

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-Year 7						
Catch up funding; screening for reading age and fluency; additional reading support (JJE); in class support; class sets; summer school.						
Year 7 – The Origins of English						
Topic/Focus	Ancient Origins/Link to Legends		Legends/Rhetoric		Romance	
Sequencing	Introduction to ‘secondary English’ using key mythological texts and ideas; knowledge of classical myth as well as epic poetry and the heroic code, focusing on Simon Armitage’s play of Homer’s Odyssey . <u>Links to legends</u> builds on this foundation to look at the heroic warrior in Beowulf and medieval chivalric romances.		<u>Link to legends</u> Arthurian legends, focus on ‘Sir Gawain and the Green Knight’ . <u>The Art of Rhetoric</u> Focusing on Shakespeare’s Julius Caesar , students are introduced to key concepts in Rhetoric and persuasion, look at a range of authors and texts.		<u>Romance</u> Building on the previous three units, students now study Chaucer’s ‘The Knight’s Tale’ to understand the genre of romance through time.	
Explicit Grammar	Sentence types, word classes, scaffolded use of complex grammatical structures, embedded vocabulary teaching.					
Links to Writing Revolution	Introduction to topic sentences, embedding quotations, analysis, evaluation and expansion.		Development of topic sentences, embedding quotations, analysis, evaluation and expansion.		Consolidation of topic sentences, embedding quotations, analysis, evaluation and expansion.	
Extended Learning	Wider reading; research; expert knowledge.		Wider reading, research, expert knowledge.		Wider reading, research, expert knowledge.	
Formal Assessment	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative) 		<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative) 		<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative) 	
Year 8 – the development of form						
Topic	The Story of the Sonnet/Religion and Superstition		Religion and Superstition/Comedy		Comedy/Story of the Novel	
Sequencing	Students understand how the sonnet form emerged and developed over time; they then look at the influence of Tyndale’s bible on later literary texts.		Students examine the influence of biblical imagery and philosophy on Donne, Rossetti and Dickinson . Students then learn how comedy has developed as a dramatic genre before focusing on Shakespeare’s A		Students develop their understanding of comedy into the 18 th century before then focusing on the development of the novel from Aphra Behn to Henry Fielding.	

		Midsummer Night's Dream (also linking to their work on romance in Year 7).	
Explicit Grammar	Sentence types, word classes, more independent use of complex grammatical structures, embedded vocabulary teaching.		
Extended Learning	Wider reading; research; expert knowledge.	Wider reading; research; expert knowledge.	Wider reading; research; expert knowledge.
Formal Assessment	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative: Compare how Shakespeare's Sonnet 130 and Carol Ann Duffy's Anne Hathaway present ideas about love?). 	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment (formative + summative) Analytical writing assessment (formative + summative) 	<ol style="list-style-type: none"> Weekly MCQs to assess knowledge and identify gaps/misconceptions. Creative writing assessment – developing a character. Analytical writing assessment (formative + summative 'How does the novel change and develop in the 18th century?')

Year 9 – Into the World						
Topic/Focus	The Gothic Tradition/War Writing		War Writing/Tragedy		Freedom/Women in Literature	
Sequencing	Students will track the development of the Gothic tradition, with a focus on Bronte's Wuthering Heights . Students then focus on War Poetry from WW1.		Developing from their work on War Poetry, students now focus on Sheriff's Journey's End . Building on their work on Comedy in Year 8 and Romance in Year 7, students now study the development of Tragedy from Antigone to Miller, with a focus on Shakespeare's Othello .		Focusing on Thurston's ' Their Eyes Were Watching God ', students explore the importance of freedom in a range of texts. A feminist 'retelling' of the story of English, building to a study of Charlotte Perkins Gilman's The Yellow Wallpaper , linking to the Gothic Tradition and the Story of the Novel.	
Explicit Grammar Teaching	Sentence types, word classes, independent use of complex grammatical structures, embedded vocabulary teaching.					
Extended Learning	Wider reading; research; expert knowledge.		Wider reading; research; expert knowledge.		Wider reading; research; expert knowledge.	
Formal Assessment	1. Weekly MCQs to assess knowledge and identify	1. Weekly MCQs to assess knowledge and identify gaps/misconceptions.	1. Weekly MCQs to assess knowledge and identify gaps/misconceptions.	1. Weekly MCQs to assess knowledge and identify gaps/misconceptions.	1. Weekly MCQs to assess knowledge and identify gaps/misconceptions.	1. Weekly MCQs to assess knowledge and identify gaps/misconceptions.

