

Headlands School English Department

Curriculum Strand – Shakespeare and modern drama

Year 7

Year 8

Year 9

Y10 and Y11

Extracts of Shakespeare plus full play at end of year 7

- Stage directions
- Staging
- Shakespeare's life
- Life in Shakespeare's day
- The Globe Theatre
- Role of Director in modern drama
- Contextual elements of modern drama
- Aspects of performance
- Iambic pentameter
- Characterisation
- Writer's choice of language
- Annotation of extracts
- Finding quotations

Romeo and Juliet

- Play structure
- Key themes
- Aspects of context in relation to characters
- Character interpretation
- Analysing quotations
- Exploration in role using quotations
- Argument/interpretation
- Writing in role
- Critical paragraphing using quotations to support points
- Identify language features independently
- Plot

Macbeth – knowledge of the whole text

- Focus on key scenes
- Critical writing – whole text (plotting characterisation or development of theme)
- Critical writing – turning annotation into analysis of extract
- Integration of references and quotations
- Analysis of language
- Connections to context and ideas
- Analysis of plot development

Macbeth – secure knowledge of the whole text

- Exploration of writers' methods (language and structure)
- Characterisation
- Plot
- Themes and ideas
- Contextual links
- Writer's ideas and perspective
- Conceptualised approach
- Plan and write a well-structured argument
- Critical language
- Explore alternative interpretations
- Explore links between stagecraft and writers' meaning

Curriculum Strand – Fiction Reading

Year 7

Year 7 novel - Trash

- Contextual elements of the novel
- Plot
- Characterisation
- Recognising that writers make conscious language choices
- Develop an understanding of how stories are told
- Themes
- Annotation of extracts
- Finding and using quotations
- Vocabulary elements
- Identify some language features and explore effects

Year 8

Y8 novel - Treasure Island

- Develop an understanding of how contexts affect meaning
- Plot sequencing
- Characterisation and interpretation
- Explore effects of writers' language
- The role and relationship of the narrator
- Key themes
- Analysing quotations
- Writing in role
- Critical paragraphing using quotations to support points
- Identify language features independently and explore effects

Year 9

Y9 novel – Grow

- Link a range of contextual factors to textual detail
- Writer's intention and perspective
- Critical writing – whole text (plotting characterisation or development of theme)
- Critical writing – turning annotation into analysis of extract
- Integration of references and quotations
- Analysis of language
- Analysis of plot development
- Analyse a range of language features

Y10 and Y11

A Christmas Carol – secure knowledge of the whole text

- Exploration of writers' methods (language and structure)
- Characterisation
- Plot
- Themes and ideas
- Link aspects of context to textual detail
- Writer's ideas and perspective
- Conceptualised approach
- Plan and write a well-structured argument
- Critical language
- Explore alternative interpretations

Headlands School English Department

Curriculum Strand – Poetry

Year 7

- Selection of Thematic Poetry – Pre 1914 and modern**
- Identifying a poem
 - Developing inference skills
 - Exploring a poet's purpose
 - Explore a range of poetic forms
 - Learning key poetic terms and devices i.e. stanza
 - Identify figurative language
 - Develop an awareness of the links between poetry and its context
 - To begin to compare and contrast the thematic elements
 - To develop a personal opinion to a poem

Year 8

- Poetry from other Cultures and Traditions**
- Explore a range of structural elements in poetry
 - Explore a range of key themes
 - Develop an understanding between poetry and identity
 - Explore the effect of a range of poetic devices
 - Explain the effect of figurative language
 - Explain the links between poetry and context
 - Compare themes and writer's methods throughout a range of poems
 - Develop a critical response

Year 9

- War Poetry**
- To explore a range of structural elements in poetry and their effect
 - To make thematic links between poems
 - To develop a clear understanding of the difference between the poet and their personae
 - To independently explore and interpret a range of writers' methods
 - To compare and contrast a range of poems with confidence and independence
 - To begin to structure a critical response

