

Term	Topics	Assessment
AUTUMN	<u>Autumn – Charles Dickens’ ‘A Christmas Carol’ and Developing Technical Accuracy in Opinion Writing</u> As this unit will be the first that pupils study in high school, we look to create a bridge between their understanding of the world developed in KS2 and the Victorian Era provides a perfect bridge. Pupils will be able to engage with Dickens’ seminal 19th century work, exploring the key themes of poverty and injustice, and developing their understanding of the plot and characterisation of key characters such as Scrooge and The Cratchit family. This will enable students to develop the essential love of literature and reading needed for their progression through the school. The exploration of these key themes will act as a springboard which students will consequently explore through the construction of their own pieces of opinion writing. Pupils will read the novella ‘A Christmas Carol’ and study contemporary non-fiction with a focus on how Poverty is presented, learning about Dickens as a political writer. We will be looking in detail at how Dickens used the novel to express his political viewpoints and how this is conveyed to the reader. We will develop SMSC links so that pupils can connect the themes of poverty, greed and injustice to the world around them now; engaging with key issues of the moment will develop independent thinkers and active world citizens, preparing them well for their time in St Peter’s. Through the construction of their pieces of opinion writing, pupils will focus on developing their technical accuracy as writers in this scheme of work, with the final assessment being an Opinion Writing task that will solely be marked for spelling, punctuation, grammar and sentence construction. There will also be enrichment lessons covering topics for Black History Month in which pupils will learn about various historical figures and also look at a variety of types writing in line with the chosen theme. Pupils will also study war poetry and creative writing in these enrichment lessons to mark Remembrance Day in November. All of these topics allow for rich SMSC discussion within the classroom. <u>Key Skills:</u> Developing the technical accuracy (SPAG) of non-fiction writing Understand the plot, themes, characterisation, historical context, purpose and audience of the novella. Write structured, organised opinion pieces of writing. Develop use of varied and sophisticated vocabulary. Use of formal Standard English.	<u>Autumn – Charles Dickens’ ‘A Christmas Carol’ and Developing Technical Accuracy in Opinion Writing</u> <u>End of Term Test</u> - Marked for Technical Accuracy only- 16 marks. Opinion writing. Students will be given a statement on the theme of poverty, greed and injustice and will be asked to write in a specific style, whilst expressing their opinion. Students will focus on applying the technical accuracy (SPAG) skills that they have been learning throughout the term. <u>What can I revise in preparation for this assessment?</u> Use the knowledge organiser to: Develop usage and confidence with key vocabulary for the half term Review classwork regularly

	Write using varied sentence types/starters Use of varied and a wide range of punctuation. <u>NC LINKS:</u> <u>Reading:</u> - Develop an appreciation and love of reading, and read increasingly challenging material independently through: - Reading a wide range of fiction, including in particular whole books, with a wide coverage of genres (gothic/ghost), historical periods (19th Century), forms (novella) and authors. The range will include high-quality works from: - Pre-1914 prose. - Understand increasingly challenging texts through: - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. - Checking their understanding to make sure that what they have read makes sense. - Read critically through: - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. - Studying setting, plot, and characterisation, and the effects of these. - Studying a range of authors, including at least two authors in depth each year. <u>Writing:</u> - Write accurately, fluently, effectively and at length for pleasure and information through: - Writing for a wide range of purposes and audiences, including: - A range of other narrative and non-narrative texts, including arguments, and personal and formal letters. - Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.	Watch the news regularly to engage with key issues with the world at the moment. Practice using varied sentence types and punctuation when writing about the topics of poverty, greed and injustice Study the features of letter writing. <u>Writing Success Criteria:</u> Varied sentence types and starters to sentences Varied and accurate range of punctuation (especially ! ? and : (...)) Formal, standard English throughout Correct spelling of NHTW vocabulary Including creative and clear ideas and using appropriate style for letter writing
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	1.3 Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. 1.4 Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. 2. Plan, draft, edit and proof-read through: • Considering 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. • Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English. <u>Grammar and Vocabulary:</u> 1.1 Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts. 1.3 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. 1.5 Using Standard English confidently in their own writing and speech. 1.6 Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology. <u>Spoken English</u> – confidently and effectively through: 1.1 Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.	
SPRING	<u>Spring – Introduction to Shakespeare – Authorial intent and Conflict in the tragedy ‘Romeo and Juliet’</u> This unit is pupils’ first interaction with Shakespeare within KS3 and ‘Romeo and Juliet’ has been chosen for its notoriety as well as engaging plot. A tragedy play has been chosen as both a defining genre of Shakespeare’s work, as well as a model of the structure of an effective story – Term 3 will be focused around creative writing and will ask pupils to consider the rise and fall of action – Shakespeare’s tragedies provide a perfect blueprint for this. Pupils will study the play with a focus on authorial intent, learning to analyse language and dramatic devices used by Shakespeare in order to teach his audience about conflict, comparing how an Elizabethan audience and a contemporary audience’s reactions to the themes of gender roles, toxic	<u>Spring – Introduction to Shakespeare– Authorial intent and Conflict in the tragedy ‘Romeo and Juliet’</u> <u>End of Term Test</u> Pupils will be given one question about a theme within the play. They will also be given three extracts from the play to encourage them to refer

