Scheme of Work



Subject: English

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Key Stage 3	**Year 1** **TRANSITION – Reading and Writing Skills** **TRAVEL WRITING** Students will explore the genre of travel writing. We will begin by considering travel guides and holiday brochures before moving on to study some extracts from 'Notes from a Small Island' by Bill Bryson and more modern texts such as travel blogs like 'Nomadic Matt'. Students will get the opportunity to complete their own travel writing. **(TC 2, 3, 5)**This unit is focused on developing reading and writing skills. A mixture of non-fiction reading texts and writing texts will be taught, allowing pupils to demonstrate prior knowledge (from primary school or secondary depending on if they are in Y7, 8 or 9) and develop their skills throughout the half-term. Students will be reading persuasive writing, a range of travel writing and descriptive writing and identify how to identify a viewpoint and how	**Year 1** **MYTHS AND LEGENDS** **(TC 1)** Literary heritage. Students will read a range of myths and legends, look at the history behind them and how they have shaped future literature, consider the genre and write own myth/legend. **(TC 6, 9, 10)** Students will learn about the history of Greek Myths, read a variety and consider the conventions before writing their own. They will focus on planning, drafting, editing and proofreading to improve coherence and overall effectiveness of students' own myths. Students will explore 'Old', 'Middle' and 'Modern' English and how it has developed over time. **(TC 1, 2, 4)** The form of an epic poem will then be explored through 'Beowulf' and students will consider the oral tradition of telling stories. They will also explore more well-known legends such as Robin Hood and any that are local to the area. This unit will help them to explore literary heritage	**Year 1** **SHAKESPEARE –The Tempest** **(TC 1, 3, 4)** Students will study The Tempest. Students will explore Shakespeare's theatre and Elizabethan England. They will look at character, themes and language as well as exploring the convention of a Shakespearean comedy. **(TC 6, 10)** They will use the form of a script to write their own scenes and show empathy for characters through their own writing. Students will take part in debates when considering choices made by the characters and participate in drama activities such as 'soundscapes' and 'tableau'. **Literacy** **(TC 7, 8, 9)** – Writing in the past tense. – Punctuating lists correctly when in a complex sentence. – Using multiple subordinate clauses **Year 2** **SHAKESPEARE – Macbeth**	**Year 1** **POETRY THROUGH THE AGES** **(TC 1, 2, 3, 5)** Students will be introduced to the Romantic poets and how the context can impact literature. They will gain a sense of history, and a time frame in which to 'place' the various poetic movements and poets. It will also give students a taste of the kinds of poetry they will encounter at G.C.S.E. and get them used to: listening to, reading, annotating and analysing poetry in all its forms. Students will also approach a poem 'blind' or as an unseen text to help build confidence in their analysis of poetry. **(TC 7, 8, 9)** There are also plenty of creative and written opportunities so that students can experiment with and create poetry of their own along the way. Students will have the opportunity to perform a poem and present their ideas of a poet they have researched.	**Year 1** **Types of Literature – Gothic Literature** **(TC 1, 2, 3, 4)** Students consolidate skills for writing in a range of forms for different audiences and purposes, and will study a selection of unseen fiction. Focus on Gothic Literature, allowing pupils to consider this moment in literature and the impact on modern texts. Students to study a range of texts such as 'The Tell-Tale Heart and extracts from Frankenstein and Dracula, looking at conventions of the type of literature and techniques used by the writer to achieve this. **(TC 6, 8, 9, 10)** There will also be the opportunity to use this knowledge to write their own gothic style writing. Students will research the use of gothic literature in modern media and present their findings. **Literacy** **(TC 8, 9)** – Understanding sentence construction	**Year 1** **NOVEL – Holes** (Y7/8 students) **(TC 1, 2, 3, 4)** Students will read the story 'Holes' by Louis Sachar. They will study the structure of a novel, character, plot development, setting, structural and language techniques, including symbolism, used to engage a reader. **(TC 7, 8, 9, 10)** Students will explore the structure of the novel and mimic this dual narrative in their own writing. Students will also explore the diversity within the story. Students will discuss key issues throughout the topic. (Y8/Y9 students) **(TC 1, 2, 3, 4)** Students will read the story 'Of Mice and Men' by John Steinbeck. They will study the structure of a novel, character, plot development, setting, symbolism and context. **(TC 6, 7, 8, 9, 10)** They will begin to explore language and structural techniques that are used to engage a

