End of Year 7 Celebration

Performance Poetry

• Poetry
• Reading key skill – Writer’s methods and effects
• Writing key skill – Creative – poetry for performance

Local Issues

• Non-fiction
• Reading key skill – Effect of writer’s methods
• Writing key skill – Transactional – informal letter

Romeo and Juliet

• Shakespeare
• Reading key skill – Contextual study and themes
• Writing key skill – Transactional – informal letter

Myths and Legends

• Short stories
• Reading key skill – Writer’s method – structure
• Writing key skill – Creative – narrative

Texts from Other Cultures

• Extracts / stories / poems
• Reading key skill – Comparison
• Writing key skill – Creative – descriptive

Begin Year 7

Transitions – whole school approach TBC

• Whole text novel – Refugee Boy
• Reading key skill – Writer’s method – language
• Writing key skill – Transactional – formal letter

We are highly ambitious for our students, and this unit is in the primary of their learning across Year 9, where they work to consolidate their understanding of literary periods, genres, writer methods and effects to create their own original pieces. We believe strongly in the aspect of breadth across performance of literatures, a sense of self within literature and to feel part of a writing and performing community. Students will return to their primary schools to perform their poems, poems as an English ambassador to younger students, and demonstrate the skills they have achieved in their 9th year of KS3.

Building on students’ active voice from the first unit, students will explore issues within their local community, and will be introduced to non-fiction prose which they will use to identify and discuss where they see more and more information about issues affecting their local communities being presented in the media, and students aren’t often able to access or decide these to understand or deal with. Students could choose to write in response to these issues and want there to develop the ability to write in their own voices based on subjects they are passionate about and research they have personally carried out, using the non-fiction as stimulus to their writing.

We believe it is important to ensure learners know the joy of Shakespeare early on in KS3 so that they become familiar with the Elizabethan and Jacobean context, as well as the style and language used in Shakespearean writing. We also know that the plots and characters from Shakespeare can be straightforward enough to follow, but will also allow the opportunity to discuss ethics, rights of children, gender roles, culpability, and for learners to make connections with modern society for comparison and personal reflection. This period allows students the chance to stretch their analysis of writer’s intentions, as well as audience perception and how it has evolved today.

Students are introduced to short stories across a range of genres and literary periods, with a focus on how writers can use context to create specific effects. We believe students should begin to see stories as a device to help them make sense of the world, writing short narrative pieces for effect and to limited time constraints that require detailed instructions, and it’s important that students are introduced to the basics of short stories, and learners have the opportunity to experience success and succeed in this area and to develop their interest in writing creativity in general.

Students are introduced to myths and legends that have shaped our literature, considering their context and comparing and contrasting how different authors have considered similar themes or topics within their work. We believe students need to have knowledge of and a foundation in understanding the origins of these genres and types. We also believe studying these literatures as a springboard for exploring creative writing, and we think these have a wealth of potential to act as a springboard for creative writing, and is also significantly useful for building vocabulary, embedding devices and understanding how stories are told.

Students are introduced to KS2 study through whole text exploration of the world and current affairs, including themes of immigration, race, activism and acceptance. These topics are particularly prevalent in the current media and concerns of the local area and the UK generally. Given the growth in youth activism, we believe this is a crucial time to consolidate their understanding of these issues early in their study of English, as well as to cultivate empathetic approaches to texts and contexts. We also believe in using young people is so that they can understand, argue, and individualise their understanding of the world and current affairs, giving young people a voice so that they can articulate, argue, and respond to these issues in a mature way.

Students are introduced to KS3 study through whole text exploration of the world and current affairs, including themes of immigration, race, activism and acceptance. These topics are particularly prevalent in the current media and concerns of the local area and the UK generally. Given the growth in youth activism, we believe this is a crucial time to consolidate their understanding of these issues early in their study of English, as well as to cultivate empathetic approaches to texts and contexts. We also believe in using young people is so that they can articulate, argue, and respond to these issues in a mature way.

Building on students’ active voice from the first unit, students will explore issues within their local community, and will be introduced to non-fiction prose which they will use to identify and discuss where they see more and more information about issues affecting their local communities being presented in the media, and students aren’t often able to access or decide these to understand or deal with. Students could choose to write in response to these issues and want there to develop the ability to write in their own voices based on subjects they are passionate about and research they have personally carried out, using the non-fiction as stimulus to their writing.

