

CURRICULUM ROADMAP

English

- Nursery to Year 13



BIRKENHEAD
HIGH SCHOOL ACADEMY

G.D.S.T.
GIRLS' DAY SCHOOL TRUST

KEY:

■ Reading (texts in bold)

■ Writing

■ Grammar, Punctuation, Spelling & Phonics

■ Oracy (Communication & Language in EYFS)

■ Knowledge (Y7-13)



Year 13 (SUM)

LITERATURE

Reading: revise & revisit all the texts & components of the course including both Paper 1 & Paper 2.
Writing: essay responses to tasks, annotations & research of genres, coursework piece of independent research.
Oracy: presentations of research, group-based discussions of texts.
Knowledge: Paper 1 & Paper 2 all selected texts, exam skills and techniques.

Year 13 (AUT)

LITERATURE

Reading: *Rime of the Ancient Mariner* by Samuel Taylor Coleridge & *Atonement* by Ian McEwan
Writing: essay responses to tasks, annotations & research of genres, coursework piece of independent research
Oracy: presentations of research, group-based discussions of texts
Knowledge: recap key features of both crime and tragedy genres, understanding of range of subject terminology, knowledge of *Atonement* and *Rime of the Ancient Mariner* key plot, characters and themes

Year 12 (SPR)

LITERATURE

Reading: *Murder of Richard Acreday, Othello and Death of a Salesman*
Writing: essay responses to tasks, annotations and research of genres
Oracy: presentations of research, group-based discussions of texts
Knowledge: key features of both crime and tragedy genres, understanding of range of subject terminology, knowledge of key plot, characters and themes in all texts studied

Year 11 (SUM)

Revision and exam practice until examinations.

Year 11 (AUT)

LITERATURE

Units 11.1: Macbeth (revision), 11.2: Power and Conflict Poetry (revision), 11.3: A Christmas Carol
Reading: Revision/consolidation of key literature texts (*Macbeth* and *Power and Conflict Poetry*) to cement understanding of plot, characters, themes, context & connections. Begin study of *A Christmas Carol* by Charles Dickens
Writing: Opportunities to write analytical response & develop essay writing skills, including analysing extracts. Complete mock exam questions covering *Macbeth*, *Power & Conflict Poetry* & *Language Paper 2*
Oracy: Class discussion of ideas and themes in the texts.
Knowledge: Declarative: All knowledge relevant to study of the literature texts, including detailed textual knowledge, knowledge of writers methods and their effects, knowledge of context. Procedural: exam skills and essay writing techniques.

Year 10 (SPR)

Units 10.3 & 10.4: Power and Conflict and Narrative & Descriptive Writing
Reading: Finish *Macbeth* (if needed) Read *Power and Conflict Poetry* focusing on meaning, techniques & effects/thematic links between poems
Writing: Opportunities for creating narrative & descriptive pieces of writing using range of stimulus, including images, prompts & recreative writing based on texts. Writing comparative essays on *Power and Conflict* anthology.
Oracy: Class discussion of ideas and themes in the texts.
Knowledge: Declarative: Poetic techniques; context linked to poems in the anthology including Romantic Poetry, War poetry etc. Procedural: how to write comparative analysis; how to write effective description; how to structure a short story.

Year 9 (SUM)

UNIT 9.3: Romantic Shakespeare

Reading: Read *Romeo and Juliet*, alongside extracts from Shakespeare's plays linked by theme, and selected sonnets. Some contextual non-fiction reading exploring the role of women in Elizabethan and Jacobean society.
Writing: Write essay responses to questions about the play, including extract questions and discussion questions. Recreative writing opportunities arising from the study of the play exploring different interpretations.
Oracy: Opportunities to participate in reading of key scenes from the play, possibly considering staging etc. Debating issues raised by textual study.
Knowledge: Declarative: dramatic techniques, contextual knowledge, genres tragedy and comedy. Procedural: essay technique, language analysis.

Year 9 (AUT)

UNIT 9.1: Diverse Voices

Reading: Read *Neuromancer* and *Crosses* by Malorie Blackman, a variety of poems from other cultures & non-fiction texts linked to theme of 'diversity'. Develop ability to interpret a wide variety of texts, apply terminology accurately, retrieve relevant & apt textual reference as evidence for ideas and analyse language used by writers to create specific effects.
Writing: Regular writing challenges linked to theme of 'diversity', utilising ambitious vocabulary, varying sentence lengths & structures and encouraging students to utilise reading material to generate ideas.
Oracy: Role-play, group & individual oral tasks based around theme of 'diversity'. Utilising 'Voice 21' oracy framework to develop speaking & listening skills. Sentences must used to encourage more structured & developed responses. KS3 Speaking & Listening competition.
Knowledge and Skills: The ability to interpret texts in original and perceptive ways, using a range of apt, judiciously selected textual references to evidence their ideas. Close analysis of language within a variety of texts, using a wide range of subject knowledge appropriate to language and literature analysis.

