

Term → Year ↓		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	Positive Thinking task distributed on transition day.	Using The Storyspinner's tales, we examine the oral tradition of storytelling, analyse the structure of stories and then plan and tell our own stories. 'The Coroner's Report', The Story Spinner's version of Little Red Riding Hood, helps students examine themes of otherness, prejudice and victimisation. Marking checkpoints: Descriptive writing pieces. Plan for own short story. Big Ideas Victimisation Otherness Prejudice	The Storyspinner (cont.): We listen to 'The Ganchana' and use the story to help us plan and tell our own. Marking checkpoints: Creative writing pieces. Plan for own short story. Recipe for a Ganchana	Shakespeare: An introduction to Shakespeare's world and language. We continue read, explore and enjoy key extracts learning about language, metre and genre. Students learn a monologue by heart and perform it. Marking checkpoints: Peer-assessed performances of learned speech. Big Ideas Colonialism Power and status Gender Non-fiction Colonialism Shakespearean/ Early Modern context	Class reader: My Family and Other Animals: We read this classic text together and develop skills in analysis and descriptive writing. Marking checkpoints: Analytical paragraphs on language and structure analysis, or theme and context analysis. Descriptive writing. Easter holiday homework: My Family <u>As</u> Other Animals Big ideas Nature Immigration Childhood Non-fiction Extracts from autobiographies Context about the Durrells' life	Class reader: My Family and Other Animals: We continue reading this classic text together and develop skills in analysis and descriptive writing Marking checkpoints: Analytical paragraphs on language and structure analysis, or theme and context analysis. Descriptive writing.	Murder Mystery: We get out our notebooks and investigate a classic Christie murder mystery. We also examine newspaper articles about sensational crimes from the time period. Marking checkpoints: Short news reports on the murder committed using inference and deduction to discover 'whodunit'. Big ideas Truth and lies Stereotypes Punishment Non-fiction Newspaper articles about sensational crimes.
7	Assessment		STORY SPINNER KEY ASSESSMENT: Narrative story writing assessment: Writing and telling our own short oral stories.	KEY ASSESSMENT: Speaking and listening – performances of learned speech		KEY ASSESSMENT: Summer assessment: Reading: Rose Beetle Man Writing: Write a narrative about an interesting person you have met.	KEY ASSESSMENT: Writing to inform and entertain A newspaper report on the outcome of the case following Poirot's investigation.
	Drama (avg as one per fortnight but to suit SoW)	Use of voice: delivering story to peers S&L – telling an oral story	Use of voice: delivering story to peers. S&L – telling an oral story	S&L – performing speech Performing key scenes from anthology	Dramatising class readings of the novel; developing characterisations through voice, proximity and gesture.	Dramatising class readings of the novel; developing characterisations through voice, proximity and gesture.	Re-enact predictions of outcome of the story.
	SPaG (1 per week)	<ul style="list-style-type: none"> Correct sentence structure. (final fortnight of term only) Differentiated spellings and definitions focused upon developing vocabulary 	<ul style="list-style-type: none"> Differentiated spellings and definitions focused upon developing vocabulary Grammatical structure of sentences 	<ul style="list-style-type: none"> Differentiated spellings and definitions focused upon developing vocabulary 	<ul style="list-style-type: none"> Differentiated spellings and definitions focused upon developing vocabulary Quality of writing when constructing WHY paragraphs 	<ul style="list-style-type: none"> Differentiated spellings and definitions focused upon developing vocabulary Grammar terminology focused upon parts of speech, clause control and metre 	<ul style="list-style-type: none"> Varying sentence structures Grammar suitable to genre, audience and purpose (newspaper article)
	Library (one per fortnight)	Book Buzz choosing texts and introduction to library services	Short stories/fairy tales	Fiction reading – finding books you love to read	Non fiction reading – focus on literary non fiction texts especially biography	Classic text challenge – find classic texts (at least 50 years old) to read	Choose a new genre – find a genre you have not explored.
