



ENGLISH

CURRICULUM OVERVIEW



ENGLISH CURRICULUM- LONG TERM PLAN

CURRICULUM INTENT

At Nottingham Academy, our English curriculum is designed to inspire and educate our students daily. We offer a broad and diverse range of activities to motivate all students, ensuring they believe in their ability to achieve success regardless of their cultural, social, and emotional needs.

Our English team has carefully selected topics, considering our demographic and emphasizing the importance of challenge and cultural capital. Our ultimate goal is to encourage students to understand and embody the respect values of our Academy through a love for English.

Our curriculum includes a diverse selection of both modern and pre-1900 texts, encompassing plays, poetry, novels, and modern media. This variety encourages students to discuss and develop their own critical interpretations. We aim for students to develop critical thinking skills and be inspired to further their study of English, deepening their understanding of the cultural and social issues that impact our modern world.

Reading: We explore an array of quality novels, plays, and poems throughout the students' time at the Academy. This approach fosters a love for reading while equipping students with the skills to become critical thinkers, knowledgeable about the world around them, and capable of analysing a variety of texts and situations.

Writing: Our objective is to develop confident writers who can plan and produce effective pieces of creative and functional writing suitable for various genres, forms, and purposes. We aim for students to utilize a full range of language techniques to describe, argue, inform, persuade, and entertain readers.

Oracy: Recognizing the value of oracy in English and everyday life, we incorporate numerous opportunities for students to work independently or collaboratively to present ideas to an audience. This practice builds confidence and character while preparing them for their final Speaking and Listening exam in Year 11.

At Nottingham Academy, our goal is to inspire students to become enthusiastic, motivated, and confident readers, writers, and speakers. Our varied and dynamic curriculum is designed to ensure that all students leave our Academy with memorable experiences in English and grades they can be proud of.

Adaptations for students with SEND needs include differentiated instruction and resources tailored to diverse learning requirements. We incorporate visual aids, interactive activities, and technology to enhance understanding and engagement. Regular assessments and personalized feedback ensure all students know more, remember more, and do more. By focusing on these principles, we aim to ensure every student can excel and thrive in English, gaining a deeper understanding, retaining knowledge effectively, and applying it confidently.

KEY CONCEPTS

Reading Comprehension and Analysis <ul style="list-style-type: none"> Understanding and interpreting a wide range of texts. Identifying themes, characters, and narrative techniques. 	Creative and Functional Writing <ul style="list-style-type: none"> Developing skills in writing for various purposes and audiences. Utilizing language techniques effectively in different genres. 	Poetry Analysis <ul style="list-style-type: none"> Exploring themes, structures, and language in poetry. Engaging with a diverse range of poetic works. 	Drama and Play Analysis <ul style="list-style-type: none"> Studying dramatic texts and their historical contexts. Analysing character development and themes in plays.
Modern Media Studies <ul style="list-style-type: none"> Examining the impact and role of media in society. Developing media literacy and critical perspectives. 	Historical and Cultural Contexts <ul style="list-style-type: none"> Understanding texts within their historical and cultural frameworks. Exploring how context influences meaning and interpretation. 	Critical Thinking and Argumentation <ul style="list-style-type: none"> Developing skills in constructing and deconstructing arguments. Encouraging independent thought and critical analysis. 	Oracy and Presentation Skills <ul style="list-style-type: none"> Building confidence in speaking and presenting ideas. Enhancing listening skills and collaborative discussions.

KEY CONCEPTS MAPPING

	Half Term 1				Half Term 2				Half Term 3				Half Term 4						Half Term 5				Half Term 6			
Year 7	Treasure Island/Faster Reading				Welcome to Nowhere/Faster Reading				Dystopian Fiction				Poetry from Other Cultures						Modern Media				Our Day Out			
Year 8	Iridescent Adolescent								Poetry - Moral Dilemmas				Gothic Literature						Future Leaders				Macbeth			
Year 9	Animal Farm				Modern Poetry				Creative Writing				Diverse Issues						Crime Fiction - Sherlock Holmes				Much Ado About Nothing			
Year 10	Romeo & Juliet	Speaking & Listening	World and Lives Poetry	World and Lives Poetry	Romeo & Juliet	Blood Brothers				Language Paper 1			Worlds and Lives Poetry			Language Paper 2	Unseen Poetry	Language Papers 1 and 2	Romeo & Juliet	PPE Feedback						
Year 11	Language Papers 1 & 2 Revision		A Christmas Carol		Language Papers 1 & 2 Revision	Unseen Poetry Revision	A Christmas Carol	Mock Exam (PPE) Feedback	Worlds and Lives Revision	Romeo & Juliet Revision	Unseen Poetry Revision	Blood Brothers Revision	A Christmas Carol Revision	Question 4 Revision	Questions 2 and 3 Revision	Question 5 Revision	Independent Study and Exam Prep									
Year 12	Approaches to English Literature				Love through the Ages				The Great Gatsby				Othello						Completion of Othello				Feminine Gospels			
Year 13	The Color Purple				A Streetcar Named Desire				Revision for Literature Papers 1 and 2																	

ENGLISH KEY CONCEPTS

Reading Comprehension and Analysis	Creative and Functional Writing	Poetry Analysis	Drama and Play Analysis
Modern Media Studies	Historical and Cultural Contexts	Critical Thinking and Argumentation	Oracy and Presentation Skills

DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY

	Half Term 1			Half Term 2		Half Term 3	Half Term 4		Half Term 5			Half Term 6		
Year 7	Treasure Island/Faster Reading buccaneers, adventure, treasure, piracy, Stevenson, 19th-century, voyage, map, island, gold			Welcome to Nowhere/Faster Reading wartime, family, Syria, refugee, modern, escape, conflict, Laird, resilience, displacement		Dystopian Fiction dystopia, totalitarian, future, control, surveillance, rebellion, oppression, society, technology, collapse	Poetry from Other Cultures culture, diversity, tradition, heritage, identity, verse, symbolism, perspective, global, metaphor		Modern Media media, digital, influence, advertising, technology, social, platform, communication, impact, journalism			Our Day Out trip, education, 1970s, school, behaviour, teacher, class, Liverpool, character, dramatization		
Year 8	Iridescent Adolescent anthology, adolescence, voice, identity, contemporary, exploration, transition, experience, perspective, compilation					Poetry – Moral Dilemmas ethics, decision, consequence, morality, challenge, integrity, conflict, reflection, humanity, choice	Gothic Literature eerie, supernatural, horror, sinister, atmosphere, gothic, suspense, mystery, medieval, darkness		Future Leaders rhetoric, speech, leadership, influence, oratory, historical, power, change, impact, vision			Macbeth regicide, ambition, guilt, prophecy, power, tragedy, Shakespeare, betrayal, supernatural, Scotland		
Year 9	Animal Farm allegory, Orwell, revolution, satire, communism, totalitarianism, rebellion, animals, farm, equality			Modern Poetry contemporary, expression, verse, themes, structure, imagery, voice, culture, innovation, exploration		Creative Writing imagination, narrative, characterization, plot, setting, dialogue, fiction, description, storytelling, originality	Diverse Issues topical, society, debate, inclusion, equity, justice, current, examination, perspective, discussion		Crime Fiction - Sherlock Holmes detective, mystery, investigation, clue, Holmes, Watson, suspense, deduction, Victorian, intrigue			Much Ado About Nothing comedy, romance, misunderstanding, wit, Shakespeare, intrigue, deception, marriage, humour, conflict		
Year 10	Romeo & Juliet feud, love, tragedy, Verona, fate, youth, conflict, destiny, Shakespeare, loyalty	Speaking & Listening communication, presentation, audience, dialogue, confidence, articulation, feedback, listening, debate, clarity	World and Lives Poetry culture, society, perspective, analysis, theme, experience, voice, interpretation, diversity, reflection	World and Lives Poetry society, life, poem, perspective, emotion, analysis, metaphor, theme, voice, experience	Romeo & Juliet tragedy, analysis, character, conflict, fate, love, Shakespeare, development, resolution, intensity	Blood Brothers class, inequality, society, fate, twin, friendship, conflict, Liverpool, tragedy, destiny	Language Paper 1 comprehension, analysis, writing, technique, argument, narrative, passage, response, detail, skill	Worlds and Lives Poetry culture, society, perspective, analysis, theme, experience, voice, interpretation, diversity, reflection	Language Paper 2 argumentation, evaluation, comparison, response, technique, analysis, comprehension, passage, synthesis, critique	Unseen Poetry interpretation, analysis, response, metaphor, theme, structure, imagery, technique, poem, verse	Language Papers 1 and 2 revision, skills, comprehension, analysis, writing, technique, argument, narrative, evaluation, preparation	Romeo & Juliet revision, themes, conflict, character, love, Shakespeare, tragedy, analysis, resolution, fate	PPE Feedback mock, examination, improvement, feedback, revision, performance, strategy, focus, reflection, assessment	
Year 11	Language Papers 1 & 2 Revision		A Christmas Carol Dickens, redemption, Victorian, poverty, ghost, transformation, Christmas, novella, morality, Scrooge	• Language Papers 1 & 2 Revision • Unseen Poetry Revision	A Christmas Carol	• Mock Exam (PPE) Feedback • Worlds and Lives Revision • Romeo & Juliet Revision • Unseen Poetry Revision	• Blood Brothers Revision • A Christmas Carol Revision	• Question 4 Revision • Questions 2 and 3 Revision • Question 5 Revision	Independent Study and Exam Prep					
Year 12	Approaches to English Literature theories, methodologies, analysis, critique, interpretation, perspective, framework, context, structure, evaluation			Love through the Ages love, theme, historical, romance, literature, period, context, emotion, genre, exploration		The Great Gatsby Fitzgerald, Jazz Age, American Dream, wealth, love, decadence, society, character, context, symbolism	Othello coursework, Shakespeare, jealousy, betrayal, tragedy, analysis, character, theme, race, historical		Completion of Othello completion, Shakespeare, analysis, jealousy, tragedy, betrayal, character, theme, interpretation, race			Feminine Gospels feminism, Duffy, poetry, themes, gender, perspective, voice, analysis, critique, interpretation		
Year 13	The Color Purple Walker, themes, race, gender, empowerment, Southern, historical, character, context, narrative			A Streetcar Named Desire Williams, themes, Southern, drama, tragedy, character, analysis, conflict, desire, context		Revision for Literature Papers 1 and 2 revision, texts, themes, analysis, critique, methodology, evaluation, preparation, practice, strategy								

