



English					
	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p>Deep Sea Voyage Possible texts: '20,000 Leagues under the Sea', 'Blobfish', 'The Sea Swallow' Reading focus: locate and retrieve, infer and analyse fiction & non-fiction texts linking with the topic. Writing focus: written description with fluent use of nouns, adjectives, verbs, adverbs, prepositional openers, synonyms & antonyms linking with the topic.</p>	<p>Crime and Horror Introduction to Gothic Literature and its conventions Retrieval practice and understanding of fiction texts Transactional writing of non-fiction texts</p>	<p>War and Conflict Introduction to propaganda, war and its conventions Transactional writing of non-fiction texts through exploring context.</p>	<p>Identify and Interpret Analyse Language Read and understand a range of fiction and non-fiction texts. Pick out key information. Understand why writers have chosen to use particular words to present characters, settings, mood and atmosphere.</p>	<p>Speaking and Listening – Speech Recall persuasive techniques. Review, edit and redraft draft speeches. Deliver speech to peers and staff. Answer questions about speech. Functional Skills Level 1 and GCSE Speaking and Listening (Speech) Assessment</p>
Autumn 2	<p>Africa is Not a Country Possible texts: 'The Lion who stole my arm', 'Africa is not a Continent'.</p>	<p>Crime and Horror Exploring further texts of Gothic Literature Analysing adaptations of Classic Faery-Tales</p>	<p>War and Conflict Understanding context of authors of poetry Analysing fiction such as war poetry and fiction texts.</p>	<p>Writing to inform, persuade and advise Recall persuasive techniques.</p>	<p>Synthesise evidence from different texts Compare Read, understand and interpret two texts about the same topic.</p>



	<p><i>Reading focus: locate and retrieve, infer and analyse fiction & non-fiction texts linking with the topic and exploring stories from other culture.</i></p> <p><i>Writing focus: structures of writing including story writing, formal letters and report writing, retrieval of basic spelling, punctuation and grammar.</i></p>	<p><i>Imaginative writing of own adaptations between gothic and classic fairy tales.</i></p>		<p><i>Explore and practise punctuation and vocabulary.</i></p> <p><i>Explore model examples of non-fiction writing.</i></p> <p><i>Plan writing.</i></p> <p><i>Use plans to draft writing.</i></p>	<p><i>Identify similarities and differences.</i></p> <p><i>Support identified differences with evidence.</i></p> <p><i>Compare the ways writers present ideas and perspectives.</i></p>
<p>Spring 1</p>	<p>What the Victorians did for us</p> <p><i>Possible texts: 'A Christmas Carol', 'Oliver Twist', 'Street Child'.</i></p> <p><i>Reading focus: locate and retrieve, infer and analyse fiction texts linking with the topic.</i></p> <p><i>Writing focus: exploring further structures of diary writing and biography, retrieval of spelling, punctuation and grammar.</i></p>	<p>Rebel Heroes</p> <p><i>Introducing and exploring the theme of dystopian fiction.</i></p> <p><i>Identifying heroes of literature through dystopian texts.</i></p> <p><i>Creative writing of own dystopian fiction.</i></p>	<p>Of Mice and Men</p> <p><i>Whole-novel study of the book by John Steinbeck.</i></p> <p><i>Retrieval of analysing the plot and attaining further skills to gain understanding of characters, context and themes of chapters one to three.</i></p>	<p>Analyse Language Writing to inform, persuade and advise</p> <p><i>Analyse writers' use of persuasive techniques.</i></p> <p><i>Analyse writers' vocabulary choices.</i></p> <p><i>Proofread, draft, edit writing.</i></p> <p><i>Functional Skills Level 1 Reading Practice.</i></p>	<p>Descriptive, narrative and monologue writing; revise writing to inform, advise and persuade</p> <p><i>Read and understand a range of fiction texts.</i></p> <p><i>Recall parts of speech (e.g. noun, adjective, verb, adverb).</i></p> <p><i>Recall literary techniques (e.g. simile, metaphor, personification).</i></p> <p><i>Practise using synonyms and antonyms for more common words.</i></p> <p><i>Practise using accurate and more sophisticated punctuation.</i></p>