	<p>gaps/misconceptions.</p> <p>2. Creative writing assessment (formative + summative)</p> <p>3. Analytical writing assessment (formative + summative: a) Is Catherine's love for Heathcliff what causes her downfall? And b) The role of the Gothic Antagonist in Wuthering Heights and another Gothic text you have studied)</p>	<p>2. Creative writing assessment (formative + summative)</p> <p>3. Analytical writing assessment (formative + summative: How do class and power affect the soldiers' experiences of war?)</p>	<p>2. Creative writing assessment (formative + summative)</p> <p>3. Analytical writing assessment (formative + summative)</p>	<p>2. Creative writing assessment (formative + summative)</p> <p>3. Analytical writing assessment (formative + summative)</p>	<p>2. Creative writing assessment (formative + summative)</p> <p>3. Analytical writing assessment (formative + summative: How does Thurston use the natural world in her novel?)</p>	<p>2. Creative writing assessment (formative + summative)</p> <p>3. Analytical writing assessment (formative + summative)</p>
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Year 10

Qualification	GCSE English Language and English Literature					
Topic	Macbeth	Reading and Writing Fiction Texts	A Christmas Carol	Reading and Writing Non-Fiction Texts	AQA Poetry Anthology	Discursive and Transactional Writing
Sequencing	Students have previously studied Shakespeare so will be well placed in their reading of Macbeth. Students will be required to learn the new story and become familiar with new characters. Students will be supported to develop a knowledge of the text,	Students will use their language analysis skills in terms of impact of language to consider the impact of their own writing. Students will use their knowledge of non-literal meaning to create their own narrative pieces. Technical accuracy is also a key	Students will study the text in detail by close reading as a class and analysis. This will require student's prior knowledge from key lower school units covering important aspects of Victorian England – taking their knowledge to the	Students have studied a combination of non-fiction and fiction texts at key stage 3. In this unit, students will continue this analysis but will need to develop their skills to incorporate specific non-fiction techniques. It is important that students	Students will gain new knowledge on the specific concerns and inspirations of Romantic writers as a starting point to their poetry study. Students will require previous knowledge on the impact of industrial revolution and the	Students will develop their writing repertoire further by exploring different forms and purposes of non-fiction writing, having already experienced many of these in term 2, students will now use this knowledge to apply techniques to their own