ADAPTATIONS FOR SEND STUDENTS IN ENGLISH LESSONS

GENERAL ENGLISH SEND STRATEGIES

READING SUPPORT
<ul style="list-style-type: none"> • Differentiated Literary Texts: Provide a range of literary texts at varying difficulty levels, including simplified and abridged versions of classic literature. • Visual Aids for Literary Analysis: Use character maps, plot diagrams, theme charts, and visual timelines to aid literary analysis and understanding of historical contexts. • Pre-Reading Literary Contexts: Offer background information on authors, genres, and historical contexts, and introduce key literary terms and concepts. • Multi-Sensory Literary Experiences: Use audio books, dramatic readings, role-playing, and dramatization to enhance engagement with literary texts. • Repeated Reading of Key Passages: Focus on re-reading key passages or chapters to explore deeper meanings and themes, with guided sessions. • Chunking Literary Texts: Break down longer texts into manageable sections, using summaries and paraphrasing to reinforce understanding. • Interactive Literary Discussions: Encourage Socratic seminars and literature circles, using guided questions to prompt critical thinking and personal connections. • Scaffolding for Literary Essays: Provide structured templates and graphic organizers for literary analysis essays to help organize thoughts and arguments. • Personalized Literary Feedback: Offer individualized feedback on literary analysis and comprehension, setting specific literary goals for students. • Technology for Literary Engagement: Utilize literary analysis apps and e-books with interactive features and adjustable settings for easier reading and comprehension.

SEND WITHIN ENGLISH KEY CONCEPTS

Reading Comprehension and Analysis <ul style="list-style-type: none"> • Use simplified texts and audiobooks. • Incorporate visual story maps and graphic organizers. 	Creative and Functional Writing <ul style="list-style-type: none"> • Provide writing frames and sentence starters. • Use speech-to-text tools and collaborative writing platforms. 	Poetry Analysis <ul style="list-style-type: none"> • Use color-coding for different poetic devices. • Provide visual and auditory representations of poems. 	Drama and Play Analysis <ul style="list-style-type: none"> • Act out scenes to enhance understanding. • Use video clips and visual summaries of plays.
Modern Media Studies <ul style="list-style-type: none"> • Incorporate multimedia resources and interactive content. • Use visual aids and infographics to explain concepts. 	Historical and Cultural Contexts <ul style="list-style-type: none"> • Use timelines and visual aids to contextualize historical events. • Incorporate multimedia resources to explore cultural contexts. 	Critical Thinking and Argumentation <ul style="list-style-type: none"> • Use debate and discussion frameworks. • Provide clear structures for constructing arguments. 	Oracy and Presentation Skills <ul style="list-style-type: none"> • Use role-play and drama activities. • Provide structured speaking and listening activities.

LONG TERM PLAN- A CURRICULUM OVERVIEW

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Treasure Island/Faster Reading Students will explore the adventure novel "Treasure Island" by Robert Louis Stevenson, learning about themes of buccaneers and buried gold, with a focus on reading 19th-century texts.	Welcome to Nowhere/Faster Reading Students will read a modern text, "Welcome to Nowhere" by Elizabeth Laird, understanding the life of one family during wartime.	Dystopian Fiction Students will analyse dystopian fiction, examining perspectives on problematic social and political practices.	Poetry from other cultures Students will study poetry from other cultures, engaging with thought-provoking poems from around the world.	Modern Media Students will investigate the impact of modern media on society today.	Our Day Out Students will study the play "Our Day Out," exploring themes of class and social inequality.
Year 8	Iridescent Adolescent Students will read the anthology "Iridescent Adolescent," featuring new and established voices, as a stepping-stone to GCSE study.		Poetry- Moral Dilemmas Students will explore poetry dealing with moral dilemmas, addressing challenging issues in today's world.	Gothic Literature Students will study gothic literature, focusing on eerie, sinister, and supernatural elements.	Future Leaders Students will analyse famous speeches from historically important figures in the "Future Leaders" unit.	Macbeth Students will read "Macbeth," a classic Shakespearean tragedy about regicide.
Year 9	Animal Farm Students will read "Animal Farm," George Orwell's classic allegorical tale.	Modern Poetry Students will study modern poetry, engaging with contemporary poems.	Creative Writing Students will develop creative writing skills, producing vivid fiction pieces.	Diverse Issues Students will explore diverse issues, examining a variety of topical subjects.	Crime Fiction- Sherlock Holmes Students will analyse crime fiction through Sherlock Holmes stories, investigating thrilling mysteries.	Much Ado About Nothing Students will read "Much Ado About Nothing," a Shakespearean comedy involving intrigue and action.

