



# Rudheath Senior Academy Curriculum Intent for English from Years 7 to 11

Key Knowledge and Skills	Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Reading –</b></p> <ul style="list-style-type: none"> <li>- Read and appreciate the depth and power of the English literary heritage through: reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts.</li> <li>- Exposed to a range of forms, including poetry, prose, Shakespeare and short stories.</li> <li>- Analytical approaches to texts and be able to identify language and structural features used for effect.</li> <li>- Understanding of social and historical context of a text.</li> </ul> <p>Comprehension, fluency of reading, - Reading for pleasure.</p>	<p>Reading for fluency and pleasure.</p> <p>Broad Literature Introduction – understanding the chronology of work. For example, Shakespeare, Rowling, Dickens, Owen.</p> <p>Reading short stories and war poetry in different forms - for example, sonnet and narrative.</p> <p>Comprehension: information retrieval and knowledge to identify key ideas.</p> <p>Knowledge of basic language and structural terms:</p> <p>Language</p> <ul style="list-style-type: none"> <li>   Adjective</li> <li>   verb</li> <li>   personal pronoun</li> <li>   Informal</li> <li>   personification</li> <li>   alliteration</li> <li>   metaphor</li> <li>   simile</li> </ul> <p>Structure</p> <ul style="list-style-type: none"> <li>   Paragraphs</li> <li>   Sentence structure</li> <li>   Repetition</li> <li>   Multi- clause sentences</li> </ul> <p>Non-fiction to support contextual understanding.</p>	<p>Reading for fluency and pleasure.</p> <p>Reading a range of texts: Shakespeare, Poetry from other cultures and modern. Understanding contextual links and impact. For example, Romeo and Juliet, Blackman and Rhodes.</p> <p>Knowledge of how to begin to explain impact and be able to analyse a text.</p> <p>Build up embedded understanding of wider terms.</p> <p>Language techniques – soliloquy, dramatic irony, foreshadowing within a text</p> <p>Range of understanding of non-fiction purposes:</p> <p>Inform</p> <p>Explain Describe</p> <p>Persuade Argue</p> <p>Advise</p> <p>Narrative voice and structural impact</p>	<p>Reading for fluency and pleasure.</p> <p>Reading a range of texts: Love and relationships poetry, Steinbeck and Dickens. Embed analysis and begin to evaluate a text:</p> <ul style="list-style-type: none"> <li>   characters</li> <li>   narrative voice</li> <li>   themes and ideas</li> <li>   language</li> <li>   structure</li> <li>   the effect on the reader</li> </ul> <p>Higher level language and structure terms.</p> <p>Exploring audience within non-fiction texts:</p> <ul style="list-style-type: none"> <li>   text type - FORM</li> <li>   audience – appeal to a target audience, consider effect on the reader</li> <li>   Purpose, – content, tone, structure, formal or informal – to entertain, persuade, advise, analyse, argue, describe, explain, inform, instruct.</li> </ul> <p>Text type examples to explore - news article, a self-help book, a letter asking for a charity donation, an autobiography, a book review, travel writing and exploring boundaries.</p>	<p>Reading for fluency and pleasure.</p> <p>Shakespeare knowledge and understanding of text and context, Macbeth.</p> <p>Evaluate and compare texts.</p> <p>Sophisticated exploration of a text. E.g. An Inspector Calls, A Christmas Carol.</p> <p>Higher level language and structure terms</p> <p>Original thought.</p> <p>Non-fiction analysis and comparison:</p> <ul style="list-style-type: none"> <li>   feature articles</li> <li>   essays</li> <li>   travel writing</li> <li>   accounts of famous events</li> <li>   Autobiographies or biographies. Texts may be written by sportspeople, politicians, celebrities or other people who aren't well-known.</li> </ul> <p>Critical understanding.</p> <p>Memorising quotes.</p>	<p>Reading for fluency and pleasure.</p> <p>Knowledge of approaching range of texts and their contextual impact.</p> <p>Consolidate analytical skills.</p> <p>Sophisticated exploration of texts.</p> <p>Original thought.</p> <p>Non-fiction analysis and comparison.</p> <p>Critical understanding.</p> <p>Memorising quotes.</p>
<p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>- Emerging imagination and lack of fear when writing.</li> <li>- Fluent communication and building of character, setting and plot.</li> <li>- Experimenting confidently with the structure of a piece.</li> <li>- Writing for a range of purposes and audiences.</li> <li>- Use of language devices in own writing for effect.</li> </ul>	<p>Creative Writing basic level setting.</p> <p>Writing in a range of non-fiction forms considering:</p> <ul style="list-style-type: none"> <li>   the conventions of the form</li> <li>   the intended audience (reader)</li> <li>   the purpose of the writing</li> </ul> <p>Basic language devices applied within own writing:</p> <ul style="list-style-type: none"> <li>   Simile</li> <li>   Metaphor</li> <li>   Personification</li> <li>   Onomatopoeia</li> <li>   Alliteration</li> <li>   Assonance</li> </ul> <p>Writing own poetry exploring:</p> <ul style="list-style-type: none"> <li>   Themes</li> <li>   Form</li> </ul>	<p>Emerging imagination within character and plot development.</p> <p>Writing for a range of purposes - what the writer wants to achieve. How writers use language and structural features to deliberately appeal to their intended audience.</p> <p>Building up use of language devices within own writing:</p> <ul style="list-style-type: none"> <li>   Simile</li> <li>   Metaphor</li> <li>   Personification</li> <li>   Onomatopoeia</li> <li>   Alliteration</li> <li>   Rhetorical question</li> <li>   Assonance</li> <li>   Oxymoron</li> <li>   Antithesis</li> <li>   Parenthesis</li> </ul>	<p>Experimenting with narrative voice and structural decisions. Foreshadowing. The 'I' or 'we' used by a narrator who is a participant in a narrative, in contrast to the third person - 'he', 'she' or 'they' - of a narrator who is not directly involved.</p> <p>Writing own non-fiction texts for a range of audiences.</p> <ul style="list-style-type: none"> <li>   advertisements</li> <li>   reviews</li> <li>   letters</li> <li>   diaries and blogs</li> <li>   newspaper articles</li> <li>   information leaflets</li> <li>   magazine articles</li> </ul> <p>Higher level language devices used confidently:</p> <p>Non-fiction</p> <p>broadsheet</p> <p>tabloid</p>	<p>Extended writing and thought.</p> <p>Sophisticated voice and story – imperatives, personal pronouns, triples, emotive language, flattery, hyperbole, oxymoron, pathetic fallacy, statistics and figures, rhetorical questions.</p> <p>Original thoughts, ideas and imagination in writing.</p> <p>Higher level structure and vocabulary:</p> <ul style="list-style-type: none"> <li>   imperative</li> <li>   slovenliness</li> <li>   specialist terms</li> <li>   polemical</li> <li>   polysyllabic</li> <li>   pun</li> <li>   rhetorical device</li> <li>   rhetorical question</li> <li>   decadent</li> <li>   emotive</li> </ul>	<p>Extended writing and thought.</p> <p>Sophisticated voice and story - imperatives, personal pronouns, triples, emotive language, flattery, hyperbole, oxymoron, pathetic fallacy, statistics and figures, rhetorical questions.</p> <p>Original thoughts, ideas and imagination in writing.</p> <p>Higher level structure and vocabulary:</p> <ul style="list-style-type: none"> <li>   idiolect</li> <li>   jurors</li> <li>   inquest</li> <li>   anecdote</li> <li>   archaism</li> <li>   imperative</li> <li>   slovenliness</li> <li>   specialist terms</li> <li>   polemical</li> <li>   polysyllabic</li> </ul>

