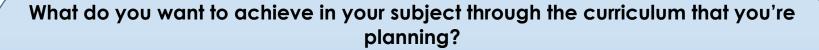




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INTENT:



Studying English at The King's allows students to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft.

We strive to ensure that our students' outlook of the world is enriched by experiencing a wide range of texts which reflect their own varied identities, navigating and experiencing forms of writing from differing cultures and perspectives. As such, our curriculum places emphasis on creativity and the discovery of student voice, opinions and ideas, which are shared and developed through exploratory talk and questioning.

We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond: students at The King's will be supported in developing the life-long skill of reading for pleasure and practise, whether this be within English lessons, through targeted intervention or their Form groups. The texts which we have selected engage students through debate of current topics and challenging texts and concepts which have both accessible and relatable thematic links.

Sharing our passion for Literature and the enriching opportunities which surround our study of Language helps to ignite students' own passion for reading, writing and the spoken word.

"A book can be a star, a living fire to lighten the darkness, leading out onto the expanding universe" - Madeline L'Engle





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	©	**Please click on the ico	ons to access our online portal whe	ere you can learn more about each	1 topic**	and the second s				
Mixed Ability	Half Term points									
	1	2	3	4	5	6				
10	An exploration of A Christmas Carol London poem Descriptive & Narrative Writing Learning to include: CON - Context of the novella St - Plot C - Key characters (personality traits/ how they change etc) WT - Themes WT/AE/ AC/ Z - Deep analysis of key quotes for characters/ themes WI - Writer's intentions/ context ST - Analysis of structure ER - Impact on reader Learning to include: exploration of a range of narrative/ descriptive texts producing texts which are appropriate to task		Explorations in Writer's Viewpoints and Perspectives Ing to include: Inclu	An exploration of Power poetry Conflict recall g to include: 'AC/I - Deep alrays of the sey quotes for themes/ key ideas WI/CON - Poet's intentions/ context CO - Compare and contrast poetic devices ER - Impact on reader	An analysis of Macbeth Ozymandias poem Discursive and Creative Writing Learning to include: CON - Context of the play St - Plot & the dramatic form C - Key characters (personality traits/ how they change etc) WT - Themes WI/ AE/ AC/ Z - Deep analysis of key quotes for characters/ themes WI/ CON - Playwright's intentions/ context ST - Analysis of structure EA - Impact on audience					
How will I be assessed?	 Create a piece of description inspired by Hogarth's painting 'Gin Lane' Essay based on an extract (and whole novel) on theme Essay based on an extract (and whole novel) on the presentation of a character 		Q1,2,3 of English Language P2	Comparison of two poems (focus on context/ writer's intention/ language/ structure/ imagery)	An essay based on our first impressions of a character Essay based on an extract (only) from the novel Essay based on an extract (and whole play) on theme Essay based on an extract (and whole play) on the presentation of a character					
British Values	Democracy, Individual Liberty, The Rule of Law		Mutual respect and tolerance of those with other POV	Democracy, Individual Liberty	Democracy, Individual Liberty					
Numeracy across the Curriculum	Graphs, Mathematical vocabulary		Mathematical vocabulary	Mathematical vocabulary	Graphs, Mathematical vocabulary					
Literacy across the Curriculum	Inference, Skimming and scanning, Sequencing an argument, Spelling, Vocabulary		Inference, Skimming and scanning, Summarising, Sequencing an argument	Skimming and scanning, Compare and contrast, Sequencing an argument	Inference, Comprehension, Predicting, Skimming and scanning, Sequencing an argument					





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Macbeth cont. & application of... Discursive and **Creative Writing**





Learning to include:

Exploration of a range of nonfictional texts

P/A/F/T-producing texts which are appropriate to task AV - selecting appropriate and effective vocabulary

Learning to include:

Exploration of a range of narrative/descriptive texts

P/A/F/T-producing texts which are appropriate to task

SPaG - varying and constructing sentences: write with technical accuracy

AV - selecting appropriate and effective vocabulary

Unseen Poetry and Recall of **Power & Conflict**

poetry







Learning to include:

AE/KW - Approaching unseen analysis

co - Comparison of poems

WI - Writer intent/message

wr - identifying key poetic devices

D/Z - Depth of word-level analysis

In depth analysis of...

An Inspector Calls and

(Evaluation skills)

g to include:

Reading a range of fiction/nonfictional texts

SY - understanding and summarising key points

WT/ AE/ Z - comment and analyse on the writer's use of language and structure

co - compare texts

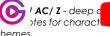
EV – Evaluate perspectives of a text, supporting with evidence

In depth analysis of... **ACC and Macbeth**









WI/ CON - writer's intentions/ context and critical perspectives

ST - analysis of structure& form

ER/EA - audience and reader response

Adaptive teaching content determined by

class teacher

Grade range end point:





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				1	
How will I be assessed?	Use an image as a stimulus for a piece of writing Narrative writing Descriptive writing Discursive writing	Comparison of two poems (focus on context/ writer's intention/ language/ structure/ imagery)	English Language P1/ P2 Q4 Responding to an essay question based on theme/character	 GCSE sample questions Responding to an essay question based on theme/character 	
British Values	The Rule of Law	Democracy, Individual Liberty	Mutual respect and tolerance of those with other POV	Democracy, Individual Liberty	
Numeracy across the Curriculum	Mathematical vocabulary	Mathematical vocabulary	Mathematical vocabulary	Graphs, Mathematical vocabulary	
Literacy across the Curriculum	Sequencing an argument, Spelling, Vocabulary	Skimming and scanning, Compare and contrast, Sequencing an argument	Inference, Skimming and scanning, Summarising, Sequencing an argument	Inference, Comprehension, Predicting, Skimming and scanning, Sequencing an argument	