



| Year Group | Year 7 | | | | | |
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| Subject intent | <p>Read easily, fluently and with good understanding for both pleasure and information through developing their habit of reading widely and often as well as to read at or above their chronological reading ages by providing them with challenging texts.</p> <p>Students will be taught now how to write clearly and engagingly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. They will also acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.</p> | | | | | |
| Subject Implementation | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge | Talking about me Autobiography Heritage Culture Customs Hobbies | Private Peaceful + war poetry War poetry: Sassoon's 'Suicide in the Trenches' Owen's 'Dulce et Decorum Est' Context: WW1 Feelings Experiences | Antigone Context: Greek Theatre and Greek Mythology | Writing to persuade – Charity unit - WaterAid <ul style="list-style-type: none"> ❖ Nonfiction ❖ Persuasive techniques ❖ Context: socio political issues | Exam preparation: nonfiction - Travel writing | Animal Farm/ Frankenstein (play script) <ul style="list-style-type: none"> ❖ Setting ❖ Character ❖ Language ❖ Atmosphere ❖ Themes |
| Skills | Research Presentations Descriptive writing | Understanding various linguistic and structural devices Exploring themes and ideas | Understanding texts in relation to context and themes | Understanding and using persuasive techniques Reading non-fiction for wide reading and understanding | Identify and interpret explicit and implicit information and ideas. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers | Understanding and explaining setting, atmosphere and relevant themes attached |



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| Subject Impact | Making connections between personal and educational-organicity | Engaging in political discussion -war and antiwar views. | Exploring Greek mythology and tragedy- familiarisation with classic literature. | Talking about social responsibility. | Writing to describe/advertise/pe rsuade | Exploring social critique: communism and its discontent. |
| Assessment | Presentation: oracy | Formative assessment: Speech (persuading) Summative assessment: Character analysis Charlie’s presentation in a key event, and in the novel as a whole. | Formative assessment: Recreating a pivotal scene from the play Summative assessment: commenting on /analysing the relationship of Antigone and Ismene | Formative Assessment: Posters Summative Assessment: newspaper article/blog/letter | Formative assessment: Descriptive writing: favourite holiday destination Summative assessment: written exam | Formative Assessment: Letter/newspaper article (cloning/modern-day slavery etc.) Summative Assessment: theme comment/analysis |



| Year Group | Year 8 | | | | | |
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| Subject intent | Students will understand that literature is a reflection of, a response to, and an influence on, the context in which it was written. They will study a range of texts that are shaped by the context in which they were produced and key concepts and will explore big ideas like power, class, power, gender, identity etc. Students will become familiar with the conventions of different genres as well as introducing them to the more demanding language and powerful imagery of Shakespearean plays and the Romantic writers. | | | | | |
| Subject Implementation | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge | Non-fiction unit 'WHO AM I?' Features of autobiographical writing *features of writing to inform | Of Mice and Men/ Hunger Games Context: dystopia <ul style="list-style-type: none"> ❖ Narrative ❖ Setting ❖ Narrator ❖ Character ❖ Themes ❖ Language | Romantic poets Context: Romanticism <ul style="list-style-type: none"> ❖ Form ❖ Structure ❖ Language ❖ Themes | Shakespeare – Merchant of Venice / Taming of the Shrew Powerful women Context: English renaissance Shakespeare Ovid's Metamorphoses Form: comedy Structure: <ul style="list-style-type: none"> ❖ Soliloquy ❖ Stage directions ❖ Props ❖ Role reversal ❖ Dramatic irony ❖ Aside Language: <ul style="list-style-type: none"> ❖ Allusion | Dystopian short stories: Kurt Vonnegut's "Harrison Bergeron" Ray Bradbury 's "The Veldt" Shirley Jackson' "The Lottery" Context: Dystopia Short stories' features: <ul style="list-style-type: none"> ❖ Narrative ❖ Setting ❖ Narrator ❖ Character ❖ Themes ❖ Language ❖ Comparing and contrasting | Mr Pip/ Whale Rider Narrative <ul style="list-style-type: none"> ❖ Setting ❖ Narrator ❖ Character ❖ Themes ❖ Language |



