

## OCL English Curriculum: Long Term Plan

### Year 7

**Core narrative of the year:** The foundations of English – how rules, stories and patterns have been forged over time.

**Core concepts:** What makes a hero? Who holds power and why? The impact of religious traditions on language. Stability vs. instability. Masculinity and femininity.

#### Principles of Progression:

- **Curricular Narrative** - the texts in Year 7 build in complexity over time, beginning with the simple stories that form the foundational myths and patterns of the Classical world and how, alongside religion, they have helped to shape society and culture right through to post-colonial literature in *Things Fall Apart*.
- **Comprehension to critical thinking** – in Year 7, pupils hone their ability to understand and respond to a text: to write about the different ways characters and ideas are presented and how to use evidence to support their reading. They will be taught to base their ideas on evidence, prioritise information and expand their explanations. They will use the knowledge and patterns they have learned from prior texts to make links between characters and ideas whether Perseus and Beowulf, Cain and Grendel or the relevance of the plagues of Egypt in *Things Fall Apart* to gain accurate and insightful meaning.
- **Vocabulary instruction** - pupils are explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in varying contexts. The vocabulary in Year 7 gives them the ability to access complex notions of heroism, power, gender and the constant shift between stability and instability created by change.
- **Written fluency** - grammar instruction is focussed on building a firm and accurate base on which to build written fluency and expression. It is practised every lesson and allows pupils to move from novice to being able to manipulate and control more complex analytical structures. The Hochman Method is at the heart of the curriculum and in Year 7, students build from simple, accurate declarative sentences to expand their ideas using basic conjunctions, such as because, but and so, to writing single paragraphs that combine subordinate conjunctions, noun appositives and textual evidence.
- **Developing voice** - structured oracy is embedded at the heart of each lesson and allows pupils to experiment with and manipulate new vocabulary, knowledge and grammatical structures through Turn and Talk. In Year 7, students are given the opportunity to talk for a range of purposes and for a range of audiences. They will write and verbally rehearse taking on the role of different characters, giving their opinions on different places and cultures and reporting on events.
- **Written craft** - writing is at the heart of our curriculum and pupils will experience and master writing diary entries, newspaper reports and travel articles. Pupils develop and refine their written voice over this range of genres and forms.
- **Critical reading** - throughout Year 7, students have the opportunity to read a variety of thought-provoking, challenging, diverse and inspiring texts that span a range of perspectives and time periods. They travel to Ancient Greece, Canaan and the holy land, 8<sup>th</sup> century Scandinavia and finally to nineteenth century Nigeria and the tribes of the Igbo people. Reading skills are supported, developed and enhanced through robust direct vocabulary instruction; opportunities for discussion and verbal rehearsal and precise and accurate instruction of both the grammar and content of analysis.

#### Core documents:

- MTP
- Most Revealing Moments
- Vocabulary List
- Module booklet for students
- Co-planning booklet for teachers

