs associated with them all, allows Year 8 pupils to start questioning morality and ethics in modern society. It also allows them to begin to shape their own creative narratives based around these genres as the term progresses.</p>	<p>about the influences on his works and are introduced to a range of plays through the opening scenes, exploring the purpose of the opening scene of a play in general. Finally, students study a whole play, drawing links between prior learning and the text they are studying.</p> <p>This continues chronologically from previous terms, giving the students the opportunity to study themes of love, death, good, evil, loss, duality and redemption and to make links between those themes in these texts and in the earlier texts they have studied during the year. It also gives the opportunity to build on the character and plot development encouraging students to discuss authors use of language.</p> <p>The final term is a media unit with a focus on travel writing and its links to history e.g. Ancient Greek travel writers. Students will build on previous years media unit and evaluate a range of travel media such as social media blogs and TV adverts, brochures etc. They will consider their target audience and how to both inform and entertain, linking back to diary and letter writing for a first-person perspective. A trip will be organised with the involvement of the students to a local site of interest to allow for vlogging and photo taking opportunities to support the writing and presenting process.</p>
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Vocabulary	Conflict, military, conscription, weapons, haggling, hitch, stagger, services, army/armies, calvary, benevolent, cacophony, plight, heroism, camaraderie,	Rebirth, mortality, vanity, scientific discovery, gothic, castles, laboratory, ethics, life, creation, technology. Perseverance, preposterous, intensity, engraved, paranoid, evict, callous, rescued, concoctions, drenched, legitimate, desolate, authenticated,	change, identity, illusion, love, madness, magic, marriage, metamorphosis, order, reality, sense, society. Travel, vlogs, opinions, facts, excursion, journey, tourist, sightseeing, accommodation, route, reviews, itinerary, value for money, transportation, attitudes, entertainment,
SPAG	<ul style="list-style-type: none"> • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) • Poetry skills: rhyming, similes, descriptive language, free form, enjambement, repetition and symbolism 		
Skills and characteristics (Skills Builder)			
Aspirations and careers	All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate		

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	<p>through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres.</p> <p>Throughout KS3, pupils will have opportunities to extend their learning outside of the classroom through various enrichment activities such as learning outdoors, D of E, house team events, trips, whole school celebration days, lunchtime and after-school clubs.</p> <p>Pupils are encouraged to write at length and for pleasure. Seasonal competitions also run at Halloween, Christmas, Easter and end of summer term competitions. Pupils are also actively encouraged to partake in activities around World Book day to foster a love and passion for reading for pleasure. Every month pupils will be exposed to and be aware of literature of interest.</p>					
Reading for pleasure	At least one text per term for in-class group reading. Teacher recommendation list includes: (teachers to add in books once chosen)					
Specific adaptations for MLD and SEND	Colourful semantics Sentence stems	Collaborative learning – turn and talks	Seesaw – adaptable resources for recording Book creator – dictation of a narrative.	Work guides Now and next	WILF – success criteria	Word banks Knowledge organisers
Writing Outcomes Speaking and listening outcomes	Letter writing – write a letter home from the trenches. Performance of letter.	Poetry Descriptive writing – imagery – write a rap Performance poetry - rap	Descriptive writing – writing the setting to a gothic novel, including start of the story and a cliffhanger Drama – recreate a scene from either their	Narrative writing – writing an alternative section of a story	Screen writing Drama – performance Perform the screen writing	Writing to inform – design and create a brochure

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			alternative narrative or from the model text.	Hot seating – interview characters		Present a powerpoint of their chosen destination.
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Year 9						
Key concepts	Power and conflict		Morality and righteousness		Society and social class	
Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
Knowledge and understanding	<p>In reading, pupils will be taught how to:</p> <ul style="list-style-type: none"> • develop an appreciation, love and interest of reading, and read increasingly challenging material independently • Reading a wide range of fiction and non-fiction, including in particular whole books, poems and plays with a wide coverage of genres, historical periods, forms and authors, including seminal world literature • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension • read critically knowing 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 • studying setting, plot, and characterisation, and the effects of these • making critical comparisons across texts <p>In writing, pupils will be taught how to:</p> <ul style="list-style-type: none"> • write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, using notes for talks and presentations • summarising and organising material, and supporting ideas and arguments with any necessary factual detail • Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • plan, draft, edit and proof-read through 					


