

## **ENGLISH YEAR 7 (Secondary)**

<b>English YEAR 7 - TERM I (Secondary)</b>	
<b>Term I</b>	<b>LEARNING OBJECTIVES</b>
<b>Term I</b>	<ul style="list-style-type: none"> <li>• Being organised for the year.</li> <li>• Recap the CAIE assessment components</li> <li>• Interpret the marking policy.</li> <li>• Prepare in advance for units of work taught.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop their reading skills to identify and comment on key information</li> <li>• Understand and make critical commentary on different parts of an extract.</li> <li>• Demonstrate their understanding by selecting appropriate evidence to support their points</li> <li>• Structure our response appropriately (P.E.E.L)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF2:</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</li> <li>• <b>AF3:</b> Deduce, infer or interpret information, events or ideas from texts</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF1:</b> Write imaginative, interesting and thoughtful texts.</li> <li>• <b>AF5:</b> Vary sentences for clarity, purpose and effect</li> <li>• <b>AF7:</b> Select appropriate and effective vocabulary</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</li> <li>• <b>AF6:</b> Identify and comment on writers' purposes, viewpoints, and the overall effect of the text on the reader.</li> <li>• <b>AF7:</b> Relate texts to their social, cultural and historical contexts and literary traditions.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF5:</b> Vary sentences for clarity, purpose and effect</li> <li>• <b>AF7:</b> Select appropriate and effective vocabulary</li> <li>• Introduction of figurative language devices</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF5:</b> Vary sentences for clarity, purpose and effect</li> <li>• <b>AF7:</b> Select appropriate and effective vocabulary</li> <li>• Introduction of figurative language devices - Two new ones</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</li> <li>• <b>AF6:</b> Identify and comment on writers' purposes, viewpoints, and the overall effect of the text on the reader.</li> <li>• <b>AF7:</b> Relate texts to their social, cultural and historical contexts and literary traditions.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF5:</b> Vary sentences for clarity, purpose and effect</li> <li>• <b>AF7:</b> Select appropriate and effective vocabulary</li> <li>• Introduction on poetry</li> </ul>
	<ul style="list-style-type: none"> <li>• 2. Understand, describe, select or retrieve information and use quotations</li> <li>• 3. Deduce, infer and interpret</li> <li>• 4. Identify and comment on structure and organisation</li> </ul>
	<ul style="list-style-type: none"> <li>• 1. Presentations on catastrophes for year 7</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand how to respond to their Examination questions</li> <li>• Develop their response skills to questions through practical tests</li> </ul>

<b>YEAR 7 ENGLISH TERM II (Secondary)</b>	
<b>Term II</b>	<b>LEARNING OBJECTIVES</b>
<b>Term II</b>	<ul style="list-style-type: none"> <li>• overview of the term.</li> <li>• feedback on December exam paper.</li> <li>• interpret the marking policy.</li> <li>• recap the CAIE assessment components</li> <li>• prepare in advance for units of work taught.</li> </ul>
	<ul style="list-style-type: none"> <li>• using figurative language in sentences</li> <li>• identifying writing techniques based on exam analysis from term I</li> <li>• revising compound and simple sentences</li> <li>• revising word classes</li> </ul>
	<ul style="list-style-type: none"> <li>• develop their reading skills to identify and comment on different meanings (implicit).</li> <li>• understanding inferences in an extract.</li> <li>• demonstrate creativity in producing an appropriate request for an e-pal</li> <li>• respond appropriately to comprehension passages, using inference skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• introduce setting and theme</li> <li>• write a proper introduction</li> <li>• identifying contrast</li> <li>• learning to explain</li> </ul>
	<ul style="list-style-type: none"> <li>• recap on characters and plot</li> <li>• write a proper ending</li> <li>• identifying contrast</li> <li>• learning to explain</li> </ul>
	<ul style="list-style-type: none"> <li>• chapter 1-3 boy</li> <li>• understanding tenses</li> <li>• writing a poem.</li> <li>• identifying characterisations</li> </ul>
	<ul style="list-style-type: none"> <li>• chapter 2 boy</li> <li>• understanding tenses</li> <li>• writing short story</li> <li>• identifying writing techniques</li> </ul>
	<ul style="list-style-type: none"> <li>• chapter 3-4 boy</li> <li>• understanding the plot and change in story</li> <li>• writing short story</li> <li>• identifying writing techniques</li> </ul>
	<ul style="list-style-type: none"> <li>• chapter 5-6 boy</li> <li>• understanding plot and chapter analysis</li> <li>• diary entry</li> <li>• identifying writing techniques</li> </ul>
	<ul style="list-style-type: none"> <li>• revision for the following</li> <li>• introduce theme and plot</li> <li>• write a proper ending</li> <li>• identifying contrast</li> <li>• learning to explain</li> </ul>
	<ul style="list-style-type: none"> <li>• writing a diary entry revision</li> <li>• autobiographical writing</li> </ul>
	<ul style="list-style-type: none"> <li>• understand how to respond to their examination questions</li> <li>• develop their response skills to questions through practical tests</li> </ul>

