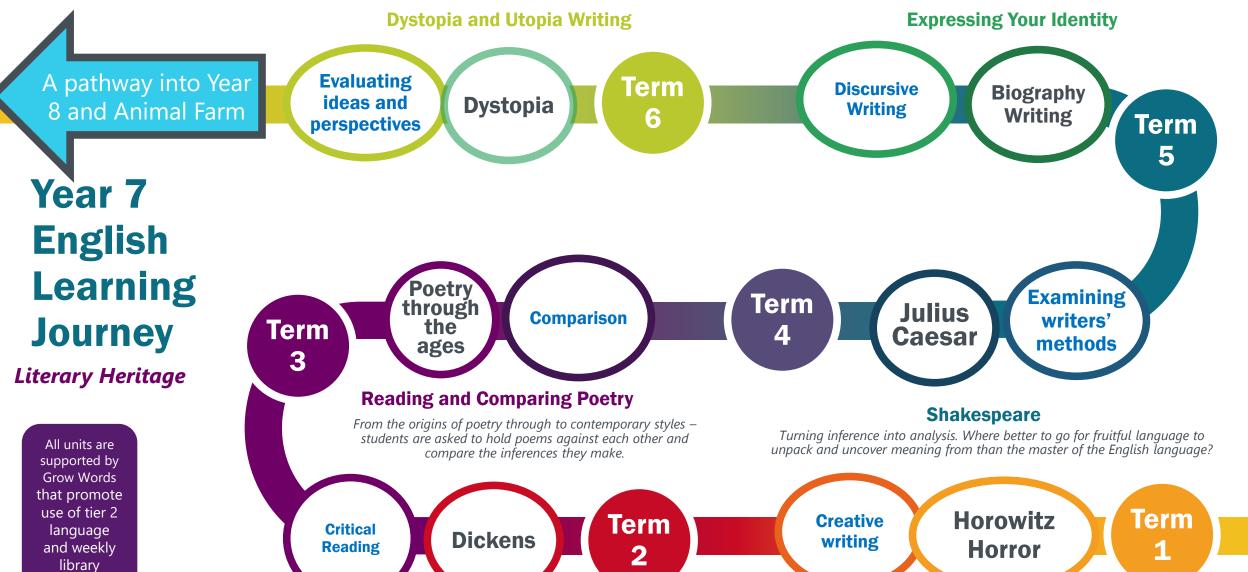
Having looked carefully at how writer's create specific meanings; students focus on genre conventions and look at specific tier 2 vocabulary in order to create effects that influence readers

Having studied how elastic the English Language can be, the spotlight is now on the students and their ability to tell their own personal story.



Literary Heritage that starts with local cultural capital

Preparing students for a literature rich English curriculum. Reflecting on their own term 1 writing choices as they study a master local storyteller.

lessons to

embed

fundamental

skills of

reading.

Consolidating Key Writing Skills from Primary School and Enhancing them

Helping students to make the transition between Year 6 and Year 7. How to contextualise those key skills in a secondary setting and gain confidence in the skill that underpins all communication in education – writing.

Using the stereotypes of horror and gothic – that play on human fears – this unit delves into how people and groups have been represented across a range of poems – reflecting on genres already studied in Year 8

Students will look at careful language choices that are used to create and influence meaning.

Using the naturally arising hybrid crossovers from the crime genre to the gothic – this unit engages student's appreciation of story telling and recalls evaluation as they are asked to analyse the techniques of writers.

Analysis



A pathway into Shakespeare's verse in Year 9

Vocabulary

Representation through poetry

Term 6

Literary Genres

Horror and **Gothic** Term 5

Year 8 **English** Learning **Journey** Genre

All units are supported by **Grow Words** that promote use of tier 2 language and weekly library lessons to embed fundamental skills of reading.



Including Chaucer and Victorian Literature

Moving from the caricature depiction of Richard III and looking at how other events in history are satirised – using the Canterbury Tales and a local writer from the canon as the perfect starting point.

