

English 5-Year Overview

	Year 11	Year 10	Year 9	Year 8	Year 7
	<i>Master</i>	<i>Secure</i>	<i>Embed</i>	<i>Develop</i>	<i>Introduce</i>
Aims	<ul style="list-style-type: none"> Perfect planning and writing of narrative and description Walk through papers and constant feedback to build confidence and familiarity with all papers Recap poems to ensure full understanding of all 	<ul style="list-style-type: none"> Teach editing and rewriting narratives/descriptions to perfect vocab and accuracy Answering all exam questions through rigorous planning and modelling Analysis of all Lit texts and poems from the Anthology 	<ul style="list-style-type: none"> Introduce narrative writing skill- short creative approach. Develop whole class text analysis again by using previous skills to make predictions, discuss themes and characters- make comparison to previous text. Analyse Shakespearean knowledge and diet by close study of Macbeth. 	<ul style="list-style-type: none"> Introduce and develop knowledge of the media/the effect and the boas used Discuss recent historical events that have changed the world- encourage opinion sharing Looking at the gender roles and their view of them. Introducing unseen poetry, effect of specific language- students to write their own poetry and evaluate. Class to read whole text and look at gender roles, LGBTQ themes, historical context and how this affects views and beliefs. 	<ul style="list-style-type: none"> Variety of text both fiction and non-fiction Ask students to track texts and identify relevant textual detail Read whole class texts and discuss key themes and characters- be able to recall what had happened previously Reflect on their own beliefs and experiences. Introduction of Shakespearean language and whole text reading.

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Core knowledge /key concepts	<ul style="list-style-type: none"> • Measure gaps in knowledge of themes, characters, scenes, chapters or poems by planning term by term for year group/class • Teach exam plan focusing on specific needs of class and by student using models and scaffolding by recapping prior approaches • Revision of both papers from both Language and Literature by interleaving skills throughout the entire year- flexibility built into each half term to support teacher planning for class by class need 	<ul style="list-style-type: none"> • Cover texts needed for English Literature by completing cold read and completing knowledge organisers- various approaches used to engage with text- focus being on whole plot understanding. • Secure writing skills be focusing on each paper and component separately- walk through mocks used to support and encourage students- build confidence by helping removing fear of the unknown of the paper and question types. • Secure planning of questions by using plethora of questions for class work and homework. 	<ul style="list-style-type: none"> • Introducing formal approach to narrative with a range of stimuli- encouraging reading for pleasure and more rigorous vocabulary testing • Whole class text used again- themes of different cultures with writing and reading tasks interleaved- introduction of teaching approaches to support transition to GCSE without sudden change next year. • Another Shakespeare text- recapping themes and style from year before- build confidence with antiquated language through extract based questions- GCSE length and level of challenge without the test approach. • Gothic theme introduced and pre20th century texts (prep for J&H) build 	<ul style="list-style-type: none"> • Introduce themes- morals in media based SOW- link to history, geography and belief systems. • Introducing unseen poetry in a formal manner and asking students to emulate writing styles. Exposing students to a range of themes and new vocabulary. • Class reader whole text with LBGTQ+ themes, period text and suffragette movement. 	<ul style="list-style-type: none"> • Consolidate learning from Key Stage 2 • Measure and identify any gaps- plan according for specific classes • Introduce themes not covered at Key Stage 2 • Introducing Shakespeare and reading a full text as a class- looking at how views have changed and discussing why this has happened. Looking at gender roles.
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			<p>familiarity with language and style.</p> <ul style="list-style-type: none">• Embed poetic techniques and how to analyse by introducing family poetry from the anthology.• Travel writing scheme to embed and teach explicitly writing to describe with transactional writing.		
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	<i>Master</i>	<i>Secure</i>	<i>Embed</i>	<i>Develop</i>	<i>Introduce</i>
Skills and knowledge developed	<ul style="list-style-type: none"> • Be able comment on how both writers convey their views and summarise similarities and differences • Draw some sound inferences and use the analysis formula and standard technical vocabulary to comment on the impact on the writer's choices. • Systematically offer a personal opinion of each view. Comment on how the writer's choices influence your views. • Plan and write at length, focused on the question about either a text from memory or an unseen poem. Consider 5 points of comparison in poetry (from memory and 	<ul style="list-style-type: none"> • Identify and explain several details presenting views in two texts. Select relevant information from two texts. Present these in organised paragraphs • Track a text methodically, using evidence-comment to discuss examples • Use details from a text to describe some different views expressed by a writer. Offer a personal view in response to details. • Write about texts with some focus on the question. Generate, from memory and unseen texts, some relevant points with details as evidence. Refer to context in explanations. • Deploy the No Nonsense Narrative method, developing character and 	<ul style="list-style-type: none"> • Be able to locate and retrieve straightforward information and draw inferences from Shakespearean and modern texts • Track a modern text of GCSE level text of sophistication and length and make straightforward inferences. • Use the analysis formula to attempt comment on any of adjectives, adverbs, verbs, similes and metaphors. • Use details from a C19 text of GCSE level of sophistication and length to describe a couple of views expressed by a writer. • Offer a personal view in response to details 	<ul style="list-style-type: none"> • Collate information from two sources and present it in a well-organised paragraph • Use a zoom formula to successfully describe the impact of some of the writers' choices, identifying some of the writer's methods • Use details from a text to describe some simple views expressed by a writer. • Offer a personal view and explanation in response to some of these views. • Write an essay from memory on a novel responding to a source-based question. • Make thoughtful written comments about a simple unseen poem • Be able to 'hold the moment' within a narrative 	<ul style="list-style-type: none"> • Independently identify a writer's general views. • Offer personal opinions of those views with explanations • Write about a simple poem from memory, making thoughtful comments. • Write a short essay from memory about a character in a novel. • Recall and deploy an explanation referring to context • Be able to zoom in on details and use show not tell within a narrative • Independently generate at least 3 ideas and develop some paragraphs • Write successful informal letters and speeches • Use full stops and capital letters accurately. High and most medium frequency

