

Intent		Implementation				Impact
(a) to give students the opportunity to engage with and enjoy the very best of English and World Literature and to provide them with the skills and confidence to express their own ideas fluently and effectively. (b) to equip students with the reading, writing and oracy skills to excel in KS4, KS5 and beyond.		-Curriculum Map linked vertically building and recapping knowledge and skills (eg Poetry 1, 2 and 3) and horizontally – preparing students for next unit (eg American Literature – Of Mice and Men). -Wide range of longer and short texts encompass rich variety of different voices.. -Students build up knowledge and skills over 4 years – eg Shakespeare – start with AO1 – reading for understanding and meaning in year 8 then progress to analysis in year 9 (same with 19 <sup>th</sup> Century novel). -KS3 Do Now’s recall key knowledge both long term– SPAG, Metaphors and Patterns, Essay Writing and short term – weekly summary tasks/quizzes. KS4 – Do Now’s recall key knowledge from literature texts. -Skills recorded on tracker for KS3 and KS4 – both ‘live’ and at formal assessments every 6 weeks. Mark schemes support tracker. High level sets have higher level tracker. -KS3 skills link to KS4 requirements (see below). -Literature and language interleaved. Reading assessed through ‘literature’ units. Every unit allows progress opportunities for reading and writing skills (Recorded on tracker) Same marking criteria for years 7-9. AO’s refer to assessed skills (not necessarily all skills covered) -Literacy supported by Accelerated Reader years 7 and 8 and targeted 9 and 10 intervention. Form Time Reading project. National Curriculum – 2 x Shakespeare, 2x19th Century, 3 x Authors in depth (Dickens, Jan Morris, Shakespeare)				Students enjoy a rich and varied curriculum at OPA. Expectations are consistent, transparent and feedback and assessment recorded and acted upon regularly. Staff have contributed to and created a bespoke set of resources for students. Attainment is improving every year (both through TAGS in 2020 and 2021 and for each current year group).
	HT1	HT2	HT3	HT4	HT5	HT6
Y11 2021 2022	<b>Key Content:</b> -Reading Anthology: Paper 1 Language -Poetry -All Literature Texts Revision Do Now (1 text every day – first 4 lessons)	<b>Key Content:</b> -Paper 2 Language -Macbeth Revision -All Literature Texts Revision Do Now (1 text every day – first 4 lessons)	<b>Key Content:</b> -Papers 1 and 2 Language -An Inspector Calls Revision -All Literature Texts Revision Do Now (1 text every day – first 4 lessons)	<b>Key Content:</b> -Papers 1 and 2 Language -All Texts Revision -All Literature Texts Revision Do Now (1 text every day – first 4 lessons)	<b>Key Content:</b> -All Literature (1 week per component) -All Language (1 week per component) -All Literature Texts Revision Do Now (1 text every day – first 4 lessons)	
Year 10	<b>Key Content:</b> -Storytelling 7: Paper 1 Anthology (20 <sup>th</sup> Century British Fiction) Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge, Spelling (/)	<b>Key Content:</b> Modern Text 7: An Inspector Calls Poetry 4: Power Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge, Spelling -Language Exam Question every Friday	<b>Key Content:</b> -Storytelling 8: Paper 2 Anthology (Non Fiction Macbeth Texts) -Vocabulary (2), An Inspector Calls (3) Revision Do Nows -Language Exam Question every Friday	<b>Key Content:</b> -19 <sup>th</sup> Century 2: Christmas Carol -Macbeth Recap (3), An Inspector Calls Revision Do Nows (2) -Language Exam Question every Friday	<b>Key Content:</b> -Papers 1 and 2 Revision -An Inspector Calls and Macbeth Revision Do Nows	<b>Key Content.</b> Shakespeare 3: Macbeth -Poetry Part 5: Conflict -An Inspector Calls, Poetry and Macbeth Revision Do Nows -Language Exam Question every Friday
Year 10 and 11	<b>Key Skills:</b> <b>Literature</b> AO1-Understanding Texts AO2-Analysing Language AO3-Context AO4-Comparison					
	<b>Language</b> AO1-Understanding and answering a question AO2-Analysing Language and Structure AO3-Comparison AO4-Evaluation					
	AO5-Content and Organisation AO6-Technical Accuracy					
	AO7 and AO8 – Spoken Language					
Year 9	<b>Key Content:</b> Storytelling 5 (Fiction): American Fiction Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (Character and Plot and Setting Types), Spelling	<b>Key Content</b> Modern Text 5: Of Mice and Men Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (America Context and Techniques), Spelling Can I explain the key <i>events</i> in the plot? What happens when and why?	<b>Key Content</b> Modern Text 3: A View from the Bridge Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (Non Fiction Techniques), Spelling Do I understand the conventions of biographical writing?	<b>Key Content</b> Poetry 3: Grow a Poem – Rhythm, Form and Shape Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (7 and 8 Poetic Techniques), Spelling	<b>Key Content</b> Writing a World 2: Creative Writing Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (Techniques), Spelling Can I explain the key <i>events</i> in the plot? What happens when and why?	<b>Key Content:</b> Shakespeare 2: Macbeth Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (Shakespeare 1 context and techniques), Spelling Can I explain the key <i>events</i> in the plot? What happens when and why?



