



### Key Stage Three:

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Pupils should be taught to: Reading	At St Gregory's Catholic High School, this is taught
<p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ol style="list-style-type: none"> <li>1) reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:               <ol style="list-style-type: none"> <li>a) English literature, both pre-1914 and contemporary, including prose, poetry and drama</li> <li>b) Shakespeare (two plays)</li> <li>c) seminal world literature</li> </ol> </li> <li>2) choosing and reading books independently for challenge, interest and enjoyment</li> <li>3) re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons</li> </ol>	<ol style="list-style-type: none"> <li>1)           <ol style="list-style-type: none"> <li>a) Y7 - 'The Chimney Sweeper' William Blake, 'In Mrs Tilsher's Class' by Carol Ann Duffy, 'Oliver' By Dickens, 'Boy' by Roald Dahl, 'Blood Brothers' by Willy Russel, (Autumn 1) 'Alice and Wonderland' by Lewis Carol, 'Treasure Island' by Robert Louis Stevens (Autumn 2), War Horse play adaptation by Nick Stratford, Dulce et Decorum Est, and Anthem for Doomed Youth by Wilfred Owen, 'The Dug Out' Segfried Sasson, 'The Solider' Rupert Brooks, 'Belfast Confetti' by Seamus Heaney, 'Fander's Field' by John McCrea, 'Mametz Wood' by Owen Sheers (Spring 1&amp;2), 'Medusa' by Carol Ann Duffy, 'Witches' by Roald Dahl, Malala, 'Great Expectations' Dickens, (Summer 1), 'The Listener' by Walter De La mare, Shakespeare extracts (Summer 2)</li> <li>b) Y7 – Shakespeare extracts ('The Tempest', 'Macbeth', 'Hamlet', 'Richard III')</li> <li>Y8 - 'The Tempest' (Autumn 2)</li> <li>Y9 – 'Midsummer Nights Dream' (Summer 1)</li> <li>c) Y7 - 'To Kill a Mockingbird' by Harper Lee (Autumn 1), 'Presents from my Aunts in Pakistan' By Moniza Alvi (Autumn 2),</li> <li>Y8 – 'Animal Farm' (Spring 1&amp;2)</li> <li>Y9 – 'Lord of the Flies'</li> </ol> <p>Lessons also provide opportunities for pupils to read independently in Y7&amp;8 (Accelerated Reader) and collaboratively (readers selected according to ability range in classes).</p> </li> </ol>

	<p>1) Y8 Autumn 1: Linguistic and Literary Heritage: A wide coverage of texts including a range of genres and historical periods/authors. Texts form the basis of analytical comparison and exploration. Texts include: Beowulf; The Canterbury Tales by Geoffrey Chaucer; Shakespeare's coinages article (BBC).  Y8 Autumn 2: Shakespeare (full text) – The Tempest  Y8 Spring 1 and 2: Seminal world literature - Animal Farm (full text)  Y8 Summer 1 – Crime and Punishment: Range of literary fiction texts and poetry including: Letter from Charles Dickens; The Laboratory by Robert Browning; The Ballad of Charlotte Dymond by Charles Causley; Great Expectations by Charles Dickens; The Hound of the Baskervilles by Arthur Conan Doyle  Y8 Summer 2 – The Natural World: A wide coverage of texts including a range of genres and historical periods/authors. Texts include: <i>Daffodils</i> by William Wordsworth; <i>The Tyger</i> by William Blake; <i>Hard Times</i> by Charles Dickens</p> <p>2) Accelerated Reader programme runs for the full duration of the year. Pupils select appropriately challenging texts according to their individual reading ability determined by triangulated testing.  Foster links between curriculum content and texts encountered at primary school, often including Shakespeare and poetry, such as Wordsworth's <i>Daffodils</i>.  Year 9</p> <p>1.) Half Terms 1, 2, 3, 4, 5: 'Lord of the Flies'; 'A Midsummer Night's Dream'; 'Love, Loss and Longing' Poetry Collection; Range of dystopian fiction texts</p> <p>2.) Half Terms 1, 2, 3, 4, 5. Culminating 'Reading for Pleasure' in Half 6</p> <p>Half Terms 3 and 4. Rereading of 'The Tempest' from Year 8 to use in comparison with 'A Mid Summer Night's Dream'. Rereading of Romantic poems from Year 8 to use in comparison with poetry from the 'Love, Loss and Longing' anthology</p>
<p>Understand increasingly challenging texts through:</p> <p>1) learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries  2) making inferences and referring to evidence in the text  3) knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension  4) checking their understanding to make sure that what they have read makes sense</p>	<p>1) Y7 (all units)  2) Y7 (all units)  3) Y7 (all units)  4) Y7 (all units)</p> <p>1) Y8 (all units)  2) Y8 (all units)  3) Y8 (all units)  4) Y8 (all units)</p>