<p>Year 10</p>	<p>Romeo & Juliet</p> <ul style="list-style-type: none"> Students will read and analyse "Romeo and Juliet," focusing on themes and character development. <p>Speaking & Listening</p> <ul style="list-style-type: none"> Students will develop speaking and listening skills through structured activities. <p>Worlds and Lives Poetry</p> <ul style="list-style-type: none"> Students will study "Worlds and Lives Poetry," analysing three poems that explore various aspects of life and society. 	<p>Romeo and Juliet</p> <ul style="list-style-type: none"> Students will analyse the play "Romeo and Juliet," focusing on themes and character development. <p>Worlds and Lives Poetry</p> <ul style="list-style-type: none"> Students will study three more "Worlds and Lives Poems," analysing additional poems that explore various aspects of life and society. 	<p>Blood Brothers</p> <p>Students will study the play "Blood Brothers," exploring themes of class and social inequality.</p>	<p>Language Paper 1</p> <ul style="list-style-type: none"> Students will prepare for Language Paper 1 by developing reading and writing skills. <p>Worlds and Lives Poetry</p> <ul style="list-style-type: none"> Students will study "Worlds and Lives Poetry," analysing five poems that explore various aspects of life and society. 	<p>Language Paper 2</p> <ul style="list-style-type: none"> Students will prepare for Language Paper 2 by developing reading and writing skills. <p>Worlds and Lives Poetry</p> <ul style="list-style-type: none"> Students will study "Worlds and Lives Poetry," analysing four poems that explore various aspects of life and society. <p>Unseen Poetry</p> <ul style="list-style-type: none"> Students will explore "Unseen Poetry," analysing and interpreting various poems. <p>Language Papers 1 & 2</p> <ul style="list-style-type: none"> Students will review and refine their skills for Language Papers 1 and 2. <p>Romeo & Juliet</p> <ul style="list-style-type: none"> Students will engage in "Romeo and Juliet" revision, focusing on themes and character development. <p>PPE Feedback</p> <ul style="list-style-type: none"> Students will receive feedback from PPE (Mock Exam) to identify areas for improvement.
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Year 11	Language Papers 1 & 2 <ul style="list-style-type: none"> Students will revise for Language Papers 1 and 2. A Christmas Carol <ul style="list-style-type: none"> Students will study "A Christmas Carol," focusing on teaching the novel. 	Language Papers 1 and 2 <ul style="list-style-type: none"> Students will continue revising for Language Papers 1 and 2. Unseen Poetry <ul style="list-style-type: none"> Students will engage in unseen poetry revision. A Christmas Carol <ul style="list-style-type: none"> Students will complete their study of "A Christmas Carol." 	PPE Feedback <ul style="list-style-type: none"> Students will receive feedback from their Mock Exam (PPE). Worlds and Lives Poetry <ul style="list-style-type: none"> Students will revise "Worlds and Lives" poetry. Romeo & Juliet <ul style="list-style-type: none"> Students will revise "Romeo and Juliet." Unseen Poetry <ul style="list-style-type: none"> Students will continue revising unseen poetry. 	Blood Brothers <ul style="list-style-type: none"> Students will revise "Blood Brothers." A Christmas Carol <ul style="list-style-type: none"> Students will revise "A Christmas Carol." Language Papers- Question 4 <ul style="list-style-type: none"> Students will revise Language Paper 1 and 2, focusing on Question 4. Language Papers- Questions 2 & 3 <ul style="list-style-type: none"> Students will revise Language Paper 1 and 2, focusing on Questions 2 and 3. Language Papers- Question 5 <ul style="list-style-type: none"> Students will revise Language Paper 1 and 2, focusing on Question 5. 	Exam Preparation <ul style="list-style-type: none"> Students will engage in independent study and exam preparation. 	
Year 12 English Literature	Approaches to English Literature <p>Students will explore "Approaches to English Literature," learning various critical theories and methodologies for analysing texts.</p>	Love through the Ages <p>Students will study "Love through the Ages," examining themes of love in literature across different historical periods and genres.</p>	The Great Gatsby <p>Students will read and analyse "The Great Gatsby" by F. Scott Fitzgerald, focusing on themes, characters, and contextual significance.</p>	Othello <p>Students will work on their coursework while concurrently studying "Othello" by William Shakespeare, analysing its themes, characters, and historical context.</p>	Completion of Othello <p>Students will complete their study of "Othello," delving deeper into its critical interpretations and thematic exploration.</p>	Feminine Gospels <p>Students will study "Feminine Gospels" by Carol Ann Duffy, exploring feminist perspectives and themes within the poetry collection.</p>
Year 13 English Literature	The Color Purple <p>Students will study "The Color Purple" by Alice Walker, focusing on its themes, characters, and historical context.</p>	A Streetcar Named Desire <p>Students will read and analyse "A Streetcar Named Desire" by Tennessee Williams, examining its themes, characters, and significance within American literature.</p>	Revision & Exam Prep <p>Students will engage in comprehensive revision for Literature Papers 1 and 2, covering all key texts, themes, and critical approaches studied throughout the course.</p>			

PHONICS AT PRIMARY PHASE- AT A GLANCE

EYFS (Early Years Foundation Stages)	Year 1
<p>F1 (Nursery)</p> <ul style="list-style-type: none"> Phonics Foundations <ul style="list-style-type: none"> Rhyme - (Poetry Analysis) Rhythm - (Poetry Analysis) Environmental sounds - (Oracy and Presentation Skills) Oral blending games - (Oracy and Presentation Skills) <p>F2 (Reception)</p> <ul style="list-style-type: none"> Phonics Introduction <ul style="list-style-type: none"> Daily sessions - (Reading Comprehension and Analysis) Specific order of teaching - (Reading Comprehension and Analysis) Repeated practice - (Reading Comprehension and Analysis) Early Diagraphs <ul style="list-style-type: none"> Two letters making one sound (e.g., "sh", "ch") - (Reading Comprehension and Analysis) Picture mnemonics - (Oracy and Presentation Skills) Vowel Diagraphs and Trigraphs <ul style="list-style-type: none"> Short captions - (Reading Comprehension and Analysis) Vowel combinations - (Reading Comprehension and Analysis) Three letters making one sound (e.g., "igh") - (Reading Comprehension and Analysis) Sound Buttons <ul style="list-style-type: none"> Highlighting digraphs and trigraphs in words - (Reading Comprehension and Analysis) Tricky Words <ul style="list-style-type: none"> Words that do not follow phonics rules - (Reading Comprehension and Analysis) 	<p>Continuation of Phonics Program</p> <ul style="list-style-type: none"> Daily sessions - (Reading Comprehension and Analysis) Keep-up sessions - (Reading Comprehension and Analysis) <p>Phonics Screening Check</p> <ul style="list-style-type: none"> National screening for Year 1 children - (Reading Comprehension and Analysis) Pseudo (alien) words and real words - (Reading Comprehension and Analysis)

