

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Descriptive Fire & Ice	Poetry Characters – What?	Viewpoint Climate	Shakespeare R&J – What?	The Novel Class Reader	Writing SPAG
Main Skills and/or Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> establish the “standard” <input type="checkbox"/> revision of capital letters <input type="checkbox"/> SVO – simple sentences <input type="checkbox"/> identifying verbs, adverbs and adjectives <ul style="list-style-type: none"> <input type="checkbox"/> lists of verbs <input type="checkbox"/> lists of adjectives <ul style="list-style-type: none"> <input type="checkbox"/> the ‘different times’ structure 	<ul style="list-style-type: none"> <input type="checkbox"/> comprehension <input type="checkbox"/> information retrieval <input type="checkbox"/> summarising <input type="checkbox"/> embedding quotations <ul style="list-style-type: none"> <input type="checkbox"/> Spend one lesson a week on creative writing, maintaining the skills from the previous unit on ice and fire: vocab, lists of verbs, lists of adjectives, the ‘different times’ structure. 	<ul style="list-style-type: none"> <input type="checkbox"/> descriptive introductions <input type="checkbox"/> anaphora <input type="checkbox"/> epilexis <input type="checkbox"/> emotive language (pathos) <input type="checkbox"/> inclusive pronouns <input type="checkbox"/> conventions of a speech <ul style="list-style-type: none"> <input type="checkbox"/> revision of listing verbs and adjectives <ul style="list-style-type: none"> <input type="checkbox"/> structure: descriptive hook/your view/relevance/what now? 	<p>Revise</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehension <input type="checkbox"/> information retrieval <input type="checkbox"/> summarising <input type="checkbox"/> embedding quotations <p>New Layers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shakespearean context <input type="checkbox"/> Reading Shakespeare aloud <input type="checkbox"/> inference <input type="checkbox"/> identifying figurative language <input type="checkbox"/> identifying imagery <input type="checkbox"/> explicit/implicit meanings <input type="checkbox"/> word choice 	<ul style="list-style-type: none"> <input type="checkbox"/> images are just a starting point <input type="checkbox"/> anaphora <input type="checkbox"/> expanded noun phrases including lists of adjectives <input type="checkbox"/> prepositional phrases <input type="checkbox"/> paragraphing correctly and for effect <input type="checkbox"/> the ‘start high, get low’ structure 	<p>sentence skills consisting of...</p> <ul style="list-style-type: none"> <input type="checkbox"/> re-establish the “standard” <input type="checkbox"/> revision of capital letters <input type="checkbox"/> SVO – simple sentences <input type="checkbox"/> identifying verbs, adverbs and adjectives <input type="checkbox"/> compound sentences (and, but, so) <input type="checkbox"/> embedded clauses <input type="checkbox"/> complex sentences
Vocab	fluorescent, incandescent, suffocating, luminous, coruscating, piercing, blizzard, glacial, arctic, hoarfrost	character, voice, perspective, empathy, sympathy, stanza, imagery	climate, environment, catastrophe, moral imperative, inevitable consequences, renewable, recycle, government, politician, crisis, disaster	act, scene, character, Shakespeare, protagonist, antagonist, prologue, soliloquy	fluorescent, incandescent, suffocating, luminous, coruscating, piercing, blizzard, glacial, arctic, hoarfrost	
Assessment	<p>Creative Writing Task (descriptive and narrative)</p> <p>Marked out of 40 (24/16)</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurate application of the “standard” <input type="checkbox"/> Sentences containing lists of verbs <input type="checkbox"/> Sentences containing lists of adjectives <input type="checkbox"/> personification <input type="checkbox"/> The ‘different times’ structure 	<p>There is no ‘marked’ piece at the end of the unit. Instead, please two do formative assessments, ensuring that pupils are making progress in the areas outlined above.</p> <p>This does not require a score and we will not be recording any data.</p>	<p>Viewpoint Writing Task Marked out of 40 (24/16)</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> A descriptive introduction <input type="checkbox"/> Anaphora <input type="checkbox"/> Epilexis <input type="checkbox"/> Emotive language (pathos) <input type="checkbox"/> Inclusive pronouns 	<p>There is no ‘marked’ piece at the end of the unit. Instead, please two do formative assessments, ensuring that pupils are making progress in the areas outlined above.</p> <p>These formatives are included in the booklet. We do not need you to record the scores.</p>	<p>Creative Writing Task (descriptive and narrative)</p> <p>Marked out of 40 (24/16)</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> anaphora <input type="checkbox"/> expanded noun phrases including lists of adjectives <input type="checkbox"/> prepositional phrases <input type="checkbox"/> paragraphing accurately <input type="checkbox"/> the ‘start high, get low’ structure 	<p>Purely formative</p> <p>Lots of whiteboard work</p>
Texts	Fahrenheit 451 by Ray Bradbury, Lord of the Flies by William Golding, Under The Rock by Benjamin Myers, The Dead by James Joyce	Billy Bremner, Tich Miller, The Clown Punk, Brendon Gallacher, Singh Song, Medusa, On A Portrait Of A Deaf Man and more.	Speeches by Thunberg and Suzuki, Climate Change for Kids by Woodland Trust, Greta Thunberg by Liz Brownlee	Abridged Romeo & Juliet booklet	Skellig, Windrush Child, Floodland, Goldfish Boy, Ghost Boys, Julia and the Shark	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Descriptive Water/Nature	Reading Female Poets	Viewpoint Prejudice	Victorian Oliver Twist	The Novel Reader	Writing SPAG