Richard Term Inference/ **Compare** 2

Shakespeare and Analysis

Using the dark construction of dystopia as a way into the study of this Shakespeare history. Looking in particular at characterisation and how different audiences receive portrayals over time

Modern Fiction

Evaluation

After studying dystopia in Year 7, students revisit inference and language analysis in order to make evaluative comments on the choices writers make – starting the year with a commitment to reading and enjoying Orwell's dystopian modern classic.

Crime Writing

Evaluating how writers create mystery and suspense from the origins of crime writing,

through Sherlock Holmes and into the Golden Age of Crime and influential female writers

such as Christie. Previous work on structure is crucial to the understanding of this unit.

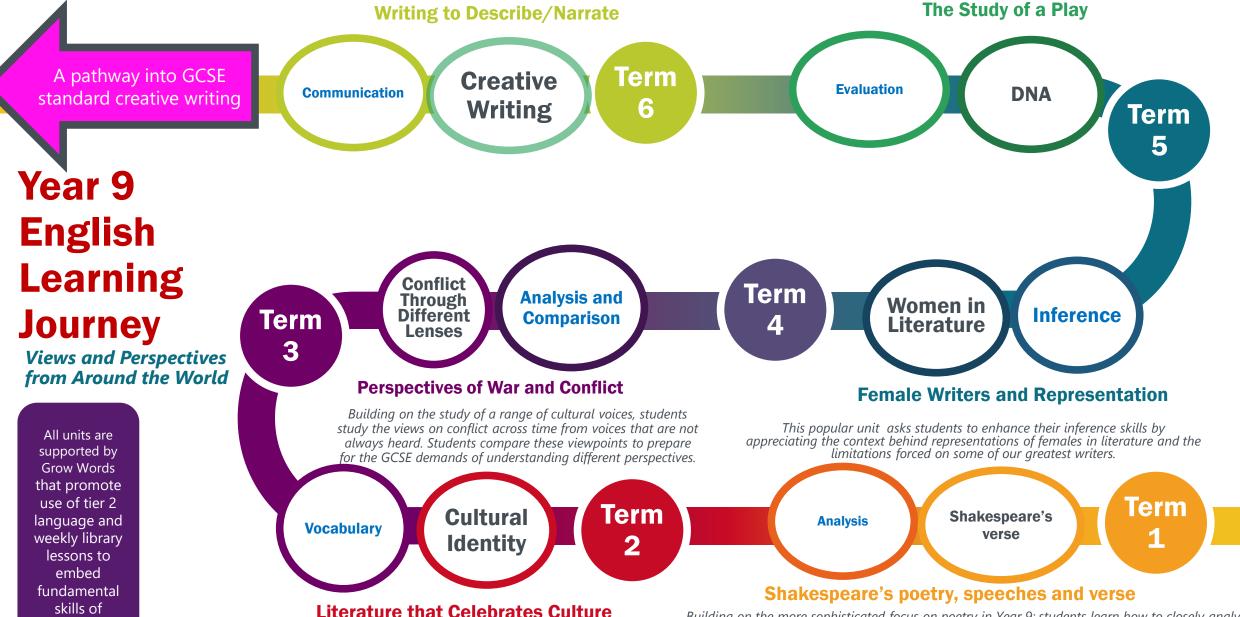
Animal

Farm

Term

Using dramatic techniques, language and structure from term 5 to inform best creative writing practice. Students will use models from GCSE writing and create success criteria to prepare them for the writing demands of GCSE Language

Students look back at their study of genre and crime and look forward as they prepare to evaluate dramatic techniques and the differences between the play form and novel.



Students call upon their own cultural experiences and share in those of others as they study key vocabulary that writers use to establish a cultural identity.

reading.

Building on the more sophisticated focus on poetry in Year 9; students learn how to closely analyse the language and structural choices made by Shakespeare in his plays and poetry. Material deals with cultural representations that become relevant again in term 2.