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Year Group	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	**The Fundamentals of Effective Discussions** This unit starts our secondary English curriculum because it is essential that pupils see the importance of building effective spoken language skills. This unit builds on the extensive spoken language practice pupils have in our primary English curriculum. In particular, it builds on their understanding of speaking and listening by showing them how they can contribute to conversations effectively to keep them going. This unit's spoken language content underpins all future units, but in particular it prepares pupils for the unit 'participating in effective debates' **Sherlock Holmes** This unit uses and builds on pupils' reading and initial exploration of Sherlock Holmes in the primary curriculum. In primary, pupils explored retellings of Sherlock stories, but they now read Arthur Conan Doyle's original language in full and complete more analysis of his stories. They also start to learn about the Victorian context in which he was writing, which prepares them for later study of Victorian literature. This unit particulary prepares pupils for the unit 'A Monster Within', where they	**Step Into the Unknown** Pupils build on understanding of sentence structure, deliberate language choices and descriptive writing. It gives pupils a deeper and more focused opportunity to extend and apply their understanding of descriptive writing to new contexts. This content prepares them for the writing elements of the Year 8 unit 'A monster within', where they continue to refine their language choices in descriptive writing by applying it to a different context with new semantic fields.	**The Twisted Tree** In this unit, pupils read, explore and respond to the modern fairytale novel 'The Twisted Tree'. They start by reading the novel before practising writing analytically about the novel's key characters and themes. They finally respond creatively to the novel by writing an article and short script.	**Persuasion** Students will learn the AFOREST mnemonic. Students will read a variety of persuasive writing and identify the techniques at word and sentence level. Students will write their own persuasive articles, letters and adverts. Students will create a product and market it with a 'Dragon's Den style pitch to the class group. Students will write a short persuasive speech for a 'Room 101' contest.	**Exploring Poetry** Students will explore a variety of different poetic forms including: Limerick, Haiku, Acrostic, shape and RAP. Students will learn about rhyme, rhythm and other poetic techniques. Students will create an Anthology of their own poems.	**Dystopian Descriptive Writing** This unit uses and builds on pupils' understanding of sentence structure, deliberate language choices and descriptive writing from 'A step into the unknown'. It gives pupils a deeper and more focused opportunity to extend and apply their understanding of descriptive writing to new contexts. This content prepares them for the writing elements of the Year 8 unit 'A monster within', where they continue to refine their language choices in descriptive writing by applying it to a different context with new semantic fields.

