

CODA Curriculum

ENGLISH



Improving the life chances of all students

English Curriculum Intent

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.

At Key Stage 4 students will follow the specifications:

AQA, Level 2, Subject

GCSE ENGLISH LANGUAGE will encourage and enable students to:	
<ul style="list-style-type: none">• Read a wide range of texts, fluently and with good understanding• Read critically, and use knowledge gained from wide reading to inform and improve their own writing• Write effectively and coherently using Standard English appropriately• Use grammar correctly, punctuate and spell accurately• Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.• Listen to and understand spoken language• Use spoken Standard English effectively	
Students will be taught and assessed on their ability to:	
AO1	Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts
AO2	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
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
AO4	Evaluate texts critically and support this with appropriate textual references
AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
AO7	Demonstrate presentation skills in a formal setting
AO8	Listen and respond appropriately to spoken language, including to questions and feedback on presentations
AO9	Use spoken Standard English effectively in speeches and presentations
GCSE ENGLISH LITERATURE will encourage and enable students to:	
<ul style="list-style-type: none">• read a wide range of classic literature fluently and with good understanding, and make connections across their reading• read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas• develop the habit of reading widely and often• appreciate the depth and power of the English literary heritage• write accurately, effectively and analytically about their reading, using Standard English• 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	
Students will be taught and assessed on their ability to:	
AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none">- maintain a critical style and develop an informed personal response- use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English - Year 7

Topic	Island Project – Descriptive Writing (6 weeks)	Historical Novel + non-fiction context (Once) (8 weeks)	Myths and Legends (6 weeks)	Dickens / Oliver + non-fiction context Presentation/ research (5 weeks)	Survivor stories (7 weeks)	Introduction to Poetry (6 weeks)
End Points (Knowledge and Skills)	WRITING TO DESCRIBE 1) Sentence punctuation 2) Complete sentences 3) Range of connectives 4) Noun phrases 5) Sensory imagery 6) Similes 7) Ambitious vocabulary 8) Paragraphing	READING FOR MEANING / EFFECT 1) Understanding of plot 2) Selecting quotes 3) Explain quotes 4) Inference 5) Identifying nouns + verbs 6) Language / structure 7) Writer's surname 8) Introduce Quotes	WRITING TO DESCRIBE 1) Sentence punctuation 2) Sentence length / clauses 3) Variety of sentence openings 4) Variety of verbs 5) Sensory Imagery 6) Descriptive techniques 7) Ambitious vocabulary 8) Paragraphing 9) Clear beginning / middle / end	ORACY (speeches) 1) Volume and pronunciation 2) Expression 3) Body language 4) Vocabulary 5) Structure 6) Formality 7) Interesting 8) Active listening 9) Confident	WRITING TO PERSUADE 1) Sentence accuracy 2) Sentence openings 3) Variety of punctuation 4) Persuasive devices 5) Appropriate tone / form 6) Interesting details 7) Ambitious vocabulary 8) Paragraphing 9) Discourse markers READING FOR UNDERSTANDING / EFFECT (non-fiction) 1) Finding information 2) Selecting quotes 3) Explain quotes 4) Inference 5) Identify language techniques 6) Comment on effect of language 7) Zoomed in on individual word 8) Academic verb 9) Topic sentence 10) Introduced quote	READING FOR MEANING / EFFECT 1) Consider thoughts / feelings 2) Explained your ideas 3) Selecting quotes 4) explore poetic techniques 5) Comment on effect of language 6) Comment on structure
What is assessed	Short crafted descriptive writing (BASELINE WRITING)	Reading assessment: AO1 / AO2 – short tasks style	Writing assessment: Describe an attack on a mythical town by a 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	Write a poem / perform a poem?? WCF
Key Vocabulary	1. Location 2. Remote 3. Noun Phrase 4. Stranded 5. Catastrophe 6. Loneliness 7. Connective 8. Anxiety 9. Isolation 10. Stranded 11. Sensory	1. Conflict 2. Protagonist 3. Inference 4. Society 5. empathy 6. Compassion 7. Epiphany 8. Pathetic Fallacy 9. Displacement 10. Context 11. Career 12. Moral	1. Heroic 2. Villain 3. Realm 4. Ancient 5. Glory 6. Chaotic 7. Tentatively 8. Tinged 9. Metaphor 10. Simile 11. Onomatopoeia 12. Alliteration	1. Society 2. Hierarchy 3. Social-Class 4. Poverty 5. Reform 6. Charity 7. Industrialisation 8. Workhouse 9. Pace 10. Audible 11. Presentation 12. Tone 13. Fluency	1. Bias 2. Perspective 3. Exaggeration 4. Anecdote 5. Facts 6. Opinion 7. Rhetorical Question 8. Emotive Language 9. Inference 10. Triplets 11. Repetition 12. Direct Address	1. Personification 2. Imagery 3. Rhyme 4. Symbolism 5. Stanza 6. Haiku 7. Sonnet 8. Ballad 9. Inspirational 10. Nostalgic 11. Reflection 12. Intrigue 13. Enrichment
Literacy Skills Developed (Writing/Oracy)	Writing - Descriptive	Writing – Academic Writing	Writing - Descriptive	Oracy – Presentation Skills	Writing – Academic Writing	Writing – Academic Writing