<b>YEAR 7 ENGLISH TERM III (Secondary)</b>	
<b>Term III</b>	<b>LEARNING OBJECTIVES</b>
<b>Term III</b>	<ul style="list-style-type: none"> <li>• Understand how to respond to their Examination questions</li> <li>• Develop their response skills to questions through practical tests</li> </ul>
	<ul style="list-style-type: none"> <li>• Using figurative language in sentences (revision)</li> <li>• Recap on descriptive language and writing.</li> <li>• Introduction to dialogues</li> <li>• Conversational speech</li> <li>• Introduction to William Shakespeare and the play for term 3</li> <li>• Introduction to Romeo and Juliet</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduction to William Shakespeare and the play for term 3</li> <li>• Introduction to Romeo and Juliet</li> <li>• Analysis of act 1 scene 1- 5</li> </ul>
	<ul style="list-style-type: none"> <li>• Recapping act 1</li> <li>• Identifying the themes of each act</li> <li>• Analysis of Act 2 scene 1- 5</li> <li>• Assessment on both acts</li> </ul>
	<ul style="list-style-type: none"> <li>• Introduction to Act 3 and Act 4</li> <li>• Linking the previous Acts together.</li> <li>• Understanding of plot and meaning of play</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction to Act 5</li> <li>• Linking the previous Acts together and revising the entire play</li> <li>• Understanding the play and able to analysis dialogues from the play</li> <li>• Identify all characters relevant, plot and theme</li> </ul>
	<b>End of Academic Year:</b> General revision and examination