Year 7	Autumn	Spring	Summer
<b>Core Narrative: The Foundations of English and of society - how rules, stories and patterns of heroism have been made over time</b>			
<b>Title</b>	<b>The Classical World: What makes a hero?</b>	<b>The Medieval World: What makes a hero?</b>	<b>The Modern World: What makes a hero?</b>
<b>Text/s studied</b>	<ul style="list-style-type: none"> <li>Geraline McCaughrean's <i>Greek Myths Retold</i></li> <li>Sophocles' <i>Antigone</i></li> </ul>	<ul style="list-style-type: none"> <li>Abrahamic Allusions: <i>Biblical tales</i> <u>or</u> Angela Carter's <i>Folk Tales</i></li> <li>Seamus Heaney's <i>Beowulf</i></li> </ul>	<ul style="list-style-type: none"> <li>Madeline L'Engle's <i>A Wrinkle in Time</i></li> </ul>
<b>Writing Curriculum covered</b>	Complete vs fragment sentences Declarative sentences and simple correlative conjunctions Basic conjunctions Subordinate conjunctions Noun appositives Embedding quotations Sentence combining	<i>Recap of writing curriculum in Autumn Term</i> Kernel sentences Paraphrasing Sentence combining	<i>Interleaving of writing curriculum in Autumn and Spring Term</i> Prepositions of time and place Writing whole paragraphs
<b>Literary devices</b>	Simile and metaphor	Allusion and kenning (compressed metaphor)	<i>Interleaving of literary devices taught in Autumn and Spring Term</i>
<b>Core Versatile Vocabulary Pairs</b>	<ol style="list-style-type: none"> <li>antagonist / protagonist</li> <li>stability / instability</li> <li>emancipate / oppress</li> <li>compliant / defiant</li> <li>moral / immoral</li> </ol>	<ol style="list-style-type: none"> <li>pure / corrupt</li> <li>ostracise / embrace</li> <li>defile / purify</li> <li>sacrifice / preserve</li> <li>transient / enduring</li> </ol>	<ol style="list-style-type: none"> <li>adequacy / inadequacy</li> <li>comprehend / misunderstand</li> <li>ambiguous / obvious</li> <li>conventional / unconventional</li> <li>tangible / intangible</li> </ol>
<b>Creative / non-fiction writing formats covered</b>	<ul style="list-style-type: none"> <li>Newspaper reports</li> <li>Diary entries</li> </ul>	<ul style="list-style-type: none"> <li>Creative writing</li> <li>Travel Writing</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper reports</li> <li>Diary Entries</li> <li>Creative writing</li> <li>Travel writing</li> </ul>
<b>Assessment foci</b>	<b>Reading</b> application of content and grammar <b>Writing:</b> Write a diary from the perspective of Antigone buried in the city walls.	<b>Reading</b> application of content and grammar <b>Writing:</b> Write an article based on visiting 7 <sup>th</sup> century Heorot	<b>OCL English Year 7 final assessment</b>

## Year 8

**Core narrative of the year:** Questioning the foundations of English – starting to unpick the rules, stories and patterns that have been forged over time.

**Core concepts:** In this unit, pupils will, through the study of rich and illuminating texts, consider: How does it feel to have rules and expectations imposed? What rules and expectations are imposed? How might people react to these rules and expectations?

### Principles of Progression:

- **Curricular Narrative** - the texts in Year 8 build in complexity over time, beginning with the more simple story of questioning the rules of a family in Romeo and Juliet to questioning the Industrial Revolution and the Age of Reason in Romantic Poetry.
- **Comprehension to critical thinking** – in Year 8, pupils begin to look at symbolism, its effects and its creation. They see symbols in Romeo and Juliet with the “sun”, the “dove” and the “crow” and move towards Coleridge’s extended symbol of the Albatross. They articulate the effects of these symbols and start to use them in their own writing.
- **Vocabulary instruction** - pupils are explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in varying contexts. The vocabulary in Year 8 gives them the ability to see in texts complex notions of fate and free will, the sublime and the industrial versus the natural world.
- **Written fluency** - grammar instruction is focussed on improving both pupils’ written expression and fluency. It is practised every lesson and allows pupils to move from novice to being able to manipulate and control complex analytical structures of analysis and expression. The Hochman Method is at the heart of the curriculum and in Year 8, students start to build their ability to use participial phrases and discuss symbolism.
- **Developing voice** - structured oracy is embedded at the heart of each lesson and allows pupils to experiment with and manipulate new vocabulary, knowledge and grammatical structures through Turn and Talk. In Year 8, students are given the opportunity to talk for a range of purposes and for a range of audiences. They will write and perform monologues, poetry and draft letters to imaginary recipients across space and time.
- **Written craft** - writing is at the heart of our curriculum and pupils will experience and master writing monologues, poetry, a sarcastic voice and letters. Pupils develop and refine their written voice over this range of genres and forms.
- **Critical reading** - throughout Year 8, students have the opportunity to read a variety of thought-provoking, challenging, diverse and inspiring texts that span a range of perspectives and time periods. They travel to Verona, to Industrial London and across the world on the Ancient Mariner’s voyage. Reading skills are supported, developed and enhanced through robust direct vocabulary instruction; opportunities for discussion and verbal rehearsal and precise and accurate instruction of both the grammar and content of analysis.