Career Links (Employability Skills, Career Opportunities)	Career Pathway – Travel and Tourism (link to H/W project) Employability Skills – Independence/Creativity	Career Pathway – Law Employability Skills – Independence/Creativity	Career Pathway – Author, artist Employability Skills – Independence/Creativity	Career Pathway – Training, Sales Representatives Employability Skills – Teamwork/Communication/Resilience	Career Pathway – Journalism Employability Skills – Independence	Career Pathway – careers that require speaking / presenting Employability Skills – Independence
SMSC Links (Spiritual, Moral, Social and Cultural)	Social – the values and ethics a society needs to function.	Moral – War Discussion and Holocaust	Cultural – Myths and Legends within different cultures. Spiritual – Importance of Gods in different mythologies.	Moral – Social Justice Social – Discussion about class Cultural – Impact of Dickens on English Literature	Social – Setting up a new society, values	Social / Spiritual / Moral / Cultural

English Year 8

Topic	Modern Societal Issues: Novel Ghost Boys (11 weeks)		Short Stories (6 Weeks)	Much Ado About Nothing (9 weeks)	Frankenstein/Gothic (8 weeks)	Poetry from around the world (5 weeks)
End Points (Knowledge and Skills)	<p>WRITING TO PERSUADE</p> <ol style="list-style-type: none"> 1) Sentence accuracy 2) Sentence openings 3) Variety of punctuation 4) Letter writing 5) Appropriate tone / form 6) Persuasive devices 7) Modal verbs 8) Ambitious vocabulary 9) Paragraphing 10) Discourse markers 	<p>READING FOR MEANING / EFFECT</p> <ol style="list-style-type: none"> 1) Understanding of plot 2) Selecting + explain quotes 3) Inference 4) Identifying language techniques 5) Commenting on effect of words 6) Comment on structure 7) Explore theme of racism 8) Academic verb 9) Writer's surname 10) Topic sentence 11) Embedded quote 	<p>WRITING TO DESCRIBE</p> <ol style="list-style-type: none"> 1) Accurate sentences 2) Variety of sentence openings 3) Variety of punctuation 4) Show not tell 5) Sensory imagery 6) Descriptive techniques 7) Ambitious vocabulary 8) Accurate paragraphing 9) Paragraphs for effect 10) Included a climax 	<p>READING FOR MEANING / EFFECT / ANALYSIS</p> <ol style="list-style-type: none"> 1) Understanding of plot 2) Selecting + explain quotes 3) Inference 4) Character development 5) Effect of language techniques 6) Explore themes of marriage, love, gender 7) Academic verb 8) Writer's surname 9) Topic sentence 10) Embedded quote 	<p>READING FOR MEANING / EFFECT / ANALYSIS</p> <ol style="list-style-type: none"> 1) Understanding of plot 2) Selecting + explain quotes 3) Inference 4) Effect of language techniques 5) Effect of structure 6) Explore themes of responsibility / treatment of others 7) Academic verb 8) Writer's surname 9) Topic sentence 10) Embedded quote <p>WRITING TO DESCRIBE</p> <ol style="list-style-type: none"> 1) Accurate sentences 