

## English Curriculum Golden Threads

<b>Curriculum Content Threads</b>	<p><b>Victorian writing and setting:</b> Year 7 is introduced to the pre-Victorian context with Coram Boy. This is developed further in the Year 8 reader (read alongside the main text): Ruby in the Smoke. In Year 8, the Gothic scheme covers some extracts from Victorian writing. In Year 9, this thread is consolidated with the study of The Sign of Four in preparation for studying Jekyll and Hyde in Year 10.</p> <p><b>Shakespeare:</b> Each year group studies a Shakespeare play (exceeding the National Curriculum minimum of two plays), allowing them to become familiar with the conventions of both comedy and tragedy in preparation for studying Macbeth in Year 11. In Year 7, pupils study how violence is portrayed in Romeo and Juliet; in Year 8, pupils study the abuse of power in Twelfth Night; and in Year 9 pupils develop their knowledge of the structure and themes of tragedy through study of Othello.</p> <p><b>The Gothic:</b> In Year 7, pupils read Witch Child as a reader. In Year 8, a range of challenging Gothic extracts are taught and Near Witch read as a reader. In Year 9, the Gothic is consolidated in The Sign of Four. In KS4, the Gothic is covered again in Jekyll and Hyde, and Macbeth.</p> <p><b>Modern texts focusing on social issues:</b> In Year 7, pupils consider issues of justice whilst reading Flawed. In Year 8, pupils study Stone Cold, a story about homelessness and read Animal Farm as a reader. Year 8 study Noughts and Crosses, a modern play about racial segregation. In Year 9 pupils study Of Mice and Men. These texts develop an awareness of the history and issues that lead into studying An Inspector Calls in Year 10.</p> <p><b>Poetry:</b> Poetry is taught in Year 7 and Year 9, with a thematic focus in each that is designed to offer a broad perspective. In Year 7 the focus is on Nature. In Year 9 the focus is on expression of emotion. A mix of 19<sup>th</sup> century and modern poems ensures challenge.</p> <p><b>Non-fiction:</b> Non-fiction is studied thematically. In Year 7 it links to the core texts. In Year 8, a unit on Discoveries offers a range of text types. In Year 9, speeches are studied alongside Othello to link to ideas about leadership. Non-fiction readers are used in Year 7 (What is right and wrong?) and Year 8 (I am Malala).</p> <p><b>Broadening and Deepening:</b> All core texts are chosen to offer extra challenge. Each KS3 year group studies Shakespeare which is one more text than required by the National Curriculum. In Years 7 and 8, pupils read an additional reader alongside the core text. These readers are chosen to link to the threads and offer challenge. In Year 8 Of Mice and Men is a previous GCSE text. In Year 9, the Sign of Four is a text often taught at GCSE. Each CAP has additional optional extra elements that teachers can use to stretch their most able pupils. Each Knowledge Organiser, which is given to pupils, has a list of extra reading, watching and places to visit.</p>
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	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Year 7</b>	<p><b>Oracy</b> Persuasive talk: argue, reason, justify</p> <p><b>Reading</b> Infer from a text Explain the effect of writer's choices Annotate a short extract simply Annotate a quotation for technique and effect Select quotations Identify and describe the effect of similes, metaphors and personification develop an appreciation and love of reading, and read increasingly challenging material independently</p> <p><b>Writing</b> HT1 Writing narrative openings Plan and write a narrative using the three-part structure Identify and explore the effects of the three-part narrative structure in the text Identify ways that writers control tension using structure Write a section of a narrative that includes rising tension HT2 Describe what transactional writing is Identify the features of appropriate forms of transactional writing e.g. letters, podcasts, interviews, blogs, articles Identify and use appropriate register (informal/formal) Write, and where appropriate, perform, texts that present viewpoints write accurately, fluently, effectively and at length for pleasure and information</p> <p><b>Grammar</b> What is a sentence? Revise parts of speech ; Commas Connectives and conjunctions</p>	<p><b>Oracy</b> Discussion: explore, include, discuss</p> <p><b>Reading</b> Revisit the difference between analysis and inference Analyse how the writer uses structural features of the dystopian genre in the short story Revisit the three-part narrative structure revisit the difference between analysis and inference Deepen exploration and analysis of language and imagery Analyse meaning without an acronym Annotate an extract Annotate a quotation for technique and effect Identify and explain authorial purpose Identify and describe the effect of elements of stagecraft Identify dramatic features: soliloquy, asides, blank verse, prose Begin to explore symbolic meaning understand increasingly challenging texts</p> <p><b>Grammar</b> Apostrophes/inverted commas semi colons/hyphens</p>	<p><b>Oracy</b> Story talk: narrate, imagine, explain</p> <p><b>Reading</b> HT5 Identify key features of poetry: · Identify the sonnet form and structure · Begin to analyse the effect of writer's choices Analyse effects of first, second and third person narrators Understand the differences between narrative voices HT6 Explain the difference between analysis and inference Explore and analyse language and imagery Analyse meaning without an acronym Analyse an extract Identify and explain authorial purpose Identify the features of the dystopian genre Understand the effects of using different narrative voice s Identify and analyse how the writer uses structural features of the dystopian genre read critically</p> <p><b>Writing</b> HT5 Develop skill in controlling register (informal/formal) Write, and where appropriate, perform, texts that present different viewpoints Develop creative and experimental use of language, including figurative languag HF6 Explain the difference between descriptive and narrative writing Write a first-person narrative Write a description using: varied sentences structure, varied punctuation, figurative language</p> <p><b>Grammar</b> Brackets/dashes/colons Explore complex sentence structures for writing using figurative devices Apostrophes/inverted commas</p>

