

## Year 7 - English

Y7	Topic	Assessment	What parents can do to support
Term 1:1 6 weeks	19 <sup>th</sup> Century Fiction	Reading 1. A selection of 19 <sup>th</sup> century fiction extracts will be explored. 2. Creative writing	<ul style="list-style-type: none"> <li>• Read a number of short fictional extracts from the 19<sup>th</sup> century.</li> <li>• Discuss characters, setting and main storyline.</li> <li>• Encourage students to learn language devices given in lesson.</li> <li>• Study weekly spellings.</li> </ul>
Term 1:2 7 weeks 3 days	Christmas Carol	Reading 1. Extract based question on language only. 2. Writing to describe – Description of character, place based on images.	<ul style="list-style-type: none"> <li>• Recount/summarise the main characters and events in A Christmas Carol.</li> <li>• Create character profiles/mind maps of the main character Scrooge.</li> <li>• Discuss the themes of selfishness, sharing, kindness and generosity.</li> <li>• Study weekly spellings.</li> </ul>
Term 2:1 6 weeks	Day Dreamer	1. Creative writing based on ideas in the book, (Oh 5 TRAMPS, 6 Sassy Sentence Starters, 5 Senses, vocab and SPAG) 2. Reading and exploring the text.	<ul style="list-style-type: none"> <li>• Recount/ summarise the main characters and events in The Daydreamer text.</li> <li>• Create character profiles / mind maps of the main character.</li> <li>• Ask students to write creatively based on an image from the story.</li> <li>• Understand plot sequence: introduction, complication, rising action, climax, falling action, resolution.</li> <li>• Study weekly spellings</li> </ul>
Term 2:2 6 Weeks	Private Peaceful	1. Transactional based on the text (persuasive recruitment speech, newspaper, diary entry, letter) 2. Character questions e.g. 'How is a main character presented in the text?'	<ul style="list-style-type: none"> <li>• Discuss persuasive techniques at home.</li> <li>• What are the conventions of a newspaper report. Read some examples from broadsheet newspapers and discuss features.</li> <li>• Watch persuasive speeches by Barack Obama, Martin Luther King etc Discuss conventions of persuasive speeches.</li> <li>• Study weekly spellings</li> </ul>

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Term 3:1 5 Weeks	Private Peaceful	1. Character questions e.g. 'How is a main character presented in the text?	<ul style="list-style-type: none"> <li>• Discuss main characters and plot of Private Peaceful.</li> <li>• Draw mind maps and discuss character profiles for Charlie, Tommo and Molly.</li> <li>• Study weekly spellings</li> </ul>
Term 3.2 7 Weeks	EXAMS	2 weeks revision for creative writing and reading skills (inference, quotes, language, structure), grammar	<ul style="list-style-type: none"> <li>• What do students have to do for each section of the exams?</li> <li>• What language r could you write about in Questions 1-4</li> <li>• What structural features can you write about in Question 1-4</li> <li>• Which features are important for Creative / Transactional writing.</li> <li>• Study weekly spellings.</li> </ul>
Term 3:2	Poetry	Two contemporary poems, comparison	<ul style="list-style-type: none"> <li>• Read a selection of modern poems.</li> <li>• Look at the layout of the poems– do you notice and differences between what they look like on the page?</li> <li>• Discuss content of each poem.</li> <li>• Test your knowledge of poetic devices (similes, metaphors, personification etc)</li> </ul>

### Helpful Books / Study Materials

Please encourage your child to read as many different types of literature as possible; newspapers, books, graphic novels, poetry and autobiographies. All help! You could inspire writing tasks such as short stories about weekends or holidays and poems about the family or places you have visited. You can also use a random image to inspire them to write.

### Useful websites

BBC Bitesize

[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)

**Staff Contacts** L Winlock



## Year 8 - English

Y7	Topic	Assessment	What parents can do to support
Term 1:1 6 weeks	Boy in the Striped Pyjamas & War Poetry	<ul style="list-style-type: none"> <li>War poetry (6 poems) students to explore language, form and structure.</li> <li>BISP 10 minute reading starters to introduce storyline and characters</li> </ul>	<ul style="list-style-type: none"> <li>Read a selection of WW1 poems, Siegfried Sassoon, Wilfred Owen, Robert Burns, Jessie Pope.</li> <li>Look at the layout of the poems—do you notice and differences between what they look like on the page?</li> <li>Discuss content of each poem.</li> <li>Test your knowledge of poetic devices (similes, metaphors, personification etc)</li> </ul>
Term 1:2 7 weeks 3 days	Boy in the Striped Pyjamas	<ul style="list-style-type: none"> <li>Setting question 'How does the writer use the setting of the novel to show differences between characters'</li> </ul>	<ul style="list-style-type: none"> <li>Recount/summarise the main characters and events in Boy in the Striped Pyjamas</li> <li>Create character profiles/mind maps of the main characters Bruno and Shmuel.</li> <li>Discuss the themes of friendship, Anti-Semitism and prejudice.</li> <li>Study weekly spellings.</li> </ul>
Term 2:1 6 weeks	Non-fiction	<ul style="list-style-type: none"> <li>Read and explore non-fiction texts. Evaluate and compare texts.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a selection of broadsheet newspapers and consider the layout and format of the articles.</li> <li>Discuss features of non-fiction articles.</li> <li>Students to evaluate and give their opinion on articles.</li> <li>Study weekly spellings</li> </ul>
Term 2:2 6 Weeks	Transactional	<ul style="list-style-type: none"> <li>Transactional writing (letters formal &amp; informal, speech, diary entry, newspaper, report)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss persuasive techniques at home.</li> <li>Plan the structure of the information you would use in an article.</li> <li>What adverbials can be used to begin sentences?</li> <li>What are the different sentence types that can be used in your writing?</li> <li>Watch persuasive speeches by Barack Obama, Martin Luther King etc Discuss conventions of persuasive speeches.</li> <li>Start your own diary at home.</li> <li>Study weekly spellings</li> </ul>

