



***Language is used to connect, construct and communicate.***

**Malorie Blackman**



## Key Stage 3

- Literary Heritage **YEAR 7**
- Genre **YEAR 8**
- Views and Perspectives from Around the World **YEAR 9**

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.

## Dystopia and Utopia Writing

## Expressing Your Identity

A pathway into Year 8 and Animal Farm

Vocabulary

Dystopia

Term 6

Communication

Biography Writing

Term 5

# Year 7 English Learning Journey

## Literary Heritage

Poetry through the ages

Comparison

Term 4

Julius Caesar

Analysis

Term 3

## Reading and Comparing Poetry

From the origins of poetry through to contemporary styles – students are asked to hold poems against each other and compare the inferences they make.

## Shakespeare

Turning inference into analysis. Where better to go for fruitful language to unpack and uncover meaning from than the master of the English language?

Inference

Dickens

Term 2

Sentences and Punctuation

The Graveyard book

Term 1

## 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.

## 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.

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

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.

### Poetry in Different Contexts

### Literary Genres

A pathway into  
Shakespeare's verse in  
Year 9

Vocabulary

Representation  
through poetry

Term  
6

Analysis

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.

Term  
3

Satire

Structure

Term  
4

Detective  
Fiction

Evaluation

### 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.

### 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.

Inference/  
Compare

Richard  
III

Term  
2

Evaluation

Animal  
Farm

Term  
1

### 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

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.

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.

