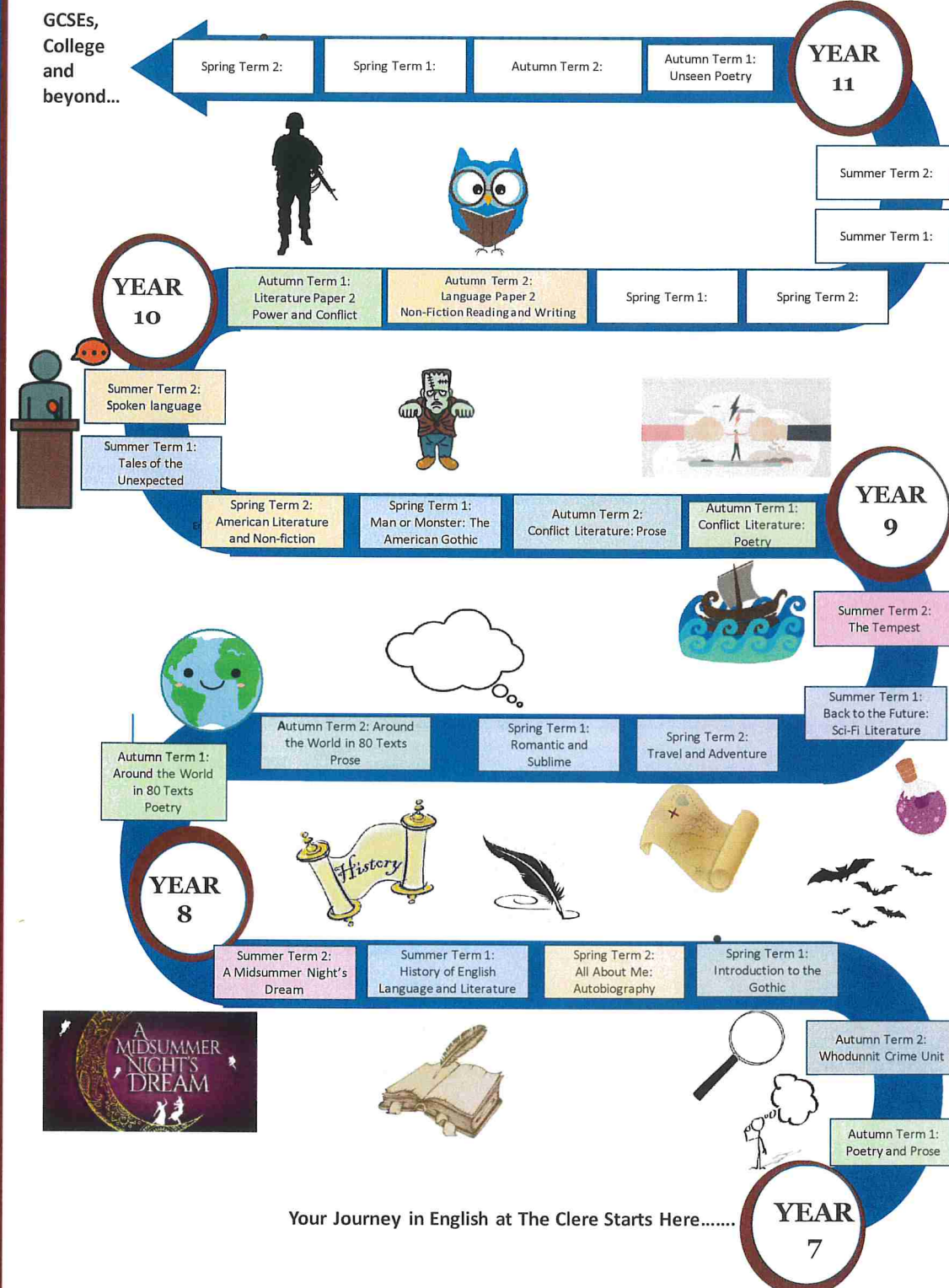




THE CLERE SCHOOL LEARNING JOURNEY



Your Journey in English at The Clere Starts Here.....

