

Long Term Plan & Curriculum Intent 2021/22

SUBJECT:
English - North Durham Academy


Year 7 & 8

Related Documents

- MTP's / Assessment Grids: Reading and Writing

Curriculum Intent – Key Stage 3

1. To enable pupils to read with greater confidence and enjoy a range of texts, understand ideas and form personal opinions
2. To become increasingly critical readers, appreciating the writer's craft and authorial intent
3. To build confidence to allow pupils to write creatively, analytically and rhetorically
4. To prepare pupils to be effective communicators; speaking with confidence, listening to and building on the ideas of others.

Aims – National Curriculum

The national curriculum for English aims to ensure that all pupils:

- ✓ develop an appreciation and love of reading, including increasingly challenging texts
- ✓ read critically, knowing how writer's make deliberate choices to manipulate audiences
- ✓ write for a wide range of audiences; accurately, fluently, effectively and at length for pleasure
- ✓ speak confidently and effectively in a range of formal and informal situations

Year 7	Autumn 1 (7)	Autumn 2 (7)	Spring 1 (6.5)	Spring 2 (6)	Summer 1 (5)	Summer 2 (7)
KEY LIT CONCEPT: Man vs Man Accelerated Reading Bespoke AR lessons delivered by HET & 20mins Let's Get Reading at start of lessons to support weaker readers PHONICS: Fresh Start (Read Write Inc)	RECOVERY and TRANSITION UNIT (AO1 & AO2, AO5 & AO6) Knowledge: Implicit vs explicit info, Inference & deduction Writing for purpose: persuade, argue, explain, inform Autobiographical and non-fiction writing Skills: writing from a particular viewpoint, matching audience & purpose and using a range of rhetorical devices. Identify and explain writer's viewpoint, support ideas with references and relevant comments	Novel study: tiered (AO1 & AO2) <ul style="list-style-type: none"> • Noughts and Crosses (high) • Stone Cold (mid) • Private Peaceful (low) Knowledge: Dual narrative, characterisation, explicit vs implicit, infer & deduce, analysis of writer's choices Skills: skim and scan to find and retrieve information, how to decode a quote looking at effect of specific language choices, how to craft a reading paragraph using PEAS, study plot and characterisation and the effects of these	Gory Gothic writing (AO5 & AO6 / AO1 & AO2) Knowledge: Conventions of genre, author's craft, impact and effect on reader, making comparisons Skills: Read and understand text and author's intentions, exploring how figurative language presents meaning, drawing on new vocabulary to achieve effects, building tension through vocabulary choices, writing imaginatively for dramatic effect	Shakespeare's Romeo and Juliet (AO1, AO2, AO3) Knowledge: Elizabethan Theatre, conventions of play scripts, using poetic forms and figurative language for effect, stagecraft Skills: Tracking character development and relationships, analysing and debating how figurative language presents meaning, examining audience reaction, presenting and debating ideas, performance of text using role, intonation, silence, movement and action for effect	War Poetry (AO1, AO2) Knowledge: Context, Poetic forms and devices, poet's intentions and message, poetry as political voice Skills: Read and understand range of poetic styles, understand poet's intentions (poetry as a voice for change), infer and deduce how language, form and structure are used to convey meaning, begin to make critical comparisons, perform poetry, participate in formal presentations and structured discussions of texts.	Narrative Writing (AO5 & AO6) Knowledge: Narrative style and arc (cyclical, dual, omniscient narrator vs first person), dialogue, Flashback, dramatic climax, dramatic irony Skills: Crafting range of narrative styles, understanding impact of narrative choices on reader, using dialogue for effect, exploring how writer's create tension through dramatic climax and irony, exploring how linguistic and structural choices impact readers and meaning