## **ENGLISH YEAR 8 (Secondary)**

<b>English Year 8 Term I (Secondary)</b>	
<b>TERM I</b>	<b>LEARNING OBJECTIVES</b>
<b>TERM I</b>	<ul style="list-style-type: none"> <li>• Being organised for the year.</li> <li>• Recap the CAIE assessment components</li> <li>• Interpret the marking policy.</li> <li>• Recap the CAIE assessment components</li> <li>• Prepare in advance for units of work taught.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop their reading skills to identify and comment on key information</li> <li>• Understand and make critical commentary on different parts of an extract.</li> <li>• Demonstrate their understanding by selecting appropriate evidence to support their points</li> <li>• Structure our response appropriately (P.E.E.L)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF2:</b> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</li> <li>• <b>AF3:</b> Deduce, infer or interpret information, events or ideas from texts</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF1:</b> Write imaginative, interesting and thoughtful texts.</li> <li>• <b>AF5:</b> Vary sentences for clarity, purpose and effect</li> <li>• <b>AF7:</b> Select appropriate and effective vocabulary</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF3:</b> Deduce, infer or interpret information, events or ideas from texts.</li> <li>• <b>AF6:</b> Identify and comment on writers' purposes, viewpoints, and the overall effect of the text on the reader.</li> <li>• <b>AF7:</b> Relate texts to their social, cultural and historical contexts and literary traditions.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF1:</b> Write imaginative, interesting and thoughtful texts.</li> <li>• <b>AF5:</b> Vary sentences for clarity, purpose and effect</li> <li>• <b>AF7:</b> Select appropriate and effective vocabulary</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF5:</b> Vary sentences for clarity, purpose and effect</li> <li>• <b>AF7:</b> Select appropriate and effective vocabulary</li> <li>• Introduction of figurative language devices - Two new ones</li> </ul>
	<ul style="list-style-type: none"> <li>• Deduce, infer and interpret</li> <li>• Identify and comment on structure and organisation</li> <li>• Relate texts to social, cultural and historical contexts</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>AF5:</b> Vary sentences for clarity, purpose and effect</li> <li>• <b>AF7:</b> Select appropriate and effective vocabulary</li> <li>• Introduction of figurative language devices - Two new ones</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand, describe, select or retrieve information and use quotations</li> <li>• Deduce, infer and interpret</li> <li>• Identify and comment on structure and organisation</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand, describe, select or retrieve information and use quotations<sup>3</sup>. Deduce, infer and interpret</li> <li>• Identify and comment on structure and organisation</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand how to respond to their Examination questions</li> <li>• Develop their response skills to questions through practical tests</li> </ul>

<b>Year 8 English Term II (Secondary)</b>	
<b>Term I</b>	<b>LEARNING OBJECTIVES</b>
<b>Term I</b>	<ul style="list-style-type: none"> <li>• Being organised for the year.</li> <li>• Recap the CAIE assessment components</li> <li>• Interpret the marking policy.</li> <li>• Recap the CAIE assessment components</li> <li>• Prepare in advance for units of work taught.</li> </ul>

	<ul style="list-style-type: none"> <li>Using figurative language in sentences</li> <li>Identifying writing techniques based on exam analysis from term 1</li> <li>Revising compound and simple sentences</li> <li>Revising word classes</li> </ul>
	<ul style="list-style-type: none"> <li>Understanding key techniques in persuasive writing.</li> <li>Using imperial verbs and superlatives where necessary.</li> <li>Using rhetorical questions.</li> <li>Understanding characterisation and theme.</li> </ul>
	<ul style="list-style-type: none"> <li>Understanding key techniques in persuasive writing.</li> <li>Using imperial verbs and superlatives where necessary.</li> <li>Using rhetorical questions.</li> <li>Understanding characterisation and theme.</li> </ul>
	<ul style="list-style-type: none"> <li>recap on characters and plot</li> <li>Write a proper ending</li> <li>Identifying contrast</li> <li>Learning to explain</li> </ul>
	<ul style="list-style-type: none"> <li>Chapter 1-5 The War horse</li> <li>Understanding tenses</li> <li>Identifying characterisations</li> </ul>
	<ul style="list-style-type: none"> <li>Chapter 6-9 War Horse</li> <li>Pee methodology on setting and plot.</li> <li>Understanding the difference between protagonist and antagonist.</li> <li>Using rhetorical questions.</li> <li>Understanding characterisation and theme.</li> </ul>
	<ul style="list-style-type: none"> <li>Chapter 10- 14 The War Horse</li> <li>Understanding the plot and change in story</li> <li>Writing short story</li> <li>Identifying writing techniques</li> </ul>
	<ul style="list-style-type: none"> <li>Chapter 15-21 war Horse</li> <li>Formal and informal writing</li> <li>Diary entry</li> <li>Identifying writing techniques</li> </ul>
	<ul style="list-style-type: none"> <li>Revision for the following</li> <li>Introduce theme and plot</li> <li>Write a proper ending</li> <li>Identifying contrast</li> <li>Learning to explain</li> </ul>
	<ul style="list-style-type: none"> <li>Writing a diary entry revision</li> <li>Autobiographical writing</li> </ul>
	<ul style="list-style-type: none"> <li>Understand how to respond to their Examination questions</li> <li>Develop their response skills to questions through practical tests</li> </ul>

