

English



KING EDWARD VI
SCHOOL LICHFIELD

Key Stage 3 - Year 7

Term One	Term Two	Term Three
Moral Consciousness	Journeys and Discoveries	Heroes and Villains
<p>Content: Reading a full novel – ‘Trash’ or ‘The Black Book of Secrets’</p> <p>Skills:</p> <ul style="list-style-type: none"> • Reading for meaning – explicit vs implicit • Analysis • Inference • Retrieval • Summary • Comprehension • Show now tell: use of verbs, adverbs, adjectives, figurative language to describe <p>SPAG:</p> <ul style="list-style-type: none"> • Capital letters • Full stops and Commas • Paragraphs • Sentence openers • Use of Connectives 	<p>Content: Transactional writing skills and rhetoric</p> <ul style="list-style-type: none"> • Choose at least 3 myths/legends to examine (Ceres and Persephone, Theseus and the Minotaur, Pandora’s box, etc.) as inspiration for creative writing • Choose at least 2 mythical style poems to examine (Medusa, the Jabberwocky, etc.) to practise and consolidate poetry skills <p>Skills:</p> <ul style="list-style-type: none"> • Persuasive writing with an introduction to PATHOS, LOGOS, ETHOS – we will cover AFORESTERSCAP in year 8 • Identifying, commenting on and also using imagery • Slow writing and writer’s craft • Comprehension • Summary <p>SPAG:</p> <ul style="list-style-type: none"> • Colons, semicolons and sentence structures 	<p>Content: An introduction to Shakespeare with a specific focus on ‘Macbeth’: Shakespearean times, Shakespeare’s theatre and analysis of extracts from ‘Macbeth’ in the resource booklet.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Reading for meaning • Understanding of dramatic techniques • Inference • Analysis of imagery/figurative language • Context • Writer’s intentions • Audience response <p>SPAG:</p> <ul style="list-style-type: none"> • Topic sentences for analysis • Discourse markers and connectives

English



KING EDWARD VI
SCHOOL LICHFIELD

Moral Consciousness	Journeys and Discoveries	Heroes and Villains
<p>Content: Continue reading ‘Trash’ or ‘The Black Book of Secrets’</p> <p>Skills:</p> <ul style="list-style-type: none"> • Reading for meaning – explicit vs implicit • Analysis • Inference • Evaluation • Comprehension • Debate (verbal) • Selecting relevant quotations • PEA paragraphs (point, evidence, analyse) <p>SPAG:</p> <ul style="list-style-type: none"> • Connectives • Sentence structures (simple, compound and complex) • Semicolon use • Comma splicing 	<p>Content:</p> <ul style="list-style-type: none"> • All poems/extracts for study are in the resource booklet • Examine examples of non-fiction travel writing from different cultures or times with a focus on how writers convey their perspective • Examine a minimum of 2 poems linked to journeys and discoveries to consolidate unseen poetry skills <p>Skills:</p> <ul style="list-style-type: none"> • PEACE paragraphs • Accountable listening • Inference • Language and structural analysis • Exploring the writer’s intentions and perspectives <p>SPAG:</p> <ul style="list-style-type: none"> • Commas to include parenthesis 	<p>Content:</p> <ul style="list-style-type: none"> • The presentation of heroes and villains in a modern context with a focus on reading skills linked to Language Paper 1, GCSE. Explore a range of modern fictional representations of heroes and villains in the extracts from the booklet with reading skills in mind. • Explore 2-3 poems from the ‘Macbeth’ booklet to recap on the concept of heroes and villains and further consolidate unseen poetry skills <p>Skills:</p> <ul style="list-style-type: none"> • Narrative writing with an introduction to Freytag’s pyramid/narrative structure • Slow writing and writer’s craft • Comprehension • Consolidation of explicit vs Implicit meaning • Language and structural analysis <p>SPAG:</p> <ul style="list-style-type: none"> • Re-cap of sentence structures • Precise use of vocabulary • Identifying word classes