	masculinity and conflict differ, and why this may be. Pupils will build on their learning in the Autumn term about Dickens as a political writer, with more challenge as they explore dramatic as well as language devices used by the playwright. This study will be supported by a visit from a theatre company and pupils will be able to reflect on their role within drama. Through reading the play, there will be a focus on enjoyment and engagement for pupils: as they read the entire play they will also use multi media resources and drama and role play to bring the play to life: whilst developing their reading through intonation, tone, volume and mood. Also, teachers can use the play to explore SMSC issues such as religion and morality. <u>Key Skills:</u> Write structured , organised critical essay responses to the play. Understanding Shakespeare’s intentions and how Elizabethan social expectations are presented or challenged in the play. Comment on the Shakespeare’s methods and the effect on the audience. Make inferences concerning Shakespeare’s use of language. Understand the historical context, purpose and audience of the play. <u>NC LINKS:</u> <u>Reading:</u> 1. Develop an appreciation and love of reading, and read increasingly challenging material through: 1.1a Reading Pre-1914 Drama. 1.1b: Shakespeare. 2. Reading: Understanding increasing challenging texts through: 2.1 Learning new vocabulary-using context and dictionaries-spellings/homework. 2.2 Making inferences and referring to evidence in texts. 2.3 Knowing the purpose, audience and context for writing to support comprehension. 2.4 Check understanding of texts to make sure what they have read makes sense (summarising what they read and understand). 3. Reading: Read critically through: 3.1 Knowing how the following present meaning: Language; Figurative language; Vocabulary choice and organisation features, presents meaning.	to all three in their response. All three extracts will have been covered within the term. To comment on the effect of language and dramatic devices will be assessed. <u>What can I revise in preparation for this assessment?</u> Use the knowledge organiser to: Learn frameworks for responding to the questions. Develop usage and confidence with key vocabulary for the half term. Review classwork regularly. Develop independence through revision of key themes and characters within the play. <u>Reading Success Criteria:</u> Understanding of playwright’s intention and links to context. Ideas to show understanding of the text. Quotations to support ideas with quotation marks. Identification of key words within quotes. Exploration of connotations of key words and phrases.
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	3.3 Study setting, plot and characterisation and the effects of these. 3.4 Understanding how the work of dramatists is communicated effectively through performance /staging/ interpretations. <u>Grammar and Vocabulary:</u> 1.1 Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts. 1.3 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. 1.5 Using Standard English confidently in their own writing and speech. 1.6 Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology. <u>Spoken English</u> – confidently and effectively through: 1.1 Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.	Identification of playwright's methods using subject terminology. Explanation of the effect of playwright's choices on the audience. Personal response showing effect on the audience.
SUMMER	<u>Summer – Creative Writing inspired by Class Novel: 'Refugee Boy' by Benjamin Zephaniah</u> This unit of work focuses on how to effectively structure a piece of creative writing with a focus on setting and character descriptions. The novel Refugee Boy by Benjamin Zephaniah will be used as an anchor text for the scheme and pupils will experiment with writing creatively based on prompts from the plot to inspire their own writing. The novel creates vivid characters that can offer pupils an insight into how to effectively create settings and characters over a period of time. The novel has primarily been chosen because, in a year when pupils have studied Dickens and Shakespeare, there is a need to diversify their reading. By reading a novel by a black male author, pupils may be able to see more of themselves in his work, therefore seeing themselves as writers in their own right. Additionally, the novel raises many SMSC issues to prompt discussions around: the justice system, discrimination, friendship, love and loss. Pupils will be able to learn structures for character descriptions, which will help to develop their strategies for learning and remembering, as well as moving to demonstrate the effects of language that they have studied in terms 1 and 2. Pupils will have the opportunity to develop the content and organisation of their writing, as well as their technical accuracy This scheme will form the end of year assessment, in which pupils will construct a final piece of creative writing inspired by an image relating to the	<u>Summer – Creative Writing inspired by Class Novel: 'Refugee Boy' by Benjamin Zephaniah</u> This will cover the reading skills that have been built on throughout the year as well as a creative writing assessment. There will be time within class to cover the key skills but these also include: <u>Speaking and Listening Assessment:</u> To write a description based on a picture OR to write a story based on a named topic, and read this aloud to an audience with a focus on fluency and intonation.