<b>Year 8 English Term III (Secondary)</b>	
<b>TERM III</b>	<b>LEARNING OBJECTIVES</b>
<b>TERM III</b>	<ul style="list-style-type: none"> <li>Understand how to respond to their Examination questions</li> <li>Develop their response skills to questions through practical tests</li> </ul>
	<ul style="list-style-type: none"> <li>Using figurative language in sentences (revision)</li> <li>Recap on descriptive language and writing.</li> <li>Introduction to dialogues</li> <li>Conversational speech</li> <li>Introduction to William Shakespeare and the play for term 3</li> <li>Introduction to Macbeth</li> </ul>
	<ul style="list-style-type: none"> <li>Introduction to William Shakespeare and the play for term 3</li> <li>Introduction to Macbeth</li> <li>Analysis of act 1 scene 1- 7</li> </ul>

	<ul style="list-style-type: none"> <li>● Recapping act 1</li> <li>● Identifying the themes of each scene</li> <li>● Analysis of Act 2 scene 1- 4</li> <li>● Assessment on both acts</li> </ul>
	<ul style="list-style-type: none"> <li>● Introduction to Act 3 and Act 4</li> <li>● Linking the previous Acts together.</li> <li>● Understanding of plot and meaning of play</li> </ul>
	<ul style="list-style-type: none"> <li>● Introduction to Act 5</li> <li>● Linking the previous Acts together and revising the entire play</li> <li>● Understanding the play and able to analysis dialogues from the play</li> <li>● Identify all characters relevant, plot and theme</li> </ul>
	<b>End of Academic Year:</b> General revision and examination

## **ENGLISH YEAR 9 (Secondary)**

<b>Year 9 English – Term I (Secondary)</b>	
<b>Term I</b>	<b>LEARNING OBJECTIVES</b>
	<ul style="list-style-type: none"> <li>● Being organised for the year.</li> <li>● Recap the CAIE assessment components</li> <li>● Interpret the marking policy.</li> <li>● Recap the CAIE assessment components</li> <li>● Prepare in advance for units of work taught.</li> </ul>
	<ul style="list-style-type: none"> <li>● Develop their reading skills to identify and comment on key information</li> <li>● Understand and make critical commentary on different parts of an extract.</li> <li>● Demonstrate their understanding by selecting appropriate evidence to support their points</li> <li>● Structure our response appropriately (P.E.E.L)</li> </ul>
	<ul style="list-style-type: none"> <li>● Develop their reading skills to identify and comment on different meanings (implicit).</li> <li>● Understanding inferences in an extract.</li> <li>● Demonstrate creativity in producing an appropriate request for an e-pal</li> <li>● Respond appropriately to Comprehension passages, using inference skills.</li> </ul>
	<ul style="list-style-type: none"> <li>● Develop their creative writing skills to identify and comment on sentence structure.</li> <li>● Understand the importance of text structure and organisation.</li> <li>● Demonstrate their understanding by producing various structures of text – flashbacks etc.</li> </ul>
	<ul style="list-style-type: none"> <li>● Develop their creative writing skills in interview questions/responses.</li> <li>● Understand the importance of text structure and organisation.</li> <li>● Demonstrate their understanding by producing a set of questions for an interview with the school director or a celebrity.</li> <li>● Demonstrate their understanding by producing various responses – paired activity</li> </ul>
	<ul style="list-style-type: none"> <li>● Develop their skills in effective descriptive writing</li> <li>● Demonstrate understanding of key descriptive features</li> <li>● Understand and select an appropriate style for their response (descriptive)</li> <li>● Demonstrate their learning through writing an effective descriptive essay on a crowded market.</li> </ul>
	<ul style="list-style-type: none"> <li>● Develop their reading skills to identify/comment on a writer’s choice of words (conscious crafting).</li> <li>● Demonstrate their understanding by selecting appropriate evidence to support their analysis of an extract</li> <li>● Respond appropriately to Comprehension passages, using inference skills.</li> </ul>
	<ul style="list-style-type: none"> <li>● Develop their reading skills to identify and comment on a writer’s choice of words (conscious crafting).</li> <li>● Understand and make inferences on different parts of an extract.</li> <li>● Demonstrate their understanding by selecting appropriate evidence to support their analysis of an extract</li> </ul>
	<ul style="list-style-type: none"> <li>● Develop their reading skills to identify and comment on a writer’s choice of words (conscious crafting).</li> </ul> <ol style="list-style-type: none"> <li>1. Understand and make inferences on different parts of an extract.</li> <li>2. Demonstrate their understanding by selecting appropriate evidence to support</li> </ol>