<p>Poetry: Links to skills they will build on in y7/8/9/10. Understanding how to analyse a poem and considering poetic method and effect. These poems cover a diverse range of contexts and cultures to ensure students can understand the world around them and build on their culture capital.</p>	<p>Shakespeare: Understanding and analysing a Shakespeare texts to consider universal themes and to begin the mastery of skills needed for GCSE Shakespeare text. Building a love of theatre and plays.</p>	<p>Prose: Beginning the journey of mastering prose analysis. Considering authorial intent and how writers communicate to readers. We will consider how to analyse, thinking of judicious quotations, connotation, effect and more. This skill is vital for our basic inference skills and deducing what people are trying to communicate.</p>	<p>Non-fiction: Delving into the world of non-fiction where students can understand how rhetoric is used to influence a reader. A crucial skill for life so they can navigate communication and comprehend how people use their speaking skills to influence/encourage/motivate others.</p>	<p>Genres across time and place: Learning about the history and context surrounding different genres and canon. By looking into these genres, we can identify tropes and styles of writing and analyse their intent and purpose. Understanding how texts link to context is vital for considering wider meaning. This is a skill that is essential for KS5 GCSE Literature.</p>
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AMBITIOUS FOR ALL

The Clere School English Department

CURRICULUM STATEMENTS



- 1) We follow a spiral, mastery curriculum.¹
- 2) To us, mastery is using each skill as a foundation step for the next topic, unit or year, building towards expertise in each skill. Each skill is therefore revisited and consolidated over time.²
- 3) Our curriculum is designed to engage interest, develop a love of English language and literature, and build the essential skills of communication.³
- 4) Our curriculum is designed to explore a range of diverse experiences, including across time and culture.⁴
- 5) Our units include frequent opportunities to explore difference human experiences, and appropriately express a respectful personal viewpoint.⁵
- 6) We focus on six key areas across all units, topics and years: reading for pleasure, reading for meaning, reading for comprehension, writing to communicate, writing to analyse, and the building blocks of writing.⁶

¹ This means each unit and topic builds to the next, with each skill building to the requirements at GCSE and beyond.




² Each unit identifies a core set of knowledge, skills and definitions that lead directly into the next year's learning (see individual year intentions and SoL for further details).

³ 'Communication' here means reading, writing, speaking and listening, and all the elements of these.

⁴ We read a range of prose, poetry and non-fiction texts including speeches, travel writing, autobiography, short stories from pre-1914 and post-1914 writers. We have tried to include writers of colour, female writers and a range of classic and contemporary texts.

⁵ This includes opportunities for debate, and the encouragement of alternative perspectives.

⁶ Building blocks = spelling, punctuation and grammar, structure etc.

<div>   </div> THE CLERE SCHOOL ENGLISH DEPARTMENT CURRICULUM OVERVIEW						
<div>  </div> Timings Year	Term 1: Poetry and Prose		Term 2: Non-fiction and the Macabre		Term 3: Great Writers Through The Ages	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7	Introduction to Poetry	Whodunnit? Crime unit	Introduction to the Gothic	It's My Life autobiographical unit	History of English Language and Literature	<i>A Midsummer Night's Dream</i>
Year 8	Around the World in 80 Texts: Poetry	Around the World in 80 Texts: Prose	The Romantics and the Sublime	Travel and Adventure	Back to the Future: Science-Fiction	<i>The Tempest</i>
Year 9	Conflict Poetry	Conflict Prose	Man or Monster? The American Gothic	The Art of Rhetoric	Tales of the Unexpected: Mystery	GCSE Spoken Language assessment
Year 10	Power and Conflict Poetry (GCSE Literature P2))	Explorations in Creative Reading and Writing (GCSE Language P1)	<i>Dr Jekyll and Mr Hyde</i> (GCSE Literature P1)	Writers' Viewpoints and Perspectives (GCSE Language P1)	<i>An Inspector Calls</i> (GCSE Literature P2)	Revision, end of Year exams
Year 11	Unseen Poetry (GCSE Literature P2) <i>Romeo and Juliet</i> (GCSE Literature P1)	<i>Romeo and Juliet</i> (GCSE Literature P1)	Revision	Revision	Revision	Exams



