

English at Benton Park School: The Power of Meaning.

Students will leave Benton Park School as great communicators, confident debaters, analytical thinkers, empathetic readers and thoughtful writers.

There are three important ideas or ‘pillars’ that underpin the study of English:

POWER: Language is power. If you can communicate ideas clearly, you can be persuasive, encouraging, helpful, informative and analytical. You can see how powerful language can be in the texts we study; and then you can demonstrate your power in your own writing.

MEANING: The root of success in English is being able to understand what texts MEAN. **What** message is the writer trying to give you? **How** do you know?

ACCURACY: In order for your communication to be powerful and to ensure that you communicate effectively, your writing must be clear, correct and coherent. It must make sense! You will need to be aware of how to ensure your writing is accurate and learn to self-correct and be aware at all times.

<p align="center">Year 7</p> <p align="center">The Power of Narrative and Character Developing Analysis of Meaning</p>	<p align="center">Year 8</p> <p align="center">The Power of Emotions and Description Applying Meaning through Context</p>	<p align="center">Year 9</p> <p align="center">The Power of Protest and Voices. Exploring Meaning</p>
<p>Benzon Island and Creation Myths Students are introduced to the Power of Narrative: beginning with a creative unit, students are invited to explore and develop their own stories based on the Island of Benzon. Narrative is explored through the origins of Literature: we introduce creation myths and explore them to lay the foundations for the study of future Literature. The Power of Narrative is further developed with the creation of a setting, society and description of their own island. There is a real focus on group work this half term as students settle into life at secondary school, with a focus on the importance of respect and community which can be discussed and applied in both imaginary and real life settings.</p>	<p>Heroes and Villains Students learn to understand the nuances of representation in fiction and non-fiction texts. Using analytical skills developed throughout Year 7, students will explore a range of texts and examine how writers create the character tropes of ‘Heroes’ and ‘Villains.’ Methodology is a clear focus of this scheme: how do writers create and craft their characters for effect? Does the concept of a ‘hero’ and a ‘villain’ evolve from real life experiences? The analysis of choices leads to evaluation of the effect of words and sentences in both reading and writing as students will apply their knowledge to their own creative writing.</p>	<p>Protest, Power and Conflict Poetry The power of poetry introduces the themes and analysis of protest and the power of words. Students will understand that poetry is a microcosm of an idea: one of protest, enlightenment or empowerment. Students are able to utilise their analytical writing skills to write cohesively across AO1, AO2 and AO3 for GCSE and they also start to form the process of comparison of ideas across texts. Further creative writing is encouraged in students writing their own protest poetry, which fuses together the skills of research, argument, writers’ choices and structure.</p>

<p>The Word Revolution begins!</p>	<p>Punctuation is a focus throughout this year and students utilise advanced punctuation to enhance meaning in their work.</p>	
<p>Disciplinary Knowledge Reading: Descriptive writing analysis: setting; analysis of speeches introduction. Writing: Writing to instruct (rules), writing to narrate (creation myths); writing to persuade (speeches). Oracy: Argue in a given role. TVCOPS: T V C P</p>	<p>Disciplinary Knowledge Reading: Exploring effect of word choices and developing inferences through text analysis in Y7. Writing: Writing about a role model links to autobiographical writing in Y7, but with a more specific focus on audience and purpose here. Oracy: Justifying opinions of characters in discussion with reference to evidence. TVCOPS: V P</p>	<p>Disciplinary Knowledge Reading: Reading and analysing choices and techniques, links to context. Writing: Writing own poem, making powerful choices. Oracy: Performance of poetry, discussion. TVCOPS: T V P</p>
<p>A Christmas Carol The understanding of Narrative develops in the first Author Study students undertake as they explore a famous story set in Dickens’ Victorian England. The focus moves to analysis and meaning as students explore the presentation of characters and, in particular, the development of Scrooge through the narrative. Students explore the text as a morality narrative and make links back to Greek myths.</p>	<p>The Gothic Students explore this theme through Bram Stoker’s and Mary Shelley’s 18th and 19th Century Literature. It is the first time students study the power of a Literary movement. Through examining art and literature, their analysis explores the impact of choices for effect within the genre and they are able to explore the presentation of key emotions: fear, horror, love, wonder; and they are then able to reproduce these in their own creative writing.</p>	<p>Dystopian Worlds Starting with exploring the concept of dystopian society, students start to understand writing within a specific genre and writing for a political purpose. Utilising texts that are both classics (1984) and children’s fiction (The Hunger Games and Divergence), students explore how language is used to create fearful and prophetic texts. Links to context are made through the erosion of human rights seen in the texts as well as the writers’ inspiration. Students complete a recreative piece by writing a speech in character as a rebel.</p>
<p>Disciplinary Knowledge Reading: Developing the use of PEAL as a tool to examine and analyse language. Stretching students by studying a classic Victorian novel and linking writer’s purpose and political intention to protest about poverty issues.</p>	<p>Disciplinary Knowledge Reading: Consolidating inference skills to do with understanding and analysing how an extract is constructed and developed. Development of this skill in a different type of text and context, to explore how characters change and develop across a longer text and</p>	<p>Disciplinary Knowledge Reading: Understanding of genre (dystopia and protest; analysis of Technique and context; focus on writers’ choices; extracts and openings; analysis of setting and character; develop understanding and application of context; PEAL and comparison of texts;</p>

