



Holy Cross

CATHOLIC HIGH SCHOOL

Holy Cross Curriculum English



Ambitious and Challenging
Broad and Balanced
Equality and Opportunity

Key Stage 2

Pupil should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

They should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate and ambitious. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary.

Term 1

Year 7

Transition Unit: Pupils develop inference skills through prose and non-fiction texts.
Gothic Fiction: Pupils explore features of the gothic genre and the importance of plot, character and setting.

Cultural Exposure: Book Club, Author Visit, Theatre Trip, National Poetry Day

Term 2

Gothic Fiction: Pupils continue to read gothic fiction and apply gothic conventions to their own writing to effectively build tension and drama.
Nature Poetry: Pupils explore the effects of figurative language.

Cultural Exposure: World Book Day, Author Visit, Performing Shakespeare Competition.

Term 3

Society then and now: Pupils read a range of non-fiction texts to critique developments within society.
The Tempest: Pupils gain an understanding of Shakespearean society and explore the conventions of comedy.

Cultural Exposure: Public Speaking Competition, Creative Writing Club, Book Club.

Year 8

War and Conflict: Pupils develop an understanding of how a range of perspectives influence mood by reading Private Peaceful and a collection of war poetry and non-fiction texts. Pupils develop critical thinking in order to form coherent arguments.

Cultural Exposure: National Poetry Day, Book Club, Creative Writing Club.

Dystopian Fiction: Pupils read an anthology of dystopian texts, make comparisons and create their own piece of dystopian writing.
Romeo and Juliet: Pupils develop the skills to understand writer's craft and challenging language.

Cultural Exposure: World Book Day, Author Visit, Performing Shakespeare Competition.

Romeo and Juliet: Pupils develop knowledge and understanding of gender stereotypes and recognise contextual factors and their influence on writers.
Social Injustice: Pupils apply context to form arguments about current issues and controversies within society.

Cultural Exposure: Public Speaking Competition, Creative Writing Club, Book Club.

Year 9

Power in Society: Pupils read Animal Farm and critically evaluate the text and explore authorial intent. Pupils explore and compare a range of non-fiction texts to develop understanding of how power is used and misused in society.

Cultural Exposure: Book Club, National Poetry Day, Creative Writing Club.

Love Poetry: Pupils develop comparative analysis essay skills.
Social Divide: Pupils read Blood Brothers and learn about dramatic devices and ways the writer presents social issues through plot and character.

Cultural Exposure: Performing Shakespeare Competition, Book Club.

Social Divide: Pupils develop understanding of living conditions in the 20th century to support their understanding of contextual factors in Blood Brothers.
Rhetoric and Speech Writing: Pupils develop knowledge and understanding of rhetoric and apply these conventions to their own writing in order to influence a specific audience.

Cultural Exposure: Public Speaking Competition, Creative Writing Club, Book Club.

Year 10

Reading Fiction: Pupils analyse the language and structure of unseen texts.
Macbeth: Pupils develop speculative responses focused on author's craft and authorial intent.
Conflict Poetry: Comparison of poetry from the AQA anthology.

Cultural Exposure: Book Club, Theatre Company Visit.

Creative Writing: Pupils craft compelling descriptions and narrative accounts.
An Inspector Calls: Pupils analyse the conventions of a play and how the writer presents character and social issues.
Non-Fiction Reading: Exposure of a wide range of non-fiction texts.

Cultural Exposure: Book Club.

Transactional Writing: Pupils write for a specific purpose and audience.
Power and Conflict Poetry: Pupils make thematic connections and develop comparative analysis essay skills.
Unseen Poetry: Pupils analyse and compare unseen poems.

Cultural Exposure: Theatre Trip.

Year 11

Conflict Poetry: Comparison of poetry from the AQA anthology.
Unseen Poetry: Pupils analyse and compare unseen poems.
Reading Fiction: Pupils develop their Paper 1 examination skills.

Cultural Exposure: Book Club.

A Christmas Carol: Pupils analyse key characters and themes and explore the writer's intentions.
Non-Fiction Reading and Writing: Pupils develop their Paper 2 exam skills.
Conflict Poetry: Revision of the AQA anthology and essay writing.

Cultural Exposure: Theatre Company Visit.

Revision of the GCSE English Language and Literature specifications
Exam preparation.

Cultural Exposure: Public examinations.

Summative Assessment: Teacher marked half termly assessment.
Formative Assessment: Teacher marked consistent pieces.
Peer assessment. Verbal feedback. Live marking. Self assessment.

Summative Assessment: Teacher marked exam practice. Mock exams.
Formative Assessment: Teacher marked consistent pieces.
Peer assessment. Verbal feedback. Live marking. Self assessment.