



	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Year 7	<p>Introduction to English</p> <p>A range of texts both from the Literary Canon and non-fiction texts for language change analysis and exploration of the canon</p> <p>Literacy skills: SPaG; analytical skills: language and sentence structure; analysis of how language changes; written accuracy, organisation and methods to engage readers</p> <p>Narrative Writing Language Change Knowledge Test</p> <p>Rationale: Introduce the Canon of English Literature to give an overview of the history and development of the language. To instil passion and a thirst for knowledge at the start of Year 7. To assess writing skills from Primary into Secondary as a baseline.</p> <p>Modern Novel: 'Refugee Boy' Zephaniah</p>	<p>Continuation of Modern Novel: 'Refugee Boy' Zephaniah</p> <p>Plot, structure, characters, themes, key quotations and context of the novel</p> <p>Analytical skills (language, imagery, structure and stylistic devices). Interpreting the writer's intention and making contextual links.</p> <p>Essay based on character</p> <p>Rationale: To introduce the joys and challenges of reading a novel in high school and to ensure stability after Covid school closures. The choice of novel reflects modern British society and enables important discussions regarding race, culture and community.</p>	<p>Multicultural Poetry</p> <p>A range of poems; poetic terms; cultural context</p> <p>Analytical skills (language, imagery, structure) and skills of comparison</p> <p>Essay based on a single poem</p> <p>Rationale: To introduce the analytical skills linked to the study of poetry in a secondary setting. Following the study of 'Refugee Boy' in the previous term, students build on their appreciation of other cultures around the globe and the issues and traditions important to these writers.</p>	<p>Shakespeare Heroes and Villains</p> <p>A range of Shakespearean extracts linked to a theme; exploration of characters within that theme' context</p> <p>Analytical skills (language, imagery, structure and dramatic devices). Interpreting the writer's intention and making contextual links.</p> <p>Knowledge Test on Shakespearean context</p> <p>Essay based on a Shakespeare extract</p> <p>Rationale: To introduce the study of a play and its features. To appreciate the language, context and characters of Shakespeare through manageable extracts linked to a theme. Following their Introduction to the Canon in the Autumn Term, this unit expands on the study of Shakespeare.</p>	<p>Victorian Literature</p> <p>A range of Victorian literature extracts; social/historical context; how to write effectively</p> <p>Vocabulary choices, structural techniques, SPaG</p> <p>Victorian Context</p> <p>Descriptive Writing</p> <p>Rationale: To build on ideas of Victorian literature introduced in the Autumn Term study of the Canon. To build a knowledge of social issues of the time including issues of gender, race, class and progress through extracts from key Victorian texts. To review writing skills from the start of the year through a descriptive skills linked to Victorian Literature.</p>	<p>Writing to persuade</p> <p>Persuasive speeches/texts</p> <p>Writing for Purpose, Audience, Form; range of vocabulary; structural techniques; persuasive techniques</p> <p>Persuasive speech</p> <p>Writing to persuade Assessment</p> <p>Rationale: To consolidate the views studied throughout the year and give students a chance to express their own opinions on topics in modern society. To build expertise in persuasive speaking and writing.</p>
Year 8	<p>Modern play: 'War Horse' adapted by Nick Stafford</p> <p>Plot, structure, characters, themes, key quotations and context of the play, effects on the audience</p> <p>Analytical skills (language and imagery); responding to a statement; effects on the audience; written accuracy, organisation and methods to engage readers</p>	<p>Love and Relationships Poetry</p> <p>Poetic terms, connectives to compare and contrast, context of poets studied</p> <p>Analytical skills (language, imagery, structure) and skills of comparison</p> <p>Essay comparing 2 poems</p> <p>Rationale: To revisit the analytical skills build in Year 7</p>	<p>Victorian Literature</p> <p>A range of Victorian literature extracts; social/historical context; how to write effectively</p> <p>Vocabulary choices, structural techniques, SPaG</p> <p>Victorian Context Knowledge Test</p> <p>Descriptive