<p>Writing: Creative writing in role; Christmas creative writing; possible newspaper article about Scrooge; Review of ACC? TVCOPS: T V C S</p>	<p>onstage. Practise of language skills and PEAL. Introduction to drama texts. Writing: Adaptation of fiction and non fiction writing styles explored in previous schemes. Writing to describe using images (Link to GCSE Paper 1). TVCOPS: T V P S</p>	<p>Writing: writing in role (rebel, as a phone, as a government official in 1984); writing to describe (creative piece) Oracy: perform a speech; argue a point of view. TVCOPS: T V P S</p>
<p>Crime and Punishment The focus of Narrative shifts to crime and mystery writing and students examine the power a mystery can have over the reader and the narrative. Students explore a variety of short stories from different eras, including an Author Study of Roald Dahl in an unfamiliar context; and Arthur Conan Doyle’s Sherlock Holmes. They then use the information to display their inference and understanding in their own creative, non-fiction style writing (newspaper reporting). This scheme promotes understanding of report writing and newspaper conventions so that students can apply this in later learning.</p>	<p>The Brontes and Life in Haworth The Gothic focus then narrows to an Author Study on Charlotte and Emily Bronte. With a primary focus on Jane Eyre, students study extracts from key texts and learn to apply historical and personal context to their analysis of effect and impact. There is an extended PEAL writing piece to complete this unit and students are able to apply prior learning to this analysis.</p>	<p>Voices of Protest Moving into non-fiction speeches, students understand historical and contemporary issues in society through the voices of leadership and rebellion. Initially, students explore the historic voices of Martin Luther King and Winston Churchill and analyse the techniques used to persuade their audience. The scheme then moves towards the contemporary voices of youth: Emma Gonzales, Greta Thunburg and David Hogg. Students explore the significance of these protests and look explicitly at AFOREST techniques to assist their disciplinary knowledge of analysis.</p>
<p>Disciplinary Knowledge Reading: Consolidating inference skills to do with understanding and analysing how a character is constructed by the writer. Writing: Adapting and applying information for different non-fiction forms, with a specific focus on the conventions of newspaper writing. TVCOPS: T V C P S</p>	<p>Disciplinary Knowledge Reading: Recapping gender roles/ stereotypes – visited in Crime and Punishment Revisiting the theme of punishment and justice (Crime and Punishment) Exploring a full text through an extract based approach – building on work on ‘A Christmas Carol’ Building on ideas from the Gothic Scheme and exploring how genres can be used differently or be linked (romance and mystery aspects). Link</p>	<p>Disciplinary Knowledge Reading: Analysis of speeches: language choices; techniques; comparison of effectiveness; research of political parties. Writing: writing to persuade: own speech in role. Oracy: perform a speech; present research; argue a point of view. TVCOPS: T V O</p>

