

| Term - Half Term | Yr7 - Four Units of Work (Key text - Abomination;) | Yr7 - LA Alternative UoW | Yr8 - Five Units of Work (Key text Darkside; Legend; Romeo and Juliet) | Yr8 - LA Alternative UoW | Yr9 | Yr9 - LA Alternative UoW | | |
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| Term 1 - 14 Weeks | Introduction to Post Modern Fiction | | Pre 20th Century text and the Gothic-Horror Genre | | World English and Shakespeare | | | |
| 1a | 1a: Baseline Writing (wks 1-3) - an immersive piece of writing which builds on student's learning from last half-term of Yr6 (KS2). Class Reader - 'Abomination' (wks 4-7). These last 3-4 weeks of the half-term can be dedicated to solid reading of the text to end with students completing the AR quiz and holiday homework to produce an email as Martha to Scott. | 1a: Baseline Writing (wks 1-3) - an immersive piece of writing which builds on student's learning from last half-term of Yr6 (KS2). | Wk 1-4: Students introduced to Literary Movements with focus on features of pre 20th century Lit this will be explored primarily through language change and descriptive-romantic ideas. Class teachers can utilise writers such as - Stevenson, Dickens, Austen, Bronte, Blake, Wordsworth, etc. Wk 5-7: Students will then complete immersive reading of 'Darkside' a modern telling in a 19th century setting. Class teachers to decide on activities to ensure students recall text and techniques used by the writer. | | 1a: Appreciating World Culture (Wk1-2) - Students investigate an International Culture and present ideas around a comparison to local culture - students should discover that Literature is a part of culture. (Wk 3-7 Seminal World: Students will study seminal poetry which focus on ideas of global community and post-colonialism/ immigration culture. Students learn to write a poetry commentary essay - 2 Intro paragraphs, 3 development paragraphs exploring ideas/imagery and vocabulary and 1 concluding paragraph which readdresses the question and show personal response to writer's ideas and purpose. Ideas around current immigration/global community can be explored especially around poets like Imtiaz Dharker, Grace Nicholls, John Agard. This will lead into themes and ideas explored by Shakespeare in 'The Tempest'. | | | Include links to UKNC, Prior Learning and KS4 Learning for clear objectives and progression. |
| 1b | Class Reader - Abomination Contd: Students to work toward a number of reading pieces as a recap/introduction to Reading Analysis from PEA to PETAL. At least 2 writing piece will also be completed where students will write a journal entry and a letter or an email (See task for end of Term 1a) as a character from 'Abomination'. | | Continued reading and evaluation of selected scenes from 'Darkside'. At least 3 pieces studied around character, setting and plot development. Students should be left with 3-4 weeks (depending on ability to write their own descriptions and then write and analytical commentary of their own work. | | Shakespeareian Text: Ideas from 1a tie into the themes of belonging, exploration and colonialism for 1b study of Shakespeare's ' The Tempest '. A full indepth (GCSE level) study of the play where students cover context, plot, theme and characterisation. For Summative Reading Assessment Students to analyse how Shakespeare presents a key theme or characterisation in the play. | | | Idea is to introduce or end each lesson with some form of reading improvement: from Fresh Start to Reading Fluency to focused Punctuation and Grammar aids |
| ASSESSMENT OUTCOMES: | Formative - letter/email and journal; Summative: Comprehensive Understanding/Selection of relevant ideas and evidence from extracted text. 1 paragraph of PEA and 2 paragraphs of PETAL. (NB. Formative assessments are not expected to be evidenced in Student Assessment Folders) | | Formative - students write a character and setting description using Dickens 'Oliver Twist' as source material. Summative - Students write a commentary analysis of their own work. This should include points made about at least 3 language choices, including examples and a detailed explanation of why they made these choices and their intended effect. | | 1A - Formative: Speaking and Listening, Summative: Poetry Analysis. 1B - Summative: Characterisation analysis of how Prospero changes in the play or exploration of how Shakespeare presents Power. Poetry and Shakespeare are two of the text studied in GCSE English Literature | | | |
| TERM 2 - 14 weeks | Myths and Legends | | 2a: Dystopian Literature and 2b: Shakespeare in Love or Dystopia? | | 2a: The News and 2B: Modern Text | | | |
| 2a | Students will explore global myths and legends from UK to native North American, Nordic and Chinese within short story form. As students are reading, emmersing and discussing ideas (themes) explored in at least 3 or 4 short stories, classwork and homework will be mostly comprehension based but students will also understand content, structure and stylistic expectations of narrative writing. | | Introduction to Dystopian Literature - Students explore features of dystopian text whilst reading 'Legend' by Marie Lu. | | In the study of News Media students engage with all three forms of media - Broadcast, Print and Digital - but focus on Print media (Newspaper and Magazine Front Covers, Aticles and Advertising). Students will familiarise themselves with language terminology, form/structure and purpose features of this media text type. Class teachers have the flexibility to set assessment but it must be a reading analysis piece. Examples might include analysis of an advert, front page/cover, lead article, feature article, etc. Students must demonstrate knowledge and understanding of features mentioned above. Students could do a writing assessment where they produce their own front cover or article however it must be accompanied by an analytical commentary. | | | |