	<p>Year 9</p> <ol style="list-style-type: none"> <li>1.) Half Terms 1, 2, 3, 4, 5, 6</li> <li>2.) Half Terms 1, 2, 3, 4, 5: A range of literary and non-fiction texts, both in complete and extract form. Includes 'Lord of the Flies' and 'A Midsummer Night's Dream'.</li> <li>3.) Half Terms 1, 2, 3, 4, 5: A range of literary and non-fiction texts, both in complete and extract form. Includes 'Lord of the Flies' and 'A Midsummer Night's Dream'.</li> <li>4.) Half Terms 1, 2, 3, 4, 5, 6: A range of literary and non-fiction texts, both in complete and extract form. Includes 'Lord of the Flies' and 'A Midsummer Night's Dream'.</li> </ol>
<p>Read critically through:</p> <ol style="list-style-type: none"> <li>1) knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>2) recognising a range of poetic conventions and understanding how these have been used</li> <li>3) studying setting, plot, and characterisation, and the effects of these</li> <li>4) understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> <li>5) making critical comparisons across texts</li> <li>6) studying a range of authors, including at least two authors in-depth each year</li> </ol>	<ol style="list-style-type: none"> <li>1) Y7 (all units)</li> <li>2) Y7 (all units)</li> <li>3) Y7 (all units)</li> <li>4) Y7 (A1, Sp1, Su1, Su2)</li> <li>5) Y7 (Sp2)</li> <li>6) Y7 (all units)</li> </ol> <ol style="list-style-type: none"> <li>1) Y8 (all units)</li> <li>2) Y8 Autumn 1 - Linguistic and Literary Heritage; Summer 1 – Crime and Punishment; Summer 2 – The Natural World</li> <li>3) Y8 (all units)</li> <li>4) Y8 Autumn 1 – Linguistic and Literary Heritage; Autumn 2 – The Tempest</li> <li>5) Y8 (all units)</li> <li>6) Y8 Autumn 2 – The Tempest; Spring 1 and 2 – Animal Farm</li> </ol> <p>Year 9</p> <ol style="list-style-type: none"> <li>1.) Half Terms 1, 2, 3, 4, 5: A range of literary and non-fiction texts, both in complete and extract form.</li> <li>2.) Half terms 3 and 4: 'Love, Loss and Longing' Poetry Collection</li> <li>3.) Half Terms 1, 2, 3, 4, 5: A range of literary and non-fiction texts, both in complete and extract form. Includes 'Lord of the Flies' and 'A Midsummer Night's Dream'.</li> <li>4.) Half terms 3 and 4: 'A Midsummer Night's Dream'.</li> <li>5.) Half terms 3 and 4: 'Love, Loss and Longing' Poetry Collection</li> <li>6.) Half terms 1, 2, 3, 4: William Golding ('Lord of the Flies') and William Shakespeare ('A Midsummer Night's Dream')</li> </ol>

