## English Curriculum Overview 2023 / 2024



蘮 - Identity



Year 7 (4 lessons: 2 r, 1 w, 1 AR)	Year 8 Year 8 (4 lessons: 2 r, 1 w, 1 AR)	Y9 (4 lessons: 2 lit, 1 w, 1 r)	Thematic curriculum links				
"Rooftoppers"	Tragic Heroes/battle speeches	'The Hate u give' 🍄	Crime and Conflict: Shakespearean conflict in both the Year 7 play and Tragic heroes. Linked to modern conflict in the American novel and non-fiction.				
"Poetry- theme of Identity/Language 🍈 diversity"	'The Breadwinner'	Poetry from different cultures/Non-fiction reading	Different cultures: Exploring European culture in Year 7, through to Asian culture in Year 8 and a range in Year 9.				
Romeo and Juliet	'Blood Brothers' /	Shakespeare: 'Twelfth Night/ 🏠 Media	<b>Identity:</b> Exploring the theme through dialect and poetry in Year 7; links to class in Year 8 and gender/class in Y9.				
Year 10 Language	Year 10 Literature	Year 11 Language	Year 11 Literature	Thematic curriculum links			
Modern Society (Paper 1 & 2 skills) 👘 🤀 Writing Skills (gender)	'Power and Conflict poetry	Paper 1 Revision	'Macbeth' & Sign of Four	Identity: Supporting KS3 the play 'AIC' and some of the poems explore identity. Non-fiction texts linked too			
World Literature Crime: Non fiction reading	An Inspector Calls	Paper 2 Revision	Paper 2 Revision	Other cultures: We explore a range of texts from around the world in Language and poems in Literature.			
Crime: Non fiction writing. Spoken Presentations	Macbeth	Both papers revision	Both papers revision	Crime and Conflict: The Crime unit links to themes in KS3 texts; as do the Literature texts across the course.			

# English In-depth Curriculum Plan

### **The English Curriculum**

The English curriculum is mapped across five years and developed in conjunction with schools across the Redhill Academy Trust. We deliver schemes of work that are differentiated at a detailed level to ensure that we tailor all learning to pupil ability. There is an expectation that students will use language routinely in lessons to develop fluency in terminology. In addition, students will build on prior knowledge whilst regularly revisiting key Literacy strands and applying critical skills to new contexts to ensure learning is secure in the spirit of a 'thematic' curriculum. We have three strands running through our curriculum offer alongside the examination specifications at KS4/KS5. We aim to provide a selection of contexts in which student learning is engaging and relevant to young people whilst also setting linguistic understanding in reallife situations. We also ensure that all students receive opportunities to participate in curriculum enrichment activities at appropriate points, enhancing their English learning experiences.

### **Curriculum Intent**

#### The intent of our English curriculum is to develop learners who:

- Become passionate English students;
- Develop into resilient, independent learners;
- Have a strong awareness of the way English fits into everyday life and can apply it to real-life situations; • Have a sound understanding of English techniques and terminology, which includes the ability to apply them in new contexts;
- an understanding of diversity through Literature. English learning;

### **Extra-Curricular**

The English faculty offers various extra-curricular offerings including: creative writing club; revision sessions for Years 11-13; participation in the poetry reading competition and trips to University, theatres and access to guest lectures.



• Are inquisitive, having developed an understanding of how English links to both modern society and history. Gain 'cultural capital' and • Possess the ability to progress readily to the next stage of their

• Can write accurately, for different audiences and purposes.