Year 8 (SPR)

UNIT 8.2: Dystopian Worlds

Reading: Read a range of poetry and fiction linked to the theme of "Dystopian Worlds." Unit incorporates an anthology of poetry entitled "Poisonous Poetry". Examples of dystopian texts can be drawn from a range of speculative fiction and can include film and television texts.
Writing: Writing regular pieces of descriptive and narrative pieces using a range of stimuli, including film and TV images
Oracy: Class discussion of poems and texts. Opportunities for reading poetry aloud and learning poetry by heart.
Knowledge: Declarative: Understanding of genre, poetic, speculative and science-fiction writing. Terminology of descriptive writing techniques. Media terminology. Poetic techniques. Context linked to dystopian worlds (technological, social and political). Procedural: How to write effective description. Reading poetry aloud.

Year 7 (SUM)

UNIT 7.3: Shakespeare and the English Language

Reading: 'The Tempest' - Reading a range of extracts from the play, studying the Jacobean context and its relevance; understanding Shakespeare's creation of characters and themes; retrieval of key evidence, references and quotations; analysing the significance of Shakespeare's language choices and linguistic methods.
Writing: Producing informative written texts, including reports, letters and speeches; learning to utilise a range of organisational features across a range of writing types; extending written vocabulary including a range of key terminology; exploring a range of sentence types to meet the requirements of different audiences
Oracy: Debates around Shakespeare's methods and storytelling; class discussions reflecting taught topics surrounding the evolution of the English language.
Knowledge: Declarative - characters and plot of *The Tempest*; dramatic terminology, Jacobean context

Year 7 (AUT)

UNIT 7.2: Transition scheme KS2-3 transition unit "All About Me" & UNIT 7.1: The Supernatural

Reading: Read a range of extracts from supernatural/Gothic genres explore methods used by writers. Class readers: *Jessica's Ghost* and *A Monster Calls*.
Writing: Take inspiration from key writers of Supernatural genre, plot Gothic narratives, develop creative writing skills, focus on atmosphere, setting, character description.
Oracy: Discussions in class used to generate ideas & structure them into written answers. Discussion also used to explicitly develop reading skills & demonstrate comprehension. KS3 Speaking and Listening competition to increase the prominence of oracy whole-school.
Knowledge: demonstrable understanding of how language devices and structure can be used to create supernatural/Gothic texts, and ability to use these techniques in their own creative writing.

Year 6 (SPR)

Read: *Holes: Sylvia Earle book* Write: descriptive writing, stories, diary entry; letter; newspaper article and biography Draft & write selecting appropriate grammar/vocab, understanding how such choices can change/enhance meaning, describe settings, characters, atmosphere & integrate dialogue to convey mood/advance action. Punctuate longer passages, use wide range of devices to build cohesion within/across paragraphs, evaluate & edit, assessing effectiveness of own/others' writing, propose changes to vocab/gram/punct to enhance effects/direct meaning. Identify/discuss themes & conventions in/across wide range of writing, increase familiarity with wide range of books, incl. fiction from our literary heritage, discuss/critically evaluate how authors' use of language, incl. figurative, impacts the reader, explain/discuss understanding of what they've read, incl. through formal presentations/debates, maintain focus on topic, use notes where necessary, continue to provide reasoned justifications for views, on paper/on an audience. Know perfect tense forms, layout and presentational devices, semi-colons, colons, bullet points, brackets for parenthesis, recall all grammar terms from KS1/2

Year 5 (SUM)

Read: *Journal to the River Sea, King Kong and Father*. Ask questions to improve understanding, draw inferences, justify with evidence, predict what might happen from details stated and implied, evaluate how authors use language, incl. figurative language, consider impact on reader, retrieve/recall info from non-fiction texts, discuss books that are read to them and those they can read for themselves, building on their own and others' ideas, challenging views courteously, provide reasoned justifications for their views.
Write: *King Kong* - narrative: dilemma narrative and balanced Argument.
Write: *Father* - Setting description and Letter
Linking: ideas across paragraphs, using adverbials and using a range of devices to build cohesion. Recap on speech punctuation and brackets for parenthesis.

