

St Martin's School

Curriculum Maps 2021/2022



Key Stage Three

English Curriculum Plans

St Martin's School

Curriculum Maps 2021/2022



Year 7

English Curriculum Plans

Year 7 Curriculum Plans – Autumn Term 2021

Year 7 English

Across these units of study, students will develop:

Accuracy in spelling and Standard English grammar.

Accuracy and variety of punctuation including different forms of sentence demarcation, colon, semi-colon, apostrophe and parenthesis.

Creative writing of non-fiction and fiction text types and conscious crafting of writing: planning, drafting, editing, amending; applying knowledge of language, grammar, structure, literary/ rhetorical devices to own writing.

Spoken language skills: discussion, debate, asking questions, reading texts aloud with expression and clarity.

Novel

Treasure Island by Robert Louis Stevenson

The Black Book of Secrets by F.E Higgins

Skellig by David Almond

- Explore plot, setting characterisation and central themes and explore wider moral and social issues and how these are developed in longer texts.
- Learn grammatical and literary terminology regarding narrative and descriptive writing.
- Using writing to explore the text.
- Assessment: Analysing a short extract from the novel being studied.

Poetry

- Read challenging and engaging material to develop understanding of poetry from different times and cultural contexts, exploring wider moral and social issues including Shakespeare, Chaucer, A Bronte, Heaney and Blake.
- The subject terminology of poetry regarding sound, structure, and figurative language.
- Writing to describe.

The Tempest – William Shakespeare

- Cultural capital: political, cultural and social context of Shakespeare's world, exploring wider moral and social issues.
- Learn dramatic terminology and explore Shakespeare's use of language in creating character and drama.
- Writing in role, writing to describe, writing to persuade.
- Assessment: Descriptive writing based on an image

PPE Preparation (Fiction)

- Reading: Question 1 – comprehension skills and inference; Question 2 – analysing language and effects; Question 3 – analysing the structure of a text and effects; Question 4 – analysing language and structure to create an opinion based on a statement.
- Writing to describe based on an image.
- Assessment: Reading and Writing PPE

19th Century Texts

- Cultural capital: the Victorian/ 19th century world exploring wider moral and social issues.
- Read challenging and varied 19th century texts including H.G Wells, C Doyle, W.W. Jacobs and C Dickens.
- Developing use of complex vocabulary and subject terminology relevant to narrative forms.
- Writing to describe/narrate/ inform; newspaper article.
- Assessment – Analysis of a short extract from the novel 'Great Expectations'

Year 7 Prospectus (writing for a real audience)

- Explore a range of non-fiction texts – review, correspondence, newspaper article/opinion piece.
- Writing to argue, persuade, advise, instruct – using appropriate lexical, grammatical and structural devices – developing range of sentence types in writing.
- Learn new vocabulary and subject terminology relevant to writing non-fiction.
- Assessment: Writing for a real audience: write a persuasive/ informative letter to a local primary school about Saint Martin's

Travel Writing

- Explore a range of fiction and non-fiction texts on the theme of travel writing understanding writers' methods.
- Writing to describe, writing to persuade using appropriate lexical, grammatical and structural devices.
- Develop complexity of sentence structures, noun phrases and range of sentence types in writing.
- Refer to evidence in a text and use quotation in analysis of shorter texts.

Year 7 Curriculum Plans – Spring Term 2022

Year 7 English

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Accuracy and variety of punctuation including different forms of sentence demarcation, colon, semi-colon, apostrophe and parenthesis.

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St Martin's School

Curriculum Maps 2021/2022



Year 8

English Curriculum Plans

Year 8 Curriculum Plans – Autumn Term 2021

Year 8 English

Across these units of study, students will develop:

Accuracy in spelling and Standard English grammar.

Accuracy and variety of punctuation including different forms of sentence demarcation, colon, semi-colon, apostrophe and parenthesis.

Creative writing of non-fiction and fiction text types and conscious crafting of writing: planning, drafting, editing, amending; applying knowledge of language, grammar, structure, literary/ rhetorical devices to own writing.

Spoken language skills: discussion, debate, asking questions, reading texts aloud with expression and clarity.

