



**YEAR SEVEN**

Coach trip  
Moonfleet  
Skellig  
War Horse

Poetry from around the world, Poetry reading  
Midsummer night's dream

<b>YEAR SEVEN</b>		
<p>Coach trip Moonfleet Skellig War Horse</p> <p>Poetry from around the world, Poetry reading Midsummer night's dream</p>		
<b>Autumn 1</b>	<b>Theme:</b> Non-fiction writing	<b>Class book of reference:</b> Coach trip
Writing	<ul style="list-style-type: none"> <li>• Creating a travel brochure</li> <li>• Writing descriptive writing for different purposes</li> </ul>	
Breadth of Study (NC objective codes)	<p><u>Reading:</u> 3, 5, 17</p> <p><u>Writing:</u> 1b, 1c, 1d, 2a, 2b, 2c,</p> <p><u>Grammar and vocabulary:</u></p> <p><u>Spoken language:</u> 1a</p>	
Knowledge/skills	<p>2. Write appropriately for audience</p> <p>10. Write in note form for a presentation</p> <p>20. re-read work and self-correct spelling, punctuation and grammar</p> <p>11 &amp; 15 Communicate information, ideas, and factual opinions clearly, coherently and accurately.</p> <p>14 Reading: Identify most key information in a text</p>	
<b>Autumn 2</b>	<b>Theme:</b> 20 <sup>th</sup> Century fiction	<b>Class book of reference:</b> Moonfleet
Writing	<ul style="list-style-type: none"> <li>• Speech writing: Supporting the main character response to his people</li> <li>• Letter writing: To family back home</li> </ul>	
Breadth of Study (NC objective codes)	<p><u>Reading:</u> 1ai, 2a, 2b, 3a, 3c,</p> <p><u>Writing:</u> 1ai, 1c, 2c</p> <p><u>Grammar and vocabulary:</u> 1e</p>	



## English Programme of study *Skills Progression*

	Spoken language: 1a	
Knowledge/skills	<p>Reading: 39. Explain how an author has effectively created a setting or atmosphere</p> <p>10. Write in note form for a presentation</p> <p>Speaking and listening: 13. Deliver a speech with a concise point</p> <p>20 Uses appropriate variation, pauses and intonation for effect</p>	
<b>Spring 1</b>	<b>Theme:</b> Contemporary fiction	<b>Class book of reference:</b> Skellig
Writing	<ul style="list-style-type: none"> <li>Prediction writing: Outcome of the main character: From reading what will happen to next to them? What have they earned? (Read up to chapter 16)</li> <li>Creative writing: Alternate endings based on my thoughts, rationale and questioning (up to chapter 21)</li> </ul>	
Breadth of Study (NC objective codes)	<p>Reading: 1ai, 2a, 2b, 2c, 2d, 3a, 3b, 3c</p> <p>Writing: 1ai, 1aiv, 1b</p> <p>Grammar and vocabulary: 1a</p> <p>Spoken language: 1a, 1b</p>	
Knowledge/skills	<p>16. Use simple vocabulary that is suitable for purpose, audience and form</p> <p>25 Use first, second or third person accurately</p> <p>27. Re-draft writing in order to make improvements</p> <p>103. Punctuate speech accurately</p>	
<b>Spring 2</b>	<b>Theme:</b> Modern war story	<b>Class book of reference:</b> War Horse
Writing	<ul style="list-style-type: none"> <li>Character profiles</li> <li>Own story genre and planning</li> </ul>	
Breadth of Study (NC objective codes)	<p>Reading: 1ai, 2a, 2d, 3a</p> <p>Writing: 1aii, 1aiii, 1b, 1d,</p> <p>Grammar and vocabulary: 1c, 1f,</p> <p>Spoken language: 1a, 1b</p>	
Knowledge/skills	<p>16. Reading: Demonstrate understanding of explicit meaning</p> <p>17 Reading: Demonstrate understanding of explicit meaning</p> <p>38. Describe characters feeling and describe the meaning behind their feelings.</p> <p>17. Use a range of vocabulary</p>	
<b>Summer 1</b>	<b>Theme:</b> Poetry from around the world, Poetry reading	<b>Class book of reference:</b> A poem for every day of the year, Allie Esiri
Writing	<ul style="list-style-type: none"> <li>Emotive poetry (similes/metaphorical writing)</li> </ul>	



