



# Curriculum Information 2017-18

## ENGLISH

### 1. Key Stage 3

| English KS3 Topics |   |  |   | [Staff Contact: Ms Simmons]       |   |                                |
|--------------------|---|--|---|-----------------------------------|---|--------------------------------|
|                    | Topic 1                                   | Topic 2                                    | Topic 3   | Topic 4                           | Topic 5                                       | Topic 6                        |
| <b>Year 7</b>      | <i>Novel</i><br><i>Private Peaceful</i>   | <i>Poetry</i><br><i>Ballads</i>            | <i>Shakespeare</i><br><i>The Globe Trip</i>                               | <i>Subverted Fairy Tales</i>      | <i>Fiction Extracts</i>                       | <i>Novel</i><br><i>various</i> |
| <b>Year 8</b>      | <i>Novel</i><br><i>Animal Farm</i>        | <i>Poetry</i><br><i>Different Cultures</i> | <i>Short Stories</i><br><i>The Landlady</i><br><i>Whole Town Sleeping</i> | <i>Novel</i><br><i>Stone Cold</i> | <i>Fiction Extracts</i><br><i>Exam skills</i> | <i>Novel</i><br><i>various</i> |
| <b>Year 9</b>      | <i>Novels</i><br><i>Lord of the Flies</i> | <i>War Poetry</i>                          | <i>Shakespeare</i><br><i>A Midsummer Night's Dream</i>                    | <i>Non-Fiction</i>                | <i>Language Paper 2 Skills</i>                | <i>Of Mice and Men</i>         |

### English Assessment at Key Stage 3:

In English, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

| Term          | Year 7   | Year 8   | Year 9  |
|---------------|--|--|---|
| <b>Autumn</b> | <ul style="list-style-type: none"> <li>A study of <i>Private Peaceful</i> and <i>Ballads</i>.</li> <li>A creative writing response to an image.</li> </ul>   | <ul style="list-style-type: none"> <li>A study of <i>Animal Farm</i> and poetry from different cultures</li> <li>Writing to argue</li> </ul>         | <ul style="list-style-type: none"> <li>A creative writing response to an image.</li> <li>A study of <i>Lord of the Flies</i> and war poetry</li> </ul>                          |
| <b>Spring</b> | <ul style="list-style-type: none"> <li>A study of <i>Much Ado about Nothing</i></li> <li>A creative writing response to an image.</li> </ul>   | <ul style="list-style-type: none"> <li>Evaluating how tension is built in a short story</li> <li>A textual analysis of <i>Stone Cold</i>.</li> </ul> | <ul style="list-style-type: none"> <li>An analysis of <i>Much Ado About Nothing</i></li> <li>Language paper 2 skills</li> </ul>   |
| <b>Summer</b> | <ul style="list-style-type: none"> <li>Analysis of fiction extracts in preparation for the end-of-year assessment</li> <li>A study of a novel (various)</li> <li>End of Year Exams: 15-29.06.18</li> </ul> | <ul style="list-style-type: none"> <li>A study of short stories</li> <li>Writing to argue</li> <li>End of Year Exams: 15-29.06.18</li> </ul>         | <ul style="list-style-type: none"> <li><i>Of Mice and Men</i></li> <li>Analysis of fiction extracts based on language</li> <li>End of Year Exams: 11-22.06.18paper 2</li> </ul> |