English



KING EDWARD VI
SCHOOL LICHFIELD

Key Stage 3 - Year 8

Term One	Term Two	Term Three
Wealth and Poverty	Things and Otherness	Bias Viewpoints/Perspectives
<p>Content: 'Oliver Twist' by Charles Dickens and Victorian poetry and Victorian context. Poems; 'In a London Drawing Room' G. Elliot. 'London' W. Blake. 'A London Plane-tree' A. Levy</p> <p>Skills:</p> <ul style="list-style-type: none"> • Debate • Multiple analysis • Evaluation • Analysis • Comparison <p>SPAG:</p> <ul style="list-style-type: none"> • Capital letters • Commas and commas splicing 	<p>Content: 'The Merchant of Venice' by William Shakespeare</p> <p>Skills:</p> <ul style="list-style-type: none"> • Dramatic technique • Prosody • Etymology • Tier 3 vocabulary • Analysis • PEACE • Empathising • Multiple analysis <p>SPAG:</p> <ul style="list-style-type: none"> • Apostrophes 	<p>Content: 'The Curious Incident of The Dog in The Night-Time' by Mark Haddon</p> <p>Skills:</p> <ul style="list-style-type: none"> • Summary • CLA • PEACE • Analysis • Responding to questions with conceptualised topic sentences • Debate <p>SPAG:</p> <ul style="list-style-type: none"> • Word classes

English



KING EDWARD VI
SCHOOL LICHFIELD

Wealth and Poverty	Things and Otherness	Bias Viewpoints/Perspectives
<p>Content: Descriptive writing and modern poetry. Resources of settings comparing presentation of poverty and wealth. 'Blessing' I Dharker. '2 Scavenger in a Truck' L. Ferlinghetti. 'Poverty Poems - 2' N. Ezekiel</p> <p>Skills:</p> <ul style="list-style-type: none"> • Slow writing • Figurative language • Writing for impact • Show not tell <p>SPAG:</p> <ul style="list-style-type: none"> • Tenses • Colons and semi colons • Sentence construction • Paragraphing TIPTOP 	<p>Content: Gothic Fiction. Gothic/Sublime poetry 'Quieter than Snow' B. Doherty. 'The Cold Earth Slept Below' P. Shelley. 'Spellbound' E. Bronte</p> <p>Skills:</p> <ul style="list-style-type: none"> • Summary • Effect on the reader • Creating a specific tone and mood • Writing for impact <p>SPAG:</p> <ul style="list-style-type: none"> • Sentence construction • Speech/dialogue • Singular/plural 	<p>Content: 'The Curious Incident of The Dog in The Night-Time' by Mark Haddon</p> <p>Skills:</p> <ul style="list-style-type: none"> • Standard English • Controlled talk <p>SPAG:</p> <ul style="list-style-type: none"> • Brackets and dashes • Sentence construction – experimenting with different sentence types • Topic sentences



English

Key Stage 3 - Year 9

Term One	Term Two	Term Three
<ul style="list-style-type: none">• Introduction to setting and context• Reading the text and examining characterisation, language choices, themes and setting• Continue reading the text and examining the author's use of structure, characterisation, language choices, themes and setting• Focusing on persuasive and argument writing skills with a focus on: rhetoric and the use of persuasive devices to generate ethos, pathos and logos, formal letter conventions, structuring an argument, using connectives, topic sentences and the use of punctuation and sentence construction to create deliberate effects• Focusing on creative writing skills with a focus on: imagery, a range of descriptive and narrative devices, vocabulary choices, introducing settings and characters and the use of punctuation and sentence construction to create deliberate effects	<ul style="list-style-type: none">• An introduction to the Gothic/gothic conventions• Studying a range of both modern and 19th century gothic extracts to examine how the writers create effects on the reader. This should cover: the writers' use of gothic conventions, vocabulary choices, imagery, sentence construction, tone, structural choices and a range of devices from each extract• Introduction to Romeo and Juliet and Elizabethan context – watch the play and summarise the plot• Focusing on the main plot points, the 5 acts, the structure of the play and examining and annotating key extracts• Focusing on key extracts and on Shakespeare's use of characterisation, creating character profiles and analysing key extracts/quotations• Focusing on the main themes in the play and exploding key quotations that are linked to these themes	<ul style="list-style-type: none">• Focusing on images from the play and teaching a range of descriptive writing skills with a focus on sensory writing, writing to show and not tell, creating mood and atmosphere• Practising and consolidating descriptive skills with a focus on sentence structures, sentence openers and ambitious vocabulary and punctuation• Introduction to the theme of Power and Conflict, a re-cap on poetic devices and an introduction to war poetry.• Reading and annotating the poems: Charge of The Light Brigade focusing on context, the way conflict is presented and the effect on the reader of Tennyson's use of: tone, imagery, poetic devices and structure• Storm on the Island – Same as above• Bayonet Charge – Same focus as above• Exposure – Same focus as above• Poppies– Same focus as above• Kamikaze - Same focus as above• Consolidation tasks linking the themes in the poems that have been studied