



ENGLISH AT FARLINGAYE



	Unit		Focus of unit	Assessment Focus
1	Pre-1914 Fiction - Story-Telling	Y7 Myths and Legends Y8 Dickens Y9 Crime and Mystery Stories	Narrative structure Figurative language Setting Varying punctuation Exploring context Writer Intention	<u>Y7 Writing:</u> Descriptive or narrative task <u>Y8 Reading:</u> Analysis of extract(s) based on author's presentation of character/theme with ref. to context <u>Y9 Writing:</u> Narrative task to suit genre
2	Post-1914 Fiction – Investigating Society	Y7 Boy In The Striped Pyjamas Or The Day-dreamer Y8 Nightjohn Or The Giver Y9 Noughts and Crosses Or The Hate You Give	Character Perspective Creating Voice Genre Exploring Context Writer intention	<u>Y7 Reading:</u> Analysis of extract(s) based on author's presentation of character/theme with ref. to context <u>Y8 Writing:</u> Creative writing task demonstrating engagement with the text's characters/key issues <u>Y9 Reading:</u> Essay examining presentation of character/theme in relation to writers' intentions and context.
3	Poetry	Y7 Anthology – Animal Poetry Y8 Anthology – Poetry from Other Cultures Y9 Anthology – Character and Voice	Poetic techniques Structural techniques Comparative skills Themes Symbolism/Motifs	<u>All Years - Reading:</u> Comparative analysis of two poems

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4	Non-fiction	Y7 Autobiographies Y8 Travel Writing Y9 Historical Speeches	Register Understanding audience and purpose Structural choices Transactional writing Planning Ambitious vocabulary Language techniques Comparative skills	<u>Y7 Writing</u> : Creating the introduction to an autobiography/ biography <u>Y8 Writing</u> : Own travel writing using genre features <u>Y9 Writing</u> : A speech (or another spoken form – e.g. news broadcast etc.) using appropriate language features
5	Drama	Y7 Gothic Drama – Frankenstein or Dracula Y8 Shakespeare – Midsummer Night’s Dream or Much Ado About Nothing Y9 Modern Drama - Journey’s End or Kindertransport	Dramatic devices Setting Genre Exploring context Symbolism Figurative language	<u>Y7 Reading</u> : Analysis of playwright’s presentation of character/theme with specific ref. to dramatic form. <u>Y8 Reading</u> : Analysis of short extract/speech with focus on the importance of context <u>Y9 Writing</u> : Monologue in role as character inc. reference to author’s key themes etc.
6	Media Study	Y7 Print Media Y8 Language and Technology Y9 Shakespeare into Film	Transactional writing Planning Understanding purpose Structural choices Ambitious vocabulary Varying Punctuation Language techniques Comparative skills	<u>Y7 Writing</u> : Creating transactional writing for a magazine <u>Y8 Writing</u> : Writing of discursive/informative argument based on how technology has affected language use <u>Y9 Reading</u> : Comparison of play’s short extract/speech and its film version



Key Stage 3 Reading List

Tug of War by Catherine Forde

Warhorse by Michael Morpurgo

Northern Lights by Phillip Pullman

Raptor by Paul Zindel

Pig-Heart Boy by Malorie Blackman

The Graveyard Book by Neil Gaiman

Wonder by R J Palacio

Twelve Minutes to Midnight by Christopher Edge

Looking for JJ by Anne Cassidy

Percy Jackson and the Lightning Thief by Rick Riordan

Treasure Island by Robert Louis Stevenson

Maze Runner Series by James Dashner - Year 9 only

The Boy in the Striped Pyjamas by John Boyne

The Fastest Boy in the World by Elizabeth Laird

Chinese Cinderella by Yen Mah, Adeline

The Curious Incident of the Dog in the Night-Time by Mark Haddon

My Brother's Name is Jessica by John Boyne -Year 8/9

Holes by Louis Sachar

Noughts and Crosses by Malorie Blackman Year 8/9

Monsters of Men by Patrick Ness Year 9 only