



Curriculum Learning Map 2016-2017: English KS3/4

	Term 1-1 22 th Aug – 14 th Oct	Term 1-2 31 st Oct – 16 th Dec	Term 2-1 9 th Jan – 17 th Feb	Term 2-2 27 nd Feb – 7 th Apr	Term 3-1 24 th Apr – 26 th May	Term 3-2 5 th Jun – 6 th July
Year 7	<p><i>Survival</i></p> <p>Reading for comprehension and writing to explain/inform/advise.</p> <p>Survival information sheet under exam conditions.</p> <p>Group discussion about survival priorities.</p> <p>Assessed skills: R1, W1, W2, W3, W4 + O2 Literacy skills: Commonly misspelt words, parts of a sentence, irregular past tense words simple and compound sentences, discourse markers.</p>	<p><i>Me, Myself and I</i></p> <p>Analysing non-fiction and Media. Writing to inform and entertain.</p> <p>Writing an autobiography about key moments in their own life. Redrafted.</p> <p>Assessed skills: R1, R2, R3, W1, W2, W4 Literacy skills: Compound, complex sentences, and comma splicing.</p>	<p><i>Introduction to Poetry</i></p> <p>Learning, examining and using key poetic techniques.</p> <p>Exam style assessment. Could be broken down into two tests for feedback purposes. Not redrafted.</p> <p>Assessed skills: R1, R2, R3, W4 Literacy skills: Commonly misspelt words, noun types and apostrophes.</p>	<p><i>Coraline</i> (text and film)</p> <p>Analysing character and language features in literary texts.</p> <p>Short analytical essay and based on character. Exam style assessment.</p> <p>Oral assessment presentation of analysis of a film scene.</p> <p>Assessed skills: R1, R2, R3, W3 + O1 Literacy skills: Quotation marks and different uses of the comma and paragraphing.</p>	<p><i>Myths and Legends</i></p> <p>Reading within genre. Writing to describe.</p> <p>Description of a scene from retold Greek myth. Redrafted.</p> <p>Assessed skills: W1, W2, W3, W4 Literacy skills: Complex sentences and imbedded clauses, commonly misspelt words and ambitious vocabulary.</p>	<p><i>Introduction to Shakespeare</i></p> <p>Reading for comprehension. Texts in context. Analysis of Shakespearean texts.</p> <p>Short analytical piece written in relation to context. Not redrafted.</p> <p>Assessed skills: R1, R2, R3, R4 Literacy skills: Advanced punctuation.</p>



Year 8	<i>Horror Fiction</i>	<i>Julius Caesar</i>	<i>Historical Non-Fiction</i>	<i>Burn My Heart</i>	<i>Poetry - Animals</i>	<i>Film analysis – Modern Classics</i>
	<p>Short stories, genre and flash fiction.</p> <p>Writing to describe and entertain. Writing according to genre and form.</p> <p>Writing the introduction to an original short story. Redrafted.</p> <p>Assessed skills: W1, W2, W3, W4, R1, R2, R3</p> <p>Literacy skills: Revision of sentence construction and basic punctuation, esp. commas.</p>	<p>Reading challenging texts and understanding key themes.</p> <p>The selection and analysis of quotations and techniques.</p> <p>Short analytical essay analysing character. Essay written under timed conditions.</p> <p>Assessed skills: R1, R2, R3, R4, W1, W3</p> <p>Literacy skills: Revision of sentence types. Commonly misspelt words and more advanced spellings.</p>	<p>Historical non-fiction and biographies. Research skills.</p> <p>Writing to inform/advise, explain and entertain.</p> <p>Writing a piece of non-fiction from a range of choices. Redrafted.</p> <p>Assessed skills: R1, W1, W2, W3, W4</p> <p>Literacy skills: Commonly misspelt words, discourse markers, and effective paragraphing.</p>	<p>Analysing character through inference and close reading.</p> <p>The selection and analysis of quotations and techniques.</p> <p>Group discussion on the novel.</p> <p>Analytical essay with a focus on theme – fate vs. free will, power, treachery etc. Redrafted.</p> <p>Assessed skills: R1, R2, R3, W3, + O2</p> <p>Literacy skills: Using quotation marks, noun types, and irregular verbs.</p>	<p>Revision of poetic techniques.</p> <p>Close analysis of poetic techniques and structure. Multiple interpretations of poetry.</p> <p>Analytical essay evaluating (or comparing) poetry. Not redrafted.</p> <p>Oral presentation on their chosen poem.</p> <p>Assessed skills: R1, R2, R3, W3 + O1</p> <p>Literacy skills: Revising and expanding knowledge of connectives. Revision of different uses of a comma.</p>	<p><i>Gravity</i> <i>Inside Out</i> <i>Moonrise Kingdom</i> <i>Ant Man</i> <i>Woman in Black</i></p> <p>Analysing film – cinematography.</p> <p>The conventions of the genre. Writing to inform, persuade and entertain.</p> <p>Writing a film review. Not redrafted.</p> <p>Assessed skills: W1, W2, W3, W4, R1, R3</p> <p>Literacy skills: Advanced punctuation and compound-complex sentences.</p>