	Homework (one per week)	(final fortnight of term only) Differentiated spellings and definitions focused upon developing vocabulary	Differentiated spellings and definitions focused upon developing vocabulary Recall tests based on information in the knowledge organiser	Differentiated spellings and definitions focused upon developing vocabulary. Recall tests based upon information in the knowledge organiser.	Differentiated spellings and definitions focused upon developing vocabulary Recall tests based upon information in the knowledge organiser.	Differentiated spellings and definitions focused upon developing vocabulary Recall tests based upon information in the knowledge organiser.	Quizzes and spellings from KO.

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8		<p>Grammar for Writing: Lessons are based upon Debra Myhill's research resources; we look at openings in action writing and the choices made when developing a narrative voice.</p> <p>Marking checkpoints: Writing a description of an image.</p> <p>Big ideas: Man vs Nature</p> <p>Non-fiction: Reports / accounts of natural disasters</p>	<p>Conflict poetry: We explore the themes of war and conflict, developing knowledge of poetic devices and analysing their impact.</p> <p>Marking checkpoints: Analytical paragraphs on the language, form, structure and context. These will be written about both single poems and comparative pairs of poems.</p> <p>Big ideas: Conflict Prejudice Propaganda</p> <p>Non-fiction: WWI & WWII Propaganda Critical articles on poems</p>	<p>Class reader: <i>Animal Farm</i>: We read, enjoy and explore the classic novella. We develop our persuasive writing skills by examining the speeches the characters make in the play, then write our own persuasive speeches.</p> <p>Marking checkpoints: Written persuasive speeches. Peer-assessment on performed speeches.</p> <p>Big ideas: Fake news and misinformation</p> <p>Leadership and power</p> <p>Manipulation</p> <p>Non-fiction: Fake news and misinformation Propaganda</p>	<p><i>Animal Farm</i> (cont.) We continue reading the text, then prepare for our Supreme Leader speeches, culminating in a pupil from each class selected to perform in front of the year group to be selected as the Ultimate Supreme Leader.</p> <p>Marking checkpoints Written persuasive speeches. Peer-assessment on performed speeches.</p>	<p><i>Macbeth</i>: Pupils explore the classic Shakespeare play, analysing characters, language and symbols whilst using the RSC scheme (available electronically) to focus upon drama skills. All pupils learn one of Macbeth's soliloquies.</p> <p>Marking checkpoints: Analytical paragraphs analysing key scenes.</p> <p>Big ideas: Power / ambition</p> <p>Guilt</p> <p>The supernatural</p> <p>Non-fiction: Witchcraft</p> <p>Tragedy</p> <p>Relevant context about the Jacobean period</p>	<p>Real Life Anthology We explore non-fiction texts from a diverse range of lives and perspectives, using these as a model to write our own non-fiction account of an acquaintance.</p> <p>Marking checkpoints: Peer mini-biography task</p> <p>Big ideas: Empathy</p> <p>Perspectives</p>
		<p>KEY ASSESSMENT: Writing assessment: Write an adventure narrative based on a picture / scenario.</p>	<p>KEY ASSESSMENT: Reading paper on one 'unseen' poem.</p>		<p>KEY ASSESSMENT: S&L - Persuasive speech to takeover UoB School.</p>	<p>KEY ASSESSMENT: Summer assessment Reading: <i>Macbeth</i> 'tomorrow and tomorrow' soliloquy. Writing: In defence of life: a soliloquy in response to <i>Macbeth</i>.</p>	<p>KEY ASSESSMENT: Writing a non-fiction piece about an acquaintance's life</p>
	Drama (avg as one per fortnight but to suit SoW)	Use of voice: delivering story to peers; exploring 'point of view'.	S&L – reading poems out loud, focus on rhythm, rhyme and voice.	Use of voice and the 5Ps. What makes an effective speaker?	(AF) Use of text extracts to perform key scenes of novel (options of trial, radio play) (M) Recitation of soliloquy. RSC drama lessons	RSC drama lessons to enrich discussions regarding motivation and character development. Watching different interpretations of play	Finding ways to express emotion and tension without words. Using camera shots and timing to engage an audience. Reading aloud for effect.