2) Variety of sentence openings 3) Variety of punctuation 4) Show not tell 5) Sensory imagery 6) Descriptive techniques 7) Ambitious vocabulary 8) Accurate paragraphing 9) Paragraphs for effect 10) Included a motif 	<p>ORACY (speeches)</p> <ol style="list-style-type: none"> 1) Volume and pronunciation 2) Expression 3) Body language 4) Pace + pauses 5) Vocabulary 6) Structure 7) Formality 8) Rhetorical devices 9) Interesting 10) Supported ideas 11) Audience awareness 12) Active listening 13) Confident
What is assessed	Paper 2 Writing to President Biden.	Reading assessment on chapter one of Ghost Boys.	Writing to describe (Showing not telling) – Last Woman on Earth	Scaffolded Lit style: Change in Beatrice + Benedict's relationship	Reading + Writing	Spoken – presentation on a different country
Key Vocabulary	<ol style="list-style-type: none"> 1. Inequality 2. Discrimination 3. Racial tension 4. Address 5. Empathy 	<ol style="list-style-type: none"> 1. Civil rights 2. Preliminary 3. Tone 4. Segregation 5. Celebration 	<ol style="list-style-type: none"> 1. Culture 2. Desolation 3. Isolated 4. Petrified 5. Hesitant 	<ol style="list-style-type: none"> 1. Conflict 2. Gender 3. Comedy 4. Presents 5. Hierarchy 	<ol style="list-style-type: none"> 1. Gothic 2. Motif 3. Uncanny 4. Pathetic Fallacy 5. Isolation 	<ol style="list-style-type: none"> 1. Stanza 2. Metaphor 3. Simile 4. Alliteration 5. Rhyme

	6. Injustice 7. Fairness 8. Respect 9. Statistics 10. Solidarity 11. Symbolism 12. Influential	6. Society 7. Afterword	6. Daunted 7. Exposition 8. Rising Action 9. Climax 10. Falling Action 11. Resolution 12. Dialogue	6. Criticise 7. Explore 8. Analyse 9. Manipulate 10. Cruelty 11. Develop 12. Stagecraft	6. Supernatural 7. Imagery 8. Tension 9. Cemetery 10. Grotesque 11. Monstrosity 12. Pursuit 13. Consequence 14. Creation	6. Rhythm 7. Imagery 8. Diversity 9. Heritage 10. Traditional 11. Identity 12. Dialect 13. Political
Literacy Skills Developed (Writing/Oracy)	Writing – Writing a formal letter	Writing – Academic writing	Writing – creative (structure)	Oracy – speaking Shakespeare out loud Writing - Academic	Writing – Creative (building atmosphere. Writing – Academic	Oracy – presentation skills
Career Links (Employability Skills, Career Opportunities)	Career Pathway – Law, Journalist, Social Activist Employability Skills – Independence/Creativity		Career Pathway – Writer / careers that involve knowledge of other cultures Employability Skills – Independence/Creativity	Career Pathway – Theatre Employability skills -	Career – Explorer / pathologist / scientist	Career – Travel journalism / diplomat / translator Employability skills - Resilience
SMSC Links	Moral – Social Justice		Social – coping with changes in society Moral – support others	Social – roles of women / stereotypes	Moral – Do we judge too quickly? Spiritual – What makes a human?	Cultural – Learning about identity and stereotypes