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| KS3 Keywords and Subject Specific Vocabulary |  |  |   |   |   |  |   |  |  | English   |
|--|--|--|---|---|---|--|---|--|--|---|
|  | Key words  |  |   |   |   | Commonly misspelt words and homophones   |   |  |  |   |
| <b>Year 7</b>                                | Adjectives<br>Alliteration<br>Article<br>Describe<br>Description                                 | Concise                                      | Emotive<br>Exclamation<br>Genre<br>Language<br>Metaphors  | Imagery   | Narrator<br>Onomatopoeia<br>Personification<br>Similes  | Repetition   | To/too/two<br>Male/mail<br>Weak/week<br>So/sew/sow<br>No/know<br>Leak/leak<br>By/bye/buy<br>Paw/poor<br>Tail/tale | Pore/poor<br>Bean/bean<br>Vain/vane<br>Bored/board<br>Through/threw<br>New/knew<br>There/their/they're<br>Where/wear<br>Our/are  | Piece/peace<br>Aloud/allowed<br>Flour/flower<br>/sight<br>Key/quay<br>Check/cheque<br>Weather/whether<br>Serial/cereal | Site  |
| <b>Year 8</b>                                | Sentence<br>question<br>Exaggeration<br>Anecdote<br>Rhyme<br>Punctuation<br>Infer<br>Connectives | Rhetorical<br><br><br>Rhythm<br><br>Language | Heading<br>Sub-heading<br>Bullet points<br>Text box<br>Image<br>Colour<br>Font<br>Paragraph<br>Column<br>Inform | Explain<br>Argue<br>Advise<br>Identify<br>Form                  | Describe<br>Persuade<br>Compare<br>Suggest<br>Structure | Choice<br>Really<br>Believe<br>Different<br>Government   | Sincerely<br>Develop<br>Because   | Business<br>Knowledge<br>Professional<br>Encourage<br>Necessary<br>Address<br>Library  | Accommodation<br>Integrate<br>Describe<br>Interesting<br>Which   | Particular<br>Grammar<br>Beginning  |
| <b>Year 9</b>                                | First person<br>person<br>Third person<br>Narrative<br>Viewpoint<br>Omniscient<br>Hyperbole      | Second                                       | Dialogue<br>Imagery<br>Monologue<br>Soliloquy<br>Embedded clause<br>Anecdotes                                   | Fluency<br>Facts<br>Statistics<br>Skim<br>Narrator<br>Narrative |   | Accommodate<br>Acknowledge<br>Acquire<br>Aggravate<br>Appropriate<br>Business<br>Conscious<br>Correspondence<br>Colleagues<br>Commemorate<br>Compatible<br>Comparative<br>Corroborate<br>Courteous<br>Disappoint | Because   | Desperate<br>Disastrous<br>Dissatisfied<br>Especially<br>Exception<br>Embarrass<br>Erroneous<br>Essential<br>Fascinate<br>Feasible<br>Friends<br>Incidentally<br>Indispensable | Efficient<br><br><br>Foreign<br>Illiterate   | Irrelevant<br>Irreparable<br>Irresistible<br>Immediately<br>Liaison<br>Manoeuvre<br>Miniature<br>Negotiable<br>Necessary<br>Occasion<br>Occasional<br>Occurrence<br>Parallel<br>Separate<br>Unconscious<br>Unparalleled |



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| <b>KS3 How to support your son at home</b>  |  |   | <b>English</b>  |
|---|--|---|---|
| What sorts of independent work/homework will he get?  | How much help should you give him?   | What are the top three tips for supporting independent learning?  | Useful resources and links  |
| <p>A range of different extended writing activities, e.g. diary tasks, letters, reviews, etc. This will also involve redrafting and improvement work</p> <p>Independent reading of a range of different texts</p> <p>Research into key themes and areas</p> | <p>It would be helpful if parents check that the HW is done and that it is done to a good standard and length</p> <p>It is also helpful if parents can proof read and support with spelling, punctuation and grammar</p> | <ol style="list-style-type: none"> <li>1. Encourage reading – reading at an appropriately challenge level; reading at least 3 times a week.</li> <li>2. Talk to your son about the HW and share your ideas or knowledge about the topic.</li> <li>3. Ask your son to read his written work out loud to check that it makes sense and to check the SPG.</li> </ol> | <p>The following websites are useful ones for supporting English from home</p> <p><a href="http://www.lovereading.com">www.lovereading.com</a></p> <p><a href="http://www.parentsintouch.co.uk">www.parentsintouch.co.uk</a></p> <p><a href="http://www.funenglishgames.com">www.funenglishgames.com</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/z3kw2hv">http://www.bbc.co.uk/education/subjects/z3kw2hv</a></p> <p>CGP also do a range of English Year 7-9 Workbooks – please see the link below for more details</p> <p><a href="http://www.cgpbooks.co.uk">www.cgpbooks.co.uk</a></p> |

## 2. Key Stage 4

| <b>English KS4 Topics</b> |                                   |                                     |  |   |         | <b>[Staff Contact: Mr Lamb]</b> |
|---------------------------|-----------------------------------|-------------------------------------|--|---|---------|---------------------------------|
|                           | Topic 1                           | Topic 2                             | Topic 3  | Topic 4                                       | Topic 5 | Topic 6                         |
| Year 10                   | A Christmas Carol                 | Language Paper 1                    | Macbeth  | Language Paper 2                              | Poetry  | Language Paper 2                |
| Year 11                   | Poetry (Inspector Calls Revision) | Language Paper 2 (Macbeth Revision) | A Christmas Carol (Revise)<br>Language Paper 1 | Macbeth (Revise)<br>Language Paper 2 (Revise) |         |                                 |



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| <b>KS4 How to support your son at home</b>  |   |   | <b>English</b> |
|---|---|---|----------------|
| What sorts of independent work / Homework will he get?  | How you can help  | Useful resources and links  |                |
| <ul style="list-style-type: none"> <li>Exam style questions</li> <li>Independent research questions</li> <li>Wider reading tasks – reading around the texts to secure a higher grade</li> </ul> | <p>Purchase / download full copies of both the texts and the accompanying revision guides.</p> <p>Ensure your son is revising for at least two hours per week – especially in terms of memorising key quotations</p> <p>Ensure your son is consistently reading a range of challenging texts.</p> | <p>GCSE Bitesize<br/>Mr Bruff YouTube videos<br/>AQA GCSE Language and Literature past papers</p> |                |