	<p>forwards to study of future Gothic Texts – Jekyll and Hyde</p> <p>Writing:</p> <p>Writing in role – development of adapting an existing character and presenting these feelings and emotions in first person</p> <p>Creating viewpoints – development of writing to argue/persuade and exploring different viewpoints – visited in Benzon Transition Scheme. This will be further explored in KS3 and beyond, through the exploration of different perspectives and viewpoints in literature and real life. The application of these skills (writing to argue a viewpoint effectively) will be developed across a range of schemes and contexts. Link to GCSE Language Paper 2.</p> <p>TVCOPS: T V P S</p>	
<p>The Tempest</p> <p>Shakespeare is introduced alongside the basic historical context of performance and writing. Students are fully introduced to the PEAL strategy here and learn to explore the significance of individual word and sentence choices. Students are also able to use their creative writing skills to write in character again, this time exploring those oppressed by a more powerful character and showing their ability to infer feelings and express empathy for the situation.</p>	<p>Journeys</p> <p>Students will be introduced to and understand the impact of viewpoint here. The theme of Journeys encompasses both fictional, metaphorical and non-fiction journeys. Travel writing extracts explore the representation of place as well as the creation of voice. Choices of text are exotic (Long Bus Ride), explore unfamiliar scenarios (Life of a Polish Sweat Shop Girl) and local (Bill Bryson’s Blackpool) and students explore how viewpoints are created through language using inference skills. The scheme builds towards fictional journeys and a comparison of language use.</p>	<p>Short Stories</p> <p>Students study a range of short stories by well-known writers and are then able to particularly write about the concept of narrative structure. Each story is chosen for its different narrative techniques and here students can apply the disciplinary knowledge they have about narrative. In a short story, there are no wasted words and students can write about texts at text, sentence and word level while considering their understanding of the writer’s purpose in writing and structuring the story in a distinct way.</p>
<p>Disciplinary Knowledge</p>	<p>Disciplinary Knowledge</p>	<p>Disciplinary Knowledge</p>

<p>Reading: Consolidating inference skills to do with understanding and analysing how a character is constructed and developed. Development of this skill in a different type of text and context, to explore how characters change and develop across a longer text and onstage. Practise of language skills and PEAL. Links to context for HAPS students.</p> <p>Writing: Adaptation of fiction and non fiction writing styles explored in Transition and Crime schemes:</p> <p>Building on ideas from A Christmas Carol of writing in role as a character – developing skills of empathy and narrative voice.</p> <p>Return to Writing to Argue skills from Transition.</p> <p>TVCOPS: T V O P S</p>	<p>Reading: – Consolidating inference skills to do with understanding and analysing how an extract is constructed and developed. Development of this skill in a different type of text and context, to explore how characters change and develop across a longer text and onstage. Practise of language skills and PEAL.</p> <p>Writing – Adaptation of fiction and non-fiction writing styles explored in previous schemes: using Bryson’s extracts to create their own personal travel writing on a place they are familiar with and have experienced.</p> <p>Creating viewpoints – development of writing to argue/persuade and exploring different viewpoints – visited in Benzon Transition Scheme. Further exploration of different perspectives and viewpoints in literature and real life. The application of these skills (writing to argue a viewpoint effectively) will be developed across a range of schemes and contexts. Link to non-fiction GCSE Language Paper 2.</p> <p>TVCOPS: T V C O P S</p>	<p>Reading: Students study a variety of stories from different time periods and build on their work on PEAL to analyse language choices and structure.</p> <p>Writing: Writing is analytical and narrative/descriptive throughout this unit. Students explore structure particularly and try to emulate techniques used by short story writers in their own work.</p> <p>TVCOPS: T V C O P S</p>
<p>Biographies</p> <p>To prepare students for Year 8 and onwards towards GCSE, this scheme aims to expose students to a wide range of autobiographical writing from a number of different authors of different cultures and contexts. This will also help prepare students for GCSE English Language through the non-fictional element of these autobiographical texts. The main aims for students are:</p>	<p>Powerful Poetry</p> <p>After exploring lengthy prose writing in Year 8, students then explore how similar ideas and emotions can be captured succinctly in poetry through text structure, word choices and sounds. The poetry here is modern and aims to introduce students to skilful and effective use of language. The focus of the poetry is powerful emotions and students will explore the expression of feelings of loss, love, mental illness, PTSD and identity. Skills</p>	<p>Romeo and Juliet</p> <p>Students study the whole of Romeo & Juliet in preparation for GCSE but the main intent of this scheme allows students to understand and find Shakespeare relatable. Students look closely at how Shakespeare creates and develops characters and relationships. They also explore in detail aspects of context (male/female roles, Elizabethan beliefs) and are able to track these in the text as they study it.</p>