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| | | | | <ul style="list-style-type: none"> ❖ Metaphors ❖ The rule of three etc. | | |
| Skills | <p>*Writing to describe and narrative</p> <ul style="list-style-type: none"> • Use of a range of language devices including similes, metaphors <p>*Planning, drafting, writing in timed conditions, proofreading and redrafting.</p> | <p>*Understand increasingly challenging texts by learning new vocabulary -themes, language, structure and character</p> <p>*Big ideas- migration, The American Dream The Great Depression</p> | <p>*Identifying figurative language using accurate terminology</p> <p>*Understanding of writer's choice of language for effect</p> <p>*Discussing / commenting the theme of nature by romantic poets</p> | <p>*Further develop understanding of Shakespearean language</p> <p>*Commenting on /analysing/evaluating how the author presents the role of women in society</p> | Compare characters presents in the texts | Analysing and evaluating writer's craft Cultural identity and alienation commenting |
| Subject Impact | Making connections between personal and educational- organicity | Exploring social problems by integrating with the present. | Exploring environmentalism through Romanticism. | Exploring the concept of love in comedy. | Exploring environmentalism through the dystopian genre. | Exploring the concept of the other/alienation and memories. |
| Assessment | <p>Formative assessment: Write a creative piece of fiction, using sensory language</p> <p>Summative assessment:</p> | <p>Formative: creative writing- a response poem having as a stimulus one of poems studied</p> <p>Summative assessment:</p> | <p>Formative assessment: re-enacting an extract from a relevant scene in the play, e.g. Portia commenting on her suitors.</p> | | <p>Formative assessment: compare the presentation of Harrison Bergeron's character with another character</p> | <p>Formative assessment: Speech/letter/diary entry/blog/newspaper article</p> <p>Summative assessment:</p> |



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| | <p>Author's craft: commenting on /analysing/evaluating the presentation of A major character in an extract and the novel as a whole.</p> | <p>contextual study -discussion/comment/analysis of the theme of nature by one of the Romantic poets.</p> | <p>Summative assessment: Themes- commenting on /analysing/evaluating how the author presents the</p> | | <p>from the stories studied. Summative assessment: creative writing: own short dystopian story</p> | <p>Cultural identity and alienation commenting on/analysing/evaluating on author's craft.</p> |
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| Year Group | Year 9 | | | | | |
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| Subject intent | <p>Our aim is for students to spend part of Y9 enjoying reading, engaging with the more difficult texts – either the set texts as an introduction, or use of short-stories etc. Look at plot, sequence, characters. These units of work also focus on refining students’ language analysis skills of challenging texts. There is more of a focus on embedding quotations, precise use of subject terminology.</p> <p>Spoken Language skills are also taught and developed in KS3 so students can participate effectively in group work/discussions/presentations for learning. Pupils consider key topics debated in the media and learn how to write these into a formal opinion piece</p> <p>Every half term, the students will have one formal assessment and one informal piece of work with written feedback. Formal assessments can consist of written essays and oral presentations.</p> | | | | | |
| Subject Implementation | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge | <p>Non-fiction unit This unit of work focuses on non-fiction texts and embedding persuasive techniques.</p> | <p>Dickens’ Great Expectations Context: Victorians-social structure, and Gothic Narrative / Setting Narrator / Character Themes /Language</p> | <p>Relationships poetry Context: Relationships Form /Structure Language / Themes Comparison</p> | <p>Shakespeare – Romeo and Juliet Form: Tragedy Structure: Soliloquy / Setting Dramatic irony /Aside Prologue /Iambic pentameter Language: Allusion /Metaphors Similes etc.</p> | <p>Short Stories – Literary Shorts and Angela Carter Short stories’ features: Narrative /Setting Narrator / Character Themes /Language</p> | <p>Jane Eyre/ The Woman in the Black Context: Victorians and women, and Gothic Narrative /Setting Narrator /Character Themes /Language</p> |
| Skills | <p>Identifying explicit and implicit Using research and information to construct a well-informed viewpoint on a topic</p> | <p>Exploring contexts and relevant themes in texts</p> | <p>Commenting and analysing language and structure in poetry</p> | <p>*Consolidate pupils’ understanding of Shakespearean language. *Exploring on the importance of form and</p> | <p>Critical approaches- feminism Context Form POV</p> | <p>Context- VICTORIANS Class Gothic features Atmosphere Tension vocabulary</p> |