Year 7 English Curriculum Explained

Our English curriculum intends to build on students' prior learning, focusing on reading, writing, speaking and listening. This means that they will be able to:

- 1) Understand the key differences between fiction and non-fiction, as well as the characteristics of different genres
- 2) Express a personal viewpoint about texts we have read
- 3) Identify a writer's method
- 4) Write confidently and thoughtfully about a studied text
- 5) Select appropriate quotations from a text to support an idea
- 6) Write creatively, using appropriate and accurate spelling, punctuation and grammar
- 7) Understand that the context in which a text is written should inform our interpretation of that text
- 8) Read widely and independently, choosing appropriately challenging texts
- 9) Demonstrate comprehension of a range of texts including poetry, prose, fiction and non-fiction
- 10) Understand and use an appropriate analytical structure when writing about a writer's work

The curriculum focuses on six key elements: reading for comprehension, reading for meaning, reading for pleasure, writing to analyse, writing to communicate and the building blocks of writing.

Topic	Key ideas	Why are they learning it and in what order?
Poetry and Prose (Introduction to Poetry)	What is poetry? What is form and structure?	Understanding the differences between poetic forms; Understanding how writers structure their work for effect; Commenting on the effect created
Poetry and Prose (Whodunnit crime unit)	What is prose? How are stories structured? What are the characteristics of the crime genre?	Understanding the structure of prose texts using Freytag's Dramatic Arc; Considering writers' presentation of characters; Writing creatively

Non-fiction and the Macabre (Introduction to the Gothic)	What are the characteristics of the Gothic genre? Can I write creatively and with interest?	Detailed analysis of writers' choices and methods; Commenting in some detail on the effect of writers' methods; Identifying and using generic conventions of the Gothic
Non-fiction and the Macabre (It's My Life autobiographical unit)	The differences between fiction and non-fiction How to use narrative voice in writing	Writing to narrate, using appropriate narrative voice and the conventions of autobiography
Great Writers Through the Ages (History of English Language and Literature)	What are the main influences on the development of great English literature? How does language develop?	Placing historical events in sequence and looking at their effect on developing English literature over time
Great Writers Through the Ages (‘A Midsummer Night's Dream’)	What is ‘comedy’? Who is Shakespeare and why is he important?	Appreciation of the dramatic form; Considering how Shakespeare uses language to present characters and themes



Year 8 English Curriculum Explained

Our English curriculum intends to build on students' prior learning, focusing on reading, writing, speaking and listening. This means that they will be able to:

- 1) Take on different roles within a group, being able to contribute verbally by asking questions, expressing a viewpoint and listening to others
- 2) Express a personal viewpoint about texts we have read
- 3) Identifying and explaining why writers use different methods in their work
- 4) Write confidently and analytically about a studied text
- 5) Select a range of appropriate quotations from a text to support an idea
- 6) Write creatively and descriptively, using accurate and varied spelling, punctuation and grammar
- 7) Make links between the context in which a text is written and its content
- 8) Read widely and independently, choosing appropriately challenging texts
- 9) Demonstrate good comprehension of a range of texts including poetry, prose, fiction and non-fiction
- 10) Use the appropriate analytical structure when writing about a text

The curriculum focuses on six key elements: reading for comprehension, reading for meaning, reading for pleasure, writing to analyse, writing to communicate and the building blocks of writing.

