

Progression model

[English]



Progression to Sixth Form/College etc

Retrieval inbuilt at relevant and frequent points

Year 11

Module 1	Module 2	Module 3
Literature= Power and Conflict War Poetry Language = Paper 1  Lit – how to effectively compare poems using essay structure and memory  Language – how to develop the analysis skill for paper 1 to move up the mark scheme	Literature = Unseen Poetry Language = Paper 2  Lit – how to respond to unseen poetry, how to structure an essay on both a single and unseen.  Language – how to develop the analysis skill for paper 2 to move up the mark scheme	Literature = revision Language = revision  Consolidation of GCSE course, effective exam preparation using past papers.

Cultural Capital: War poetry through the ages, embrace a range of poetry across a variety of themes inc Owen, Armitage, Tennyson, Agard, Heaney, Duffy  
 Cultural Capital: exploring a range of non-fiction texts from 19<sup>th</sup> to 21<sup>st</sup> century

Year 10

Module 1	Module 2	Module 3
Literature = modern novel Jekyll and Hyde Language = paper 1  Lit – how to structure an essay analysing a prose text to an extract based question  Language – how to structure responses for paper 1	Literature = Shakespeare Macbeth Language = paper 2  Lit – how to structure an essay analysing a drama text to an extract based question  Language – how to structure responses for paper 2	Literature = Modern Drama An Inspector Calls Language = revision paper 1 and paper2  Lit = how to structure a response on a drama text with no extract stimulus  Language – consolidation of GCSE language exam requirements

Cultural capital: English icons – Stevenson, Shakespeare, Priestley  
 Cultural Capital: exploring a range of non-fiction texts from 19<sup>th</sup> to 21<sup>st</sup> century

Year 9

Module 1 Modern Prose Lord Of the Flies	Module 2 Non-Fiction and Shakespeare Macbeth	Module 3 Modern Drama The Crucible Power and Conflict War Poetry
historical, religious and moral contexts	In non-fiction pupils now build on skills from 7 and 8 to complete tasks in more depth and in stricter time limits  pupils consider the narrative of the play Macbeth, understanding stage craft, context and gain a strong knowledge of plot to assist with embedding texts in pupil's long term memory.	Understand how to use more advance language and structural techniques for both fiction and non-fiction writing styles.  students study a selection of conflict poems to assist with embedding texts in pupil's long term memory.

Cultural Capital: religious and societal context of the novel; American play write, central ides on oppression; understanding of WW1 poetry. MTP reading passport: reading across time.

Cultural icons: Golding, Shakespeare, Miller, Duffy, Armitage, Tennyson, Owen

Year 8

Module 1	Module 2	Module 3
Modern Prose Animal Farm	Poetry focusing on relationships and Non-fiction	Modern Drama The Curious Incident of the Dog in the Night Time Shakespeare Romeo and Juliet
recognising the significance of historical context	Understanding how to make inference and how to compare poems  More challenging non-fiction texts, using global cultural icons as exemplars to model effective non-fiction writing skills	A more complex play as the protagonist is autistic which provides a real opportunity for discussion and debate around people in society with special educational needs or a disability of any kind. Once again, the skills are writing based and begin to consider a range of sentence lengths, a range of punctuation and a range of interesting vocabulary  explore the relationships between the characters, consider the more mature themes of love, conflict and child marriage.

Cultural Capital: understanding of significant global events in the past and present; explores different types of relationships, both positive and negative and provides open dialogue on when relationships break down the impact these can have. MTP: create reading passport of genres

Cultural icons explored: George Orwell and William Shakespeare

Year 7

<p>Module 1 Modern Prose The Prince of Mist</p> <p>follow the narrative, analyse structure, form and language.</p>	<p>Module 2 Poetry from other cultures &amp; Non-fiction</p> <p>Poetry is engaging, linked to identity and pupils focus on single poem of analysis.</p> <p>Pupils begin to use non- fiction methods and begin to use comparison skills</p>	<p>Module 3 Modern Drama Treasure Island Shakespeare Drama The Tempest</p> <p>Understand the difference between fiction and non- fiction writing skills such as similes, effective paragraphing, etc.</p> <p>Understand how to analyse a Shakespeare text and structure an essay</p>
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Cultural Capital: exploring texts from around the world. Choice of reading passport. Reading of non-fiction materials which may not be available at home. English icons: Shakespeare and Robert Louis Stevenson

**When designing:**

**Assessment** – how is the learning assessed summative and formatively? How do we measure the impact of the sequencing and the curriculum design?

**Differentiation and readiness** – base knowledge required for each module.

**Coherence** – how and why is it organised as it is? Rationale? Purpose? How will the big picture be shared with students?

Teachers have all visited St. Aloysius to understand the KS1 and 2 learning journey. Y5 and y6 transition days. Explored KS2 NC in deptmt meeting