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	<ul style="list-style-type: none"> Consider how their writing reflects the audiences and purposes for which it was intended. Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. Pay attention to accurate grammar, punctuation and spelling by applying learned spelling patterns and rules <p>know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English using it in their own writing and speech</p>					
Texts	Seminal world literature	Poetry	Victorian Literature	Modern literature	Shakespear	Media
	Of mice and men	War – conflict	Treasure Island	The boy in striped pyjamas (AR 5.8)	Romeo and Juliet	Examining – The changing roles of women within animation Functional Skills
Assessment	RWI assessment Star test – AR Term 1 R+S age assessment End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on SIMS.		Term 3 R+S age assessment End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on SIMS.		Term 5 R+S age assessment End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on SIMS.	
Why this? Why now?	Of mice and men offers pupils a chance to look at a classic piece of American literature – the themes tackle the difficulties of 20 th century America (offering world perspective) and how compassion is shown in the detailed characterisation/relationship between the main characters.		TBC		The ambitious content of this scheme will help develop pupils' skills in reading strategies by examining extracts from a range of seminal literature. Pupils will explore extracts from Romeo and Juliet as a central point and also consider a range of extracts from fiction and non-fiction texts, poems and extracts from other plays. It will focus on women's voices but will also include other	

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	<p>As pupils become older, the book covers themes of compassion and discrimination through a text which has both depth and accessibility. These themes allow for debate and a focus on speaking and listening. Pupils also start to look at world history through the lense of the American West and how different environments shape modern perspectives, particularly in reference to the Black Lives Matter movements of today and the ongoing discussions of care and justice in society.</p>		<p>marginalised groups, allowing pupils to understand how writers reflect society's views and bias. This will develop not only their own cultural heritage, but also have an appreciation of other cultures in our own society and around the world. This will enhance their knowledge and skills for their study of all KS4 literature texts.</p> <p>The media unit allows students to consider the changing roles of women through animation. They can link this theme to previous learning e.g. role of women in Shakespearian literature, Victorian era and through to WW1 and during the great depression. Students will use the range of animation from Snow White and Cinderella to Shrek and Mulan and Brave Heart. Analysing the animations students will create an argument, justify their reasoning and apply this to a debate.</p>
Vocabulary	Justice, the American Dream, companionship, economic class, femininity, loneliness, race & differences, discrimination	TBC	<p>Patriarchal, impetuous, devotion, unrequited, domineering, hostile, cynical, pivotal, churlish, pugnacious, pardon, gallant, soliloquy, monologue,</p> <p>Oppression, consent, empower, rescue, responsibilities, domestic, society, rights, roles, influence, suffrage, movement, parliament, campaigning, reflections, identity, equality</p>
SPAG	<ul style="list-style-type: none"> • appropriate choice of pronoun or noun to create cohesion • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 		

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	<ul style="list-style-type: none"> • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 					
<p>Skills and characteristics</p>						
<p>Aspirations and careers</p>	<p>All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres.</p> <p>Throughout KS3, pupils will have opportunities to extend their learning outside of the classroom through various enrichment activities such as learning outdoors, D of E, house team events, trips, whole school celebration days, lunchtime and after-school clubs.</p> <p>Pupils are encouraged to write at length and for pleasure. Seasonal competitions also run at Halloween, Christmas, Easter and end of summer term competitions. Pupils are also actively encouraged to partake in activities around World Book day to foster a love and passion for reading for pleasure. Every month pupils will be exposed to and be aware of literature of interest.</p>					
<p>Reading for pleasure</p>	<p>At least one text per term for in-class group reading. Teacher recommendation list includes: (teachers to add in books once chosen)</p>					
<p>Specific adaptations for MLD and SEND</p>	<p>Colourful semantics Sentence stems</p>	<p>Collaborative learning – turn and talks</p>	<p>Seesaw – adaptable resources for recording</p>	<p>Work guides Now and next</p>	<p>WILF – success criteria</p>	<p>Word banks Knowledge organisers</p>