Main Skills and/or Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> establish the "standard" <input type="checkbox"/> revision of capital letters <input type="checkbox"/> revise SVO, simple sentences, identifying word classes, paragraphing, expanded noun phrases, prepositions. <input type="checkbox"/> colons to introduce ideas <input type="checkbox"/> colons to introduce lists <input type="checkbox"/> complex lists with colons and semi-colons <input type="checkbox"/> revise 'different times' structure 	<ul style="list-style-type: none"> <input type="checkbox"/> comprehension <input type="checkbox"/> information retrieval <input type="checkbox"/> inference <input type="checkbox"/> identifying figurative language <input type="checkbox"/> identifying imagery <input type="checkbox"/> explicit/implicit meanings <input type="checkbox"/> word choice <input type="checkbox"/> analytical paragraph structure 	<p>Revise from Y7</p> <ul style="list-style-type: none"> <input type="checkbox"/> descriptive introductions <input type="checkbox"/> anaphora, <input type="checkbox"/> epiplexis <input type="checkbox"/> inclusive pronouns <input type="checkbox"/> structure: descriptive hook/your view/relevance/what now? <p>New Layer</p> <ul style="list-style-type: none"> <input type="checkbox"/> conventions of a letter <input type="checkbox"/> metaphor <input type="checkbox"/> extended metaphor 	<ul style="list-style-type: none"> <input type="checkbox"/> comprehension <input type="checkbox"/> information retrieval <input type="checkbox"/> inference <input type="checkbox"/> identifying figurative language <input type="checkbox"/> identifying imagery <input type="checkbox"/> explicit/implicit meanings <input type="checkbox"/> word level analysis <input type="checkbox"/> analytical paragraph structure <p>New Layers</p> <ul style="list-style-type: none"> <input type="checkbox"/> the Victorian era <input type="checkbox"/> modal verbs <input type="checkbox"/> analytical writing <input type="checkbox"/> characterisation <input type="checkbox"/> character development 	<ul style="list-style-type: none"> <input type="checkbox"/> sensory language <input type="checkbox"/> "turning point" structure <input type="checkbox"/> embedded clauses <input type="checkbox"/> sentence work using class reader as a model: <ul style="list-style-type: none"> ▪ complex lists ▪ prepositional phrases ▪ lists of verbs ▪ lists of adjectives ▪ subordinate clauses ▪ etc 	<p>sentence skills consisting of...</p> <ul style="list-style-type: none"> <input type="checkbox"/> re-establish the "standard" <input type="checkbox"/> revision of capital letters <input type="checkbox"/> SVO – simple sentences <input type="checkbox"/> identifying verbs, adverbs and adjectives <input type="checkbox"/> compound sentences (and, but, so) <input type="checkbox"/> embedded clauses <input type="checkbox"/> complex sentences
Vocab	tempestuous, cascade, placid, turbulent, stagnant, flourishing, foliage, fecund, verdant, flora	simile, metaphor, personification, tone, rhyme, rhythm, empathy, sympathy, stanza, imagery	sincerely, persuade, achieve, conscious, conscience, criticise, guarantee, abhorrent, plethora, myriad reasons, woefully inadequate	Victorian, Industrial Revolution, workhouse, poverty, reckless, depicted, condemned, class	Choose ten impressive/ambitious words from or related to your chosen text.	
Assessment	<p>Creative Writing Task (descriptive and narrative)</p> <p>Marked out of 40 (24/16)</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expanded noun phrases with lists of adjectives <input type="checkbox"/> A complex list with colons and semi-colons <input type="checkbox"/> Use the 'different times' structure 	<p>There is no 'marked' piece at the end of the unit. Instead, please two do formative assessments: the second of these should be an analysis of the unseen poem "Song of the Worker's Wife" by Alice Gray Jones. This does not require a score and we will not be recording any data.</p>	<p>Viewpoint Writing Task Marked out of 40 (24/16)</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> anaphora <input type="checkbox"/> epiplexis <input type="checkbox"/> inclusive pronouns <input type="checkbox"/> metaphorical language <input type="checkbox"/> structure: descriptive hook/your view/relevance/what now? 	<p>There is no 'marked' piece at the end of the unit. Instead, please two do formative assessments, ensuring that pupils are making progress in the areas outlined above.</p> <p>These formatives are included in the booklet. We do not need you to record the scores.</p>	<p>Creative Writing Task (descriptive and narrative)</p> <p>Marked out of 40 (24/16)</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of sensory language – not just 'sight' <input type="checkbox"/> A wide variety of sentences: simple, compound, complex and beyond... <input type="checkbox"/> Use the 'turning point' structure 	<p>Purely formative</p> <p>Lots of whiteboard work</p>
Texts Include	The River God by Stevie Smith, Once Upon A River by Diane Setterfield, Silent Spring by Rachel Carson, Poisonwood Bible by Barbara Kingsolver, Secret Garden by Frances Hodgson Burnett	A Married State, Catrin, Divorce, To A Daughter Leaving Home, Phenomenal Woman, What Big Girls Are Made Of, The Woman Who Shopped, Woman Work, Les Grands Seigneurs	Speeches by Emmeline Pankhurst, Nora Ephron, Olly Alexander, Sandra Oh, Martin Luther King, MLK, Barack Obama, Frederick Douglass, Harvey Milk	Abridged Booklet	Curious Incident, Wink, The Minotaur, Wolf Hollow, Coraline, I Am David, The Garbage King	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Descriptive Urban/Cities	Reading Diverse Writers	Viewpoint Character	Shakespeare The Tempest	The Novel Reader	Writing SPAG
