**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 Morpurgo  English UoS:  Characters & Setting: | Linked texts:  Poetry volume 1 (3 weeks)  Notable people volume 1 (3 weeks)  Class novel:  War Horse – Michael Morpurgo  English UoS:  Action & Atmosphere:  Poetry: The World Reimagined | Linked texts:  Ibtihaj Muhammad (3 weeks)  Industrial revolution (3 weeks)  Class novel:  The Goldfish Boy – Lisa Thompson  English UoS:  Explanations & Insights | Linked texts:  Autism (3 weeks)  Evolution (3 weeks)  Class novel:  Street Child – Berlie Doherty  English UoS:  Opinions & Persuasion  The Tempest | Linked texts:  Liverpool (3 weeks)  Novels volume 2 (3 weeks)  Class novel:  Some Places More than Others – Renee Watson  English UoS:  Arguments & Essays | Linked texts:  Critiquing the media (3 weeks)  Poetry volume 2 (3 weeks)  Class novel:  Goodnight, Mr Tom – Michelle Magorian  English 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 comparisons  Learn new vocabulary, relate it explicitly to known vocabulary and understand it with the help of context and dictionaries  Make inferences and refer to evidence in the text  Know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension  Check their understanding to make sure that what they have read makes sense  Read critically through:  Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning  Recognising a range of poetic conventions and understanding how these have been used  Studying setting, plot, and characterisation, and the effects of these  Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play  Making critical comparisons across texts  Studying 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 Sachar  English UoS:  Plot & Pace / Genres & Themes | Linked texts:  Industrial Revolution (3 weeks)  Classics volume 2 (3 weeks)  Class novel:  War Horse – Michael Morpurgo  English UoS:  People & Voices  Poetry: The World Reimagined | Linked texts:  Autism (3 weeks)  Population (3 weeks)  Class novel:  I Am David – Anne Holm  English UoS:  Autobiography & Reflection | Linked texts:  Evolution (3 weeks)  Resilience (3 weeks)  Class novel:  Bridge to Terabithia – Katherine Paterson  English UoS:  Your Language  Hamlet | Linked texts:  Liverpool (3 weeks)  Verse novels (3 weeks)  Class novel:  The Grapes of Wrath – John Steinbeck  English UoS:  Witnesses & Reports  Survival | Linked texts:  Critiquing the media (3 weeks)  World War 2 (3 weeks)  Class novel:  Illegal – Eoin Colfer  English UoS:  Viewpoints & Issues  Of 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 comparisons  Read for understanding through:  Learning new vocabulary, relate it explicitly to known vocabulary and understanding it with the help of context and dictionaries  Making inferences and refering to evidence in the text  Knowing the purpose, audience for and context of the writing and draw on this knowledge to support comprehension  Checking their understanding to make sure that what they have read makes sense  Read critically through:  Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning  Recognising a range of poetic conventions and understanding how these have been used  Studying setting, plot, and characterisation, and the effects of these  Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play  Making critical comparisons across texts  Studying 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 Stoker  English UoS:  Gothic Tales OR It’s a Mystery | Class novel:  Rat – Patrice Lawrence  English UoS:  Words of War Poetry: The World Reimagined | Class novel:  Animal Farm – George Orwell  English UoS:  Appearance and Reality | Class novel:  Ghost Boys – Jewell Parker Rhodes  English UoS:  Power of Communication  Macbeth | Class novel:  Are You There, God? It's Me, Margaret – Judy Blume  English UoS:  Technology Matters | Class novel:  Terror Kid – Benjamin Zephaniah    English UoS:  Campaign for a Cause  Heroes |
| **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 comparisons  Read for understanding through:  Learning new vocabulary, relate it explicitly to known vocabulary and understanding it with the help of context and dictionaries  Making inferences and refering to evidence in the text  Knowing the purpose, audience for and context of the writing and draw on this knowledge to support comprehension  Checking their understanding to make sure that what they have read makes sense  Read critically through:  Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning  Recognising a range of poetic conventions and understanding how these have been used  Studying setting, plot, and characterisation, and the effects of these  Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play  Making critical comparisons across texts  Studying 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 Stoker  English UoS:  GCSE Language:  Extremes – reading and writing non-fiction.  GCSE Literature:  Poetry from the GCSE Anthology  A Christmas Carol | Class Novel:  Rat – Patrice Lawrence  English UoS:  GCSE Language:  Conflict: - reading and writing fiction.  GCSE Literature:  Poetry from the GCSE Anthology  A Christmas Carol | Class Novel:  Animal Farm – George Orwell  English UoS:  GCSE Language: Change – pre-1900 fiction & non-fiction  GCSE Literature:  Shakespeare – Romeo and Juliet | Class Novel:  Ghost Boys – Jewell Parker Rhodes  English UoS:  GCSE Language: Language – reading & writing non-fiction  GCSE Literature:  Romeo and Juliet  Poetry Anthology | Class Novel:  Are You There, God? It's Me, Margaret – Judy Blume  English UoS:  GCSE Language: People – reading & writing fiction & non-fiction; spoken language.  GCSE Literature:  Blood Brothers  Poetry Anthology | Class Novel:  Terror Kid – Benjamin Zephaniah    English UoS:  GCSE Language: People – reading & writing fiction & non-fiction; spoken language.  GCSE Literature:  Blood Brothers  Poetry 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 King  English UoS:  GCSE Language:  Component 1 preparation – 20th Century reading & creative writing  GCSE Literature:  Poetry Anthology  & Unseen Poetry  Romeo & Juliet | Class Novel:  The Girl With All The Gifts – M. R. Carey  English UoS:  GCSE Language Component 1 & 2 preparation – 19th & 21st Century non-fiction  Narrative Writing  GCSE Literature:  Romeo and Juliet  Poetry Anthology | Class Novel:  The Road – Cormac McCarthy  English UoS:  GCSE Language Component 2 reading preparation  GCSE Literature:  A Christmas Carol | Class Novel:  On The Road – Jack Kerouac  English UoS:  GCSE Language Component 2 Transactional writing  GCSE Literature – Blood Brothers & Poetry | Class Novel:  The Kite Runner – Khaled Hosseini  English 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 comparisons  Choosing and reading books independently for challenge, interest and enjoyment  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. |  |