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	will read increasingly challenging nineteenth century literature and learn about the Gothic.					
8	**Participating in effective Debates** This unit builds on the primary English units where pupils started to have simple structured debates. It also builds on the secondary English unit, 'the fundamentals of effective discussion', where pupils learnt about how to form opinions and listen carefully to others. In this unit, pupils learn how they can use their active listening skills to understand and counter other people's arguments. This unit builds towards the unit 'creating and performing slam poetry', where pupils will continue to build their confidence in articulating themselves in public speaking. **Taking a Stand** This is the first time in the curriculum that pupils have developed non-fiction writing and written presentations for performance. In this unit, pupils gain a strong foundation in their understanding of non-fiction conventions, and start to learn how to craft and deliver spoken language presentations. .	**Myths, Legends and Stories that inspire** This unit uses and builds on pupils' understanding of fiction and creative writing from the Year 7 unit 'Step into the unknown'. In this unit, they build on their understanding of how writers create vivid descriptions by looking at how they utilise powerful imagery and symbolism to make their writing more impactful. This unit prepares pupils for a number of units, including their first reading of 'Animal Farm' in Key Stage 4. In 'Animal Farm', pupils will learn more about how symbolism and allegory can be used to carry powerful messages	**A monster within: reading and writing Gothic fiction** This unit uses and builds on pupils first introduction to gothic ideas and themes in 'The Twisted Tree'. Pupils now read extracts from some of the most famous gothic texts in history, and analyse more deeply how they have been constructed. They also extend their understanding of fiction and non-fiction writing by deepening their understanding of gothic conventions. This unit prepares pupils for the 'gothic poetry' unit where they will look in more detail at how the Gothic is expressed in different formats.	**Travel Writing** Students will recall the AFOREST techniques learned in Year 7. They will explore the significance of Travel Writing and how reliant we are on it. Students will look at a variety of texts from different types of Travel Writing including brochures, blogs, journals and postcards.	**Gothic Poetry** This unit uses and builds on pupils' new understanding of the Gothic from 'A Monster Within'. Having learnt about gothic fiction in 'A Monster Within', pupils now see how gothic themes can be expressed in poetry. This prepares pupils for the 'Malevolent characters' unit, where they will use their understanding of gothic fiction to write gothic stories **Victorian Childhood: Non-fiction Reading and Writing** This unit uses and builds on pupils' understanding of non-fiction writing and presentation delivery from 'Taking a stand'. In this unit, they learn to create more sophisticated presentations by first learning more about a topic through wide reading. They also learn to develop a speech as part of a debate, which	**A Midsummer Nights Dream** This unit uses and builds on pupils' understanding of Shakespeare, outsiders and genres. They begin to analyse more of Shakespeare's form and techniques, as well as reading more of Shakespeare's language. They also move from creative responses to Shakespeare towards analytical responses. This unit prepares pupils for their study of 'Much Ado about Nothing' and 'Macbeth' by deepening their understanding of genre, form and the role of outsiders and the supernatural in Shakespeare

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					develops the dynamism of their spoken language. This unit prepares pupils for 'Women's rights across the ages', where they will develop and refine their spoken language capabilities by learning more about tone and language choices.	
9	**Women's rights across the ages: non-fiction reading and writing** This unit builds on pupils' understanding of non-fiction texts and speech writing from the 'Taking to stand' unit. In this unit, they read a greater range of non-fiction texts and start to look at more sophisticated techniques to help them deliver complex ideas. They also explore how language and structure can help them to communicate their ideas. Similarly, they start looking at how re-drafting can improve their writing. This unit prepares pupils for 'non-fiction: crime and punishment', where they will start comparing non-fiction texts across time.	**Malevolent characters: fiction writing** This unit uses and builds on pupils' understanding of narrative and descriptive writing from 'Myths, legends and stories that inspire'. Pupils now start to look beyond just narrative and description, and learn the importance of creating characters with distinct identities. In the process, they further develop their skills as a writer by utilising the power of dialogue and juxtaposition. This unit prepares pupils for the unit 'Fiction: read around the world' where they start emulating classic texts by practising how to write key specific parts of a narrative or description.	**Creating and performing slam poetry** This unit uses and builds on pupils' previous spoken language units, such as 'Participating in effective debates'. Whilst pupils have previously performed poems and participated in debates, they now see how they can bring those skills together to create engaging poetry performances. This helps them develop their confidence in public speaking so they can engage audiences effectively. This unit builds towards the unit 'spoken language: the language of change', where pupils plan how to write impactful and engaging presentations.	**Small Island** This unit uses and builds on pupils' understanding of drama and stagecraft by developing their understanding of identity and belonging. Pupils are prepared for the four 'Leave Taking' units in Years 10 and 11 by being given a grounding in modern theatre stagecraft and how Black female British writers have explored modern British identity and belonging, which is further developed in 'Leave Taking	**Othello** This unit focuses on characters, plot, relationships, language and social; and historical context which builds upon Midsummers nights dream. They extend their analytic skills more of Shakespeare's form and techniques, as well as reading more of Shakespeare's language.	**Simon Armitage: writing your world** In this unit, pupils gain a richer understanding of poetry by hearing directly from one of the most prominent poets in the world, Simon Armitage. They start to recognise where poems come from, and how they have been crafted for effect. This prepares pupils for the first GCSE Poetry Anthology units, where pupils start to develop personal interpretations about a wider range of poetry.

