

Students will know and remember...

So that they can...

English as a Discipline

- What the following are (foundational knowledge only): English; literature; creative writing; descriptive writing.
- What the human condition is and how fear is a part of this.
- What the gothic genre is and how it relates to the human condition.
- The conventions of the gothic genre and what constitutes *quality*.
- What setting is; the function of setting; what it means to establish setting; and what constitutes a *quality* description of setting.
- Foundational grammar knowledge (revision): word class; verb (state and action; tense; finite and non-finite); what makes a sentence a sentence; expanded noun phrase; adverbials.
- What imagery is; what light/dark imagery is.

Core

- That all texts are constructs (and what this means)
- What GAT-C is (composite and components).
- What the main elements of crafting are (CLS – Content, Language, Structure).

Reading

- That GAT-C can help us to think about the
- The knowledge (vocabulary, background, text type etc.) necessary to understand the specific texts in the unit.

Writing

- The aim of creative writing and how effective description is a component of this.
- The elements of effective description.
- Key tools of the writer's craft that
- The value of planning; how to use GAT-C to help with planning.
- The purpose of paragraphing; how to show a new paragraph; when to start a new paragraph (using Tip Top as an aide memoire).
- The difference between showing and telling (and the benefits of each).
- How adverbials can be used to describe, orient and cohere.
- What comma splices and run-on sentences are (and why they're wrong).

English as a Discipline

- Explain what the human condition is and how it is fundamental to the study of English.
- Identify the gothic genre and the conventions that indicate this.
- Identify examples of the taught foundational grammar.

Core

- Discuss texts by referring to the agency of a writer.
- Explain what GAT-C is and how it can help us to think about writers' choices.

Reading

- Comprehend fiction and non-fiction texts related to the gothic.
- Identify choices a writer has made (where options are provided).
- Use GAT-C to broadly explain how a writer has constructed a text.

Writing

- Use GAT-C to plan a piece of gothic writing.
- Use the components of crafting taught, especially word choice; expanded noun phrases; adverbials; showing/telling; and light/dark imagery.
- Craft a gothic description.
- Write with technical control (in particular paragraphing and accurate sentence construction and demarcation).

Oracy

- Identify when someone is being accountable to knowledge, reasoning and community.
- Identify when someone is agreeing, building, challenging or questioning.
- Discuss (whole class) using the principles of Accountable Talk (accountable to knowledge, reasoning and community; **Agreeing, Building, Challenging, Questioning**).

Oracy <ul style="list-style-type: none"> • Why talk matters in English • What accountable talk is (composite and components) and that these are the basic building blocks of classroom discussion. 	
Keystone Vocabulary: human condition; accountable; writer's/speaker's craft; atmosphere; genre; conventions; construct; vivid; setting; establish; word class; finite/non-finite; adverbial; imagery.	

Year 8 – Unit 1 – Of Mice and Men Thematic Thread: Universality	
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<p>English as a Discipline</p> <ul style="list-style-type: none"> • The importance of (building on foundational knowledge) English; literature; creative writing; descriptive writing. • What happens in the novel 'Of Mice and Men'. • The conventions (and their importance) of narrative writing. • What setting is; its importance and how to establish setting. • What characterisation is; its importance and how to establish characters. • What is tension; its importance and how to create it. • Foundational grammar knowledge (revision): semi-colons; colons and writing dialogue. <p>Core</p> <ul style="list-style-type: none"> • That all texts (literature is) are universal (and what universality means). • What the main elements of crafting a piece of narrative writing are (structure, language, content). • What PEZE is (building on PEE skills). <p>Reading</p> <ul style="list-style-type: none"> • That PEZE develops our analysis skills and aids understanding of a text. • The knowledge necessary to understand the universal themes (context, background etc.) in the text. <p>Writing</p>	<p>English as a Discipline</p> <ul style="list-style-type: none"> • Explain what universality is and how it is fundamental to the study of English. • Identify the conventions of narrative writing. • Identify examples of the taught foundational grammar. <p>Core</p> <ul style="list-style-type: none"> • Discuss the text by referring to the agency of the writer. • Explain what PEZE is; how it aids understanding and enables us to think about writers' choices. <p>Reading</p> <ul style="list-style-type: none"> • Comprehend the text in relation to universality of themes and characters. • Identify choices a writer has made. • Use PEZE to explain how and why a writer has crafted a text. <p>Writing</p> <ul style="list-style-type: none"> • Use narrative conventions to plan and write a piece of narrative writing. • Use the components of crafting taught, especially characterisation; tension; dialogue; colons; semi-colons and description. • Craft a narrative piece of writing. • Write with technical control (in particular paragraphing and accurate sentence construction and demarcation). <p>Oracy</p>