Main Skills and/or Knowledge	<p>everything here should be revision of previous ks3 lessons...</p> <ul style="list-style-type: none"> <input type="checkbox"/> expanded noun phrases <input type="checkbox"/> lists of verbs <input type="checkbox"/> lists of adjectives <input type="checkbox"/> embedded clauses <input type="checkbox"/> personification <input type="checkbox"/> simile/metaphor <input type="checkbox"/> extended metaphor <input type="checkbox"/> complex lists <input type="checkbox"/> paragraphing for effect <input type="checkbox"/> 'different times' structure <input type="checkbox"/> 'turning point' structure <p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> juxtaposition 	<p>Revision of Y7 Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehension <input type="checkbox"/> information retrieval <input type="checkbox"/> summarising <input type="checkbox"/> embedding quotations <p>Revision of Y8 Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> inference <input type="checkbox"/> explicit/implicit meanings <input type="checkbox"/> word level analysis <p>New Y9 Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> effect <input type="checkbox"/> intent 	<p>Revision of Y7 & Y8 Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> descriptive introductions <input type="checkbox"/> anaphora, <input type="checkbox"/> epiphysis <input type="checkbox"/> emotive language <input type="checkbox"/> inclusive pronouns <input type="checkbox"/> simile/metaphor <input type="checkbox"/> extended metaphor <p>New Y9 Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> conventions of an article <input type="checkbox"/> hypophora <input type="checkbox"/> anadiplosis 	<p>Revision of Y7 & Y8 Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> embedding quotations <input type="checkbox"/> Inference <input type="checkbox"/> modal verbs <input type="checkbox"/> analytical writing <input type="checkbox"/> characterisation <input type="checkbox"/> character development <input type="checkbox"/> Shakespearean context <input type="checkbox"/> reading Shakespeare <p>New Layers</p> <ul style="list-style-type: none"> <input type="checkbox"/> effect on reader <input type="checkbox"/> authorial intent <input type="checkbox"/> historical context 	<p>everything here should be revision of previous ks3 lessons...</p> <ul style="list-style-type: none"> <input type="checkbox"/> sentence work using class reader as a model: <ul style="list-style-type: none"> ▪ complex lists ▪ prepositional phrases ▪ lists of verbs ▪ lists of adjectives ▪ subordinate clauses ▪ anaphora ▪ etc <p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> circular narratives 	<p>sentence skills consisting of...</p> <ul style="list-style-type: none"> <input type="checkbox"/> re-establish the "standard" <input type="checkbox"/> revision of capital letters <input type="checkbox"/> SVO – simple sentences <input type="checkbox"/> identifying verbs, adverbs and adjectives <input type="checkbox"/> compound sentences (and, but, so) <input type="checkbox"/> embedded clauses <input type="checkbox"/> complex sentences
Vocab	metropolis, commercial, commuters, galleries, industrial, district, apocalyptic, pessimistic, dehumanising, oppressive	empathy, sympathy, amused, compelled, intrigued, fearful, question, suspect, surprised, appalled	citizenship, responsibility, trustworthiness, fairness, respect, generosity, humility, diligence, patience, kindness	tempestuous, colonialism, prologue, triumph, mutiny, noble, savage, harmony, obedient, rebellious	metropolis, commercial, commuters, galleries, industrial, district, apocalyptic, pessimistic, dehumanising, oppressive	
Assessment	<p>Creative Writing Task (descriptive and narrative)</p> <p>Marked out of 40 (24/16)</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> The 'turning point' structure <input type="checkbox"/> At least one example of personification, metaphor or extended metaphor <input type="checkbox"/> Expanded noun phrases <input type="checkbox"/> A complex list 	<p>Evaluation Essay Marked out of 20</p> <p>The Night Circus by Erin Morgenstern</p>	<p>Viewpoint Writing Task: Write an article for the school magazine explaining why we should judge people for who the character they show rather than what they achieve.</p> <p>Marked out of 40 (24/16)</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> anaphora <input type="checkbox"/> hypophora <input type="checkbox"/> inclusive pronouns <input type="checkbox"/> anadiplosis <input type="checkbox"/> conventions of an article 	<p>There is no 'marked' piece at the end of the unit. Instead, please do formative assessments, ensuring that pupils are making progress in the areas outlined above.</p> <p>These formatives are included in the booklet. We do not need you to record the scores.</p>	<p>Creative Writing Task (descriptive and narrative)</p> <p>Marked out of 40 (24/16)</p>	Formative with your new class
Texts	If Nobody Speaks of Remarkable Things by Jon McGregor, Oliver Twist by Charles Dickens, 1984 by George Orwell, The Road by Cormac McCarthy, Children of Men by PD James	Anthology of extracts including The Glass Castle, My Name Is Red, These Violent Delights, Wonder, When Life Gives You Mangoes, The Vanishing Trick, and many more...	Anthology and quotations including Maya Angelou, the Dalai Lama, MLK, Charles Dickens, Matt Haig, non-fiction from The Guardian	The Tempest Anthology Provided	A Monster Calls, Noughts & Crosses, The Giver, Outsiders, TKAM, The Hunger Games	