	they engage their readers using a variety of techniques. **(TC 6, 7)**They will also have opportunities to write for purpose, inform, persuade and describe. There will be opportunities to develop their spoken language skills through presentations and discussions. Students will have the opportunity to explore the career of a travel writer and to consider why this is still popular in a digital age. **Literacy –** **(TC 7, 9)** - Paragraphing narratives for clarity. - Structuring, writing and editing genre-specific narratives - Using apostrophes. **Year 2** **TRANSITION** **- Treasure Island** EEP scheme on 'Treasure Island.' **(TC 1, 2, 4)** Students will gain knowledge of what happens in the novel, how Stevenson uses a range of methods (for example, characterisation, setting, themes and	and the impact of myths and legends on more modern texts. They will also take part in 'expert' activities and present their ideas to the group, as well as participating in discussions about the relevance of Myths and Legends in modern day. **Literacy –** **(TC 7, 9)** – Using capital letters and writing in the past tense – Writing accurate, correctly punctuated and paragraphed dialogue. – Using personal pronouns **Year 2** **VICTORIAN LITERATURE** – **(TC 1, 2)** What the Dickens! Students will explore characterisation in Dickens' A Christmas Carol (1843) as well as other ghost-like characters such as Miss Havisham. In addition, students will also explore Dickens' The Signal Man and explore how ghost stories have since developed. As part of their author study, students will research Charles Dickens and Dickensian London.	**(TC 1, 3, 4)** Students will study Macbeth, they contextualise the play by exploring Shakespeare's theatre and Elizabethan England. They will look at character motivation, themes and language as well as the relationship between Macbeth and Lady Macbeth. Students will debate who is to blame for Macbeth's downfall and also take part in drama activities such as 'tableau' and 'improvisation'. **(TC 6, 10)** Students will adopt the role of a character in their own writing and consider the form of a script and stagecraft when writing their own scene. **Literacy** **(TC 7, 8, 9)** – Writing in the past tense. – Punctuating lists correctly when in a complex sentence. – Using multiple subordinate clauses **Year 3** **SHAKESPEARE - A Midsummer Night's Dream** **(TC1, 3, 4)**	**Literacy** **(TC 6, 7, 10)** - Rhetoric and clarity of expression in counterarguments. - Mastering commonly confused words. **Year 2** **POETRY – World War 1/Modern War poetry** **(TC 1, 2, 3, 5)** Students will explore a range of World War 1 poetry from poets such as Wilfred Owen, Siegfried Sassoon and Rupert Brooke. They will learn about the timeline of events and how this was represented through their attitudes to war. Students will compare two poems and develop comparison skills needed for GCSE. **(TC 7, 8)** Students will explore a range of poetic techniques, language and structure, and have the opportunity to write their own poems. A focus on showing empathy and discussions of the life the soldiers had at the time will also be a focus in their writing activities.	– How to use semicolons – How to use colons **Year 2** **Non-Fiction** **(TC 2, 3, 4, 5)** Students consolidate skills for writing in a range of forms for different audiences and purposes and will study a selection of unseen non-fiction in preparation for the GCSE style examination. Focus will be on newspaper articles and creating a viewpoint, how this is achieved and how to use these techniques to develop their own viewpoint in their writing. Spoken language opportunities throughout when developing their own arguments. **(TC 6, 7, 9)** Pupils will write and present their own arguments in speech form and have opportunities to debate key issues raised through the texts studied. **Literacy** **(TC 8, 9)** – Understanding sentence construction – How to use semicolons – How to use colons	reader and demonstrate this knowledge when writing a missing chapter. Students will also explore the inequality within the story and debate if this is still an issue in our society. **Literacy** **(TC 7, 9)** – Using brackets and dashes for parenthesis – Refining punctuation for clarity and cohesion in extended writing – Embedding skills to use a range of grammatical structures **Year 2** **NOVEL – Wonder** **(TC 1, 2, 3, 4)** Students will read the novel Wonder by R.J.Palacio, analysing the writer's development of themes through the creative narrative style and by exploring the range of techniques used to develop characters. Drama activities and opportunities for speaking and listening will enable students to have a greater insight into the ways that themes and characters are developed. Students will also study a selection of short stories and extracts

