

<p>Year 7 Intent</p> <p><i>Our Year 7 English curriculum is designed to inspire a love of reading, nurture confident and fluent readers, and develop analytical and creative skills through a diverse range of texts and genres. Each term builds on core literacy skills while encouraging empathy, critical thinking, and effective communication.</i></p>	<p>Faster Read: My Sister Lives on the Mantelpiece by Annabel Pitcher (Term 1)</p>
	<p>Faster Read: The Hunger Games by Suzanne Collins (Term 2)</p>
	<p>Thematic Study: Dystopian Literature (Term 3)</p>
	<p>Introduction to Shakespeare: short extracts from a range of plays, including Macbeth, The Taming of the Shrew, and Julius. (Term 4)</p>
	<p>Introduction to Rhetoric: students will explore the art of persuasion by studying the techniques used to craft powerful and impactful speeches. (Term 5)</p>
<p>Year 8 Intent:</p> <p><i>Our Year 8 curriculum is designed to build on the skills developed in year 7, introducing a range of texts including novels, poetry, short stories and plays. Students learn to refine skills of analysis and consider audience and purpose.</i></p>	<p>Conflict Poetry: we study a range of poems from different poets, exploring both physical and internal conflict. (Term 1)</p>
	<p>Novel Study: ‘Salt to the Sea’ by Ruta Sepetys. (Term 2 + 3)</p>
	<p>Shakespeare: ‘The Tempest’ through a range of extracts. (Term 4)</p>
	<p>Play Study: ‘Refugee Boy’ by Benjamin Zephaniah (Term 5)</p>
	<p>Short Stories: ‘Twisted Tales’. We will consider how writers use the short story form to effectively convey a message and the importance of language and structure in this shorter form to fully develop a narrative. (Term 6)</p>
<p>Year 9 Intent</p> <p><i>In year 9 the curriculum is designed to support transition to GCSE through harnessing skills honed at KS3. We seek to develop students’ criticality,</i></p>	<p>Gothic Novel: ‘The Woman in Black’. (Term 1)</p>
	<p>Developing Analytical Skill: through looking at a range of fiction extracts, students learn to analyse language and structure and develop their skills of evaluative analysis. (Term 2 + 3)</p>
	<p>Poetry – ‘Worlds and Lives’: students begin studying their GCSE Anthology which contains 15 poems. The collection focuses on a range of voices from different cultures and</p>

<p><i>exploring nuance and interpretative analysis. We promote the link between reading and writing, asking students to read like a writer and write like a reader.</i></p>	<p>includes personal and political themes like home, heritage, belonging and connection. (Term 4 + 5)</p> <p>Oracy unit: Students start to think about their spoken language endorsement for GCSE and explore topical issues and personal interests. Students begin to think about the formality, structure and tone of a presentation, drawing on the skills gained from earlier units on rhetoric. (Term 6)</p>
<p>Year 10 Intent</p> <p><i>The curriculum moves on to cover the 19th century novel, unseen poetry, fiction and non-fiction, Shakespeare and transactional writing. Students work to refine their skills of analysis as well as completing their official spoken language endorsement which is a mandatory requirement of the GCSE specification. By the end of the year, students prepare for a Trust-wide mock exam on Literature Paper 1 and Language Paper 2.</i></p>	<p>Teacher 1 19th Century Novel: The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson. (Term 1 + 2)</p> <p>Teacher 2 Unseen poetry and the spoken language endorsement. (Term 1 + 2)</p> <p>Teacher 1 Language Paper 2: Writers’ Viewpoints and Perspectives. Students look at non-fiction extracts and analyse a range of rhetorical and persuasive techniques used by writers. (Term 3 + 4)</p> <p>Introduction to the Power and Conflict poetry anthology.</p> <p>Teacher 2 Shakespeare’s Macbeth. Students study the famous five-act play considering themes of ambition and the supernatural. (Term 3 + 4)</p> <p>Teacher 1 Power and Conflict poetry: We finish the anthology of 15 poems and develop student confidence in comparing and contrasting poetic approaches. (Term 5)</p> <p>Teacher 2 Students are introduced to transactional writing, exploring the importance of audience and purpose. They argue, persuade and advise, using language and structure to make their arguments compelling. (Term 5)</p> <p>Teacher 1 + 2: Revision of Jekyll and Hyde, poetry and Macbeth ready for the year Trust-wide 10 mock exam in July. (Term 6)</p>
<p>Useful Websites/ Resources</p>	<p>Enrichment Activities</p>
<p>Home - BBC Bitesize Free online lessons, videos and quizzes for pupils Oak National Academy Teachers and schools events, workshops and resources - British Library Sparx Reader - A parent's guide to Sparx Reader</p>	<p>Years 7, 8 + 9 Journalism Club – Tuesday lunchtimes Theatre trip to The Hunger Games Read Every Day in January challenge</p> <p>Year 10 Journalism Club – Tuesday lunchtimes Theatre trip to Jekyll and Hyde Read Every Day in January challenge</p>