### Core documents:

- MTP
- Most Revealing Moments
- Vocabulary List
- Module booklet for students
- Co-planning booklet for teachers

Year 8	Autumn	Spring	Summer
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Core Narrative: Questioning the foundations of English – starting to unpick the rules, stories and patterns that have been forged over time			
Title	What happens if we break the rules?	What happens if we tell a different story?	What happens if we don't follow the expected pattern?
Text/s studied	<ul style="list-style-type: none"> <li>Shakespeare's <i>Romeo and Juliet</i></li> </ul>	<ul style="list-style-type: none"> <li>Blake's <i>Songs of Innocence and Experience</i> or <i>Binti</i>, Nnedi Okorafor</li> <li>Coleridge's <i>Rime of the Ancient Mariner</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Things Fall Apart</i>, Chinua Achebe</li> </ul>
Writing Curriculum covered	<p><i>Interleaving of Year 7 Writing Curriculum</i> Beginning language analysis: <i>More specifically,... / In particular...</i> Symbolism: <i>Represents / symbolises / stands for / ...and, by proxy...</i></p>	<p><i>Interleaving of Year 7 Writing Curriculum and Year 8 Autumn Term</i> Refining language analysis: <i>Participles (past and present) and participle phrases – building from participles to participle phrases in both creative writing and analysis.</i> Refining language analysis: <i>It is almost as if... / It is as though...</i> Modality: <i>Verbs: could / may / might</i> <i>Adverbs: perhaps / maybe / arguably / clearly / undeniably</i></p>	<p><i>Interleaving of Year 7 Writing Curriculum and Year 8 Autumn and Spring Term</i> Grammar review: <i>Fronted and embedded subordinate clauses</i> <i>Noun appositives</i> Text as a construct: <i>Writer aims to promote / criticise / support / undermine / threaten / reveal</i> Combining and deploying language analysis phraseology</p>
Literary devices	Symbolism	Symbolism	<i>Interleaving of Year 7 and 8 literary devices</i>
Core Versatile Vocabulary Pairs	<ol style="list-style-type: none"> <li>Fate / free will</li> <li>Turmoil / tranquillity</li> <li>Reverence / scorn</li> <li>Excess / moderation</li> <li>Objectify / value</li> </ol>	<ol style="list-style-type: none"> <li>Subvert / conform</li> <li>Transcend / capitulate</li> <li>Awe / contempt</li> <li>Industrial / natural</li> <li>Sublime / banal</li> </ol>	<ol style="list-style-type: none"> <li>Turbulent / tranquil</li> <li>Brutal / tender</li> <li>Reverence / scorn</li> <li>Stability / instability</li> <li>Ostracise / embrace</li> </ol>
Creative / non-fiction writing formats covered	Sarcastic critique Monologue	Poetry writing Letter writing	Debate writing Essay writing
Assessment foci	<b>Reading</b> application of content and grammar <b>Writing:</b> Write a monologue	<b>Reading</b> application of content and grammar <b>Writing:</b> Write a letter	<b>OCL English Year 8 final assessment</b>

## Year 9: Fighting against the foundations- seeing the flaws of and protesting against the rules, stories and patterns forged over time

**Core narrative of the year:** *Fighting against the foundations – protesting against the rules, stories and patterns that have been forged over time and seeing their flaws*

**Core concepts:** *In this unit, pupils will, through the study of rich and illuminating texts, consider: What are the consequences of injustice? How can we speak out against injustice? How can stories break rules?*