Year 10

Autumn 1

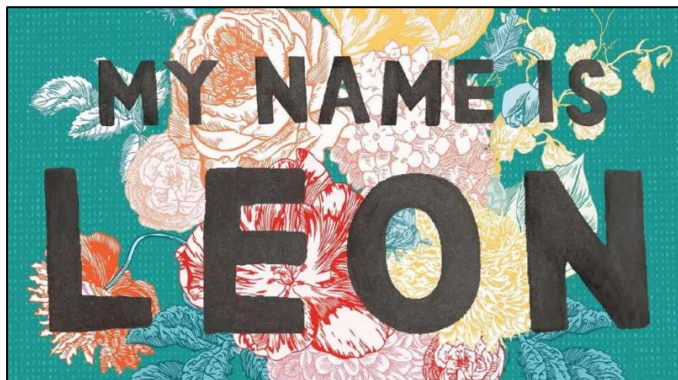
Autumn 2

Spring 1

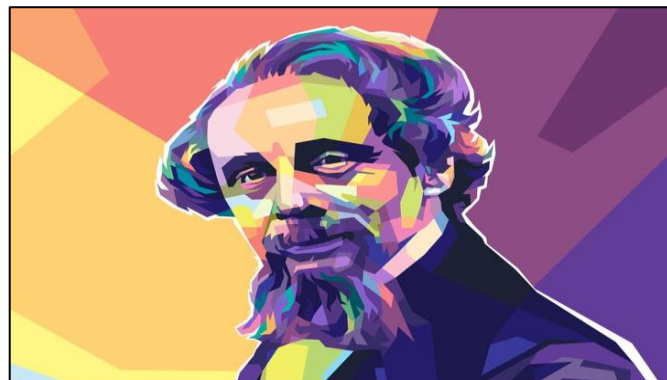
Spring 2

Summer 1

Summer 2



- Modern Text
- 6 poems: Remains, War Photo, Kamikaze, Poppies, Emigree, COMH



- 19th Century
- 3 poems: London, Prelude, Bayonet



- Shakespeare
- 6 poems: Ozy, MLD, COTLB, Tissue, Exposure, SOTI



Language
2 lessons

Language Focus:
2 week-long **viewpoint** sequence using lit texts as stimulus in build up to **S&L**

Language Focus:
introduce **structure** and **evaluation** through extracts of 19th century text

Language Focus:
primary Language focus is **comparison** of non-fiction (and poems)

Knowledge

- Revision of KS3 Knowledge
- comprehension
 - information retrieval
 - summarising
 - embedding quotations
 - Inference
 - modal verbs
 - analytical writing
 - effect on reader
 - authorial intent
 - historical context

- New Layers
- GCSE texts: particularly character and plot
 - relevant context
 - memorising quotations
 - symbols and motifs

- Revision of KS3 Knowledge
- comprehension
 - information retrieval
 - summarising
 - embedding quotations
 - Inference
 - modal verbs
 - analytical writing
 - effect on reader
 - authorial intent
 - historical context

- New Layers
- GCSE texts: particularly character and plot
 - relevant context
 - memorising quotations
 - how texts are structured
 - evaluating a statement

- Revision of KS3 Knowledge
- comprehension
 - information retrieval
 - summarising
 - embedding quotations
 - Inference
 - modal verbs
 - analytical writing
 - effect on reader
 - authorial intent
 - historical context

- New Layers
- GCSE texts: particularly character and plot
 - relevant context
 - memorising quotations
 - comparison of texts/attitudes

Year 11

Autumn 1

Autumn 2

Spring 1

Spring 2

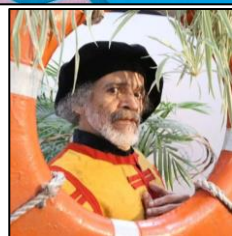
Summer 1

Summer 2



Language Paper One

- Evaluation Sequence
- Creative Writing Sequence



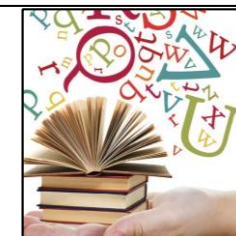
Language Paper Two

- P2Q4 Comparison Sequence
- Viewpoint Writing Sequence



Reactive Teaching

Prepare for the GCSEs!



Literature 2 lessons

Secure and build on knowledge of **modern text, anthology poetry, unseen poems**

Secure and build on knowledge of **Shakespeare, 19th century text**

Fine tuning for the GCSEs!

