

CODA at English:

We aim to deliver a curriculum that will give students the confidence, knowledge and skills that they will need in order to:

- Be able to use English to communicate with different audiences, in a range of situations, in any written or spoken form.
- To have the confidence and ability to question and evaluate the world as it is presented to them.
- To have an appreciation of literature that allows students to see the world through the eyes of others and to use literature as a way to explore their own experiences and emotions.
- To have an understanding, appreciation and ability to analyse the craft of the writer.
- Ensure all students leave CODA with proficiency in reading, writing and spoken language and through these, they develop communication skills for education and for working with others: in school, in training and at work.

<b>GCSE ENGLISH LANGUAGE will encourage and enable students to:</b>	
	<ul style="list-style-type: none"> <li>• read a wide range of texts, fluently and with good understanding</li> <li>• read critically, and use knowledge gained from wide reading to inform and improve their own writing</li> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly, punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</li> <li>• listen to and understand spoken language</li> <li>• use spoken Standard English effectively</li> </ul>
<b>Students will be taught and assessed on their ability to:</b>	
<b>AO1</b>	<ul style="list-style-type: none"> <li>• identify and interpret explicit and implicit information and ideas</li> <li>• select and synthesise evidence from different texts</li> </ul>
<b>AO2</b>	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
<b>AO3</b>	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
<b>AO4</b>	Evaluate texts critically and support this with appropriate textual references
<b>AO5</b>	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>
<b>AO6</b>	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
<b>AO7</b>	Demonstrate presentation skills in a formal setting
<b>AO8</b>	Listen and respond appropriately to spoken language, including to questions and feedback on presentations
<b>AO9</b>	Use spoken Standard English effectively in speeches and presentations

GCSE ENGLISH LITERATURE will encourage and enable students to:	
	<ul style="list-style-type: none"> <li>• read a wide range of classic literature fluently and with good understanding, and make connections across their reading</li> <li>• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas</li> <li>• develop the habit of reading widely and often</li> <li>• appreciate the depth and power of the English literary heritage</li> <li>• write accurately, effectively and analytically about their reading, using Standard English</li> <li>• acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read</li> </ul>
Students will be taught and assessed on their ability to:	
A01	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> <li>- maintain a critical style and develop an informed personal response</li> <li>- use textual references, including quotations, to support and illustrate interpretations.</li> </ul>
A02	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
A03	Show understanding of the relationships between texts and the contexts in which they were written.
A04	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