### Principles of Progression:

- **Curricular Narrative** - the voices in Year 9 build in complexity over time, beginning with the conflicting voices of Iago and Othello; Emilia and Desdemona, to exploring how conflict was challenged in society in the Harlem Renaissance
- **Comprehension to critical thinking** – in Year 9, pupils begin to look build their analysis of texts to include comparison, from comparing a single character at different points in the play to comparing a two characters with each other to comparing poems and poets and their messages.
- **Vocabulary instruction** - pupils are explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in varying contexts. The vocabulary in Year 9 gives them the ability to see in texts complex notions of oppression and tyranny, liberation and imprisonment.
- **Written fluency** - grammar instruction is focused on improving both pupils' written expression and fluency. It is practised every lesson and allows pupils to move from novice to being able to manipulate and control complex structures of analysis and expression. The Hochman Method is at the heart of the curriculum and in Year 9, students start to build their ability to discuss the writer's intention and compare texts and ideas.
- **Developing voice** - structured oracy is embedded at the heart of each lesson and allows pupils to experiment with and manipulate new vocabulary, knowledge and grammatical structures through Turn and Talk. In Year 9, students are given the opportunity to talk for a range of purposes and for a range of audiences. They will write and perform poetry, speeches and monologues.
- **Written craft** - writing is at the heart of our curriculum and pupils will experience and master writing poetry, speeches and monologues. Pupils develop and refine their written voice over this range of genres and forms, re-drafting their work thoughtfully and using strong structures to support their creative expression.
- **Critical reading** - throughout Year 9, students have the opportunity to read a variety of thought-provoking, challenging, diverse and inspiring texts that span a range of perspectives and time periods. They travel to Venice and to Harlem, meeting carefully constructed characters and hearing consciously crafted voices, created to make a different to audiences that stretch over hundreds of years. Reading skills are supported, developed and enhanced through robust direct vocabulary instruction; opportunities for discussion and verbal rehearsal and precise and accurate instruction of both the grammar and content of analysis.

### Core documents:

- MTP
- Most Revealing Moments
- Vocabulary List
- Module booklet for students
- Co-planning booklet for teachers

Year 9	Autumn	Spring	Summer
<b>Core Narrative: Fighting against the foundations- seeing the flaws of and protesting against the rules, stories and patterns forged over time.</b>			
<b>Title</b>	<b>What are the consequences of injustice?</b>	<b>How can we speak out against injustice?</b>	<b>How can stories break rules?</b>
<b>Text/s studied</b>	<ul style="list-style-type: none"> <li>Shakespeare's <i>Othello</i></li> </ul>	<ul style="list-style-type: none"> <li>Poems from <i>The Harlem Renaissance</i></li> <li>Zora Neale Hurston's short stories</li> </ul>	<ul style="list-style-type: none"> <li><i>Anita and Me</i>, Meera Syal</li> </ul>
<b>Writing Curriculum covered</b>	<i>Interleaving of Year 7 and 8 Writing Curriculum</i> Expressing duality using correlative conjunctions: <i>Both... and...</i> <i>Neither... nor...</i> <i>Not only... but also...</i>	<i>Interleaving of Year 7 and 8 Writing curriculum and Autumn Term Year 9 Writing Curriculum</i> Text as a construct: <i>Year 8 + writer aims to subvert / reinforce / satirise / mock</i> Comparison: <i>Whereas... is..., ... is ...</i> <i>Whilst... is..., ... is ...</i> <i>Contrastingly,...</i> <i>Similarly,...</i> <i>However,...</i>	<i>Interleaving of Year 7 and 8 Writing curriculum and Autumn and Spring Term Year 9 Writing Curriculum</i> Grammar review: <i>The comma (after a fronted subordinate clause, around an embedded clause).</i> Semi-colons: <i>For joining main clauses</i> <i>For listing long items</i> Colons: <i>For isolation of a word or idea</i> <i>For introducing a list</i>
<b>Literary devices</b>	Juxtaposition	Symbolism and allusion	<i>Interleaving of all literary devices from KS3</i>
<b>Core Versatile Vocabulary Pairs</b>	11. Duplicitous / credulous 12. Malevolent / benevolent 13. Impervious to / affected by 14. Dehumanise / defer to 15. Stabilise / destabilise	11. Mobilise / yield to 12. Disruption / stagnation 13. Autonomy / subjugation 14. Panacea / exacerbation 15. Limitless / limited	1. Naïve / shrewd 2. Expose / repress 3. Constrain / liberate 4. Dispassionate / compassionate 5. Altruistic / egotistical
<b>Creative / non-fiction writing formats covered</b>	Monologue writing Script writing	Poetry writing Speech writing	Monologue writing Speech writing
<b>Assessment foci</b>	<b>Reading</b> application of content and grammar <b>Writing:</b> Write a monologue	<b>Reading</b> application of content and grammar <b>Writing:</b> Write a speech	<b>OCL English Year 9 final assessment</b>