ENGLISH KEY CONCEPTS

Reading Comprehension and Analysis	Creative and Functional Writing	Poetry Analysis	Drama and Play Analysis
Modern Media Studies	Historical and Cultural Contexts	Critical Thinking and Argumentation	Oracy and Presentation Skills

READING AT PRIMARY PHASE- AT A GLANCE

Early Years Foundation Stage (EYFS)					
<ul style="list-style-type: none"> Phonics and Decoding: Sound for each letter, blending sounds, identifying GPCs, CVC words, exception words. Fluency: Reading simple sentences, building confidence. Range of Reading: Responding to stories, developing vocabulary. Familiarity with Texts: Retelling stories and rhymes. Poetry and Performance: Singing nursery rhymes, performing. Word Meanings: Discussing new vocabulary. Understanding: Comprehending simple texts, asking questions. Inference: Beginning to interpret stories. Prediction: Anticipating key events in stories. Authorial Intent: Using new vocabulary in discussions. Non-Fiction: Responding to non-fiction texts. Discussing Reading: Talking about stories and rhymes. 					
Year 1 <ul style="list-style-type: none"> Phonics and Decoding: Applying phonic knowledge, reading decodable texts, building fluency. Fluency: Reading aloud, developing expression. Range of Reading: Listening to and discussing poems, stories, non-fiction. Familiarity with Texts: Recognizing predictable phrases, retelling tales. Poetry and Performance: Reciting rhymes and poems. Word Meanings: Linking new meanings to known words. Understanding: Checking text makes sense, answering retrieval questions. Inference: Making inferences from text. Prediction: Predicting what happens next in stories. Authorial Intent: Discussing word meanings. Non-Fiction: Using non-fiction books for new knowledge. Discussing Reading: Participating in discussions about texts. 		Year 2 <ul style="list-style-type: none"> Phonics and Decoding: Reading with fluency, applying phonic knowledge. Fluency: Reading aloud, using punctuation for expression. Range of Reading: Listening to and expressing views on a range of texts. Familiarity with Texts: Retelling a wider range of stories. Poetry and Performance: Building a repertoire of poems, reciting with intonation. Word Meanings: Clarifying meanings of words, discussing favourites. Understanding: Drawing on background information, discussing sequences. Inference: Making inferences and justifying them. Prediction: Predicting based on text details. Authorial Intent: Discussing language, structure, and presentation. Non-Fiction: Retrieving and recording information. Discussing Reading: Participating in discussions about books and poems. 		Year 3 <ul style="list-style-type: none"> Phonics and Decoding: Applying knowledge of root words, prefixes, and suffixes. Fluency: Reading accurately and fluently. Range of Reading: Listening to and discussing a wide range of texts. Familiarity with Texts: Increasing familiarity with a range of stories and myths. Poetry and Performance: Preparing poems and plays for performance. Word Meanings: Using dictionaries to check meanings. Understanding: Checking text makes sense, asking questions. Inference: Inferring characters' feelings and motives. Prediction: Predicting from details stated and implied. Authorial Intent: Discussing words and phrases that capture interest. Non-Fiction: Retrieving and recording information. Discussing Reading: Participating in discussions about texts. 	
Year 4 <ul style="list-style-type: none"> Phonics and Decoding: Continuing to apply knowledge of prefixes and suffixes. Fluency: Reading with increasing fluency and expression. Range of Reading: Discussing a wide range of texts. Familiarity with Texts: Familiarity with myths, legends, and traditional stories. Poetry and Performance: Performing poems and plays. Word Meanings: Using dictionaries effectively. Understanding: Summarizing main ideas, identifying key details. Inference: Drawing inferences with evidence. Prediction: Making predictions from text. Authorial Intent: Analysing language and presentation. Non-Fiction: Retrieving and presenting information. Discussing Reading: Participating in discussions and presentations. 		Year 5 <ul style="list-style-type: none"> Phonics and Decoding: Applying morphology and etymology to reading. Fluency: Reading with full knowledge of Y5/Y6 exception words. Range of Reading: Reading a wide range of fiction and non-fiction. Familiarity with Texts: Familiarity with a wide range of literature. Poetry and Performance: Preparing and performing poems and plays. Word Meanings: Using dictionaries and thesauruses. Understanding: Summarizing main ideas, discussing understanding. Inference: Justifying inferences with evidence. Prediction: Predicting future events in stories. Authorial Intent: Evaluating how authors use language. Non-Fiction: Distinguishing between fact and opinion. Discussing Reading: Participating in formal presentations and debates. 		Year 6 <ul style="list-style-type: none"> Phonics and Decoding: Fluent reading with a focus on complex words. Fluency: Reading with fluency and expression. Range of Reading: Discussing a wide range of literature. Familiarity with Texts: Comparing and contrasting texts. Poetry and Performance: Preparing and performing with understanding. Word Meanings: Exploring vocabulary in context. Understanding: Summarizing and synthesizing information. Inference: Drawing detailed inferences from texts. Prediction: Making informed predictions. Authorial Intent: Analysing the impact of language. Non-Fiction: Presenting information from texts. Discussing Reading: Leading discussions and debates. 	

