

# Long Term Plan – English (2024-25)

Vision: The English Faculty will create, develop and strengthen a love of English in our students, encouraging them to explore life, worlds and cultures that foster greater understanding of both their own existence and the existence of those who are ‘other’. Our students will become articulate analysts, critical readers and confident communicators, gaining knowledge that will allow them to take part in conversations, discussions and debates at different levels and with different audiences. Essentially, we will maximise potential opportunities for our students, empowering them by providing the knowledge and cultivating the will to use/analyse language at the highest levels.							Year End Points
	HT1	HT2	HT3	HT4	HT5	HT6	
Y7	Benjamin Zephaniah ‘Refugee Boy’ (2024 – Short Stories)		Rhetoric	Poetry –Identity	A Midsummer Night’s Dream		By the end of their first year, students will have knowledge of genre conventions: prose, poetry, drama, including contextual factors and elements of Shakespearean comedy. They will be able to critique aspects of prose narrative having learnt/understood the components required in analytical writing. Students will be able to apply knowledge of analytical writing to other written genres. They will have knowledge of (and therefore develop/improve skills in) ‘speaking’ – components of spoken language, including discussion, performance, rhetoric ... Additionally, they will be able to apply knowledge of analytical writing to spoken texts including performance poetry. Finally, they will be able to draw upon their knowledge/text analysis to create texts in different genres.
	Grammar & Reading programme to run for one hour each per fortnight						By the end of this year, students will retrieve, use and extend their knowledge of the foundations of linguistics and how to build on these. They will be able to apply knowledge to enhance depth/complexity of analytical/original work whilst improving technical accuracy. In the reading sessions, students will experience a range of literature through group reading and the use of Sparx Reader. Targeted students will also receive appropriate intervention to enable them to catch-up with their peers. These interventions include secondary appropriate phonics and fluency sessions.
Y8	George Orwell ‘Animal Farm’		Tragedy and the Tragic Hero	Women’s rights – Prose non-fiction	Equality and Diversity Literature		By the end of Y8, students will have greater knowledge of genre conventions: prose, poetry, drama, including extended knowledge of specific contextual factors. They will offer improved analysis of prose narrative/poetry and drama, having developed the ‘zoom out’ components required in analytical writing. Students will have knowledge of historic, social and literary contexts eg Russia/Stalin, political fable, and the history of tragedy from its Classical origins, Renaissance developments and modern adaptations . Additionally, they will be able to apply knowledge of performance to more challenging texts. Finally, they will be able to draw upon their knowledge/text analysis to create more complex texts in different genres.
	Grammar & Reading programme to run for one hour each per fortnight						By the end of this year, students will have knowledge of how to manipulate more complex aspects of language. They will be able to apply knowledge to enhance depth/complexity of analytical/original work whilst improving technical accuracy. In the reading sessions, students will continue to experience a range of literature building in complexity through group reading and the use of Sparx Reader. Targeted students will also continue to receive appropriate intervention to enable them to catch-up with their peers. These interventions include secondary appropriate phonics and fluency sessions.
Y9	Susan Hill ‘The Woman In Black’		Romeo and Juliet		Poetry – Victorians and the Gothic	J B Priestley ‘An Inspector Calls’	By the end of Y9, students will have greater knowledge of more complex genre conventions: prose, poetry, drama, including extended knowledge of specific contextual factors. They will offer improved analytical style of prose narrative/poetry and drama, having developed the ‘zoom in’ components required in analytical writing. Students will have knowledge of historic, social and literary contexts eg Gothic literature conventions, morality plays and the socialist perspective, patriarchal society in the 16 <sup>th</sup> century, in-depth understanding of the conventions Shakespearean tragedy. Additionally, they will be able to apply knowledge of analytical models to ‘unseen’ texts. Finally, they will be able to draw upon their knowledge/text analysis to develop more ambitious original writing.

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	Reading programme to run for one hour per fortnight				The reading sessions, students will continue to experience a range of literature that build in complexity and are complementary to the texts they read in standard English lessons through group reading and the use of Sparx Reader. Targeted students will also continue to receive appropriate intervention to enable them to catch-up with their peers. These interventions include secondary appropriate phonics and fluency sessions.	
Y 10	Charles Dickens 'A Christmas Carol' 5 Anthology Poems	5 Anthology Poems Start Shakespeare	Shakespeare		5 Anthology Poems  Revisit – 'An Inspector Calls'  Spoken Language	By the end of Y10, students will have specific knowledge on each text – plot, characterisation, context, language, structure. They will know/understand GCSE Literature assessment objectives and how to apply knowledge to examination questions. Students will have knowledge of secondary source material on aspects of each text. Additionally, they will have learnt, applied and demonstrated key components of spoken language assessment.
Y 11	Paper 1 Language - Fiction	Paper 2 Language: Non-Fiction		Final revision		By the end of Y11, students will have specific knowledge of requirements within the reading sections: a) retrieval b) language analysis c) comparison d) structural analysis e) writer's 'voice'  They will have acquired and demonstrated knowledge of key vocabulary for creative writing tasks. Finally, they will have knowledge of key elements for original writing – content/organisation + technical accuracy
NB*	1 year 'legacy' curriculum to run 2024-25					