



It is said that through the pages of great works of literature a person can travel the world without leaving their home. At TBS, the English department aims to inspire a love of learning about the world through a multitude of literary forms. Through an inspirational and varied range of literature students are provided with opportunities to make connections to the global community and develop the skills necessary to communicate with confidence and kindness as they step beyond the boundaries of school life.

Through studying English at TBS, students will:

- Connect what they read to events in the wider world.
- Be competent in their written and spoken communication.
- Make connections to other topic and subject areas through literature and language.
- Appreciate different perspectives and points of view.

	Term 1 - 9 Weeks	Term 2 - 5 Weeks	Term 3 - 10 Weeks	Term 4 - 12 Weeks
KS3				

Y7

Topic Area: Introduction to Literature

Assessments:

Writing 1 - Newspaper article

Reading 1 - Poster - Structured writing

Literacy focus - Vocabulary & Spelling

Using explicit specific textual references to support claims in reading.

Writing in full sentences (grammar, punctuation, spelling).

Topic Area: Introduction to Poetry

Assessments:

Writing 2 - Short poetry anthology showcasing different forms

Reading 2 - Poem analysis

Literacy focus - Structure & Sentences

Giving effective explanations of evidence.

Using features/devices in poetry to aid written analysis.

Writing using different forms of poetry.

Topic Area: Introduction to Poetry

Assessments:

Writing 3 - Writing a playscript about misunderstanding

Reading 3 - Extract analysis on perspective

Literacy focus - Grammar

Planning and organising an extended piece of critical writing.

Write using some conventions of dramatic expression

Topic Area: Literary Heritage & Bone Sparrow

Assessments:

Writing - Letter writing

Reading - Passage analysis

Writing - Writing from a character's perspective

Reading - Extract analysis

Literacy focus - Punctuation

Making inferences and evaluating ideas in a text.

Writing in narrative forms.

<p>Y8</p>	<p>Topic Area: Heritage (Poetry)</p> <p>Assessments: Reading 1 - X poem analysis Writing 1 - Cultural Story</p> <p>Literacy focus - Vocabulary & Spelling</p> <p>Plan, edit and write a story linked to personal heritage.</p> <p>Identify and analyse key features of language in poetry.</p> <p>Structuring an analytical paragraph effectively.</p>	<p>Topic Area: Power (The Pearl)</p> <p>Assessments: Writing 2 - Writing in role Reading 2 - Presentation of theme & character in extracts</p> <p>Literacy focus - Sentences & Grammar</p> <p>Write to persuade and convey a specific perspective.</p> <p>Using precise textual evidence to evaluate a whole text theme.</p> <p>Writing effective topic sentences.</p>	<p>Topic Area: Guilt (Text Anthology)</p> <p>Assessments: Writing 3 - Synthesis essay on multiple texts Reading 3 - Passage analysis</p> <p>Literacy focus - Structure</p> <p>Speak effectively to present an informed opinion in a persuasive manner.</p> <p>Using precise, connected textual evidence from multiple texts to analyse a theme.</p> <p>Writing effective introductions.</p>	<p>Topic Area: Relationships (Macbeth)</p> <p>Assessments: Writing 4 - Descriptive writing - setting Reading 4 - Passage analysis of X character</p> <p>Literacy focus - Punctuation</p> <p>Write descriptively to convey atmosphere and environment.</p> <p>Using precise textual evidence to evaluate a whole text through a character.</p> <p>Writing effective conclusions.</p>
<p>Y9</p>	<p>Topic Area: Relationships (Romeo & Juliet)</p> <p>Assessments: Reading 1 - Comparison essay Writing 1 - Response to article on arranged marriage</p>	<p>Topic Area: Heritage & Culture (Siddharta)</p> <p>Assessments: Writing 2 - Descriptive writing Reading 2 - Passage analysis</p>	<p>Topic Area: War & Peace (Poetry & Non-Fiction)</p> <p>Assessments: Writing 3 - Persuasive writing justifying war Reading 3 -Poem analysis</p> <p>Literacy focus - Structure</p>	<p>Topic Area: Perspectives (As I Lay Dying)</p> <p>Assessments: Writing 4 - Narrative writing - perspective Reading 4 - GCSE style open essay response</p>

	<p>Literacy focus - Vocabulary & Spelling</p> <p>Embedding precise quotations to aid effective analysis.</p> <p>Speak effectively to present an informed opinion in a persuasive manner. (Who is responsible?)</p> <p>Varying sentence structures.</p>	<p>Literacy focus - Sentences & Grammar</p> <p>Research and evaluate whole text ideas that apply to the real world.</p> <p>Use descriptive writing conventions effectively create a sensory environment.</p>	<p>Use narrative conventions to build a fictional narrative around historical events.</p> <p>Be able to identify, explain and analyse implicit meanings in texts.</p> <p>Identify and summarise key information/details in a text.</p>	<p>Literacy focus - Punctuation</p> <p>Effectively plan and edit a narrative piece of writing.</p> <p>Using critical writing to evaluate a whole text concept.</p> <p>Word choice, sentence structure and narrative conventions.</p>
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KS3 Assessment Objectives

Reading

R1 - Understand the explicit meaning of the text.	R2 - Understand the plot and sequence of events in the text.	R3 - Be able to comment on the text with appropriate academic language.	R4 - Use effective writing structures.	R5 - Make and support inferences.	R6 - Use precise textual evidence to support comments.	R7 - Make connections throughout a whole text.	R8 - Identify and comment on the writer's intentions in the text.	R9 - Identify and comment on fact, potential bias and perspective.	R10 - Critique the structure and efficacy of an argument. (non fiction)	R11 - Comment on structure in analysis.	R12 - Comment on word choice in analysis.	R13 - Comment on imagery and devices in analysis.	R14 - Demonstrate understanding of the context(s) of literary texts.	R15 - Make real-world connections to the text.
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Writing

W1 - Being aware of the purpose of your writing and planning to effectively meet it.	W2 - Effectively work through the stages of planning, drafting and editing a piece of writing.	W3 - Introduce and maintain a topic/style through structured writing appropriate to type of writing.	W4 - Choose relevant and interesting details connected to the topic and form.	W5 - Use effective transitions in writing to create a cohesive structure.	W6 - Use vocabulary relevant to the context of the writing.	W7 - Use Sentence structures to effectively control pacing and impact.	W8 - Use an appropriate register for the form of writing. Use register for the purpose intended.	W9 - Use the conventions of each writing style appropriately.	W10 - Use accurate spelling.	W11 - Use accurate grammar.	W12 - Use accurate punctuation.
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Speaking & Listening

S1 - Being aware of the purpose of your speaking and planning to effectively meet it.	S2 - Effectively plan a spoken piece.	S3 - Structure facts, ideas and opinions in a clear way, engaging the audience's interest.	S4 - Partake in effective discussion around a text or topic.	S5 - Communicate ideas clearly and purposefully using fluent and varied language.	S6 - Work effectively from an outline/notes	S7 - Use effective body language to show confidence and emphasise your words.	S7 - Use an appropriate tone of voice that reflects the content of the speech	S8 - Being audible and articulate	S9 - Listen respectfully to others and engage with their views.	S10 - Respond to others' views based on their speech, evidence etc.
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