Pupils should be taught to: Writing	At St Gregory's Catholic High School, this is taught
<p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ol style="list-style-type: none"> <li>1) writing for a wide range of purposes and audiences,               <ol style="list-style-type: none"> <li>a) including well-structured formal expository and narrative essays</li> <li>b) stories, scripts, poetry and other imaginative writing</li> <li>c) notes and polished scripts for talks and presentations</li> <li>d) a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> </ol> </li> <li>2) summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li> <li>3) applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>4) drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ol>	<ol style="list-style-type: none"> <li>1)               <ol style="list-style-type: none"> <li>a) Y7 (all units)</li> <li>b) Y7 (all units)</li> <li>c) Y7 (all units)</li> <li>d) Y7 (all units)</li> </ol> </li> <li>2) Y7 (all units)</li> <li>3) Y7 (all units)</li> <li>4) Y7 (A2, Sp1, Sp2, Su1, Su2)</li> </ol> <ol style="list-style-type: none"> <li>1) Y8 (all units)</li> <li>2) Y8 (all units)</li> <li>3) Y8 (all units)</li> <li>4) Y8 (all units)</li> </ol> <p>Year 9</p> <ol style="list-style-type: none"> <li>1.) Half Terms 1, 2, 3, 4, 5: A range of literary and non-fiction writing tasks.</li> <li>2.) Half Terms 1, 2, 3, 4: A range of non-fiction writing tasks.</li> <li>3.) Half Terms 1, 2, 3, 4, 5, 6: A range of literary and non-fiction writing tasks.</li> <li>4.) Half terms 1, 2, 3, 4, 5, 6: A range of literary and non-fiction writing tasks.</li> </ol>
<p>Plan, draft, edit and proof-read through:</p> <ol style="list-style-type: none"> <li>1) considering how their writing reflects the audiences and purposes for which it was intended</li> <li>2) amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> <li>3) paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English</li> </ol>	<ol style="list-style-type: none"> <li>1) Y7 (all units – Self assessment/Peer assessment)</li> <li>2) Y7 (all units – Red Pen activities)</li> <li>3) Y7 (all units)</li> </ol> <ol style="list-style-type: none"> <li>1) Y8 (all units)</li> <li>2) Y8 (all units)</li> <li>3) Y8 (all units)</li> </ol> <p>Year 9</p> <ol style="list-style-type: none"> <li>1.) Half terms 1, 2, 3, 4, 5, 6: A range of literary and non-fiction writing tasks.</li> <li>2.) Half terms 1, 2, 3, 4, 5, 6: A range of literary and non-fiction writing tasks, including reflective red pen tasks.</li> <li>3.) Half terms 1, 2, 3, 4, 5, 6: A range of literary and non-fiction writing tasks.</li> </ol>

Pupils should be taught to: Grammar and Vocabulary	At St Gregory's Catholic High School, this is taught
<p>Consolidate and build on their knowledge of grammar and vocabulary through:</p> <ol style="list-style-type: none"> <li>1) extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts</li> <li>2) studying the effectiveness and impact of the grammatical features of the texts they read</li> <li>3) drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>4) knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</li> <li>5) using Standard English confidently in their own writing and speech</li> <li>6) discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</li> </ol>	<ol style="list-style-type: none"> <li>1) Y7 (all units)</li> <li>2) Y7 (all units)</li> <li>3) Y7 (all units)</li> <li>4) Y7 (all units)</li> <li>5) Y7 (all units)</li> <li>6) Y7 (all units)</li> </ol> <ol style="list-style-type: none"> <li>1) Y8 (all units)</li> <li>2) Y8 (all units)</li> <li>3) Y8 (all units)</li> <li>4) Y8 (all units)</li> <li>5) Y8 (all units)</li> <li>6) Y8 (all units)</li> </ol> <p>Year 9</p> <ol style="list-style-type: none"> <li>1.) Half terms 1, 2, 3, 4, 5, 6: A range of literary and non-fiction writing and reading tasks.</li> <li>2.) Half terms 1, 2, 3, 4, 5: A range of literary and non-fiction writing and reading tasks.</li> <li>3.) Half terms 1, 2, 3, 4, 5, 6: A range of literary and non-fiction writing and reading tasks.</li> <li>4.) Half terms 2, 3, 4: Spoken language task and 'Love, Loss and Longing' Poetry Collection</li> <li>5.) Half terms 1, 2, 3, 4, 5, 6: A range of literary and non-fiction writing and reading tasks.</li> <li>6.) Half terms 1, 2, 3, 4, 5, 6: A range of literary and non-fiction writing and reading tasks.</li> </ol>

Pupils should be taught to: Spoken English	At St Gregory's Catholic High School, this is taught
Pupils should be taught to:	1) Y7 (all units)

<p>Speak confidently and effectively, including through:</p> <ol style="list-style-type: none"> <li>1) using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>2) giving short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>3) participating in formal debates and structured discussions, summarising and/or building on what has been said</li> <li>4) improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li> </ol>	<ol style="list-style-type: none"> <li>2) Y7 (A2)</li> <li>3) Y7 (all units)</li> <li>4) Y7 (A1, A2, Sp1&amp;2)</li> </ol> <ol style="list-style-type: none"> <li>1) Y8 (all units)</li> <li>2) Y8 (all units)</li> <li>3) Y8 (all units)</li> </ol> <p>Y8 – Autumn 1 – Linguistic and Literary Heritage; Autumn 2 – The Tempest; Summer 1 – Crime and Punishment; Summer 2 – The Natural World</p> <p>Year 9</p> <ol style="list-style-type: none"> <li>1.) Half terms 1, 2, 3, 4, 5, 6: A range of topics discussed relating to literary, non-fiction texts, and their contexts.</li> <li>2.) Half term 2 and 4: Relating to ‘Lord of the Flies’ by William Golding and ‘A Midsummer Night’s Dream’ by William Shakespeare</li> <li>3.) Half terms 1, 2, 3, 4, 5, 6: A range of topics discussed relating to literary, non-fiction texts, and their contexts.</li> <li>4.) Half term 3 and 4: Relating to ‘A Midsummer Night’s Dream’ by William Shakespeare and ‘Love, Loss and Longing’ Poetry Collection</li> </ol>
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### Key Stage Four:

