

	Term 1 CHANGED	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 KS3 National Curriculum	Preparation for Baseline PTE <i>consolidate and build on their knowledge of grammar and vocabulary</i> <i>drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing</i> Wee Free Men - Terry Pratchett Whole text study <i>understand increasingly challenging texts through:</i> ▪ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries ▪ making inferences and referring to evidence in the text ▪ considering how their writing reflects the audiences and purposes for which it was intended	Wee Free Men - Terry Pratchett Whole text study (Continued) <i>studying setting, plot, and characterisation, and the effects of these on the reader</i> <i>making critical comparisons across texts and through development of character</i> <i>summarising and organising material, and supporting ideas and arguments with any necessary factual detail</i> Exploring celebrations and Culture <i>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</i> <i>Understanding how works of Literature from different cultures employ the same moral message</i> <i>studying setting, plot, and characterisation, and the effects of these</i> <i>Develop critical comprehension skills making inferences and referring to evidence in the text</i>	Exploring Shakespeare's World Patriarchy and Ideas about humanity Shakespeare KS3 <i>studying setting, plot, and characterisation, and the effects of these ▪ understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</i> <i>write accurately, fluently, effectively and at length for information</i> <i>Develop an understanding of Shakespearean language</i>	Fiction and Non Fiction Study: Journeys including Writing Skills <i>English literature, both pre-1914 and contemporary, including prose and poetry a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</i> <i>To write, plan, draft, edit and proof-read through:</i> ▪ considering how their writing reflects the audiences and purposes for which it was intended (poetry and reflection)	Progress PTE testing and preparation plus Writing Skills <i>making inferences and referring to evidence in the text</i> ▪ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension <i>writing for a wide range of purposes and audiences paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules</i> <i>applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</i> <i>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</i>	Canon Poetry Study English literature, both pre-1914 and contemporary, poetry <i>Seminal Poetry: a wide coverage of genres, historical periods, forms and authors. English literature, both pre-1914 and contemporary poetry</i> <i>making inferences and referring to evidence in the text</i> <i>recognising a range of poetic conventions and understanding how these have been used</i>
Assessment	PTE Baseline Testing Character profiling (8 marks)	Recall testing: Wee Free Men Analysis and Inference of Language	Egeus extract with directed questions plus longer paragraph (20 marks)	Reading for Meaning Assessment (20 marks)	PTE Progress Test Google Quiz (/20)	Poetic device Impact and Intentions

Year 8	Modern Poetry from British poets: Duffy, Armitage, Heaney, Nichols <i>seminal world literature</i> <i>Exploring and analysing English literature: contemporary poetry</i> <i>Develop an appreciation and love of reading, and read increasingly challenging material independently</i> <i>write accurately, fluently, effectively and at length for pleasure and information</i>	Exploring Non-Fiction including Writing skills <i>Studying purpose, audience and form of non-fiction writing and commenting on the impact of form on the audience</i> <i>making critical comparisons across text and through development of character</i> <i>summarising and organising material, and supporting ideas and arguments with any necessary factual detail</i>	Romeo and Juliet Shakespeare Full text study <i>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</i> <i>studying setting, plot, and characterisation, and the effects of these ▪ understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</i> <i>Further develop understanding of Shakespearean language</i>	Exploring seminal British and World Literature <i>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</i> <i>Understanding how works of Literature from different cultures employ the same moral message</i> <i>studying setting, plot, and characterisation, and the effects of these</i> <i>Develop critical comprehension skills and critical comparison between texts</i> <i>making inferences and referring to evidence in the text</i>	Animal Farm by George Orwell- Reading for Pleasure and engagement <i>understand increasingly challenging texts through:</i> ▪ <i>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</i> ▪ <i>making inferences and referring to evidence in the text</i> ▪ <i>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</i> Progress PTE testing	The Crucible by Arthur Miller including Writing Skills <i>participating in formal debates and structured discussions, summarising and/or building on what has been said</i> <i>improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</i> understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
Assessment	Language Analysis of Unseen Poem (24 marks - AQA Unseen Poetry markscheme)	Unseen Non- fiction Reading for Meaning (20 marks)	Opinion style question (Q4 P1 Lang) A student having read the play said “Shakespeare presents love as being extremely complicated in the Jacobean era”. How far do you agree? (20 marks)	Google Knowledge quiz Reading for Meaning Assessment 2 (20 marks)	PTE 3	Animal Farm character profiling (Homework activity) Scaled Score (1-5) Google Quiz