## English Programme of study Skills Progression

Breadth of Study (NC objective codes)	<u>Reading:</u> 1aiii, 2b, 2c, 2d, 3a, 3b, 3f <u>Writing:</u> 1aii, 1b, 1d, 2b, 2c, <u>Grammar and vocabulary:</u> <u>Spoken language:</u>	
Knowledge/skills	27 Reading: identify a range of language features: sensory description, similes, metaphors, personification and colorful vocabulary 45. read and explore poems pre-1914 5. Write poetry appropriate for audience using the main features. 18. Use a range of vocabulary for effect	
<b>Summer 2</b>	<b>Theme:</b> Shakespeare, Midsummer night's dream	<b>Class book of reference:</b> Midsummer night's dream
Writing	<ul style="list-style-type: none"> <li>• Discussion writing: <i>Discuss the meanings of the play's title, A Midsummer Night's Dream.</i></li> <li>• Gender issues are significant in this drama. What differences are there in the roles and behaviors appropriate to men and women? Do these gender differences still exist today, or are they examples of outdated stereotypes?</li> </ul>	
Breadth of Study (NC objective codes)	<u>Reading:</u> 1aii, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e <u>Writing:</u> 1aii, 1aiii, 1aiv, 1b, 1c, 1d, 2a, 2b, 2c <u>Grammar and vocabulary:</u> 1a, 1b, 1c, 1d, 1e, 1f <u>Spoken language:</u> 1a, 1c, 1d	
Knowledge/skills	Reading. 46. Read and explore texts by Shakespeare Write in appropriate tense 28. Write deliberately for effect 12. Writing is developed, engaging and effective	



**YEAR EIGHT**

The Goldfish Boy, Modern Day Fiction

Flood World, Dystopian Fiction

Sinister sweetness of splendid academy, Sinister Fiction

Twelve minutes to midnight, Victorian Period Novel

War Stories, Semi-fictional Novel

Blood Brothers, 20<sup>th</sup> Century literature

<b>Autumn 1</b>	<b>Theme:</b> Fiction (Topic: Obsessive compulsive disorder)	<b>Class book of reference:</b> The Goldfish Boy, Lisa Thompson
Writing	<ul style="list-style-type: none"> <li>• Report writing: 'How I perceive OCD.'</li> <li>• Letter writing: 'Matthews mystery letter'</li> </ul>	
Breadth of Study (NC objective codes)	<u>Reading:</u> 1ai, 2a, 2b, 2c, 2d, 3a, 3b, 3c <u>Writing:</u> 1aii, 1b, 1d, <u>Grammar and vocabulary:</u> 1a, 1b, 1c, 1d, 1e, 1f <u>Spoken language:</u> 1a	
Knowledge/skills	Reading: Identify emotions in a text <b>2. Write appropriately for audience</b> <b>8. Write letters for audience using the main features: address, date, appropriate greeting, first person and sign off</b> <b>12. communicate information, ideas and opinion clearly, coherently and effectively.</b>	
<b>Autumn 2</b>	<b>Theme:</b> Dystopian stories	<b>Class book of reference:</b> Flood World, Tom Huddlestone
Writing	<ul style="list-style-type: none"> <li>• Creative writing: 'Waking up and the world starts changing...'</li> <li>• Descriptive writing: Extended book review and my views on themes.</li> </ul>	
Breadth of Study (NC objective codes)	<u>Reading:</u> 2a, 2b, 3a, 3c, <u>Writing:</u> 1ai, 1aii, 1c, 1d, 2a, <u>Grammar and vocabulary:</u> 1e, 1f <u>Spoken language:</u> 1a	
Knowledge/skills		
<b>Spring 1</b>	<b>Theme:</b> Sinister stories	<b>Class book of reference:</b> Sinister sweetness of splendid academy, Nikki Loftin
Writing	<ul style="list-style-type: none"> <li>• Report writing: Splendid Academy: <i>My theory on why it is too good to be true.</i></li> <li>• Persuasive writing: Are witches as evil or do they get a bad publicity?</li> </ul>	
Breadth of Study	<u>Reading:</u> 2a, 2b, 2c, 2d, 3a, 3c	