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| | How to verbally express opinions and develop an argument Adapting writing to suit genre, audience and purpose of nonfiction. | | | structure *Understanding of the playwright's choice of language and staging for effect. | | |
| Subject Impact | Write a description inspired by this image | Comprehension; commenting on; explain, analyse etc., language, structure and form Familiarity with Victorians. | Comprehension; compare and contrast skills. | Exploring the concept of forbidden love. | Exploring Feminism; empowering the students by engaging in exploring post-modern text. | Exploring the woman's place in Victorian era. Engaging with Gothic Genre. |
| Assessment | Formative assessment: Write a description inspired by this image Summative assessment: | Formative assessment: Monologue: Miss Havisham Summative assessment: Writer's methods: commenting on /analysing/evaluating Pip's home life or Pip's visit (s) to Satis House . | Formative: creative writing- a response poem having as a stimulus one of poems studied Summative assessment: discussion/comment/analysis Compare the theme of relationship by two poets studied in this unit. | Formative assessment: newspaper article on the party scene Summative assessment: Character analysis: commenting on/analysing/evaluating Act 3 Sc. 5 The presentation of Lord Capulet in this scene and in the play as a whole. | Formative assessment: Commenting on/analysing/evaluating the presentation of a protagonist featured in one of the short stories studied. Summative assessment: creative writing: own short story | Formative assessment: diary entry: Jane in the Red Room Summative assessment: Themes: Commenting on /analysing/evaluating Jane's presentation in one extract and in the novel as a whole. |



| Year Group | Year 10 | | | | | |
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| Subject intent | <p>This is the start of the two year GCSE English Language and Literature course that will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. We prepare students for the Language paper through explicit teaching of reading and writing skills; as well as exposing students to credible examples.</p> <p>Formal assessments can consist of written essays and oral presentations. At the end of the year, the students will undergo a Language and Literature exam whereby all aspects of the course, both knowledge and skills, will be tested.</p> | | | | | |
| Subject Implementation | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge | <p>Introduction to Non-fiction Texts for English Language Paper 2: Newspaper articles/ reviews</p> <p>Language analysis *persuasive techniques *analysing differences and similarities</p> | <p>Language Paper 1 Literary Short Stories Application of reading: English Language Paper 1 <i>'Chemistry'</i> <i>'Odor of Chrysanthemums'</i> <i>My Polish Teacher's tie</i> Reading and comprehension *Character analysis: *Setting *Writer's methods</p> | <p>Macbeth: Context- Jacobean era Explorations of the following Form: Structure: Tragedy *Soliloquy*Setting *Dramatic irony *Aside *Prologue *Iambic pentameter Language: *Allusion *Metaphors * Similes etc</p> <p>Retrieval: Love and relationship Poetry - Parent- child relationship.</p> | <p>Love and relationship Poetry - Romantic relationship Context: Relationships Comment, explain and analyze the following. *Form *Structure *Language *Themes *Comparison</p> <p>Language Paper 1-Section B- Creative writing – narrate and describe. Use images/ theme or character from poems to stimulate opportunities for</p> | <p>Exam revision: Language paper 1 *<i>Macbeth</i> *<i>Love and relations poetry</i> *GCSE English Language Paper 1 assessment. GCSE English Literature Paper 1 assessment.</p> | <p>Modern play – DNA *Themes *Character *Setting *POV *Language</p> |



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| | | | | descriptive and narrative writing. | | |
| Skills | <p>AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence...AO4: Evaluate texts critically and support this with appropriate textual references.</p> | <p>AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence...AO4: Evaluate texts critically and support this with appropriate textual references.</p> | <p>Continue study of Shakespeare play; <i>Macbeth</i> and develop skills through close study of key extracts and relationship to whole.</p> | <p>Candidates are required to show the abilities described in AO1, AO2 and AO3 through tasks which require them to make comparisons across texts.</p> <p>*Understanding the main ideas in the poems.</p> <p>* Comparison, analysis of language and structure.</p> <p>*Independent student interpretation and responses.</p> | <p>Examinations skills. Rubric of the four examination papers and key Assessment Objectives (AOs)</p> | <p>AO1 Identify and interpret explicit and implicit information and ideas. Select and synthesise... AO2 Explain, comment on and analyse how writers use language and structure to achieve effects.. using relevant subject terminology to support their views.</p> <p>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 Evaluate texts critically and support this with appropriate textual references.</p> |