Writing</p> <p>Rationale: To build on ideas of Victorian literature introduced in</p>	<p>Non-Fiction Texts from 19th-21st Century</p> <p>Social/historical context, non-fiction text types, writers' viewpoints and perspectives</p> <p>Reading for meaning; summary; synthesis</p> <p>Knowledge Text on Non-fiction skills</p> <p>Comparing writers' perspectives and language use</p> <p>Rationale: To build on non-fiction</p>	<p>20th Century classic novel: 'Animal Farm' by George Orwell</p> <p>Plot, structure, characters, themes, key quotations and context of the novel</p> <p>Analytical skills (language, imagery, structure and dramatic devices). Interpreting the writer's intention and making contextual links. Persuasive writing skills and evaluating a statement on a text</p>	<p>Shakespeare Leadership and Power</p> <p>A range of Shakespearean extracts linked to a theme; exploration of characters within that theme' context</p> <p>Analytical skills (language, imagery, structure and dramatic devices). Interpreting the writer's intention and making contextual links. Speaking and listening skills for debate</p>



	<p>Knowledge Test World War One context</p> <p>Recreative narrative writing Rationale: To build on the study of extracts in Year 7 by studying a full play script. To build an understanding of the importance historically and in terms of literature of World War One. To develop from Year 7 a more sophisticated approach to writing descriptively through a specific narrative viewpoint. To review written accuracy and common misconceptions.</p>	<p>and introduce the comparison of poems linked by themes and to start considering the poets' contexts and integrate this into their comparative essays.</p>	<p>Year 7 through the study of 'A Christmas Carol' in 2019. To build a knowledge of social issues of the time including issues of gender, race, class and progress through extracts from key Victorian texts. To review writing skills from Autumn Term and to develop more sophisticated writing structures, for example cyclical writing.</p>	<p>text study in Year 7 and introduce a range of more challenging texts from the 19th-21st Century. Introduce the skills of comparison and analysis of writers' perspectives.</p>	<p>Writing a persuasive letter</p> <p>Evaluation of a statement linked to the novel Rationale: To introduce the novel as a form of commentary on political and ideological issues. Pupils are asked to evaluate and form opinions within their assessment. To introduce letter writing as a form of communication and develop persuasive writing skills with more challenging concepts. This also acts as consolidation of non-fiction from the previous term.</p>	<p>Debate</p> <p>Rationale: To build on the previous half term's study with further exploration of challenging concepts connected with leadership. Speaking skills are developed from the speech in Year 7 into a debate where pupils must listen to others and articulate their own viewpoints through debate.</p>
<p>Year 9</p>	<p>American 20th Century Novel: 'Of Mice and Men' by John Steinbeck</p> <p>Plot, structure, characters, themes, key quotations and context of the novel</p> <p>Analytical skills (language, imagery, structure and dramatic devices). Interpreting the writer's intention and making contextual links.</p> <p>Analysis of language and structure and evaluation of text</p> <p>Rationale: To start back after school closure with the stability of studying a novel. To introduce new analytical skills linked to structure and language, particularly characterisation. Continuation of studies linked to social issues and other cultures. To introduce concepts and ideologies from America in the 20th Century to enable a better understanding of the modern world.</p>	<p>Unseen Poetry</p> <p>Knowledge of poetic techniques and terminology and how to write about the effects on the reader.</p> <p>Analytical, interpretation and comparison skills.</p> <p>Knowledge Test Poetic Terms Unseen Poetry Comparison Assessment</p> <p>Rationale: To build on the study of poetry in Years 7 and 8 and introduce the skills of approaching an unseen poem with a focus on analytical language comparison.