ENGLISH KEY CONCEPTS

Reading Comprehension and Analysis	Creative and Functional Writing	Poetry Analysis	Drama and Play Analysis
Modern Media Studies	Historical and Cultural Contexts	Critical Thinking and Argumentation	Oracy and Presentation Skills

WRITING AT PRIMARY PHASE- AT A GLANCE

Early Years Foundation Stage (EYFS)	
<p>Writing Composition:</p> <ul style="list-style-type: none"> Engage in pre-writing activities to develop fine and gross motor skills. Begin forming letters and simple words. Participate in activities that build early writing skills (e.g., mark-making, drawing, labelling). <p>Handwriting:</p> <ul style="list-style-type: none"> Develop fine motor skills through activities such as threading, using scissors, tweezers, rolling pins, and paintbrushes. Regular handwriting sessions focused on letter formation. 	
<p>Year 1</p> <p>Writing Composition:</p> <ul style="list-style-type: none"> Write sentences by saying out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check it makes sense. <p>Writing - Vocabulary, Grammar, and Punctuation:</p> <ul style="list-style-type: none"> Leave spaces between words. Use joining words (and). Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	<p>Year 2</p> <p>Writing Composition:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing-by-writing narratives, real events, poetry, and for different purposes. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. <p>Writing - Vocabulary, Grammar, and Punctuation:</p> <ul style="list-style-type: none"> Use subordination (using when, if, that, because) and coordination (using or, and, but). Use expanded noun phrases for description and specification. Use the present and past tenses correctly and consistently. Use some features of written Standard English.
<p>Years 3-4</p> <p>Writing Composition:</p> <ul style="list-style-type: none"> Plan writing by discussing and recording ideas. Draft and write by composing and rehearsing sentences orally. Organize paragraphs around a theme. Create settings, characters, and plot in narratives. Use simple organizational devices in non-narrative material (e.g., headings and sub-headings). <p>Writing - Vocabulary, Grammar, and Punctuation:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause. Use conjunctions, adverbs, and prepositions to express time and cause. Use fronted adverbials. Use the present perfect form of verbs. Use and punctuate direct speech. 	<p>Years 5-6</p> <p>Writing Composition:</p> <ul style="list-style-type: none"> Plan writing by identifying the audience and purpose. Select appropriate grammar and vocabulary. Use a range of devices to build cohesion within and across paragraphs. Use further organizational and presentational devices to structure text and guide the reader. <p>Writing - Vocabulary, Grammar, and Punctuation:</p> <ul style="list-style-type: none"> Use passive verbs to affect the presentation of information. Use the perfect form of verbs. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e., omitted) relative pronoun.

ORACY AT PRIMARY PHASE- AT A GLANCE

Early Years Foundation Stage (EYFS)		
<ul style="list-style-type: none"> Physical: Speak clearly with appropriate volume, look at who is talking and who you are talking to, begin to use gestures to support delivery. Linguistic: Use talk in play to practice new vocabulary, begin to speak in sentences joining phrases with words. Cognitive: Use 'because' to develop their ideas, contributions that match what has been asked, ask simple questions. Social/Emotional: Look at someone who is speaking to you, wait for a turn, take turns to speak when working in a group. 		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Physical: Look at who is talking to you, and you are talking to, speak clearly and confidently in a range of contexts, use appropriate tone of voice for context. Linguistic: Speak in sentences using joining phrases to link ideas, using vocabulary specific to the topic, take opportunities to try out new language. Cognitive: Use 'because' to develop their ideas, make relevant contributions, ask simple questions, describe events in detail. Social/Emotional: Listen and respond appropriately to others, be willing to change mind based on what has been heard, begin to organize group discussions independently of an adult. 	<ul style="list-style-type: none"> Physical: Look at who is talking to you, and you are talking to, use body language to show active listening, speak clearly and confidently. Linguistic: Speak in sentences using joining phrases, adapt how to speak in different situations, use sentence stems to build or challenge ideas. Cognitive: Offer reasons for their opinions, recognize when they haven't understood something and ask a question, disagree politely. Social/Emotional: Start to develop an awareness of audience, invite others into the discussion, recite/deliver short pre-prepared material 	<ul style="list-style-type: none"> Physical: Select gestures to support delivery, vary tone of voice to convey meaning, consider position and posture. Linguistic: Use specialist language, make precise language choices. Cognitive: Ask questions to find out more, build on others' ideas, make connections, offer opinions that aren't their own, reflect on discussions. Social/Emotional: Speak with confidence, recognize different roles within group talk, adapt speech for a specific audience.
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Physical: Select movement and gesture, use pauses for effect, use appropriate tone of voice. Linguistic: Carefully consider words and phrasing, reach shared agreement in discussions, give supporting evidence, ask probing questions. Cognitive: Reflect on oracy skills, identify areas of strength and improvement, set own targets. Social/Emotional: Use natural prompts for turn-taking, develop empathy with audience, consider impact of words on others. 	<ul style="list-style-type: none"> Physical: Vary tone of voice, project voice to a large audience, use natural gestures, adapt tone, pace, and volume. Linguistic: Use sophisticated sentence stems, consider words and phrases, draw on knowledge of the world, give supporting evidence, identify off-topic discussions. Cognitive: Listen for extended periods, adapt speech content for audience, speak with flair and passion. Social/Emotional: Enter debate competitions, meet professionals, lead school events, create online content. 	<ul style="list-style-type: none"> Physical: Speak fluently in front of an audience, have stage presence, adapt tone, pace, and volume. Linguistic: Vary sentence structures, use idioms and expressions. Cognitive: Construct detailed arguments or complex narratives, respond to complex questions, use humour effectively, read a room or group. Social/Emotional: Give speeches, lead school council, mentor younger students, act as tour guides.