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| Subject Impact | This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation. | This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation. | This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation. | This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation. | This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation. | This topic places the learner back at the centre of curriculum by promoting learners making both group and personal connections with the content and having genuine discussion, analysis and evaluation. |
| Assessment | <p>Formative assessment: Letter response to an article.</p> <p>Summative assessment: GCSE English Language Paper 2 - Writing</p> | <p>Summative assessment:</p> <p>GCSE English Language Paper 1 - Reading style response to 'Odor of Chrysanthemums'</p> | | <p>Formative: oral presentation of a chosen poem from the unit.</p> <p>Summative assessment: discussion/comment/analysis Compare the theme of relationship by two poets studied in this unit.</p> | | |
| Sequencing | Retrieving Persuasive techniques. interleaving and spacing | Retrieving spacing - context witches during Jacobean Era Retrieving Spacing women's place context | Spacing the divine right to rule; the great chain of being context | Retrieving spacing and interleaving | Retrieving spacing and interleaving | Retrieving spacing and interleaving |

Text Book/Reference/Resource guide



Encyclopædia Britannica

Victorian web- <http://www.victorianweb.org/>

BBC Bitesize –English Literature poetry: <http://www.bbc.co.uk/education/guides/z8kyg82/revision/5>

British Library Learning Resources: <https://www.bl.uk/learning>

BBC Bitesize English Literature:

<http://www.bbc.co.uk/education/topics/zksyedm>

AQA GCSE: English Language Developing the skill for Learning and Assessment

AQA GCSE: English Language Assessment preparation Paper 1 and Paper 2



| Year Group | Year 11 | | | | | |
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| Subject intent | Every half term, the students will have one formal assessment and one informal piece of work with written feedback. Formal assessments can consist of written essays and oral presentations. At the end of the year, the students will undergo a language exam whereby all aspects of the course, both knowledge and skills, will be tested. | | | | | |
| Subject Implementation | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge | <p>Non-fiction text (Language paper 2) *Contemporary newspaper article</p> <p>*Macbeth Revision: Macbeth character</p> | <p>Study of modern drama text DNA *DNA intro reading *Character analysis *Key themes *Setting *Writer's methods</p> <p>Revision for November PPE/MOCKS Language and Literature</p> | <p>Spoken Language endorsement assessment *Topics or themes for writing to inform presentations. *refining presentations *Self and peer reflection and evaluation.</p> | <p>UNSEEN POEMS - Poetry literary heritage: *Form *Structure *Language Themes</p> | <p>Exam Revision - Literature revision on *Macbeth *Love and Relationship poetry *DNA</p> <p>- Language Paper 1 & 2</p> | <p>Public Examinations</p> |
| Skills | <p>*Identify and interpret explicit and implicit information and ideas *select and synthesise evidence from different texts *Writing to present a point of view. *Planning within a time limit. *Proofreading /accuracy</p> | <p>Comprehension comment/explain/analyse/evaluate: Language Structure Form Context Influences</p> | <p>*Writing to present a point of view. *Presenting within a time limit. *Proofreading /accuracy *Expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary *Organises and structures his or her presentation using an effective range of strategies to engage the</p> | <p>*Analyse how poets use language and structure to achieve effects and influence readers *Using relevant subject terminology *Understanding the relation between texts</p> | <p>*Revisiting texts and understanding the rubric of the exam and the requirement of the mark scheme</p> | |



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| | | | audience *Listens to questions / feedback, responds perceptively | | | |
| Sequence | *Interleaving & spacing *Retrieving - New vocabulary and persuasive techniques *Interleaving & spacing | *Retrieving *Interleaving | *Retrieving *Spacing and interleaving | *Retrieving *Spacing and interleaving | *Retrieving *Spacing and interleaving | *Retrieving *Spacing and interleaving |
| Subject Impact | Talking about social issues. | Youth culture. | Oracy in tackling social issues. | In my feelings/thoughts/dreams through poetry. | Application of knowledge towards the greater picture-further education. | |
| Assessment | Formative assessment: Paper 2 Section B style: Letter to MP | PPE on both Language and Literature papers | Assessment on 'DNA' by Dennis Kelly | *AO7: Demonstrate presentation skills in a formal setting *AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations *AO9: Use spoken Standard English effectively in speeches and presentations. | | |