	thematic content of the novel. This piece of writing will subsequently be read out loud to their peers, allowing students to develop their reading and fluency abilities, as well as their speaking and listening skills in preparation for further speaking and listening assessments across Years 8 and 9. <u>Key skills:</u> Aim to write fluently, accurately and effectively. Organise and structure writing effectively Pupils will speak with fluency to express ideas, feelings, information and opinions. <u>NC LINKS</u> <u>Writing:</u> 1. Write accurately, fluently, effectively and at length for pleasure and information through: 1.1 Writing for a wide range of purposes and audiences, including: 1.1a Well-structured formal expository and narrative essays. 1.1b Stories, scripts, poetry and other imaginative writing. 1.3 Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. 1.4 Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. 2. Plan, draft, edit and proof-read through: 2.1 Considering how their writing reflects the audiences and purposes for which it was intended. 2.2 Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. 2.3 Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English. <u>Grammar and Vocabulary:</u> 1.1 Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.	<u>What can I revise in preparation for this assessment?</u> Use the knowledge organiser to: Learn structures to support creative writing (zoom structure for character descriptions, the four-part story structure). Develop usage and confidence with key vocabulary for the half term. Review classwork regularly. Develop independence through independent reading of fiction. Rehearse reading your writing aloud in front of an audience. <u>Writing Success Criteria:</u> Focus on task (be creative). Conventions of the writing style. Paragraphing (with paragraphs that vary in length). Discourse markers. Well-chosen vocabulary and correct spelling. Figurative language.
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	1.3 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. 1.5 Using Standard English confidently in their own writing and speech. 1.6 Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology. <u>Spoken English</u> – confidently and effectively through: 1.1: Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.	Varied sentence types and starters to sentences. Varied and accurate range of punctuation. Formal, standard English throughout. <u>Speaking and listening success criteria</u> Speech is audible and fluent. Organise and structured. Achieve the purpose of presentation by expressing ideas, feelings, and information related to topic.
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Term	Topics	Assessment
AUTUMN	<u>Autumn 1.1– Poetry as Activism</u> This scheme of work will allow pupils to explore poetry as an art form in action to stand up against historical and societal injustices. The poems will also cover the breadth of the canon, stemming from Blake challenging industrialisation to South African poets challenging the Apartheid laws – pupils will be able to recognise the different roles that different types of poems and poets have had throughout world history. The scheme seeks to make poetry relevant to the pupils in our school which is why we cover a range of identities and ethnicities. Pupils will be consolidating the skill of effective annotations and language analysis as learnt in year 7, as well as developing an ability to recognise and analyse the effect of poetic conventions and techniques. The poets chosen offer unique outlooks on the individual topics and will demonstrate to all pupils the importance of the spoken word within history. <u>Key skills:</u> Write structured, organised critical essay responses to poetry. Comment on the poet's methods and the effect on the audience. Make inferences concerning the poet's use of language. Understand the historical context, purpose and audience of the poems studied. Comment on the poets' intentions. <u>NC LINKS:</u> <u>Reading:</u> <u>Love of reading/independent reading of challenging material through: Poetry</u> 1. Reading a wide range of poetry - Historical period - Pre-1914 (late 18th century). <u>Understanding increasing challenging texts through:</u> 2. Learning new vocabulary-using context and dictionaries spellings/homework. 2.2 Making inferences and referring to evidence in texts.	<u>Autumn 1.1 – Poetry as Activism</u> <u>End of Term Test</u> The final assessment will provide pupils with a poem they have not studied, but one that links to the theme of activism and one section of the context. <u>What can I revise in preparation for this assessment?</u> Use the knowledge organiser to: Learn frameworks for responding to the question (TWIST). Develop usage and confidence with key vocabulary for the half term. Review classwork regularly. Revise methods and their effects. <u>Reading Success Criteria:</u>

	2.3 Knowing the purpose, audience and context for writing to support comprehension 2.4 Check understanding of texts to make sure what they have read make sense. <u>Read critically through:</u> 3. Knowing how the following present meaning: • Language • Figurative language 3.1 Vocabulary choice. 3.1 Text structure. 3.2 Recognising a range of poetic conventions and understanding how they have been used. 3.5 Making critical comparisons across texts 3.6 Studying a range of authors, including at least two authors in depth each year. <u>Writing:</u> <u>Write accurately, fluently, effectively and at length for pleasure and information through:</u> 1.1a Well-structure formal expository essays. 1.3 Applying their growing knowledge and of vocabulary, grammar, and text structure to their writing and listening to enhance the impact of their writing. 2. Plan, draft, edit and proof-read through: 2.1 Considering how writing reflects audience and purposes	Ideas to show understanding of the text. Quotations to support ideas with quotation marks. Identification of key words within quotes. Exploration of connotations of key words and phrases. Identification of poet's methods using subject terminology. Explanation of the effect of poet's choices on the reader. Personal response showing effect on the reader. Understanding of poet's intention.
AUTUMN	<u>Autumn 1.2 - Radical Writing: Speeches on Refugee and LGBTQ+ Rights</u> This scheme of work focuses on themes of diversity and injustice in the world to develop pupils' cultural capital and understanding of the world around them, but also as a way showcase to them how their words can have power. The main focus of this unit is opinion writing, which pupils won't have touched on since Term 1 of year 7. Rather than being about only ideas of poverty and morality, pupils will learn about key historical events and how people using their voice has made a difference. Pupils will research for, write and deliver a speech to their whole class in half term 2. They will learn	<u>Autumn 1.2 - Radical Writing: Speeches on Refugee and LGBTQ+</u> <u>End of Term Test</u> The final assessment will be to write a speech