Knowledge

Exam Rubric

- P1Q4
- P1Q2
- P1Q3
- P1Q4
- P1Q5

Exam Rubric

- P2Q4
- P2Q2
- P2Q3
- P2Q4
- P2Q5

- Exam Preparation
- Revision
- Practice

Progression of Knowledge: Writing	Y7	Y8	Y9	Y10	Y11
<p>Creative Writing</p> <ul style="list-style-type: none"> • These are the 'non-negotiables' which ensure all pupils have the same baseline knowledge. • Teachers are encouraged to supplement these with whatever knowledge they deem appropriate for their pupils. 	<p>Creative Writing: Fire & Ice</p> <ul style="list-style-type: none"> <input type="checkbox"/> establish the "standard" <input type="checkbox"/> revision of capital letters <input type="checkbox"/> SVO - simple sentences <input type="checkbox"/> identifying verbs, adverbs and adjectives <input type="checkbox"/> lists of verbs <input type="checkbox"/> lists of adjectives <input type="checkbox"/> the 'different times' structure 	<p>Creative Writing: Water/Nature</p> <p>Revise from Y7</p> <ul style="list-style-type: none"> <input type="checkbox"/> establish the "standard" <input type="checkbox"/> revision of capital letters <input type="checkbox"/> revise SVO, simple sentences, identifying word classes, paragraphing, expanded noun phrases, prepositions. <p>New Layer</p> <ul style="list-style-type: none"> <input type="checkbox"/> colons to introduce ideas <input type="checkbox"/> colons to introduce lists <input type="checkbox"/> complex lists with colons and semi-colons <input type="checkbox"/> revise 'different times' structure 	<p>Creative Writing: Urban/Cities</p> <p>Revise from Y7 & Y8</p> <ul style="list-style-type: none"> <input type="checkbox"/> expanded noun phrases <input type="checkbox"/> lists of verbs <input type="checkbox"/> lists of adjectives <input type="checkbox"/> embedded clauses <input type="checkbox"/> personification <input type="checkbox"/> simile/metaphor <input type="checkbox"/> extended metaphor <input type="checkbox"/> complex lists <input type="checkbox"/> paragraphing for effect <input type="checkbox"/> 'different times' structure <input type="checkbox"/> 'turning point' structure <p>New Layer</p> <ul style="list-style-type: none"> <input type="checkbox"/> juxtaposition 	<p>Creative Writing</p> <p>Revision of KS3 Skills, particularly:</p> <ul style="list-style-type: none"> <input type="checkbox"/> expanded noun phrases <input type="checkbox"/> lists of adjectives <input type="checkbox"/> complex lists <input type="checkbox"/> paragraphing for effect <input type="checkbox"/> 'different times' structure <input type="checkbox"/> 'turning point' structure <p>New Layer</p> <ul style="list-style-type: none"> <input type="checkbox"/> sensory language <input type="checkbox"/> emulating model texts <input type="checkbox"/> sophisticated paragraphing 	<p>Exam Preparation: P1Q5</p> <p>Revision of P2Q5</p> <ul style="list-style-type: none"> <input type="checkbox"/> all viewpoint writing skills from KS3 and KS4 <p>New Layer</p> <p>approaching the question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> planning a response <input type="checkbox"/> focus on the image <input type="checkbox"/> constructing a narrative <input type="checkbox"/> timing
<p>Viewpoint Writing</p> <ul style="list-style-type: none"> • These are the 'non-negotiables' which ensure all pupils have the same baseline knowledge. • Teachers are encouraged to supplement these with whatever knowledge they deem appropriate for their pupils. 	<p>Climate Change: <u>Speech</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> descriptive introductions <input type="checkbox"/> anaphora <input type="checkbox"/> epiplexis <input type="checkbox"/> emotive language (pathos) <input type="checkbox"/> inclusive pronouns <input type="checkbox"/> conventions of a speech <input type="checkbox"/> revision of listing verbs and adjectives <input type="checkbox"/> structure: descriptive hook/your view/relevance/what now? 	<p>Prejudice: <u>Letter</u></p> <p>Revise from Y7</p> <ul style="list-style-type: none"> <input type="checkbox"/> descriptive introductions <input type="checkbox"/> anaphora <input type="checkbox"/> epiplexis <input type="checkbox"/> inclusive pronouns <input type="checkbox"/> structure: descriptive hook/your view/relevance/what now? <p>New Layer</p> <ul style="list-style-type: none"> <input type="checkbox"/> conventions of a letter <input type="checkbox"/> metaphor <input type="checkbox"/> extended metaphor 	<p>Building Character: <u>Article</u></p> <p>Revision of Y7 & Y8 Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> descriptive introductions <input type="checkbox"/> anaphora, <input type="checkbox"/> epiplexis <input type="checkbox"/> emotive language <input type="checkbox"/> inclusive pronouns <input type="checkbox"/> simile/metaphor <input type="checkbox"/> extended metaphor <p>New Layer</p> <ul style="list-style-type: none"> <input type="checkbox"/> conventions of an article <input type="checkbox"/> hypophora <input type="checkbox"/> anadiplosis 	<p>Speaking and Listening Assessment</p> <p>Revision of KS3 Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> descriptive introductions <input type="checkbox"/> anaphora <input type="checkbox"/> epiplexis <input type="checkbox"/> emotive language <input type="checkbox"/> inclusive pronouns <input type="checkbox"/> simile/metaphor <input type="checkbox"/> extended metaphor <p>New Layer</p> <ul style="list-style-type: none"> <input type="checkbox"/> presentation skills <input type="checkbox"/> speaking aloud <input type="checkbox"/> engaging an audience 	<p>Exam Preparation: P2Q5</p> <p>Revision of P2Q5</p> <ul style="list-style-type: none"> <input type="checkbox"/> all viewpoint writing skills from KS3 and KS4 <p>New Layer</p> <p>approaching the question:</p> <ul style="list-style-type: none"> <input type="checkbox"/> breaking the statement down <input type="checkbox"/> planning a response <input type="checkbox"/> choosing an argument <input type="checkbox"/> timing

