

# St Cuthbert Mayne School Curriculum Map



## English Year 8

In English we cultivate and develop reading, writing and oracy skills. We do this through reading a rich and diverse range of texts and learning how to academically analyse these eventually through essay responses. Students read whole texts and books alongside wider ranging extracts and poems in order to inspire their own creative writing responses and these range from stories to poetry to non-fiction such as speeches and monologues. Oracy is developed through lessons involving discussion with speaking and listening activities helping students to develop critical thinking. We want students to successfully respond to English language and literature with confidence and enthusiasm.

**Year 8:** students will build on their knowledge of intentionality by focusing in more depth on writer's choices, and by exploring the role that genre and form have on shaping texts. Students begin with the exploration of poetry through the anthology, alongside reading the verse novel Long Way Down. This study aims to focus students on the intentional choice of words, imagery and structural features when constructing texts. This focus then develops in Cycle 2 to explore a range of first-person texts including monologues and opinion articles. Students explore the use of language to construct a voice with opportunities to explore diverse topics using their own authorial voice and to explore alternative views and voices. Finally, Cycle 3 brings the study of Romeo and Juliet. Through the use of whole-text overviews and a series of selected extracts, students will trace the presentation of a specific character or theme, focusing on how a writer's viewpoint is constructed and sustained across a longer text.

**SparX Reader:** alongside their studies in English, students read independently using SparX Reader. This is an online platform providing home learning in which students read their own choice of an ebook and answer comprehension questions securing their understanding of the story. SparX Reader promotes and develops students' reading skills which are crucial for their academic success in all subject areas. In Year 10,

students will also read the texts that they are studying using SparX Reader alongside their own independent reading to reinforce their understanding of the GCSE texts.

### **Assessment:**

Students are reported on at the end of each cycle and are issued statements that reflect age related expectations.

**Greater Depth** - for their age, students demonstrate a strong and above average understanding of texts and ability to write and discuss their responses. This is usually only awarded for the top students. Students who are consistently Greater Depth are expected to achieve a grade 5 and above in their GCSEs.

**Secure** - for their age, students demonstrate a good understanding of texts and ability to write and discuss their responses. The majority of students are expected to be secure. Students who are consistently secure are expected to achieve a grade 4 as minimum in their GCSEs.

**Developing** - for their age, students demonstrate some understanding of texts and ability to write and discuss their responses. Some students may be developing. Students who are consistently developing may need further support to achieve a grade 4 as minimum in their GCSEs.

**Emerging** - for their age, students are below expectations for showing understanding of texts and ability to write and discuss their responses. Only a few students are likely to be emerging. Students who are consistently emerging will need further support and intervention to achieve expectations in their GCSEs.

Teachers will arrive at their judgement of whether a student is emerging, developing, secure or greater depth by taking into account the following information:

**Assessments** - specifically end of cycle and mid-cycle assessments such as writing an essay.

**Knowledge assessments** - students will be quizzed so that their understanding is checked and secured during a cycle.

**In class performance** - such as how students have generally worked throughout the cycle in their books and classroom contributions.

**SparX Reader data** - how students' have performed and progressed in their SparX Reader.

Students are assessed upon different strands according to each cycle but these are continually revisited and the skills are cumulative:

**Reading** – a student's ability to read and respond to a text often in the form of an essay or academic response. They are assessed upon their ability to analyse a text such as making an argument or using evidence from the text to support their responses.

**Writing** - a student's ability to write which can range from creative responses such as writing a story to more non-fiction such as writing a monologue, a speech or an article. They are assessed for their ability to demonstrate engaging ideas, techniques and vocabulary alongside being assessed for spelling, punctuation, arrangement and grammar (SPAG).

**Oracy** - a student's ability to speak and listen often in the form of discussions and presentations. They are assessed upon their ability to speak with confidence and remain on a particular topic but also their ability to listen to others and respond appropriately showing respectful behaviours and consideration of other students' views.

### ***Autumn Term***

| Topic/Unit                             | Cycle 1: Poetry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Knowledge<br/>(Content covered)</b> | <p>In Cycle 1, we build upon previous study of the writer's craft in prose, and explore the craft and crafting of verse – in Samuel Taylor Coleridge's words, 'the best words in the best order.' Students both read and write poetry, in order to explore the connection between meaning and methods, which is the basis of close literary analysis. The cycle begins with the reading of a verse novel: 'Long Way Down' by Jason Reynolds. This allows students to experience the links between narrative and poetry, and also to explore how meanings and ideas can be presented differently in poetic forms.</p> <p>Key concepts: Poetic form; intentionality; metaphor; academic writing; hedging; multiple interpretation<br/>           Key vocabulary: tenor, vehicle and ground; rhyme; rhythm; enjambement; ambiguity<br/>           Substantive knowledge: Key interpretations of poems from ESW anthology; key quotations, themes and contextual knowledge for each of the poems<br/>           Hinterland: Reading of 'Long Way Down' and ESW anthology of poems.</p> |
| <b>Skills</b>                          | <p>Select appropriate quotations; punctuate quotations accurately; identify poetic devices in texts<br/>           Intentionality, with a specific focus on metaphoric representation of ideas; function of ambiguity and multiple interpretation; development of poetic forms</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Assessment</b>                      | <p><b>Oracy and Reading:</b> Mid-cycle - vocabulary quiz and short response to poems.<br/> <b>Reading:</b> End of cycle - written essay response to Poetry.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