	SPaG (1 per week)	Differentiated spellings and definitions focused upon developing vocabulary	Differentiated spellings and definitions focused upon developing vocabulary Grammar terminology focused on metre	Differentiated spellings and definitions focused upon developing vocabulary Grammar terminology focused on writer's purpose and rhetoric devices	Differentiated spellings and definitions focused upon developing vocabulary Grammar terminology focused upon parts of speech and clause control	Grammar terminology focused upon parts of speech and clause control Quality of writing when constructing WHY paragraphs.	Grammar terminology focused upon parts of speech and clause control
	Library (one per fortnight)	Choosing texts on peers' and staff recommendations	Fiction reading. Focus on poetry.	Non fiction reading – focus on history and current affairs	Focus on Gothic and horror.	Classic text challenge – find classic texts (at least 50 years old) to read	Choose a new genre – find one you have not explored.

	Homework (one per week)	Differentiated spellings and definitions focused upon developing vocabulary. Research tasks. Recall tests based upon information in the knowledge organiser.	Differentiated spellings and definitions focused upon developing vocabulary. Research tasks. Recall tests based upon information in the knowledge organiser.	Differentiated spellings and definitions focused upon developing vocabulary. Research tasks. Recall tests based upon information in the knowledge organiser.	Differentiated spellings and definitions focused upon developing vocabulary. Research tasks. Recall tests based upon information in the knowledge organiser.	Grammar terminology focused upon parts of speech and clause control. Recall tests based upon information in the knowledge organiser.	Planning, preparing and filming Silent Films.
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9		<p>Identity Anthology We read a range of poetry and prose written by a range of diverse voices, exploring context and identifying and analysing the author's literary and narrative techniques.</p> <p>Marking checkpoints: Analytical paragraphs analysing key extracts, language, structure and themes.</p> <p>Big ideas: Racism Portrayal of women Alienation</p>	<p>Victorian Villains: Focusing on extracts from well-known Victorian texts, we explore villains of the Victorian era, understand the impact of science on society and have a go at creating our own wicked characters.</p> <p>Marking checkpoints: Descriptions of our own Victorian villains based on the extracts we read.</p> <p>Big ideas: The nature of evil Villains and victims</p> <p>Non-fiction: Contemporary reports about crime Relevant contextual information about writers Scientific and psychological studies that relate to period and topic</p>	<p>Shakespeare – Much Ado About Nothing: We enjoy and explore this Shakespearean comedy, focusing upon performance and dramatic impact through staging choices.</p> <p>Marking checkpoints: Analysis of language and structure of key scenes. Practice performances of Beatrice and Benedick's repartee (S&L).</p> <p>Big ideas: Expectations of men vs women Patriarchal society Comedy</p> <p>Non-fiction Relevant context about Shakespeare</p>	<p>Much Ado About Nothing (cont.) We continue reading and exploring key scenes in the play, helping us to develop our understanding of the contemporary society and its issues.</p> <p>Marking checkpoints: Analysis of language and structure of key scenes. Practice performances of Beatrice and Benedick's repartee (S&L).</p>	<p>Language Paper 2 preparation: Non-fiction: In our first GCSE topic, pupils practise the reading and writing questions of the English Language non-fiction paper. We will read and respond to pairs of non-fiction texts (one 20th Century, one 21st Century in each pair) about contemporary issues.</p> <p>Marking checkpoints: Responses to higher-mark questions: language and structure analysis; evaluation; comparison.</p> <p>Response to Section B: Writing.</p> <p>Big ideas: Poverty Activism</p>	<p>Language Paper 2 preparation: Non-fiction (cont.) We continue practising the reading and writing skills for this paper.</p> <p>Marking checkpoints: Responses to higher-mark questions: language and structure analysis; evaluation; comparison.</p> <p>Response to Section B: Writing.</p> <p>4 weeks? Poetry: We explore poetry use them to practise analysis of ideas, context, and identify language and structural devices.</p> <p>Marking checkpoints: Identifying language and structural features of a poem</p> <p>Big ideas: Identity</p>
		KEY ASSESSMENT: Essay response to two prose texts from the anthology, one specified and one chosen	VICTORIAN VILLAINS KEY ASSESSMENT: Descriptive writing task – describing a character from an image.		MUCH ADO KEY ASSESSMENT: S&L - Beatrice and Benedick repartee, adapted and reimaged.	KEY ASSESSMENT: Summer assessment: English Language Paper 2 – Reading and Writing sections	KEY ASSESSMENT: Writing poetry, following a style model of a poem studied
	Drama (avg approx one per fortnight but to suit SoW)	S&L – reading aloud.	Understanding the characterisation of villains through movement, facial expressions and interactions with others.	Acting out key scenes to understand character relationships and staging. Practising the repartee.	Acting out key scenes to understand character relationships and staging. Practising the repartee.	S&L – reading aloud to effectively communicate the viewpoints and perspectives of the writers.	S&L – reading poetry out loud, focusing on rhythm and metre.
