

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 – ‘Trash’ or ‘The Black Book of Secrets’</p> <p>Skills:</p> <ul style="list-style-type: none"> • Reading for meaning: comprehension, inference, explicit/implicit • Summary • Analysis • PEA paragraphs (point, evidence, analyse) • Persuasive methods • Transactional writing skills (leaflet) <p>SPAG:</p> <ul style="list-style-type: none"> • Capital letters • Full stops 	<p>Content: Descriptive skills inspired by myth/legend poetry.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Studying poetry linked to myths and legends to use as inspiration for creative writing • Descriptive writing/show not tell • Figurative language methods/imagery • Slow writing (whole class model/s using I DO, WE DO, YOU DO) • Varying sentence openers <p>SPAG:</p> <ul style="list-style-type: none"> • Clauses (independent and dependent) • Paragraphs (TIPTOP) Inc. using them for effect i.e. by varying their sizes 	<p>Content: An introduction to Shakespeare with a specific focus on ‘Macbeth’: Shakespearean times, Shakespeare’s theatre and analysis of extracts from ‘Macbeth’.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Reading for meaning • Analysis of imagery • Understanding of dramatic techniques (soliloquy and use of asides) • PEACE paragraphs with a focus on context • Writer’s intentions • Audience response (modern and contemporary) <p>SPAG:</p> <ul style="list-style-type: none"> • Topic sentences • Discourse markers • Connectives for analysis

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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• Analysis• Reader response (introduction to the 'effect' on a reader)• Selecting relevant quotations• PEAE paragraphs (point, evidence, analyse, effect) <p>SPAG:</p> <ul style="list-style-type: none">• Semicolons• Colons	<p>Content: Travel writing and exploring writers' perspectives.</p> <ul style="list-style-type: none">• Examine examples of non-fiction travel writing from different cultures or times with a focus on how writers convey their perspective <p>Skills:</p> <ul style="list-style-type: none">• Fiction vs non-fiction• VEE paragraphs (Viewpoint, evidence, explain)• Exploring writers' intentions and perspectives• Reading for meaning• Selecting relevant quotations <p>SPAG:</p> <ul style="list-style-type: none">• Commas to include parenthesis	<p>Content: Exploring modern heroes and villains linked to Language Paper 1 skills with a focus on evaluation (Q4).</p> <p>Skills:</p> <ul style="list-style-type: none">• Speaking and listening• Evaluation• Reading for meaning <p>SPAG:</p> <ul style="list-style-type: none">• Recap previously taught concepts

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Key Stage 3 - Year 8

Term One	Term Two	Term Three
Humanity and Nature	Things and Otherness	Bias Viewpoints/Perspectives
<p>Content: Analysis of nature and humanity-themed poetry.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Unseen poetry skills: poetic methods and analysis • PEACE skills with a focus on context as 'big ideas' not just historical information • Annotation • CLA (close language analysis) and connotations of keywords • Figurative language including extended metaphor <p>SPAG:</p> <ul style="list-style-type: none"> • Capital letters • Full stops 	<p>Content: 'The Merchant of Venice' by William Shakespeare – transactional writing (speech) and rhetoric skills.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Prosody • Introduction to rhetoric – logos, ethos, pathos • Counterarguments • Annotation • CLA and connotations of keywords <p>SPAG:</p> <ul style="list-style-type: none"> • Discourse markers to support the structure and flow of writing 	<p>Content: Reading 'The Curious Incident of The Dog in The Night-Time' by Mark Haddon with a focus on evaluation skills.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Reading for meaning: comprehension, inference, explicit/implicit • Evaluation: what is it? How do we evaluate statements linked to the text? • Writer's intentions • Analysis • Effect on the reader • Selecting relevant quotations • Responding to questions with clear topic sentences <p>SPAG:</p> <ul style="list-style-type: none"> • Recap concepts