### ***Spring Term***

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| <b>Topic/Unit</b>                      | <b>Cycle 2: Monologues and Voices</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Knowledge<br/>(Content covered)</b> | <p>We begin with reading a selection of monologues and strongly voiced 1st person narratives. We ‘dip in’ to a wide range of texts – both whole texts and extracts from the beginning of novels – exposing students to multiple literary voices, and piquing their interest in texts that are freely available in our library for them to explore further. Texts include monologues from Alan Bennett’s ‘Talking Heads’; Mark Haddon’s ‘The Curious Incident of the Dog in the Night-Time’; and Markus Zusak’s ‘The Book Thief.’ Work on vocabulary, sentence structure and punctuation builds on work from Year 7, moving from accuracy to nuance.</p> <p>Key concepts: voice; tone; perspective; formality (formal/informal language); form; structure;<br/> Key vocabulary: declarative; flashback; imperative; motif; stereotype; ellipsis; false start; fillers; stages directions; persecution; complex sentence; peril<br/> Substantive knowledge: Talking Heads monologues; Anne Frank’s diary; contextual knowledge of WW2<br/> Hinterland: Reading of texts and extracts from a range of first-person narratives</p> |
| <b>Skills</b>                          | <p>Punctuating with accuracy for effect; crafting voice for emotive impact; paragraphing<br/> Use of perspective; crafting authenticity; use of understatement and anecdote; characterisation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Assessment</b>                      | <p><b>Mid-cycle assessment: Writing</b> write a monologue for an elderly character<br/> Mid-cycle vocabulary and knowledge test.<br/> <b>End-of-cycle assessment: Writing</b> write a monologue for a specific character</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

### ***Summer Term***

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| <b>Topic/Unit</b>                      | <b>Cycle 3: Shakespeare - Romeo and Juliet</b>                                                                                                                                                                                                         |
| <b>Knowledge<br/>(Content covered)</b> | <p>Subject focus: The study of ‘Romeo and Juliet’ allows us to both strengthen and develop students’ understanding of genre and tragedy, first encountered through ‘The Tempest’ in Year 7. In this cycle, we build upon previous work on academic</p> |

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|                   | <p>writing, and bring together knowledge from previous cycles to explore and express understanding of themes, characters and Shakespeare's crafting of both language and structure</p> <p>Key Concepts: gender roles and conventions; different forms and versions of love (platonic/romantic/etc.); character functions; conflict (internal and external);</p> <p>Key Vocabulary: masculinity; emasculation; femininity; patriarchy; dramatic irony; fate; hierarchy; soliloquy; oxymoron;</p> <p>Substantive knowledge: understanding of the plot for Romeo and Juliet; understanding of characters and key themes of love</p> <p>Hinterland: Elizabethan era contextual understanding and specifically gender roles. Knowledge of Shakespearean conventions and drama.</p> |
| <b>Skills</b>     | <p>Essay craft: forming arguments; evidence selection; language analysis; structural analysis; evaluation of key ideas; intentions of writer; contextual knowledge. Applying dramatic conventions and oracy through reading and aloud and performance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Assessment</b> | <p><b>Mid-cycle reading assessment:</b> essay response to character.</p> <p><b>Mid-cycle:</b> vocabulary and knowledge quiz.</p> <p><b>End-of-cycle reading assessment:</b> essay response to theme.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p><b>Gatsby 4 (Linking curriculum learning to careers)</b></p> <p><a href="#">Gatsby</a></p> <p><a href="#">Gatsby Benchmarks</a></p> <p><a href="#">Prospects English Career Guidance</a></p> | <p>English is the subject that unlocks all doors and enables students to pursue further academic or career pathways. All pathways require students to be able to read, write and demonstrate good oracy skills and academic achievement in English is a strong indicator to further education or employers that a student is able to demonstrate these skills excellently. Gaining excellent grades in English is a requirement for admission to almost all colleges and further education centres and most employers and colleges require minimum performances of passes or above in English for admission. The world of work is rapidly changing and careers are no longer secure for life, students who perform well in English demonstrate versatility, flexibility and creative thinking that are essential components of having a successful and happy worklife. English can enable almost any career pathway but particularly lends itself towards careers in: journalism (writing or reporter),</p> |
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|  | creative writing (becoming an author or writer), law (lawyer), editing and publishing (copy-writing), programming (website scripting), media (social media publications, press officer), research (AI data validation), marketing (content producer), education (teaching) and more. |
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