



Key content – knowledge and skills	National Curriculum focus
<p>Autumn 1: <u>Stone Cold – a novel by Robert Swindells</u></p> <ul style="list-style-type: none"> To explore themes of homelessness, presented through use of narrative voice, characterisation and structure. For students to be able to judiciously select relevant quotes to support their own interpretations and ideas. For students to comment on and interpret language and structural choices, connecting these ideas to the themes of the novel and their own responses. To create opportunities to write creatively and produce non-fiction research. To write an analytical essay, examining the writer's use of language and structure to engage the reader. <p>Autumn 2: <u>Discussion and Debate</u></p> <ul style="list-style-type: none"> To learn a variety of persuasive writing techniques through studying a range of key speeches from notable people internationally. To write persuasively, using a variety of techniques in an imaginative way. To craft and deliver original speeches, following the rules of organised debate. To complete a spoken language and writing assessment. <p>Spring 1: <u>Modern Fairy Stories: Grimm Tales</u></p> <ul style="list-style-type: none"> To explore the history and genre of the fairytale, and how it has evolved over time. To read and explore a selection of Philip Pullman's Grimm Tales, and applying knowledge of the fairytale genre. For students to recognise, comment on, and apply conventions, characteristics, and the narrative structure of fairytales. 	<p>ER13 ER10 ER8 ER1A EW1A</p> <p>ES2 ES3 EW2 EW1C EGV5 EGV6</p> <p>ER1A ER6 ER10 EW6 EW5 EW1B</p>

- To create opportunities for students to develop their descriptive writing techniques, with a grammatical focus on verbs, adverbs, adjectives and synonyms.
- To produce a piece of assessed creative writing which uses the conventions of the fairy tale genre and follows a narrative structure.

Spring 2:

Identity Poetry

- To read a range of poems on the theme of identity, exploring their use of poetic techniques
- To begin exploring 'context' and how it influences a poem
- Students to write their own poetry, exploring their own identity
- To plan and write a comparative essay, responding to a GCSE style comparison question.

ER1A
ER1A
ER5
ER8
ER12
EW3
EW4
EW1A
ER12

Summer 1:

Tess of the d'Urbervilles – a dramatic adaptation

- Victorian England contextual work:
- Life in rural areas; social class and life for women.
- The play will be explored primarily through examining settings, characters and themes presented.
- Reading will take place as a whole class and often in small reading groups.
- Students will complete a reading assessment after completing the play, which will focus on Tess's experiences in two different locations in the narrative.
- Throughout students will reflect on the moral questions presented and also consider the text as a stage play, and approach questions of staging and performance.

ER1a
ER4
ER5
ER6
ER8
ER10
ER11
ER13

EW1a
EW3
EW5
EW6
EW7

ES1

EGV1
EGV3
EGV4
EGV6

<p>Summer2: <u>Hot off the Press: Non-Fiction Reading and Writing</u></p> <ul style="list-style-type: none"> • To read, interpret, and analyse a range of non-fiction texts, considering the different forms, purposes and techniques of the genre. • To learn conventions of different non-fiction texts and practice writing for a purpose – to advise, to persuade, to describe, to explain. • To learn the skills of skimming, scanning and summarizing, and to practice reading and responding to non-fiction texts through identifying information and comprehension. • To complete a mini non-fiction project which will allow students to independently research and write up a drafted piece of non-fiction writing. 	<p>EGV4 EGV5 EW1C EW1D EW2 ER6</p>
<p>Key assessment points</p>	
<p>Students will be assessed formatively through the year through verbal teacher feedback and book marking. Students will be assessed summatively after each unit and these grades are used to inform the termly data drops: Autumn 1 – Students write an essay analyzing the effectiveness of structure in <i>Stone Cold</i> Autumn 2 – Students write a persuasive speech, assessed using skills needed for GCSE English Language Spring 1 – Students write a modern day fairy tale, assessed on their creative writing skills Spring 2 – Students write an analytical essay comparing two poems on the theme of identity Summer 1 – Students write an essay analyzing the language of the play Summer 2 – Students complete their end of year assessment – a mock version of AQA English Language Paper 2</p>	
<p>Connected Curriculum</p>	
<p>Studying a range of high quality literature and non-fiction will naturally enable students to make links to the wider school curriculum. We have designed 3 specific links to other subjects throughout the year. In Autumn term students use themes from History (the civil rights movement and more recently, Black Lives Matter) as a point of discussion with which to practice their speaking and listening. In the Spring term students make connections while studying Identity Poetry as they make links to Art and the skills they use to express themselves. Students produce a drawing around the theme of 'identity'.</p>	

In the Summer Term, students will read an adapted play version of *Tess of the d'Urbervilles* and make links to Geography key terminology e.g. rural and urban. We will then link this to the context of the characters in the play.

Christian ethos

The Christian Faith has and continues to inspire many authors. Literature across the ages can re-tell but also re-imagine and make further sense of the Christian story. In doing so, literature which draws on Christian narratives, themes or symbolism can ask searching questions of the existence and the nature of God. We encourage our students to engage with these themes and ask spiritually provoking questions through their study of English Literature.

British values

British values will be inherently upheld and explored through the themes presented in our studied texts, with links made to ideas of citizenship, kindness, fairness, justice and democracy. Through all lesson tasks, students in English will be encouraged to make connections between the texts, our society, and their own lives, and demonstrate British values as they discuss and write about Literature.