Progression of Knowledge: Reading	Y7	Y8	Y9	Y10	Y11
<p>Reading Knowledge</p> <ul style="list-style-type: none"> • These are the 'non-negotiables' which ensure all pupils have the same baseline knowledge. • Teachers are encouraged to supplement these with whatever knowledge they deem appropriate for their pupils. 	<p>Character Poetry Shakespeare: Romeo & Juliet</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehension <input type="checkbox"/> information retrieval <input type="checkbox"/> summarising <input type="checkbox"/> embedding quotations <p>New Layers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shakespearean context <input type="checkbox"/> reading Shakespeare aloud <input type="checkbox"/> inference <input type="checkbox"/> identifying figurative language <input type="checkbox"/> identifying imagery <input type="checkbox"/> explicit/implicit meanings <input type="checkbox"/> word choice 	<p>Female Poetry Dickens: Oliver Twist</p> <p>Revise from Y7</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehension <input type="checkbox"/> information retrieval <input type="checkbox"/> inference <input type="checkbox"/> identifying figurative language <input type="checkbox"/> identifying imagery <input type="checkbox"/> explicit/implicit meanings <input type="checkbox"/> word choice <p>New Layers</p> <ul style="list-style-type: none"> <input type="checkbox"/> the Victorian era <input type="checkbox"/> modal verbs <input type="checkbox"/> analytical writing <input type="checkbox"/> characterisation <input type="checkbox"/> character development 	<p>Diverse Writers Shakespeare: The Tempest</p> <p>Revision of Y7 & Y8 Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehension <input type="checkbox"/> information retrieval <input type="checkbox"/> summarising <input type="checkbox"/> embedding quotations <input type="checkbox"/> Inference <input type="checkbox"/> modal verbs <input type="checkbox"/> analytical writing <input type="checkbox"/> characterisation <input type="checkbox"/> character development <input type="checkbox"/> Shakespearean context <input type="checkbox"/> reading Shakespeare aloud <p>New Layers</p> <ul style="list-style-type: none"> <input type="checkbox"/> effect on reader <input type="checkbox"/> authorial intent <input type="checkbox"/> historical context 	<p>Modern Text, 19th Century, Shakespeare, Anthology Poems</p> <p>Revision of KS3 Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> comprehension <input type="checkbox"/> information retrieval <input type="checkbox"/> summarising <input type="checkbox"/> embedding quotations <input type="checkbox"/> Inference <input type="checkbox"/> modal verbs <input type="checkbox"/> analytical writing <input type="checkbox"/> effect on reader <input type="checkbox"/> authorial intent <input type="checkbox"/> historical context (Shakespearean and Victorian) <p>New Layers</p> <ul style="list-style-type: none"> <input type="checkbox"/> how texts are structured <input type="checkbox"/> evaluating a statement <input type="checkbox"/> comparison of texts/attitudes <input type="checkbox"/> GCSE texts: particularly character and plot 	<p>Modern Text, 19th Century, Shakespeare, Anthology Poems</p> <p>Revision of Core Texts/Analytical Writing</p> <p>New Layers</p> <ul style="list-style-type: none"> <input type="checkbox"/> exam rubric <input type="checkbox"/> essay planning <input type="checkbox"/> essay writing

A Level Lit	Autumn Term Approximately 15 weeks		Spring Term Approximately 12 weeks		Summer Term Approximately 12 weeks
Year Twelve Texts In Shared Context	Comparative Text Poetry: Skirrid Hill nature poems	Section B: Extract Question: Text Types	Comparative Text Drama: Our Country's Good	Comparative Text Poetry: Skirrid Hill family, identity, love	Non-Exam Assessment Coursework Taught Texts: Dorian Gray/Great Expectations/Jekyll and Hyde?
	Consolidation of KS3 and KS4 Knowledge - primarily approaching unseen extracts on Lang Paper 1 and approaches to poetry from Literature Paper 2 New Layer <ul style="list-style-type: none"> ❑ academic register. ❑ extracts chosen to fit the key themes of the fragmentation of society: class, gender, education, multiculturalism, capitalism/socialism, isolation, individualism and intergenerational conflict. ❑ introduction of new historicism ❑ introduction of comparative skills through the typicality of texts in context ❑ 'debate' of different interpretations - alternative analysis, contemporary and modern interpretations, literary theory and production and staging (drama) 		Consolidation <ul style="list-style-type: none"> ❑ academic register ❑ 'debate' through different interpretations ❑ new historicism New Layer <ul style="list-style-type: none"> ❑ text analysed looking at the key themes introduced in autumn term ❑ introduction of the context of Australia, colonialism, penal colonies, indigenous people ❑ introduction of feminist perspectives and theory ❑ introduction of critical race theory ❑ comparison of Sheers' and Wertenbaker's texts 		Consolidation of KS3 and KS4 knowledge of 19th Century Literature. New Layer <ul style="list-style-type: none"> ❑ further exploration of pre-1900 literature including areas such as class, gender, politics ❑ how to read, research and study a text independently ❑ selecting texts for comparison in NEA ❑ planning and writing an extended essay
Year Thirteen Texts In Shared Context	Core Text Prose: The Handmaid's Tale		Exam Preparation		Exam Preparation
	Consolidation of new historicism and feminist perspectives and theory, fragmentation of society: class, gender, capitalism/socialism, isolation, individualism and intergenerational conflict New Layer <ul style="list-style-type: none"> ❑ development of feminist perspectives and ideas around oppression and inequality ❑ Introduction of the dystopian texts ❑ consolidation of 'debate' through different interpretations - including the recent dramatisation 		Consolidation of core texts: Skirrid Hill, Our Country's Good, The Handmaid's Tale Consolidation of literary theory: new historicism, feminist perspectives and theory, critical race theory New Layer <ul style="list-style-type: none"> ❑ exam rubric ❑ timed questions 		Consolidation of core texts: Skirrid Hill, Our Country's Good, The Handmaid's Tale Consolidation of literary theory: new historicism, feminist perspectives and theory, critical race theory New Layer <ul style="list-style-type: none"> ❑ exam rubric ❑ timed questions

