

| Year 7 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | Trash (Modern Novel) – Descriptive Writing | Trash (Modern Novel) – Literary Analysis | A Midsummer Night's Dream | The Speckled Band | Gender through the Ages | Poetry from around the World |
| Prior knowledge (from previous year/ key stage). | KS2 creative writing. KS2 spelling, punctuation and grammar skills. | Novel study in KS2. | KS2 Shakespeare study | Analytical skills acquired across the year. KS2 History of Victorian times. | KS2 speaking and listening skills. Analytical skills acquired across the year. | KS2 poetry study |
| Key skills | <p>Students will:</p> <p>Explore the plot and themes of the novel.</p> <p>Use descriptive devices in their creative writing.</p> <p>Ensure their work is technically accurate (SPaG) by using proof-reading/editing.</p> | <p>Students will:</p> <p>Explore the themes of the novel.</p> <p>Comment on the effects of language and structure on the reader.</p> <p>Understand writer's intentions when creating a text.</p> | <p>Students will:</p> <p>Explore the plot and genre of a play.</p> <p>Understand Shakespeare's society and what influenced him.</p> <p>Comment on how characters are constructed and why.</p> | <p>Students will:</p> <p>Explore the central themes, including conflict and power.</p> <p>Understand what symbolism is and the effects it creates.</p> <p>Analyse the writer's language and intention.</p> | <p>Students will:</p> <p>Understand the representation of gender across different literary periods</p> <p>Explore stereotypes and how these are adhered to, or subverted.</p> | <p>Students will:</p> <p>Explore poems from around the world.</p> <p>Comment on the effects of poetic techniques.</p> <p>Understand how poets' lives and historical contexts influence their writing.</p> |
| Assessment | To write a description of a setting using the novel as a stimulus. | To write a response exploring how a theme/character is presented within the novel. | To write a response exploring how a theme is presented within a Shakespearean comedy. | To write a response exploring how a theme is presented within a 19th Century short story. | A presentation on a specific text exploring gender. | To explore a range of cultural poetry and write my own based on a certain theme/idea. |
| How can you help? | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Practise their creative writing (stories, poems, descriptions of setting etc..)</p> | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Have conversations about the themes of the novel with you (prejudice, inequality, poverty)</p> | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Have conversations about the themes of the play with you (love, oppression, trickery)</p> | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Have conversations about 19th Century England (crime rates, poverty, inequality)</p> | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Have conversations about gender stereotypes (inequality, expectations, oppression, identity)</p> | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Have conversations about the themes of the poems (culture, identity, conflict, celebration)</p> |

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| Recommended reading | <i>Boy Overboard</i> by Norris Gleitzman <i>The Breadwinner</i> by Deborah Ellis | <i>Illegal</i> by Eoin Colder and Andrew Donkin <i>Nowhere Boy</i> by Katherine Marsh | <i>The Wizards of Once</i> by Cressida Cowell <i>The Wee Free Men</i> by Terry Pratchett | <i>Enola Holmes</i> by Nancy Springer <i>The London Eye Mystery</i> by Siobhan Dowd | <i>Gracefully Grayson</i> by Ami Polonsky <i>It's Trevor Noah: Born a Crime (Young Reader's Edition)</i> by Trevor Noah | <i>Other Words for Home</i> by Jasmine Warga <i>We Rise, We Resist, We Raise Our Voices</i> edited by Wade and Cheryl Hudson |
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| Year 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | Gothic | Myths and Legends | Blood Brothers | Then and Now | Art of Rhetoric | Romantic Poetry |
| Prior knowledge (from previous year/ key stage) | Year 7 writing skills | KS2 myths and legends Year 7 analysis skills | Year 7 study of a play | KS2 non-fiction Year 7 study of 19 th Century fiction | KS2 Speaking and Listening Year 7 presentation skills. | KS2 Poetry study Year 7 Poetry study. |
| Key skills | <p>Students will:</p> <p>Identify the conventions, plot and common themes of the gothic genre.</p> <p>Explore how tension is created through language and structure.</p> <p>Understand how writers' lives and historical contexts influence their writing.</p> | <p>Students will:</p> <p>Understand the difference between Myths and Legends, and their purpose.</p> <p>Identify common features of both heroes and villains.</p> <p>Be able to argue for and against a point of view and articulate their own opinion.</p> | <p>Students will:</p> <p>Explore the plot and themes of the play.</p> <p>Understand how writers' lives and historical contexts influence their writing.</p> <p>Understand writer's intentions when creating a dramatic work.</p> <p>Comment on how characters are constructed and why.</p> <p>Analyse the writer's language, intentions and dramatic devices.</p> | <p>Students will:</p> <p>Compare perspectives across Victorian and modern non-fiction.</p> <p>Understand the different forms writers use to express their opinions on a range of societal issues.</p> <p>Infer and articulate a writer's perspective through their language choices.</p> | <p>Students will:</p> <p>Understand what rhetoric is and how it is used.</p> <p>Use features of rhetoric in their own writing</p> <p>Be able to effectively structure a piece of rhetorical writing.</p> <p>Be able to engage their audience whilst performing a speech.</p> <p>Develop their ability to proofread and edit their writing.</p> | <p>Students will:</p> <p>Understand the influence of the Romantic movement and its poets.</p> <p>Identify conventions and themes associated with the genre.</p> <p>Further their understanding of poetic devices and their effects.</p> |