ENGLISH KEY CONCEPTS

Reading Comprehension and Analysis	Creative and Functional Writing	Poetry Analysis	Drama and Play Analysis
Modern Media Studies	Historical and Cultural Contexts	Critical Thinking and Argumentation	Oracy and Presentation Skills

NATIONAL CURRICULUM STRANDS- KEY STAGE 3

Reading:

1. Develop an appreciation and love of reading, reading increasingly challenging material independently.
2. Read a wide range of fiction and non-fiction, including whole books, short stories, poems, and plays with diverse genres, historical periods, forms, and authors.
3. Understand increasingly challenging texts through new vocabulary, context, inferences, evidence, purpose, audience, and comprehension checks.
4. Read critically by recognizing how language, figurative language, vocabulary choice, grammar, text structure, and organizational features present meaning.
5. Study setting, plot, and characterization and understand how dramatists communicate through performance and staging.
6. Make critical comparisons across texts.
7. Study a range of authors, including at least two authors in depth each year.

Writing:

8. Write accurately, fluently, effectively, and at length for pleasure and information.
9. Write for a wide range of purposes and audiences, including essays, imaginative writing, scripts, and presentations.
10. Summarize and organize material, supporting ideas and arguments with factual detail.
11. Apply knowledge of vocabulary, grammar, and text structure to writing and selecting appropriate forms.
12. Plan, draft, edit, and proof-read, considering audiences and purposes, and amending vocabulary, grammar, and structure for coherence.
14. Select and organize ideas, facts, and key points, and cite evidence effectively.

Grammar and Vocabulary:

13. Consolidate and build on grammar and vocabulary knowledge.
15. Draw on new vocabulary and grammatical constructions from reading and listening, using them consciously in writing and speech.
16. Know and understand the differences between spoken and written language, formal and informal registers, and Standard English and other varieties.

Critical Thinking and Argumentation:

6. Recognize bias and make critical comparisons across texts.

Drama and Play Analysis:

5. Understand how dramatists communicate meaning through performance and staging.

Poetry Analysis:

4. Recognize how figurative language, vocabulary choice, grammar, text structure, and organizational features present meaning.

Oracy and Presentation Skills:

18. Speak confidently and effectively, including formal presentations, discussions, and debates.

NOTTINGHAM ACADEMY ENGLISH & NATIONAL CURRICULUM COMPLIANCE- KS3

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Treasure Island/Faster Reading Reading (1, 2, 4), Grammar and Vocabulary (13, 16)	Welcome to Nowhere/Faster Reading Reading (1, 2, 3), Grammar and Vocabulary (13, 16)	Dystopian Fiction Reading (2, 3, 4), Critical Thinking (6)	Poetry from other cultures Reading (2, 3, 5), Poetry Analysis (4), Writing (11)	Modern Media Reading (2, 3, 4), Critical Thinking (6)	Our Day Out Reading (2, 5, 6), Drama (5), Writing (9)
Year 8	Iridescent Adolescent Reading (2, 3, 4), Writing (9, 10)		Poetry- Moral Dilemmas Reading (2, 3, 5), Poetry Analysis (4)	Gothic Literature Reading (2, 3, 5), Writing (9, 11)	Future Leaders Reading (2, 4, 6), Critical Thinking (18)	Macbeth Reading (2, 5, 6), Drama (5)
Year 9	Animal Farm Reading (2, 3, 4, 6), Writing (9)	Modern Poetry Reading (2, 3, 4, 6), Poetry Analysis (4)	Creative Writing Writing (8, 9, 10, 12), Grammar (13, 15)	Diverse Issues Reading (2, 3, 6), Writing (9, 10)	Crime Fiction- Sherlock Holmes Reading (2, 3, 4, 6), Critical Thinking (6)	Much Ado About Nothing Reading (2, 5, 6), Drama (5)

NATIONAL CURRICULUM STRANDS- KEY STAGE 4

Reading:

1. Read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction.
2. Re-read literature and other writing to make comparisons.
3. Choose and read books independently for challenge, interest, and enjoyment.
4. Understand and critically evaluate texts through reading in different ways for different purposes, summarizing and synthesizing ideas and information, and evaluating their usefulness for particular purposes.
5. Draw on knowledge of the purpose, audience, and context of the writing, including its social, historical, and cultural context and the literary tradition to which it belongs, to inform evaluation.
6. Identify and interpret themes, ideas, and information.
7. Explore plot, characterization, events, and settings and their relationships and effects.
8. Seek evidence in the text to support a point of view and justify inferences.
9. Distinguish between statements supported by evidence and those that are not, and identify bias and misuse of evidence.
10. Analyse a writer's choice of vocabulary, form, grammatical, and structural features, and evaluate their effectiveness and impact.
11. Make critical comparisons across texts.
12. Make an informed personal response, recognizing that other responses to a text are possible and evaluating these.