A Level Lit	Autumn Term Approximately 15 weeks		Spring Term Approximately 12 weeks		Summer Term Approximately 12 weeks
<p>Year Twelve Love Through The Ages</p>	Set Text Shakespeare Play: Othello by William Shakespeare Acts 1-3	Extracts Romeo and Juliet/ Twelfth Night/A Midsummer Night's Dream/The Tempest	Set Text Shakespeare Play: Othello by William Shakespeare Acts 4-5	Comparative Set Text The Great Gatsby Pre 1900 Poetry Anthology Victorian and Romantic Era	Comparative Set Texts The Great Gatsby Pre 1900 Poetry Anthology Restoration and Renaissance Era
	Revision of KS3 and KS4 Knowledge of Shakespearean texts New Layer <ul style="list-style-type: none"> ❑ Introduce concept of a theme developing throughout eras of history ❑ introduction of the context of Ancient Greek concepts of love, medieval love madness, courtly love, conventions of tragedy. ❑ analysis of dramatic methods such as form, structure and language. ❑ introduction of comparative skills through the typicality of other Shakespearean texts ❑ 'debate' of different interpretations - alternative analysis, contemporary and modern interpretations, literary theory and production and staging (drama) 		Consolidation <ul style="list-style-type: none"> ❑ academic register ❑ 'debate' through different interpretations ❑ form, structure and language ❑ consolidating knowledge of Jacobean Era New Layer <ul style="list-style-type: none"> ❑ creating a line of argument which includes comparison across eras ❑ introduction of the context of 1920s Jazz Age, Modernism vs Post-Modernism ❑ introduction of Marxist perspective with a focus on barriers to love in 1920s America. ❑ independent study of Victorian and Romantic poems including research on respective eras 		Consolidation <ul style="list-style-type: none"> ❑ applying new historicist, Marxist and feminist interpretations to our LTTA texts ❑ creating a line of argument which includes comparison across eras ❑ Integrating contextual knowledge about Jazz Age ❑ consolidate knowledge of literary eras New Layer <ul style="list-style-type: none"> ❑ making era-based comparisons ❑ exploring how love-related themes develop over time ❑ independent study of Renaissance and Restoration poems including research on respective eras. ❑ building on our GCSE poetry analysis skills by discussing extended metaphors, juxtaposition, form and structure
<p>Year Thirteen Love Through The Ages</p>	Unseen Poetry Comparison Keats, Betjeman, Plath, Rosetti, Millay, Yeats, Larkin, Bronte, Graves, Dryden, Plath		Exam Preparation		Exam Preparation
	Consolidation <ul style="list-style-type: none"> ❑ applying New Historicist, Marxist and Feminist interpretations to our LTTA texts ❑ Applying our knowledge about literary eras to an unseen poem ❑ building on our poetry analysis skills by discussing extended metaphors, juxtaposition, form and structure New Layer <ul style="list-style-type: none"> ❑ applying knowledge about literary eras to unseen poems ❑ finding patterns in love-themed literature from shared contexts ❑ applying New Historicist, Marxist and Feminist interpretations to unseen poetry 		Consolidation of core texts: Othello, The Great Gatsby and Pre-1900 poetry Consolidation of Unseen Poetry skills New Layer <ul style="list-style-type: none"> ❑ exam rubric ❑ timed questions 		Consolidation of core texts: Othello, The Great Gatsby and Pre-1900 poetry Consolidation of Unseen Poetry skills New Layer <ul style="list-style-type: none"> ❑ exam rubric ❑ timed questions