<p><b>Year 8</b></p>	<p><b>Oracy</b> Questioning talk : pose questions, hypothesise, speculate</p> <p><b>Reading</b> <b>HT1</b> Explain the concept of dramatic irony Identify tone and mood Define linear narrative and dual narrative Analyse the effects of a dual narrative Define flashback and foreshadowing, identify in the text and analyse the effect <b>HT2</b> List the features of the gothic genre Identify and analyse the use of pathetic fallacy List, identify and analyse language features of the gothic and the detective genres List, identify and analyse the structural features of the gothic and the detective genres Identify tone and mood and how it has been created Describe the use of temporal structure in descriptive writing</p> <p><b>Writing</b> <b>HT1</b> Write a narrative using the three-part structure · Write a dual narrative, creating two different narrative voices · Use flashback and foreshadowing as a structural device in a narrative <b>HT2</b> Produce descriptive writing using extended metaphor and temporal structure Plan writing using the box method and the sense method write accurately, fluently, effectively and at length for pleasure and information Grammar Concepts of grammar · Word order Nouns · Adjectives</p>	<p><b>Oracy</b> Discussion: explore, include, discuss</p> <p><b>Reading</b> <b>HT3</b> Describe the features of a modern play (prologue, epilogue, chorus, stage directions, props, acts and scenes) Analyse the development of character and theme Link texts (R and J/ N and C) <b>HT4/5</b> Explain what an extended metaphor is Identify and analyse extended metaphor Identify differing viewpoints and analyse how writers use language to convey differing viewpoints Analyse the use of rhetoric Analyse how structure is used in non fiction writing to create coherence Describe what is meant by a summary (focus, information retrieval, inference) Write a summary Synthesise information List the main rhetorical features of a speech (repetition, direct address, use of pronouns, imagery)</p> <p><b>Writing</b> <b>HT3</b> Write dialogue Write a monologue, creating a unique voice for a character <b>HT4/5</b> Write a speech Makes links between ideas when writing a speech, using connectives/conjunctions, extended metaphor/semantic field, adverbial phrases <i>plan, draft, edit and proofread</i> Grammar Verbs, active, passive</p>	<p><b>Oracy</b> Persuasive talk : argue, reason, justify</p> <p><b>Reading</b> <b>HT4/5</b> Explain what an extended metaphor is Identify and analyse extended metaphor Identify differing viewpoints and analyse how writers use language to convey differing viewpoints Analyse the use of rhetoric Analyse how structure is used in non fiction writing to create coherence Describe what is meant by a summary(focus, information retrieval, inference) Write a summary Synthesise information List the main rhetorical features of a speech (repetition, direct address, use of pronouns, imagery) HT6 Read and analyse a play Outline the features of comedy/misrule Build on Y7 understanding of: exploration and analysis of language and imagery, dramatic features: soliloquy, asides, blank verse, prose</p> <p><b>Writing</b> <b>HT4/5</b> Use different ways of planning and structuring descriptive writing: using the senses, box planning, film method Write a speech Makes links between ideas when writing a speech, using connectives/conjunctions, extended metaphor/semantic field, adverbial phrases write accurately, fluently, effectively and at length for pleasure and information</p> <p><b>Grammar</b> Grammar / mood (imperative, interrogative) · Sentence variety (complex/compound)</p>
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<p><b>Year 9</b></p>	<p><b>Oracy</b>  HT1  Story talk : narrate, imagine, explain  HT2  Persuasive talk : argue, reason, justify  <b>Reading</b>  HT1/2 Prose: ( 8 weeks )  Describe how a cyclical narrative is structured and describe effect.  Analyse the presentation of character  Explore how themes are presented  Identify how context has shaped authorial intention  HT2 Poetry ( 4 weeks )  Define and identify poetic techniques, including form and structure.  Analyse the effects of language, form and structure  Explore poetic voice and intention  <b>Writing</b>  HT1/2 Write a description using flash back/second person perspective  HT2 Write a description  Use a variety of sentence structures for effect  Use an extended metaphor and/or semantic field  Grammar  HT1 Vocabulary development  HT2 Sentence structures  consolidate and build on their knowledge of grammar and vocabulary</p>	<p><b>Oracy</b>  Discussion : explore, include, discuss  +  Persuasive talk : argue, reason, justify  <b>Reading</b>  HT3/4  Analyse extended metaphor use.  