	different writing conventions and have time to draft and edit work in order to make improvements. There will be some opportunities to read both modern and articles and texts from the beginning of the 20th Century, to expand upon and develop their own reading and writing skills; this will be revisited in opinion writing in KS4 in both the reading and writing sections of GCSE Paper 2 English Language. The topics are centred around protected characteristics, to link to the school's diversity council, and current world events; they include: the plight of refugees and LGBTQ+ rights. The Refugee Rights topic builds on their knowledge from the fiction studied in year 7 (Zephaniah) and the LGBTQ topic prepares pupils for year 9 when they focus on areas of discrimination for their Spoken Language assessment. There will also be enrichment lessons covering topics for Black History Month in which pupils will learn about various historical figures and also look at a variety of types writing in line with the chosen theme. Pupils will also study war poetry and creative writing in these enrichment lessons to mark Remembrance Day in November. All of these topics allow for rich SMSC discussion within the classroom. <u>Key skills:</u> Aim to write fluently, accurately and effectively. Organise and structure presentations effectively. Pupils will speak with fluency to express ideas, feelings, information and opinions. <u>NC LINKS:</u> <u>Reading:</u> 1.1 Reading a range of non-fiction, including different historical periods. 2.1 Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. 2.2 Making inferences and referring to evidence in the text. 2.3 Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. 3.1 Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. 3.2 Understanding how poetic conventions have been used. <u>Writing:</u> 1 Write accurately, fluently, effectively and at length for pleasure and information 1.1 Writing for a wide range of purposes and audiences, including:	about one of the topics studied. Pupils will have time in class to research the topic and plan. <u>What can I revise in preparation for this assessment?</u> Use the knowledge organiser to: Learn a structure for responding to the question. Develop usage and confidence with key vocabulary for the half term. Review classwork regularly. Watch the news regularly to engage with key issues with the world at the moment. Practice speaking in front of an audience. Rehearse speech using cue cards. <u>Writing Success Criteria:</u> Focus on task. Delivery of speech. Conventions of the speech writing style. Paragraphing (with paragraphs that vary in length). Discourse markers. Well-chosen vocabulary.
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	1.1a Well-structured formal expository and narrative essays. 1.1c Notes and polished scripts for talks and presentations. 1.1d A range of other non-narrative texts, including arguments, and personal and formal letters. 1.2 Summarising and organising material, and supporting ideas and arguments with any necessary factual detail. 1.3 Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. 2. Plan, draft, edit and proof read 2.1 Considering how their writing reflects the audiences and purposes for which it was intended. 2.2 Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. 2.3 Paying attention to accurate grammar, punctuation and spelling. <u>Spoken English:</u> 1.1 Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 1.2 Giving short speeches and presentations, expressing their own ideas and keeping to the point. 1.3 Participating in formal debates and structured discussions, summarising and/or building on what has been said.	Figurative language. Varied sentence types and starters to sentences Varied and accurate range of punctuation. Formal, standard English throughout. Correct spelling. <u>Speaking and listening success criteria</u> Speech is audible and fluent. Organise and structured. Achieves the purpose of presentation by expressing ideas, feelings, information and opinion related to topic. Answer questions appropriately and formally with detail.
SPRING	<u>Spring – Shakespeare in depth – authorial intent and audience reaction in ‘Richard III’</u> This scheme of work allows pupils to develop their understanding of Shakespeare from year 7 through the study of a History play. ‘Richard III’ has an engaging, challenging plot with many characters to engage with – they have studied the historical significance of ‘Richard III’ in history in Year 7, so this unit provides an excellent crossover of their knowledge and understanding, introducing them to the idea of propaganda in literature and how a real- life historical figure is presented in fiction. The focus is to learn and understand Shakespeare as a political writer and how his plays are often forms of propaganda with a strong message for audiences of the time. The focus on how Shakespeare uses propaganda to present a real historical figure is a strong preparation for Key Stage 4 Shakespeare when they will study propaganda in ‘Macbeth’.	<u>Spring – Shakespeare in depth – authorial intent and audience reaction in ‘Richard III’</u> <u>End of Term Test</u> The final assessment will provide pupils with a question about how the central character is presented throughout the play and a range of extracts that they have studied. They will need to explain how