English - Year 9

Topic	Of Mice and Men (11 weeks)		Homeless Writing (3 weeks)	Macbeth (8/9 weeks)	Social Justice Non-fiction (9 weeks) (Writing assessment before Easter. Speech research / assessment after)		Narrative poetry and Character Writing (7/8 weeks)	
End Points (Knowledge and Skills)	READING TO EVALUATE 1) Decide opinion 2) Select quotes 3) Inference 4) Comment on language techniques 5) Zoom in on key words 6) Comment on structure 7) Evaluated reader response 8) Writer's surname 9) Academic verb 10) Embedded quote 11) Tentative language		WRITING TO ARGUE 1) Sentence accuracy 2) Sentence openings 3) Variety of punctuation 4) Article Writing 5) Appropriate tone / form 6) Rhetorical devices 7) Modal verbs 8) Ambitious vocabulary 9) Paragraphing for effect 10) Clear intro / conclusion 11) Discourse markers	READING FOR ANALYSIS 1) Understanding of plot 2) Selecting + explain quotes 3) Inference 4) Character development 5) Effect of language techniques 6) Explore themes of gender 7) Writer's purpose 8) Writer's surname 9) Academic verb 10) Topic sentence 11) Embedded quote	ORACY (speeches) 1) Volume and pronunciation 2) Expression + tone 3) Body language + eye contact 4) Pace + pauses 5) Vocabulary 6) Structure 7) Formality + grammar 8) Rhetorical devices 9) Interesting 10) Supported ideas 11) Audience awareness 12) Time management 13) Active listening + responding 14) Confidence + flair	WRITING TO ARGUE 1) Sentence accuracy 2) Sentence openings 3) Sentence types inc appositives 4) Variety of punctuation 5) Speech Writing 6) Balanced emotion/logic/facts 7) Considered audience 8) Rhetorical devices 9) Ambitious vocabulary 10) 5 part structure 11) Discourse markers 12) Paragraphing for effect	READING TO COMPARE – CHANGE FOR POETRY QUESTION 1) True information 2) Select quotes 3) Inference 4) Identify AO2 methods 5) Comment on effect of AO2 methods 6) Identify viewpoints 7) Compare texts 8) Comment on writers' viewpoints/tone 9) Academic verbs 10) Topic sentence 11) Embedded Quote	WRITING TO DESCRIBE 1) Accurate sentences 2) Variety of sentence openings 3) Sentence types for effect 4) Variety of punctuation 5) Show not tell: nouns 6) Sensory imagery 7) Descriptive techniques 8) Ambitious vocabulary 9) Accurate paragraphing for effect 10) Narrative hooks 11) Included a motif
What is assessed	Crooks Q4	Curley's wife Q4 as fix it (WCF)	Article Writing : Q5 P2	Lady Macbeth – Lit P1 style	Spoken Language Writing Q5 P2 Spoken Lang speech		Reading	Descriptive Writing (Stealing) - WCF
Key Vocabulary	1. Foreshadowing 2. Connotation 3. Symbol 4. Migrant 5. Ranch 6. Discrimination 7. Companionship 8. Isolation 9. Depression 10. American Dream (+ vocabulary addressed from text using reciprocal reader / AfL approach)		1. Homelessness 2. Squalor 3. Refuge 4. Slum 5. Desolation 6. Vulnerable	1. Context (recap) 2. Patriarchy 3. Tragedy 4. Connotation (recap) 5. Ambitious 6. Stereotype 7. Manipulative 8. Controlling 9. Soliloquy 10. Guilt 11. usurp 12. Evoke 13. Tyrant 14. Insanity 15. Performance 16. Conscience	1. Inequality 2. Selfish 3. Judicious 4. Advocacy 5. Empathy 6. Discrimination 7. Injustice 8. Prejudice 9. Activism 10. Pace 11. Fluency 12. Audible 13. Ethos 14. Pathos 15. Logos		1) Stanza 2) Alliteration 3) Rhyme 4) Rhythm 5) Narrative voice 6) Comparison 7) Volta	1. Characterisation 2. Protagonist 3. Chronological 4. Antagonist 5. Identity 6. Resolution 7. Euphoria 8. Resilience 9. Melancholy 10. Redemption 11. Desperation 12. Ambitious
Literacy Skills Developed (Writing/Oracy)	Writing – Evaluative writing Oracy - Discussion		Writing – journalism / articles	Writing – Academic writing Oracy – speaking Shakespeare aloud	Writing – Persuasive Writing Oracy – Persuasive speech		Writing – Academic writing / Comparison	Oracy – discussion / debate / role play Writing – Descriptive / characterisation