Modern Novel

The Curious Incident of the Dog in the Night-Time by Mark Haddon
The Boy in the Striped Pyjamas by John Boyne
Hatchet by Gary Paulsen

- Explore plot, setting characterisation and central themes and explore wider moral and social issues.
- Learn grammatical and literary terminology regarding narrative and descriptive writing.
- Assessment: Descriptive writing based on an image

World War One Literature (Poetry, Fiction Extracts, Non-Fiction Extracts)

- Use of poetic/ subject terminology and exploring the features of poetic forms.
- Writing in role, writing to describe, writing to persuade.
- Assessment: Analysis of an extract from a short story

Romeo and Juliet – William Shakespeare

- Cultural capital: political, cultural and social context of Shakespeare's world, exploring wider moral and social issues.
- Learn dramatic terminology and explore Shakespeare's language; characterisation, themes and drama.
- Writing in role, writing to describe, writing to persuade.
- Analyse a media text (Baz Lurhmann's Romeo and Juliet), learn key media terminology and make links and analyse connections between two different media.
- Assessment: Close analysis of a key scene from the play

Non-Fiction

- Explore a range of non-fiction and literary non-fiction texts including correspondence, newspaper article/opinion piece, historical accounts, biography/autobiography; exploring parallels and contrasts between texts.
- Writing to argue, persuade, instruct – using appropriate lexical, grammatical and structural devices – developing the range of sentence types used in writing.
- Learn new vocabulary and subject terminology relevant to writing non-fiction.
- Assessment: Writing to argue/ persuade

Short Stories/Fiction Extracts

- Cultural capital: 18th century, the Victorian/ 19th century world, exploring wider moral and social issues
- Read challenging and varied texts from different ages: Poe, Austen, Wilde, Bronte, Dickens, exploring parallels and contrasts within/between texts.
- Developing use of complex vocabulary and subject terminology relevant to narrative forms.
- Writing to describe/narrate/ inform; newspaper articles.
- Assessment: Write and perform a speech based on one of the texts

Gothic Literature (Play and Fiction Extracts)

- Cultural capital: the Victorian/ 19th century world, exploring wider moral and social issues.
- Learn dramatic terminology, explore characterisation and key themes in a play.
- Writing in role, writing to describe, writing to persuade.
- Assessment: Close analysis of two extracts from the novel *Wuthering Heights*

PPE Preparation (Non-Fiction)

- Reading: Question 1 – comprehension skills and inference; Question 2 – comprehension, summary and exploring links between texts; Question 3 - analysing language and effects; Question 4 - Question 4 – compare ideas and perspectives presented in texts and analyse how writers use language and structure to convey these perspectives
- Writing: Create a piece of non-fiction which argues for or against a given statement

Year 8 Curriculum Plans – Spring Term 2022

Year 8 English

Across these units of study, students will develop:

Accuracy in spelling and Standard English grammar.

Accuracy and variety of punctuation including different forms of sentence demarcation, colon, semi-colon, apostrophe and parenthesis.

Creative writing of non-fiction and fiction text types and conscious crafting of writing: planning, drafting, editing, amending; applying knowledge of language, grammar, structure, literary/rhetorical devices to own writing.

Spoken language skills: discussion, debate, asking questions, reading texts aloud with expression and clarity.

Modern Novel

The Curious Incident of the Dog in the Night-Time by Mark Haddon
The Boy in the Striped Pyjamas by John Boyne
Hatchet by Gary Paulsen

- Explore plot, setting characterisation and central themes and explore wider moral and social issues.
- Learn grammatical and literary terminology regarding narrative and descriptive writing.
- Assessment: Descriptive writing based on an image

World War One Literature (Poetry, Fiction Extracts, Non-Fiction Extracts)

- Use of poetic/ subject terminology and exploring the features of poetic forms.
- Writing in role, writing to describe, writing to persuade.
- Assessment: Analysis of an extract from a short story

Romeo and Juliet – William Shakespeare

- Cultural capital: political, cultural and social context of Shakespeare's world, exploring wider moral and social issues.
- Learn dramatic terminology and explore Shakespeare's language; characterisation, themes and drama.
- Writing in role, writing to describe, writing to persuade.
- Analyse a media text (Baz Luhrmann's Romeo and Juliet), learn key media terminology and make links and analyse connections between two different media.
- Assessment: Close analysis of a key scene from the play

Non-Fiction

- Explore a range of non-fiction and literary non-fiction texts including correspondence, newspaper article/opinion piece, historical accounts, biography/autobiography; exploring parallels and contrasts between texts.
- Writing to argue, persuade, instruct – using appropriate lexical, grammatical and structural devices – developing the range of sentence types used in writing.
- Learn new vocabulary and subject terminology relevant to writing non-fiction.
- Assessment: Writing to argue/ persuade

Short Stories/Fiction Extracts

- Cultural capital: 18th century, the Victorian/ 19th century world, exploring wider moral and social issues
- Read challenging and varied texts from different ages: Poe, Austen, Wilde, Bronte, Dickens, exploring parallels and contrasts within/between texts.
- Developing use of complex vocabulary and subject terminology relevant to narrative forms.
- Writing to describe/narrate/ inform; newspaper articles.
- Assessment: Write and perform a speech based on one of the texts

Gothic Literature (Play and Fiction Extracts)

- Cultural capital: the Victorian/ 19th century world, exploring wider moral and social issues.
- Learn dramatic terminology, explore characterisation and key themes in a play.
- Writing in role, writing to describe, writing to persuade.
- Assessment: Close analysis of two extracts from the novel *Wuthering Heights*