	Whilst reading, pupils will be focusing on key scenes of the play for annotation and language analysis study – this will consolidate their skills with Shakespeare and dramatic analysis in year 7, however, much of the scaffolding will be removed to allow pupils to progress with greater confidence and independence within the classroom. The assessment will feature an extract-based question on key extracts studied within the scheme, allowing them the chance to revise key scenes and practice analysis. Additionally, this scheme will allow pupils to revisit prior study of ‘Romeo and Juliet’ as a comparison question between the two plays will be on the assessment. This play will allow pupils to develop an understanding of the role of Shakespeare’s subject matter to his contemporary society, as well as exposing them to a different genre from tragedy play. The play will allow for discussion of a wide range of SMSC topics including: ableism, power, gender roles, and the treatment of others, with a focus on comparing how contemporary and Elizabethan audience’s reactions to Richard III differ, and why. <u>Key Skills:</u> Write structured, organised critical essay responses to the play. Comment on the Shakespeare’s methods and the effect on the audience. Make inferences concerning Shakespeare’s use of language. Understand the historical context, purpose and audience of the play. Understanding Shakespeare’s intentions and how Elizabethan social expectations are presented or challenged in the play. <u>NC LINKS:</u> <u>Reading:</u> <u>Love of reading/independent reading of challenging material through:</u> 1 Range of historical periods- Elizabethan/Jacobean 1 Range of genres- tragedy, comedy and history plays 1.1a English literature - Drama 1.1b Shakespeare (at least 2 plays) 1.1e Re-reading texts encountered earlier to increase understanding and make comparisons revisit Year 7 SOW on ‘Romeo and Juliet’. 3.3. Study setting, characterisation and plot /effects. 3.4 Understanding how the work of dramatists is communicated effectively through performance /staging/interpretations.	Shakespeare used language and dramatic devices in his play to present the character. The second question will ask them to compare the fictional character of Richard in ‘Richard III’ to Romeo Montague’s character in ‘Romeo and Juliet’ (studied in year 7, thus developing revision skills and making links in learning) and will allow pupils to demonstrate their inference skills. <u>What can I revise in preparation for this assessment?</u> Use the knowledge organiser to: Learn frameworks for responding to the question. Develop usage and confidence with key vocabulary for the half term (NHTW grids). Review classwork regularly using Teams. Learn what propaganda is and how it is used. Use Seneca to develop understanding of the play and themes. <u>Reading Success Criteria:</u> Understanding of playwright’s intention and links to context.
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	3.5 Making critical comparisons across texts. <u>Understanding increasing challenging texts through:</u> 2.1 Learning new vocabulary-using context and dictionaries spellings/ homework/ 2.2 Making inferences and referring to evidence in texts/ 2.3 Knowing the purpose, audience and context for writing to support comprehension. <u>Read critically through:</u> 3.1 Knowing how the following present meaning: • Language. • Figurative language. • Vocabulary choice. • Text structure.	Ideas to show understanding of the text. Quotations to support ideas with quotation marks. Identification of key words within quotes. Exploration of connotations of key words and phrases. Identification of playwright's methods using subject terminology. Explanation of the effect of playwright's use of propaganda on the audience (Elizabethan and contemporary). Personal response showing effect on the audience.
SUMMER	<u>Summer – ‘Piecing Me Together’ by Renee Watson (Contemporary American Novel)</u> This scheme of work will build upon pupils' experience of reading and enjoying a full contemporary British novel in year 7 ('Refugee Boy', by Benjamin Zephaniah); this time pupils will experience reading a full novel written by a contemporary Black female author, learning about and exploring the concept of intersectionality through the novels' approach to topical themes including racism, sexism, body image, poverty and social class set in contemporary Portland, USA. The novel offers many opportunities to develop pupils' cultural capital whilst discussing the discrimination the female protagonist, Jade, faces, as well as celebrating joy and creativity through the novel's focus on languages (Spanish), art, photography, collaging, as well as the positive relationships and role models the protagonist has. The skills taught in the unit will include reading comprehension, the ability to summarise and make inferences, as well as inspiring pupils to be creative and express themselves using a mix of poetry, descriptive writing and artistic expression to articulate their own thoughts and feelings on the relevant issues of the novel and in their own lives.	<u>Year 8 – Summer – ‘Piecing Me Together’ by Renee Watson (Contemporary American Novel)</u> <u>Assessment:</u> End of Year Speaking Task Pupils will present a talk to their peers about a topic which is important to them. Pupils will have free choice but will be encouraged to focus on something celebratory or inspirational.