YEAR 7	Aut 1 (8 weeks)	Aut 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Topic	Island Project – Descriptive Writing <b>(6 weeks)</b>	Historical Novel + non-fiction context (Once, BISP, Buddy, Private P) <b>(9 weeks)</b>	Myths and Legends	Dickens / Oliver + non-fiction context Presentation/ research	Survivor stories	Why Read (Teacher choice of novel) including opinion writing Inc introduction to poetry
Assessment	Short crafted descriptive writing  (BASELINE WRITING)	Reading assessment:  AO1 / AO2 – short tasks style	Writing assessment: Describe your own mythical creature	Spoken presentations / group discussions  Oracy in English. Skills for talking about the subject. Use of formal English.  Research skills	Non-fiction reading assessment  Journalistic conventions  Recap skills from HT2	Review writing Empathetic vocabulary  Introduction to poetry and what makes poems and novels different.
Assessment Date W/B	9 <sup>th</sup> October	4 <sup>th</sup> December	5 <sup>th</sup> February	As required.	3 <sup>rd</sup> June (Summer 2: Formal)	No formal assessment – Use ‘Reading for Pleasure’ question as fix it for Summer 1.
Mapped Skills	<b>DESCRIPTIVE WRITING (AO5/AO6)</b> Noun phrases Avoiding fragments Avoiding run on sentences Accurate / variety of punctuation Similes Sensory description  (Recap Co-ordinating conjunctions /subordinative clauses to assess needs)	<b>ACADEMIC WRITING</b> Topic sentence Using writer surname Embedding quote formula Academic Verbs: Shows / presents / suggests / demonstrates <b>READING (AO1 / AO2)</b> Finding quotes Inference Identifying nouns / adjectives Effect of vocabulary choices Effect of other language features	<b>DESCRIPTIVE WRITING (AO5 / AO6)</b> <u>Recap:</u> Noun phrases Clause punctuation Tenses Similes <u>Introduce:</u> exclamation mark / ellipsis / semi-colon Verbs and Adverbs Metaphor Relative clauses	<b>ACADEMIC WRITING</b> Using writer’s surname / Academic verbs (HT2) Academic tone: “Research suggests...” <b>SPOKEN WORD:</b> Pace Formal tone Emphasis	<b>ACADEMIC WRITING</b> <u>Recap:</u> Topic sentence Embedding quote formula Writer’s surname Academic verbs <b>READING (AO1/AO2)</b> <u>Recap:</u> Finding quotes Inference Effect of vocabulary choices Effect of other language features <u>Identify the following:</u> Rhetorical questions Statistics Fact / Opinion Emotive language Alliteration Repetition	<b>DISCURSIVE WRITING</b> Rhetorical questions Statistics Fact / Opinion Emotive Language Alliteration Repetition Conventions of review / article writing
Project	Research an island nation and produce a travel guide for the location you have chosen.	Read another novel by the same author. Write a review of this novel.	Research myths from a culture not covered in this unit and prepare a presentation on what you have learnt.	Write a report on what you have found out about childhood during the Victorian Era.	Find a news article about something that has recently happened. Present it in a different way (e.g. news presenter or newspaper front page)	Choose a poem you like and explore it in a variety of ways.
Mapped Vocabulary (Bedrock)	Isolation Remote Freedom Alienated Location Bellowed Loneliness Stranded Anxiety Disaster Sensory Tide Initiative Cliffhanger Survival	Empathy Protagonist Context Historical Era Period Fiction Non-Fiction Society Chronicle Conflict Chapters Displacement Warfare Compassion	Heroic Villain Realm Rebellion Triumph Tragedy Power Goddess Monstrous Moral Legend Mythological Greek Warrior God	Society Pollution Justice Hierarchy Social-Class Poverty Environment Reform Charity Listening Wealth Pickpocketing Presentation Victorian Industrialisation	Bias Perspective Readership Media Exaggeration Anecdote Facts Opinion Rhetorical Question Emotive Language Inference Triplets Repetition Direct Address Humour	Empathy Tenderness Sorrow Sympathy Rage Bliss Pride Neglected Hostility Despair Delight Eagerness Moved Regretful Emotion