	language), and why he does this (his intentions). **(TC 6, 8)** Students will explore key themes and ideas such as trust, honesty, greed, challenge and resilience, as well as shaping their writing skills (descriptive/ creative/ non-fiction), and developing their knowledge of punctuation, paragraphing and vocabulary. Students will practise developing a range of reading skills, outlined by both the KS2 and 3 National Curriculum, including inferring, decoding, retrieving, predicting, analysing etc., as well as practical approaches involving skimming, scanning and close reading, embedding KS2 skills and gradually moving towards KS3 expectations. They will also have the opportunity to discuss different parts of the novel and participate in formal debates, summarising ideas. **Literacy –** **(TC 7, 8, 9)** - Paragraphing narratives for clarity. - Structuring, writing and editing genre-specific narratives - Using apostrophes.	**(TC 6, 7, 8)** This unit will also focus on planning, drafting, editing and proofreading to improve coherence and overall effectiveness of students' ghost stories. Students will also research and give a presentation on ghostly encounters, and respond to questions from their peers. **Literacy –** **(TC 7, 9)** – Using capital letters and writing in the past tense – Writing accurate, correctly punctuated and paragraphed dialogue. – Using personal pronouns **Year 3** **BLACK AMERICAN (?) EXPERIENCES IN LITERATURE** **(TC1, 2, 3, 4, 5)** Students will study on four extracts from books about Black oppression: The Hate U Give; Roll of Thunder, Hear my Cry; To Kill a Mockingbird; I Know Why the Caged Bird Sings. **(TC1)** They will continue to develop their understanding of contexts to which texts	Students will study 'A Midsummer Night's Dream' and consider how Shakespeare creates comedy through confusion. They will consider the context of the play and what the Elizabethan era was like and begin to link their knowledge to their ideas about the play. Students will continue to consider how the play may be performed and the dramatic techniques used by Shakespeare for effect. **(TC 6, 8, 10)** Students will have opportunities to do a range of creative writing tasks. This will include some non-fiction writing, script writing and turning a scene into prose. **Literacy** **(TC 7, 8, 9)** – Writing in the past tense. – Punctuating lists correctly when in a complex sentence. – Using multiple subordinate clauses	Students will also consider the impact of modern war and how literature changed post-1914. They will research an aspect of war that can be seen in the poems studied and present this to the class. There will also be opportunities to discuss the issues raised in each poem studied. **Literacy** **(TC 6, 7, 10)** – Rhetoric and clarity of expression in counterarguments. – Mastering commonly confused words. **Year 3** **POETRY – Character and Voice poetry** **(TC2, 3, 4, 5)** Students will study a range of poetry that are explore different characters. These will range from 'The Clown Punk' and 'The River God' to 'The Ruined Maid' and ''Ozymandias'. They will explore the language choice of the poets and also investigate how the structure of each poem adds meaning when considering the character created.	**Year 3** **TYPES OF LITERATURE – Dystopian literature** **(TC 1, 2, 3, 4)** Students consolidate skills for writing in a range of forms for different audiences and purposes and will study a selection of unseen fiction. Focus on Dystopian Literature, allowing pupils to consider this moment in literature at different times and the impact on modern texts. Students to study a range of texts such as '1984', 'The Hunger Games' and 'Lord of the Flies' and , looking at conventions of the type of literature and techniques used by the writer to achieve this. **(TC 6, 8, 9, 10)** There will also be the opportunity to use this knowledge to write their own dystopian style writing. Students will research the use of dystopian literature in modern media and present their findings. **Literacy** **(TC 8, 9)** – Understanding sentence construction – How to use semicolons	that discusses that explore prejudice and diversity. **(TC 7, 8, 9, 10)** They will use this as their inspiration for their own short story. **Literacy** **(TC 7, 9)** – Using brackets and dashes for parenthesis – Refining punctuation for clarity and cohesion in extended writing – Embedding skills to use a range of grammatical structures **Year 3** **NOVEL - Of Mice and Men** **(TC 1, 2, 3, 4)** Students will read the story 'Of Mice and Men' by John Steinbeck. They will study the structure of a novel, character, plot development, setting, symbolism and context. **(TC 6, 7, 8, 9, 10)** They will begin to explore language and structural techniques that are used to engage a reader and demonstrate this knowledge when writing a missing chapter. Students will also explore the inequality within the story

	Year 3 **FICTION + NON-FICTION – Crime and Punishment** **(TC1, 4)** Students will study a range of texts to explore the theme of 'crime and punishment'. These will range from non-fiction texts that outline how crime and punishment has changed over the years, using a range of interesting and engaging non-fiction texts about the formation of the police force and the death penalty. **(TC 2, 3, 4)** They will also consider extracts from fiction such as Sherlock Holmes and Of Mice and Men that also explore the topic of crime and punishment. **(TC1, 6, 7, 9, 10)** Students will develop their reading skills and vocabulary when looking at non-fiction texts. They will also have opportunities to write for different purposes, linking their ideas to the overall topic of Crime and Punishment.	were written in and why this was an important topic to write about. Students will study the historical positioning and cultural representations of Black Americans. **(TC2, 3, 5)** Students will look at a range of texts and consider how the writer has used language and structure for effect. **(TC7, 8)** They will have the opportunity to complete some creative writing work and consider how they may reflect the context by making specific choices for effect. **Literacy –** **(TC 7, 9)** – Using capital letters and writing in the past tense – Writing accurate, correctly punctuated and paragraphed dialogue. – Using personal pronouns		**(TC6, 7, 9, 10)** They will then apply their knowledge by creating their own writing. Students will be encouraged to use language and structure to add meaning to their own poetry and prose. **Literacy** **(TC 6, 7, 10)** – Rhetoric and clarity of expression in counterarguments. – Mastering commonly confused words.	– How to use colons	and debate if this is still an issue in our society. **Literacy** **(TC 7, 9)** – Using brackets and dashes for parenthesis – Refining punctuation for clarity and cohesion in extended writing – Embedding skills to use a range of grammatical structures

