| Y9 | AUT1 | AUT2 | SPR1 | SPR2 | SMR1 | SMR2 |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PROSE: PRE 1914** | **DRAMA (Modern)** | **POETRY (War poetry)** | **DRAMA (Shakespeare)** | **LANG EXAM SKILLS /**  **NON-FICTION TEXTS** | **PROSE: MODERN** |
| **READING** | **Focus** Dickens novel (Great Expectations /Oliver T). Link to last term of Y8  Accelerated Reader  Alphas & As  Whole novel plus range of key chapters  Bs  Film / storyboard of novel plus key passages.  **ASSESSMENT En2**  Literature -P.E.E.- essay  (OR P.E.E. paragraphs).  REVIEW TIME | **Focus** Techniques in modern drama.  Accelerated Reader  Alphas & As  War Horse / Noughts & Crosses play / White Poppies  Bs  The Diary of Anne Frank (play) / Our Day Out  **ASSESSMENT En2**  Exploring a theme in the play and how it has been presented.  REVIEW TIME | **Focus** WW1, WW2, Vietnam,  How war poetry has shaped literature.  Accelerated Reader  Alphas & As  W Owen and S Sassoon  Bs  Jessie Pope & S Sasson  **ASSESSMENT En2**  Comparison of 2 poems  REVIEW TIME | **Focus** Shakespeare play: Hamlet / Twelfth Night / As You Like It. Focus on character / characters. Accelerated Reader  Alphas & As  Whole story & 2 key scenes  Intro to Iambic pentameter (RAP style?)  Bs  Whole story plus key passages.  Rapping a speech / lines  **ASSESSMENT En2 / En1**  Analysis of a character / Presentation of a character  REVIEW TIME | **Focus**  Journalistic writing  Reading comprehension. Comparing 2 articles  Accelerated Reader  Alphas & As  Range of journalistic texts  Bs  2 short texts  Comparing 2 texts  **ASSESSMENT En2**  End of year exam.  REVIEW TIME | **Focus:** Seminal World Literature & Different Cultures  Accelerated Reader  Alphas & As  Of Mice & Men / Mockingbird  Bs  Of Mice & Men  **ASSESSMENT En2**  P.E.E. on the portrayal of a character or theme  REVIEW TIME |
| **WRITING (linked to reading focus)** | **Focus**  Dickens’ world & characters  Alphas & As  Alternative ending to the novel  Bs  Character viewpoint: poor in C19  **ASSESSMENT En3**  Study focused on an aspect of the novel.  REVIEW TIME | **Focus** Modern version (Eastenders style) of a scene.  Alphas & As  Re-writing a scene in modern English  Bs  Re-writing a key passage in modern English  **ASSESSMENT En3**  Interpretation of S’s ideas / words.  REVIEW TIME | **Focus** Letter from the Front or similar  Alphas & As  Writing a report as Owen or Sasson  Bs  Writing a letter as a soldier on the front line, or as a civilian on the home front..  **ASSESSMENT En3**  Describing a war zone.  REVIEW TIME | **Focus** Developing an aspect of the play.  Alphas & As  Debate on event. Writing an article on an event in the play.  Bs  Giving a character advice on what they should do.  **ASSESSMENT En3 / En1**  Writing to inform / advise.  REVIEW TIME | **Focus** Writing to inform / advise  Alphas & As  Writing to inform / advise  Bs  Writing to inform / advise  **ASSESSMENT En3**  End of Year exam.  REVIEW TIME | **Focus:** Role play around 2 or more characters  Alphas & As  Jeremy Kyle style interview of characters, or other.  Bs  Jeremy Kyle style interview of characters.  **ASSESSMENT En3 / En 1**  Presentation of slang dictionary.  REVIEW TIME |
| **SPAG** | Alphas/As: Revision of past tenses – simple past, present perfect & past continuous vs present tenses.  Bs: Revision of present tense vs simple past tense. Irregular verbs.  Sequencing ideas - paragraphs  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. | Alphas/As: Compound and complex sentences. S for possession.  Bs: Use of commas and semi-colons to create a range of sentence structures. S for possession.  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. | Alphas/As: Developing the use of a sophisticated vocabulary.  Bs: Effective description. Spelling of complex words.  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. | Alphas/As: Review figurative language  Bs: Metaphors & similes  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. | Alphas/As: Discursive markers, review modal verbs (could, should, might etc.)  Bs: *irregular verbs cont.*  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. | Alphas/As: Suffixes & prefixes; root words.  Bs: Suffixes & prefixes  Spelling Bees for all groups: Use Y3-6 lists & KS3 lists. |
| CONTENT: The new KS3 English curriculum states that students should be taught both pre1914 and contemporary literature (prose, poetry, drama); 2 Shakespeare plays; seminal world literature.  SPAG: The new NC 2013 gives details of SPAG skills to be taught at KS2. These are detailed and ambitious. The advice is to consolidate these skills at KS3. See attached docs.  N.B. ACCELERATED READER will be an integral part of the Y9 English curriculum. | | | | | | |

