

**LOSTSOCK HALL ACADEMY ENGLISH DEPARTMENT CURRICULUM PLAN**

TERM	YEAR 7	YEAR 8	YEAR 9
1.1	<p><b><u>Class Study</u></b></p> <p><u>Media / Non-literary Reading</u></p> <ul style="list-style-type: none"> <li>➤ Benchmark testing of reading, writing and spelling ability</li> <li>➤ Introduction to media</li> <li>➤ Exploration of a range of media texts</li> <li>➤ Assessment for Learning Focus: Reading skills- analysing images and words in print, focusing on developing inference skills</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Novel of Your Own Choice</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b></p> <p>Comprehension and analysis of non-fiction articles</p>	<p><b><u>Class Study</u></b></p> <p><u>Media / Non-literary Reading: Adverts, Leaflets &amp; Brochures</u></p> <ul style="list-style-type: none"> <li>➤ Exploring, analysing and evaluating presentational features and structures</li> <li>➤ Exploring, analysing and evaluating persuasive language features of a text</li> <li>➤ Assessment for Learning Focus: Writer’s craft. How the writer anticipates and persuades the reader</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Auto/biography</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b></p> <p>Comprehension and analysis of non-fiction charity campaign literature</p>	<p><b><u>Class Study</u></b></p> <p><u>Media / Non-literary Reading: Magazine &amp; Newspaper Articles</u></p> <ul style="list-style-type: none"> <li>➤ Analysis of news articles</li> <li>➤ Comparison of tabloid and broadsheet articles</li> <li>➤ Thematic study – comparing 19<sup>th</sup> century and 21<sup>st</sup> century non-fiction writing</li> <li>➤ Assessment for Learning Focus: Writer’s craft/method of presenting and developing an argument</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Magazines</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b></p> <p>Comprehension and analysis of non-fiction reading material from the 19<sup>th</sup> and the 21<sup>st</sup> century</p>
1.2	<p><b><u>Class Study</u></b></p> <p><u>Media / Non-literary Writing</u></p> <ul style="list-style-type: none"> <li>➤ Differentiated starters focusing on basic writing skills</li> <li>➤ Revision of non-fiction writing forms</li> <li>➤ Revision of the language of writing to inform, explain and advise</li> <li>➤ Presentational features and structures of leaflets</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Internet Web Page</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b></p> <p>Writing a webpage to advise</p> <p>Formal independent presentation, with questions from an audience</p>	<p><b><u>Class Study</u></b></p> <p><u>Media / Non-literary Writing</u></p> <ul style="list-style-type: none"> <li>➤ Differentiated starters focusing on basic writing skills</li> <li>➤ Construction of image, structures and presentational devices in order to persuade a reader</li> <li>➤ Revising the language of persuasion</li> <li>➤ Planning to achieve writing purpose</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Special Interest Book</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b></p> <p>Writing an article to persuade</p> <p>Formal independent presentation, with questions from an audience</p>	<p><b><u>Class Study</u></b></p> <p><u>Media / Non-literary Writing</u></p> <ul style="list-style-type: none"> <li>➤ Differentiated starters focusing on quality of written communication</li> <li>➤ Construction of images, structures and presentational devices in order to create bias</li> <li>➤ Revising and developing skills in the language of argument</li> <li>➤ Planning to achieve writing purpose</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Newspapers</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b></p> <p>Writing a formal letter to argue</p> <p>Formal independent presentation, with questions from an audience</p>

<p>2.1</p>	<p><b><u>Class Study</u></b></p> <p><u>Literary Reading: Prose and Poetry Study- Different Cultures</u>  <i>Survival Theme</i></p> <ul style="list-style-type: none"> <li>➤ Reading short stories, literary extracts and poems on a survival theme</li> <li>➤ Class novel, e.g. <i>Treasure Island, Hunger Games, Holes, Hatchet</i></li> <li>➤ Assessment for Learning Focus: The effects of a writer’s chosen language/ writers’ intentions</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Poetry Anthology</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b>  Reading comprehension of a prose and poetry extract</p>	<p><b><u>Class Study</u></b></p> <p><u>Literary Reading: Prose and Poetry Study- Gothic Genre</u>  <i>Gothic Literature Theme</i></p> <ul style="list-style-type: none"> <li>➤ Reading 19<sup>th</sup> century gothic literature extracts and short stories, e.g. Shelley, Stoker, Wells, Lawrence, Poe</li> <li>➤ Class novel, e.g. <i>The Threpenny Murder, My Swordhand is Singing, Room 13, Cirque du Freak</i></li> <li>➤ Assessment for Learning Focus: The effects of a writer’s chosen language/ writers’ intentions</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Poetry from Different Cultures</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b>  Reading comprehension of a prose and poetry extract</p>	<p><b><u>Class Study</u></b></p> <p><u>Literary Reading: Post 1914 Prose</u>  Preparation for WJEC GCSE Literature Component 2A  (<i>An Inspector Calls or Lord of the Flies or Blood Brothers</i>)</p> <ul style="list-style-type: none"> <li>➤ Study of plot, theme, characters and overview.</li> <li>➤ Developing skills of literary analysis.</li> <li>➤ Study of the author and their context in literary heritage.</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Pre-1914 Poetry</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b>  Analysis of a key extract of the novel, supported by reference to the whole text</p>
<p>2.2</p>	<p><b><u>Class Study</u></b></p> <p><u>Narrative Writing for a Specific Audience - Adventure</u>  <i>Survival Themed Tasks</i></p> <ul style="list-style-type: none"> <li>➤ Differentiated starters focusing on basic writing skills</li> <li>➤ Developing imaginative, creative writing</li> <li>➤ Study of short story structure</li> <li>➤ First and third person narration</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Myths and Legends</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b>  Writing a short survival story in the first person</p>	<p><b><u>Class Study</u></b></p> <p><u>Narrative Writing for a Specific Audience - Gothic</u>  <i>Gothic Themed Tasks</i></p> <ul style="list-style-type: none"> <li>➤ Differentiated starters focusing on basic writing skills</li> <li>➤ Developing crafted writing, where vocabulary, techniques and structures create impact</li> <li>➤ Use of dialogue to create tension</li> <li>➤ Writing to include the conventions and features of the gothic literary tradition</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Novel of Your Own Choice</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b>  Writing a short gothic story in the third person</p>	<p><b><u>Class Study</u></b></p> <p><u>Reading – Preparation for Component 2 Section B of the Eduqas Lit Exam</u></p> <ul style="list-style-type: none"> <li>➤ Reading of pre-1914 novel from the WJEC Lit list (<i>Jekyll and Hyde or A Christmas Carol</i>)</li> <li>➤ Plot, characters and themes</li> </ul> <p><u>Narrative Writing – Preparation for Component 1 Section B of the Eduqas Language GCSE</u></p> <ul style="list-style-type: none"> <li>➤ Techniques for building atmosphere and tension.</li> <li>➤ Characterisation and character development.</li> <li>➤ Planning and proofreading for success.</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Pre-1914 novel.</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b>  Writing a short story from a choice of four titles.</p>

