**English Department**

**Covid Catch-Up Plan**

**Year 7**

**Term 2 – Holidays From Hell**

Transactional Writing – sentence structures, ambitious vocabulary, writing devices, paragraphs, understanding non-fictional writing and the structure, accurate use of basic punctuation

PEE Paragraphs – developing understanding of choosing accurate evidence and being able to explain this effectively.

**Term 3 – The Gothic**

PEE Paragraphs – developing understanding of choosing accurate evidence and being able to explain this effectively.

Descriptive Writing - sentence structures, ambitious vocabulary, writing devices, paragraphs, understanding fictional writing and the structure, accurate use of basic punctuation

These skills are developed in Year 8, however, these skills will have also been touched on at the start of Year 7. The content students will have missed is the development of them. They need this content before moving on to Year 8 so in the first term of Year 8, teachers will test these skills and then work on developing them if needed, before introducing the necessary skills for Year 8.

**Year 8**

**Term 2 – Shakespeare's World**

Narrative writing – sentence structures and looking at using some for effect, ambitious vocabulary, writing devices, paragraphs and using some of these for effect, developing plot in an interesting way, introduction of some ambitious punctuation.

PEEL Paragraphs – developing understanding of Language and commenting on the effect of words used.

**Term 3 – Dystopian Fiction**

Narrative writing – sentence structures and looking at using some for effect, ambitious vocabulary, writing devices, paragraphs and using some of these for effect, developing plot in an interesting way, introduction of some ambitious punctuation.

PEEL Paragraphs – developing understanding of Language and commenting on the effect of words used.

These skills are developed in Year 9, however, these skills will have also been touched on at the start of Year 8. The content students will have missed is the development of them. They need this content before moving on to Year 9 so in the first term of Year 9, teachers will test these skills and then work on developing them if needed, before introducing the necessary skills for Year 8.

**Year 9**

**Term 2 – Power and Conflict -**

Descriptive and Narrative Writing – sentence structures for effect, ambitious writing, using a range of writing devices, using a range of paragraphs, making specific choices when developing plot, ambitious punctuation.

PEELC Paragraphs – developing understanding of context and societal factors that have influenced the writer.

**Term 3 – Language and Power**

Transactional Writing - sentence structures for effect, ambitious writing, using a range of writing devices, using a range of paragraphs, making specific choices when developing ideas, ambitious punctuation.

PEELC Paragraphs – developing understanding of context and societal factors that have influenced the writer.

When looking at the skills that we cover at KS4, the missed content can be developed throughout the KS3 curriculum. It is important that this is done before students reach Year 10. Due to the amount of content that needs to be taught for GCSE, we don’t have the same amount of time to develop the necessary skills so the KS3 curriculum is designed to prepare them for this.

With the missed content in Year 9, this was actually geared towards KS4 content, therefore, with the GCSE being a two year course, missing the content isn’t too worrying. In terms of the skills they have missed, these will be covered at KS4 and will be developed during this curriculum. Homework will be set to test these skills and this will link to the GCSE exam spec and the new learning that is taking place; this will allow the teacher to assess any skills that need re-visiting.

**Year 10 Language**

**Term 2 – Writing (narrative) and Reading**

Narrative and Descriptive Writing

Transactional Writing

Developing understanding of what is expected at GCSE level, ensuring written responses are detailed and developed and that students remember what to include from the mark scheme.

**Term 3 – Reading**

This is the worrying component as it is brand new content – the skills aren’t covered at KS3 and the whole of the scheme was missed due to lockdown. Because of this, students haven’t studied any of it so can’t sit this part of their Year 10 mocks. Students will sit a condensed version of the scheme for their mock exam so that they can access all of the questions. The teachers will then use the QLA to identify the key skills that need focusing on.

**Year 10 Literature**

Term 2 – A Christmas Carol

Term 3 – An Inspector Calls

Students should have been reading the texts and studying key quotes. In order to catch them up with this, students will focus on key extracts and key quotes, as well as the plot and key characters. This will ensure students are still able to access the questions. The necessary skills to answer the question and to write using the correct structure will have already been built up throughout KS3 and in Year 10.