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10	**Non-fiction: crime and punishment** This unit builds on pupils' knowledge of non-fiction conventions and comparison from the the unit 'Women's rights across the ages'. Here, pupils start to explore increasingly complex texts and also develop more sophisticated and nuanced comparisons between texts. They also develop their summarising skills to show that they have comprehended what they have read, and develop their ability to emulate sophisticated skills from other non-fiction writers. This unit builds towards the unit 'Changing views', where pupils develop additional techniques to express themselves in non-fiction writing. **Students will have a first attempt at completing the reading component of the Entry Level qualification.**	**Spoken language: the language of change** This unit uses and builds on pupils' understanding of speeches and speech writing from the unit 'Women's rights across the ages'. Pupils build on this understanding by reading more complex speeches and using them to drive and inspire their own writing. Pupils also learn more about how to deliver their speeches, and become more expert in how to present themselves. This prepares pupils for their final spoken language unit, 'Spoken language masters', where pupils focus intensely on finding their voice and delivering their speeches confidently and compellingly. **Students will have a first attempt at completing the speaking and listening component of the Entry Level qualification.**	**Non-fiction: letter writing** **(Week1-2)** This unit builds on pupils' knowledge of non-fiction writing from 'changing views' and 'crime and punishment'. In this unit, pupils develop increasingly sophisticated and nuanced non-fiction writing skills, such as the use of passive voice, and also develop their strong original voice. This unit builds towards the unit 'teenage kicks', where pupils will continue to develop nuance in their letter and article writing. **Fiction: science fiction writing** m This unit uses and builds on pupils' understanding of writers' impactful choices from the unit 'Read around the world'. This unit expands and develops their thinking by focusing more intently on writers' language choices and their impact. They use this to now focus on descriptive writing instead of narrative writing, which further	**Fiction: read around the world** This unit uses and builds on pupils' understanding of structure from the unit 'Literary perspectives from the First World War'. In that unit, pupils started to notice and comment on writers' structural choices. In this unit, pupils become more conscious of structure, and start to make more complex observations about how writers use structure to manipulate readers. They start to use structure purposefully in their own writing for effect. This prepares them for the unit 'Science fiction writing', where they develop their literary analysis to focus on writers' language choices and their impact. **Non-fiction: changing views** This unit uses and builds on pupils' knowledge of non-fiction reading and writing from the unit 'Crime and Punishment'. In this unit, pupils focus more closely on how	**Entry Level Assessment Completion and Exam**	**Fiction: ending stories** This unit uses and builds on pupils' understanding of how they can emulate writers' choices and their impact from the unit 'Science fiction writing'. In this unit, pupils develop their narrative and descriptive writing skills by emulating a range of different story endings that enable them to skilfully manipulate readers. This unit builds towards the unit 'Books that changed my world', where pupils will look at some of the more subtle methods writers use to manipulate readers and create impact.

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			enhances their repertoire of creative writing skills. This unit prepares pupils for the unit 'Ending stories', where they will focus on how they can make impactful language and structural choices in narrative writing to create powerful story endings. **Students will have a first attempt at completing the writing component of the Entry Level qualification.**	writers express their viewpoints, and practise comparing those viewpoints. They develop their non-fiction writing skills by looking at how more complex techniques, such as anaphora, can be used thoughtfully to improve their speech and opinion writing. They also start to move from emulating to crafting original voices. This unit builds towards the unit 'letter writing', where pupils will further develop their original voice.		
11	**Spoken language masters: refining public speaking skills** This unit uses and builds on pupils' knowledge of speech writing from the unit 'The language of change'. Here, pupils focus more intensely on developing their own voices and build their confidence and presence as a compelling public speaker. After completing speech writing in 'The language of change', pupils now focus on speech delivery. This unit concludes pupils' 11 year spoken language journey across primary and secondary by giving them the confidence and voice to speak their mind fluently in a variety of future-life situations.	**Non-fiction: teenage kicks** This unit uses and builds on pupils' expertise in non-fiction reading and writing from 'Crime and punishment', 'Changing views' and most recently 'Letter writing'. Here, they begin to read and emulate more sophisticated techniques, such as the use of humour and credible evidence, to help them make their writing more powerful and unique. This unit prepares pupils for the final non-fiction unit,	**Non-fiction: explorers** This unit uses and builds on pupils' expertise in non-fiction reading and writing from 'teenage kicks'. Having already compared texts, they now start to complete increasingly precise and developed comparisons of viewpoints. They also continue to refine their non-fiction writing by using all that they have learnt in the previous non-fiction writing units to write compelling accounts that engage,	**Writing masters** In this unit, pupils refine proficiency and flair as writers. Across fiction and non-fiction writing forms, they develop techniques that give them greater depth and flair in their writing. At the end of the unit, they write a narrative informed by emotion-led plot and detailed descriptions.	**Component 1 and 2 Reading and writing** Student will complete revision for both components in preparation for the exam.	**Study Leave and examinations**