A Level Lang Lit	Autumn Term Approximately 15 weeks		Spring Term Approximately 12 weeks		Summer Term Approximately 12 weeks	
<p style="text-align: center;">Year Twelve Making Connections</p>	Set Text Remembered Places: Paris Anthology and Language Framework	Extracts A variety of media and literary sources	Set Text Remembered Places: Paris Anthology and Lnguage Framework	Extracts A variety of media and literary sources	Set Text Remembered Places: Paris Anthology and Language Framework	Extracts A variety of media and literary sources
	Revision of language features, analysis and purposes. New Layer: Key Terms And Linguistic Framework <ul style="list-style-type: none"> <input type="checkbox"/> discourse structure <input type="checkbox"/> graphology <input type="checkbox"/> lexis <input type="checkbox"/> spoken discourse <input type="checkbox"/> developing understanding of how representations are produced <input type="checkbox"/> developing knowledge of spoken language features and terminology <input type="checkbox"/> developing understanding of language in its wider social, geographical and temporal contexts <input type="checkbox"/> concepts and methods of linguistic analysis <input type="checkbox"/> how language varies to present places, societies, people and events in the real world <input type="checkbox"/> make links between texts and their personal, social, geographical and temporal contexts 		Consolidation of KS5 terms and knowledge introduced in Term One: links between texts and their contexts; how language varies to present the real world; concepts and methods of linguistic analysis New Layer: Key Terms And Linguistic Framework <ul style="list-style-type: none"> <input type="checkbox"/> semantics <input type="checkbox"/> grammar <input type="checkbox"/> analysing the Paris texts and their personal, social, geographical and temporal contexts <input type="checkbox"/> developing understanding of how representations are produced <input type="checkbox"/> developing knowledge of spoken language features and terminology <input type="checkbox"/> developing understanding of language in its wider social, geographical and temporal contexts 		Consolidation of KS5 terms and knowledge introduced in Term One: links between texts and their contexts; how language varies to present the real world; concepts and methods of linguistic analysis New Layer: Key Terms And Linguistic Framework <ul style="list-style-type: none"> <input type="checkbox"/> phonology <input type="checkbox"/> pragmatics <input type="checkbox"/> spoken discourse <input type="checkbox"/> making links between the Paris texts and their personal, social, geographical and temporal contexts 	
<p style="text-align: center;">Year Thirteen Making Connections</p>	Set Text Remembered Places	Paris Anthology Coursework Texts	Set Text Remembered Places Exploring Conflict	Paris Anthology Coursework Texts Great Gatsby	Exam Preparation	
	Consolidation of knoweldge of set texts. New Layer (Introduce) <ul style="list-style-type: none"> <input type="checkbox"/> Writing and developing a critical commentary <input type="checkbox"/> develop the skills to adapt and shape the original material including <ul style="list-style-type: none"> ▪ the nature of monologue and dialogue ▪ how changing point of view, genre, context, purpose, audience or mode can re-shape ▪ meanings how undeveloped aspects of the narrative and characterisation might be developed further ▪ the importance of specific moments in time or descriptions of place 		Consolidation of prior KS5 knowledge and skills. New Layer (Develop and Consolidate) <ul style="list-style-type: none"> <input type="checkbox"/> Writing and developing a critical commentary <input type="checkbox"/> develop the skills to adapt and shape the original material including <ul style="list-style-type: none"> ▪ the nature of monologue and dialogue ▪ how changing point of view, genre, context, purpose, audience or mode can re-shape ▪ meanings how undeveloped aspects of the narrative and characterisation might be developed further ▪ the importance of specific moments in time or descriptions of place 		Consolidation of prior KS5 knowledge and skills. New Layer <ul style="list-style-type: none"> <input type="checkbox"/> exam rubric <input type="checkbox"/> timed questions 	

A Level Lang Lit	Autumn Term Approximately 15 weeks	Spring Term Approximately 12 weeks		Summer Term Approximately 12 weeks	
<p>Year Twelve Telling Stories</p>	Set Text Poetic Voices: Carol Ann Duffy	Set Text Poetic Voices: Carol Ann Duffy	Set Text Imagined Worlds The Handmaid's Tale	Set Text Imagined Worlds The Handmaid's Tale	Set Text Writing About Society The Great Gatsby
	Revision of KS3 & KS4: features of language and literature and how literature is shaped through context, purpose and audience New Layer <ul style="list-style-type: none"> ❑ developing understanding of literature in its wider social, geographical and temporal contexts. ❑ understand and use concepts and methods of literary analysis. ❑ how language varies to present places, societies, people and events in imagined worlds. ❑ making links between the texts and their personal, social, geographical and temporal contexts. 	Consolidation Features of dystopian writing, the study of 'the novel', literature in its wider contexts. New Layer <ul style="list-style-type: none"> ❑ development of analytical and comparative writing skills ❑ development of feminist perspectives and ideas around oppression and inequality ❑ consolidation of 'debate' through different interpretations – including the recent dramatisation 	Consolidation The study of 'the novel', literature in its wider contexts analytical and comparative writing skills. New Layer <ul style="list-style-type: none"> ❑ integrating contextual knowledge about Jazz Age ❑ Writing and developing a critical commentary ❑ develop the skills to adapt and shape the original material including <ul style="list-style-type: none"> ▪ the nature of monologue and dialogue ▪ how changing point of view, genre, context, purpose, audience or mode can re-shape ▪ meanings how undeveloped aspects of the narrative and characterisation might be developed further ▪ the importance of specific moments in time or descriptions of place 		
<p>Year Thirteen Dramatic Encounters</p>	Set Text Dramatic Encounters Othello/All My Sons/Streetcar/The Herd	Exam Preparation		Exam Preparation	
	Consolidation of KS3 and KS4 knowledge of dramatic texts. New Layer How playwrights... <ul style="list-style-type: none"> ❑ represent natural speech features ❑ use language to create distinctively different characters ❑ show characters asserting power and positioning others via their language and behaviour ❑ use the idea of conflict to create dynamic narratives and address the wider themes of the play. 	Consolidation of knowledge of set texts New Layer <ul style="list-style-type: none"> ❑ exam rubric ❑ timed questions 	Consolidation of knowledge of set texts New Layer <ul style="list-style-type: none"> ❑ exam rubric ❑ timed questions 		