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	<p>unseen) and develop a paragraph from each.</p> <ul style="list-style-type: none"> • Deploy the No Nonsense Narrative method effectively independently • Reliably generate 4-5 ideas independently. • Develop paragraphs using a range of strategies. Link paragraphs effectively. • Possessive apostrophes are accurate • Complex sentences are punctuated accurately • Most spellings including irregular words are accurate • Tense and agreement is secure • Vocabulary is used with precision 	<p>finishing with an effective, reflective resolution</p> <ul style="list-style-type: none"> • Independently generate 4-5 ideas and develop each paragraph. Reliably write up to two pages in timed conditions • Possessive apostrophes are accurate • Complex sentences are punctuated accurately • Most spellings including irregular words are accurate • Tense and agreement is secure • Vocabulary is used with precision 	<ul style="list-style-type: none"> • Write about GCSE style texts with some focus on the question using main aspects of the text as evidence. • Show ability to recall and deploy details of texts included using knowledge organisers. • Analyse some Anthology Poetry and use approach from unseen texts. • Be able to describe moments of crisis in 'slow motion' • Be able to describe the reactions of the narrator and others to the story's main problem • Independently generate 4-5 ideas with some development of each using some strategies. • Write effectively in formal style e.g. letter in Travel Writing scheme 	<ul style="list-style-type: none"> • Independently generate 4-5 ideas with some development of each using some strategies • Use was/were, your/you're, there/their/they're, it's/its, contraction apostrophes, been/being usually correctly. Accurate speech punctuation. Tense and agreement may have some slips 	<p>words are spelled correctly. Lower frequency words or irregular words may be misspelled.</p>
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			<ul style="list-style-type: none"> • Use was/were, your/you're, there/their/they're, it's/its, contraction apostrophes, been/being usually correctly. Accurate speech punctuation. Tense and agreement may have some slips 		
Wider curriculum links to CC/SMSC/PD and CEIAG	<ul style="list-style-type: none"> • English Year 11 – • Social development- Speaking and Listening – group discussions and presentations; drama role play and hot seating – team learning • Romeo and Juliet- moral choices, growing up, responsibility and accountability, cause and effect of decisions and reflection. 	<ul style="list-style-type: none"> • 'Jekyll and Hyde' which encourages moral thinking through the recognition of values such friendship, loyalty and the duality of human beings. Students are able to analyse character and events to explore the consequences of negative actions. • Speaking and Listening discussions and debates on topical issues • Blood Brothers- social class, prejudice, 	<ul style="list-style-type: none"> • The study of Victorian literature gives opportunities for students to appreciate British history and culture. • An Inspector Calls – historical, social and cultural context of the play • Speaking and Listening discussions and debates on topical issues • Cultural development- media and non-fiction – how different 	<ul style="list-style-type: none"> • Class readers studied at Y7 and 8 deal with moral questions, such as race, homelessness, alcoholism, sexism, giving students the opportunity to produce their own writing. Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios. • Speaking and Listening discussions and 	<ul style="list-style-type: none"> • Links to history with range of texts from myths and legends to contemporary texts in childhood SOW • Links to Life+ with religious beliefs discussed, gender roles, stereotypes, relationships • Class readers studied at Y7 and 8 deal with moral questions, such as race, homelessness, stereotyping, sexism, giving students the opportunity to produce their own writing.