<p>Year 9</p>	<p><i>Of Mice and Men</i> (text and film)</p> <p>Analysing character in different mediums.</p> <p>Close analysis of language, character and theme in key scenes.</p> <p>Analysis of film techniques and features.</p> <p>An analytical and somewhat evaluative essay that focuses on the transition of character (or theme) between mediums – key scene. - Redrafted.</p> <p>Assessed skills: R1, R2, R3, R4, W3, W4 Literacy skills: Ambitious vocabulary and spelling.</p>	<p>Poetry – Conflict</p> <p>Reading of a range of poems from different periods and perspectives within a common theme.</p> <p>The analysis of textual details in order to support personal interpretations.</p> <p>Oral presentation on their chosen poem.</p> <p>Analytical essay – comparative for most able students. Exam style assessment. Not redrafted.</p> <p>Assessed skills: R1, R2, R3, W1, W3, W4 + O1 Literacy skills: Revision of all sentences and basic punctuation.</p>	<p>Advertising</p> <p>Reading of Non-fiction texts from a variety of periods and contexts.</p> <p>Employing a range of appropriate linguistic and rhetorical techniques in order to effectively persuade.</p> <p>Planning, drafting and producing a print advertisement for a new product. Redrafted.</p> <p>Assessed skills: W1, W2, W3, W4, R1, R2, R3, R4 Literacy skills: Revision of different uses of a comma, apostrophes and effective paragraphing.</p>	<p><i>Macbeth</i></p> <p>Reading of a whole Shakespearean text.</p> <p>The understanding and analysis of a range dramatic, structural and linguistic techniques.</p> <p>Group discussion on a key character from the play.</p> <p>Devise own analytical essay on theme/and or character. Redrafted.</p> <p>Assessed skills: R1, R2, R3, W3, W4, + O2 Literacy skills: Revision of advanced punctuation.</p>	<p><i>Fahrenheit 451</i></p> <p>The selection and analysis of quotations and techniques in order to support a cogent interpretation of the text.</p> <p>An analytical essay with a focus on character and/or theme. (no redraft – exam conditions)</p> <p>A second written assessment in the form of a piece of empathetic literary fiction. Not redrafted.</p> <p>Assessed skills: R1, R2, R3, (and) W1, W2, W3, W4 Literacy skills: Revision of sentence construction, including compound-complex sentences.</p>	<p>Intro to IGCSE (1-9)</p> <p>Paper 1 – Non-fiction texts</p> <p>Answering a exam style question under exam conditions – not redrafted – marked according to the official mark scheme</p> <p>Up to 5 non-fiction texts from the Edexcel IGCSE anthology</p>
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<p>Year 10 iGCSE English Language</p>	<p>Anthology texts I (Section A of the anthology)</p> <p>Analysis of 5 non-fiction texts from Section A of the Anthology.</p> <p>Pupils should focus on tasks that strengthen the following elements of textual analysis:</p> <p>Basic comprehension Comments on structural and presentational features Author's purpose Multiple interpretations Language analysis Forming a cogent interpretation</p> <p>Assessments: Past paper style questions from Section A of Paper 1.</p>	<p>Writing for the exam (Section B of the exam)</p> <p>Looking at key features and conventions of a range of texts types.</p> <p>Planning and writing for purpose, audience and form.</p> <p>Revising grammatical skills to ensure a comprehensively accurate written response.</p> <p>Assessments: Various writing tasks from (may wish to use old Section B and C questions from the old Paper 1 exam.)</p>	<p>Coursework 1 – Imaginative writing</p> <p>To describe, imagine and entertain.</p> <p>Analysing a range of fiction and non-fiction texts that describe, imagine and entertain effectively.</p> <p>Understanding the conventions of imaginative writing – focusing on descriptive techniques and the structuring of an engrossing text.</p> <p>Assessments: Shorter descriptive pieces before formulating the final 600 word coursework piece.</p>	<p>Anthology texts II (Section A of the anthology)</p> <p>Analysis of 5 remaining anthology texts from Section A. Detailed non-fiction prose analysis, sample questions.</p> <p>Pupils should be encouraged to work on feedback from the first half term to noticeably improve their responses.