3.1	<p><b><u>Class Study</u></b></p> <p><b><u>Themed Work: Literary &amp; Non-Literary Texts</u></b></p> <ul style="list-style-type: none"> <li>➤ Thematic project that addresses class and individual learning needs</li> <li>➤ Study a range of reading material linked in content.</li> <li>➤ Class reader</li> <li>➤ Revise non-fiction writing forms.</li> <li>➤ Revisit personal targets in reading and writing, set following Term 1 and Term 2 assessments</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Novel by a New Author</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b></p> <p>End of year examination in reading and writing</p>	<p><b><u>Class Study</u></b></p> <p><b><u>Themed Work: Literary &amp; Non-Literary Texts - War</u></b></p> <ul style="list-style-type: none"> <li>➤ Thematic project that addresses class and individual learning needs</li> <li>➤ Study a range of reading material – war poetry, plays, propaganda, diaries and letters</li> <li>➤ Class reader</li> <li>➤ Revisit personal targets in reading and writing, set following Term 1 and Term 2 assessments</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Novel by a New Author</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b></p> <p>End of year examination in reading and writing</p>	<p><b><u>Class Study</u></b></p> <p><b><u>Poetry Study</u></b></p> <p>Preparation for WJEC GCSE English Literature Components 1B and 2C</p> <ul style="list-style-type: none"> <li>➤ Study of 4 poems from the WJEC Anthology (<i>e.g. Ozymandias, Dulce et Decorum Est, Hawk Roosting, Death of a Naturalist</i>)</li> <li>➤ Study of poetic form, structures and devices</li> <li>➤ Developing skills of analysis, comparison and evaluation</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Reading Quest – Pre-1914 Poetry</li> <li>➤ Weekly spellings</li> </ul> <p><b><u>Assessment</u></b></p> <p>Two Extended response: Analysis of an unseen poem; comparison of unseen poems</p>
3.2	<p><b><u>Class Study</u></b></p> <p><b><u>Drama</u></b></p> <ul style="list-style-type: none"> <li>➤ Study of post 1914 drama texts</li> <li>➤ Study of the conventions of scripts and script writing</li> <li>➤ Development of dramatic and performance technique</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Weekly spellings</li> <li>➤ Take Away Homework Menus</li> </ul>	<p><b><u>Class Study</u></b></p> <p><b><u>Drama</u></b></p> <ul style="list-style-type: none"> <li>➤ Study of ‘The Merchant of Venice’</li> <li>➤ Develop confidence in reading and analysing Shakespearean text</li> <li>➤ Scriptwriting activities which target individual writing targets.</li> <li>➤ Proofreading, editing and redrafting</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Weekly spellings</li> <li>➤ Take Away Homework Menus</li> </ul>	<p><b><u>Class Study</u></b></p> <p><b><u>Drama</u></b></p> <ul style="list-style-type: none"> <li>➤ Study of ‘Macbeth’</li> <li>➤ Plot, characters and themes</li> <li>➤ Develop confidence in reading and analysing Shakespearean text</li> <li>➤ Developing literary analysis skills through key extracts</li> </ul> <p><b><u>Homework</u></b></p> <ul style="list-style-type: none"> <li>➤ Weekly spellings</li> <li>➤ Take Away Homework Menus</li> </ul>

**TERM 3.1: Themed Unit.**

A theme will be chosen that provides the opportunity for students to work on a variety of forms and purposes for writing that they have already covered. Students will be selected to work in small **guided groups** based on their individual areas of weakness thus allowing the opportunity for each individual

student to revisit target areas, increasing individual potential to meet end of year targets, and improve their skills prior to the next year.