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| Assessment | To write a Gothic description. | To present an informed opinion on a mythical hero. | To write a response exploring how dramatic devices are used. | Compare how writers' feelings and perspectives are presented. | To write and perform a persuasive speech. | To compare Romantic poetry. |
| How can you help? | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Practise their creative writing (stories, poems, descriptions of setting etc..)</p> | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Have conversations about the heroes and villains they have encountered in their texts and who they think is the best or worst.</p> | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Have conversations about the themes within the play (inequality, poverty, love, betrayal)</p> | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Have conversations about how Victorian times differ from today in their attitudes towards things like sports, prison, education, work.</p> | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Encourage your child to persuade, argue or explain a topic to you in depth.</p> | <p>Encourage your child to:</p> <p>Complete Sparx reader</p> <p>Read for pleasure</p> <p>Have conversations about the themes within the poems (love, nature, identity)</p> |
| Recommended reading | <p><i>Coraline</i> by Neil Gaiman</p> <p><i>The Night Gardener</i> by Jonathan Auxier</p> | <p><i>Koku Akanbi and The Heart of Midnight</i> by Maria Motunrayo Adebisi</p> <p><i>Percy Jackson and the Olympians</i> by Rick Riordan</p> | <p><i>Boys Don't Cry</i> by Malorie Blackman</p> <p><i>Stone Cold</i> by Robert Swindells</p> | <p><i>Street Child</i> by Berlie Doherty</p> <p><i>Oliver Twist</i> by Charles Dickens</p> | <p><i>The Boy at the Back of the Class</i> by Onjali Q Rauf</p> <p><i>Malala: My Story of Standing Up for Girl's Rights</i> by Malala Yousafzai (Young Reader's Edition)</p> | <p><i>Love That Dog</i> by Sharon Creech</p> <p><i>Romantic Poetry: A Very Short Introduction</i> by Nicholas Roe</p> |

| Year 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | Noughts and Crosses | Teens and Misconceptions | Romeo and Juliet. | Jekyll and Hyde | Dystopia | Disturbed Voices |
| Prior knowledge (from previous year/ key stage) | Year 7 & 8 study of novels | Year 7 & 8 study of rhetoric and presentation skills | Year 7 & 8 study of plays | Year 7 study of a 19 th Century text Year 8 study of Victorian attitudes | Year 7 & 8 descriptive writing | Year 7 & 8 study of poetry |
| Key skills/ powerful knowledge | Students will: Explore the themes of the novel. Comment on the effects of language and structure on the reader. Understand writer's intentions when creating a text. Understand the effects of different narrative structures. | Students will: | Students will: | Students will: | Students will: | Students will: |
| Assessment | To write a response based on a specific theme. | | | | | |
| How can you help? | Encourage your child to: Complete Sparx reader Read for pleasure | Encourage your child to: Complete Sparx reader Read for pleasure | Encourage your child to: Complete Sparx reader Read for pleasure | Encourage your child to: Complete Sparx reader Read for pleasure | Encourage your child to: Complete Sparx reader Read for pleasure | Encourage your child to: Complete Sparx reader Read for pleasure |
| Reading recommendations | <i>Dear Martin</i> by Nic Stone <i>Internment</i> by Samira Ahmed | <i>The Book Thief</i> by Markus Zusak <i>Children of Blood and Bone</i> by Tomi Adeyemi | <i>The Perks of Being a Wallflower</i> by Stephen Chbosky <i>Fangirl</i> by Rainbow Rowell | <i>The Strange Case of Origami Yoda</i> by Tom Angleberger <i>Miss Peregrine's Home for Peculiar Children</i> by Ransom Riggs | <i>Legend</i> by Marie Lu <i>Station Eleven</i> by Emily St.John Mandel | <i>The Catcher in the Rye</i> by J.D Salinger <i>One of Us is Lying</i> by Karen M. McManus |

