

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: English Language and Literature

Year Group:	7
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	
Assessment requirements:	<p><i>The national curriculum for English aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> -Develop an appreciation and love of reading, and read increasingly challenging material independently. -Understand increasingly challenging texts. -Read critically. -Write accurately, fluently, effectively and at length for pleasure and information. -Consolidate and build on their knowledge of grammar and vocabulary. -Speak confidently and effectively.
Scheme of work overview:	<p>Autumn 1: AUTOBIOGRAPHY AND ALTER EGO. <i>Are autobiographies a true representation of a person?</i></p> <ul style="list-style-type: none"> -Reading for meaning: understanding and responding to print, electronic and multi modal texts. -Speaking and Listening: Developing and adapting speaking skills and strategies in formal and informal contexts. -Autobiographical writing and first person expression. Developing viewpoint, voice and ideas. Shaping and constructing language for expression and effect. -<i>Accelerated Reader.</i> -<i>Spelling, punctuation and grammar.</i> -<i>Read Write Inc. Literacy Programme for support.</i> <p>Autumn 2: ‘A CHRISTMAS CAROL’ <i>How relevant is Dickens’ ‘A Christmas Carol’ today?</i></p> <ul style="list-style-type: none"> -Exploring language choices and overall impact. Identifying the links between literary heritage and their time. -Writing to describe. -<i>Accelerated Reader.</i> -<i>Spelling, punctuation and grammar.</i> -<i>Read Write Inc. Literacy Programme for support.</i> <p>Spring 1: TELLING TALES <i>Has story telling changed over time?</i></p> <ul style="list-style-type: none"> -Developing and adapting active reading skills and strategies for a range of texts. Analysing writers’ use of organisation, structure, layout and presentation. Write to advise, anticipating the needs, interests and views of the intended reader. Writing to recount a story, anecdote or experience; and consider how this differs from written narrative. -<i>Accelerated Reader.</i> -<i>Spelling, punctuation and grammar.</i> -<i>Read Write Inc. Literacy Programme for support.</i>

	<p>Spring 2: THE LANGUAGE OF POETRY <i>Does knowing the poet affect our interpretation of a poem?</i> -Analysing how poets' use of linguistic and literary features shapes and influences meaning. Analysing poets' use of organisation, structure, layout and presentation. -Expressing ideas in poetry – writing your own poem / lyrics. -Accelerated Reader. -Spelling, punctuation and grammar. -Read Write Inc. Literacy Programme for support.</p> <p>Summer 1: 'THE GARBAGE KING' <i>To what extent does money lead to happiness?</i> -Understanding the author's craft; commenting on language use; relating texts to the social, historical and cultural contexts in which they were written. -Writing to review / evaluate. Developing critical writing skills alongside personal response to themes. -Accelerated Reader. -Spelling, punctuation and grammar. -Read Write Inc. Literacy Programme for support.</p> <p>Summer 2: 'A MIDSUMMER NIGHT'S DREAM' <i>To what extent do our contemporary attitudes to dating and relationships truly differ from those held in Shakespeare's time?</i> -Understand how language is used to show feelings. Identify literary/linguistic features in Shakespeare's language. -Writing to inform / writing to report. -Accelerated Reader. -Spelling, punctuation and grammar. -Read Write Inc. Literacy Programme for support.</p>
<p>Reading materials/resources:</p>	<ul style="list-style-type: none"> -Selection of non-fiction extracts. -A Christmas Carol, by Charles Dickens. -Anthology of poems. -The Garbage King, by Elizabeth Laird. -A Midsummer Night's Dream, by William Shakespeare.

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Assessment requirements:	<p><i>The national curriculum for English aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> -Develop an appreciation and love of reading, and read increasingly challenging material independently. -Understand increasingly challenging texts. -Read critically. -Write accurately, fluently, effectively and at length for pleasure and information. -Consolidate and build on their knowledge of grammar and vocabulary. -Speak confidently and effectively.
Scheme of work overview:	<p>Autumn 1: CHALLENGES. <i>How far do you change your language according to audience and purpose?</i></p> <ul style="list-style-type: none"> -How writers use language and structure to achieve effects and influence readers, using a range of non-fiction texts. -Transform a text into a given form: Summarise and evaluate / argue. -Accelerated Reader. -Spelling, punctuation and grammar. <p>Autumn 2: 'TEXTS THROUGH TIME' <i>Do the themes written about ever truly change over time?</i></p> <ul style="list-style-type: none"> -Exploring language variation and development according to time, place, culture, society and technology.(e.g. Beowulf, Milton, Chaucer, Defoe). -Writing to inform / describe. -Accelerated Reader. -Spelling, punctuation and grammar. <p>Spring 1: TELLING TALES <i>Can the written word have a bigger impact on a person than a visual film?</i></p> <ul style="list-style-type: none"> -How readers respond to texts. Identify and describe effects of writers' use of literary and grammatical features. Explore how texts are organised and structured (twist at the end of stories). -Writing your own short story to create suspense (year group competition). -Accelerated Reader. -Spelling, punctuation and grammar. <p>Spring 2: WAR POETRY <i>To what extent is poetry a good platform for expressing opinion and argument?</i></p> <p>Understanding and responding to ideas, viewpoints, themes and purposes in texts.</p> <ul style="list-style-type: none"> -Writing to describe. Writing to argue (for or against fighting in the war). -Accelerated Reader. -Spelling, punctuation and grammar.

