

# Content & Skills overview

## English

Year 6 – end of Primary	Year 7	Year 8	Year 9	Year 10	Year 11	School Leavers at 16	Year 12	Year 13	School Leavers at 18
<p>Abridged – See statutory programme of study for Years 5 &amp; 6 in 2013 English National Curriculum pgs 43 – 98 (including appendices)  <a href="https://assets.publishing.service.gov.uk/government/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf">https://assets.publishing.service.gov.uk/government/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf</a></p> <p><b>Speaking and Listening (Across KS1 &amp; KS2)</b></p> <p>Speaking and listening a variety of forms:</p> <p>Speaking audibly and fluently, using standard English, selecting the appropriate register.</p> <p>Discussion, debates and conversations in pairs, groups and whole-class.</p> <p>Collaborative talk.</p> <p>Role-play and drama.</p> <p><b>Reading (Upper KS2)</b></p> <p><u>Comprehension</u></p> <p>Reading a wide range of texts, from fiction to non-fiction; texts of varying purposes and from different times and genres.</p> <p>Identifying and discussing themes across a variety of books and making connections between them.</p> <p>Learning poetry by heart and preparing readings.</p> <p>Information retrieval, considering the effect of writer's choices, making predictions, inference.</p> <p><b>Writing (Upper KS2)</b></p> <p><u>Transcription</u></p> <p>Spelling: developed understanding of prefixes and</p>	<p><i>Curriculum Conversation: What does it mean to 'do English'?</i></p> <p>Units:</p> <p><b>What do we do in English?</b> Posing the question and exploring short stories</p> <p><b>What is a story?</b> Short stories</p> <p><b>What is a poem?</b> Ingredients of poetry and working with an anthology</p> <p><b>What do we mean when we talk about the English Language?</b> Idiolect and Standard English</p> <p><b>Trash by Andy Mulligan</b> Responding to a whole novel</p> <p><b>The Choices Writers Make</b> Exploring writer's choices in 21<sup>st</sup> and 19<sup>th</sup> Century</p>	<p><i>Curriculum Conversation: How can 'doing English' help us to understand the world?</i></p> <p>Units:</p> <p><b>How can 'doing English' help us to understand the world? + Diverse Shorts – Justice</b> Posing the question and exploring short stories</p> <p><b>Poetry in Translation</b> Exploring meaning in poetry through translation</p> <p><b>The Power of Voice</b> Literary Voice in short stories</p> <p><b>Coram Boy by Jamila Gavin (adapted by Helen Edmundson)</b> Responding to a whole play text</p> <p><b>Pride and Prejudice</b> Accent, dialect, sociolect</p>	<p><i>Curriculum Conversation: How can 'doing English' help us to understand ourselves?</i></p> <p>Units:</p> <p><b>How can 'doing English' help us to understand ourselves? + Diverse Shorts – Challenging Assumptions</b> Posing the question and exploring short stories</p> <p><b>Poetry on the theme of Love</b> Exploring love poetry across time</p> <p><b>My Story</b> Exploring autobiographical writing</p> <p><b>The Ocean at the End of the Lane by Neil Gaiman</b> Responding to a whole novel</p> <p><b>Skool Rules! – Debates about Language and School</b> Exploring language use in schools</p>	<p><u>AQA GCSE English Literature</u></p> <p><i>An Inspector Calls</i> by JB Priestley (Modern Text)</p> <p>Love and Relationships Poetry Anthology (Poetry, including Unseen poetry skills)</p> <p><i>Macbeth</i> (Shakespeare)</p> <p><u>AQA GCSE English Language</u></p> <p>Skills for English Language Paper One – Reading</p> <p>Skills for English Language Paper One – Writing</p> <p>Skills for English Language Paper Two – Reading</p> <p>Skills for English Language Paper Two – Writing</p> <p><u>Spoken Language Endorsement</u></p>	<p><u>AQA GCSE English Literature</u></p> <p>Unseen Poetry preparation</p> <p><i>Dr Jekyll and Mr Hyde</i>, by Robert Louis Stevenson OR <i>Jane Eyre</i> by Charlotte Brontë (19<sup>th</sup> Century Fiction)</p> <p>Revision units for: <i>An Inspector Calls</i>, Love and Relationships Poetry (including unseen) <i>Macbeth</i></p> <p><u>AQA GCSE English Language</u></p> <p>Skills for English Language Paper One – Reading</p> <p>Skills for English Language Paper One – Writing</p> <p>Skills for English Language Paper Two – Reading</p> <p>Skills for English Language Paper Two – Writing</p>	<p>See National Curriculum for Key Stage 4 English:</p> <p>"The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.</p> <p>The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>♣ read easily, fluently and with good understanding</li> <li>♣ develop the habit of reading widely and often, for both pleasure and information</li> <li>♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> </ul>	<p><u>Eduqas A-Level English Literature</u></p> <p>Poetry pre-1900 (currently Milton or Blake)</p> <p>Poetry post-1900 (currently Larkin and Duffy)</p> <p>Drama (currently Enron by Lucy Prebble and Dr Faustus by Christopher Marlowe)</p> <p>Unseen Texts Unseen prose and poetry</p> <p>NEA: Prose Study (currently The Road by Cormac McCarthy and The Handmaid's Tale by Margaret Atwood)</p> <p><u>AQA A-Level English Language</u></p> <p>Linguistic Methods</p> <p>Context and Change: Representations and Social Contexts</p>	<p><u>Eduqas A-Level English Literature</u></p> <p>Poetry pre-1900 (currently Milton or Blake) – Revisiting through critical lenses</p> <p>Poetry post-1900 (currently Larkin and Duffy) – Revisiting through critical lenses</p> <p>Drama (currently Enron by Lucy Prebble and Dr Faustus by Christopher Marlowe) Revisiting through critical lenses</p> <p>Unseen Texts Unseen prose and poetry</p> <p>NEA: Prose Study (currently The Road by Cormac McCarthy and The Handmaid's Tale by Margaret Atwood) - Completing NEA</p>	<p>Both A-Level English Language and A-Level English Literature prepare students for not only the rigours of academic life at University but also the varied intellectual and practical demands of the work place.</p> <p>Skills-wise, students develop their ability to read, research, analyse, explain, argue and think (collaboratively and independently).</p> <p>Most importantly, however, English Literature encourages students to explore and engage in the literary discussion of what it means to be human, whilst English Language asks students to engage in this discussion through the</p>