Year 9	GCSE Language Papers 1 and 2 Introduction Multiple papers to practise Q2+3 P1 and Q2+4 P2 <i>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</i> ▪ <i>checking their understanding to make sure that what they have read makes sense.</i> <i>Summary and comparison skills</i> <i>Expanding and applying literary terminology accurately to unseen texts</i>	The Gothic Genre <i>Analysis and critical comparison of works from the 19th, 20th and 21st centuries</i> <i>Reading to instil a love of seminal literature</i> <i>plan, draft, edit and proof-read through:</i> ▪ <i>considering how their writing reflects the audiences and purposes for which it was intended</i> ▪ <i>amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</i> ▪ <i>paying attention to accurate grammar, punctuation and spelling</i>	An Inspector Calls <i>Seminal Literature, both pre-1914 and contemporary: drama</i> <i>improvising, rehearsing and performing play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</i>	Macbeth Shakespeare First Read - Act 1+Act 2, i+ii and Act 5 foci <i>Seminal Literature: Shakespeare KS4</i> <i>making critical comparisons across the text based on plot and character development</i> <i>Understanding genre and applying AO3 to interpretations of form and character development</i>	Pre-1900 text study: The Sign of Four Sir Arthur Conan Doyle <i>Seminal literature: novel and extracts/short stories from the canon genre</i> <i>making critical comparisons across the text based on plot and character development</i> <i>Understanding genre and applying AO3 to interpretations of form and character development</i>	Preparation for EoY exams: Language Paper 1 and An Inspector Calls (theme question) GCSE Poetry Anthology: Power and Conflict - 6 poems covered (bespoke to class) <i>seminal world literature</i>
Assessment	Language Paper 1 Q2 and 3 (16 marks) WCF Language Paper 2 (Q2 and 4 - 24 marks) MS	Gothic extract analysis (8 marks like a Lang Paper 1 response) Formal Peer Writing to Describe (/40 marks) max of 150 words (/16 AO6)	An Inspector Calls -Mr Birling's language in Act 1 to present Priestley's ideas in the play? (/12 marks) WCF	Google Knowledge quiz (/10) Character profiles for Lady Macbeth and Macbeth (scaled score 1-5)	Google Knowledge quiz (/10) Language paper 1 Q2/ Q4	EoY exam - Language Paper 1 and An Inspector Calls (/30+4 marks)

Year 10 English programme of study - key stage 4	Paper 1 Section A (Reading Fiction texts- target questions with repeated application) Dr Jekyll and Mr Hyde / ACC text study <i>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</i> <i>drawing on knowledge of literary and rhetorical devices</i> <i>using Standard English confidently in their own writing</i>	Complete Dr Jekyll and Mr Hyde/ A Christmas Carol assessment Language Paper 2 Section A (Reading Non-Fiction texts) Anthology Poetry 4 poems from core selection- annotations in Anthologies and context notes <i>summarising and organising material, and supporting ideas and arguments with any necessary factual detail</i> <i>using Standard English confidently in their own writing</i>	Anthology Continued (3 additional core poems) annotations in Anthologies and context notes Reading for subtext and language interpretation (Lang P1 and 2) Comparison skills P2 An Inspector Calls text study <i>understand increasingly challenging texts (fiction and non-fiction) learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</i> ▪ making inferences and referring to evidence in the text ▪ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension ▪ checking their understanding to make sure that what they have read makes sense.	An Inspector Calls text study - theme revision Macbeth text study Writing Papers: Describe and Persuade <i>extending and applying the grammatical knowledge</i> <i>Write accurately, fluently, effectively and at length for pleasure and information through:</i> ▪ writing for a wide range of purposes and audiences, including: · well-structured formal expository and narrative essays · stories, scripts, poetry and other imaginative writing	Spoken Word GCSE <i>Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</i> ▪ using Standard English confidently in their own writing and speech Unseen Poetry Paper 1 Reading <i>well-structured formal expository and narrative essays</i> <i>Complex inference Use of increasingly accurate form in writing with sophisticated subject terminology</i>	EoY Exam - Language Paper 1 and Literature Paper 1 Anthology Poetry <i>recognising a range of poetic conventions and understanding how these have been used</i> <i>Critical and analytical comparison: Poetry well-structured formal expository essays participating in formal debates and structured discussions, summarising and/or building on what has been said</i>
Assessment	Lang Paper 1: Q2 response (8 marks) + Q4 response (16 marks)	Dr J/ACC: Language to describe? (12 marks in style of Lang Paper 2) Q2 and 4 Paper 2 Lang (8 marks + 16 marks)	Lang Paper 1: Reading (/40)	Ambition in Macbeth? (30 marks)	Spoken Word formal GCSE assessment	EoY Formal Exams Lang paper 1 (80 marks) Lit Paper 1 (64 marks)

Year 11 English program of study - key stage 4	1a. Language Paper 2 Revision An Inspector Calls recall and revision <i>Critical analysis write accurately, fluently, effectively and at length using unseen texts</i> 1b. Anthology Poetry and Unseen: review and revise <i>poetry since 1789, including representative Romantic poetry re-reading books/poetry encountered earlier to increase familiarity with them and provide a basis for making comparisons. identifying and interpreting themes, ideas and information</i> 1c: Unseen Poetry review <i>seeking evidence in the text to support a point of view, including justifying inferences with evidence</i>	2a. 2nd reading Macbeth -focus on key scenes/characters <i>re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons within the text. Developing understanding of how the work of dramatists is communicated effectively</i> Language Paper 2 revision and writing paper revision 2b. Poetry Anthology 5 Priority Poems + Unseen Poetry skills review <i>Critical comparison well-structured formal expository and narrative essays</i>	3a. Anthology Poetry Revision Writing Papers revision 3b. Revision of Dr Jekyll / Macbeth/An Inspector Calls (as dictated by Mock Performance) <i>Critical analysis Critical comparison Developing and extending interpretation with judicious quotation and reference well-structured formal expository and narrative essays</i> <i>adapting writing for a wide range of purposes and audiences: to describe, narrate, persuade give and respond to information, and argue selecting and organising ideas and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</i>	Language papers revision Bespoke further revision of Language and Literature <i>Critical analysis Critical comparison Developing and extending interpretation with judicious quotation and reference Re-reading literature and other writing as a basis for making comparisons</i>	GCSE EXAMS	
Assessment	Persuade 40 marks Formal Mocks w.b.20/10/25 Lang Paper 2/ Lit Paper 2	Formal Mocks: Lit Paper 2/ Lang Paper 2 + Lit Paper 1 (60 marks +4 SPAG marks	Formal Spring Mocks: Lit Paper 1 (60 marks +4 SPAG marks) Lang Paper 2	Bespoke Q from Lit Paper 1 (30 marks) in class assessment		