Topic	Key ideas	Why are they learning it and in what order?
Poetry and Prose (Around the World in 80 Texts: Poetry)	Expressing culture through poetry Rhythm, form and structure	Reading and writing about a range of poetry from other cultures; Exploring how rhythm, form and structure are used to affect a reader
Poetry and Prose (Around the World in 80 Texts: Prose)	Expressing culture through short stories Linking context to content of stories	Exploring the way that characters are presented to the reader through language choices
Non-fiction and the Macabre (The Romantics and the Sublime)	What is Romanticism? How do Romantic writers express the key themes of Romanticism?	Detailed analysis of writers' choices and methods; Commenting in some detail on the effect of writers' methods;

		Making explicit links between theme and content
Non-fiction and the Macabre (Travel and Adventure)	Persuasive methods and how we can use them to affect a reader	Writing to persuade, using appropriate persuasive methods; Analysing how other writers select language to persuade
Great Writers Through the Ages (Back to the Future Sci-Fi Unit)	What are the conventions of science-fiction writing? How do themes fit in with our concepts of the world?	Reading a range of sci-fi works, including Ray Bradbury; Writing to analyse; Writing to evaluate
Great Writers Through the Ages (‘The Tempest’)	Caliban and Prospero: which is the real ‘monster’ on the island?	Reading in role – dramatic enactments; Writing in role as a character.



Year 9 English Curriculum Explained

Our English curriculum intends to build on students' prior learning, focusing on reading, writing, speaking and listening. This means that they will be able to:

- 1) Take on different roles within a group, being able to contribute verbally by asking questions, expressing a viewpoint and listening to others
- 2) Express a personal viewpoint about texts we have read, using evidence to support these ideas
- 3) Evaluating the effect of writers' methods in their work
- 4) Write insightfully and evaluatively about a studied text
- 5) Select a range of appropriate quotations from a text to support an idea, zooming in on individual words within the quotation
- 6) Write creatively and descriptively, using accurate, varied and ambitious spelling, punctuation and grammar
- 7) Show understanding of how the context in which a text is written and its content are linked
- 8) Read widely and independently, choosing appropriately challenging texts
- 9) Demonstrate good comprehension of a range of texts including poetry, prose, fiction and non-fiction
- 10) Use the appropriate analytical structure when writing about a text, using analytical verbs to signpost to the reader when this is occurring

The curriculum focuses on six key elements: reading for comprehension, reading for meaning, reading for pleasure, writing to analyse, writing to communicate and the building blocks of writing.

Topic	Key ideas	Why are they learning it and in what order?
Poetry and Prose (Conflict Poetry)	How do war poets convey their messages and themes in their poetry?	Analysing a range of classic and contemporary war poetry; Making explicit links between the context of a poem and its ideas and themes
Poetry and Prose (Conflict Prose)	How is the theme of conflict explored within prose texts?	Analysing how writers make specific choices in their work to create particular effects; Evaluating the effect of writers' choices

Non-fiction and the Macabre (Man or Monster: the American Gothic)	How does American Gothic literature differ from British Gothic literature?	Reading a range of stories from the American Gothic including Edgar Allen Poe; Considering how unreliable narrators can be used to affect our response to a text
Non-fiction and the Macabre (The Art of Rhetoric)	Aristotle's theory of rhetoric: Ethos, Logos, Pathos	Analysing great speeches and the way they are constructed; Writing a well-constructed speech to persuade an audience
Great Writers Through the Ages (Tales of the Unexpected Mystery unit)	How can writers create a sense of mystery and suspense in their work?	Considering how writers use structural devices to create a sense of building tension and suspense in a mystery text
GCSE Preparation (Spoken Language assessment)	Communication through speaking and listening	Preparing, writing and performing an individual presentation to complete the GCSE Spoken Language requirement



Year 10 English Curriculum Explained

Our English curriculum intends to build on students' prior learning, focusing on reading, writing, speaking and listening. This means that they will be able to:

- 1) Take on different roles within a group, being able to contribute verbally by asking questions, expressing a viewpoint and listening to others
- 2) Maintain a critical personal voice when writing about texts we have read, using evidence to support these ideas
- 3) Evaluate the effect of writers' methods in their work through close consideration of the reason for writers' choices
- 4) Write in a sustained manner about a studied text, showing the ability to develop a thesis statement throughout a whole essay
- 5) Use precise quotations from a range of places within a text and explore the connotations
- 6) Write creatively and descriptively, using accurate, varied and sophisticated vocabulary, spelling, punctuation and grammar
- 7) Demonstrate explicitly how the context in which a text is written and its content are linked, taking into account the social, historical and cultural context
- 8) Read widely and independently, choosing appropriately challenging texts
- 9) Demonstrate good comprehension of a range of texts including poetry, prose, fiction and non-fiction
- 10) Using a critical voice when discussing or writing about texts as well as the appropriately formal voice when writing analytically

The curriculum focuses on six key elements: reading for comprehension, reading for meaning, reading for pleasure, writing to analyse, writing to communicate and the building blocks of writing.