**SPELLING, PUNCTUATION & GRAMMAR Y7**

Spellings Y3 & 4

accident(ally)

circle actual(ly)

complete

address

consider

answer

continue

appear

decide

arrive

describe

believe

different

bicycle

difficult

breath

disappear

breathe

earlybuild

earth

busy/business

eight/eighth

calendar

enough

caught

exercise

centre

experience

century

experiment

certain extreme

famous

island

favourite

knowledge

February

learn

forward(s)

lengthfruit

library

grammar

material

group

medicine

guard

mention

guide

minuteheard

naturalheart

naughty

height

noticehistory

occasion(ally)

imagine

often

increase

opposite

important

ordinary

interest

particular

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

purpose

quarter

question

recent

regular

reign

remember

sentence

separate

specialstraightstrange

strength

suppose

surprise

therefore

though/although

thought

through

variousweight

woman/women

Spellings Y5 & 6

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

bargain

bruise

category

cemetery

committee

communicate

community

competition

conscience\*

conscious\*

controversy

convenience

correspond

criticise (critic + ise)

curiosity

definite

desperate

determined

develop

dictionary

disastrous

embarrass

environment

equip (–ped, – ment)

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

hindrance

identity

immediate(ly)

individual

interfere

interrupt

language

leisure

lightning

marvellous

mischievous

muscle

necessary

neighbour

nuisance

occupy

occur

opportunity

parliament

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

rhythm

sacrifice

secretary

shoulder

signature

sincere(ly)

soldier

stomach

sufficient

suggest

symbol

system

temperature

thorough

twelfth

variety

vegetable

vehicle

yacht

**Grammar & punctuation**

| Word | Sentence | Text | Punctuation | Terminology |
| --- | --- | --- | --- | --- |
| Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman)  Formation of adjectives using suffixes such as –ful, –less(A fuller list of suffixes can be found in the year 2 spelling appendix.)  Use of the suffixes –er, – est in adjectives and –ly to turn adjectives into adverbs | Subordination (using when, if, that, because) and co- ordination (using or, and, but)  Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)  How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | Correct choice and consistent use of present tense and past tense throughout writing  Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark where letters are missing in spelling | noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix  tense (past, present) apostrophe, comma |
| Formation of nouns using a range of prefixes, such as super–, anti–, auto–  Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)  Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) | Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) | Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation  Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) | Introduction to inverted commas to punctuate direct speech | adverb, preposition conjunctionword family, prefixclause, subordinate clause direct speech  consonant, consonant letter vowel, vowel letterinverted commas (or ‘speech marks’) |
| The grammatical difference between plural and possessive -s  Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Fronted adverbials  (e.g. Later that day, I heard the bad news.) | Use of paragraphs to organise ideas around a theme  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, “Sit down!”)  Apostrophes to mark singular and plural possession (e.g. the girl’s name, the girls’ names)  Use of commas after fronted adverbials (e.g. As soon as he could, Tom jumped off the train) | determinerpronoun, possessive pronoun,adverbial |
| Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; – ify)  Verb prefixes (e.g. dis–, de–, mis–, over– and re–) | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) | Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)  Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) | Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity | modal verb, relative pronoun relative clauseparenthesis, bracket, dash cohesion, ambiguity |
| The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)  How words are related by meaning as synonyms and antonyms (e.g. big, large, little). | Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech) | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis  Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text | Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)  Use of the colon to introduce a list  Punctuation of bullet points to list information  How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man- eating shark, or recover versus re-cover) | subject, objectactive, passivesynonym, antonymellipsis, hyphen, colon, semi- colon, bullet points |