	Speaking and Listening: Paired talk, whole class discussion, delivering a speech, debates	Speaking and Listening: Formal presentation on character, theme or context	Speaking and Listening: Paired talk, whole class discussion	Speaking and Listening: Paired talk, whole class discussion, delivering a speech,	Speaking and Listening: Paired talk, whole class discussion, delivering their poem	Speaking and Listening: Presenting their narrative, paired talk
Year 8 Key LIT concept: Man vs Society Accelerated Reading Bespoke AR lessons delivered by HET & 20mins Let's Get Reading at start of lessons to support weaker readers PHONICS: Fresh Start (Read Write Inc)	Of Mice and Men by John Steinbeck (AO1, AO2, AO3) Knowledge: Social and historical context, theme, metaphor and symbolism, characterisation, critical analysis Skills: read and understand a text, using apt references, explode a quote examining language, structure and links to context, creating extended PEAS analysis, track theme, examine how characters reflect social context and how author's intentions and messages are conveyed	Non-Fiction Writing: Speaking Out (AO5 & AO6) Knowledge: Audience, form and purpose, conventions of rhetorical writing, synthesising information, infer & deduce, critical comments Skills: Read and understand text and author's intentions, exploring how rhetorical language conveys meaning, drawing on new devices to achieve effects, manipulating readers through writer's choices, making comparisons across texts.	Shakespeare's Hamlet (AO1, AO2, AO3) Knowledge: Context, conventions of form, crafting of figurative language for effect, stagecraft, tragedy and tragic hero Skills: Tracking characterisation and theme, critically analysing how form & figurative language presents meaning, exploring Shakespeare's intentions and links to context, examining audience reaction – contemporary vs modern, presenting and debating ideas, performance of text using role, intonation, silence, movement and action for effect	Blood Brothers by Willy Russel (AO1, AO3, AO2) Knowledge: Social and historical context, theme, modern playscript & tragedy, conventions, writer's craft Skills: Read and understand text, use apt references, explode a quote examining language, structure and linking choices and effect to context, creating extended PEAS analysis of theme, track theme, examine how characters reflect social context and how author's intentions and messages are conveyed	Victorian Britain (AO3 comparison, AO1, AO2) Knowledge: Social and historical context, narrative styles, writer's craft, synthesise information, inference, comparisons Skills: Read and understand text and author's intentions linked to context, synthesising information, analysing how writer's convey meaning, crafting comparisons between texts	Faces and Places Descriptive Writing (AO5 & AO6) Knowledge: Conventions of description, cyclical structure, third person omniscient narrator, panoramic, using structure, shape, form for meaning Skills: deliberately crafting sentence structures for effect, sustaining third person omniscient description, mood and tone, creating cyclical structures, constructing meaning through structural choices
	Speaking and Listening: Paired talk, whole class discussion, building on ideas of others, drama & responding in role	Speaking and Listening: Paired talk, whole class discussion, building on ideas of others, delivering formal speech, debates	Speaking and Listening: Paired talk, whole class discussion, building on ideas of others, drama & responding in role	Speaking and Listening: Paired talk, whole class discussion, building on ideas of others, drama & responding in role	Speaking and Listening: Paired talk, whole class discussion	Speaking and Listening: Paired talk, whole class discussion, performing a narrative

Year 9, 10 & 11

Related Documents

- MTP's / Assessment Grids / Key Indicator Pieces & Skills Tracker

Curriculum Intent – Key Stage 4

1. To empower pupils to read & appreciate challenging literature, form critical personal opinions
2. To become critical readers, evaluating the writer's craft as well as the effectiveness and impact of texts
3. To create confident, critical writers who make judicious choices and reflect on their writing
4. To allow pupils to become confident effective communicators; to listen, to lead, to build and encourage the ideas of others.

Aims – National Curriculum

The national curriculum for English aims to ensure that all pupils:

- ✓ Read and appreciate the depth and power of English Literary Heritage
- ✓ Understand and critically evaluate texts; explore relationships between texts and contexts
- ✓ Write accurately, fluently, effectively and at length, adapting writing for wide range of purposes
- ✓ Speak confidently and effectively, working in groups including leading and managing discussions, involving others productively