	Enrichment work can be completed after Big tests in English, with a focus on being an articulate individual, able to express themselves using spoken language (this links with the journey the protagonist goes on in the novel, as she learns how to be articulate and speak up for herself in different situations.) Key words: enjoyment, cultural capital, creativity, discrimination, joy. <u>Key skills:</u> Reading comprehension, inference and summary skills. Aim to write fluently, accurately and effectively. Organise and structure writing effectively. Pupils will speak with fluency to express ideas, feelings, information and opinions. <u>NC LINKS:</u> <u>Writing:</u> 1. Write accurately, fluently, effectively and at length for pleasure and information through: 1.1 Writing for a wide range of purposes and audiences, including: 1.1a Well-structured formal expository and narrative essays. 1.1b Stories, scripts, poetry and other imaginative writing. 1.3 Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. 1.4 Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. 2. Plan, draft, edit and proof-read through: 2.1 Considering how their writing reflects the audiences and purposes for which it was intended. 2.2 Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. 2.3 Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English. <u>Grammar and Vocabulary:</u> 1.1 Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.	<u>What can I revise in preparation for this assessment?</u> Create cue cards and rehearse speaking in front of an audience in own time. Watch speeches to get inspiration/strategies. <u>Writing Success Criteria:</u> Focus on task (be creative). Conventions of the writing style. Paragraphing (with paragraphs that vary in length). Discourse markers. Well-chosen vocabulary and correct spelling. Figurative language. Varied sentence types and starters to sentences. Varied and accurate range of punctuation. Formal, standard English throughout. <u>Speaking and listening success criteria</u> Speech is audible and fluent. Organise and structured. Achieve the purpose of presentation by
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	1.3 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. 1.5 Using Standard English confidently in their own writing and speech. 1.6 Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology. <u>Reading:</u> <u>Understanding increasing challenging texts through:</u> 2. Learning new vocabulary-using context and dictionaries spellings/homework 2.2 Making inferences and referring to evidence in texts 2.3 Knowing the purpose, audience and context for writing to support comprehension 2.4 Check understanding of texts to make sure what they have read make sense. <u>Read critically through:</u> 3. Knowing how the following present meaning: • Language. • Figurative language. <u>Spoken English – confidently and effectively through:</u> 1.1: Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.	expressing ideas, feelings, opinions and information related to topic.
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Term	Topics	Assessment
AUTUMN	<u>Autumn – Half Term 1 – Creative Writing and Gothic Horror</u> This unit of work will extend the prior learning of students from creative writing studies in year 7 – there they learned about structuring a piece of writing, now they will consider the perspective they write from. A range of literature and film resources will be used, not only to engage pupils' creativity and imagination, but also to demonstrate the breadth of engaging material that pupils could be accessing – this is an excellent opportunity to develop their cultural capital. Pupils will be taught a range of different language and structural techniques and how to control pronouns within their writing to develop their technical accuracy skills. Pupils will also be given the opportunity to challenge themselves by write about abstract concepts to challenge themselves and further develop higher level skills. Pupils will study and explore a range of extracts from both the twentieth and nineteenth century in Dystopian and Gothic fiction in order to develop their creative writing skills alongside analysing and evaluating the effect of the author's writing. In the first instance, the Gothic Horror section of the lessons scheme seeks to develop pupils' love of learning and pre-1900 literature and contribute to the improvement of reading and language results at KS4. The scheme uses extracts from novels such as Frankenstein as well as film to engage pupils and aid their understanding. The texts will be prefaced with contextual understanding, so that pupils can make the connections between those ideas, the effect of the	<u>Autumn – Half Term 1 and 2 – Perspectives in Creative Writing</u> <u>End of Term Test</u> In the final assessment, pupils will be given a picture or a task and they will need to write a story or a description. They should aim to write this from an unusual perspective. <u>What can I revise in preparation for this assessment?</u> Use the knowledge organiser to: Learn a structure for responding to the question Develop usage and confidence with key vocabulary for the half term Review classwork regularly <u>Writing Success Criteria:</u> A clear perspective (focus on task)

	writer's language and the intent. This can then act as an inspiration and model for their future writing. They can use these ideas and methods for input in their future creative writing assessment. The Scheme will also continue to focus language techniques, structure and technical accuracy in creative writing so that they can demonstrate the skills they have learned. This scheme will embed their creative writing and language analysis skills relevant to literature and ensure that skills are transferable between disciplines for pupils. Students will develop their writing craft whilst understanding and gaining a more creative approach to tasks, which in turn will help them understand the purpose and effects of elements in stories and poetry when thinking about the intended effect on the reader/audience, that they will be studying for their English Literature GCSE and provide a foundation for them to build on for the creative writing task in their GCSE English Language. Pupils will complete weekly Enrichment reading lessons alongside this unit of work to help inspire them with their writing. There will also be enrichment lessons covering topics for Black History Month in which pupils will learn about various historical figures and also look at a variety of types writing in line with the chosen theme. Pupils will also study war poetry and creative writing in these enrichment lessons to mark Remembrance Day in November. All of these topics allow for rich SMSC discussion within the classroom. <u>Key skills:</u> Write fluently, accurately and effectively. Organise and structure writing effectively Write using clear perspective, Use varied language techniques Use varied sentence types and punctuation <u>NC LINKS Writing</u>	Effective choice of pronoun (throughout the work) Creative focused approach to task Paragraphs (with paragraphs that vary in length) Higher level vocabulary / well-chosen vocabulary Figurative Language (similes, metaphors and personification) Language techniques Structural techniques e.g. a flashback Varied sentence types and starters to sentences Varied and accurate range of punctuation Clear mood / mood shift Consistent tense Editing written work for sentence structure
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1.1) Writing for a wide range of purposes and audiences, including:

- a. well-structured formal expository and narrative essays
- b. stories, scripts, poetry and other imaginative writing

d) a range of other narrative and non-narrative texts, including arguments, and personal and formal letters

1.3) Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form

1.4) Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing 2) Plan, draft, edit and proof-read through:

2.1) Considering how their writing reflects the audiences and purposes for which it was intended 2.2) Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness 2.3) Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Autumn – Half Term 2 – Dystopian Fiction

What are pupils learning?

Key skills- what is the assessment?

- 4 part story structure
- Creation of character
- Character led narrative
- Effective settings
- How to edit and redraft
- Skills required for an effective P1Q5 response
- Understanding why writers choose to do things through analysis of texts – and then inputting this into their own writing
- Reading dystopian extracts to expose pupils to dystopian material

How are they learning it?

What do they do/resources/other

texts/approaches in sow

(modelling/reading/watching/planning)

- Reading multiple dystopian texts
- Annotating texts according to success criteria and 4 part story structure
- Looking at importance of vocabulary and sentence forms
- Explicit teaching and modelling of editing and redrafting process
- Teaching pupils the skills to plan and effectively write independently
- Thinking about a text as a construct through active reading and analysis of text
- Using texts as inspiration for our own writing
- Staff modelling thought process and construction of texts
- Using writing frameworks to support pupils' understanding.
- Using Teams and Knowledge organiser to support gaps in knowledge
- All lessons begin with Retrieval Practice and end with Powerful Knowledge slide.