| Year 10 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | Macbeth Skills for: Literature Paper 1 Language Paper 1 & 2 | A Christmas Carol Skills for: Literature Paper 1 Language Paper 1 & 2 | Worlds and Lives Poetry Skills for: Literature Paper 2 Language Paper 1 & 2 | | An Inspector Calls Skills for: Literature Paper 2 Language Paper 1 & 2 | Spoken Language Endorsement Mock revision |
| Prior knowledge (from previous year/ key stage) | KS3 – Study of plays KS3 – Analytical and writing skills | KS3 – Study of 19 th Century texts KS3 – Analytical and writing skills | KS3 – Study of poetry KS3 – Analytical and writing skills | KS3 – Study of poetry KS3 – Analytical and writing skills | KS3 – Study of plays KS3 – Analytical and writing skills | KS3 – Speaking and Listening skills KS3 – writing skills KS4 – All units |
| Assessment objectives (specific skills and knowledge students are expected to demonstrate) | <p>GCSE English Language Assessment Objectives:</p> <p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts</p> <p>AO2: 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</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> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p> <p>GCSE English Literature Assessment Objectives:</p> <p>AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> | | | | | |
| Key skills | Language AO1-6 Literature AO1-4 | Language AO1-6 Literature AO1-4 | Language AO1-6 Literature AO1-4 | Language AO1-6 Literature AO1-4 | Language AO1-6 Literature AO1-4 | Language AO1-9 Literature AO1-4 |
| Assessment | Knowledge quiz. Macbeth GCSE style question. | Knowledge quiz. A Christmas Carol GCSE style question. | Knowledge quiz. Worlds and Lives Poetry GCSE style question. GCSE Language questions. | | Knowledge quiz. An Inspector Calls GCSE style question. | Spoken Language Endorsement Mocks |

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| | GCSE Language questions. | GCSE Language questions. | | | GCSE Language questions. | |
| How can you help? | Encourage your child to: Read for pleasure Create revision resources Use online videos to support their revision Re-read the text Practise their writing skills | Encourage your child to: Read for pleasure Create revision resources Use online videos to support their revision Re-read the texts Practise their writing skills | Encourage your child to: Read for pleasure Create revision resources Use online videos to support their revision Re-read the texts Practise their writing skills | Encourage your child to: Read for pleasure Create revision resources Use online videos to support their revision Re-read the texts Practise their writing skills | Encourage your child to: Read for pleasure Create revision resources Use online videos to support their revision Re-read the texts Practise their writing skills | Encourage your child to: Read for pleasure Create revision resources Use online videos to support their revision Re-read the texts Practise their writing skills |
| Recommended reading | <i>Heroes</i> by Robert Cormier <i>Macbeth</i> by William Shakespeare | <i>Dicken's London</i> by Charles Dickens <i>A Christmas Carol</i> by Charles Dickens | <i>Things Fall Apart</i> by Chinua Achebe <i>AQA Worlds and Lives Anthology</i> | <i>The Namesake</i> by Jhumpa Lahiri <i>AQA Worlds and Lives Anthology</i> | <i>To Kill a Mockingbird</i> by Harper Lee <i>An Inspector Calls</i> by JB Priestley | <i>AQA Anthology of Non Fiction Texts and Literary Heritage</i> <i>Thank You for Arguing</i> by Jay Heinrichs |

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