</p>	<p>Shakespeare 'Romeo and Juliet'</p> <p>Plot, structure, characters, themes, key quotations and context of the play</p> <p>Analytical skills (language, imagery, structure and dramatic devices). Interpreting the writer's intention and making contextual links. Linking extracts to a whole text</p> <p>Knowledge Test Context</p> <p>Essay based on an extract from the play</p> <p>Rationale: To continue the study of the tragic genre through this seminal text. To prepare Year 9 for the skills inherent within the GCSE specification. And to introduce the essay writing skills needed to analyse an extract linked to a whole text.</p>	<p>Recreation – writing from a stimulus</p> <p>Knowledge of descriptive and narrative techniques; range of structures; how to use a stimulus to inform planning. Importance of written accuracy – spelling, punctuation and grammar.</p> <p>Written accuracy, organisation and methods to engage readers</p> <p>Narrative writing</p> <p>Rationale: Consolidation of narrative writing skills studied in Year 8 through using different, and more challenging, stimuli (poetry, prose and film). To address core principles of written accuracy in preparation for GCSE.</p>	<p>19th Century Novel: 'The Sign of Four' by Conan Doyle</p> <p>Plot, structure, characters, themes, key quotations and context of the play</p> <p>Analytical skills (language, imagery, structure and dramatic devices). Interpreting the writer's intention and making contextual links. Linking extracts to a whole text</p> <p>Knowledge Test Victorian Context Essay based on character from the novel</p> <p>Rationale: To build on knowledge from Victorian Literature Unit through the study of a whole text. To introduce a classic Victorian text and character and consolidate understanding of context. Building on prior knowledge of essay skills of extract to whole text analysis.</p>	<p>Campaigning for a cause – persuasive writing</p> <p>Knowledge of non-fiction writing types/forms. Knowledge of a range of persuasive techniques. Knowledge of organising opinions into a cohesive and effective argument.</p> <p>Written accuracy, organisation and methods to engage readers</p> <p>Persuasive article</p> <p>Rationale: Continuing to build on non-fiction reading and writing skills from previous years and including more GCSE style questions linked to texts. To introduce further writing styles such as editorial and broadsheet journalism.</p>



Year 10	<p>Non-Fiction Writing Language Paper 2 Question 5</p> <p>Knowledge of this question in Paper 2 and how to approach purpose, audience, format and planning an argument.</p> <p>Writing to suit audience, purpose and format with range of linguistic techniques and technical accuracy</p> <p>Written accuracy, organisation and methods to engage readers</p> <p>Interim Question 5 assessed practice Final Question 5 assessed practice</p> <p>Rationale: To review a key question and skill that was taught during school closure and which needed further teaching and consolidation.</p>	<p>Power and Conflict Anthology poems</p> <p>Knowledge of poems' narratives, language, imagery, structure and contexts of poets and poems</p> <p>Analytical, interpretation and comparison skills. Exam writing/essay skills</p> <p>Comparative paragraphs</p> <p>Essay based on comparing two poems</p> <p>Rationale: To introduce the AQA GCSE Poetry Anthology and its themes of power and conflict. To build on the skills of reading, interpretation and analysis of poetry in KS3. To consolidate skills of writing poetry comparison essays.</p>	<p>Shakespeare 'Romeo and Juliet' revision and practice</p> <p>Revision of approaches to unseen poems.</p> <p>Revision of plot, characters, themes, structure and context of 'Romeo and Juliet'</p> <p>Analytical, interpretation and comparison skills. Exam writing/essay skills</p> <p>Literature Paper 1 Section A 'Romeo and Juliet' extract based essay</p> <p>Rationale: Revision of plot, characters, themes and context with a focus on examination questions and skills in order to prepare students for Literature GCSE.</p>	<p>Non-Fiction Reading Language Paper 2 Section A Questions 1-4</p> <p>Range of non-fiction texts from 19th-21st Century. Knowledge of exam questions, timings and approaches</p> <p>Comprehension, interpretation and analysis of writers' viewpoints and attitudes, analysis of language, comparison of differences in texts and viewpoints</p> <p>Language Paper 2 Section A Questions 1-4</p> <p>Rationale: To build on skills taught in Year 8 linked to non-fiction texts from 19th to 21st Century. To introduce a focus on approaches to GCSE questions, timings and exam skills.