Y10 and Y11

- Power and Conflict / Unseen**
- Independent exploration of writers' methods (language, structure and form)
 - Independently make thematic links between poems
 - To develop awareness of poetic voice
 - Consider poems in relation to a range of contexts
 - Consider writers' perspectives and purposes
 - Conceptualised approach
 - Plan and write a well-structured argument
 - Use critical and formal language
 - Explore alternative interpretations

Curriculum Strand – Fiction Writing

Year 7

Genre Study – Short Stories

- To understand different types of sentences and their uses
- To explore a range of punctuation
- To write imaginative texts using figurative lang
- To explore a range of genres and know their conventions
- To produce a text suitable for a genre – matching it to audience
- To understand the basic structure of story writing
- To organise a story effectively
- Explore vocabulary and word choice for meaning
- Address common spelling errors

Year 8

Dystopian Fiction

- Use sentence structures to deliberately create a desired effect
- Develop different sentence openings i.e. adverbials
- Develop characterisation, plot and setting i.e pathetic fallacy
- Develop the use of a range of punctuation for effect
- Deliberately construct paragraphs that develop the story
- Use a range of discourse markers
- Develop different structural devices i.e. flashbacks
- Develop a range of vocabulary
- Spell more complex words

Year 9

Crime Fiction – Victorian Literature

- Explore more complex sentence structures and their effect i.e. holophrastic phrases
- Use a range of figurative devices to engage the reader
- Develop more complex ideas and themes throughout their writing
- Experiment with more complex structural devices i.e. cyclical
- Use a range of sophisticated punctuation for effect
- Develop more complex vocabulary
- Spell more complex words accurately
- Write paragraphs cohesively and with ease

Y10 and Y11

Paper 1 – Section B Narrative and Descriptive

- Structure sentences confidently and for effect
- Explore a range of punctuation accurately and consistently
- Explore a range of devices to write interesting, imaginative and creative texts
- Explore a range of structural devices for effect
- Organise ideas effectively and confidently
- Use a range of sophisticated and complex vocabulary with consistent accuracy
- Spell complex words accurately

Curriculum Strand – Non-Fiction Writing

Year 7	Year 8	Year 9	Y10 and Y11
<p>Purposes of Writing</p> <ul style="list-style-type: none">• To understand different types of sentences and their uses• To explore a range of punctuation• Read a range of non-fiction texts• To write using a range of devices fit for purpose• To explore a range of purposes and know their conventions• To produce a text suitable for a purpose – matching it to audience through tone• To understand the different structures of non-fiction texts i.e. letters, articles, leaflets• To organise a text effectively (form)• Explore vocabulary and word choice for meaning• Address common spelling errors	<p>Text Types – Travel Writing</p> <ul style="list-style-type: none">• Use sentence structures to deliberately create a desired effect• Develop different sentence openings i.e. adverbials• Read more complex non-fiction texts• Understand the subtle differences between argue, advise, persuade• Use a range of different devices fit for their purpose• Develop the use of a range of punctuation for effect• Deliberately construct paragraphs that develop an argument• Use a range of discourse markers• Develop different structural devices i.e. counter arguments• Develop a range of vocabulary• Spell more complex words	<p>Social Protest</p> <ul style="list-style-type: none">• Explore more complex sentence structures and their effect i.e. holophrastic phrases• Use a range of devices to engage the reader in accordance to purpose• Read a range of complex non-fiction texts• Develop more complex ideas and arguments throughout their writing• Experiment with more complex structural devices i.e. anaphora• Use a range of sophisticated punctuation for effect• Develop more complex vocabulary• Spell more complex words accurately• Write paragraphs cohesively and with ease	<p>Paper 2 – Section B</p> <ul style="list-style-type: none">• Structure sentences confidently and for effect• Explore a range of punctuation accurately and consistently• Explore a range of devices to write interesting, engaging and thought provoking non-fiction texts• Read a range of political and complex non-fiction texts independently• Accurately reproduce the form of non-fiction texts• Match the tone to audience, format and purpose• Explore a range of structural devices for effect• Organise ideas effectively and confidently• Use a range of sophisticated and complex vocabulary with consistent accuracy• Spell complex words accurately