Myth and Legends

• Short stories
• Reading key skill – Writer’s method – structure
• Writing key skill – Creative – narrative
End of Year 8 Celebration

The Strange Case of Doctor Jekyll and Mr Hyde

- Whole novel
- Reading key skill – Writer’s method – language and structure
- Writing key skill – Transactional – formal letter

Homework – SPAG / vocab / context / wider reading
Speaking and Listening – AO6
Assessment:
• Cert & Period – 1x AO1, AO2, AO3 and AO4 / 1x AO1, AO3, AO5, AO6
• Summative – 1x AO1, AO2, AO3 and AO4

Blood Brothers

- Extracts / stories / poems
- Reading key skill – Writer’s methods effects, contextual and genre study
- Writing key skill – Creative – descriptive

Homework – SPAG / vocab / context / wider reading
Speaking and Listening – AO6
Assessment:
• Cert & Period – 1x AO1, AO2 and AO3 / 1x AO1, AO2 and AO3
• Summative – 1x AO1 and AO6

World War II Literature

- Non-fiction
- Reading key skill – Effect of writer’s methods
- Writing key skill – Transactional – speeches

Homework – SPAG / vocab / context / wider reading
Speaking and Listening – AO6
Assessment:
• Cert & Period – 1x AO1, AO2, AO3 and AO4 / 1x AO1, AO2, AO3
• Summative – 1x AO1, AO2, AO3, AO4, AO5

World Issues

- Whole text novel – TBC
- Reading key skill – Writer’s method – language
- Writing key skill – Transactional – article

Homework – SPAG / vocab / context / wider reading
Speaking and Listening – AO6
Assessment:
• Cert & Period – 1x AO1, AO2, AO3 and AO4 / 1x AO5 and AO6
• Summative – 1x AO1 and AO2

Modern Novel

- Whole novel
- Reading key skill – Writer’s method – language and structure
- Writing key skill – Transactional – formal letter

Homework – SPAG / vocab / context / wider reading
Speaking and Listening – AO6
Assessment:
• Cert & Period – 1x AO1, AO2, AO3 and AO4 / 1x AO1, AO3, AO5 and AO6
• Summative – 1x AO1, AO2 and AO3

Begin Year 8

World

- Personal performances and write
- In recognition of Holocaust Memorial Day, students are introduced to texts from across World War II with a particular focus on literature from the Holocaust. We believe this will serve as a springboard for students to understand recent conflicts and the ever-present threat of racism, stereotyping, and persecution in modern society. It is also useful to understand the experience and ability to discuss aspirations, social inequality, and the importance of education. Alongside the contextual and thematic approach to the key

Building on the foundations of the Local Issues unit in year 7, students are introduced to issues within the global context through non-fiction sources which they will use to develop their understanding of key themes through a range of texts, expanding students’ horizons. Students will also consider
different contexts, and applying that understanding to their exploration of literature. We also want them to progress their ability to write their views on the themes and issues that have been well researched and effectively written, delivering them in a presentation format to broaden their understanding and their ability to communicate with impact.

lit AO

Students are introduced to year 8 through a text that mirrors the start of their GCSE journey into English. This text will reflect the current and challenging issues that engage them with the changing world, and encourage reading for pleasure. Students will explore writer’s methods in more depth than in year 7, with an aim to expand on their critical and analytical skills. The modern novel will allow students to understand and engage with themes from the novel, and we believe that this is crucial to help them develop their critical and analytical skills.

Modern Novel

Building on students’ understanding of genres covered so far, learners will explore the seminal genre of the Gothic. Students will explore the Gothic through a range of texts, engaging them in multiple approaches and allowing them to deepen their discussion of interest in the genre and how it is used to showcase the importance of context and the impact for writers of the period. Students will engage with the concept through a range of texts, exploring them in multiple approaches allowing them to develop their thematic understanding of interest in the genre and how it is used to showcase the importance of context and the impact for writers of the period.

The Strange

In recognition of Holocaust Memorial Day, students are introduced to texts from across World War II with a particular focus on literature from the Holocaust. We believe this will serve as a springboard for students to understand recent conflicts and the ever-present threat of racism, stereotyping, and persecution in modern society. It is also useful to understand the experience and ability to discuss aspirations, social inequality, and the importance of education. Alongside the contextual and thematic approach to the key themes that have been well researched and effectively written, delivering them in a presentation format to broaden their understanding and their ability to communicate with impact.

Building on the foundations of the Local Issues unit in year 7, students are introduced to issues within the global context through non-fiction sources which they will use to develop their understanding of key themes through a range of texts, expanding students’ horizons. Students will also consider different contexts, and applying that understanding to their exploration of literature. We also want them to progress their ability to write their views on the themes and issues that have been well researched and effectively written, delivering them in a presentation format to broaden their understanding and their ability to communicate with impact.

Students are introduced to year 8 through a text that mirrors the start of their GCSE journey into English. This text will reflect the current and challenging issues that engage them with the changing world, and encourage reading for pleasure. Students will explore writer’s methods in more depth than in year 7, with an aim to expand on their critical and analytical skills. The modern novel will allow students to understand and engage with themes from the novel, and we believe that this is crucial to help them develop their critical and analytical skills.
KS3 – Year 9

End of Year 9 Celebration

Poetry From Other Cultures

Lord of the Flies

Exploring Gender

The Tempest

Begin Year 9

- Contemporary drama
- Reading key skill – Writer’s methods and effects, dramatic structure, contextual and thematic study
- Writing key skill – Transactional – speeches

An Inspector Calls

Poetry

- Reading key skill – Writer’s methods and effects, comparison, critical evaluation
- Writing key skill – Transactional – article

Extracts / short stories – engaging readers

- Reading key skill – Writer’s methods and effects, critical evaluation
- Writing key skill – Creative – narrative