By the end of key stage 4, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Pupils should be taught to: Reading	At St Gregory’s Catholic High School, this is taught
<p>Read and appreciate the depth and power of the English literary heritage through:</p> <ol style="list-style-type: none"> <li>1) reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:</li> <li>2) at least one play by Shakespeare</li> <li>3) works from the 19th, 20th and 21st centuries</li> <li>4) poetry since 1789, including representative Romantic poetry</li> <li>5) re-reading literature and other writing as a basis for making comparisons choosing and reading books independently for challenge, interest and enjoyment</li> </ol>	<ol style="list-style-type: none"> <li>1) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring 1 &amp; 2), ‘A Christmas Carol’ (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2).</li> <li>2) ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2 Year 11 Spring Term 1 &amp; 2, ).</li> <li>3) Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), English Literature – ‘An Inspector Calls’ (Year 10</li> </ol>

	<p>Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), 'A Christmas Carol' (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2).</p> <p>4) Anthology Poetry (Taught throughout the course).</p> <p>5) Revision (Year 11 Spring Term 1 &amp; 2, Summer Term 1) and Retrieval Homeworks (throughout Years 10 and 11).</p>
<p>Understand and critically evaluate texts through:</p> <ol style="list-style-type: none"> <li>1) reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</li> <li>2) drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</li> <li>3) identifying and interpreting themes, ideas and information</li> <li>4) exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li> <li>5) seeking evidence in the text to support a point of view, including justifying inferences with evidence</li> <li>6) distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence</li> <li>7) analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li> <li>8) making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</li> <li>9) make an informed personal response, recognising that other responses to a text are possible and evaluating these</li> </ol>	<ol style="list-style-type: none"> <li>1) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), English Literature – 'An Inspector Calls' (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2 ), 'A Christmas Carol' (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2), 'Macbeth' (Year 11 Autumn Term 1 &amp; 2 Year 11 Spring Term 1 &amp; 2 ).</li> <li>2) 'A Christmas Carol' (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2), Poetry Anthology (Taught throughout the course).</li> <li>3) English Literature – 'An Inspector Calls' (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), 'A Christmas Carol' (Year 10 Autumn Term 2 &amp; Spring 1, Year 11 Spring Term 1 &amp; 2 ), 'Macbeth' (Year 11 Autumn Term 1 &amp; 2 Year 11 Spring Term 1 &amp; 2 ), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2).</li> <li>4) English Literature – 'An Inspector Calls' (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), 'A Christmas Carol' (Year 10 Autumn Term 2 &amp; Spring 1, Year 11 Spring Term 1 &amp; 2), 'Macbeth' (Year 11 Autumn Term 1 &amp; 2. Year 11 Spring Term 1 &amp; 2)</li> <li>5) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2 ), English Literature – 'An Inspector Calls' (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), 'A Christmas Carol' (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2), 'Macbeth' (Year 11 Autumn Term 1 &amp; 2 Year 11 Spring Term 1 &amp; 2, ), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2).</li> <li>6) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2 ), English Literature – 'An Inspector Calls' (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), 'A Christmas Carol' (Year 10 Autumn Term 2 &amp; Spring 1, Year 11 Spring Term 1 &amp; 2), 'Macbeth' (Year 11 Autumn Term 1 &amp; 2 Year 11 Spring Term 1 &amp; 2, ), Poetry Anthology (Taught throughout the course).</li> <li>7) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10</li> </ol>

