**CURRICULUM OVERVIEW READING Year 7 2024 – 2025**

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| **KS7** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Linked texts:Resilience (3 weeks)Novels volume 1 (3 weeks)Class novel:Kensuke’s Kingdom – Michael MorpurgoEnglish UoS:Characters & Setting: | Linked texts:Poetry volume 1 (3 weeks)Notable people volume 1 (3 weeks)Class novel:War Horse – Michael MorpurgoEnglish UoS:Action & Atmosphere:Poetry: The World Reimagined | Linked texts:Ibtihaj Muhammad (3 weeks)Industrial revolution (3 weeks)Class novel:The Goldfish Boy – Lisa ThompsonEnglish UoS:Explanations & Insights | Linked texts:Autism (3 weeks)Evolution (3 weeks)Class novel:Street Child – Berlie DohertyEnglish UoS:Opinions & PersuasionThe Tempest | Linked texts:Liverpool (3 weeks)Novels volume 2 (3 weeks)Class novel:Some Places More than Others – Renee WatsonEnglish UoS:Arguments & Essays | Linked texts:Critiquing the media (3 weeks)Poetry volume 2 (3 weeks)Class novel:Goodnight, Mr Tom – Michelle MagorianEnglish UoS:Frankenstein |
| **Key new knowledge (KS3 NC objectives)** | Read a wide range of fiction and non-fiction:* Whole books
* Short stories
* Poems and plays with a wide coverage of genres
* Historical periods
* Forms and authors
* High-quality works from English literature
* Both pre-1914 and contemporary,
* Prose
* Poetry
* Drama; Shakespeare (2 plays)
* Seminal world literature

Choose and read books independently for challenge, interest and enjoyment.Reread books encountered earlier to increase familiarity with them and provide a basis for making comparisonsLearn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionariesMake inferences and refer to evidence in the textKnow the purpose, audience for and context of the writing and draw on this knowledge to support comprehensionCheck their understanding to make sure that what they have read makes senseRead critically through:Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaningRecognising a range of poetic conventions and understanding how these have been usedStudying setting, plot, and characterisation, and the effects of theseUnderstanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a playMaking critical comparisons across textsStudying a range of authors, including at least 2 authors in depth each year |
| **Assessments** | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore |

**CURRICULUM OVERVIEW READING Year 8 2024 – 2025**

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| **YR 8** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Linked texts:Drugs and alcohol (3 weeks)Classics volume 1 (3 weeks)Class novel:Small Steps – Louis SacharEnglish UoS:Plot & Pace / Genres & Themes | Linked texts:Industrial Revolution (3 weeks)Classics volume 2 (3 weeks)Class novel:War Horse – Michael MorpurgoEnglish UoS:People & VoicesPoetry: The World Reimagined | Linked texts:Autism (3 weeks)Population (3 weeks)Class novel:I Am David – Anne HolmEnglish UoS:Autobiography & Reflection | Linked texts:Evolution (3 weeks)Resilience (3 weeks)Class novel:Bridge to Terabithia – Katherine PatersonEnglish UoS:Your LanguageHamlet | Linked texts:Liverpool (3 weeks)Verse novels (3 weeks)Class novel:The Grapes of Wrath – John SteinbeckEnglish UoS:Witnesses & ReportsSurvival | Linked texts:Critiquing the media (3 weeks)World War 2 (3 weeks) Class novel:Illegal – Eoin ColferEnglish UoS:Viewpoints & IssuesOf Mice and Men |
| **Key new knowledge (KS3 NC objectives)** | Read a wide range of fiction and non-fiction:* Whole books
* Short stories
* Poems and plays with a wide coverage of genres
* Historical periods
* Forms and authors
* High-quality works from English literature
* Both pre-1914 and contemporary,
* Prose
* Poetry
* Drama; Shakespeare (2 plays)
* Seminal world literature

Choose and read books independently for challenge, interest and enjoyment.Reread books encountered earlier to increase familiarity with them and provide a basis for making comparisonsRead for understanding through:Learning new vocabulary, relate it explicitly to known vocabulary and understanding it with the help of context and dictionariesMaking inferences and refering to evidence in the textKnowing the purpose, audience for and context of the writing and draw on this knowledge to support comprehensionChecking their understanding to make sure that what they have read makes senseRead critically through:Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaningRecognising a range of poetic conventions and understanding how these have been usedStudying setting, plot, and characterisation, and the effects of theseUnderstanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a playMaking critical comparisons across textsStudying a range of authors, including at least 2 authors in depth each year |
| **Assessments** | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore |

**CURRICULUM OVERVIEW READING Year 9 2024 – 2025**

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| **YR 9** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Class novel:Dracula – Bram StokerEnglish UoS:Gothic Tales OR It’s a Mystery | Class novel:Rat – Patrice LawrenceEnglish UoS:Words of War Poetry: The World Reimagined | Class novel:Animal Farm – George OrwellEnglish UoS:Appearance and Reality | Class novel:Ghost Boys – Jewell Parker RhodesEnglish UoS:Power of CommunicationMacbeth | Class novel:Are You There, God? It's Me, Margaret – Judy BlumeEnglish UoS:Technology Matters | Class novel:Terror Kid – Benjamin Zephaniah English UoS:Campaign for a CauseHeroes |
| **Key new knowledge (KS3 NC objectives)** | Read a wide range of fiction and non-fiction:* Whole books
* Short stories
* Poems and plays with a wide coverage of genres
* Historical periods
* Forms and authors
* High-quality works from English literature
* Both pre-1914 and contemporary,
* Prose
* Poetry
* Drama; Shakespeare (2 plays)
* Seminal world literature

