

ALBANY ACADEMY: KS4 English Subject Overview

Curriculum Overview for English		
Autumn Term		
UNIT	Unit 1	Unit 2
TITLE	Save our seas	Language Paper 1 Reading and Writing: Genre Studies – Crime/Mystery
CONTENT	Skimming and Scanning Summary Writing How writers Use Language to Convey Meaning Speaking and Listening Letter Writing / Themed Paragraphs Preparing Formal Letter writing Formal Letter Writing Students will read a range of non-fiction texts relating to environmental issues, using skimming and scanning reading skills; as well as watching several video clips on the same topic. They will then learn how to write a good summary in preparation for Paper 2, Question 2, followed by revision of formal and informal language and persuasive writing techniques for the final assessment which is a formal letter expressing their own personal views on an environmental issue.	Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Developing the habit of reading often, widely and deeply to understand literary heritage and make connections across texts. Develop an appreciation of the depth and power of literary heritage. Analyzing writer's choices of vocabulary, form, grammar, and structure within a genre. Writing: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register to suit the narrative genre. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

		Students will study extracts from 'Curious Incident of the Dog in the Night-Time' to facilitate discussions and practice around narrative voice, withholding information and dialogue accuracy. The writing style will provide contrast with Sherlock Holmes short stories which students will use as models for plot structure, characterisation and using language to build tension in their writing. The Conan Doyle texts will also provide opportunities for students to engage with challenging 19 th Century literature and vocabulary in preparation for their Language Paper 2 exam.
	Key Texts/Writers: Chris Packham: Pandas - Worth Saving? Blue Planet II Review: Plastic Pollution Tom Michell - The Penguin Lessons Final Assessment: Persuasive Writing - Formal Letter (Language Paper 2).	Key Texts: 'Curious Incident of the Dog in the Night-Time' by Mark Haddon Sherlock Extracts (Sir Arthur Conan Doyle) Final Assessment: Narrative Writing (Language Paper 1)

Spring Term		
UNIT	Unit 3	Unit 4
TITLE	Language Paper 2 Reading and Writing Preparation & Speaking: Significant Voices	Language Paper 1 Reading and Writing Preparation (Descriptive & Narrative Writing)
CONTENT	Summary writing Comparative writing Language analysis Article Writing Speech writing	Students will use extracts from classic texts that have been chosen specifically for their modelling of excellent descriptive/narrative techniques. Students will practice Language Paper 1 Reading skills such as identifying explicit and implicit information before moving on to analysis and evaluation of language and structure. Using the

	Students will read extracts from a variety of autobiographies, biographies and transcripts of speeches – as well as watching video of some of the speeches. Students will work on key, initial skills such as identifying explicit and implicit information before moving on to analysing and comparing writers' use of language, structure and tone. The unit will provide opportunities for students to practice their transactional writing (particularly speech writing) before culminating in an opportunity to deliver a speech in front of their peers that could be submitted for their GCSE speaking assessment.	techniques identified and analysed in these texts as inspiration, students will then choose between writing a descriptive or narrative-focused final piece of writing.
	Key Texts/Writers: Simon Armitage Florence Nightingale Rory Stewart Winston Churchill Martin Luther King Duncan Harrison Barack Obama Dalton Sherman Final Assessment(s): Speaking Assessment (potential GCSE submission) – can also be marked as example of Language Paper 2 Transactional Writing.	Key Texts: Wolf Hall Birdsong Spies Jamaica Inn Little Dorrit There Will Come Soft Rains Jaws Cannery Row Final Assessment: Narrative/Descriptive Writing (Language Paper 1).

Summer Term		
UNIT	Unit 5	Unit 6
TITLE	Language Papers 1 & 2 Skills	Language Paper 1 Reading and Writing: Genre Studies - Gothic/Dystopian
CONTENT	Students will work through a variety of fiction and non-fiction texts with a clear focus on Language Paper exam skills – including non-exam board-specific breakdowns of what to expect from the papers (can be more specific depending on students being worked with). For Language Paper 1, there will be a focus on how to approach the Writing task of writing to describe (with or without an image), how to address structure and how to create atmosphere before moving on to Language Paper 2 preparation with a focus on identifying perspectives, analysing language choices and creating persuasive pieces.	Students will read extracts from a variety of classic gothic horror and dystopian novels and will focus on understanding the conventions of genre writing, descriptive writing techniques and narrative hooks. The unit will also provide the opportunity to practice Language Paper 1, Question 2, looking at how the writer uses language to describe, before they explore ways to develop their own narrative writing in the dystopian genre.
	Texts: Teacher-created descriptive writing 'Life of Pi' by Yann Martel 'Girl with a Pearl Earring' by Tracy Chevalier 'Insomnia' article by Arifa Akbar 'Trains' by Peter Fleming 'The Crossing' by Ben Fogle Final Assessment: Transactional Writing (Article for Newspaper: Language Paper 2).	Key Texts: <i>Gothic Horror:</i> The Raven Dracula <i>Dystopian:</i> 1984 Fahrenheit 451 The Handmaid's Tale The Bees Final Assessment: Narrative Writing (inspired by dystopian texts studied)