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Term 3:1 5 Weeks	Romeo and Juliet	<ul style="list-style-type: none"><li>• Reading extracts and giving summaries of the play to help understanding (How a character is presented in an extract)</li></ul>	<ul style="list-style-type: none"><li>• Discuss main characters and plot of Romeo and Juliet.</li><li>• Draw mind maps and discuss character profiles for Romeo, Juliet, Mercutio, Tybalt and Friar Lawrence.</li><li>• Study weekly spellings</li></ul>
Term 3.2 7 Weeks	EXAMS 3 weeks	2 weeks revision for creative and transactional writing and reading skills (inference, quotes, language, structure, SITE), grammar	<ul style="list-style-type: none"><li>• What do students have to do for each section of the exams?</li><li>• What language r could you write about in Questions 1-4</li><li>• What structural features can you write about in Question 1-4</li><li>• Which features are important for Creative / Transactional writing.</li><li>• Study weekly spellings.</li></ul>
Term 3:2	Romeo and Juliet	<ul style="list-style-type: none"><li>• Reading extracts and giving summaries of the play to help understanding</li></ul>	<ul style="list-style-type: none"><li>• Storyboard the main plot, act out some scenes.</li></ul>

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## Year 9 - English

Y9	Topic	Assessment	What parents can do to support
Term 1:1 6 weeks	Thematic study War and conflict  Writing linked to war and conflict  Poetry: <ul style="list-style-type: none"> <li>• Bayonet Charge</li> <li>• Charge of the light Brigade</li> <li>• Exposure</li> <li>• Poppies</li> </ul>	<ul style="list-style-type: none"> <li>• War poetry (4 poems) students to explore language, form and structure.</li> <li>• Creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read a selection of WW1 poems,</li> <li>• Look at the layout of the poems– do you notice and differences between what they look like on the page?</li> <li>• Discuss content of each poem.</li> <li>• Test your knowledge of poetic devices (similes, metaphors, personification etc)</li> </ul>
Term 1:2 7 weeks 3 days	Thematic study War and conflict  Writing linked to war and conflict	<ul style="list-style-type: none"> <li>• Setting question ‘How does the writer use the setting of the novel to show differences between characters’</li> </ul>	<ul style="list-style-type: none"> <li>• Explore approaches to unseen poetry</li> </ul>
Term 2:1 6 weeks	Literature: Dr Jekyll and Mr Hyde  Gothic Writing	<ul style="list-style-type: none"> <li>• Read and explore fiction texts from the 19<sup>th</sup> century.</li> <li>• Comment on the writer’s techniques linked to language</li> </ul>	<ul style="list-style-type: none"> <li>• Read up on 19<sup>th</sup> century literature</li> <li>• Discuss character profiles and storyboard plot development.</li> </ul>
Term 2:2 6 Weeks	Dr Jekyll and Mr Hyde continued  Conflict Poetry London Remains Ozymandias	<ul style="list-style-type: none"> <li>• Transactional writing (letters formal &amp; informal, speech, diary entry, newspaper, report)</li> <li>• Character analysis and themes of Dr Jekyll and Mr Hyde.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss persuasive techniques at home.</li> <li>• Plan the structure of the information you would use in an article.</li> <li>• What adverbials can be used to begin sentences?</li> <li>• What are the different sentence types that can be used in your writing?</li> <li>• Watch persuasive speeches by Barack Obama, Martin Luther King etc Discuss conventions of persuasive speeches.</li> <li>• Start your own diary at home.</li> </ul>
Term 3:1 5 Weeks	Literature: An Inspector Calls	<ul style="list-style-type: none"> <li>• End of year exams based on Literature and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss main characters and plot of An Inspector Calls</li> <li>• Draw mind maps and discuss character profiles for Arthur Birling, Sybil Birling, Gerald Croft, Sheila Birling and Eric Birling</li> </ul>

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