</p>	<p>19th Century Novel: 'The Sign of Four' by Conan Doyle Literature Paper 1 Section B</p> <p>Revision of plot, structure, characters, themes, key quotations and context of the play</p> <p>Analytical skills (language, imagery, structure and dramatic devices). Interpreting the writer's intention and making contextual links. Linking extracts to a whole text</p> <p>Literature Paper 1 Section B</p> <p>Rationale: Revision of plot, characters, themes and context with a focus on examination questions and skills in order to prepare students for Literature GCSE.</p>	<p>Unseen Poetry</p> <p>Knowledge of how to approach this section of the exam and annotate an unseen poem.</p> <p>Revision of poetic techniques.</p> <p>Analytical, interpretation and comparison skills.</p> <p>Literature Paper 2 Section C (TBC depending on mock dates)</p> <p>Rationale: To revise skills of analysis and comparison from previous years. To focus on approaches in the exam to unseen poetry.</p> <p>'An Inspector Calls' by Priestley Revision</p> <p>Revision of plot, structure, characters, themes, key quotations and context of the play</p> <p>Analytical skills (language, imagery, structure and dramatic devices). Interpreting the writer's intention and making contextual links.</p> <p>Literature Paper 2 Section A (TBC depending on mock dates)</p> <p>Rationale: To revise the most accessible GCSE text at the end of the year. To consolidate</p>



						understanding of plot, characters, themes and context.
Year 11	<p>Language Paper 2: Writers viewpoints and perspectives</p> <p>Range of non-fiction texts from 19th-21st Century. Knowledge of exam questions, timings and approaches</p> <p>Writing to suit audience, purpose and format with range of linguistic techniques and technical accuracy</p> <p>Comprehension, interpretation and analysis of writers' viewpoints and attitudes, analysis of language, comparison of differences in texts and viewpoints</p> <p>Written accuracy, organisation and methods to engage readers</p> <p>Assessments based on Question 1-5 of Language Paper 2 Rationale: Due to Literature early entry in 2020, Year 11 start their studies of English Language with an exploration of non-fiction texts and approaches to Section A (the reading section) of the exam.</p>	<p>Language Paper 2: Writers viewpoints and perspectives</p> <p>Range of non-fiction texts from 19th-21st Century. Knowledge of exam questions, timings and approaches</p> <p>Writing to suit audience, purpose and format with range of linguistic techniques and technical accuracy</p> <p>Comprehension, interpretation and analysis of writers' viewpoints and attitudes, analysis of language, comparison of differences in texts and viewpoints</p> <p>Written accuracy, organisation and methods to engage readers</p> <p>Language Paper 2 Mock Rationale: To give students a clear understanding of each individual Language GCSE Paper, they continue their studies by addressing the skills and question types of Paper 2 Section B.</p>	<p>Language Paper 1: Explorations in creative reading and writing</p> <p>Range of fiction texts and short stories from 19th-21st Century. Knowledge of exam questions, timings and approaches</p> <p>Writing to describe and narrate</p> <p>Comprehension, interpretation and analysis of writers' language, structure and methods</p> <p>Written accuracy, organisation and methods to engage readers</p> <p>Language Paper 1 Mock Rationale: To clearly differentiate between the two Language GCSE papers and consolidate skills across both papers and links to Literature GCSE through this fiction based exam paper.</p>	<p>Language Paper 1: Explorations in creative reading and writing</p> <p>Range of fiction texts and short stories from 19th-21st Century. Knowledge of exam questions, timings and approaches</p> <p>Writing to describe and narrate</p> <p>Comprehension, interpretation and analysis of writers' language, structure and methods</p> <p>Written accuracy, organisation and methods to engage readers</p> <p>Assessments based on Question 1-5 of Language Paper 1 Rationale: To give students a clear understanding of each individual Language GCSE Paper, they continue their studies by addressing the skills and question types of Paper 1 Section B.</p>	<p>Revision of Language Paper 1 and 2</p> <p>Revision and practice of all previous knowledge</p> <p>Practice of all previous skills</p> <p>Rationale: To practise, revise and prepare for final GCSE papers by addressing areas of most need within classes and for individual learners.</p>	Final GCSEs