</p> <p>Spoken Language endorsement – may be shifted to next unit to support preparation for comparative coursework essay.</p> <p>Assessments: Past paper style questions from Section A of Paper 1.</p>	<p>Coursework 2 – Comparative Analysis of Fiction</p> <p>Comparative analysis of two previously agreed texts from Section B of the anthology.</p> <p>Pupils may choose from a selection of 3 previously taught texts.</p> <p>Should have experience in writing comparative sections, and receiving feedback, before undertaking the real assessment.</p> <p>Assessment: Shorter analytical pieces before an 800 word comparative analytical coursework essay.</p>	<p>Preparation for the exam</p> <p>Revising 10 anthology texts and looking at unseen passages for Section A of the exam.</p> <p>Revising writing skills and PAF in order to successfully undertake Section B of the exam.</p> <p>Practice in planning and structuring a variety of text types.</p> <p>Revision of grammar skills.</p> <p>Exam timings and techniques.</p> <p>Assessments: Full mock paper undertaken during exam conditions.</p>
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<p>Year 11 iGCSE English Language</p>	<p>Coursework 3 – Writing to Argue</p> <p>To argue, persuade and advise.</p> <p>Analysing a range of fiction and non-fiction texts that describe effectively.</p> <p>The effective use of descriptive techniques and the structuring of an engrossing text.</p> <p>Speaking and listening – group debate on a controversial topic from the unit of work.</p> <p>Assessments: Shorter descriptive pieces before formulating the final 800 + word coursework piece.</p>	<p>Writing for the exam</p> <p>To inform, explain and describe.</p> <p>Looking at key features and conventions of a range of texts types.</p> <p>Planning and writing for purpose and audience.</p> <p>Revising grammatical skills to ensure a comprehensively accurate written response.</p> <p>(Last chance to amend coursework)</p> <p>Assessments: Various writing tasks from Section B and C of the Paper 1 exam.</p>	<p>Exam Revision (from Term 2 onwards) will utilise the creation and use of revision resources (including an exam guide/booklet), the extensive use of past papers in order to provide individualised targets and feedback. This will include the completion of past papers under timed exam conditions.</p>	
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<p>Year 11 IGCSE English Literature</p> <p>Summer reading: Merchant of Venice and To Kill a Mockingbird</p>	<p>Paper 3 (Assignment B) DOS</p> <p>Lit. heritage coursework: Merchant of Venice</p> <p>Interpret and analyse range of themes and characters throughout play.</p> <p>Focus on how to effectively analyse language and structure of key scenes in relation to character/theme.</p> <p>Assessments: Sample analytical paragraphs as practice.</p> <p>Coursework drafts and final piece.</p> <p>AO1 – 10 marks AO2 – 10 marks AO3 – 10 marks</p>	<p>Paper 3 (Assignment A) JC</p> <p>Modern drama coursework: A View from the Bridge (set reading over October half-term)</p> <p>Interpret and analyse range of themes and characters throughout play.</p> <p>Focus on how to effectively analyse language and structure of key scenes in relation to character/theme.</p> <p>Assessments: Sample analytical paragraphs as practice.</p> <p>Coursework drafts and final piece.</p> <p>AO1 – 15 marks AO2 – 15 marks</p>	<p>Paper 1 (Section C) DOS JC</p> <p>Modern prose: To Kill A Mockingbird (closed book exam)</p> <p>Demonstrate knowledge and understanding of text and its context.</p> <p>Show critical style and informed personalized engagement.</p> <p>Practice exam-style questions.</p> <p>Assessment: External exam</p> <p>AO1 and AO4</p>	<p>Paper 1 (Sections A&B) JC</p> <p>Unseen poetry and anthology poems (closed book)</p> <p>Analysis of language, structure and form and their effects/meanings.</p> <p>Exploration of connections between texts.</p> <p>Work on unseen poetry skills whilst covering the 16 poems.</p> <p>Assessment: External exam</p> <p>AO2 and AO3</p>	<p>Revision</p> <p>Start with non-fiction texts – particularly the comparative aspect of question 5.</p> <p>Transactional writing practice.</p> <p>Then adapt revision based on the needs of the class, including practice exams.</p>	<p>Study leave</p> <p>Open revision sessions for students to attend in normal class times.</p>
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