Dystopian Voices

- Whole novel
- Reading key skill – Writer’s methods and effects, context, critical evaluation
- Writing key skill – Transactional – personal letter

- Non-fiction – viewpoints and perspectives
- Reading key skill – Writer’s methods and effects, comparison, critical evaluation
- Writing key skill – Transactional – formal letter

- Shakespeare
- Reading key skill – Writer’s methods and effects, contextual and thematic study
- Writing key skill – Creative – descriptive

Homework - SPAG / vocab / context / wider reading
Speaking and Listening – AO5, AO6 and AO7
Assessment:
Correct & Perfect / 1x AO1, AO2 and AO3
Summative: – 1x AO1, AO2 and AO3

Homework - SPAG / vocab / context / wider reading
Speaking and Listening – AO5, AO6 and AO7
Assessment:
Correct & Perfect – 1x AO1, AO2 and AO3 / 1x AO1, AO2 and AO3
Summative: 1x AO5 and AO6

Homework - SPAG / vocab / context / wider reading
Speaking and Listening – AO5, AO6 and AO7
Assessment:
Correct & Perfect – 1x AO1, AO2 and AO3 / 1x AO1, AO2 and AO3
Summative: – 1x AO1, AO2 and AO3

Homework - SPAG / vocab / context / wider reading
Speaking and Listening – AO5, AO6 and AO7
Assessment:
Correct & Perfect – 1x AO1, AO2 and AO3 / 1x AO1, AO2 and AO3
Summative: – 1x AO1, AO2 and AO3

Homework - SPAG / vocab / context / wider reading
Speaking and Listening – AO5, AO6 and AO7
Assessment:
Correct & Perfect / 1x AO1, AO2 and AO3
Summative: – 1x AO1, AO2 and AO3

Summative
Correct & Perfect
Speaking and Listening
Homework

Summative
Correct & Perfect
Speaking and Listening
Homework

Summative
Correct & Perfect
Speaking and Listening
Homework

Summative
Correct & Perfect
Speaking and Listening
Homework

Summative
Correct & Perfect
Speaking and Listening
Homework

An Inspector Calls

Poetry

- Reading key skill – Writer’s methods and effects, comparison, critical evaluation
- Writing key skill – Transactional – article

Extracts / short stories – engaging readers

- Reading key skill – Writer’s methods and effects, critical evaluation
- Writing key skill – Creative – narrative

Dystopian Voices

- Whole novel
- Reading key skill – Writer’s methods and effects, context, critical evaluation
- Writing key skill – Transactional – personal letter

- Non-fiction – viewpoints and perspectives
- Reading key skill – Writer’s methods and effects, comparison, critical evaluation
- Writing key skill – Transactional – formal letter

- Shakespeare
- Reading key skill – Writer’s methods and effects, contextual and thematic study
- Writing key skill – Creative – descriptive

Homework - SPAG / vocab / context / wider reading
Speaking and Listening – AO5, AO6 and AO7
Assessment:
Correct & Perfect / 1x AO1, AO2 and AO3
Summative: – 1x AO1, AO2 and AO3

Homework - SPAG / vocab / context / wider reading
Speaking and Listening – AO5, AO6 and AO7
Assessment:
Correct & Perfect – 1x AO1, AO2 and AO3 / 1x AO1, AO2 and AO3
Summative: – 1x AO1, AO2 and AO3

Homework - SPAG / vocab / context / wider reading
Speaking and Listening – AO5, AO6 and AO7
Assessment:
Correct & Perfect – 1x AO1, AO2 and AO3 / 1x AO1, AO2 and AO3
Summative: – 1x AO1, AO2 and AO3

Homework - SPAG / vocab / context / wider reading
Speaking and Listening – AO5, AO6 and AO7
Assessment:
Correct & Perfect / 1x AO1, AO2 and AO3
Summative: – 1x AO1, AO2 and AO3

Summative
Correct & Perfect
Speaking and Listening
Homework

Summative
Correct & Perfect
Speaking and Listening
Homework

Summative
Correct & Perfect
Speaking and Listening
Homework

The dystopian genre is a growing

contemporary

campaign in teen fiction that many of our

students will have experienced

through a range of texts, however, we

end our focus on this area through

mapping their understanding of

how writer’s have engaged with this

alternative concept.

Students will begin to consider

explicit comparisons of texts and

author intention, but through the

reintroduction of Shakespeare’s

dramatic structure, contextual

factors and the concept of

transitional writing, we believe

this radical difference will

generate challenge in analysis, but

also will strengthen the breadth

of understanding students have

of experience the range of

texts and the impact of

transitional writing.

The dystopian genre is a growing

contemporary campaign in teen fiction

that many of our students will have

experienced through a range of texts,

however, we end our focus on this

area through mapping their

understanding of how writer’s have

engaged with this alternative concept.

Students will begin to consider

explicit comparisons of texts and

author intention, but through the

reintroduction of Shakespeare’s
dramatic structure, contextual

factors and the concept of

transitional writing, we believe

this radical difference will

generate challenge in analysis, but

also will strengthen the breadth

of understanding students have

of experience the range of

texts and the impact of

transitional writing.