	their analysis of an extract
	<p>3. Develop their creative skills in travel writing</p> <ul style="list-style-type: none"> <li>• Understand and make inferences on different parts of an extract - journeys.</li> <li>• Demonstrate their understanding by selecting appropriate evidence to support their analysis of an extract</li> </ul>
	<ul style="list-style-type: none"> <li>• Do you know what the term ‘summary/ summarise’ means?</li> <li>• Can you select relevant information from a text and produce a summary?</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand how to respond to their Examination questions</li> <li>• Develop their response skills to questions through practical tests</li> </ul>

<b>YEAR 9 ENGLISH TERM II</b>	
<b>TERM II</b>	<b>LEARNING OBJECTIVES</b>
	<ul style="list-style-type: none"> <li>• Develop their predictive/early impression skills.</li> <li>• Understand the context/setting of the novel.</li> <li>• Demonstrate their understanding by selecting appropriate evidence to support their analysis</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop our knowledge of Characters.</li> <li>• Understand the characters in the Finch Household and relationship with their neighbours.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop our knowledge of plot and Characters.</li> <li>• Demonstrate our knowledge by writing a character profile - Jem.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop our knowledge of plot and Characters (2)</li> <li>• Demonstrate our knowledge by writing a character profile – Atticus</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop our knowledge of plot and Characters (3)</li> <li>• Demonstrate our knowledge by writing a character profile – Mrs Dubose</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop our knowledge of the theme of racism – Chapter 15</li> <li>• Demonstrate our knowledge by writing a diary entry as Atticus</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop our knowledge of the theme of racism (2) – Chapter 16</li> <li>• Demonstrate our knowledge by hot seating as Mr Dolphus Raymond</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop our knowledge of the theme of prejudice – Chapters 17 &amp; 18</li> <li>• Demonstrate our knowledge by writing a diary entry as a member of the jury</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop their reading skills to identify and comment on a writer’s choice of words (conscious crafting).</li> <li>• Understand and make inferences on different parts of an extract.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop their creative skills in travel writing – linked to our novel</li> <li>• Understand and make inferences on different parts of an extract – journeys by Dill</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand how to respond to their Examination questions</li> <li>• Develop their response skills to questions through practical tests</li> </ul>

<b>YEAR 9 ENGLISH TERM III</b>	
<b>TERM III</b>	<b>LEARNING OBJECTIVES</b>
<b>TERM III</b>	<ul style="list-style-type: none"> <li>• Understand how to respond to their Examination questions</li> <li>• Develop their response skills to questions through practical tests</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop their knowledge of cultural influences in literature and poetry.</li> <li>• Explore how their own heritage has influenced literary work</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop their analytical skills in Poetry – plot and style.</li> <li>• Demonstration of understanding through the application of their analytical skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop their analytical skills in Poetry – themes, language and style.</li> <li>• Demonstration of understanding through the application of their analytical skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• To develop their creative skills in the writing of poems.</li> <li>• Demonstration of understanding through the application of their analytical skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• To develop their creative skills in the writing of poems.</li> <li>• Demonstration of understanding through the application of their analytical skills.</li> </ul>
	<b>End of Academic Year:</b> General Revision and examination