PPE Preparation (Non-Fiction)

- Reading: Question 1 – comprehension skills and inference; Question 2 – comprehension, summary and exploring links between texts; Question 3 - analysing language and effects; Question 4 - Question 4 – compare ideas and perspectives presented in texts and analyse how writers use language and structure to convey these perspectives
- Writing: Create a piece of non-fiction which argues for or against a given statement

St Martin's School

Curriculum Maps 2021/2022



Year 9

English Curriculum Plans

Year 9 Curriculum Plans – Autumn Term 2021

Year 9 English

Across these units of study, students will develop:

Accuracy in spelling and in using Standard English grammar in writing and appropriate spoken contexts.
An increasing range of ambitious and complex vocabulary.
Accuracy and variety of punctuation and sentence demarcation.
Creative writing of non-fiction and fiction text types and conscious crafting of writing: planning, drafting, editing, amending; applying knowledge of language, grammar, structure, literary/rhetorical devices to own writing.
Communicating clearly, effectively and imaginatively in speech, selecting and adapting tone, style and register for different forms, purposes and audiences.
Organisation of information and ideas, using structural and grammatical features to support coherence and cohesion in own texts.

Macbeth – William Shakespeare

Cultural capital: cultural and social context – Shakespeare’s world, the Jacobean world view and the chain of being, gender and kingship.
Exploring the relationship between the play and its context- the response of different audiences.
Plot/dramatic elements/tragedy.
Characterisation of Macbeth, Lady Macbeth, Banquo; Shakespeare’s language and poetry/use of metaphor and structural features.
Relevant subject terminology to form and genre: soliloquy, verse, blank verse, tragedy and tragic flaw.
Annotation of the text and key scenes. Creative writing in role.
Using evidence from the text, focussed quotations, subject terminology and reference to context in discussion, written summary and analysis.

Assessment: GCSE Literature Paper 1 Section A Shakespeare

Descriptive Writing and Review Writing- The Others

Students will study a range of descriptive writing examples.
Use of literary devices used in description: voice, structure, figurative language, rhetorical/sentence level features, phonological devices.
Development of complexity of sentence structures to include rhetorical features, pre and post-modification of noun phrases, other modifiers and subordinate adverbial/prepositional structures.
Development of cohesive devices: dehis, discourse markers and pronouns.
Creative descriptive writing – conscious crafting of writing, drafting, amending, improving, editing and self-evaluation.
Assessment: GCSE English Language Paper 1 Q5 - Descriptive Writing. ‘The Others’ – a still image from the film is used.
Studying film reviews and writing a film review of ‘The Others’: the grammatical/ lexical features of film reviews include tense, person, neologism and intertextual reference.

Year 9 Curriculum Plans – Spring Term 2022

Year 9 English

Across these units of study, students will develop:

Accuracy in spelling and in using Standard English grammar in writing and appropriate spoken contexts.
An increasing range of ambitious and complex vocabulary.
Accuracy and variety of punctuation and sentence demarcation.
Creative writing of non-fiction and fiction text types and conscious crafting of writing: planning, drafting, editing, amending; applying knowledge of language, grammar, structure, literary/rhetorical devices to own writing.
Communicating clearly, effectively and imaginatively in speech, selecting and adapting tone, style and register for different forms, purposes and audiences.
Organisation of information and ideas, using structural and grammatical features to support coherence and cohesion in own texts.

Of Mice and Men: John Steinbeck

Cultural capital: social, historical context America/California in the 1930s; issues of race, gender, disability and the American Dream.
Characterisation of Lennie, George and other key characters. Central themes: loneliness, alienation, dreams, society, gender and race.
Steinbeck’s literary, moral and political purpose.
Subject terminology/literary features relevant to text: allusion/intertextual reference, pathetic fallacy, narrative structure, symbolism, motif, allegory, foreshadowing, structural parallel, aptronym and patterns of characters.
Using evidence from the text, focussed quotations, subject terminology and reference to context in discussion, written summary and analysis.
Writing “a lot about a little”.
Creative writing in role
Assessment: GCSE English Literature Paper style short extract/whole text analysis.
Poetry and Speaking and Listening: Dramatic Monologue
GCSE Spoken Language Preparation/GCSE English Literature Paper 2 Poetry: the theme of ‘Family Relationships’.
Subject terminology and exploration of poets’ methods to include voice, tone, metrical, figurative and phonological features.
Comparison between poems and poets. Writing “a lot about a little”.
Studying a range of short dramatic monologues. Conventions of the dramatic monologue genre: spontaneous speech features, narrative hook, speaker, addressee, persona, dialect, idiolect, idiom, coup de theatre.
Standard English/Received Pronunciation.
Creative writing in role.
Assessment: GCSE Spoken Language style assessment: dramatic monologue in role (Pass, Merit, Distinction)