	Students will also be able to discuss and take part in controversial debates sparked by this topic. **Literacy –** **(TC 7, 8, 9)** - Paragraphing narratives for clarity. - Structuring, writing and editing genre-specific narratives - Using apostrophes.					
	LITERACY INTERVENTION – OA – Recapping the basics: simple sentences, statements, paragraphs, capital letters and past simple verbs (7 lessons) OA – Complex sentences, avoiding fragments and run-ons, capital letters (7 lessons) OA – Past simple tense, subordinate clauses, punctuating conjunctions and lists (6 lessons)					
	TCs: **Year 1** 2, 3, 5, 6,7 **Year 2** 1, 2, 4, 6, 8 **Year 3** 1, 2, 3, 4, 6, 7, 9, 10	**TCs:** **Year 1** 1, 2, 4, 6, 9, 10 **Year 2** 1, 2, 6, 7, 8 **Year 3** 1, 2, 3, 4, 5, 7, 8	**TCs:** **Year 1** 1, 3, 4, 6, 10 **Year 2** 1, 3, 4, 6, 10 **Year 3** 1, 3, 4, 6, 7, 8, 9, 10	**TCs:** **Year 1** 1, 2, 3, 5, 7, 8, 9 **Year 2** 1, 2, 3, 5, 7, 8 **Year 3** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	**TCs:** **Year 1** 1, 2, 3, 4, 6, 8, 9, 10 **Year 2** 2, 3, 4, 5, 6, 7, 9 **Year 3** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	**TCs:** **Year 1** 1, 2, 3, 4, 7, 8, 9, 10 **Year 2** 1, 2, 3, 4, 7, 8, 9, 10 **Year 3** 1, 2, 3, 4, 6, 7, 8, 9, 10
	NC: **Reading:** 1 (b, c), 3(a) **Writing:** 1 (a, b), 2(a) **Grammar and vocabulary:** 1 (a, b, e, f) **Spoken English:** 1 (a)	**NC:** **Reading:** 1(a), 2 (a, b), 3 (a, c, f) **Writing:** 1 (a, c), 2(a, c) **Grammar and vocabulary:** 1 (a, b, c, e, f) **Spoken English:** 1 (a)	**NC:** **Reading:** 1 (a), 2 (a, b, c, d), 3(a, d) **Writing:** 1 (a, c, d), 2 (a, b) **Grammar and vocabulary:** 1 (a, b, c, e, f) **Spoken English** 1 (d)	**NC:** **Reading:** 1 (a), 2 (a, b, c, d), 3 (a, b, e) **Writing:** 1 (a, b, c), 2 (a, b) **Grammar and vocabulary:** 1 (a, b, d, e, f) **Spoken English** 1 (d)	**NC:** **Reading:** 1 (a), 2 (a, b, c, d), 3 (a, c, e) **Writing:** 1 (a, b, c, d), 2 (a, b, c) **Grammar and vocabulary:** 1 (a, b, c, e, f) **Spoken English:** 1 (a, b, c)	**NC:** **Reading:** 1 (a, b, c), 2 (a, b, d), 3 (a, c, d, e) **Writing:** 1 (a, b, c, d), 2 (a, b, c) **Grammar and vocabulary** 1 (b, c, d, e)
	AOs: Lang – 1, 2, 5	**AOs:** Lang – 1, 2, 5 Lit - 3	**AOs:** Lang – 1, 2, 4, 5 Lit – 2, 3	**AOs:** Lang – 1, 2, 3, 4 Lit – 1, 2, 3	**AOs:** Lang – 1, 2, 3, 4, 5, 6 Lit – 1, 2, 3, 4	**AOs:** Lang – 1, 2, 4, 5 Lit – 1, 2, 3
	HALF TERM ONE **Creative Reading and Writing**	**HALF TERM TWO AND THREE** **Romeo and Juliet**		**HALF TERM FOUR**	**HALF TERM FIVE** **Blood Brothers**	**HALF TERM 6** **Poetry & Unseen poetry**