Year 9	Autumn 1 (7)	Autumn 2 (7)	Spring 1 (6.5)	Spring 2 (6)	Summer 1 (5)	Summer 2 (7)
Bridging Year to GCSE Man Vs Self Accelerated Reading Bespoke AR lessons delivered by HET & 20mins Let's Get Reading at start of lessons to support weaker readers	Shakespeare's MACBETH AO1, AO3 & AO4 SPaG Knowledge: Context, writer's intentions, conventions of form, crafting of figurative language for effect, stagecraft, theme, symbolism Skills: Tracking character, tension and theme, analysing how choices create meaning and reflect context, exploring intentions linked to context, examining audience reaction – modern vs contemporary, Interpretations of ideas and staging	Fiction Frenzy Narrative Descriptive WRITING AO5 & AO6 LINKs to Language Paper 1 Section B Knowledge: Conventions of description, cyclical structure, third omniscient narrator, panoramic, shape and form, using motif and extended metaphor Skills: Deliberately crafting sentence structures for effect, sustaining tone through ambitious vocabulary choices, creating cyclical structures, constructing meaning through shape and form, creating extended metaphors and motifs.	The Power of Poetry: Performance Poetry AO1, AO3, AO2 / S&L Knowledge: Romantic vs contemporary, social & historical contexts, Poetic forms & devices, poet's message Skills: Read and understand range of poetic styles, understand poetry as tool for change, infer and deduce how language, form and structure are used to convey meaning, examine how writer's choices reflect context & messages, make relevant comparisons, use accurate terminology to support comments,	Fiction Frenzy READING AO1, AO2, AO3, AO4 LINKs to Language Paper 1 Section A Knowledge: Audience, Purpose & Form, conventions of form, synthesising information, infer & deduce: analysis, evaluate effectiveness Skills: Identify and interpret explicit, implicit ideas, select and synthesise evidence from different texts, explain-comment - analyse how writers use language and structure for effects and influence readers, use relevant subject terminology to support their views, compare writers' ideas and perspectives, evaluate texts critically and support this with apt references	Non-Fiction Writing: VIEWPOINT writing AO5 & AO6 LINKs to Language Paper 2 Section B Knowledge: Conventions of argue, persuade, explain, logical & cohesive structure, anecdotal, expository, counter argument Skills: discourse markers, sentence structures & form for effect, sustaining viewpoint through ambitious rhetorical devices and vocabulary choices, creating coherent argument that develops ideas using factual information to support, restructure/reflect/redraft evaluating intended effects of choices and changes, synthesise information from a range	INSPECTOR CALLS J.B Priestly AO1, AO2, AO3 S&L Knowledge: Context social, historical moral, writer's intentions, conventions of playscript form, crafting of dramatic devices stagecraft, theme, symbolism Skills: Identify and interpret themes, ideas and characterisation, critically analysing how choices create meaning and reflect context, exploring Priestley's intentions and criticism of context, examining audience reaction and evaluating impact of moral lessons, vs modern,

					of sources and use these to inform planning.	
	Speaking and Listening: Paired talk, whole class discussion, performance of text using role, intonation	Speaking and Listening: Paired talk, whole class discussion, building on ideas of others	Speaking and Listening: Paired talk, whole class discussion, building on ideas of others, perform poetry, participate in formal presentations and structured discussions of texts.	Speaking and Listening: Paired talk, whole class discussion, building on ideas of others, delivering formal speech, debates	Speaking and Listening: Paired talk, whole class discussion, building on ideas of others, delivering formal speech, debates	Speaking and Listening: Paired talk, whole class discussion, performance of text using role, intonation, debating staging & interpretations.
Year 10 Literature and Language skills interwoven into SOW. Let's Get Thinking to support students knowing more, remembering more Spoken Language ASSESSMENT: there will be three opportunities across the year to assess the Spoken Language element of the Language course. EXAM SLAM assessments and KPIs in	A CHRISTMAS CAROL - Dickens AO1, AO2, AO3 Knowledge: Social, historical, spiritual context, writer's intentions, crafting of figurative language for effect, theme, symbolism Skills: Identify & interpret themes, ideas and characterisation, critically analyse writer's choices – evaluating their effectiveness and impact, explore author's intentions and criticism of context, evaluate impact on audience, make informed personal responses, understand importance of alternative interpretations and readings	LANGUAGE PAPER 1 – READING and WRITING AO1, AO2, AO4, AO5 & AO4 Writing: Knowledge: Conventions of description, crafting extended metaphor Skills: Deliberately crafting writing and sustaining tone through ambitious language, structure and form choices creating extended metaphors and motifs, judiciously reflect & redraft writing to become critical writers Reading: Knowledge: Synthesising information and making clear inferences, critical analysis & evaluation of effectiveness of a text Skills:	LANGUAGE PAPER 2 – READING AO1, AO2, AO3, AO4 Knowledge: synthesising information, infer & deduce, critical analysis, evaluate effectiveness, critical comparisons Skills: Reading - Identify and interpret explicit / implicit ideas, select and synthesise evidence from different texts, explain/comment /analyse how writers use language and structure to achieve effects and influence readers, use relevant subject terminology to support their views, compare writers' ideas and perspectives, evaluate texts critically and support this with apt references.	LANGUAGE PAPER 2 – WRITING AO5 & AO6 Knowledge: Audience, Purpose & Form, conventions of form, sustaining a sophisticated viewpoint in writing Skills: Writing - Use discourse markers/ structure/shape for effect, sustaining viewpoint through ambitious rhetorical devices and vocabulary choices, creating coherent argument that develops ideas using factual information to support, restructure/reflect/redraft evaluating intended effects of choices and changes, synthesise information from a range of sources and use these to inform planning.	AN INSPECTOR CALLS J.B Priestly AO1, AO2, AO3 & AO4 SPaG Knowledge: Context – social, historical, moral, how context influenced writer's intentions, crafting of figurative language for effect, theme stagecraft & symbolism Skills: Identify and interpret themes, ideas and characterisation, critically analysing how choices create meaning and reflect context, exploring Priestley's intentions and criticism of context, examining audience reaction and evaluating impact of moral lessons, vs modern, presenting and debating ideas, performance of text using role, intonation, silence, movement and action for effect, understand importance of alternative	AQA POWER AND CONFLICT POETRY AO1, AO3, AO2 Knowledge: social and historical contexts, Poetic forms, structures & devices, poet's criticisms and message, comparisons Skills: Read and understand range of poetic styles, identify and interpret explicit & implicit ideas, select and synthesise evidence for comparison, critically analysing how choices create meaning and reflect context, make critical comparisons, use accurate terminology to support comparisons, participate in formal presentations and structured discussions of poems.