<p>suffixes; using knowledge of morphology and etymology to understand spellings of specific words; use of dictionary and thesaurus.</p> <p>Handwriting &amp; Presentation: Writing legibly and quickly.</p> <p><u>Composition</u></p> <p>Planning: selecting the form after identifying the audience; noting and developing ideas; considering what they've seen, heard and read from other authors.</p> <p>Drafting and writing: choosing the appropriate grammar and vocabulary and considering effect on reader; developed description of place, character etc; precis; developing cohesion between sentences and paragraphs; use of organisational devices.</p> <p>Evaluating and editing: assessing effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation; choosing appropriate register; subject – verb agreement; using correct tense consistently; proof-reading for spelling and punctuation errors.</p> <p>Performing their own compositions.</p> <p><u>Vocabulary, grammar and punctuation</u></p> <p>Recognising and understanding of the concepts set out in English Appendix 2 (see link above).</p> <p>Use of punctuation to indicate grammatical knowledge.</p> <p>Use and understanding of terminology in English Appendix 2 (see link above) in discussing their reading and writing.</p>	<p><b>The Choices Filmmakers Make</b> Exploring choices made by makers of Pixar short film.</p> <p><b>The Choices Poets Make</b> Exploring the choices poets make within the anthology</p> <p><b>My Voice: Narrative Writing</b> Flash Fiction writing</p> <p><b>A Monster Calls by Patrick Ness (Adapted by The Company)</b> Exploring a modern drama text</p> <p><b>Kill or Cure</b> Exploring non-fiction writing from 19<sup>th</sup> Century</p> <p><b>Say it Out Loud!</b> Studying oral traditions in poetry</p> <p><b>What does it mean to do English?</b> Returning to the question one last time.</p>	<p><b>Poets Speaking Out</b> Exploring poetry of protest</p> <p><b>Holding Hands in the Dark</b> Exploring non-fiction writing</p> <p><b>My Voice: Persuasive Writing</b> Persuasive Writing based on contemporary issues</p> <p><b>Introduction to Shakespeare</b> Exploring Shakespeare through a selection of extracts</p> <p><b>Short Film Unit</b> Exploring a short film on the theme of injustice</p> <p><b>Diverse Shorts: Power, Freedom and Control!</b> Exploring fiction writing</p> <p><b>How can 'doing English' help us to understand the world?</b> Returning to the question one last time.</p>	<p><b>Poet Study: Inua Ellams</b> Exploring the poetry of Inua Ellams</p> <p><b>Short Film Unit</b> Exploring a short film on the theme of identity</p> <p><b>My Voice: Who Am I?</b> Personal Writing on the theme of identity</p> <p><b>Shakespeare: The Tempest</b> Exploring Shakespeare's play</p> <p><b>The Thing Around Your Neck by Chimamanda Ngozi Adichie and Essays from Andrea Levy.</b> Exploring a collection of short stories</p> <p><b>How can 'doing English' help us to understand ourselves?</b>  Returning to the question one last time.</p>			<p>♣ appreciate our rich and varied literary heritage</p> <p>♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</p> <p>♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</p> <p>♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>	<p>Analysing Contemporary texts and Older texts</p> <p>Textual Comparison</p> <p>Diversity topics (social groups, social class/connections , power and occupational groups, accent &amp; dialect, gender &amp; power, ethnicity, age, global English) with integrated Language Change theory</p> <p>NEA – Original Writing</p>	<p>Shakespeare (currently Hamlet)</p> <p>Revision for both papers</p> <p><u>AQA A-Level English Language</u></p> <p>Child Language Development</p> <p>NEA – Language Investigation</p> <p>Revision for Paper 1 and Revision for Paper 2, focusing on the development of exam skills alongside the application of methods and theories.</p>	<p>complex study of the way language works. Both subjects encourage students to critically engage with the world their entering into in both concrete and abstract ways.</p>
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