## English Programme of study Skills Progression

(NC objective codes)	<u>Writing:</u> 1aii, 1b, 1c, 1d, 2a, 2b <u>Grammar and vocabulary:</u> 1a, 1b, 1e, 1f <u>Spoken language:</u> 1a	
Knowledge/skills		
<b>Spring 2</b>	<b>Theme:</b> Victorian Period Novel	<b>Class book of reference:</b> Twelve minutes to midnight, Christopher Edge
Writing	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
Breadth of Study (NC objective codes)	<u>Reading:</u> <u>Writing:</u> <u>Grammar and vocabulary:</u> <u>Spoken language:</u> 1a	
Knowledge/skills	<p style="color: purple;">63 Read and explore a range of texts from different times and genres including fiction and non-fiction</p> <p style="color: red;">7. Write arguments using the main features; facts, opinions, rhetorical questions, repetition, emotive language, statistics and triadic lists</p> <p style="color: red;">13. Write text with an appropriate level of detail and length to meet the needs of the audience</p> <p style="color: red;">82. Writing is developed and engaging</p>	
<b>Summer 1</b>	<b>Theme:</b> War, Non-fiction	<b>Class book of reference:</b> War stories, Michael Morpurgo
Writing	<ul style="list-style-type: none"> <li>• Speech writing: Supporting the main character response to his people</li> <li>• Letter writing: To family back home</li> </ul>	
Breadth of Study (NC objective codes)	<u>Reading:</u> 2a, 2b, 3a, 3c, <u>Writing:</u> 1ai, 1aii, 1c, 1d, 2a, <u>Grammar and vocabulary:</u> 1e, 1f <u>Spoken language:</u> 1a	
Knowledge/skills	<p style="color: purple;">28. Explain the impact language has on a reader</p> <p style="color: red;">1. Writing appropriately for form</p> <p style="color: red;">2. Writing appropriately for audience</p> <p style="color: red;">27. Re-draft writing in order to make improvements</p>	
<b>Summer 2</b>	<b>Theme:</b> Reading 20 <sup>th</sup> Century literature:	<b>Class book of reference:</b> Blood brother, Willy Russell
Writing	<ul style="list-style-type: none"> <li>• Narrative writing: My alternate subsequent chapter</li> <li>• Critical review writing: Analysis and evaluation of the novel</li> </ul>	



## English Programme of study Skills Progression

Breadth of Study (NC objective codes)	<p><u>Reading:</u> 2a, 2b, 3a, 3c, <u>Writing:</u> 1ai, 1aii, 1c, 1d, 2a, <u>Grammar and vocabulary:</u> 1e, 1f <u>Spoken language:</u> 1a</p>
Knowledge/skills	<p>51. Read and explore contemporary plays 6. Write scripts for the audience using the main features: title, scene, characters, stage directions 14. Write texts with appropriate level of detail and length to meet the needs of the audience 12. Communicate, information, ideas and opinions clearly and effectively</p>