<p>class to build resilience</p>		<p>Identify and interpret writer's choices, explain/comment /analyse how writers use language and structure to achieve effects and influence readers, use relevant subject terminology to support their views, evaluate texts critically and support this with apt references.</p>			<p>interpretations and staging.</p>	
	<p>Speaking and Listening: Debate core ideas behind the text and moral implications of it</p>	<p>Speaking and Listening: Paired and group analysis and discussion</p>	<p>Speaking and Listening: Paired talk, whole class discussion, building on ideas of others, verbal comparisons of texts</p>	<p>Speaking and Listening: Paired talk and evaluation of effectiveness of choices Spoken Language ASSESSMENT: formal speech</p>	<p>Speaking and Listening: Debate core ideas behind the text and moral implications Spoken Language ASSESSMENT: group debate</p>	<p>Speaking and Listening: Paired talk / focused group discussions Spoken Language ASSESSMENT: formal group presentation</p>
<p>Year 11 FULL MOCK EXAMS for Literature and Language</p> <p>EXAM SLAM assessments and KPIs in class to build resilience</p> <p>Let's Get Thinking to support students knowing more, remembering more</p>	<p>AQA POWER AND CONFLICT recovery AND Unseen Poetry AO1, AO3, AO2</p> <p>Knowledge: social and historical contexts, Poetic forms, structures & devices, poet's criticisms and message, comparisons</p> <p>Skills: Read and understand range of poetic styles, interpret explicit & implicit ideas, select and synthesise evidence for comparison, critically analyse how choices create meaning and</p>	<p>MACBETH – Shakespeare AO1, AO2, AO3 & AO4</p> <p>Knowledge: Context, writer's intentions, conventions of form, crafting of figurative language for effect, stagecraft, theme, symbolism, tragic hero vs Machiavellian</p> <p>Skills: Identify & interpret themes, ideas and characterisation, critically analyse writer's choices – evaluating their effectiveness and</p>	<p>LANGUAGE PAPER 1 – READING AND WRITING AO1, AO2, AO4 / AO5 & AO6</p> <p>Knowledge: Audience, Purpose & Form, synthesising, infer & deduce, critical analysis, critical comparisons sustaining a sophisticated viewpoint in writing</p> <p>Skills: <i>Reading</i> - explore how writers use language and structure to achieve effects and influence readers, use relevant subject terminology to support their views, compare writers' ideas</p>	<p>Revision of Key Knowledge and Exam Technique</p> <p>Bespoke timetables, securing skills, knowledge recall and exam techniques and resilience for individual classes.</p> <p>EXAMS</p>	<p>EXAMS</p>	

<p>Spoken Language ASSESSMENT: there will be three opportunities across the year to assess the Spoken Language element of the Language course.</p>	<p>reflect context, make critical comparisons, use accurate terminology to support comparisons, participate in formal presentations and structured discussions of poems.</p>	<p>impact, explore writer's intentions and criticism of context, evaluate impact on audience both contemporary and modern, make informed personal responses, understand importance of alternative interpretations and readings</p>	<p>and perspectives, evaluate texts critically and support with apt references.</p> <p><i>Writing</i> – structure and shape your writing for effect, sustaining viewpoint through ambitious rhetorical devices, vocabulary choices, creating coherent argument that develops ideas using factual information to support, restructure/reflect/redraft evaluating intended effects of choices and changes, synthesise information from a range of sources and use these to inform planning.</p>			
	<p>Spoken Language ASSESSMENT: formal speech on topic of choice</p>	<p>Spoken Language ASSESSMENT: Macbeth as the tragic hero debate</p>	<p>Spoken Language ASSESSMENT: 'Letter to my future self'</p>			