<ul style="list-style-type: none"> • The function of narrative writing and how characterisation and description are key components of this. • The elements of effective characterisation and description. • Key tools of the writer's craft. • The value and importance of planning and drafting. • The purpose of dialogue in narrative writing. • How structure can be used effectively to aid narratives. <p>Oracy</p> <ul style="list-style-type: none"> • Why talk matters in English • What accountable talk is (composite and components) and building on their basic skills through classroom discussion. 	<ul style="list-style-type: none"> • Discuss (whole class) using the principles of accountable talk (accountable to knowledge, reasoning and community).
<p>Keystone Vocabulary: universality; migrant worker; characterisation; poverty; prejudice; discrimination; characterisation; colon; semi-colon; tension; atmosphere; conflict; setting; ingredients; foreshadow; zoom in/out; dialogue; perspective.</p>	

<p>Year 9 – Unit 1 – Lord of the Flies</p> <p>Thematic Thread: Power and Conflict</p>	
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<p>English as a Discipline</p> <ul style="list-style-type: none"> • The importance of (building on foundational knowledge) English; literature; creative writing; descriptive writing; writer's craft. • What happens in the novel 'Lord of the Flies'. • What 'power' and 'conflict' means. • To consider nuance and give subtle critical responses through responding to a range of 'to what extent' questions. • The importance of reasoning and knowledge (evidence) in supporting an argument. • How to structure a formal essay including a thesis statement. • How to consider writers' 'big ideas' and intentions. • Building on grammar knowledge <p>Core</p>	<p>English as a Discipline</p> <ul style="list-style-type: none"> • Explain what power and conflict is and how it is important ahead of GCSE poetry. • To formulate critical responses to a range of 'to what extent' questions. <p>Core</p> <ul style="list-style-type: none"> • Discuss the text by referring to the agency of the writer. • Use reasoning and knowledge to formulate an argument. • Identify what 'power' and 'conflict' means and where it can be seen in the text. <p>Reading</p> <ul style="list-style-type: none"> • Comprehend the text in relation to power and conflict.

- That all texts are crafted for a purpose.
- The importance of the theme 'power and conflict' and how it links to GCSE content (poetry).
- What the main elements of writing a formal essay are (thesis statement; conclusion etc.).
- Reasoning is what helps to distinguish between a strong and weak argument.
- 'To What Extent' responses.

Reading

- That knowledge and reasoning help inform 'to what extent' question responses.
- The knowledge necessary to understand the universal themes (context, background etc.) in the text.

Writing

- The aim of formal essay writing and how effective knowledge and reasoning is a component of this.
- The elements of effective formal essay writing.
- Key tools of the writer's craft, in particular characters.
- The value and importance of planning and drafting.
- How structure and paragraphing can be used effectively to aid and signpost an argument.

Oracy

- Why talk matters in English
- What accountable talk is (composite and components) and building on their basic skills through classroom discussion.

- Identify choices a writer has made.
- Use 'to what extent' questions to formulate an opinion/response.

Writing

- Use structural components to plan and write a formal essay (thesis statement, conclusion, connectives etc.).
- To consider writers' 'big ideas' and intentions when forming a response.
- Identify character functions.
- Write with technical control (in particular paragraphing and accurate sentence construction and demarcation).

Oracy

- Discuss (whole class) using the principles of accountable talk (accountable to knowledge, reasoning and community).
- Identify when someone is being accountable to knowledge, reasoning and community.

Keystone Vocabulary: power; conflict; accountable; reasoning; knowledge; innocence; social hierarchy; civilisation; morality; liberation; responsibility; human nature; mob mentality; autocracy; savagery; character function; writer's craft; thesis statement; formality