Year 10	This unit is focused on developing reading and writing skills and will start with story structure and narrative writing, exploring story telling conventions and ways of manipulating them for effect. Students will study story openings and endings and use powerful vocabulary for effect. Descriptive writing will be revisited and students will learn how to create atmosphere and vivid settings in narrative writing. There will be an emphasis on the creative process using nature and outdoor settings to inspire creative writing. The course will look at ways of developing characters and how to use effective dialogue to bring them alive. Students will be taught how to develop creative writing from a picture and title stimulus, planning and structuring their ideas into a crafted and cohesive piece. Students will study a wide range of challenging fiction texts. They will recap and build on reading strategies from Key stage 3, focusing on decoding vocabulary,	Students will study the history of the theatre from the Greeks to modern day, including Greek tragedy conventions and the way in which they have evolved over time. This knowledge will be applied to the tragic structure of Romeo and Juliet. Their historical knowledge will further be developed through a study of Elizabethan history and the influences that shaped the play. Students will consider gender including knights, honour and chivalric code and how this influences characterisation and ideas presented in the play. They will examine the role of women in society from the Elizabethans to present and Shakespeare's view of women, relating this knowledge to the presentation and perception of female characters in Romeo and Juliet. Students will also study theatrical techniques, staging, set design, costume, sound effects and lighting and the ways they are used to convey meaning and ideas on stage, considering the influence of the director and looking at different interpretations of key scenes. They will also consider working in a theatre – jobs past and present Students will watch the play in performance and read the whole text, developing their understanding of plot, characters and actions. They will examine the structure of the play including the function of the chorus, prologue and epilogue. They will explore Shakespeare's language focusing on Shakespeare's language: comprehension, decoding difficult words, contractions, iambic pentameter and blank verse, imagery, symbolism, soliloquy and develop confidence in using language terminology. Students will analyse key scenes and be introduced to English Literature GCSE exam requirements. **Poetry**	**Non Fiction Reading and writing** Students will study a variety of different types of Non-Fiction texts from different time periods including letters, diaries, newspapers, autobiographies, biographies and travel writing. They will be taught how to identify and understand the different features of non-fiction texts including texts which persuade, advise, inform, explain, describe, entertain. They will be able to identify the purpose, audience and form of a non-fiction texts and link this to their interpretation of viewpoints and perspectives. They will develop understanding of how non-fiction texts are shaped by context. They will read a wide range of challenging texts from different time periods, becoming fluent, critical readers and be shown how to apply this knowledge in their own writing. The course aims to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are	Students will read and watch the whole play in performance, developing their understanding of plot, characters and actions. They will study the structure of the play and analyse key scenes and themes including class and money, nature v nurture, superstition and fate, violence, childhood and coming of age The course will contextualise the play, beginning with Willy Russell and the social issues that influence his work. They will develop their understanding of Liverpool in the 1980s and how this shaped the play. Students will make links between Romeo and Juliet and Blood Brothers, comparing the tragic structure of both texts. They will deepen their understanding of dramatic conventions and how they have evolved over time, learning about the musical form and how ideas are explored through song. They will build on their knowledge of theatrical techniques, staging, set design, costume, sound	War poetry from the Power and Conflict anthology will be grouped around different perspectives of war. An outsider perspective: Students will begin with Charge of the Light Brigade, learning about the Crimean war, Tennyson, patriotism, heroism and the glory of war and the reasons behind it. They will then use War photographer to consider a different outsider perspective, exploring we perceive war when we have not experienced it, our desensitisation to horror and tragedy and the ways human suffering is presented and experienced by outsiders. The poems Bayonet Charge, Exposure and Remains will allow students to explore war from a male perspective, considering the role and experience of a being a soldier and the devastating consequences of war. The poems Kamikaze, Emigree and Poppies will allow students to explore the impact of war on women, considering a female perspective and the ways