	<ul style="list-style-type: none"> <li>▯ Language</li> <li>▯ Rhythm and rhyme.</li> </ul>		salutation register sensationalised caricature chronological  critic neutral first person  Writing own poetry – considering context, interpretation, theme, attitudes, form, language, rhythm and rhyme.	Consolidating knowledge of non-fiction.	<ul style="list-style-type: none"> <li>▯ pun</li> <li>▯ rhetorical device</li> <li>▯ rhetorical question</li> </ul> Consolidating knowledge of non-fiction.
Grammar and vocabulary – - Ability to write fluently and accurately - Range of punctuation styles and sentence constructions - Wide vocabulary bank - Use of paragraphing for effect	<ul style="list-style-type: none"> <li>▯ Consolidate Year 6 SPaG skills</li> <li>▯ Sentence styles: simple, compound</li> <li>▯ Basic range of punctuation</li> <li>▯ Capital letters</li> <li>▯ Vocabulary and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>▯ Consolidate Year 6 SPaG skills</li> <li>▯ Complex sentences</li> <li>▯ Basic punctuation range</li> <li>▯ Capital letters</li> <li>▯ Apostrophe use</li> <li>▯ Paragraphing</li> <li>▯ Vocabulary and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>▯ Writing accurately and consistently</li> <li>▯ Using complex sentence styles</li> <li>▯ Semi colon</li> <li>▯ Ellipsis</li> <li>▯ Vocabulary and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>▯ Writing accurately and consistently</li> <li>▯ Using complex sentence styles</li> <li>▯ Using a whole range of punctuation effectively and accurately</li> <li>▯ Vocabulary and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>▯ Writing accurately and consistently</li> <li>▯ Using complex sentence styles</li> <li>▯ Using a whole range of punctuation effectively and accurately</li> <li>▯ Vocabulary and spelling.</li> </ul>
Spoken English – - Appreciation, discussion and evaluation of texts - Group debate and discussion - Individual presentation and ideas communicated and justified	Group presentations and discussion. Paired presentations.	Debates in class. Individual presentations. Group discussions.	GCSE assessed piece: individual presentation. Peer questions and answers – justify and challenge opinions.	GCSE assessed piece: individual presentation. Peer questions and answers – justify and challenge opinions.	Peer questions and answers – justify and challenge opinions. Revision presentations in groups and pairs