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Humanity and Nature	Things and Otherness	Bias Viewpoints/Perspectives
<p>Content: Narrative writing using Victorian fairytales as inspiration.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Narrative structure: Freytag’s pyramid (students need to know the whole pyramid but will only use ½ to help them plan and write their stories) • Narrative perspective • Allegory/symbolism • Planning and writing a successful narrative in timed conditions • Plot and characterisation <p>SPAG:</p> <ul style="list-style-type: none"> • Speech/Dialogue • Singular/plural tense • Paragraphs and punctuation for impact 	<p>Content: Descriptive writing inspired by Gothic fiction and analysis of Gothic fiction.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Using ambitious vocabulary for effect (use the glossary task in the booklet to support this) • Sentence openers • Show not tell • Writer’s craft: creating a specific mood, tone and atmosphere • PEACE • CLA and connotations <p>SPAG:</p> <ul style="list-style-type: none"> • Recap clauses (main and subordinate) • Verbs, adjectives and adverbs for effect. 	<p>Content: Finish reading 'The Curious Incident of The Dog in The Night-Time' and transactional writing (formal letter).</p> <p>Skills:</p> <ul style="list-style-type: none"> • Formal vs informal writing • Transactional writing skills: formal letter layout and conventions • Perspective: what is it? How can we write from Christopher’s perspective? What is the impact of this? • Reading for meaning • Retrieval • Summary • Analysis <p>SPAG:</p> <ul style="list-style-type: none"> • Brackets and dashes for parenthesis • Experimenting with different sentence types (single clause/multiclause) for impact



English

Key Stage 3 - Year 9

Term One	Term Two	Term Three
<p>The Human Condition and What Humans are Capable of</p>	<p>Power, Conflict and Resolution</p>	<p>Power, Conflict and Resolution</p>
<p>Content: Study of the modern novel focusing on developing analysis skills and evaluation skills. Novels taught include: Hunger Games, Animal Farm, Noughts & Crosse.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Comprehension & Implicit/ Explicit Meaning • Inference • Analysis • Empathy skills • CLA • AO3- impact of context • Annotation • Consideration of writer’s message • Setting/ Character focus • Responding to a text in a perspective & conceptual manner <p>SPAG:</p> <ul style="list-style-type: none"> • Apostrophes • Conceptualised Topic Sentences 	<p>Content: For the Love of English: a module that encourages a love of the subject covering a range of extracts from prose, plays, fiction, non-fiction etc from a range of time periods that link to the nature of the human condition.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Consideration of writer viewpoint • Prosody • Inference / Analysis / CLA • Using references effectively • Dramatic devices • Vocabulary development <p>SPAG:</p> <ul style="list-style-type: none"> • Clauses • Conscious crafting 	<p>Content: Anthology poetry continues.</p> <p>POEMS:</p> <ul style="list-style-type: none"> • Storm on the Island • Remains <p>Skills:</p> <ul style="list-style-type: none"> • Annotating • Inference/ Analysis • Implicit and Explicit meaning • CLA • PEACE • Conceptualised topic sentences • Consideration of writer intention and writer craft <p>SPAG:</p> <ul style="list-style-type: none"> • Recap concepts

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The Human Condition and What Humans are Capable of	Power, Conflict and Resolution	Power, Conflict and Resolution
<p>Content: Transactional Writing with a focus on articles – linked to humans, humanity and what we’re capable of (both for good and bad)</p> <p>Skills:</p> <ul style="list-style-type: none"> • Rhetoric • Slow writing • Conscious crafting • Creating mood and tone • Impacting on an audience • Experimenting with vocabulary and devices for effect <p>SPAG:</p> <ul style="list-style-type: none"> • Parenthesis • Colons and semi colons • Controlled writing 	<p>Content: Anthology poetry. War poems covered with a focus on annotation and analysis.</p> <p>POEMS:</p> <ul style="list-style-type: none"> • Charge of the Light Brigade • Bayonet Charge • Kamikaze • Poppies <p>Skills:</p> <ul style="list-style-type: none"> • Annotating • Inference/ Analysis/ Implicit and Explicit meaning • CLA • PEACE • Conceptualised topic sentences • Consideration of writer intention and writer craft <p>SPAG:</p> <ul style="list-style-type: none"> • Conceptual topic sentences 	<p>Content: Romeo and Juliet. Focus on understanding of plot, character and theme building to a piece of descriptive writing inspired by an image from the play.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Appreciating context • Controlled writing • Sentence crafting • Cyclical structures • Linguistic devices and vocabulary for effect • Sentence openers • Writing to craft tone/ mood <p>SPAG:</p> <ul style="list-style-type: none"> • Brackets and dashes for parenthesis • Experimenting with different sentence types (single clause/multiclaue) for impact