

English 5 Year Curriculum Plan

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Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

At Smith's Wood Academy, we believe all students, whatever their background, are able to become **experts** in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts. The Mastery approach to teaching will prevail – in every classroom, every lesson, every day.

Our students have the right to be introduced to **deep knowledge** and a **wealth of information** from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the English Department

In English all students, regardless of background, will develop and sustain a joy of independent reading and writing to enable critical engagement with the world around them. Students will be reflective and ambitious in their use of spoken and written communication. All students will engage willingly, enthusiastically and with commitment.

We can turn every learner into a **xxxx**

At the end of Year 11 students in **English Language** will....

Know and understand

- How to make a range of confident points
- How to support points with evidence and examples
- How to select a range of relevant quotations
- How to explain and interpret the significance of evidence
- How to explain the writer's viewpoints and attitudes
- How to critically evaluate the text
- How to use subject terminology (identify language features)
- How to analyse the connotations of words and images
- How to analyse the effect of language choices
- How to use subject terminology (identify structural features)
- How to track and comment on structural changes
- How to analyse the effect of structural choices
- How to identify differences and similarities
- How to synthesise evidence between texts
- How to select a range of quotations from both texts
- How to explain and interpret differences and similarities
- How to compare the writers' viewpoints and attitudes
- How to communicate a range of confident ideas
- How to use a tone, style and register appropriate to TAP
- How to use a varied and ambitious vocabulary
- How to use a range of linguistic devices appropriate to TAP
- How to use a confident whole-text structure
- How to separate ideas into logical paragraphs
- How to link paragraphs with discourse markers*
- How to use a variety of inventive structural features
- How to demarcate* all sentences accurately
- How to use a wide range of punctuation accurately
- How to use a full range of sentence structures (simple, compound, complex, minor)
- How to use a range of sentence openers for effect
- How to use Standard English
- How to spell vocabulary accurately
- A range of quotes from set texts

- Characters, themes, plot and context of set texts
- Textual purpose of set texts
- Structural and language techniques used in set texts
- Effects of structural and language choices made by writers

Be able to

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
 - summarise and synthesise information or ideas from texts
 - use knowledge gained from wide reading to inform and improve their own writing
 - write effectively and coherently using standard English appropriately
 - use grammar correctly and punctuate and spell accurately
 - acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
 - listen to and understand spoken language and use spoken standard English effectively.
- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
 - write effectively and coherently using standard English appropriately
 - use grammar correctly, punctuate and spell accurately
 - acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
 - develop the habit of reading widely and often
 - appreciate the depth and power of the English literary heritage
 - write accurately, effectively and analytically about their reading, using Standard English
 - acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Have been exposed to the following texts

The Boy in Striped Pyjamas
A Christmas Carol
Romeo and Juliet
Macbeth
An Inspector Calls
Power and Conflict poetry (AQA anthology)
War poetry (? Specific titles)
Frankenstein
A range of 19th&20th century non-fiction texts.
Julius Caesar
Dr Jekyll and Mr Hyde

Have been exposed to the following knowledge and theories that span beyond the GCSE specification

Praeteritio – Drawing the attention to something by seeming disregarding it.
Darwinism
Sigmund Freud
Fin de siècle – end of a century – linked to gothic genre
Duality in characterisation.

Developed their cultural and social capital through the following extra-curricular work

Writing for Real competitions run half termly
Poetry Live event
Tour of Stratford and, where possible, attend a performance
Film Club
National War Memorial Arboretum trip

5 Year Curriculum Plan

Year 7 English at Smith's Wood Academy

The Smith's Wood Year 7 English curriculum prepares all pupils to express themselves coherently in writing and speech, and to understand how others express themselves in writing and speech. It also introduces pupils to the skills they need to access and analyse a range of texts from their literary heritage: plays, poems, novels and non-fiction texts; and the mechanics of grammar, spelling and vocabulary.

Year 7 starts with an introduction to the skills needed to be a successful student of English and enables student to develop their analysis of texts and the world around them. These skills are taught through the reading and analysis of a range of fiction and non-fiction texts from the 19th and 20th century. Students will apply the knowledge they gain of how texts are structures, why writers make the choices they do and the impact of texts on their target audience to produce their own fiction and non-fiction texts

The literature unit develops important cultural knowledge. Year 7 focuses on The Boy in Striped Pyjamas. This text allows students to access the world of literature and gain an insight into historical events in Nazi Germany.

Unit 2 continues this theme through the teaching of poetry. Poems will be based around the theme of conflict and range from Wilfred Owen (WW1) to modern day conflict student will link these themes with the novel they have read and feed into their own creative writing.