Career Links (Employability Skills, Career Opportunities)	Careers – Law / Estate agent	Careers – Journalist / Activist	Careers - Actor	Careers – politician / activist / public speaker / journalist	Careers - Poet	Careers – Teacher / Police / Social Worker
SMSC Links	Social – Loneliness, racism, isolation Moral – What is justice?	Social / Moral – What can society do to help homeless people?	Social – Role of women Moral – When does ambition become problematic?	Social – Is society fair and just? Moral – What can we do to improve society?	Cultural – Why do we study poetry?	Society – How do we support disenfranchised members of society.

English - Year 10

Topic	P1 Writing (Baseline – 3 weeks)	An Inspector Calls (11 weeks)	Romeo and Juliet (12 weeks)	Paper 1 Reading and Revise P1 Writing (8 weeks)		Unseen Poetry (5 weeks)
End Points (Knowledge and Skills)	AO6: 1) Sentence punctuation 2) Sentence forms 3) Punctuation marks 4) Accurate spelling AO5: Content 5) Clarity 6) Sensory Imagery 7) Techniques 8) Vocabulary 9) Showing not telling AO5: Organisation 10) Paragraphing 11) Zoom in 12) Zoom out 13) Motif	- Core knowledge of character / plot - + AO1/2/3 - + Academic writing (Focus is on students getting it right – knowing what an essay looks like and being supported to construct one) (SEE RAG)	- Core knowledge of character / plot - + AO1/2/3 - + Academic writing (Focus now shifting to students knowing how to plan an essay and being able to write in timed conditions) (SEE RAG)	AO6: 1) Sentence punctuation 2) Sentence forms 3) Punctuation marks 4) Accurate spelling AO5: Content 5) Clarity 6) Sensory Imagery 7) Techniques 8) Vocabulary 9) Showing not telling AO5: Organisation 10) Paragraphing 11) Developed structure (e.g. 6 part) 12) Motif	AO1: 1) Identify and interpret 2) Select evidence AO2: 3) Identify language and structure features 4) Analyse effect AO4: 5) Evaluate a statement based on evidence 6) Support ideas with evidence and analysis	- Subject terminology linked to poetry - Knowledge of poetry section of exam - Skills to approach a new poem
What is assessed	Baseline creative writing (Q5 Nov 2021)	In class (essay – with extended time (up to 2 hours) and guidance e.g. checking work while working)	In class (essay – 1 hour max inc independent planning time (5 min essay plan sheet) / independent work)	Paper 1 Lang Mock Hybrid Mock – AIC + R&J		In class unseen (single poem Q)
Key Vocabulary	1) Motif 2) Sibilance 3) Symbolism 4) Imagery 5) Connotations 6) Symbolises 7) Repetition 8) Metaphorical 9) Structure	1. Responsibility 2. Morality 3. Consequences 4. Class divide 5. Social justice 6. Props 7. Social Hierarchy 8. Economic 9. Advocacy 10. Prejudice	1. Theme 2. Conflict 3. Feud 4. Fate 5. Desire 6. Impulsive 7. Loyalty 8. Dignity 9. Fickle 10. Soliloquy 11. Sonnet 12. Imagery	1. Narrative shift 2. Structure 3. Foreshadowing 4. Connotations 5. Symbolises 6. Conveys 7. Climax 8. Resolution 9. Tension 10. Repetition 11. Personification 12. Motif 13. Metaphorical 14. Sibilance 15. Suspense		1) Onomatopoeia 2) Sibilance 3) Plosive 4) Volta 5) Sonnet 6) Enjambement 7) Tone 8) Atmosphere 9) Caesura 10) Semantic Field