Topic	Key ideas	Why are they learning it and in what order?
Poetry (Power and Conflict Poetry: English Literature GCSE)	How do writers express the themes of power and conflict in this cluster of poems? How can we compare these poems effectively?	Comparing poems arranged by content and theme; Linking context to content; Analysing writers' choices

Prose: Explorations of Creative Reading and Writing (English Language Paper 1)	How do writers make particular choices about language and structure when writing fiction prose?	Analysing writers' choices of language for effect; Analysing writers' choices of structure for effect; Writing descriptively using a range of interesting methods
Gothic: 'Dr Jekyll and Mr Hyde' (English Literature GCSE)	How does Stevenson explore themes of good and evil in this text? How does this text use Gothic tropes and conventions?	Exploring key themes in 'Dr Jekyll and Mr Hyde'; Understanding and exploring how Gothic themes and conventions are used within the text; Writing evaluatively about characters and themes
Non-fiction: Writers' Viewpoints and Perspectives (English Language Paper 2)	How do writers make particular choices about language and structure when writing non-fiction prose?	Analysing and comparing writers' choices of language and structure in non-fiction sources; Writing argumentatively and persuasively to convey a point of view
Great Writers Through History: 'An Inspector Calls' (English Literature GCSE)	How does Priestley explore themes of socialism and capitalism through this text? How can we link the context of the early 20 th century to the themes and message of the play?	Analysing characters and themes of 'An Inspector Calls'; Considering and arguing which character is most responsible for the death of Eva Smith; Conveying a personal viewpoint and considering alternative interpretations
Revision	Revising the key texts and questions of all studied topics	Addressing misconceptions Consolidating taught skills Improving our written work



Year 11 English Curriculum Explained

Our English curriculum intends to build on students' prior learning, focusing on reading, writing, speaking and listening. This means that they will be able to:

- 1) Take on different roles within a group, being able to contribute verbally by leading a discussion, asking questions, expressing a viewpoint and listening to others
- 2) Maintain a critical personal voice when writing about texts we have read, using evidence to support these ideas and taking into account others' perspectives
- 3) Evaluate the effect of writers' methods in their work through close consideration of the reason for writers' choices and considering the intended impact
- 4) Write in a sustained manner about both studied and unseen texts, developing an argument from a thesis statement
- 5) Use precise, judicious quotations from a range of places within a text and explore the connotations
- 6) Write creatively and descriptively, using accurate, varied and sophisticated vocabulary, spelling, punctuation and grammar
- 7) Take into account the social, historical and cultural context of a text where relevant, expressing how the context affects the content
- 8) Read widely and independently, choosing appropriately challenging texts
- 9) Demonstrate good comprehension of a range of texts including poetry, prose, fiction and non-fiction
- 10) Use a formal critical voice when discussing or writing about texts, taking into account the audience and text type

The curriculum focuses on six key elements: reading for comprehension, reading for meaning, reading for pleasure, writing to analyse, writing to communicate and the building blocks of writing.

Topic	Key ideas	Why are they learning it and in what order?
Poetry (Unseen Poetry: English Literature GCSE)	What choices are writers making about language and form/structure in their poetry?	How to approach and study an unseen poem; How to compare two unseen poems; Analysing writers' choices of language and structure

'Romeo and Juliet' (English Literature GCSE)	How can we link the context and content of the play? What is the central message of the play?	Reading in role; Discussing the central message and preoccupations of the play; Linking the social and historical context of the play to its themes and characters
Revision	What are the key areas of need in terms of our results? How can we improve our current attainment?	Revision of all topics and units studied throughout Years 10 and 11 Mock Exams and reflections of results