| 2b | Students will explore global myths and legends from UK to native North American, Nordic and Chinese within poetic form . Again students will explore the language choices and stylistic poetic devices used by writers to create ideas and images in their writing. | | Romeo and Juliet: A Love Story or a Warning of Dystopian Society? | | Modernist Literature - Animal Farm. Students will analyse the text as an allegory for the Russian Revolution, and fears of Cold War societies; understand key themes like power, corruption, and class struggle, and evaluate Orwell's use of satire and literary devices. Students will also explore the historical context and assess the novel's relevance to contemporary society. This unit serves as a precursor to KS4 Literature study and is a good lead-in to understanding of 'An Inspector Calls'. | | | |
| Assessment Outcomes: | Formative (2a): students focus on key words and phrases to annotate for word class, figurative technique, denoted and connotated meanings (can be used for classroom display) Summative (2b): Students write a cultural Myths and Legends poem for St Helena. They must use at least 4 figurative language techniques and analyse a word or technique choice they made within their own poem exploring why they chose it. | | Formative (2a): students write a simple argumentative essay including introduction, counter argument and conclusive wider issues paragraphs. Summative (2b): students write a creative short story allegory set in a dystopian society using features and techniques learnt over the term. | | Formative 2A: Writing an Article or Front Page of Newspaper or Magazine. 2A Summative: Non-Fiction News Article Reading Analysis. 2B Formative: Imaginative Response to Future St Helena Scenario. 2B Summative: Analysis of Extract from the text. | | | |
| TERM 3 - 12 Weeks | Introduction to Shakespeare and Non-Fiction Writing | | Argumentative - Persuasive Writing and The Language of Advertising | | 3A: End of KS3 Assessments; and 3B: Intro of IGCSE Descriptive writing (Lang students) / Modern Text (Lit/Lang Students)/ Speaking and Listening Level 1 (Func. Skils students) | | | |
| 3a | Intro to Shakespeare: Students will learn about life and times of Shakespeare; the language of Shakespeare; Navigating Shakespeare; and be introduced to the 3 genres of his plays. Class teachers can explore performance through Macbeth, Speech through Henry V and Language choice through A Midsummer Night's Dream. | | 3A: Argumentative and Persuasive Writing- Students develop on prior learning around persuasive writing in Yr7 3b to build an understanding of both forms of non-fiction writing with an introduction to letter, article and speech writing features. | | 3A: End of KS3 (Wk1- 4 skills revision, Wk5 Paper 1 Exam, Wk 6-7 Descriptive/Narrative Writing) Students revise key skills necessary for an IGCSE English Language Paper: Comprehension, Summary, Analysis, Directed Writing, Description and Narrative Writing. Outcome - students will sit an IGCSE Paper 1 under formal exam conditions as well as write an imaginative/creative writing response to stimulus. This will be final, standardised assessments as End of KS3 examinations. | | | |

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| 3b | Non-Fiction - Persuasive Writing 'Save the Animal' Leaflet or Poster: Students to recap persuasive writing techniques and text forms of persuasive writing; research an endangered animal of their choice; summarise and paraphrase research into a poster or leaflet to persuade an audience of parents to play a part in the protection of their chosen animal of the student's choice. This could be a class multi-media production around a local animal or insect but individual peices must be produced for assessment. | | 3B: Persuasive Writing: Language of Advertising. An oppprtunity to consoliday persuasive writing techniques with indepth word-level analysis. Student should explore at least 3 advertisements from a range of media - ideally broadcast, print and digital as a precursor to Yr9 News Media unit. | | At this point students will have been assigned to KS4 courses/teaching groups (Lang/Lit Group, Lang Only group, FS1 and 2 Group, FS1 and Step Up Gold group). This grouping arrangement will vary depending on the cohort and teacher availability. All students will be given understanding of course requirements and expectations. Lit/Lang Group: Will cover Reading of Modern Text (An Inspector Calls), by the end of the half-term students will have good initial knowledge/understanding of the text, key themes, characterisation and context before more indepth study is taken on in Yr10. Lang Only Group: Text Types. Having already covered Journal and Letter Writing in Term 3A, students will cover the remaining 4 text types over this period. FS1 and 2 Group: Writing Skills. Having completed basic learning of Reading Paper skills students should move on to writing skills with the aim of completing Reading and Writing Level 1 exam by the end of Term 1 (Yr10). FS1/Step Up Gold Group: Consolidation of Reading Skills. These students will need further reinforcement of skills learnt in Term 3A so that by 1A of Yr10 they will be much more confident on what is required for Level 1 reading paper. | | | |
| Assessment Outcomes: | Formative: Performance of 4-1-46 and Exploring persuavive language choices in Henry V speech; Summative: Persuasive Leaflet or Poster | | Formative (3a): Students will produce a simple discursive essay including an introduction, counter-argument development paragraph and wider consideration conclusion. Summative (3b): Students will produce a persuasive advert with commentary on language choice. | | Summative: IGCSE/FS1 Reading Paper 1; Descriptive/Narrative Writing Assessment based around Paper 2 content. Formative: depending on routes taken after End of KS3 exams class teachers to pay close attention to student achievements and abilities in Term 3B should there be an identified need to make group movements. | | | |
| | All lessons for Yr7 and 8 to begin with 10 to 15 minutes of Reading Fluency (in some cases this will be back to phonics levels) | SPE and MGE to populate planned curriculum for lower ability groups - it is anticipated that Yr7 and 8 curriculum will be 3 to 4 assessed units with this increasing to 5 units in Yr9 | | | | | | |