	<p>while using previous knowledge to explore similar Shakespearean and contextual themes. Although some new thematic and contextual knowledge will be taught, students will apply previous study, including language analysis skills.</p> <p>Students will be introduced to the couch to 5K essay writing technique, which begins by teaching them to write a focussed thesis for their essay.</p>	<p>feature that links directly to key stage 3, as students evaluate work based on the key grammatical principals of spelling, punctuation and grammar as they have previously done at key stage 3. In addition to this, students will be taught using 'slow Writing' techniques to develop confidence and accuracy in their own compositions.</p>	<p>application stage whereby they consider the writer's intentions and key messages. Prior study of exploring impact of language and themes will be revised and developed from key stage 3 learning.</p> <p>Students will continue to practise the couch to 5K essay writing technique, which begins by teaching them to write a focussed thesis for their essay and will now develop their use of supporting evidence.</p>	<p>have well-developed analysis skills at this point in order to avoid re-teaching and allow progress to identify, interpret and evaluate higher-level techniques. The focus will be on the evaluation of impact at this point.</p>	<p>impact on society looked at previously in texts linked to 1700-1900. Students will understand where in the timeline the Romantics fit chronologically with other taught texts and apply their knowledge to analysis. Students will have seen many of the poetic forms and techniques in the lower school, studied through the sonnet form SOL and various other poetic forms taught as extracts or supplementary material. Students will read anthology poems for meaning and develop some independence to develop individual interpretation. The focus here will be applying language analysis skills, previously developed, to establish understanding. Students will continue to practise the couch to 5K essay writing technique, which begins by teaching them to write a focussed thesis for their essay, develops their use of supporting evidence and</p>	<p>writing. The difficulty of the Slow Writing strategies will be increased as students begin to write more complex texts. Scaffolding will be lifted, and students will experience more independence in their writing.</p>
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					teaches clear direction of argument.	
Explicit Grammar	Sentence types, word classes, independent use of complex grammatical structures, embedded vocabulary teaching.					
Extended Learning	Extended learning opportunities will be provided by individual class teachers that will support learning within the classroom.					
Formal Assessment	Weekly knowledge low stakes quizzing Macbeth – Close textual analysis Question	Weekly knowledge low stakes quizzing Educas Paper 1 Mock style assessment	Weekly knowledge low stakes quizzing ACC – Close textual analysis Question	Weekly knowledge low stakes quizzing Educas Paper 2 Mock style assessment		
Year 11						
Qualification	GCSE English Language and English Literature					
Topic	An Inspector Calls	Writing Proficiently	Critical analysis of Literature	Revision for GCSE Examinations		
Sequencing	This will be students first study of a contemporary play but will use their previous study of drama texts to identify and evaluate key dramatic techniques. As well as being taught new contextual knowledge, students will need to have through knowledge of Victorian England so that can consider the societal developments through to 1912. Students will use their knowledge of language and context practised in previous study to apply to a new story and characters and closely	Students will develop their understanding of grammar that has been embedded within their teaching throughout their study. They will reflect on the quality of their own and other’s writing to aid improvement. Students will also be guided to produce non-fiction texts in different forms, as well as narratives that are creative and engaging. The focus will be on producing accurate and thoughtful texts for a variety different audiences and purposes.	A holistic revision of the Literature texts, with a strong focus on writing to argue. The focus Here will be on reach the 5K of essay writing – writing essays that demonstrate depth and breadth of knowledge, that are written with fluency and craft. Students will be guided to revise the key elements of Literature for the GCSE examinations and will be guided by their class teacher to extend their learning to outside of the classroom as part of their revision.			

	evaluate the writer's morals and intentions. Knowledge of societal developments from previous study will be vital to allow students to make their own moral judgements.				
Explicit Grammar –	Sentence types, word classes, independent use of complex grammatical structures, embedded vocabulary teaching.				
Extended Learning	Extended learning opportunities will be provided by individual class teachers that will support learning within the classroom.				
Formal Assessment	Weekly knowledge low stakes quizzing AIC – Close textual analysis Question	Weekly knowledge low stakes quizzing Fiction and Non-Fiction Writing Tasks Mock Examinations	Weekly knowledge low stakes quizzing Literature mock exam	Mock Examinations	Final GCSE Examination
Post Year 11					
Further Education/training in: Students can progress to study English Language or Literature as an A Level qualification or may choose to study a subsidiary subject where their English study will play a key role, such as Media Studies.				<p>Employment in: There are many employment sectors suitable for English graduates, including:</p> <ul style="list-style-type: none"> • Advertising/ media/ Marketing • Administration/ Secretarial • Public Relations • Writing/ Publishing • Business • Education • Arts industry • Analyst <p>There are other non-specific roles that can be fulfilled by an English graduate as a specialism in English demonstrates a high level of competency in communication and expression as well as creative and acquisition.</p>	