<p>To explore writing for a particular purpose</p> <p>To know some of the features of autobiographical writing and understand how these are used by different authors</p> <p>To be able to recognise and identify some of the language, structural and narrative techniques used by writers for effect</p> <p>To be aware of multiple contexts and cultures associated with individual writers</p> <p>To be exposed to a range of non-fictional autobiographical texts</p> <p>To begin to employ these writing strategies, appropriate to form and purpose, in their own writing.</p> <p>This extended scheme on biographies enables students to understand how writers create a voice that engages the reader through description and depiction of key life events.</p> <p>Exploring a range of texts: both light (Dahl) and seminal (Anne Frank/Malala), enables students to consider the experiences of others, both ordinary and extraordinary. Part of this scheme is to understand the function of an autobiography and the impact it may have had on the world.</p>	<p>of analysis and evaluation are further honed in extended writing about one poem, for which an application of contextual understanding and viewpoint must be included.</p>	<p>Students also learn how to create and keep a knowledge organiser: an important revision technique. The most able students will also learn to form an argument using their own research and write it into an essay: who is to blame for the deaths of Romeo and Juliet?</p>
<p>Disciplinary Knowledge</p> <p>Reading: Links to earlier reading of a variety of fictional texts by expanding awareness of differences between fiction and non-fiction. Opportunities to apply reading skills already practised in earlier topics (including inference and examining writer's use of structure and language for effect). Links to earlier studies on</p>	<p>Disciplinary Knowledge</p> <p>Reading: Analysis of writers' choices and application of contexts; revision of key terminology; narrative voice; representation; WALLAL; Introduction to 'unseen' poetry concept.</p> <p>Writing: writing to describe (focus on sensory language); writing to analyse (essay/PEAL).</p> <p>Oracy: group work on analysis;</p>	<p>Disciplinary Knowledge</p> <p>Reading: Analysis of Shakespearean language: building confidence to choose short quotations and explain using PEAL. Extract based work linking skills to GCSE Lit Paper 1.</p> <p>Writing: Writing is predominantly analytical here, with a specific focus on Shakespeare's intentions and learning how to link different</p>

<p>how writers create a voice and how narrative is created to engage the reader. Writing: re-visiting and extending the learning around writing skills for specific purposes and forms introduced during Year 7 (i.e. writing to describe and narrate). Using Word Revolution to develop an understanding of the structure of writing. TVCOPS: T V C P S</p>	<p>TVCOPS: T V S</p>	<p>sections of a large text together thematically (parent/child relationships and love). TVCOPS: T V</p>
<p>Creative Writing Starting with their own autobiographical writing, students are able to explore a range of different creative experiences to produce a portfolio of their best work to take forward to Year 8. SPAG is taught explicitly here and students are able to choose and improve writing already completed this year alongside new pieces. Students are able to create a narrative, write utilising a voice and produce a ‘non-fiction’ style piece based on a text. TVCOPS is used to promote crafting. All writing pieces will be based on prior learning to encourage memory recall and to tease out the most important strands of learning.</p>	<p>Creative Writing Students end this important year by writing creatively, utilising the skills of description, structure, viewpoint, voice and choice (word, sentence level). There is a focus on crafting specific forms in this scheme and new genres will be explored: a podcast, letter, speech and travel writing. Students will be encouraged to look back over their work in Y8 and utilise their disciplinary knowledge in order to ensure they are able to succeed in their recreative writing. SPAG and vocabulary is an ongoing focus throughout all creative writing and students learn to self-check and correct.</p>	<p>Of Mice and Men The study of this whole text and Author Study draws together the importance of context and intention (AO3) and writer’s craft (AO2). Students implement techniques of analysis (PEAL) but, more importantly, they are able to form an opinion on the whole text after analysing sections as they read. It is an exploration of character and narrative that also explores aspects of morality and humanity. Students end Y9 by writing an essay on this text and showing that they are able to synthesise context, intention and writer’s craft.</p>
<p>Disciplinary Knowledge Reading: Links to all reading texts studied during the other Year 7 schemes; recap of knowledge of texts and revision techniques. Writing: re-visiting and extending the learning around writing skills for specific purposes and forms introduced during Year 7 schemes (i.e. writing to describe, writing in a formal tone, writing to persuade). Creation of a writing</p>	<p>Disciplinary Knowledge Reading: Links to all the reading texts studied during the other Year 8 schemes; recap of key knowledge of texts, genre and style. Writing – re-visiting and extending the learning around writing skills for specific purposes and forms introduced during Year 7 and 8 schemes (i.e. writing to describe). Creation of a writing</p>	<p>Disciplinary Knowledge Reading: Links to all the reading texts studied during the other Year 9 schemes, particularly ‘Romeo & Juliet’. Introduces a different cultural text (American) to make wider world connections for similar themes, e.g., marginalisation. Links to protest, context and writers’ intentions.</p>

portfolio/showcase to celebrate students' writing success.

TVCOPS: T V C O P S

portfolio/showcase to celebrate students' writing progress.

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Writing: Re-visiting and extending the learning around writing skills for specific purposes and forms introduced during Year 7, 8 and 9 schemes (i.e. writing in character, PEAL paragraphs, etc). Writing in role alongside analysis.

TVCOPS: T V O