Year 8	Autumn Term (1 & 2) (8 weeks + 7 weeks)		Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Topic	Modern Societal Issues: Novel (Assessed for reading) AO1 / AO2 and writing (viewpoint – letter) – Ghost Boys, Stone Cold, Monster Calls, Noughts and Crosses (play), Humpty Dumpty (play)  <b>(10 weeks)</b>		Short stories Creative writing AO5 / AO6 Cultural Awareness  <b>(5/6 weeks)</b>	Shakespeare – Much Ado or Tempest  Include context and intro to Shakespeare.  Reading AO1 / AO2 / AO3*  <b>(8 / 9 weeks)</b>	Gothic – Frankenstein + extracts AO1/AO2 AO5 / AO6	Poetry – Poetry from different cultures  S+L: presentation on a poet or culture they have learned about via poetry
Assessment	Letter writing – based on issues from the novel  Conventions of letters / tone + formality	Reading assessment – AO1 / AO2 / AO3  Introduction of What / How/ Why Grammar / sentence stems to support	Plan and written extract  Story structures (Freytag) Use of motif / symbolism Recap descriptive writing from Y7	Extract based reading assessment  Revision of What / How Intro of Why	Reading + Writing Frankenstein assessment (monster description) & descriptive task based on a prompt / image	Presentation  Oracy in English. Skills for talking about the subject. Use of formal English.  Research skills
Assessment Date W/B	2 <sup>nd</sup> October	13 <sup>th</sup> November	15 <sup>th</sup> January - writing	4 <sup>th</sup> March	3 <sup>rd</sup> June	Spoken assessment
Project	Research a real life topic that links to issues in the book you are reading. Make a poster, leaflet or write a speech to persuade people to learn more about the issue and perhaps help to improve it.	Write a review of the book you have read as a class.	Create trading cards for the characters from the short stories you have read in class which showcase the characters' key attributes & experiences.	Write a school magazine article arguing FOR or AGAINST Shakespeare remaining on the school curriculum. Research the different ways schools teach Shakespeare and why it has stayed on the curriculum for so long.	Find out about 5 different gothic texts you haven't studied. Make a leaflet to teach others about them.	Choose another poem and complete a 'recreation' task from the list you are given.
Mapped Skills	<b>DISCURSIVE WRITING</b> Noun phrases Accurate sentences (inc complex) Accurate punctuation Modal verbs (won't/ could / should / will) Conventions of letter writing Formality Variety of connectives Rhetorical devices: <i>Rhetorical questions</i> <i>Statistics</i> <i>Fact / Opinion</i> <i>Emotive Language</i> <i>Alliteration</i> <i>Repetition</i>	<b>ACADEMIC WRITING RECAP</b> Topic sentence Using writer surname Embedding quote Academic Verbs <u>Introduce:</u> Modal verbs (won't/ could / should / will) <b>READING (AO1 / AO2)</b> Finding quotes Inference Identifying nouns / adjectives Effect of vocabulary choices Effect of other language features What / How	<b>DESCRIPTIVE WRITING (AO5 / AO6)</b> <u>Recap</u> Noun phrases Clause punctuation Tenses Similes ellipsis / semi-colon Verbs and Adverbs Metaphor Sentence positioning: fronted adverbials / <u>Introduction:</u> Cyclical Motif	<b>ACADEMIC WRITING</b> <u>Recap:</u> Topic sentence Embedding quote formula Writer's surname Academic verbs Modal verbs (won't/ could / should / will) <u>Introduce</u> Academic present tense <b>READING (AO1 / AO2)</b> <u>Recap</u> Finding quotes Inference Effect of vocabulary choices Effect of other language features Sentence stems for 'How' Introduce Why (context)	<b>DESCRIPTIVE WRITING (AO5 / AO6)</b> <u>Recap</u> Noun phrases Clause punctuation Tenses Similes ellipsis / semi-colon Verbs and Adverbs Metaphor Story structures Motif <b>READING (AO1 / AO2)</b> <u>Recap</u> Finding quotes Inference Effect of vocabulary choices Effect of other language features Sentence stems for 'How' Introduce Why (context)	<b>SPOKEN WORD:</b> Pace Formal tone Emphasis Discussion Debate <b>POETIC DEVICES</b> 1) Personification 2) Alliteration 3) Rhyme 4) Stanza 5) Rhythm 6) Simile 7) Metaphor 8) Onomatopoeia
Mapped Vocabulary	Context Structure Characterisation Analogy Anti-hero Society Justice Community Responsibility Guilt Portrayed Represents Symbolises Signifies Presents Opinion Perspective Viewpoint Bias Article		Exposition Rising Action Climax Falling Action Resolution Culture Background Author Dialogue Cliffhanger Plot Protagonist Chronological Injustice Familiar Sympathy Empathy	Soliloquy Stagecraft Dramatic Irony Scene (Play) Aside Setting Hierarchy Gender Theme Tragedy Comedy Genre Analyse Quotation Criticise Explore Performance	Gothic Motif Uncanny Pathetic Fallacy Isolation Supernatural Science fiction Psychology Narrator Imagery Tension Religion Intelligence Werewolf Vampire Monster Curse Cemetery Grotesque	Personification Alliteration Rhyme Stanza Rhythm Emphasis Simile Metaphor Onomatopoeia Stanza Heritage Diversity Tradition Pace Identity