Choose and read books independently for challenge, interest and enjoyment.Reread books encountered earlier to increase familiarity with them and provide a basis for making comparisonsRead for understanding through:Learning new vocabulary, relate it explicitly to known vocabulary and understanding it with the help of context and dictionariesMaking inferences and refering to evidence in the textKnowing the purpose, audience for and context of the writing and draw on this knowledge to support comprehensionChecking their understanding to make sure that what they have read makes senseRead critically through:Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaningRecognising a range of poetic conventions and understanding how these have been usedStudying setting, plot, and characterisation, and the effects of theseUnderstanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a playMaking critical comparisons across textsStudying a range of authors, including at least 2 authors in depth each year |
| **Assessments** | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore |

**CURRICULUM OVERVIEW READING Year 10 2024 – 2025**

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| **YR 10** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Class Novel:Dracula – Bram StokerEnglish UoS:GCSE Language:Extremes – reading and writing non-fiction.GCSE Literature:Poetry from the GCSE AnthologyA Christmas Carol | Class Novel:Rat – Patrice LawrenceEnglish UoS:GCSE Language:Conflict: - reading and writing fiction.GCSE Literature:Poetry from the GCSE AnthologyA Christmas Carol | Class Novel:Animal Farm – George OrwellEnglish UoS:GCSE Language: Change – pre-1900 fiction & non-fictionGCSE Literature:Shakespeare – Romeo and Juliet | Class Novel:Ghost Boys – Jewell Parker RhodesEnglish UoS:GCSE Language: Language – reading & writing non-fictionGCSE Literature:Romeo and JulietPoetry Anthology | Class Novel:Are You There, God? It's Me, Margaret – Judy BlumeEnglish UoS:GCSE Language: People – reading & writing fiction & non-fiction; spoken language.GCSE Literature:Blood BrothersPoetry Anthology | Class Novel:Terror Kid – Benjamin Zephaniah English UoS:GCSE Language: People – reading & writing fiction & non-fiction; spoken language.GCSE Literature:Blood BrothersPoetry Anthology |
| **Key new knowledge (KS4 NC objectives)** | Read and appreciate the depth and power of the English literary heritage through:* reading a wide range of high-quality, challenging, classic literature
* extended literary non-fiction
* essays reviews
* journalism.

The range will include:* at least one play by Shakespeare
* works from the 19th, 20th and 21st centuries
* poetry since 1789, including representative Romantic poetry

Understand and critically evaluate texts through:* Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
* Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
* Identifying and interpreting themes, ideas and information
* Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
* Seeking evidence in the text to support a point of view, including justifying inferences with evidence
* Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
* Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
* Making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

Make an informed personal response, recognising that other responses to a text are possible and evaluating these. |
| **Assessments** | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore |

**CURRICULUM OVERVIEW READING Year 11 2024 – 2025**

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| **YR 11** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Class Novel:Carrie – Stephen KingEnglish UoS:GCSE Language:Component 1 preparation – 20th Century reading & creative writingGCSE Literature:Poetry Anthology& Unseen PoetryRomeo & Juliet | Class Novel:The Girl With All The Gifts – M. R. CareyEnglish UoS:GCSE Language Component 1 & 2 preparation – 19th & 21st Century non-fictionNarrative WritingGCSE Literature:Romeo and JulietPoetry Anthology | Class Novel:The Road – Cormac McCarthyEnglish UoS:GCSE Language Component 2 reading preparationGCSE Literature:A Christmas Carol | Class Novel:On The Road – Jack KerouacEnglish UoS:GCSE Language Component 2 Transactional writingGCSE Literature – Blood Brothers & Poetry | Class Novel:The Kite Runner – Khaled HosseiniEnglish UoS:Revision | **Exams** |
| **Key new knowledge (KS4 NC objectives)** | Read and appreciate the depth and power of the English literary heritage through:* reading a wide range of high-quality, challenging, classic literature
* extended literary non-fiction
* essays reviews
* journalism.

The range will include:* at least one play by Shakespeare
* works from the 19th, 20th and 21st centuries
* poetry since 1789, including representative Romantic poetry

Re-reading literature and other writing as a basis for making comparisonsChoosing and reading books independently for challenge, interest and enjoymentUnderstand and critically evaluate texts through:* Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
* Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
* Identifying and interpreting themes, ideas and information
* Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
* Seeking evidence in the text to support a point of view, including justifying inferences with evidence
* Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
* Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
* Making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

Make an informed personal response, recognising that other responses to a text are possible and evaluating these |
| **Assessments** | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. | Lexplore | Formative assessment, live marking. |  |