	<p>Summer 1: 'HEROES' <i>Is it more effective to be explicit or implicit in meaning?</i> -Understanding the author's craft; commenting on language use. Relating texts to the social, historical and cultural contexts in which they were written. -Writing to review. Writing to analyse. -<i>Accelerated Reader.</i> -<i>Spelling, punctuation and grammar.</i></p> <p>Summer 2: 'MUCH ADO ABOUT NOTHING' <i>Do family relationships change over time?</i> -Understand how language is used to show feelings. Identify literary/linguistic features in Shakespeare's language. -Writing to advise. -<i>Accelerated Reader.</i> -<i>Spelling, punctuation and grammar.</i></p>
<p>Reading materials/resources:</p>	<ul style="list-style-type: none"> -Selection of non-fiction extracts. - Text extracts through the ages. - Selection of war poems. - Heroes, by Robert Cormier. -Much Ado About Nothing, by William Shakespeare.

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Assessment requirements:	<p><i>The national curriculum for English aims to ensure that all pupils:</i></p> <ul style="list-style-type: none"> -Develop an appreciation and love of reading, and read increasingly challenging material independently. -Understand increasingly challenging texts. -Read critically. -Write accurately, fluently, effectively and at length for pleasure and information. -Consolidate and build on their knowledge of grammar and vocabulary. -Speak confidently and effectively.
Scheme of work overview:	<p>Autumn 1: TRAVEL WRITING. <i>Can you ever get a true perspective of a place?</i></p> <ul style="list-style-type: none"> -How writers use language and structure to achieve effects and influence readers, using a range of non-fiction texts. - Transform a text into a given form. Writing a letter or diary entry. Summarise using informative descriptive detail. -<i>Spelling, punctuation and grammar.</i> <p>Autumn 2: GOTHIC FICTION: 'FRANKENSTEIN' <i>Can too much knowledge be dangerous?</i></p> <ul style="list-style-type: none"> -Commenting on language use. Relating texts to the social, historical and cultural contexts in which they were written. -Write an article expressing your opinions on the ethics of Frankenstein's creature. -<i>Spelling, punctuation and grammar.</i> <p>Spring 1: IMAGINATIVE WRITING <i>Does a picture tell a thousand words, or is this dependent on interpretation?</i></p> <ul style="list-style-type: none"> - Identify and describe effects of writers' use of literary and grammatical features. Explore how texts are organised and structured to create a particular reader response. - Writing to describe. -<i>Spelling, punctuation and grammar.</i> <p>Spring 2: THEMATIC POETRY <i>Does the meaning of poetry change over time?</i></p> <ul style="list-style-type: none"> -Analysing how poets' use of linguistic and literary features shapes and influences meaning. Analysing poets' use of organisation, structure, layout and presentation. -Writing to recount / inform. -<i>Spelling, punctuation and grammar.</i> <p>Summer 1: 'LORD OF THE FLIES'</p>

	<p><i>Do humans need rules?</i></p> <ul style="list-style-type: none"> - Respond to texts critically and imaginatively, select and evaluate textual detail to illustrate and support interpretations. Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings. - Writing to advise. -<i>Spelling, punctuation and grammar.</i> <p>Summer 2: 'MACBETH'</p> <p><i>Can we define a good leader, or is this dependent on social and historical context?</i></p> <ul style="list-style-type: none"> - Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects. Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts at different times. - Writing to describe. -<i>Spelling, punctuation and grammar.</i>
<p>Reading materials/resources:</p>	<ul style="list-style-type: none"> - Selection of non-fiction extracts. - Frankenstein, by Mary Shelley. - Selection of poems from different genres. - Lord of the Flies, by William Golding. - Macbeth, by William Shakespeare.

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Year Group:	10
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	Edexcel
Assessment requirements:	<p>READING</p> <p>AO1 – Identify, interpret, and synthesis</p> <p>AO2 – Explain, analyse, comment</p> <p>AO3 – Compare</p> <p>AO4 – Evaluate</p> <p>WRITING</p> <p>AO5- Communicating clearly and effectively</p> <p>AO6 – SpaG</p>
Scheme of work overview:	<p>Autumn 1: TRANSACTIONAL WRITING + UNSEEN READING (Paper 2 English Language) Section A: Comparison of two unseen texts from the 20th and 21st century.</p> <p>Autumn 2: POST 1914 TEXT -An Inspector Calls (Paper 1 English Literature) Section B: Post-1914 British Drama</p> <p>Spring 1: 19TH CENTURY UNSEEN FICTION & IMAGINATIVE WRITING (Paper 1 English Language) Section A: Unseen 19th century fiction</p> <p>Spring 2: SHAKESPEARE PLAY – Romeo and Juliet (Paper 1 English Literature) Section A: Shakespeare</p> <p>Summer 1: POETRY ANTHOLOGY + UNSEEN (Paper 2 English Literature) Section B: Poetry</p> <p>Summer 2: 19TH CENTURY NOVEL – Dr Jekyll and Mr Hyde (Paper 2 English Literature) Section A: 19th Century Fiction</p>

Reading materials/resources:	An Inspector Calls – J Priestley Dr Jekyll and Mr Hyde – R L Stevenson Edexcel Poetry Anthology

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Year Group:	11
Exam Board: <i>(For years 10, 11, 12 and 13 only)</i>	Cambridge – IGCSE English Language AQA – GCSE English Literature
Assessment requirements:	AO1 – Read, understand, respond AO2 – Analyse language, form and structure AO3 – Context AO4 - SPaG
Scheme of work overview:	Autumn 1: AN INSPECTOR CALLS + Poetry Autumn 2: OF MICE AND MEN + Poetry Spring 1: REVISION PAPER 2 - READING + SPEAKING AND LISTENING Spring 2: POETRY REVISION + AIC + OMAM Summer 1: ENGLISH LANGUAGE REVISION
Reading materials/resources:	An Inspector Calls – J Priestley Of Mice and Men –John Steinbek AQA Poetry Anthology