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• • • • • • • • • • • • • • • • • • •	Subject	English Languag	e	Year Group:	11			
						Dath namen and island	Churches Language	
	Unit/Topic	Paper 1 revision	Paper 1 revision	Paper 2 revision	Paper 2 revision	Both papers revision	Study Leave	
		(Section A)	(Section B)	(Section A)	(Section B)			
	Skills	Inference; close	Vocabulary selection;	Inference; close	Vocabulary selection;	See left.		
		analysis and	writing for an	analysis and	writing for an			
•••••		evaluation.	audience; technical	evaluation.	audience; technical			
			accuracy.		accuracy.			
	Knowledge	Features of different		Features of different		See left.		
•••••	Knowledge		Different writing	-	Different writing	See left.		
		fiction genres.	styles.	fiction genres.	styles.			
		Writer's linguistic and		Writer's linguistic and				· · · · · · · · · · · · · · · · · · ·
•••••		structural techniques.		structural techniques.				
	Recall/review from			Applying knowledge	Knowledge of writing	See left.		
• • • • • • • • • • • • • • •	previous learning	Applying knowledge	Knowledge of writing	of	styles and grammar.			
• • • • • • • • • • • • • • • •		of	styles and grammar.	language/structural	-,			
		language/structural	styles and grannan	techniques.				· · · · · · · · · · · · · · · · · · ·
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••••••••••••••••••••••••••••••••••••••	•	techniques.	-			a 1.6		
	Assessment	Formative	Formative	Formative	Formative	See left.		
		assessment – past	assessment – past	assessment – past	assessment – past			
		GCSE questions	GCSE questions	GCSE questions	GCSE questions			· · · · · · · · · · · · · · · · · · ·
		In class questioning	In class questioning	In class questioning	In class questioning			
		Literacy – extended	Literacy – extended	Literacy – extended	Literacy – extended			
		writing tasks.	writing tasks.	writing tasks.	writing tasks.			· · · · · · · · · · · · · · · · · · ·
•••••		Self and peer	Self and peer	Self and peer	Self and peer			
		assessment.	assessment.	assessment.	assessment.			
	Cultural Capital,	Cultures associated	Cultures associated	Cultures associated	Cultures associated	Cultures associated		· · · · · · · · · · · · · ·
	Equality, Diversity	with material	with material	with material	with material	with material		· · · · · · · · · · · · · · · · · · ·
•••••	Inclusion	production.	production.	production.	production.	production.		
	Literacy/Numeracy	Literacy – extended	Literacy – extended	Literacy – extended	Literacy – extended	See left		
		writing assessments,	writing assessments,	writing assessments,	writing assessments,			· · · · · · · · · · · · · · · ·
		-	-	-	-			· · · · · · · · · · · · · · · · · · ·
		describe and explain	describe and explain	describe and explain	describe and explain			
		work.	work.	work.	work.			
				Numeracy through	Numeracy through			
•••••				statistics in writing	statistics in writing			
				tasks.	tasks.			

•	Subject	English Literature		Year Group:	11	-	
•	Unit/Topic	'Macbeth' and 'The Sign of Four'	'Macbeth' and 'The Sign of Four'	'An Inspector calls'; poetry and Un-seen	'An Inspector calls'; poetry and Un-seen	5 Both papers revision	6 Study Leave
•	Skills	Inference, close analysis, memory and applying knowledge.	Inference, close analysis, memory and applying knowledge.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation.	See left	
•	Knowledge	Plot, themes, characters, methods, context, writer's ideas.	See left				
•	Recall/review from previous learning	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	Re-cap the plot/characters/themes/ methods/context/ Universal ideas	See left	
	Assessment	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	See left	
•	Cultural Capital, Equality, Diversity Inclusion	Canonical writers; Themes such as love, gender, crime.	See left				
	Literacy/Numeracy	SPAG marks awarded. Extended writing needed.	See left				

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Subject	ect English Language		Year Group: 10			
Unit/Topic	Modern Society	Spoken presentations	Paper 2 (Section A)	Paper 2 (Section B)	Literature from around the world	Writing skills (Gender)
Skills	Inference; close analysis and evaluation.	Planning, vocabulary, prosody, delivery.	Inference; close analysis and evaluation.	Vocabulary selection; writing for an audience; technical accuracy.	Inference; close analysis and evaluation.	Vocabulary selection; writing for an audience; technical accuracy.
Knowledge	Features of different fiction genres. Writer's linguistic and structural techniques.	Features of spoken presentations.	Features of different fiction genres. Writer's linguistic and structural techniques.	Different writing styles.	Features of different fiction genres. Writer's linguistic and structural techniques.	Different writing styles.
Recall/review from previous learning	Applying knowledge of language/structural techniques.	Apply knowledge of oracy.	Applying knowledge of language/structural techniques.	Knowledge of writing styles and grammar.	Applying knowledge of language/structural techniques.	Knowledge of writing styles and grammar.
Assessment	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formal presentation and questioning.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.	Formative assessment – past GCSE questions In class questioning Literacy – extended writing tasks. Self and peer assessment.
Cultural Capital, Equality, Diversity Inclusion	Cultures associated with material production.	Own cultural identity identified through choice of topics.	Cultures associated with material production.	Cultures associated with material production.	Cultures associated with material production.	Cultures associated with material production.
Literacy/Numeracy	Literacy – extended writing assessments, describe and explain work.	Spoken literacy.	Literacy – extended writing assessments, describe and explain work.	Literacy – extended writing assessments, describe and explain work. Numeracy through statistics in writing tasks.	Literacy – extended writing assessments, describe and explain work.	Literacy – extended writing assessments, describe and explain work. Numeracy through statistics in writing tasks.