	<p>Do I understand the context of 1920's America – the post WW1 roaring twenties?</p> <p>Do I understand the context of 1930s America – the dustbowl, the great depression?</p> <p>Do I understand the context of 1960s America – Racism and the Civil Rights Movement?</p>	<p>Can I explain what happens to <i>the key characters</i>? How do they change and why?</p> <p>Can I explain the <i>key themes</i> in the text? What is the writer trying to tell the audience about each theme?</p> <p>Can I explain <i>the setting</i> of the text?</p> <p>Can I explain the key <i>context</i> of the text?</p>			<p>Can I explain what happens to <i>the key characters</i>? How do they change and why?</p> <p>Can I explain the <i>key themes</i> in the text? What is the writer trying to tell the audience about each theme?</p> <p>Can I explain <i>the setting</i> of the text?</p> <p>Can I explain the key <i>context</i> of the text?</p>	<p>Can I explain what happens to <i>the key characters</i>? How do they change and why?</p> <p>Can I explain the <i>key themes</i> in the text? What is the writer trying to tell the audience about each theme?</p> <p>Can I explain <i>the setting</i> of the text?</p> <p>Can I explain the key <i>context</i> of the text?</p>
	<p><b>Key Skills (Assessed – Reading Skills also practiced - see next HT):</b></p> <p><b>Can I use punctuation and grammar accurately?</b></p> <p><b>Can I spell and use vocabulary accurately and effectively?</b></p> <p><b>Can I use language techniques effectively?</b></p> <p><b>Can I structure my work effectively?</b></p> <p><b>Can I use a range of interesting and original ideas?</b></p>	<p><b>Key Skills (Assessed – Writing Skills also practiced - see next HT):</b></p> <p>Can I read confidently and fluently and answer comprehension questions about a text?</p> <p>Can I select and explain appropriate evidence from a text?</p> <p>Can I identify and explain linguistic techniques?</p> <p>Can I explain the effect of words and phrases?</p> <p>Can I evaluate and answer a question?</p>	<p><b>Key Skills (Assessed – Reading Skills also practiced - see next HT):</b></p> <p>Can I read confidently and fluently and answer comprehension questions about a text?</p> <p>Can I select and explain appropriate evidence from a text?</p> <p>Can I identify and explain linguistic techniques?</p> <p>Can I explain the effect of words and phrases?</p> <p>Can I evaluate and answer a question?</p> <p>Can I compare two texts?</p>	<p><b>Key Skills (Assessed – Writing Skills also practiced - see next HT):</b></p> <p>Can I read confidently and fluently and answer comprehension questions about a text?</p> <p>Can I select and explain appropriate evidence from a text?</p> <p>Can I identify and explain linguistic techniques?</p> <p>Can I explain the effect of words and phrases?</p> <p>Can I evaluate and answer a question?</p> <p>Can I compare two texts?</p>	<p><b>Key Skills (Assessed – Reading Skills also practiced - see next HT):</b></p> <p><b>Can I use punctuation and grammar accurately?</b></p> <p><b>Can I spell and use vocabulary accurately and effectively?</b></p> <p><b>Can I use language techniques effectively?</b></p> <p><b>Can I structure my work effectively?</b></p> <p><b>Can I use a range of interesting and original ideas?</b></p>	<p><b>Key Skills (Assessed – Writing Skills also practiced - see HT1)::</b></p> <p>Can I read confidently and fluently and answer comprehension questions about a text?</p> <p>Can I select and explain appropriate evidence from a text?</p> <p>Can I identify and explain linguistic techniques?</p> <p>Can I explain the effect of words and phrases?</p> <p>Can I evaluate and answer a question?</p>
Year 8	<p><b>Key Content:</b></p> <p><b>Storytelling 3:</b></p> <p><b>Plot and Character: Literary London</b></p> <p>Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (Story and Character Types), Spelling</p> <p>Do I understand the context of 19<sup>th</sup> century London?</p> <p>Do I understand the context of early 20<sup>th</sup> century London?</p> <p>Do I understand the context of post war London?</p> <p>Do I understand the context of 21<sup>st</sup> century London?</p>	<p><b>Key Content:</b></p> <p><b>19<sup>th</sup> Century 1: Oliver Twist</b></p> <p>Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (London Context and Literature Techniques), Spelling Test/Ideas Do Nows</p> <p>Can I explain the key <i>events</i> in the plot? What happens when and why?</p> <p>Can I explain what happens to <i>the key characters</i>? How do they change and why?</p> <p>Can I explain the <i>key themes</i> in the text? What is the writer trying to tell the audience about each theme?</p> <p>Can I explain <i>the setting</i> of the text?</p> <p>Can I explain the key <i>context</i> of the text?</p>	<p><b>Key Content:</b></p> <p><b>To Show and To Tell 2: Letters and Articles of Note</b></p> <p>Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (Story and Character Types and Setting Vocabulary), Spelling</p> <p>What makes good non fiction writing? How do I write articles and letters?