Year 9	Autumn Term (1 & 2) (8 weeks + 7 weeks)		Spring (1& 2) (6 weeks + 5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
	Of Mice and Men		Macbeth – Shakespeare  (9 weeks)	Rhetoric unit – A study of the spoken word.	Characterisation  Character poems to inspire own writing
Assessment	Suggested baseline writing in first 2 weeks –  English Language P1, Q4 – Crooks question  Focus most on evaluation as a skill – what / how / why	Article writing – opinion column style around an issue that links to OM&M  E.g. loneliness (Possible link to charity work around those alone at Christmas)	Essay on character development of Lady Macbeth.  Revise What / How / Why Thesis statements	Part A: Students perform own persuasive speeches (GCSE Spoken Lang assessment)  Part B: Paper 2 style formal assessment (R+W)	Crafted piece of writing that develops a character  Revise story structures Showing not telling Develop understanding of characterisation
Assessment Date W/B	20 <sup>th</sup> November	11 <sup>th</sup> December - writing	4 <sup>th</sup> March	Part B: 10 <sup>th</sup> June	Whole class feedback to inform ‘Showcase piece’ to take to KS4
Project	Research the ‘American Dream’ and create a mood board to demonstrate your findings.	Write a report on the impact of the great depression on ‘ordinary’ Americans.	Research project – witchcraft in the reign of James I	Find a speech that changed the world. Produce a presentation explaining why you think this speech had such an impact.	Find a way of presenting the back story to your character / write the ‘what happens next’ as a script or short story.
Mapped Skills	<b>READING (AO1 / AO2 / AO4)</b> <u>Recap</u> Finding quotes Inference Effect of vocabulary choices Effect of other language / structure features Sentence stems for ‘How’ <u>Introduce:</u> Evaluative language / sentence stems: <i>Modal verbs</i> <i>“This is supported by...”</i>	<b>DISCURSIVE WRITING</b> <u>Recap (Introduce 2022/23)</u> Variety of sentence structures Variety of punctuation inc semi-colon Modal verbs (won’t/ could / should / will) Discourse markers Conventions of article writing Appositives Sentence types: <i>Declarative / Imperative / Interrogative / Exclamatory</i>	<b>ACADEMIC WRITING</b> <u>Recap:</u> Topic sentence Embedding quote formula Writer’s surname Academic verbs Modal verbs Appositives Discourse markers <b>READING (AO1 / AO2 / AO3lit)</b> <u>Recap</u> Precise quotations Linking quotations Embedding Inference Effect of vocabulary choices Effect of other language features Sentence stems for ‘How’ Introduce Why (context) Characterisation as AO2 Sentence types for analysis	<b>SPOKEN WORD:</b> Pace Formal tone Emphasis Accent Fluency Ethos Pathos Logos <b>DISCURSIVE WRITING</b> Using imperatives to create a call for action Compound sentences to juxtapose / create contrast Subordinate clauses to develop argument	<b>DESCRIPTIVE WRITING (AO5 / AO6)</b> <u>Recap/ Introduce (2022-23):</u> Noun phrases Clause punctuation Tenses Similes Exclamation mark / ellipsis / semi-colon Metaphor Sensory description Sentence structures Motif Conventions of a monologue Narrative Hooks: <i>Withholding information</i> <i>Simple sentences</i> <i>Incomplete surprise information</i>
Mapped Vocabulary	Foreshadowing Connotation Cyclical Microcosm Symbol Depression Migrant Ranch Discrimination Companionship Portrays Motif Demonstrates Evaluates Insinuates		Tragedy Anti-hero Stereotype Extended metaphor Soliloquy Regicide Usurp Manipulative Ambition Traitor Evokes Consequently Subsequently Alludes to Imply	Rhetoric Anaphora Catharsis Euphemism Hyperbole Habitat Climate Deforestation Pollutant Economic Presents Argument Counter argument Anecdote Evidence	Characterisation Protagonist Chronological In media res Antagonist Identity Device Resolution Personality Phrase Introduces Reveal Mirrors Reinforces Establishes