	inferring meaning, predicting, explaining and summarising. They will develop their ability to analyse language at greater depth, commenting on multiple layers of meaning and using PETAZL . Students also will be introduced to English Language Paper 1. **Poetry** Students will use a range of non-anthology poems to develop their wider understanding of the literary canon and revisit poetic conventions, form and structure which they will apply to their own writing **Literacy** Paragraphing Using punctuation effectively, spelling strategies	Students will broaden their knowledge of Shakespeare by studying sonnet poetry, looking at the form, structure and meaning and linking this to Romeo and Juliet, particularly Act 2, scene 2. They will also study Browning's 'My Last Duchess' and ways in which women are presented in Literature.	important to the way we think and live our lives. They will examine fake news from ancient times to the present day, learning how to spot fake news and the dangers it creates. Students will learn how to separate fact from opinion, identifying bias and finding trustworthy information sources. Students will study a variety of humorous texts including satire, meeting a satirist and learning how to write humorously and entertain their reader. Students will look at Careers in journalism, satire, comedy writing, copy-writing and marketing Students will be introduced to English Language Paper 2 and the GCSE requirements of the course. **Literacy** Students will be taught how to talk and write effectively and coherently using Standard English. They will use grammar correctly, punctuate and spell accurately. Students will acquire and apply a wide vocabulary, developing their knowledge and	effects and lighting and the ways they are used to convey meaning and ideas on stage considering the influence of the director on staging Blood Brothers and different interpretations of characters. Theatre visit: the play in performance Theatre reviews will allow students to explore critical opinion and ways of expressing a critical viewpoint. Students will practise answering an exam question from English Literature Paper2.	this is different from a male viewpoint. In their study of the war poems from the Power and Conflict anthology and a selection of unseen poetry. Students will: • Read a wide range of poetry fluently and with good understanding, and make connections across their reading, comparing different poems in the anthology • Understand how form and structure are used to convey poetic meaning • read a wide range of poems, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • write accurately, effectively and analytically about their reading in standard English, commenting on how language is used for effect • Acquire and use a wide vocabulary, including the grammatical terminology and the specific poetic terminology they need

				understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. **Spoken Language** Students will study different spoken language forms including debate, speeches, presentations, TED talks and meetings. They will look at the rules of formal speaking using standard English and give a presentation in a formal context, responding appropriately to questions and to feedback. They will develop their questioning skills, using appropriate questioning to elicit clarification		to criticise and analyse what they read. • Practise approaches to the poetry questions in English Literature Paper 2
	TCs: 2, 3, 4, 6, 7, 8, 9, 10	**TCs: 1, 2, 3, 4, 5, 6**		**TCs: 2, 3, 4, 6, 7, 8, 9, 10**	**TCs: 1, 2, 3, 4, 5, 6**	**TCs: 1, 2, 3, 4**
	AOs: 1, 2, 3, 4, 5, 6	**AOs: 1, 2, 3, 4**		**AOs: 1, 2, 3, 4, 5, 6, 7, 8, 9**	**AOs: 1, 2, 3, 4**	**AOs: 1, 2, 3, 4**
Year 11	**HALF TERM ONE** **Power and Conflict and Unseen poetry** Teaching of the remaining 'Power and Conflict' poetry from the AQA Anthology. This will include: Tissue, The Emigree, Checking Out Me	**HALF TERM TWO** **Power and Conflict poetry – Ozymandias and London** Students will begin by studying the two remaining poems 'Ozymandias' and 'London' to help introduce	**HALF TERM THREE** **Revisit Creative Reading and Writing** Students will revisit the Paper 1 English Language paper.	**HALF TERM FOUR** **Revisit Reading and Writing Non-Fiction** Students will revisit the Paper 2 English Language paper.	**HALF TERM FIVE** **Preparing for the exams** This half-term will be adapted to the needs of the specific group and individuals at the time of teaching. However, it is likely to include the following:	**HALF TERM SIX** **English Language booster sessions until the exam/Adapt to needs of group** Students will complete four masterclasses, one for each of the English Language and