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Subject	English Literature		Year Group:	10			
Unit/Topic	'An Inspector calls'	'An Inspector calls'	Power and Conflict poetry	Power and Conflict Poetry	'The Sign of Four'	'The Sign of Four'	
Skills	Inference, close analysis, memory and applying knowledge.	Inference, close analysis, memory and applying knowledge.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation.				
Knowledge	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas					
Recall/review from previous learning	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas						
Assessment	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	Formative assessment in the style of GCSE past questions half termly. Low stake quizzes and questioning daily.	
Cultural Capital, Equality, Diversity Inclusion	Canonical writers; Themes such as love, gender, crime; family.	Canonical writers; Themes such as love, gender, crime.	Canonical writers; Themes such as love, gender, crime; identity.	Canonical writers; Themes such as love, gender, crime; identity.	Canonical writers; Themes such as love, gender, crime; different cultures.	Canonical writers; Themes such as love, gender, crime; different cultures.	
Literacy/Numera cy	SPAG marks awarded. Extended writing needed.						

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Subject	English		Year Group:	9		
Unit/Topic	'The Hate U give'	'The Hate U give'	Poetry from different cultures	Poetry from different cultures	'Twelfth Night'	'Twelfth Night'
Skills	Inference, close analysis, memory and applying knowledge. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Evaluation. Writing styles and accuracy.
Knowledge	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's idea
Recall/review from previous learning	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/them s/ methods/context/ Universal ideas
Assessment	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes an questioning daily.
Cultural Capital, Equality, Diversity Inclusion	Themes such as love, gender, crime; family.	Themes such as love, gender, crime.	Canonical writers; Themes such as love, gender, crime; identity; culture.	Canonical writers; Themes such as love, gender, crime; identity; culture.	Canonical writers; Themes such as love, gender, crime.	Canonical writers; Themes such as love, gender, crime.
Literacy/Numera cy	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded Extended writing needed. Inference/de-coding skills.

