

English Topic Overview

2018-19

Each term, classes will use a class novel as a stimulus to complete a range of reading, writing and speaking & listening activities.

	Autumn	Spring	Summer
Year 7	Alice in Wonderland or Alice Through the Looking Glass	The Butterfly Lion or Fantastic Mr Fox Lower Ability - Gruffalo	Shakespeare: Midsummer Night's Dream
Year 8	Room 13 or Gangsta Granny	Roald Dahl: The Twits, Matilda, Charlie and the Chocolate Factory Lower Ability – Aliens Love Underpants	Shakespeare: teacher choice BUT NOT R&J or MACBETH
Year 9 ALG1	A Christmas Carol	Holes Or George's Marvellous Medicine	Shakespeare: Macbeth or Romeo & Juliet
Year 10	NON-FICTION: 'Survival' FICTION: Short stories from post 21stC	NON-FICTION: 'World of Work'; 'Green Peace' FICTION: Jekyll and Hyde or short stories from pre 21stC	NON-FICTION: 'Animals' FICTION: Short stories from pre 21stC
Year 11 ALG2 ALG3	NON-FICTION: 'Animals' and 'Conflict' FICTION: Holes or The Boy in the Striped Pyjamas	Accreditation Finalisation / GCSE Preparation	Accreditation Finalisation / GCSE Preparation Enrichment Projects – Speaking and Listening / Public Speaking Competition in collaboration with The Rotary Club.

English: Overview of READING skills taught

Students are taught a range of English skills during their time at Redwood. Learning activities are differentiated by class teachers to ensure appropriate stretch and challenge for students of all abilities.

Reading Skills Developed

Some sort of reading takes place every English lesson. This might be independent reading, guided reading or shared reading. The following are examples of reading skills which are taught across all year groups, depending on ability.

Systematic teaching of phonics and word blending

Recognition of the first 200 HFW

To sustain interest in a text and understand what is being read.

To identify and discuss main ideas, viewpoints, themes and purpose of a text

To be able to use skimming and scanning to locate key points of a text.

To sequence main events in the text

To make sensible predictions about events and characters

To be able to identify use of verbs, adjectives and adverbs

To consider how characters are presented and developed

To draw inferences about characters' feelings, thoughts and motives based on their actions or dialogue.

Analysis of character based on language choices

Exploration of how the writer uses various techniques to engage the reader.

To be able to comment upon the structure of a text

To be able to comment on the range of different ways writers use layout, form and presentation in texts

To be able to show consideration of the writer's choice of language

To be able to justify inferences made with evidence from the text

To consider the writer's intentions

To understand the importance of context and setting

To understand the different ways texts can reflect their social, cultural and historical contexts and/or literary traditions in which they were written

To evaluate how writers use language, including figurative language, and consider the impact on the reader.

English: Overview of WRITING skills taught

	<p>Students are taught a range of English skills during their time at Redwood. Learning activities are differentiated by class teachers to ensure appropriate stretch and challenge for students of all abilities.</p>
<p>Writing Skills Developed</p>	<p>Some sort of writing activity takes place every English lesson. The ultimate aim is to get all our students writing independently. The following are examples of writing skills which are taught across all year groups, depending on ability.</p> <ul style="list-style-type: none">To be able to write simple sentences, including full stops and capital letters.To use simple punctuation correctly.To include some adjectives where appropriate.To be able to form compound sentences using appropriate conjunctions.To be able to use commas in a listTo understand how to form a main clause.To identify the audience, purpose and form of a writing task.To be able to create an effective plan for writing and stick to itTo use an appropriate form for writing task and choose suitable writing style for the purposeTo be able to use a range of descriptive devices to craft settings, characters and atmosphere.To be able to use and punctuate dialogue effectively to convey characters createdTo be able to write using paragraphs appropriatelyTo understand how to form topic sentences.To understand how to use a subordinate clause to add further information.To be able to use commas to punctuate subordinate clauses.To be able to form complex sentences which are grammatically correct.To understand how to begin sentences with subordinate clauses.To be able to use a wide range of devices to build cohesion within and across paragraphsTo use expanded noun phrases to convey complicated information concisely.To begin to use punctuation such as brackets, dashes or commas to indicate parenthesis.To consciously craft a piece of writing, choosing appropriate language devices for specific effect.

English: Overview of SPEAKING & LISTENING skills taught

	<p>Students are taught a range of English skills during their time at Redwood. Learning activities are differentiated by class teachers to ensure appropriate stretch and challenge for students of all abilities.</p>
<p>Speaking and Listening Skills Developed</p>	<p>Being able to communicate with others is a vital life skill and throughout their time at Redwood, students will be given the opportunity to practise a variety of speaking and listening skills within their English lessons. The following are examples of communication skills which are taught across all year groups, depending on ability.</p> <ul style="list-style-type: none">To develop a range of active listening skills and strategiesTo understand and respond to what speakers say in formal and informal contextsTo be able to summarise key points made by the speaker.To tailor language and context of talk according to audienceTo participate in discussions, presentations, performances, role-play, improvisations and debates.To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.To articulate and justify answers, arguments and opinions.To perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.To be able to use some verbal and non-verbal techniques to add interest for listenersTo be empathetic towards a view that differs from their own.To be able to challenge opinions they disagree with without being rude or aggressiveTo recognise the difference between formal and informal talkTo apply main conventions of standard English when appropriateHelp facilitate discussions in different ways, such as promoting, opposing, exploring or questioning points made by the speaker