	History, The Prelude and Storm on the Island. Students will begin with studying 'The Prelude' and William Wordsworth, considering the Romantic period of poetry and the power of nature. Students will then study 'Storm on the Island' and begin to compare how Heaney shows the power of nature in his poem compared to The Prelude. Students will also learn about Heaney and his Irish roots and how this influenced his poetry. Checking Out Me History, Tissue and The Emigree will allow students to consider the cultural context of poetry and how this might be represented using language and structure in the chosen poems. These poems consider another kind of power and The Emigree will allow students to link their ideas back to the war poetry studied in Y10. Students will also begin to make comparisons across the anthology of poetry, developing their understanding of themes and techniques used by poets to explore these. Further study	the context of 'A Christmas Carol'. **A Christmas Carol (possibly start in HT1)** Students will read the whole text of 'A Christmas Carol', developing their understanding of plot, character and themes explored throughout. They will study the context of the text, considering London and the gap between the rich and poor of the time. This will include learning about Thomas Malthus, the Poor Law and the experiences of Dickens. They will then concentrate on the structure of the text and why this is so important when considering the redemption of Scrooge. Students will look closely at key sections of the story and be able to identify how the language techniques used, develop the meaning of the text. Students will learn how to approach extract style exam questions and attempt one from the English Literature Paper 1 text. Students will also complete a piece of creative writing inspired by Dickens,	Reading - Working through the exam structure, students will explore a range of challenging fictional texts and focus on identifying language and structural devices used for effect. They will also develop their analytical skills, making use of the textual references selected and considering the overall effect of this on the text. They will be encouraged to consider layers of meaning and identifying this in unseen fiction. They will walk-through each question and develop their responses to meet the exam criteria, paying close attention to Q4, developing their own critical and evaluative responses. Writing – Students will also revise creative writing skills, considering how to meet AO5 and AO6. The focus of each session will depend on assessments completed so far but will likely include: sentence structures, punctuation, paragraphing, organising of ideas, vocabulary choice, use of language techniques for effect and approaching a picture or written prompt. Students will be encouraged to plan to help the structure	Reading - Working through the exam structure, students will explore a range of challenging non-fiction texts, including literary heritage texts. They will focus on identifying language and structural devices used for effect. They will also develop their inference and analytical skills, making use of the textual references selected and considering the overall effect of this on the text. They will be encouraged to consider layers of meaning and identifying this in unseen non-fiction. Students will also identify key comparisons between both texts in order to approach Q2 and Q4 but will understand the different skills assessed in these questions. They will walk-through each question and develop their responses to meet the exam criteria, paying close attention to Q4, developing their comparative analytical skills between both texts. Writing – Students will also revise non-fiction writing skills, considering how to meet AO5 and AO6. The focus of each session will depend on assessments	*English Literature Paper 1 – Shakespeare and the Nineteenth Century Novel* Revision of the plot, important characters and themes. Explore key language and structural features used for effect. Revision of the context of both texts within the exam. Most of the revision will focus on exam questions and how to approach them. Identifying what is relevant and what the writers use to develop the key themes explored. *English Literature Paper 2 – Blood Brothers, Power and Conflict poetry and Unseen poetry* Revision will be based around the comparison of the anthology poetry. This will be done using a range of past exam questions to help students to familiarise themselves with the types of questions they will see in the exam. They will also revise some past exam questions for 'Unseen poetry' and begin to develop their analysis, meeting the exam criteria.	Literature papers. This will help to remind students of the key assessment objectives, exam criteria and how to approach the exam, just before each one. Any other booster sessions, in between exams, will focus on the individual needs or class needs identified throughout half-term five. This may be personalised to individuals or focus on a whole class area that needs to be addressed.

	of 'Unseen poetry' will continue to develop their analytical and comparison skills. In their study of the remaining poems from the Power and Conflict anthology and a selection of unseen poetry, students will: • Read a wide range of poetry fluently and with good understanding, and make connections across their reading, comparing different poems in the anthology • Understand how form and structure are used to convey poetic meaning • read a wide range of poems, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • write accurately, effectively and analytically about their reading in standard English, commenting on how language is used for effect • Acquire and use a wide vocabulary, including the grammatical	concentrating on how he uses punctuation and other linguistic techniques to engage his reader. Students will then continue to develop these skills next half-term when they revise Creative Reading and Writing.	of their writing and be clear on what the examiner is looking for in this section of the exam. Due to the nature of our setting, many students have not completed this unit and it needs to be taught fully. **Revisit Romeo and Juliet** Students will revisit some of the key characters and themes of 'Romeo and Juliet' this half-term. This will include: the characters of Romeo, Juliet, Tybalt and Benvolio and the themes of love, conflict and fate. Students will also study exam technique, using PETAZL to develop analysis of quotations and essay writing skills to help prepare them for the exams. The revisiting of the text will also help to identify any gaps that need to be addressed through intervention lessons or tasks.	completed so far but will likely include: meeting the purpose of the text, sentence structures, punctuation, paragraphing, organising of ideas, vocabulary choice and use of language techniques for effect. Students will be encouraged to plan to help the structure of their writing, especially when formulating their own clear viewpoint. They will also understand what the examiner is looking for in this section of the exam. Due to the nature of our setting, many students have not completed this unit and it needs to be taught fully. **Spoken language** Students will revisit the spoken language element of the course as part of their revision of the texts. They will look at the rules of formal speaking using standard English and give a presentation in a formal context, responding appropriately to questions and to feedback. They will develop their questioning skills, using appropriate questioning to elicit clarification. This will allow	*English Language Paper 1 – Creative Reading and Writing* Students will work through past papers, concentrating on identifying techniques used by the writers for effect and how to answer Q4 critically and by evaluating the techniques used by the writer. They will also look back on picture and written prompts from past exam papers to help them with their writing skills. If needed, technical skills will also be revisited. *English Language Paper 2 – Reading & Writing Non-Fiction* Students will work through past papers, concentrating on identifying techniques used by the writers for effect and how to compare the two texts in order to meet the exam criteria. They will also look back on a range of past exam questions for the writing section. If needed, technical skills and non-fiction linguistic devices will also be revisited. Students will take part in a range of revision activities	