	<p>Spring Term 2, Year 11 Spring 1 &amp; 2 ), English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2 ), ‘A Christmas Carol’ (Year 10 Autumn Term 2 &amp; Spring 1, Year 11 Spring Term 1 &amp; 2 ), ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2, ), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2).</p> <p>8) English Language – Reading 19th and 21st-century non-fiction (Year 10 Autumn Term 1, =Year 11 Spring Term 1 &amp; 2 ), English Literature –Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2).</p> <p>9) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2 ), English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2 ), ‘A Christmas Carol’ (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2 ), ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2).</p>
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<b>Pupils should be taught to: Writing</b>	<b>At St Gregory’s Catholic High School, this is taught</b>
<p>Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ol style="list-style-type: none"> <li>1) adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</li> <li>2) selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</li> <li>3) selecting, and using judiciously, vocabulary, grammar, form, and Structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</li> <li>4) make notes, draft and write, including using the information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]</li> </ol>	<ol style="list-style-type: none"> <li>1) English Language – Transactional Writing (Year 10 Spring Term 1 and Year 11 Spring Term 1 &amp; 2 ), Narrative Writing (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2 ), Spoken Language Presentation (Year 10 Summer Term 2).</li> <li>2) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), ‘A Christmas Carol’ (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2), ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2 Year 11 Spring Term 1 &amp; 2, ), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2).</li> <li>3) English Language – Transactional Writing (Year 10 Spring Term 2 and Year 11 Spring Term 1 &amp; 2), Narrative Writing (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Spoken Language Presentation (Year 10 Summer Term 2).</li> <li>4) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), Transactional Writing (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), Narrative Writing (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Spoken Language Presentation (Year 10 Summer</li> </ol>

	Term 2). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 & 2, Year 11 Spring Term 1 & 2), ‘A Christmas Carol’ (Year 10 Autumn Term 2 & Spring Term 1, Year 11 Spring Term 1 & 2), Macbeth’ (Year 11 Autumn Term 1 & 2 Year 11 Spring Term 1 & 2, ), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 & 2 )
<p>Revise, edit and proof-read through:</p> <ol style="list-style-type: none"> <li>1) reflecting on whether their draft achieves the intended impact</li> <li>2) restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness</li> <li>3) paying attention to the accuracy and effectiveness of grammar, punctuation and spelling</li> </ol>	<ol style="list-style-type: none"> <li>1) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), Transactional Writing (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), Narrative Writing (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Spoken Language Presentation (Year 10 Summer Term 2). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), ‘A Christmas Carol’ (Year 10 Autumn Term 2 &amp; Spring Term 2, Year 11 Spring Term 1 &amp; 2), ‘Macbeth’ (Year 11 Autumn 1 &amp; 2, Year 11 Spring Term 1 &amp; 2Term 1), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2).</li> <li>2) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2 Year 11 Spring Term 1 &amp; 2, ), Transactional Writing (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), Narrative Writing (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2 ), Spoken Language Presentation (Year 10 Summer Term 2). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), ‘A Christmas Carol’ (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2 ), ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2)</li> <li>3) English Language – Transactional Writing (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), Narrative Writing (Year 10 Autumn Term 1 Year 11 Spring Term 1 &amp; 2, ), Spoken Language Presentation (Year 10 Summer Term 2). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2 ), ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2 Year 11 Spring Term 1 &amp; 2, ).</li> </ol>

<b>Pupils should be taught to: Grammar and Vocabulary</b>	<b>At St Gregory’s Catholic High School, this is taught</b>
<p>Consolidate and build on their knowledge of grammar and vocabulary through:</p> <ol style="list-style-type: none"> <li>1) studying their effectiveness and impact in the texts they read</li> <li>2) drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and</li> </ol>	<ol style="list-style-type: none"> <li>1) English Language – Reading 20th century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2 ). English Literature – ‘An Inspector</li> </ol>