### ENGLISH Assessment at Key Stage 4:

| Term          | Year 10                                       | Year 11                                       |
|---------------|---|---|
| <b>Autumn</b> | <i>A Christmas Carol</i> and Language Paper 1 | Literature Paper 2 and Language Paper 2       |
| <b>Spring</b> | <i>Macbeth</i> and Language Paper 2           | <i>A Christmas Carol</i> and Language Paper 1 |
| <b>Summer</b> | Pre-public exams: 09-20.07.18                 | Literature paper 2 and language paper 1       |

### 3. English Assessment Criteria (KS3 and 4)

| <b>STEPS to Success Criteria</b> |   |   |  | <b>English</b> |
|----------------------------------|---|---|--|----------------|
| Strand                           | A student working at Steps 1-2 can  | A student working at Steps 4-5 can  | A student working at Steps 8-9 can   |                |
| <b>Reading</b>                   | <ul style="list-style-type: none"> <li>use a range of strategies to help them read</li> </ul> | <ul style="list-style-type: none"> <li>consistently engage with writers' ideas</li> </ul> | <ul style="list-style-type: none"> <li>read a demanding range of texts from different</li> </ul> |                |



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|                       |  |   |  |
|-----------------------|--|---|--|
|                       | <p>fluently and accurately</p> <ul style="list-style-type: none"> <li>• use the alphabet to locate texts and find information</li> <li>• show some understanding of writers' ideas</li> <li>• show awareness of obvious features of language</li> <li>• identify simple literary methods</li> <li>• show limited awareness of links between texts and of contexts</li> </ul>   | <ul style="list-style-type: none"> <li>• explain his views on text in some detail</li> <li>• deduce, infer and interpret information</li> <li>• summarise a range of information</li> <li>• understand literal and metaphorical meanings</li> <li>• comment on the effects of language</li> <li>• use relevant quotation</li> <li>• use literary terminology</li> <li>• compare writers' ideas and attitudes</li> <li>• consider the contexts of texts</li> <li>• understand why some texts are particularly valued and influential</li> </ul>    | <p>times/cultures</p> <ul style="list-style-type: none"> <li>• make mature, detailed and critical responses</li> <li>• recall literary quotations from memory and make sophisticated use of them</li> <li>• critically analyse writers' techniques</li> <li>• make mature use of alternative readings</li> <li>• use highly appropriate literary terminology</li> <li>• analyse connections between texts</li> <li>• make highly effective cross-references</li> <li>• evaluate the influence of context on the ways texts are written and received</li> </ul> |
| <b>Writing</b>        | <ul style="list-style-type: none"> <li>• make simple attempts to express thoughts, feelings and observations</li> <li>• often write only briefly</li> <li>• use mostly simple vocabulary</li> <li>• make numerous spelling, punctuation and grammar errors</li> <li>• begin to use paragraphs</li> <li>• provide a beginning and ending</li> <li>• use mostly simple sentences</li> <li>• use a narrow range of complex sentences</li> </ul> | <ul style="list-style-type: none"> <li>• clearly express thoughts, feelings and observations</li> <li>• include lots of detail and development</li> <li>• use appropriate often ambitious vocabulary</li> <li>• make very few errors of spelling, punctuation and grammar</li> <li>• use punctuation and grammar for effect</li> <li>• express ideas in a competent series of relevant points</li> <li>• use paragraphs to order ideas</li> <li>• use a greater variety of sentence types</li> <li>• attempt to adapt style to context</li> </ul> | <ul style="list-style-type: none"> <li>• write securely, convincingly and stylishly for a range of purposes</li> <li>• write at length, sustains control</li> <li>• precisely match style to the audience, purpose and register of different genres</li> <li>• use a confident, challenging and original personal voice</li> <li>• produce very clear, well-developed and well organised writing</li> <li>• use appropriate words and phrases selected from a rich and wide vocabulary</li> </ul>  |
| <b>Spoken English</b> | <ul style="list-style-type: none"> <li>• express simple ideas</li> <li>• speak very briefly</li> <li>• struggle to maintain a two-way conversation or organise ideas</li> <li>• use few language devices</li> </ul>  | <ul style="list-style-type: none"> <li>• shape the direction and content of talk</li> <li>• organise talk to guide the listener</li> <li>• explore a wide range of topics precisely</li> <li>• make apt choices of verbal and non-verbal features</li> <li>• sustain audience interest</li> <li>• use a range of group roles and dramatic approaches</li> <li>• use standard English where appropriate</li> <li>• listen with engagement and respond appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>• offer consistently enthusiastic contributions</li> <li>• show sensitivity to other participants and listeners</li> <li>• use a sophisticated repertoire of strategies to match context and purpose, and to manipulate and position the audience</li> <li>• make eloquent and totally convincing language choices</li> </ul>   |