Year 10	Autumn Term (1 & 2) (8 weeks + 7 weeks)		Spring 1 & 2 (6 weeks + 5 weeks)		Summer 1 & 2 (6 weeks + 7 weeks)	
	Paper 2 Writing <b>(Baseline: 2 weeks)</b>	An Inspector Calls <b>(11 weeks)</b>	Romeo and Juliet (Begin plot in Autumn term)		Paper 1	Unseen poetry (4 weeks)
			6 Family poems: Mother Any Distance, Walking Away, Before you were mine, Follower, Eden Rock, Climbing my Grandfather		Revise Inspector / Poetry for mock (Fix it using feedback from HT2 / 4)	
Assessment	In class: planned piece.	In class: Essay (not timed) Use appropriate scaffolding (but take this into account when marking) Mr. Birling / Social Classes	Formal Assessment: Romeo and Juliet exam style. Students should not know the extract (A1, S1) but may know theme is conflict.  WCF: Poetry: Mother any distance		Language PPE: Paper 1  Literature PPE: Paper 2 (Section A + B)	
Assessment Date: W/B	18 <sup>th</sup> September	27 <sup>th</sup> November	4 <sup>th</sup> March – Romeo and Juliet  Poetry in class		10 <sup>th</sup> June / 17 <sup>th</sup> June	Use for fix it from poetry mock
Project	Lives of women in 19 <sup>th</sup> Britain. Research and essay project		Choose a theme from Romeo and Juliet. Research how the representation of this theme has changed over time. Design a 5 minute presentation or video that shares your findings.	Find a poem you enjoy that isn't from the anthology and teach it to another student / group. Write your own poem inspired by this.	Paper 1 extracts booklet – choose one of the extracts we study and go and read the whole text. How does this compare to the extract? Does the extract give you the full picture?	Write a monologue for a character you have studied this year where they explain what they are really feeling.
Mapped Vocabulary	Prop Character imperative Characterisation Opinionated Charming Boastful Selfish Thoughtful Judicious Explanation Explore anguish prerogative responsibility capitalist socialist Patriarchy therefore Moreover Social Class Greed		Suggests Impression Contrasts Imagery Sonnet Significant Emphasised Highlights Implying Connotation Construct Sonnet enemy balcony Patriarchy Jacobean Theme Social norms Dignity Feud	Stanza Enjambement Assonance Alliteration Similarly methods Conclusion Demonstrating Comparison Analyse Consideration Examine neutral bitter entwined Thematic historical connections Empathy	Hue Serene Sweltering Torrential Brisk Gusty Ominous Trudge Tenacious Lethargic Cacophony Dubious Illuminate Rambunctious Yearn	Narrative shift Structure Foreshadowing Connotations Symbolises Conveys Climax Resolution Tension Repetition Personification Motif Metaphorical Sibillance Suspense

	Autumn 1 & 2 (8 weeks + 7 weeks)			Spring 1 & 2 (6 weeks + 5 weeks)		Summer 1 (6 weeks)	Summer 2 (7 weeks)
Year 11 (23/24)	Paper 2 Writing (2 weeks)	Christmas Carol (Must be at Stave 3 by half term) (8 weeks)	Romeo and Juliet (To end of Act 3)  (3 weeks)	Finish Lit  9 poems + remaining R&J  (4 weeks)		Final revision / Fix its  (4 weeks)	
			Paper 2 Reading  (4 weeks)	Paper 1 revision  (2 weeks)			
Assessments	Lang Mini PPE: Paper 2 Writing  Lit Mini PPE: Christmas Carol (Scrooge – isolation at School)		Language PPE: Full Paper 2  Literature PPE: Paper 1 (R+J – Lord Capulet / CC – ghost of yet to come)	Paper 1 WTM			
Assessment date (W/B)	6 <sup>th</sup> November / 13 <sup>th</sup> November		29 <sup>th</sup> January / 5 <sup>th</sup> February	WTM: 25 <sup>th</sup> March		External exams begin 13 <sup>th</sup> May	
Project	Revision programme starts at the beginning of Y11. There will also be opportunities for improving critical knowledge provided by class teachers.						
Mapped Vocabulary	Outraged Appalled Astounded Relieved Pacify Placate Anxious Grateful Ecstatic Furious Therefore Nevertheless Additionally	motif stave Caricature Seminal Morose Avarice Greed oyster solitary Social Redemption Transformation Compassion Generosity	Suggests Impression Contrasts Imagery Sonnet Significant Emphasised Highlights Implying Connotation Construct Sonnet enemy balcony Patriarchy Jacobean Theme Social norms Dignity Feud	Stanza Enjambement Assonance Alliteration Similarly methods Conclusion Demonstrating Comparison Analyse Consideration Examine neutral bitter entwined Thematic historical connections Empathy			