<p>speech to achieve particular effects</p> <p>3) analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</p> <p>4) using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language</p>	<p>Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), ‘A Christmas Carol’ (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2 ), ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2 Year 11 Spring Term 1 &amp; 2, ), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2)</p> <p>2) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 1, Year 11 Spring Term 1 &amp; 2), Transactional Writing (Year 10 Spring Term 1, Year 11 Spring Term 1 &amp; 2 ), Narrative Writing (Year 10 Autumn Term 1 Year 11 Spring Term 1 &amp; 2, ), Spoken Language Presentation (Year 10 Summer Term 2). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 Year 11 Spring Term 1 &amp; 2, ), ‘A Christmas Carol’ (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2), ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2 Year 11 Spring Term 1 &amp; 2, ), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2).</p> <p>3) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2 Year 11 Spring Term 1 &amp; 2, ), Transactional Writing (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2), Narrative Writing (Year 10 Autumn Term 1 Year 11 Spring Term 1 &amp; 2, ), Spoken Language Presentation (Year 10 Summer Term 2). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), ‘Macbeth’ (Year 11 Autumn 1 &amp; 2, Year 11 Spring Term 1 &amp; 2 Term 1).</p> <p>4) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2 Year 11 Spring Term 1 &amp; 2 ). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2 Year 11 Spring Term 1 &amp; 2, ), ‘A Christmas Carol’ (Year 10 Autumn Term 2 &amp; Spring Term 1, Year 11 Spring Term 1 &amp; 2), ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2)</p>
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<b>Pupils should be taught to: Spoken English</b>	<b>At St Gregory’s Catholic High School, this is taught</b>
<p>Speak confidently, audibly and effectively, including through:</p> <p>1) using Standard English when the context and audience require it</p> <p>2) working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting</p>	<p>1) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2 Year 11 Spring Term 1 &amp; 2, ), Transactional Writing (Year 10 Spring Term 2, Year 11 Spring Term 1 &amp; 2 ), Narrative Writing (Year 10 Autumn Term 1, Year 11 Spring Term 1 &amp; 2), Spoken Language Presentation (Year 10 Summer</p>

goals/deadlines

- 3) listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- 4) planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- 5) listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- 6) improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

Term 2). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 & 2, ) Year 11 Spring Term 1 & 2, ‘A Christmas Carol’ (Year 10 Autumn Term 2 & Spring Term 1, Year 11 Spring Term 1 & 2), ‘Macbeth’ (Year 11 Autumn Term 1 & 2, Year 11 Spring Term 1 & 2), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 & 2)

2) English Language – Narrative Writing (Year 10 Autumn Term 1, Year 11 Spring Term 1 & 2 ), Spoken Language Presentation (Year 10 Summer Term 2). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 & 2, Year 11 Spring Term 1 & 2), ‘A Christmas Carol’ (Year 10 Autumn Term 2 & Spring Term 1, Year 11 Spring Term 1 & 2), ‘Macbeth’ (Year 11 Autumn Term 1 & 2, Year 11 Spring Term 1 & 2 ), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 & 2)

3) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 & 2 ), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2 Year 11 Spring Term 1 & 2, ), Transactional Writing (Year 10 Spring Term 2, Year 11 Spring Term 1 & 2 ), Narrative Writing ( year 10 Autumn Term 1, Year 11 Spring Term 1 & 2), Spoken Language Presentation (Year 10 Summer Term 2). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 & 2, Year 11 Spring Term 1 & 2 ), ‘A Christmas Carol’ (Year 10 Autumn Term 2 & Spring 2, Year 11 Spring Term 1 & 2), ‘Macbeth’ (Year 11 Autumn Term 1 & 2, ) Year 11 Spring Term 1 & 2,)Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 & 2)

4) English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 11 Spring Term 1 & 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 & 2), Transactional Writing (Year 10 Spring Term 2, Year 11 Spring Term 1 & 2), Narrative Writing (Year 10 Autumn Term 1, Year 11 Spring Term 1 & 2 ), Spoken Language Presentation (Year 10 Summer Term 2). English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 & 2, Year 11 Spring Term 1 & 2), ‘A Christmas Carol’ (Year 10 Autumn Term 2 & Spring 2, Year 11 Spring Term 1 & 2 ), ‘Macbeth’ (Year 11 Autumn Term 1 & 2, ) Year 11 Spring Term 1 & 2, Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 & 2)

English Language – Reading 20th-century fiction (Year 10 Autumn Term 1, Year 10 Spring Term 1 & 2), Reading 19th and 21st-century non-fiction (Year 10 Spring Term 2, Year 11 Spring Term 1 & 2), Transactional Writing (Year 10 Spring Term 2, and Year 11 Spring Term 1 & 2), Narrative Writing (Year 10 Autumn Term 1, Year 11 Spring Term 1 & 2 ), Spoken Language Presentation (Year 10 Summer Term 2).

	<p>English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), ‘A Christmas Carol’ (Year 10 Autumn Term 2 &amp; Spring 1, Year 11 Spring Term 1 &amp; 2), ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), Poetry Anthology (Taught throughout the course), Unseen Poetry (Year 11 Spring Term 1 &amp; 2) English Literature – ‘An Inspector Calls’ (Year 10 Summer Term 1 &amp; 2, Year 11 Spring Term 1 &amp; 2), ‘Macbeth’ (Year 11 Autumn Term 1 &amp; 2, ) Year 11 Spring Term 1 &amp; 2).</p>
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