Why are they learning it (links to other sows/years)

to consolidate/develop/expand/revisit

- To develop their knowledge on creative writing by explicitly teaching the process needed for KS4 to link in with Year 10 SOW created by AG
- To build on Technical Accuracy from Year 7 (ACC)
- To develop pupils' cultural capital.
- To consolidate and build upon the topics where they read a range of genres and writers from different literary traditions in Year 7 and Year 8.
- To consolidate the methods we use in other topics when reading a literary text
- To consolidate the reading strategies that we use across school and in faculty to make our pupils better readers

Reading

1.1a - English literature, both pre-1914 and contemporary, including poetry

	2.1 - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries 2.2 - Making inferences and referring to evidence in the text 2.3 - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension 2.4 - Checking their understanding to make sure that what they have read makes sense. 3.1 - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 3.2 - Recognising a range of poetic conventions and understanding how these have been used 3.5 - Making critical comparisons across texts Writing 1.1a - well-structured formal expository and narrative essays 1.1c - notes for talks and presentations 2.2 - Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness 2.3 - Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English. Spoken English 1.1 - Using Standard English confidently in a range of formal and informal contexts, including classroom discussion 1.2 - Giving short speeches and presentations, expressing their own ideas and keeping to the point	
SPRING	<u>Spring – Class Reader: <i>Being Me</i></u> This unit will allow all pupils the opportunity to deepen their love of reading and foster a reading culture within the faculty. All classes will read the novel <i>Being Me</i> by Pete Kalu. A Black, British male author was deliberately chosen to: engage pupils with the subject and encourage a love of learning; offer reading material relevant to the pupils in our school, engaging with the school value of diversity; stretch and challenge all learners through shared and independent reading. The course will use a full novel as the basis for the development of reading strategies and literacy skills including: decoding new vocabulary; inference skills and making predictions, as well as learning how to evaluate the writer’s methods, as we engage with characters, themes and plot.. The themes within the novel are relevant to high school pupils as well – this	<u>Spring – Class Reader: <i>Being Me</i></u> <u>End of Term Test</u> The final assessment will be an open book exam and will assess information retrieval and evaluation skills. <u>What can I revise in preparation for this assessment?</u> Use the knowledge organiser to: Learn frameworks for responding to the questions Develop usage and confidence with key vocabulary for the half term Review classwork regularly