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	Subject	English		Year Group:	8		
	Unit/Topic	'Tragic Heroes'	'Oracy and speeches'	'The Breadwinner'	'The Breadwinner'	'Blood Brothers'	'Blood Brothers'
	Skills	Inference, close	Planning, vocabulary,	Inference, close	Inference, close	Inference, close	Inference, close
		analysis,	prosody, delivery.	analysis,	analysis,	analysis,	analysis,
		memory and applying		memory and applying	memory and applying	memory and applying	memory and applying
		knowledge.		knowledge.	knowledge.	knowledge.	knowledge.
••••••		Writing styles and		Comparison.	Comparison.	Evaluation.	Evaluation.
		accuracy.		Evaluation.	Evaluation.	Writing styles and	Writing styles and
		,-		Writing styles and	Writing styles and	accuracy.	accuracy.
				accuracy.	accuracy.	doodraoji	decardey
	Knowledge	Plot, themes,	Features of spoken	Plot, themes,	Plot, themes,	Plot, themes,	Plot, themes,
	Kilowicuge	characters, methods,	presentations.	characters, methods,	characters, methods,	characters, methods,	characters, methods,
		context, writer's ideas.	presentations.	context, writer's ideas.	context, writer's ideas.	context, writer's ideas.	context, writer's ideas.
		context, writer 5 lucus.		context, writer 5 lucus.	context, writer 5 lucus.	context, writer 5 lucus.	context, writer 5 locus.
•••••	Recall/review	Re-cap the	Apply knowledge of	Re-cap the	Re-cap the	Re-cap the	Re-cap the
• • • • • • • • • • • • • • • • • • •	from previous	plot/characters/theme		plot/characters/theme	plot/characters/theme	plot/characters/theme	plot/characters/theme
		plot/characters/theme	oracy.	plot/characters/theme		pior/characters/theme	•
	learning	S/		S/	s/	S/	s/
		methods/context/		methods/context/	methods/context/	methods/context/	methods/context/
•••••	•	Universal ideas	<b>F</b> 1	Universal ideas	Universal ideas	Universal ideas	Universal ideas
	Assessment	Formative assessment	Formal presentation	Formative assessment	Formative assessment	Formative assessment	Formative assessment
		testing	and questioning.	testing	testing	testing	testing
		reading/writing half		reading/writing half	reading/writing half	reading/writing half	reading/writing half
		termly.		termly.	termly.	termly.	termly.
		Low stake quizzes and		Low stake quizzes and			
		questioning daily.		questioning daily.	questioning daily.	questioning daily.	questioning daily.
	Cultural Capital,	Themes such as love,	Own cultural identity	Themes such as love,	Canonical writers;	Canonical writers;	Canonical writers;
	Equality,	gender, crime; death	identified through	gender, crime;	Themes such as love,	Themes such as love,	Themes such as love,
	Diversity	and society.	choice of topics.	identity; different	gender, crime;	gender, crime, society	gender, crime; society
	Inclusion	Canonical writer.		cultures.	identity; different	and family.	and family.
					culture.		
	Literacy/Numera	SPAG marks awarded.	Spoken literacy.	SPAG marks awarded.	SPAG marks awarded.	SPAG marks awarded.	SPAG marks awarded.
	cy	Extended writing		Extended writing	Extended writing	Extended writing	Extended writing
		needed.		needed.	needed.	needed.	needed.
••••••••		Inference/de-coding		Inference/de-coding	Inference/de-coding	Inference/de-coding	Inference/de-coding
		skills.		skills.	skills.	skills.	skills.
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Subject	English		Year Group:	8			
Unit/Topic Skills	'Tragic Heroes''Oracy and speeches'Inference, close analysis, memory and applying knowledge. 		'The Breadwinner' Inference, close analysis, memory and applying knowledge. Comparison. Evaluation. Writing styles and accuracy.	'The Breadwinner' Inference, close analysis, memory and applying knowledge. Comparison. Evaluation. Writing styles and accuracy.	'Blood Brothers' Inference, close analysis, memory and applying knowledge. Evaluation. Writing styles and accuracy.	'Blood Brothers' Inference, close analysis, memory and applying knowledge. Evaluation. Writing styles and accuracy.	
Knowledge	Plot, themes, characters, methods, context, writer's ideas.	Features of spoken presentations.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	
Recall/review from previous learning	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Apply knowledge of oracy.	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	
Assessment	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formal presentation and questioning.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	
Cultural Capital, Equality, Diversity Inclusion	Themes such as love, gender, crime; death and society. Canonical writer.	Own cultural identity identified through choice of topics.	Themes such as love, gender, crime; identity; different cultures.	Canonical writers; Themes such as love, gender, crime; identity; different culture.	Canonical writers; Themes such as love, gender, crime, society and family.	Canonical writers; Themes such as love, gender, crime; society and family.	
Literacy/Numera cy	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	Spoken literacy.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	

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• • • • • • • • • • • •	Subject	English		Year Group:	7		
• • • • • • • • • • • • • •	Unit/Topic	'Rooftoppers'	'Rooftoppers'	Poetry theme of identity	Poetry themes of identity	'Romeo and Juliet'	'Romeo and Juliet'
• •	Skills	Inference, close analysis, memory and applying knowledge. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Comparison. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Evaluation. Writing styles and accuracy.	Inference, close analysis, memory and applying knowledge. Evaluation. Writing styles and accuracy.
• •	Knowledge	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.	Plot, themes, characters, methods, context, writer's ideas.
• •	Recall/review from previous learning	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas	Re-cap the plot/characters/theme s/ methods/context/ Universal ideas
	Assessment	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.	Formative assessment testing reading/writing half termly. Low stake quizzes and questioning daily.
	Cultural Capital, Equality, Diversity Inclusion	Themes such as love, gender, crime; family.	Themes such as love, gender, crime.	Canonical writers; Themes such as love, gender, crime; identity; culture.	Canonical writers; Themes such as love, gender, crime; identity; culture.	Canonical writers; Themes such as love, gender, crime.	Canonical writers; Themes such as love, gender, crime.
	Literacy/Numera cy	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.	SPAG marks awarded. Extended writing needed. Inference/de-coding skills.

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