					<p><i>Practise using paragraphs.</i></p> <p><i>Practise layout and punctuation for dialogue.</i></p> <p><i>Plan fiction writing.</i></p> <p><i>Produce fiction writing.</i></p> <p><i>Review persuasive writing.</i></p>
Spring 2	<p>Walk like an Egyptian</p> <p><i>Possible texts: 'Egyptian Cinderella', 'Flat Stanley: The great Egyptian Grave Robbery'</i></p> <p><i>Reading focus: locate and retrieve, infer and analyse fiction & non-fiction texts, introducing and exploring links to context and summarising information.</i></p> <p><i>Writing focus: structure of travel writing and newspaper reports.</i></p>	<p>Rebel Heroes</p> <p><i>Identifying heroes through elements of non-fiction and fiction texts, including historical, modern and mythical heroes.</i></p>	<p>Of Mice and Men</p> <p><i>Continuation of whole-novel study from chapter three to six, attaining further skills whilst analysing the plot to gain understanding of characters, context and themes.</i></p>	<p>Writing to inform, persuade and advise</p> <p>Speaking and Listening – Discussion</p> <p><i>Proofread, draft, edit writing.</i></p> <p><i>Functional Skills Level 1 Writing Practice.</i></p> <p><i>Make notes on a range of contentious discussion topics.</i></p> <p><i>Practise verbally presenting ideas about discussion topics, turn-taking and interjection.</i></p> <p>Functional Skills Level 1 Speaking and Listening (Discussion) Assessment</p>	<p>Revision and Functional Skills Level 1 Exams</p> <p><i>Practise fiction writing.</i></p> <p><i>Practise non-fiction writing.</i></p> <p><i>Practise reading, understanding, evaluating and analysing texts.</i></p> <p><i>Practise making comparisons between texts.</i></p> <p>Functional Skills Level 1 Writing Exams</p> <p>Functional Skills Level 1 Reading Exams</p>
Summer 1	<p>How WWII Shaped Great Britain</p> <p><i>Possible texts: 'The Lion & the Unicorn', 'The Boy in the Striped Pyjamas'.</i></p>	<p>Lord of the Flies</p> <p><i>Whole-novel study of the book by William Golding. Analysing the plot up to chapter six to gain understanding of</i></p>	<p>Macbeth</p> <p><i>A Shakespearean study of betrayal, manipulation and context to develop evaluative and analytical skills.</i></p>	<p>Analyse structure</p> <p>Evaluate</p> <p><i>Identify beginning, middle and end in texts.</i></p> <p><i>Explore narrative perspectives.</i></p>	<p>Revision and Functional Skills Level 1 Exams</p> <p><i>Practise fiction writing.</i></p> <p><i>Practise non-fiction writing.</i></p>



	<p><i>Reading focus: locate and retrieve, infer and analyse fiction & non-fiction texts, further exploring links to context and summarising information.</i></p> <p><i>Speaking and listening focus: introductory skills of S&L linking with the topic.</i></p>	<p><i>characters, structure and themes.</i></p>		<p><i>Explore shifts in focus between settings and characters.</i></p> <p><i>Form a viewpoint about the effectiveness of a text.</i></p>	<p><i>Practise reading, understanding and analysing texts.</i></p> <p><i>Practise making comparisons between texts.</i></p> <p>Functional Skills Level 1 Writing Exams</p> <p>Functional Skills Level 1 Reading Exams</p>
<p>Summer 2</p>	<p>Welcome to the Jungle</p> <p><i>Possible texts: 'Running Wild'</i></p> <p><i>Reading focus: locate and retrieve, infer and analyse fiction & non-fiction texts.</i></p> <p><i>Writing focus: introduction to figurative language through descriptive and persuasive writing.</i></p>	<p>Lord of the Flies</p> <p><i>Continuation of whole-novel study from chapter six to chapter twelve, analysing the plot to gain understanding of characters, structure and themes.</i></p>	<p>Speaking and Listening</p> <p><i>Transactional writing of persuasive speeches in anticipation of studying GCSE English Language curriculum.</i></p>	<p>Evaluate Speaking and Listening – Speech</p> <p><i>Identify techniques used by a writer to make a text effective/impactful.</i></p> <p><i>Agree/disagree with others' perspectives about the effectiveness of a text.</i></p> <p><i>Recall persuasive techniques.</i></p> <p><i>Begin to plan a speech about a contentious topic/topic of interest.</i></p>	<p>Study Leave</p>