

## English Senior Department Curriculum Map

YEAR 7	Autumn 1	Autumn 2 Spring 1	Spring 2 Summer 1	Summer 2
	The Novel Story Openings Content: <ul style="list-style-type: none"> <li>Locating explicit and implicit information</li> <li>Comprehension and implied meaning via explanation</li> <li>Building vocabulary and background knowledge</li> <li>Creating an inciting incident, a character and a setting.</li> <li>Description</li> </ul>	The Novel and Non-Fiction Persuasive writing Content: <ul style="list-style-type: none"> <li>Locating explicit and implicit information</li> <li>Comprehension and implied meaning, with the explanation building to analysis</li> <li>Building vocabulary and background knowledge</li> <li>Persuasive techniques</li> <li>Writing non-fiction in differing forms</li> </ul>	The Novel Writing static descriptions Content: <ul style="list-style-type: none"> <li>Building vocabulary and background knowledge</li> <li>Language analysis</li> <li>Structuring a language response</li> <li>The senses</li> <li>Imagery and description</li> <li>Variation of focus</li> </ul>	Shakespeare Writing poetry Content: <ul style="list-style-type: none"> <li>Building vocabulary and background knowledge</li> <li>Themes and context</li> <li>Language analysis</li> <li>The writer's methods</li> <li>Applying poetic techniques</li> </ul>

YEAR 8	Autumn 1 Autumn 2	Autumn 2 Spring 1	Spring 2 Summer 1	Summer 1 Summer 2
	The Novel Narrative Writing - narrative arc Content: <ul style="list-style-type: none"> <li>Locating explicit and implicit information</li> <li>Language analysis</li> <li>The narrative arc</li> </ul>	The Novel & Non-Fiction Persuasive writing Content: <ul style="list-style-type: none"> <li>Conscious methods used for a specific effect</li> <li>Language analysis</li> <li>Persuasive techniques</li> </ul>	The 19 <sup>th</sup> Century Novel Narrative writing - focus on character Content: <ul style="list-style-type: none"> <li>Language and structural analysis</li> <li>Contextual knowledge of 19<sup>th</sup> Century text</li> <li>Study of character and development</li> </ul>	Into. to whole text structure Static description Content: <ul style="list-style-type: none"> <li>Use of film to introduce shifts in focus and what is established.</li> <li>Extracts or use of the class novel to explore whole text structure</li> </ul>

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		<ul style="list-style-type: none"> <li>• Writing in differing forms</li> </ul>	<ul style="list-style-type: none"> <li>• The senses</li> <li>• Imagery and description</li> <li>• Variation of focus</li> </ul>
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YEAR 9	Autumn 1 Autumn 2/spring 1	Spring 1 Spring 2/summer 1	Summer 1 Summer 2
		Explorations in creative reading and writing – Animal Farm  Content: <ul style="list-style-type: none"> <li>• A novel with thematic exploration</li> <li>• Analysis of language, structure and evaluation of the writer’s methods</li> <li>• Creative writing</li> <li>• Conscious crafting</li> <li>• Paper 1 revision, assessment and feedback</li> </ul>	Continue with a novel, whilst exploring viewpoints and perspectives  Content: <ul style="list-style-type: none"> <li>• Summarising texts</li> <li>• Language analysis</li> <li>• Comparison/contrast</li> <li>• Identifying points of view and the methods used to communicate</li> <li>• Utilising identified methods for own effect</li> <li>• Paper 2 revision, assessment and feedback</li> </ul>

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		Autumn 1 Autumn 2	Spring 1 Spring 2	Summer 1	Summer 2
<b>YEAR 10</b>		19 <sup>th</sup> Century Novel: explorations in creative reading and writing	Viewpoints and perspectives	Revision for end of year assessments then test feedback	Analysis via a range of forms: poetry, short stories, novella, drama and film.  Writing in a range of forms – creative and persuasive.
	Content:	<ul style="list-style-type: none"> <li>• A novel with thematic exploration</li> <li>• Analysis and evaluation of the writer's methods</li> <li>• Creative writing</li> <li>• Conscious crafting</li> </ul>	Content: <ul style="list-style-type: none"> <li>• Paper 1 assessment</li> <li>• Summarising texts</li> <li>• Language analysis</li> <li>• Comparison/contrast</li> <li>• Identifying points of view the methods used to communicate</li> <li>• Utilising identified methods for own effect</li> </ul>	Content: <ul style="list-style-type: none"> <li>• Model answers</li> <li>• Mark scheme criteria</li> <li>• Subject specific vocabulary knowledge and application</li> <li>• Planning systems and how to structure a response</li> </ul>	Content: <ul style="list-style-type: none"> <li>• The writer's methods to imply meaning</li> <li>• Exploration of character and themes</li> <li>• Adaptation according to purpose, audience and form</li> <li>• Planning</li> </ul>