## English Programme of study Skills Progression

### YEAR NINE

*Life of Pi, Yann Martel*

*A Christmas carol*

*Dr Jekyll and Mr Hyde, Robert Louis Stevenson*

*The curious incident of the dog and the night-time, Mark Haddon*

*The Great Gatsby, F. Scott Fitzgerald*

*Weathering Heights, Emily Bronte*

Autumn 1	Theme: Fiction novel (19 <sup>th</sup> century depiction)	Class book of reference: <i>Life of Pi, Yann Martel</i>
Writing	<ul style="list-style-type: none"> <li>Report writing:</li> <li>Letter writing:</li> </ul>	
Breadth of Study (NC objective codes)	<u>Reading:</u> <u>Writing:</u> <u>Grammar and vocabulary:</u> <u>Spoken language:</u>	
Knowledge/skills	<p>43. Read and explore whole books pre-1914</p> <p>16. Demonstrate understanding of explicit meaning</p> <p>8. Write letters appropriate for audience using the main features: Address, date, appropriate greeting, first person narrative, sign off</p> <p>17. Use a range of vocabulary</p>	
Autumn 2	Theme: Fiction novel (Ghost, Christmas)	Class book of reference: <i>A Christmas carol, Charles Dickens</i>
Writing	<ul style="list-style-type: none"> <li>Leaflet Victorian poor</li> <li>Creative writing</li> </ul>	
Breadth of Study (NC objective codes)	<u>Reading:</u> <u>Writing:</u> <u>Grammar and vocabulary:</u> <u>Spoken language:</u>	
Knowledge/skills	<p>33. Identify the audience, purpose and context for a text</p> <p>15. Writing is developed and engaging</p> <p>9. Write articles appropriate for audience, including the main features, heading, sub-heading, introduction, main body, conclusion</p> <p>18 Use a range of vocabulary for effect</p>	



## English Programme of study *Skills Progression*

<b>Spring 1</b>	<b>Theme:</b> Fiction	<b>Class book of reference:</b> Dr Jekyll and Mr Hyde, <i>Robert Louis Stevenson</i>
Writing	<ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• Newspaper article</li> </ul>	
Breadth of Study (NC objective codes)	<u>Reading:</u> <u>Writing:</u> <u>Grammar and vocabulary:</u> <u>Spoken language:</u>	
Knowledge/skills	<p>48. Read and explore whole contemporary books</p> <p>23 Structure writing in a way that engages the reader</p> <p>27. Re-draft writing to make improvements</p> <p>28. Write deliberately for desired effects</p>	
<b>Spring 2</b>	<b>Theme:</b> Screenplay writing	<b>Class book of reference:</b> The curious incident of the dog and the night-time, <i>Mark Haddon</i>
Writing	<ul style="list-style-type: none"> <li>• Summarising</li> <li>• Creative writing</li> </ul>	
Breadth of Study (NC objective codes)	<u>Reading:</u> <u>Writing:</u> <u>Grammar and vocabulary:</u> <u>Spoken language:</u>	
Knowledge/skills	<p>28. Describe the impact language has on the reader</p> <p>40. Summarising a plot</p> <p>11. Write texts with an appropriate level of information and detail to meet the needs of the audience</p> <p>27. Re-draft writing in order to make improvements</p>	
<b>Summer 1</b>	<b>Theme:</b> Romance, Shakespeare	<b>Class book of reference:</b> The Great Gatsby, <i>F Scott Fitzgerald</i>
Writing	<ul style="list-style-type: none"> <li>• Creating a scene on stage</li> <li>• Writing to argue</li> </ul>	
Breadth of Study (NC objective codes)	<u>Reading:</u> <u>Writing:</u> <u>Grammar and vocabulary:</u> <u>Spoken language:</u>	





## English Programme of study *Skills Progression*

Knowledge/skills	<p>42. Explain the writers use of themes</p> <p>46. Read and explore plays by Shakespeare</p> <p>7. Write arguments appropriate for audience using the main features: facts, opinions, rhetorical questions, repetition, emotive language, statistics and the rule of three/triadic structure</p> <p>11. Communicate information and ideas clearly, coherently and effectively</p>	
<b>Summer 2</b>	<b>Theme:</b> Fiction	<b>Class book of reference:</b> <i>Weathering Heights, Emily Bronte</i>
Writing	<ul style="list-style-type: none"> <li>• Non-fiction travel brochure</li> <li>• Speech</li> </ul>	
Breadth of Study (NC objective codes)	<p><u>Reading:</u></p> <p><u>Writing:</u></p> <p><u>Grammar and vocabulary:</u></p> <p><u>Spoken language:</u> 1a</p>	
Knowledge/skills	<p>5. Use contextual clues to understand unfamiliar words</p> <p>10. Write in note form for presentation</p> <p>28. Write deliberately for desired effect</p> <p>9 Use a variety of punctuation for desired effect</p>	