## Year 10

**Core narrative of the year:** From feudalism to fighting for freedom: analysing, evaluating and creating rules, stories and patterns. The year is dedicated to developing students' appreciation of literature and its role in both documenting and shaping history. Students study a range of texts that explore how systems of power can influence both the individual and society as a whole. Through the lens of literature, students are prompted to ask questions about gender, equality, class, politics, religion and values. Core knowledge is delivered alongside direct vocabulary instruction and robust writing instruction so that students not only continue to learn more and remember more, but also continue to hone their communication skills, building on the foundations of their study in years 7-9.

**Core concepts:** Tragedy and its role in shaping society; the duality of humans; sin and redemption; victims and villains; power and control

**Note:** *Unseen poetry sequencing and teaching to be planned by HoDs in conjunction with NLPs based on curriculum time and school context. OCL English resources are available.*

### Principles of Progression:

- **Curricular Narrative** – In Year 10, students are specifically and deliberately encouraged to draw upon previous knowledge and apply it to new texts. For example, knowledge of Aristotelian tragedy learned in Y8, is utilised and developed further through the student of Macbeth.
- **Comprehension to critical thinking** – In year 10, students are given a range of opportunities to explore language, tracing meaning from the literal to the metaphorical and symbolic. Students are encouraged to and become increasingly confident in tethering their thinking to contextual knowledge and exploring the writer's intention.
- **Vocabulary instruction** - students continue to be explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in varying contexts. The vocabulary in Year 10 gives them the ability to build on the strong foundations developed in years 7-9, continuing to develop a varied, robust, versatile and flexible vocabulary that can be deployed in multiple contexts with both precision and flair.
- **Written fluency** - grammar instruction is focussed on improving both pupils' written expression and fluency. It is practised every lesson and allows pupils to move from novice to being able to manipulate and control complex analytical structures of analysis and expression. The Hochman Method is at the heart of the curriculum and in Year 10, students start to master their ability to utilise and manipulate grammatical structures with accuracy and precision in a way that adds weight and conviction to the expression of their ideas.
- **Developing voice** - structured oracy is embedded at the heart of each lesson and allows pupils to experiment with and manipulate new vocabulary, knowledge and grammatical structures through Turn and Talk. In Year 10, students are given the opportunity to develop their own unique perspectives through examining and responding to a range of socially, politically and culturally provocative statements.
- **Written craft** - writing is at the heart of our curriculum and pupils will experience and master writing essays, letters, reports and articles. Pupils develop and refine their written voice over this range of genres and forms.
- **Critical reading** - throughout Year 10, students have the opportunity to read a variety of thought-provoking, challenging, diverse and inspiring texts that span a range of perspectives and time periods. They travel from Mediaeval Scotland (or Verona) to Victorian England before examining the Edwardian era, stopping off in Russia to examine in influences of the Russian Revolution and communism on the political landscape of the United Kingdom. Reading skills continue to be supported,

developed and enhanced through robust direct vocabulary instruction; opportunities for discussion and verbal rehearsal and precise and accurate instruction of both the grammar and content of analysis.