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		<p>morality and integrity. Social views and how these have changed and the limitations faced by people living in poverty, the inequality caused by wealth and the perception of wealth created happiness and power.</p> <ul style="list-style-type: none">• Love poetry, relationships in many forms, both positive and negative, reflection on their own views and evaluation of writers' craft.	<p>cultures are portrayed in media texts</p>	<p>debates on topical issues</p>	<p>Writing non-fiction texts such as newspaper articles, leaflets, reports and reviews help to develop students' ability to apply fiction to real life scenarios.</p>
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	Year 11	Year 10
	<i>Master/Secure</i>	<i>Embed/Develop</i>
Aims	<ul style="list-style-type: none"> • Perfect planning and writing of narrative and description • Walk through papers and constant feedback to build confidence and familiarity with all papers • Recap poems to ensure full understanding of all 	<ul style="list-style-type: none"> • Teach editing and rewriting narratives/descriptions to perfect vocab and accuracy • Answering all exam questions through rigorous planning and modelling • Analysis of all Lit texts and poems from the Anthology • Focus on gaps in knowledge and feedback from previous year group's results to amend exam plan and placing of skills taught in preparation for Year 11- may also edit how long specific skills are taught.
Core knowledge/key concepts	<ul style="list-style-type: none"> • Measure gaps in knowledge of themes, characters, scenes, chapters or poems by planning term by term for year group/class • Teach exam plan focusing on specific needs of class and by student using models and scaffolding by recapping prior approaches • Revision of both papers from both Language and Literature by interleaving skills throughout the entire year- flexibility built into each half term to support teacher planning for class by class need • Create and deliver homework revision from Jan-March to support revision of gaps measured by mock for each class using resources from non-class teacher. Build in distance learning resources where possible to limit student/staff workload vs impact. 	<ul style="list-style-type: none"> • Cover texts needed for English Literature by completing cold read and completing knowledge organisers- various approaches used to engage with text- focus being on whole plot understanding. • Secure writing skills be focusing on each paper and component separately- walk through mocks used to support and encourage students- build confidence by helping removing fear of the unknown of the paper and question types. • Secure planning of questions by using plethora of questions for class work and homework. • Use models from scripts 7+ from 2020 exams to help scaffold students in class and for homework.

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Skills and knowledge developed

- Be able comment on how both writers convey their views and summarise similarities and differences
- Draw some sound inferences and use the analysis formula and standard technical vocabulary to comment on the impact on the writer's choices.
- Systematically offer a personal opinion of each view. Comment on how the writer's choices influence your views.
- Plan and write at length, focused on the question about either a text from memory or an unseen poem. Consider 5 points of comparison in poetry (from memory and unseen) and develop a paragraph from each.
- Deploy the No Nonsense Narrative method effectively independently
- Reliably generate 4-5 ideas independently.
- Develop paragraphs using a range of strategies. Link paragraphs effectively.
- Possessive apostrophes are accurate
- Complex sentences are punctuated accurately
- Most spellings including irregular words are accurate
- Tense and agreement is secure
- Vocabulary is used with precision

These will be the same skills set foci as the year previously, but the challenge will be higher and the scaffolding more effective due to teacher expertise, tailored resources and planning being of a higher calibre. Staff CPD will focus on building skills and sharing expertise.

- Identify and explain several details presenting views in two texts. Select relevant information from two texts. Present these in organised paragraphs
- Track a text methodically, using evidence-comment to discuss examples
- Use details from a text to describe some different views expressed by a writer. Offer a personal view in response to details.
- Write about texts with some focus on the question. Generate, from memory and unseen texts, some relevant points with details as evidence. Refer to context in explanations.
- Deploy the No Nonsense Narrative method, developing character and finishing with an effective, reflective resolution
- Independently generate 4-5 ideas and develop each paragraph. Reliably write up to two pages in timed conditions
- Possessive apostrophes are accurate
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**Wider curriculum
links to
CC/SMSC/PD and
CEIAG**

- English Year 11 – Blood Brothers – historical, social and cultural context of the play
- Social development- Speaking and Listening – group discussions and presentations; drama role play and hot seating – team learning
- Romeo and Juliet- moral choices, growing up, responsibility and accountability, cause and effect of decisions and reflection.
- Anthology poetry- relationships, mental health, love, emotional turmoil,

- ‘Jekyll and Hyde’ which encourages moral thinking through the recognition of values such friendship, loyalty and the duality of human beings. Students are able to analyse character and events to explore the consequences of negative actions.
- Speaking and Listening discussions and debates on topical issues
- Blood Brothers- social class, prejudice, morality and integrity. Social views and how these have changed and the limitations faced by people living in poverty, the inequality caused by wealth and the perception of wealth created happiness and power.
- Love poetry, relationships in many forms, both positive and negative, reflection on their own views and evaluation of writers’ craft.

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