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			Book creator – dictation of a narrative.			
Writing outcomes	Writing to inform Research for debate on social conflicts in 20 th century America	Poetry Descriptive writing	Creative writing - character development and setting –outfit back stories to characters	Writing to inform – propaganda – students to write/create an advert, leaflet	Letter writing- modern emails	Writing to argue – have a debate about ‘Do you think the role of women in animation is reflective of current society?’
Speaking and listening outcomes	Debate – speaking and listening outcome	Performance poetry	Students to pick a character to dress up as for Book Character day – present outfit	Perform a diary extract.	Create snap chats of quotes from the play.	Debate – on above theme

Year 10						
Key concepts	Power and conflict		Morality and righteousness		Society and social class	
Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
Knowledge and understanding	<p>Reading pupils will be taught how to:</p> <ul style="list-style-type: none"> read and appreciate the depth and power of the English literary heritage through: reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. The range will include: <ul style="list-style-type: none"> at least one play by Shakespeare works from the 19th, 20th and 21st centuries poetry since 1789, including representative Romantic poetry re-reading literature and other writing as a basis for making comparisons 					

- choosing and reading books independently for challenge, interest and enjoyment.
- understand and critically evaluate texts through:
 - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
 - drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
 - identifying and interpreting themes, ideas and information
 - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
 - seeking evidence in the text to support a point of view, including justifying inferences with evidence
 - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
 - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
 - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- make an informed personal response, recognising that other responses to a text are possible and evaluating these

Writing pupils will be taught how to:

- write accurately, fluently, effectively and at length for pleasure and information through:
 - adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
 - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]
- revise, edit and proof-read through:
 - reflecting on whether their draft achieves the intended impact
 - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness

	<ul style="list-style-type: none"> ○ paying attention to the accuracy and effectiveness of grammar, punctuation and spelling <p>Grammar and vocabulary pupils will be taught how to:</p> <ul style="list-style-type: none"> ● consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> ○ studying their effectiveness and impact in the texts they read ○ 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 ○ analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English ○ using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language. <p>Spoken English pupils will be taught how to:</p> <ul style="list-style-type: none"> ● speak confidently, audibly and effectively, including through: <ul style="list-style-type: none"> ○ using Standard English when the context and audience require it ○ working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines ○ listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary ○ planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates ○ listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation ○ 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 					
Texts	Seminal world literature	Poetry	Victorian Literature	Modern literature	Shakespear	Exam Prep Functional skills GCSE speaking and listening.


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	Animal Farm (AR 7.3) (9 wks)	'Romantic' poetry (3 wks)	Oliver Twist (AR 11.5)	Curious incident of a dog in the nighttime.	Hamlet	Past papers
Assessment	<p>RWI assessment Star test – AR Term 1 R+S age assessment</p> <p>End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on SIMS.</p>		<p>Term 3 R+S age assessment</p> <p>End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on SIMS.</p>		<p>Term 5 R+S age assessment</p> <p>End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on SIMS.</p>	
Why this? Why now?	<p>Animal Farm provides valuable lessons on the dangers of power and the importance of critical thinking, inclusivity, and accountability in society.</p> <p>As pupils enter Key Stage 4, Animal Farm tackles more difficult concepts such as: totalitarianism, dictatorships and human rights. It allows pupils to develop their critical thinking skills and how to recognise structures of power and see how they are developed. The book also has important literary themes such as; personification, speeches and propaganda. These themes follow into the development of their creative writing skills leading into Year 11 and GCSE.</p>		<p>Charles Dickens uses Oliver Twist to critique the harsh treatment of the poor and vulnerable in Victorian society. The novel explores themes of poverty, crime, and the corrupting influence of societal structures.</p> <p>One of the main reasons for the study of Oliver Twist at this point in the school curriculum is that as part of a Y11 pupil's GCSE exams, analysis of a 19th century piece of literature is required. Thus, Oliver Twist allows them to build familiarity with the themes and context of the period. It is also a classic English text, giving pupils a taste of the writing of Charles Dickens, one of England's foremost writers in the 19th century.</p> <p>The Curious Incident of the dog in the night is presented from the perspective of Christopher Boone, a</p>		<p>Students read their final Shakespear story – Andrew Matthew and Tony Ross version. Students will develop their critical thinking skills and apply the themes to modern life such as procrastination and its impact. Students will also consider the motivation of others, their guilt or innocence, their feelings, their relative states of sanity or insanity. Hamlet is, fundamentally, a play about the difficulty of living in a world where appearances are difficult to navigate. This challenging concept is extremely relatable for many of our students, and they will link this to their own experiences in reading other people and knowing who to trust. Students will make links with previous persuasive writing and construct an argument for whether Hamlet should kill Claudius.</p>	