### Core documents:

- MTP
- Most Revealing Moments
- Vocabulary List
- Module booklet for students
- Co-planning booklet for teachers

Year 10	Autumn	Spring		Summer	
Title	Autumn 1 and 2: Shakespeare and Writing Fiction	Spring 1: Pre-Twentieth Century Literature	Spring 2: Reading fiction	Summer 1: Modern Text	Summer 2: Reading and Writing Non-fiction
Text/s studied	Macbeth, William Shakespeare <i>Fiction Reading and Writing to be completed for 1-2 lessons per week</i>	Either: A Christmas Carol or Jekyll and Hyde	<i>Can be taught for 1-2 lesson per week with literature content</i> Extracts from texts that explore liberation and imprisonment; normality and abnormality	An Inspector Calls, J. B. Priestley	<i>Can be taught for 1-2 lesson per week with literature content</i> Extracts from texts that explore liberation and imprisonment; normality and abnormality
Writing Curriculum covered	+subordinating conjunctions +not only...,but also... +in other words... +appositive +both...and... +in order to... +and, by proxy...	+subordinating conjunctions +not only...,but also... +in other words... +appositive +both...and... +in order to... +and, by proxy...	+subordinating conjunctions +not only...,but also... +in other words... +appositive +both...and... +in order to... +and, by proxy...	+subordinating conjunctions +not only...,but also... +in other words... +appositive +both...and... +in order to... +and, by proxy...	+subordinating conjunctions +not only...,but also... +in other words... +appositive +both...and... +in order to... +and, by proxy...
Core Versatile Vocabulary Pairs	1. Malevolent/Benevolent 2. Credulous/Duplicitous 3. Liberated/Imprisoned 4. Order/Chaos 5. Tangible/Intangible	1. Dogmatic/Malleable 2. Misanthropic/Philanthropic 3. Innocent/Corrupt 4. Malevolent/Benevolent 5. Paucity/Excess	1. Unsettling / comforting 2. Paucity / excess 3. Normal / abnormal 4. Liberation / imprisonment 5. Order / chaos	1. Dogmatic/Malleable 2. Inferior/Superior 3. Innocent/Corrupt 4. Liberated/Imprisoned 5. Secure/Vulnerable	1. Dogmatic/Malleable 2. Misanthropic/Philanthropic 3. Innocent/Corrupt 4. Malevolent/Benevolent 5. Paucity/Excess

Creative / non-fiction writing formats covered	Creative writing: writing using a picture prompt	None in this unit; reading is the focus	None in this unit; reading is the focus	None in this unit; reading is the focus	Non-fiction writing
<b>Assessment foci</b>	Lit AO1: Evidence and interpretation – 12 marks Lit AO2: Analysis of use of language and structure to achieve effects and influence readers – 12 marks Lit AO3: Context – 6 marks Lit AO4: SPAG – 4 marks <i>During creative writing lessons:</i> AO5: Content and organisation – 24 marks AO6: Technical accuracy – 16 marks	Lit AO1: Evidence and interpretation – 12 marks Lit AO2: Analysis of use of language and structure to achieve effects and influence readers – 12 marks Lit AO3: Context – 6 marks	Lang AO1: Evidence and interpretation – 4 marks Lang AO2: Analysis of use of language and structure to achieve effects and influence readers Lang AO4: Critical evaluation with textual references	Lit AO1: Evidence and interpretation – 12 marks Lit AO2: Analysis of use of language and structure to achieve effects and influence readers – 12 marks Lit AO3: Context – 6 marks Lit AO4: SPAG – 4 marks	Lang AO1: Evidence and interpretation Lang AO2: Analysis of use of language and structure to achieve effects and influence readers Lang AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two texts AO5: Content and organisation – 24 marks AO6: Technical accuracy – 16 marks

## Year 11

**Core narrative of the year:** From feudalism to fighting for freedom: analysing, evaluating and creating rules, stories and patterns

**Core concepts:** tyranny & oppression; nature's power vs. human transience; glory, honour & the soldier; war, family and wider society. Pupils will explore how the core themes of power and conflict manifest themselves in different ways, and how they have developed over time, place and space. Pupils will expertly and perceptively explore how the historical, cultural and political structures that they have studied interact and impact different groups of people and express themselves articulately through the critical lenses of vocabulary and manipulation of grammatical structures.