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	Fiction: books that changed my world This unit uses and builds on pupils' understanding and mastery of fiction writing methods from the unit 'Ending stories'. In this unit, pupils look at a wider range of fiction writing techniques, and start to think carefully about the merits of making different choices in their writing. They also start to focus more on openings and beginnings, which helps them to extend their understanding of comprehensive narrative writing. This unit prepares pupils for the unit 'Inner musings', where pupils extend their understanding of narrative writing by focusing in detail on the importance of voice.	'Explorers', where they continue to spot insightful comparisons and then create their own account writing. **Fiction: inner musings** This unit uses and builds on pupils' understanding and mastery of fiction writing from the unit 'Books that changed my world', as well as all of the other fiction writing units that they have studied in the Oak English curriculum. Here pupils refine the final elements of creating a compelling narrative by studying and emulating a range of powerful and unique narrative voices. This helps complete pupils' development of their own original narrative voice, and enables them to write compelling narratives that move and manipulate readers.	inform and entertain readers.			

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Year 7

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Scheme of Work	1. Baselining 2. The fundamentals of effective discussions	Sherlock Holmes Short Stories	The Twisted Tree	Poetry: Identify and culture	The Boy, The Mole the Fox and the Horse	Stepping into the unknown
Area of focus			Fiction Reading	Poetry		Developing Fiction Writing
Descriptions		In this unit, pupils read and explore two famous Sherlock Holmes stories. They start by reading and analysing 'The Speckled Band' before using it as inspiration to write a newspaper article. They then read and analyse 'The Boscombe Valley Murder' before writing a comparison of the two stories.				

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Why this why now?		This unit uses and builds on pupils' reading and initial exploration of Sherlock Holmes in the primary curriculum. In primary, pupils explored retellings of Sherlock stories, but they now read Arthur Conan Doyle's original language in full and complete more analysis of his stories. They also start to learn about the Victorian context in which he was writing, which prepares them for later study of Victorian literature. This unit particulary prepares pupils for the unit 'A Monster Within', where they				

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		will read increasingly challenging nineteenth century literature and learn about the Gothic.				
Pirori Knwoledge		• Pupils can use reading skills to decode texts • Pupils can use evidence from a text to support their argument • Pupils can expand explanations, to show a clear understanding of a text • Pupils can identify different word classes in a text				

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		• Pupils have a range of adjectives they can use to describe atmosphere • Pupils can use the phrase 'the reader' to provide personal responses to a text • Pupils can use single paragraph outlines to plan their writing • Pupils can understand the conventions of a newspaper • Pupils can use capital letters,				

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		apostrophes, commas and full stops • Pupils can use compound and complex sentences, to vary their writing				

Year 8

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Scheme of Work	Myths and Legends	Mid Summer Nights Dream	Gothic Poetry	A Monster within	Skellig	Non-Fiction
Area of focus	Developing Fiction Writing					

Year 9

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Scheme of Work					Small Island	
Area of focus					Poetry	