	SPaG (1 per week)	Differentiated spellings and definitions focused upon developing vocabulary	Differentiated spellings and definitions focused upon developing vocabulary	Differentiated spellings and definitions focused upon developing vocabulary Grammar terminology focused upon parts of speech and clause control	Clauses, discourse markers and sentence control to allow pupils to clearly compare texts in responses.	Slow writing techniques help pupils to replicate effective writing styles and use them in their own writing.	Poetic and prosodic terminology

	Library (one per fortnight)	Choosing texts on peers' and staff recommendations	Classic text challenge – find classic texts (at least 50 years old) to read	Explore biography	Non-fiction reading – focus on biographies	Non-fiction reading – focus on history and current affairs	Choose a new genre – find a genre you have not explored.
	Homework (one per week)	Differentiated spellings and definitions focused upon developing vocabulary. Research tasks. Recall tests based upon information in the knowledge organiser.	Differentiated spellings and definitions focused upon developing vocabulary. Research tasks. Recall tests based upon information in the knowledge organiser.	Differentiated spellings and definitions focused upon developing vocabulary. Research tasks. Recall tests based upon information in the knowledge organiser.	Differentiated spellings and definitions focused upon developing vocabulary. Learning lines for assessment Recall tests based upon information in the knowledge organiser	Grammar terminology focused upon parts of speech and clause control. Recall tests based upon information in the knowledge organiser	Research for assessment. Recall tests based upon information in the knowledge organiser

EDEXCEL GCSEs YEAR 10	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 10 English Literature	<p><i>Romeo & Juliet</i> by William Shakespeare From Paper 1, <i>Shakespeare and Post 1914 Literature</i></p> <p>Question A: Pupils need to be able to analyse an extract of the play for language, form and structure</p> <p>Question B: Pupils must write about ideas within the whole play and reference context in response to a thematic or character-based question</p>		<p><i>A Christmas Carol</i> by Charles Dickens From Paper 2, <i>19th-century Novel and Poetry since 1789</i></p> <p>Question A: Pupils need to be able to analyse an extract of the novella for language, form and structure</p> <p>Question B: Pupils must write about ideas within the whole novella in response to a thematic or character-based question.</p>		<p><i>An Inspector Calls</i> From Paper 1, <i>Shakespeare and Post 1914 Literature</i></p> <p>Question: Pupils must write about ideas within the whole play and reference context in response to a thematic or character-based question</p>	
Year 10 English Language	<p>Paper 1, Fiction and Imaginative Writing</p> <p>Section B: Imaginative writing.</p> <p>Using style models, pupils learn how to use structural and rhetorical devices to craft engaging and imaginative responses to visual and verbal prompts. Alongside this, they practice and improve their punctuation skills and vocabulary knowledge.</p>		<p>Paper 1, Fiction and Imaginative Writing</p> <p>Section A: Reading</p> <p>Pupils develop skills to write reading responses to 19th century fiction. Pupils learn to analyse extracts from a range of 19th century fiction, engaging with a wide range of voices and viewpoints. They learn to identify and extract key points in the text, analyse the writer's use of language and structure and evaluate the impact of the text upon the reader.</p>		<p>Paper 2, Non-fiction and Transactional Writing</p> <p>Section A: Reading</p> <p>Pupils develop skills to write reading responses to extracts of non-fiction text – some from the 21st century and some from the 20th century. They learn to identify and extract key points in the text, analyse the writer's use of language and structure, compare texts for similarities and compare and evaluate the perspectives of different writers.</p>	