Literacy Skills Developed (Writing/Oracy)	Writing – creative	Oracy – Debate Writing – Essay skills including academic writing	Writing – Essay skills	Writing – Creative Oracy – Evaluation (discussion)	Oracy – Reading poetry / shared exploration
Career Links (Employability Skills, Career Opportunities)	Career – writer (author + travel writer) Employability - Creativity	Career – Social activist / politician Employability – Resilience / Communication	Career – lawyer Employability – Resilience / Communication / Independence	Career – writer (author + travel writer) Employability - Creativity	Career – Teacher Employability: Teamwork/Communication/Resilience
SMSC Links	Spiritual – How does writing support your mental health?	Social – What are the issues in different models of society (communist / socialist)? Moral – Who are we morally responsible for?	Social – How are young people treated in society? What are the issues with violence in society?	Moral – How should we treat others?	Spiritual – How can poetry support your mental health?

English - Year 11

Topic	Paper 2 Writing (Revise from Y10) Paper 2 Reading (7 weeks)	Christmas Carol (9 weeks)	Poetry (10) (5 weeks) + Fix it	Revision	Final 7 weeks Schedule		
	Poetry (5) (When we two parted, Neutral Tones, Porphyria's Lover, Farmer's Bride, Winter Swans)	Revise R+J					
End Points (Knowledge and Skills)	English Language: AO1/AO2/AO3 + AO5/AO6 Poetry – Core knowledge of content + AO1/2/3	- Core knowledge of character / plot - + AO1/2/3 - + Academic writing	- Poetry – Core knowledge of content + AO1/2/3 - Poetry essay skills	TBC based on assessment data.	TBC based on assessment data.		
What is assessed	Week 8: P2 English Language Poetry section B + C	Week 18: PPE Full Lit 1 Lang 1 or 2	In class poetry practice questions + fix it from mock 1.	Full P2 Mock Full P2 Lit mock			
Key Vocabulary	1. Controversial 2. Inflammatory 3. Detestable 4. Awe-struck 5. Zealous 6. Outraged 7. Astounded 8. Problematic 9. Perspective 10. Salient 11. Emotive	1. Greed 2. Redemption 3. Solitary 4. Isolation 5. Transformation 6. Morose 7. Generosity 8. Ignorance 9. Supernatural 10. Avarice	1) Onomatopoeia 2) Sibilance 3) Plosive 4) Volta 5) Sonnet 6) Enjambement 7) Tone 8) Atmosphere 9) Caesura 10) Semantic Field	Revision of previous key terms that will support exam success.	Revision of previous key terms that will support exam success.		
Literacy Skills Developed (Writing/Oracy)	Academic writing – <i>Write like a poetry critic</i> Oracy – Discuss themes and issues in sources	Oracy – Debate Writing – Essay skills including academic writing	Oracy – Reading poetry / shared exploration				
Career Links (Employability Skills, Career Opportunities)	Journalism – time spent on exploring journalistic style and conventions.	Charity worker – Is charity the solution to societal issues? How does Dickens explore this idea?	Employability: Independent research / time management	Employability: Time management / Working under pressure	Employability: Time management / Working under pressure		
SMSC Links	Moral / Social – source material of Paper 2 will inspire debate around a	Moral / Social – ACC will inspire debate around a variety of social / moral issues.	Spiritual – How can poetry support your mental health?				

	variety of social / moral issues.						
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