Writing:

13. Write accurately, fluently, effectively, and at length for pleasure and information.
14. Adapt writing for a wide range of purposes and audiences.
15. Select and organize ideas, facts, and key points, and cite evidence effectively.
16. Select and use vocabulary, grammar, form, and structural features judiciously to reflect audience, purpose, and context.
17. Make notes, draft, and write, including using information provided by others.
18. Revise, edit, and proof-read, improving coherence, consistency, clarity, and overall effectiveness.

Grammar and Vocabulary:

19. Consolidate and build on knowledge of grammar and vocabulary.
20. Study the effectiveness and impact of grammar and vocabulary in texts.
21. Draw on new vocabulary and grammatical constructions from reading and listening, and use these consciously in writing and speech.
22. Analyse differences between spoken and written language, formal and informal registers, and Standard English and other varieties of English.
23. Use linguistic and literary terminology accurately and confidently in discussing reading, writing, and spoken language.

Spoken English:

24. Speak confidently, audibly, and effectively.
25. Use Standard English when the context and audience require it.
26. Work effectively in groups, taking on required roles, leading discussions, involving others, reviewing, summarizing, and contributing to goals.
27. Listen to and build on others' contributions, ask questions to clarify and inform, and challenge courteously when necessary.
28. Plan for different purposes and audiences, selecting and organizing information and ideas effectively for presentations and debates.
29. Listen and respond in various contexts, evaluate content, viewpoints, evidence, and presentation aspects.
30. Improvise, rehearse, and perform play scripts and poetry to generate and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness, and action for impact.

NOTTINGHAM ACADEMY ENGLISH & NATIONAL CURRICULUM COMPLIANCE- KS4

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	<p>Romeo & Juliet</p> <p>Reading (1, 2, 4, 5, 6, 7, 8, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p> <p>Speaking & Listening</p> <p>Spoken English (24, 25, 26, 27)</p> <p>Worlds and Lives Poetry</p> <p>Reading (1, 2, 4, 6, 7, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p>	<p>Romeo and Juliet</p> <p>Reading (1, 2, 4, 5, 6, 7, 8, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p> <p>Worlds and Lives Poetry</p> <p>Reading (1, 2, 4, 6, 7, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p>	<p>Blood Brothers</p> <p>Reading (1, 2, 4, 5, 6, 7, 8, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p>	<p>Language Paper 1</p> <p>Reading (3, 4, 5, 8, 9, 10), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23)</p> <p>Worlds and Lives Poetry</p> <p>Reading (1, 2, 4, 6, 7, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p>	<p>Language Paper 2</p> <p>Reading (3, 4, 5, 8, 9, 10), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23)</p> <p>Worlds and Lives Poetry</p> <p>Reading (1, 2, 4, 6, 7, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p> <p>Unseen Poetry</p> <p>Reading (1, 2, 4, 6, 7, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p> <p>Language Papers 1 & 2</p> <p>Reading (3, 4, 5, 8, 9, 10), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23)</p> <p>Romeo & Juliet</p> <p>Reading (1, 2, 4, 5, 6, 7, 8, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p> <p>PPE Feedback</p> <p>Reading (4, 5, 6, 7, 8, 9, 10, 11), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23), Spoken English (24, 25, 26, 27)</p>	

Year 11	<p>Language Papers 1 & 2</p> <p>Reading (3, 4, 5, 8, 9, 10), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23)</p> <p>A Christmas Carol</p> <p>Reading (1, 2, 4, 5, 6, 7, 8, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p>	<p>Language Papers 1 and 2</p> <p>Reading (3, 4, 5, 8, 9, 10), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23)</p> <p>Unseen Poetry</p> <p>Reading (1, 2, 4, 6, 7, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p> <p>A Christmas Carol</p> <p>Reading (1, 2, 4, 5, 6, 7, 8, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p>	<p>PPE Feedback</p> <p>Reading (4, 5, 6, 7, 8, 9, 10, 11), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23), Spoken English (24, 25, 26, 27)</p> <p>Worlds and Lives Poetry</p> <p>Reading (1, 2, 4, 6, 7, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p> <p>Romeo & Juliet</p> <p>Reading (1, 2, 4, 5, 6, 7, 8, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p> <p>Unseen Poetry</p> <p>Reading (1, 2, 4, 6, 7, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p>	<p>Blood Brothers</p> <p>Reading (1, 2, 4, 5, 6, 7, 8, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p> <p>A Christmas Carol</p> <p>Reading (1, 2, 4, 5, 6, 7, 8, 10), Writing (13, 14, 16), Spoken English (24, 25, 27)</p> <p>Language Papers- Question 4</p> <p>Reading (3, 4, 5, 8, 9, 10), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23)</p> <p>Language Papers- Questions 2 & 3</p> <p>Reading (3, 4, 5, 8, 9, 10), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23)</p> <p>Language Papers- Question 5</p> <p>Reading (3, 4, 5, 8, 9, 10), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23)</p>	<p>Exam Preparation</p> <p>Reading (4, 5, 6, 7, 8, 9, 10, 11), Writing (13, 14, 15, 16, 17, 18), Grammar and Vocabulary (19, 21, 23), Spoken English (24, 25, 26, 27)</p>	