Library (1 per fortnight)	19TH CENTURY EXTRACTS with contextual and vocabulary focused tasks		Non-fiction texts (relevant to set texts) with contextual and vocabulary focused tasks		19TH CENTURY EXTRACTS with contextual and vocabulary focused tasks	
HOMEWORK	Seneca / revision / recall		Seneca / revision / recall		Seneca / revision / recall	

EDEXCEL GCSEs	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 11 Literature	<i>Belonging</i> , Edexcel poetry anthology Pupils explore and analyse a collection of fifteen poems that each reflect a sense of belonging, whether it be through identity, culture, heritage, nature or friendship. Pupils learn the technical language of prosody and poetry to enhance their analysis. They also learn to compare poems.		Unseen Poetry Pupils use the skills built in term 1 to explore a diverse group of voices and forms in preparation for their analysis of unseen poetry in their examinations.	Revision A combination of recall, academic writing and discussion		
Year 11 Language	Paper 2, Non-fiction and Transactional Writing Section B: non-fiction writing – writing with purpose. Pupils revise rhetorical devices and explore and analyse non-fiction texts. They use the structures and devices identified as style models for their own transactional writing.		Revision			
HOMEWORK	Seneca / revision / recall		Seneca / revision / recall			

	AQA A LEVEL	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
12		Teacher of Tragedy: An introduction to Tragedy <i>King Lear</i> Teacher of Crime: An introduction to Crime Unseen crime extracts <i>Atonement</i>	Teacher of Tragedy: <i>King Lear</i> Teacher of Crime: <i>Atonement</i> Introduction to NEA and narrative theory	Teacher of Tragedy: King Lear Keats: AQA Tragedy anthology Teacher of Crime: The Critical Anthology / prose coursework <i>The Murder of Roger Ackroyd</i>	Teacher of Tragedy: Keats: AQA Tragedy anthology Teacher of Crime: <i>The Murder of Roger Ackroyd</i> / Unseen crime extracts	Teacher of Tragedy: Poetry NEA and The Critical Anthology <i>Death of A Salesman</i> Teacher of Crime: <i>The Murder of Roger Ackroyd</i> / Unseen crime extracts	Teacher of Tragedy: Poetry NEA and The Critical Anthology academic writing and referencing <i>Death of A Salesman</i> Teacher of Crime: Prose NEA - academic writing and referencing / <i>Atonement</i> revision

	Pre-term learning	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
13	Write NEA first draft for <i>crime</i> Write NEA proposed question for poetry	Teacher of Tragedy: NEA (poetry coursework) Revision: Aspects of Tragedy / <i>King Lear</i> Section B revision Teacher of Crime: Revision of elements of crime unseen extract Crime Poetry (Crabbe, Browning and Wilde)	Teacher of Tragedy: <i>King Lear</i> Section A Revision Teacher of Crime: Crime Poetry Anthology (Crabbe, Browning and Wilde) <i>Atonement</i> Section C practice	Teacher of Tragedy: Keats / <i>Death of a Salesman</i> – Section C revision Teacher of Crime: Elements of Crime - Crime Poetry Anthology (Crabbe, Browning and Wilde) / Unseen extracts	Teacher of Tragedy: Revision - Aspects of Tragedy – <i>King Lear</i> / <i>Death of a Salesman</i> / Keats Teacher of Crime: Revision: <i>The Murder of Roger Ackroyd</i> / Crime Poetry Anthology (Crabbe, Browning and Wilde) / Unseen extracts	Revision and study leave.	