	terminology and the specific poetic terminology they need to criticise and analyse what they read. • Practise approaches to the poetry questions in English Literature Paper 2			for any students who arrive in Y11 to complete the spoken language assessment. **Revisit Blood Brothers** Students will revisit some of the key characters and themes of 'Blood Brothers' this half-term. This will include: the characters of Mickey, Edward, Mrs. Johnstone, Mrs. Lyons and the Narrator and the themes of class, violence, power and powerlessness. Students will also be able to revisit the form of a tragedy and the tragic hero as they revise both of these literature texts. Students will also study exam technique, using PETAZL to develop analysis of quotations and essay writing skills to help prepare them for the exams. The revisiting of the text will also help to identify any gaps that need to be addressed through intervention lessons or tasks.	this half-term. These may include the use of revision materials; past exam papers; Oak Academy lessons; using resources such as GCSE Bitesize and Mr. Bruff on YouTube.	

	TCs: **1, 2, 3, 4, 5**	**TCs:** **1, 2, 3, 4, 6, 7, 8, 9, 10**	**TCs:** **2, 3, 4, 6, 7, 8, 9, 10**	**TCs:** **1, 2, 3, 4, 5, 6**	**TCs:** **1, 2, 3, 4, 5, 6, 7, 8, 9, 10**	**TCs:** **1, 2, 3, 4, 5, 6, 7, 8, 9, 10**
	AOs: **1, 2, 3**	**AOs:** **1, 2, 3, 4**	**AOs:** **1, 2, 3, 4, 5, 6**	**AOs:** **1, 2, 3, 4, 7, 8, 9**	**AOs:** **1, 2, 3, 4, 5, 6**	**AOs:** **1, 2, 3, 4, 5, 6**

<u>Threshold Concepts</u> (Key Stage 3 & 4)

Reading

- TC1: understanding the contexts in which a text was written in and the effect of this on the reader and the writer
- TC2: understanding the choice of language used by the writer and can analyse this to reveal a variety of meanings
- TC3: understand how different ways of structuring a text can produce different effects
- TC4: understanding the need to support ideas with accurate and precise quotations
- TC5: understanding the relationship between grammar and meaning

Writing

- TC6: communicate clearly, adapting writing to suit purpose, form and audience
- TC7: organise ideas, using structure and grammatical features to support coherence and cohesion of texts
- TC8: use a range of sentence structures for purpose and effect
- TC9: use a range pf punctuation accurately
- TC10: to accurately spell and use a wide vocabulary both in reading and writing tasks

<u>National Curriculum</u> (Key Stage 3)

Reading

Pupils should be taught to:

1. **develop an appreciation and love of reading, and read increasingly challenging material independently through:**
   a) reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
      - English literature, both pre-1914 and contemporary, including prose, poetry and drama
      - Shakespeare (two plays)
      - seminal world literature

   b) choosing and reading books independently for challenge, interest and enjoyment.
   c) re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
2. **understand increasingly challenging texts through:**
   a) learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries

b) making inferences and referring to evidence in the text
c) knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
d) checking their understanding to make sure that what they have read makes sense.

3. read critically through:

a) knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
b) recognising a range of poetic conventions and understanding how these have been used
c) studying setting, plot, and characterisation, and the effects of these
d) understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
e) making critical comparisons across texts
f) studying a range of authors, including at least two authors in depth each year.

Writing

Pupils should be taught to:

1. write accurately, fluently, effectively and at length for pleasure and information through:

a) writing for a wide range of purposes and audiences, including:
   - well-structured formal expository and narrative essays
   - stories, scripts, poetry and other imaginative writing
   - notes and polished scripts for talks and presentations
   - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters

b) summarising and organising material, and supporting ideas and arguments with any necessary factual detail
c) applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
d) drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

2. plan, draft, edit and proof-read through:

a) considering how their writing reflects the audiences and purposes for which it was intended
b) amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
c) paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and vocabulary

Pupils should be taught to:

1. consolidate and build on their knowledge of grammar and vocabulary through:

a) extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
b) studying the effectiveness and impact of the grammatical features of the texts they read
c) drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
d) 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
e) using Standard English confidently in their own writing and speech
f) discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Spoken English

Pupils should be taught to:

1. speak confidently and effectively, including through:

a) using Standard English confidently in a range of formal and informal contexts, including classroom discussion
b) giving short speeches and presentations, expressing their own ideas and keeping to the point
c) participating in formal debates and structured discussions, summarising and/or building on what has been said
d) 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.

<u>Assessment Objectives</u> (Key Stage 4)

English Language

- AO1:
  - identify and interpret explicit and implicit information and ideas
  - select and synthesise evidence from different texts
- 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
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- 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
- 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.)
- 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.

English Literature

- 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.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.