

Y9 English Curricular Map Overview

Y9	AUT1	AUT2	SPR1	SPR2	SMR1	SMR2
	PROSE: PRE 1914	DRAMA (Modern)	POETRY (War poetry)	DRAMA (Shakespeare)	LANG EXAM SKILLS / NON-FICTION TEXTS	PROSE: MODERN
READING	<p>Focus Dickens novel (Great Expectations / Oliver T). Link to last term of Y8 Accelerated Reader <u>Alphas & As</u> Whole novel plus range of key chapters <u>Bs</u> Film / storyboard of novel plus key passages. ASSESSMENT En2 Literature -P.E.E.- essay (OR P.E.E. paragraphs). REVIEW TIME</p>	<p>Focus Techniques in modern drama. Accelerated Reader <u>Alphas & As</u> War Horse / Noughts & Crosses play / White Poppies <u>Bs</u> The Diary of Anne Frank (play) / Our Day Out ASSESSMENT En2 Exploring a theme in the play and how it has been presented. REVIEW TIME</p>	<p>Focus WW1, WW2, Vietnam, How war poetry has shaped literature. Accelerated Reader <u>Alphas & As</u> W Owen and S Sassoon <u>Bs</u> Jessie Pope & S Sasson ASSESSMENT En2 Comparison of 2 poems REVIEW TIME</p>	<p>Focus Shakespeare play: Hamlet / Twelfth Night / As You Like It. Focus on character / characters. Accelerated Reader <u>Alphas & As</u> Whole story & 2 key scenes Intro to iambic pentameter (RAP style?) <u>Bs</u> Whole story plus key passages. Rapping a speech / lines ASSESSMENT En2 / En1 Analysis of a character / Presentation of a character REVIEW TIME</p>	<p>Focus Journalistic writing Reading comprehension. Comparing 2 articles Accelerated Reader <u>Alphas & As</u> Range of journalistic texts <u>Bs</u> 2 short texts Comparing 2 texts ASSESSMENT En2 End of year exam. REVIEW TIME</p>	<p>Focus: Seminal World Literature & Different Cultures Accelerated Reader <u>Alphas & As</u> Of Mice & Men / Mockingbird <u>Bs</u> Of Mice & Men ASSESSMENT En2 P.E.E. on the portrayal of a character or theme REVIEW TIME</p>
WRITING (linked to reading focus)	<p>Focus Dickens' world & characters <u>Alphas & As</u> Alternative ending to the novel <u>Bs</u> Character viewpoint: poor in C19 ASSESSMENT En3 Study focused on an aspect of the novel. REVIEW TIME</p>	<p>Focus Modern version (Eastenders style) of a scene. <u>Alphas & As</u> Re-writing a scene in modern English <u>Bs</u> Re-writing a key passage in modern English ASSESSMENT En3 Interpretation of S's ideas / words. REVIEW TIME</p>	<p>Focus Letter from the Front or similar <u>Alphas & As</u> Writing a report as Owen or Sasson <u>Bs</u> Writing a letter as a soldier on the front line, or as a civilian on the home front.. ASSESSMENT En3 Describing a war zone. REVIEW TIME</p>	<p>Focus Developing an aspect of the play. <u>Alphas & As</u> Debate on event. Writing an article on an event in the play. <u>Bs</u> Giving a character advice on what they should do. ASSESSMENT En3 / En1 Writing to inform / advise. REVIEW TIME</p>	<p>Focus Writing to inform / advise <u>Alphas & As</u> Writing to inform / advise <u>Bs</u> Writing to inform / advise ASSESSMENT En3 End of Year exam. REVIEW TIME</p>	<p>Focus: Role play around 2 or more characters <u>Alphas & As</u> Jeremy Kyle style interview of characters, or other. <u>Bs</u> Jeremy Kyle style interview of characters. ASSESSMENT En3 / En 1 Presentation of slang dictionary. REVIEW TIME</p>
SPAG	<p><u>Alphas/As:</u> Revision of past tenses – simple past, present perfect & past continuous vs present tenses. <u>Bs:</u> Revision of present tense vs simple past tense. Irregular verbs. Sequencing ideas - paragraphs <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>	<p><u>Alphas/As:</u> Compound and complex sentences. S for possession. <u>Bs:</u> Use of commas and semi-colons to create a range of sentence structures. S for possession. <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>	<p><u>Alphas/As:</u> Developing the use of a sophisticated vocabulary. <u>Bs:</u> Effective description. Spelling of complex words. <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>	<p><u>Alphas/As:</u> Review figurative language <u>Bs:</u> Metaphors & similes <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>	<p><u>Alphas/As:</u> Discursive markers, review modal verbs (could, should, might etc.) <u>Bs:</u> <i>irregular verbs cont.</i> <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>	<p><u>Alphas/As:</u> Suffixes & prefixes; root words. <u>Bs:</u> Suffixes & prefixes <u>Spelling Bees for all groups:</u> Use Y3-6 lists & KS3 lists.</p>
<p>CONTENT: The new KS3 English curriculum states that students should be taught both pre1914 and contemporary literature (prose, poetry, drama); 2 Shakespeare plays; seminal world literature. SPAG: The new NC 2013 gives details of SPAG skills to be taught at KS2. These are detailed and ambitious. The advice is to consolidate these skills at KS3. See attached docs. N.B. ACCELERATED READER will be an integral part of the Y9 English curriculum.</p>						

SPELLING, PUNCTUATION & GRAMMAR Y7

Spellings Y3 & 4

accident(ally)
circle actual(ly)
complete
address
consider
answer
continue
appear
decide
arrive
describe
believe
different
bicycle
difficult
breath
disappear
breathe
early
build
earth
busy/business
eight/eighth
calendar
enough
caught
exercise
centre
experience
century
experiment
certain extreme
famous

island
favourite
knowledge
February
learn
forward(s)
length
fruit
library
grammar
material
group
medicine
guard
mention
guide
minute
heard
natural
heart
naughty
height
notice
history
occasion(ally)
imagine
often
increase
opposite
important
ordinary
interest
particular

peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

Spellings Y5 & 6

accommodate

Y9 English Curricular Map Overview

accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation

familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice

secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Grammar & punctuation

Word	Sentence	Text	Punctuation	Terminology
<p>Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman)</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling appendix.)</p> <p>Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p>	<p>noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>
<p>Formation of nouns using a range of prefixes, such as super–, anti–, auto–</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p>	<p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech</p> <p>consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>

OCKENDON ACADEMY – Y7 ENGLISH CURRICULAR MAP – YEARLY OVERVIEW 2014-15 Draft

Word	Sentence	Text	Punctuation	Terminology
<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials</p> <p>(e.g. Later that day, I heard the bad news.)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</p> <p>Use of commas after fronted adverbials (e.g. As soon as he could, Tom jumped off the train)</p>	<p>determiner pronoun, possessive pronoun, adverbial</p>
<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

Word	Sentence	Text	Punctuation	Terminology
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. big, large, little).</p>	<p>Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>