Year 7 Units of Study		Length of unit
Unit 1	<p>Becoming a Literate</p> <ul style="list-style-type: none"> • Fiction texts: Hit the Road Jack – Mimi Thebo, The Dragon’s Dream – Kate Thompsons, AQA paper 2 anthology. • Non-fiction texts: to include: Travel chaos in England – Andrew Johnson, Toast – Nigel Slater, AQA paper 2 anthology. • Concepts: SEIZE analysis, reading for meaning, inference and deduction, word level language analysis, word classes, punctuation <p>AOs:</p> <ul style="list-style-type: none"> • AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts 	42 lessons

	<ul style="list-style-type: none"> • AO2: 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 • AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4: Evaluate texts critically and support this with appropriate textual references 	
Unit 2	<p>The Boy in Striped Pyjamas</p> <ul style="list-style-type: none"> • Novel: The Boy In Striped Pyjamas – John Boyne • Concepts: tyranny, democracy, friendship, liberty, ambition, tragedy, dramatic irony, irony, personification • AOs: Lit – • AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. 	39 lessons
Unit 3	<ul style="list-style-type: none"> • Poetry/Creative writing • Poems: London, Ozymandias, Storm on the Island • Concepts: rhyme, rhythm, assonance, onomatopoeia, imagery, simile, metaphor, description, structure, punctuation for effect • AOs: • AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, 	33 lessons

	<ul style="list-style-type: none"> • using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO5: 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 • AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	
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Year 8 English at Smith's Wood Academy

The Smith's Wood Year 8 English curriculum enables all pupils to develop their foundation skills which enable them to become coherent in writing and speech, and demonstrate an understanding of the skills required to do this. It also develops and deepens the skills they need to access and analyse a range of texts from their literary heritage: plays, poems, novels and non-fiction texts; and reinforces the mechanics of grammar, spelling and vocabulary.

Year 8 starts with an introduction to non-fiction, reading and writing, developing analysis at greater depth and imitating the style of great non-fiction writers in their own compositions.

The literature units develop important cultural knowledge and reinforce our literary heritage. Year 8 focuses on Romeo and Juliet. The focus on the use and development of language, the structure of a text and the interwoven, complex relationships between characters.

Unit 3 continues this theme through the teaching of poetry. Poems will be based around the theme of relationships and be taken from the AQA GCSE Love and Relationships cluster of poems. Student will link these themes with the Play they have read and feed into their own creative writing.

Year 8 Units of Study	Length of unit
Unit 1 <ul style="list-style-type: none"> • Non -Fiction reading and writing • Texts: TBC • Concepts: inference, impact on the reader, understanding of methods, comparison, summarising • AOs: 	42 lessons

	<ul style="list-style-type: none"> • AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts • AO2: 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 • AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4: Evaluate texts critically and support this with appropriate textual references • AO5: 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 • AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	
Unit 2	<ul style="list-style-type: none"> • Shakespeare – Romeo and Juliet • Text: Romeo and Juliet • Concepts: Adjective, Verb (imperative), Adverb, Noun (abstract, concrete, collective, common, proper, as appropriate) ,Imagery, Metaphor, Simile, Hyperbole, Relationship, Shakespeare, Shakespearean, Jacobean, Conflict • AOs: • AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. 	39 lessons
Unit 3	<ul style="list-style-type: none"> • Poetry- Conflict • Poems: Charge of the Light Brigade, Bayonet Charge, Poppies • Concepts: rhyme, rhythm, assonance, onomatopoeia, imagery, simile, metaphor, description, structure, punctuation for effect • AOs: 	33 lessons

- AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.

Year 9 English at Smith's Wood Academy

The Smith's Wood Year 9 English curriculum is the formal start to GCSE studies and a culmination of the foundation learning students have undertaken to this point. Students will be exposed to the set texts that they will need to know for their examinations and will explore them through the application of skills honed in years 7&8.

Year 9 starts with an exploration of the 19th Century novel A Christmas Carol. Students will, through reading and analyzing, become familiar with the text and begin to memorise quotes and key information. GCSE preparation will continue with the introduction of another great Shakespeare play and development of writing skills through poetic stimuli.