	means that pupils may see their own lives represented in the characters, furthering engagement, as well as, hopefully, seeing themselves as authors of the future. <u>Key skills:</u> Reading comprehension, inference and summary skills Write structured critical evaluation of the effect of the writer's methods Understand the context, themes and message of the text <u>NC LINKS</u> <u>Reading</u> 1) Develop an appreciation and love of reading, and read increasingly challenging material independently through: 1.1) Reading a wide range of fiction, including in particular whole books, with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: 1a) Contemporary prose 2) Understand increasingly challenging texts through: 2.1) Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries 2.2) Making inferences and referring to evidence in the text 2.3) Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension 2.4) Checking their understanding to make sure that what they have read makes sense. 3) Read critically through: 3.1) Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	<u>Reading Success Criteria:</u> Ideas to show understanding of the text Quotations to support ideas with quotation marks Identification of key words within quotes Exploration of connotations of key words and phrases Identification of writer's methods using subject terminology Explanation of the effect of writer's choices on the reader Personal response showing effect on the reader Understanding of writer's intention <u>Reading Success Criteria:</u> Ideas to show understanding of the text Quotations to support ideas with quotation marks Identification of key words within quotes Exploration of connotations of key words and phrases Identification of writer's methods using subject terminology Explanation of the effect of writer's choices on the reader Personal response showing effect on the reader Understanding of writer's intention
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	3.3) Studying setting, plot, and characterisation, and the effects of these 3.6) Studying a range of authors, including at least two authors in depth each year. <u>Writing</u> 1) Write accurately, fluently, effectively and at length for pleasure and information through: 1.1) writing for a wide range of purposes and audiences, including: 1.1a) well-structured formal expository and narrative essays 1.2) summarising and organising material, and supporting ideas and arguments with any necessary factual detail 2) plan, draft, edit and proof-read through: 2.1) considering how their writing reflects the audiences and purposes for which it was intended Grammar and Vocabulary 1) Consolidate and build on their knowledge of grammar and vocabulary through: 1.1) extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts ♣ 1.2) studying the effectiveness and impact of the grammatical features of the texts they read 1.4) knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English 1.6) discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.	
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SUMMER	<u>Summer – Half Term 1 – Non-fiction writing</u> This SOW will allow pupils to explore and write in various non-fiction writing styles, including: journalism, travel writing and letter writing. Topics will centre around celebratory and positive content to counter act the focus on discrimination in following half term, when pupils write with passion about an area of injustice they feel strongly about. Focus is on developing pupils’ writing skills- using technical accuracy and paragraphing activities to develop pupils’ stamina in writing. Pupils will learn about different types of nonfiction writing in the introductory lessons and then practice writing in different genres themselves, including: journalism, travel writing and letter writing, all with a focus on writing skills of organisation, rhetorical devices and technical accuracy, rather than content. Pupils will be given information on topics and asked to write effectively, using the features of each given genre, to create effective non-fiction writing. In the following half term, they will have chance to develop research skills and improve their general knowledge. This half term is about writing skill and accuracy, and gives pupils a chance to write about what they know or have been taught on inspirational topics or figures. <u>NC LINKS</u> <u>Writing:</u> 1.1: writing for a wide range of purposes and audiences. a) Well-structured writing by looking at different newspaper structures b) newspaper reports/blog posts/columns. d) A range of different perspectives from anger and sarcasm. 1.2: Summarising and organising material, and supporting ideas and arguments with any necessary factual detail – using factual detail from news stories. 1.3: Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. – different article types and spellings from the term 1.4: Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing – using newspaper articles as inspiration. 2.1: Considering how their writing reflects the audiences and purposes for which it was intended – done via discussion and reviewing work and examples of newspaper articles.	<u>End of Half Term Task</u> Pupils will write a piece of non-fiction writing independently, and this will be marked by their class teacher to give them areas of improvement for the next half term and their final assessment: GCSE Speaking and Listening- a speech on an area of discrimination. <u>What can I revise in preparation for this assessment?</u> Use the knowledge organiser to: • Learn a framework for writing in the various non-fiction genres (journalistic, travel and letter writing) • Develop usage and confidence with key vocabulary for the half term • Review classwork regularly <u>Writing Success Criteria:</u> 1. Focus on task 2. Conventions of the writing style 3. Paragraphing (with paragraphs that vary in length) 4. Discourse markers 5. Well-chosen vocabulary 6. Figurative language 7. Varied sentence types and starters to sentences 8. Varied and accurate range of punctuation 9. Formal, standard English throughout Correct spelling
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	2.2) Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness 2.3) Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English <u>Reading:</u> 1.1: Develop a love of reading and read increasingly challenging material. Students pick their own material Variety of different types of material. 2.1: Increasingly challenging texts – variety of newspaper articles 2.4: Comprehension questions and discussion to check understanding of articles. <u>Summer – Half Term 2 – Speech Writing and Delivery: Discrimination</u> In this unit, Year 9 students will focus on discrimination and diversity, with a particular focus on injustice and inequality They will also secure and develop their knowledge of four different types discrimination: racism, sexuality, sexism and ableism. This will build on their cultural capital, including current and historical knowledge, and encourage students to gain confidence in voicing their own opinions and beliefs. Students will complete a speaking and listening assessment where they will write and perform a speech about one of the discrimination topics. In this, they will argue that this form of discrimination will become a thing of the past in order to encourage their SMSC growth. Pupils have the opportunity to draw on learning in previous half term, where they wrote in a variety of non - fiction genres about positive figures and role models. <u>Key skills:</u> Use effective language methods and advanced vocab when writing Organise and structure speech effectively Pupils will speak with fluency to express ideas, feelings, information and opinions <u>NC LINKS</u> <u>Writing:</u> 1.1: writing for a wide range of purposes and audiences.	<u>Final assessment</u> GCSE Speaking and Listening exam: Prepare and deliver a speech on an area of discrimination, expressing your views on how to tackle the issues. <u>What can I do to prepare?</u> • Refer to feedback from non-fiction writing in previous half term • Use the knowledge organiser to develop usage and confidence with key vocabulary for the half term • Review classwork regularly • Learn speech at home, practise regularly and transfer onto cue cards for the final delivery. <u>Speaking and Listening Success Criteria:</u> 1. Is audible 2. Uses spoken standard English 3. Expresses sophisticated
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	a. Well-structured writing by looking at different newspaper structures b. newspaper reports/blog posts/columns. d) A range of different perspectives from anger and sarcasm. 1.2: Summarising and organising material, and supporting ideas and arguments with any necessary factual detail – using factual detail from news stories. 1.3: Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. – different article types and spellings from the term 1.4: Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing – using newspaper articles as inspiration. 2.1: Considering how their writing reflects the audiences and purposes for which it was intended – done via discussion and reviewing work and examples of newspaper articles. 2.2) Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness 2.3) Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English <u>Reading:</u> 1.1: Develop a love of reading and read increasingly challenging material. Students pick their own material Variety of different types of material. 2.1: Increasingly challenging texts – variety of newspaper articles 2.4: Comprehension questions and discussion to check understanding of articles. <u>Speaking and Listening:</u> Speak confidently and effectively, including through: 1.1 Using Standard English confidently in a range of formal and informal contexts, including classroom discussion 1.2 Giving short speeches and presentations, expressing their own ideas and keeping to the point 1.3 Participating in formal debates and structured discussions, summarising and/or building on what has been said	ideas/information/feelings using a sophisticated repertoire of vocabulary 4. Organises and structures his or her presentation using an effective range of strategies to engage the audience 5. Achieves the purpose of his or her presentation Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information.
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