**Note:** *Unseen poetry sequencing and teaching to be planned by HoDs in conjunction with NLPs based on curriculum time and school context. OCL English resources are available.*

### Principles of Progression:

- **Curricular Narrative** - in Year 11, students reach the point that they can analyse, evaluate and create rules, stories and patterns. They use the notion that all texts are informed by and inform rules, stories and patterns to guide their reading of texts and their creation of texts.
- **Comprehension to critical thinking** – in Year 11, pupils continue to hone their ability to respond critically to texts. They will be taught to use their strong basis of knowledge of conventions and context as a springboard from which to launch their critical analysis.
- **Vocabulary instruction** - pupils are explicitly taught versatile, powerful and life changing vocabulary and how to use it, accurately in varying contexts. The vocabulary in Year 11 that is embedded is the KS4 Versatile Vocabulary, which provides pairs of words that act as conceptual lenses through which they can view any and all texts and their own writing.
- **Written fluency** - grammar instruction is focussed on building complexity into written fluency and expression. It is practised every lesson and pupils are taught to control more complex analytical structures. The Hochman Method is at the heart of the curriculum and in Year 11, students work towards confident use of correlative conjunctions, subordinate clauses and all other facets of the writing curriculum.
- **Developing voice** - pupils experiment with and manipulate new vocabulary, knowledge and grammatical structures through Turn and Talk. In Year 11, through English Language, they will write and rehearse presentations, building a strong sense of their own voice through understanding the voices of others.
- **Written craft** - writing is at the heart of our curriculum and, during the study of English Language pupils will experience and master writing creatively and expressing opinions and arguments. Pupils develop and refine their written voice over this range of genres and forms.
- **Critical reading** - throughout Year 11, students have the opportunity to read a variety of thought-provoking, challenging and inspiring poems that span a range of perspectives and time periods. They travel not just in time but in space too, and meet a range of voices, using strong knowledge of context to inform their reading. Reading skills are supported, developed and enhanced through robust direct vocabulary instruction; opportunities for discussion and verbal rehearsal and precise and accurate instruction of both the grammar and content of analysis.

### Core documents:

- MTP
- Most Revealing Moments
- Vocabulary List
- Module booklet for students

- Co-planning booklet for teachers

Year 11	Autumn	Spring	Summer
<b>Title</b>	<b>Power &amp; Conflict Poetry</b>	<b>English Language Revision</b>	<b>Revision Carousel: Literature &amp; Language</b>
<b>Text/s studied</b>	AQA Power and Conflict Poetry cluster	OCL English Language Resources for Language Paper One and Two	All taught content – department choice
<b>Writing Curriculum covered</b>	All taught – please see OCL Writing Curriculum document.	Creative and Non-Fiction Writing Revision combined with all taught content.	All taught content – department choice
<b>Core Versatile Vocabulary Pairs (NB – take these from the KS4 VV list!)</b>	<ol style="list-style-type: none"> <li>1. permanent / ephemeral</li> <li>2. liberated / imprisoned</li> <li>3. transgress / reinforce</li> <li>4. tangible / intangible</li> <li>5. volatile / constant</li> </ol>	KS4 Language Versatile Vocabulary	All taught content – department choice
<b>Creative / non-fiction writing formats covered</b>	N/A	All taught content – department choice	All taught content – department choice
<b>Assessment foci</b>	Comparison of two poems.	Language Paper 1 & 2	