Year 9 Units of Study		Length of unit
Unit 1	<ul style="list-style-type: none"> • Novel – A Christmas Carol • Text: A Christmas Carol • Concepts: poverty, time, loneliness, social dissatisfaction, greed, family, relationships, want • AOs: • AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. 	70 lessons
Unit 2	<ul style="list-style-type: none"> • Poetry- conflict • Poems: Charge of the Light Brigade, Bayonet Charge, War Photographer, Poppies, Remains • Concepts: rhyme, rhythm, assonance, onomatopoeia, imagery, simile, metaphor, description, structure, punctuation for effect 	60 lessons

	<ul style="list-style-type: none"> • AOs: • AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. 	
Unit 3	<ul style="list-style-type: none"> • Shakespeare - Macbeth • Text: Macbeth • Concepts: Power, ambition, supernatural, fate • AOs: • AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. 	55 lessons

Year 10 English at Smith's Wood Academy

The Smith's Wood Year 10 English curriculum is the continuation of GCSE studies and a development of the foundation learning students have undertaken to this point. Students will be exposed to the set texts that they will need to know for their examinations and will explore them in detail with a focus on the AOs for examination.

Year 10 starts with an exploration of pre and post 20th Century fiction texts for application in language paper 1. Students will, through reading and analyzing, become familiar with the text and develop skills to analyse and summarise. Creative writing will feature using visual stimuli and developing use of language and punctuation for effect.

Students will re-visit the set texts. Learning, analyzing and exploring in greater depth.

Year 10 Units of Study	Length of unit
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Unit 1	<ul style="list-style-type: none"> • Language viewpoints and perspectives • texts: Lang paper 1 to be confirmed • Concepts: Inference, deduction, summary, comparison • AOs: • AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts • AO2: 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 • AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4: Evaluate texts critically and support this with appropriate textual references • AO5: 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 • AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	35 lessons
Unit 2	<ul style="list-style-type: none"> • Novel – A Christmas Carol • Text: A Christmas Carol • Concepts: poverty, time, loneliness, social dissatisfaction, greed, family, relationships, want • AOs: • AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. 	35 lessons
Unit 3	<ul style="list-style-type: none"> • Creative reading. Writing to present a point of view • texts: Lang paper 2 to be confirmed • Concepts: Inference, deduction, summary, comparison, structure, grammar, punctuation, tone, formality • AOs: 	30 lessons

	<ul style="list-style-type: none"> • AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts • AO2: 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 • AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4: Evaluate texts critically and support this with appropriate textual references • AO5: 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 • AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	
Unit 4	<ul style="list-style-type: none"> • Poetry: AQA Anthology (chosen cluster) • Text: AQA Anthology • Concepts: rhyme, rhythm, assonance, onomatopoeia, imagery, simile, metaphor, description, structure, punctuation for effect • AOs: • AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. 	40 lessons
Unit 5	<ul style="list-style-type: none"> • Modern prose or drama: • Text: An Inspector Calls • Concepts: • AOs: • AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. 	50 lessons

	<ul style="list-style-type: none"> AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. 	
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Year 11 English at Smith's Wood Academy

The Smith's Wood Year 11 English curriculum is the culmination of GCSE studies. Students will revise and apply skills required for both language and literature. They will re-visit set texts and develop exam techniques to enable them to maximize time in examinations.

Year 11 Units of Study		Length of unit
Unit 1	<ul style="list-style-type: none"> Shakespeare Text: Julius Caesar, Macbeth, Romeo and Juliet Concepts: Relationship, Shakespeare, Shakespearean, Jacobean, Conflict, Power, ambition, supernatural, fate AOs: AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. 	84 lessons
Unit 2	<ul style="list-style-type: none"> Poetry: Unseen Text: TBC Concepts: rhyme, rhythm, assonance, onomatopoeia, imagery, simile, metaphor, description, structure, punctuation for effect, comparison, summarise AOs: AO1: Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, 	36 lessons

	using relevant subject terminology where appropriate.	
Unit 3	<ul style="list-style-type: none"> • Language viewpoints and perspectives - revision • texts: Lang paper 1 to be confirmed • Concepts: Inference, deduction, summary, comparison • AOs: • AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts • AO2: 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 • AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4: Evaluate texts critically and support this with appropriate textual references • AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural 	36 lessons
Unit 4	<ul style="list-style-type: none"> • Creative reading. Writing to present a point of view - revision • texts: Lang paper 2 to be confirmed • Concepts: Inference, deduction, summary, comparison, structure, grammar, punctuation, tone, formality • AOs: • AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts • AO2: 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 • AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4: Evaluate texts critically and support this with appropriate textual references • AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural 	36 lessons

and grammatical features to support coherence and cohesion of texts

- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

5 Year Curriculum Plan Overview

Year 7

Year 8

Year 9

Year 10

Year 11

	Paper 1 revision						
Summer Term 1	Unit 4 Paper 2 revision						
Summer Term 2	Exam	Exam	Exam	Exam			