Year 5 (AUT)

Read: *Poppy Pym and the Phoenix's curse, The Promise and The Hound of the Baskervilles* in graphic novel and novel formats. Ask questions to improve understanding, draw inferences, justify with evidence, predict what might happen from details stated and implied, evaluate how authors use language, incl. figurative language, consider impact on reader, retrieve/recall info from non-fiction texts, discuss books that are read to them and those they can read for themselves, building on their own and others' ideas, challenging views courteously, provide reasoned justifications for their views.
Write: *The Promise* - Write character narrative and character newspaper report
Write: *The Hound of the Baskervilles* - narrative: cliff-hanger and information format event report.
Recap: word classes, types of nouns, convert nouns/adjectives into nouns, expanded noun phrases, pronouns and possessive pronouns, adverbials. Punctuation: apostrophes - contractions and possession (emphasise the distinction)

Year 4 (SPR)

Read: *The Journey, Manfish*. Identify and discuss words and phrases that capture the reader's interest & imagination. Draw inferences from characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Write: Narrative: Refugee narrative; diary - to recount; invention narrative; biography
Verb: inflections, fronted adverbials followed by commas, nouns or pronouns to aid cohesion; use inverted commas and other punctuation to indicate direct speech; paragraphs to organise theme;
Spellings: Reinforce Y3/4 spellings; prefixes and suffixes

Year 3 (SUM)

Read: *The Iron Man*. Develop positive attitudes to reading, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, read books that are structured in different ways and read for a range of purposes, performance poetry, story predictions, character inference, participate in group discussions about texts.
Write: *The Iron Man* Narrative: Approach Threat narrative & Explanation: How to capture the Iron man
Write: *The Return Narrative*: Setting description & travel report
Expressing: time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although. Build on previous year & focus on Present perfect form of verbs. Reinforce from Year 2. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling and mark singular possession in nouns.

Year 3 (AUT)

Read: *The Secret of Jenny Button*. Develop positive attitudes to reading, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, read books that are structured in different ways and read for a range of purposes, performance poetry, story predictions, character inference, participate in group discussions about texts.
Write: *Into the Forest* - narrative: fact narrative and report
Write: *Jenny Button* - narrative: return narrative and information letters
Write: their growing knowledge of non-fiction, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. Read further explicit words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Show an explicit increase in *possibility* in talk and writing taken from reading material, read fluently.
Vocabulary and grammar: Know verbs, adverbs, adjectives and nouns, use of present perfect, time and place conjunctions, adverbs, and prepositions, distinguish between different sentences - command, statement, questions and exclamations, read and spell correctly suffixes and prefixes, use commas for fronted adverbials, use an and a co-ordinately.

Year 2 (SPR)

Read: *Bag Baby: Grandad's Island*
Write: *Bag Baby*: Finding narrative, Instructions, how to build a habitat-to instruct. Return narrative, Jungle animals-to inform look at different styles of writing to emulate in their own writing. Make simple additions, revisions and corrections to their own writing, evaluate their writing with the teacher and other pupils, proof-read to check for errors in spelling, grammar and punctuation, read aloud what they have written with appropriate intonation to make the meaning clear. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences, begin to employ subordination (using when, if, that, because) and co-ordination (using or, and, but), expand noun phrases for description and specification, form adjectives using suffixes such as -ful, -less, choose the correct use of present tense and past tense throughout writing, use commas to separate items in a list.
Year 1 (SUM)
Read: *The Secret of Black Rock*. Practice of all VIPERS skills.
Write: A return story-to narrate; an information page-to inform; a postcard-to recount; a hinting story-to narrate; recipes-to instruct
Words: with suffixes -ing, -ed, -er with no change to root word & prefix -un, capital letters for people, places and days of the week
Phonics: revision of all phases for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Year 1 (AUT)

Read: *Major Glad, Major Dizzy and Rapunzel*
Write: *Major Glad, Major Dizzy* - narrative: discovery narrative and recount; messages
Write: *Rapunzel* - narrative: A Traditional Tale and Instructions: How to catch a witch
Application: of phonics
Poetry: on a theme: Christmas and Winter - Capital letters, full stops, nouns, adjectives, capital letters for I
Revision: of phase 3 and 4 moving on to phase 4 letters and sounds including reading and spelling of polysyllabic words.

Reception (SPR)

Winter - Percy the Park Keeper One Snowy night - Characters thought speech bubbles. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Chinese New Year - The Great Race - List writing for Chinese Banquet
People who help us - Great Fairies of the World - Future writing
Engage in asking questions
Pancake Day - Mr Wolf's Pancakes - Descriptive list writing
People who love us (Valentine's) - In my Heart - Instructional writing
Mother's day - My Mummy is magic - Writing labels
Spring / Growth - The growing Story and Ten seeds - Recount writing
End of the Day - Narrative writing

Nursery (SUM)

Tiny beginnings topic: Handa's Surprise - Write/draw a list of the fruit
The Very Hungry Caterpillar - Write/draw a list of food that the caterpillar ate

Nursery (AUT)

Topics: Ourselves and Autumn/Round the Clock: Daily story, nursery rhymes, rhyming stories, Phase 1 phonics (daily)
Owl Babies: Listening Skills, speaking skills, recount of story orally and through drawing
Naming: characters, sequencing of story, settings
The Nativity Story: dressing up in role play area and acting out the story using props.