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 11</b>		Revision paper 1	Revision paper 2	Mock preparation and assessment	Feedback and revision	Spoken Language Assessment and revision for GCSE	GCSE Exams
		Content: <ul style="list-style-type: none"> <li>• Analysis and evaluation of texts</li> <li>• Creative writing</li> </ul>	Content: <ul style="list-style-type: none"> <li>• Summarising texts</li> <li>• Language analysis</li> <li>• Comparison/contrast</li> <li>• Identifying points of view the methods used to communicate</li> <li>• Persuasive writing</li> </ul>	Content: <ul style="list-style-type: none"> <li>• Model answers</li> <li>• Mark scheme criteria</li> <li>• Subject specific vocabulary knowledge and application</li> <li>• Planning systems and how to structure a response</li> </ul>	Content: <ul style="list-style-type: none"> <li>• How to improve responses</li> <li>• Condensing and linking revision content</li> <li>• Revision strategies</li> <li>• Past questions</li> </ul>	Content: <ul style="list-style-type: none"> <li>• Past papers</li> <li>• Focused teaching</li> <li>• Revision strategies</li> </ul>	

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FUNCTIONAL SKILLS ENGLISH (Entry 2) *					
Year 10/ 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
		Preparation	Preparation and mock spoken language assessment	Revision, planning and accessing question requirements	Exam technique and assessment
	Content: <u>VSPaG</u> <ul style="list-style-type: none"> <li>• Simple sentences</li> <li>• Sentence types and punctuation</li> <li>• Commas for lists</li> <li>• Spelling strategies</li> </ul> <u>Reading:</u> <ul style="list-style-type: none"> <li>• Dictionary skills</li> <li>• Identifying key words in questions</li> <li>• Scanning for key words</li> </ul> <u>Writing:</u> <ul style="list-style-type: none"> <li>• Forms</li> </ul>	Content: <u>VSPaG</u> <ul style="list-style-type: none"> <li>• Compound sentences (and, but, as, or, so)</li> <li>• Formal/informal language</li> <li>• Spelling strategies</li> </ul> <u>Reading:</u> <ul style="list-style-type: none"> <li>• Locating information through layout</li> </ul> <u>Writing:</u> <ul style="list-style-type: none"> <li>• Emails (formal)</li> <li>• Emails (informal)</li> <li>• Understanding the marking criteria</li> </ul> <u>Speaking and listening</u> <ul style="list-style-type: none"> <li>• One week intensive building up to a mock assessment task</li> </ul>	Content: <u>VSPaG</u> <ul style="list-style-type: none"> <li>• Compound sentences (and, but, as, or, so)</li> <li>• Fronted adverbials with commas</li> </ul> <u>Reading:</u> <ul style="list-style-type: none"> <li>• Revision/striving for accuracy – checking answers and using all available assessment time</li> </ul> <u>Writing:</u> <ul style="list-style-type: none"> <li>• Personal statements</li> <li>• Using a plan to structure answers</li> <li>• Using the instructions to inform the plan</li> </ul>	Content: <u>VSPaG</u> <ul style="list-style-type: none"> <li>• Revision</li> </ul> <u>Reading:</u> <ul style="list-style-type: none"> <li>• Practice papers leading to sitting assessment tasks</li> </ul> <u>Writing:</u> <ul style="list-style-type: none"> <li>• Practice papers leading to sitting assessment tasks</li> </ul> <u>Speaking and listening</u> <ul style="list-style-type: none"> <li>• One week intensive building up to real assessment task</li> </ul>	Content: <ul style="list-style-type: none"> <li>• If ready, prepare for Entry 3</li> <li>• Otherwise, identify areas of need and revise/ reinforce/ repeat in order to achieve Entry 2.</li> </ul>

\*Level subject to change, according to pupil requirements and progression.