Describe the effects of tone, irony, dramatic irony.  Define key features of language and structure in Shakespeare’s plays  Describe how context has shaped authorial intention  Describe the features of tragedy (catharsis, anagnorisis, peripeteia, hamartia, hubris) and their effect on the audience  Analyse the presentation of character development and effect  Analyse authorial intention in the exploration of theme  Analyse the use of language and structure in a non-fiction text  Identify and describe the effects of rhetorical devices  <b>Writing</b>  Effectively structure a line of argument in non-fiction writing  Use a range of rhetorical devices and sentence structures in non-fiction writing  <b>Grammar</b>  Develop vocabulary for academic writing</p>	<p><b>Oracy</b>  Questioning talk : pose questions, hypothesise, speculate  <b>Reading</b>  Plan an extract to whole essay  Develop a line of argument in analytical writing  Analyse the structure of a text/novel  Analyse the features of the detective genre  Develop vocabulary for academic writing  <b>Writing</b>  Write a split or dual narrative  <b>Grammar</b>  Register, tone, voice  consolidate and build on their knowledge of grammar and vocabulary</p>
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<p><b>Year 10</b></p>	<p><b>Lit</b></p> <ul style="list-style-type: none"> <li>· AO1: Read, understand and respond to modern texts (closed book) . Students should be able to: maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> <li>· AO2: Analyse the language used by a modern writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>· AO2: Analyse the dramatic form used by a modern writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>· AO2: Analyse the structure used by a modern playwright to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>· AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>· AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Lang</b></p> <ul style="list-style-type: none"> <li>· AO1: identify and interpret explicit and implicit information and ideas.</li> <li>· AO2: Explain, comment on and analyse how writers use structure and language to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>· AO4: Evaluate texts critically and support this with appropriate textual references.</li> </ul>	<p><b>Lit</b></p> <ul style="list-style-type: none"> <li>· AO1: Read, understand and respond to extracts and full texts (closed book). Students should be able to: maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> <li>· AO2: Analyse the language / structure / form, used by a Victorian writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>· AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>· AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Lang</b></p> <ul style="list-style-type: none"> <li>· 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.</li> <li>· AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p><b>Lit</b></p> <ul style="list-style-type: none"> <li>· AO1: Read, understand and respond to poetry, making connections. Students should be able to: maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> <li>· AO2: Analyse the language / structure / form (eg sonnet, monologue, blank verse) used by poets to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>· AO3: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>· AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p><b>Lang</b></p> <ul style="list-style-type: none"> <li>· AO1: identify and interpret explicit and implicit information and ideas / select and synthesise evidence from different texts.</li> <li>· AO2: Explain, comment on and analyse how writers use structure/ language to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>· AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> <li>· 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.</li> <li>· AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>
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## Year 11

### Lit

- AO1: Read, understand and respond to Macbeth extracts / whole text (closed book) . Students should be able to:  
maintain a critical style and develop an informed personal response  
use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the dramatic form / structure and language used by Shakespeare 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.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### Lang

- 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 to achieve effects and influence readers, using relevant subject terminology to support their views
- AO2: Explain, comment on and analyse how writers use 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.
- 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.

AO8/9EA skills