</p>	<p><b>Key Content:</b></p> <p><b>Grow a Poem 2: Lists, Plots and Writer's Block</b></p> <p>Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (Grow a Poem 1 Techniques), Spelling</p>	<p><b>Key Content:</b></p> <p><b>Writing a World 2: Creative Writing</b></p> <p>Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (Non Fiction 1 Techniques), Spelling</p> <p>Do I understand non fiction writing types and conventions (Letter and Newspaper)?</p>	<p><b>Key Content:</b></p> <p><b>Shakespeare 1: Romeo and Juliet</b></p> <p>Do Nows: KS3 SPAG (/)/Vocabulary (/), Prior Knowledge (Power and Conflict Context), Spelling</p> <p>Can I explain the key <i>events</i> in the plot? What happens when and why?</p> <p>Can I explain what happens to <i>the key characters</i>? How do they change and why?</p> <p>Can I explain the <i>key themes</i> in the text? What is the writer trying to tell the audience about each theme?</p> <p>Can I explain <i>the setting</i> of the text?</p> <p>Can I explain the key <i>context</i> of the text?</p>
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Year 7	<p><b>Key Content:</b></p> <p><b>Storytelling 1: World Stories (Old and New)</b></p> <p>Do Nows: KS3 SPAG (/)/Vocabulary (/)</p>		<p><b>Key Content:</b></p> <p><b>To Show and To Tell 1: Introduction to Non Fiction</b></p>	<p><b>Key Content:</b></p> <p><b>Grow a Poem 1: Getting Started and Images</b></p>	<p><b>Key Content:</b></p> <p><b>Writing a World 2: Creative Writing</b></p>	<p><b>Key Content:</b></p> <p><b>Haroun and the Sea of Stories</b></p>



	<p>What different story types are there?          What different character types are there?          What is the purpose of stories?</p>	<p>Do Nows: KS3 SPAG (/)/Vocabulary (/)          Prior Knowledge (Story and Character Types), Spelling          What makes good non fiction writing?          How do I write travel writing, memoir and speech?</p>	<p>Do Nows: KS3 SPAG (/), Vocabulary, Prior Knowledge Spelling          Test/Ideas Do Nows</p>	<p>Do Nows: KS3 SPAG, Vocabulary, Prior Knowledge (Story and Character Types, Poetic Techniques), Spelling          Do I understand non fiction writing types and conventions (Report and Speech)?</p>	<p>Do Nows: SPAG, Vocabulary, Prior Knowledge (Story and Character Types, Non-Fiction Conventions, Poetic Techniques rotate 2 lessons a week), Spelling          Can I explain the key events in the plot?          What happens when and why?          Can I explain what happens to <i>the key characters</i>? How do they change and why?          Can I explain the <i>key themes</i> in the text?          What is the writer trying to tell the audience about each theme?          Can I explain <i>the setting</i> of the text?</p>	
	<p><b>Key Skills (Assessed – Reading Skills also practiced - see next HT):</b>  <b>Can I use punctuation and grammar accurately?</b>  <b>Can I spell and use vocabulary accurately and effectively?</b>  <b>Can I use language techniques effectively?</b>  <b>Can I structure my work effectively?</b>  <b>Can I use a range of interesting and original ideas?</b></p>	<p><b>Key Skills (Assessed – Writing Skills also practiced - see next HT):</b>          Can I read confidently and fluently and answer comprehension questions about a text?          Can I select and explain appropriate evidence from a text?          Can I identify and explain linguistic techniques?          Can I explain the effect of words and phrases?          Can I evaluate and answer a question?</p>	<p><b>Key Skills (Assessed – Reading Skills also practiced - see next HT):</b>  <b>Can I use punctuation and grammar accurately?</b>  <b>Can I spell and use vocabulary accurately and effectively?</b>  <b>Can I use language techniques effectively?</b>  <b>Can I structure my work effectively?</b>  <b>Can I use a range of interesting and original ideas?</b></p>	<p><b>Key Skills (Assessed – Writing Skills also practiced - see next HT):</b>          Can I read confidently and fluently and answer comprehension questions about a text?          Can I select and explain appropriate evidence from a text?          Can I identify and explain linguistic techniques?          Can I explain the effect of words and phrases?          Can I evaluate and answer a question?</p>	<p><b>Key Skills(Assessed – Reading Skills also practiced - see next HT):</b>  <b>Can I use punctuation and grammar accurately?</b>  <b>Can I spell and use vocabulary accurately and effectively?</b>  <b>Can I use language techniques effectively?</b>  <b>Can I structure my work effectively?</b>  <b>Can I use a range of interesting and original ideas?</b></p>	<p><b>Key Skills:</b>          Can I read confidently and fluently and answer comprehension questions about a text?          Can I select and explain appropriate evidence from a text?          Can I identify and explain linguistic techniques?          Can I explain the effect of words and phrases?          Can I evaluate and answer a question?</p>

Read Great Texts  
 Analyse why they are Great Texts  
 Write Great Texts