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		<p>15-year-old boy with an unspecified developmental disorder that is likely on the autism spectrum.</p> <p>The distinctive narrative style of the novel, which mirrors Christopher's logical and mathematical thought processes, provides readers with a unique window into his world. It is extremely valuable for young learners to read a story from the perspective of someone whom they can relate their own experiences.</p>		
Vocabulary	<p>Totalitarianism, propaganda, accountability, collective, accountability, human-rights, politics, revolution, corruption, control</p> <p>Functional skills vocabulary list</p>	<p>Poverty, crime, justice, society, corruption, influence, workhouses, industrialisation, orphanages, criminal,</p> <p>Functional skills vocabulary list</p>	<p>Investigation, suspect, pressure, claustrophobia, suspicious, slander, digression, logical, observant,</p>	<p>Bulwark, censure, auspicious, perilous, invulnerable, revenge, corruption, deception, justice,</p> <p>Functional skills vocabulary list</p>
SPAG	<ul style="list-style-type: none"> • 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 • differences in informal and formal language • synonyms & antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list 			

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	<ul style="list-style-type: none"> punctuating bullet points consistently <p>Reviewing all SPAG areas identified in assessments</p>					
<p>Skills and characteristics</p>						
<p>Aspirations and careers</p>	<p>All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres.</p> <p>Throughout KS4, pupils will have opportunities to extend their learning outside of the classroom through various enrichment activities such as careers and work experience, D of E, house team events, trips, whole school celebration days, lunchtime and after-school clubs.</p> <p>Pupils are encouraged to write at length and for pleasure. Seasonal competitions also run at Halloween, Christmas, Easter and end of summer term competitions. Pupils are also actively encouraged to partake in activities around World Book day to foster a love and passion for reading for pleasure. Every month pupils will be exposed to and be aware of literature of interest.</p>					
<p>Reading for pleasure</p>	<p>At least one text per term for in-class group reading. Teacher recommendation list includes: (teachers to add in books once chosen)</p>					
<p>Specific adaptations for MLD and SEND</p>	<p>Colourful semantics</p> <p>Sentence stems</p>	<p>Collaborative learning – turn and talks</p>	<p>Seesaw – adaptable resources for recording</p>	<p>Work guides Now and next</p>	<p>WILF – success criteria</p>	<p>Word banks Knowledge organisers</p>

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			Book creator – dictation of a narrative.			
Writing outcomes	Persuasive writing - focus on persuasive techniques. Newspaper article	Poetry Descriptive writing	Descriptive writing – setting and character development	Recount writing	Writing an argument – should Hamlet kill Claudius?	Past paper practice
Speaking and listening outcome	Perform an speech	Perform poem	Movie – characters montage	Debate – is it ok to lie?	GCSE speaking and listening exam	

Year 11						
Key concepts	Power and conflict		Morality and righteousness		Society and social class	
Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
Knowledge and understanding	<p>Reading pupils will be taught how to:</p> <ul style="list-style-type: none"> • read and appreciate the depth and power of the English literary heritage through: reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. The range will include: <ul style="list-style-type: none"> ○ at least one play by Shakespeare ○ works from the 19th, 20th and 21st centuries ○ poetry since 1789, including representative Romantic poetry • re-reading literature and other writing as a basis for making comparisons • choosing and reading books independently for challenge, interest and enjoyment. • understand and critically evaluate texts through: <ul style="list-style-type: none"> ○ reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes 					

- drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
- identifying and interpreting themes, ideas and information
- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
- seeking evidence in the text to support a point of view, including justifying inferences with evidence
- distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
- analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- make an informed personal response, recognising that other responses to a text are possible and evaluating these

Writing pupils will be taught how to:

- write accurately, fluently, effectively and at length for pleasure and information through:
 - adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
 - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]
- revise, edit and proof-read through:
 - reflecting on whether their draft achieves the intended impact
 - restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
 - paying attention to the accuracy and effectiveness of grammar, punctuation and spelling

Grammar and vocabulary pupils will be taught how to:

- consolidate and build on their knowledge of grammar and vocabulary through:
 - studying their effectiveness and impact in the texts they read


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	<ul style="list-style-type: none"> ○ 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 ○ analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English ○ using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language. <p>Spoken English pupils will be taught how to:</p> <ul style="list-style-type: none"> ● speak confidently, audibly and effectively, including through: <ul style="list-style-type: none"> ○ using Standard English when the context and audience require it ○ working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines ○ listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary ○ planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates ○ listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation ○ 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 		
Texts	Exam Prep Personalised approach Functional skills		
	Animal Farm	Text chosen by class and teacher	Text chosen by class and teacher
Assessment	RWI assessment Star test – AR Term 1 R+S age assessment	Term 3 R+S age assessment	Term 5 R+S age assessment

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	End of each unit – writing assessment against success criteria – marked against stages – this will inform new target for next term – recorded on SIMS.	Practice questions – marked and feedback specific to individuals to provide focus for planning.	Practice questions – marked and feedback specific to individuals to provide focus for planning.
Why this? Why now?	In this unit students will study the Literary Heritage text Animal Farm. They will build on the work they did on Shakespeare by learning how we can integrate context further into our analysis and understanding. They will also learn about political ideologies of Capitalism, Communism and Socialism, alongside understanding how Literature can help to convey political ideas. Alongside this, students will continue to build their skills of analysis, exploring the language and structure of the book, and then evaluate how this helps to create meaning. Students will work on essay writing skills and how to trace an argument through an essay.	Students will choose a text to read with the teacher. The text will be used to apply language skills prep for GCSE skills. Exam Prep – preparing for GCSE language paper. Personalised to sets and individuals.	Students will choose a text to read with the teacher. The text will be used to apply language skills prep for GCSE skills. Exam Prep – preparing for GCSE language paper. Personalised to sets and individuals.
Vocabulary	Fabel, satire, irony, aloof, apathy, collaborate, diligent, frugal, imposing, machinations, malignant, pretext, retribution, tyranny, vivacious. Functional skills vocabulary list		
Skills and characteristics			

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<p>Aspirations and careers</p>	<p>All skills from English are invaluable to the workplace. English enables pupils to express themselves verbally and through written format. It enhances their ability to infer, problem solve, recognise conventions & patterns as well as navigate through their chosen career with a well-equipped vocabulary. Furthermore, English empowers our pupils to write fluently, confidently and at length in a variation of formats, for different purposes and genres.</p> <p>Throughout KS4, pupils will have opportunities to extend their learning outside of the classroom through various enrichment activities such as careers and work experience, D of E, house team events, trips, whole school celebration days, lunchtime and after-school clubs.</p> <p>Pupils are encouraged to write at length and for pleasure. Seasonal competitions also run at Halloween, Christmas, Easter and end of summer term competitions. Pupils are also actively encouraged to partake in activities around World Book day to foster a love and passion for reading for pleasure. Every month pupils will be exposed to and be aware of literature of interest.</p>				
<p>Reading for pleasure</p>	<p>At least one text per term for in-class group reading. Teacher recommendation list includes: (teachers to add in books once chosen)</p>				
<p>End points</p>	<p>Writing an argument</p> <p>Functional skills 1,2,3</p>	<p>Functional skills 1,2,3</p>	<p>Functional skills 1,2,3</p> <p>Mock GCSE exams</p>	<p>Functional skills 1,2,3</p>	<p>GCSE exams</p>