

## Year 7

Autumn term: all students experience a fortnightly Library/Accelerated Reader session as well as a spelling, punctuation and grammar focus		
Topic Outline	Students should know and understand	Students should be able to
Transition project: creative writing in preparation for the Dartmoor residential.	<ul style="list-style-type: none"> <li>Narrative structures, sentence variety, range of punctuation, viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>Write imaginatively &amp; accurately for pleasure.</li> </ul>
Origins of the English Language & Early Texts <i>Assessment: Dartmoor description, spoken presentation</i>	<ul style="list-style-type: none"> <li>The development of English and its influences. Personal language usage.</li> <li>The development of key points in the English literary canon. PEEL/rainbow paragraphs.</li> <li>Morphology/etymology of words.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently talk about personal idio/sociolect using SE from a set of notes.</li> <li>Comment on presentation of character, responding with <i>clear</i> paragraphs.</li> <li>Apply morphology to support spelling/vocab.</li> </ul>
Spring term: all students experience a fortnightly Library/Accelerated Reader session as well as a spelling, punctuation and grammar focus		
Topic Outline	Students should know and understand	Students should be able to
Extended Gothic fiction unit. <i>Assessment: Language focus question, narrative</i>	<ul style="list-style-type: none"> <li>Conventions of gothic genre.</li> <li>How language and structural choices create meaning.</li> <li>New vocabulary, wider range of synonyms.</li> <li>Make inferences.</li> <li>Consolidate &amp; build on narrative structures, sentence variety, range of punctuation, viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li><i>Explore</i> purpose, audience &amp; context of the genre, using this to support comprehension.</li> <li>Comment <i>consistently</i> on how authors craft writing for effect, using clear paragraphs.</li> <li>Approach C19th texts with confidence &amp; apply higher tier vocabulary.</li> <li>Read between the lines, developing interpretations.</li> <li>Proof read work for technical accuracy and sense. Build on prior imaginative narrative writing, accurately for pleasure.</li> </ul>
Summer term: all students experience a fortnightly Library/Accelerated Reader session as well as a spelling, punctuation and grammar focus		
Topic Outline	Students should know and understand	Students should be able to
Personal poetry. <i>Assessment: Commentary</i>	<ul style="list-style-type: none"> <li>A range of poetic conventions/forms/terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Write a personal anthology drawing on ideas from reading, evaluating choices made.</li> </ul>
Viewpoint writing. <i>Assessment: Speech writing</i>	<ul style="list-style-type: none"> <li>Persuasive devices</li> </ul>	<ul style="list-style-type: none"> <li>Write clearly &amp; consistently for a specific audience, purpose and format.</li> </ul>
Reading Rivers.	<ul style="list-style-type: none"> <li>Where they have come from and where are they heading on their reading journey.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on personal reading habits. Expand ZPD, experimenting with new titles.</li> </ul>

Year 8

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Topic Outline	Students should know and understand	Students should be able to
Revenge Tragedy: Hamlet & The Lion King. <i>Assessment: compare how characters are presented, script</i>	<ul style="list-style-type: none"> <li>The effect of setting, plot &amp; characterisation.</li> <li>How the work of dramatists is communicated effectively through performance.</li> <li>Conventions of drama scripts.</li> </ul>	<ul style="list-style-type: none"> <li>Make <i>thoughtful</i> comparisons across texts, focus on presentation of characters that builds on prior knowledge.</li> <li>Participate in active learning/drama. Compose a <i>consistently clear</i> extra scene, considering audience/purpose.</li> </ul>
Nonfiction project: Theme Park. <i>Assessment: group presentation</i>	<ul style="list-style-type: none"> <li>Register for formality, spoken presentational devices.</li> </ul>	<ul style="list-style-type: none"> <li>Speak effectively in a range of in/formal contexts as a group pitch.</li> </ul>
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Topic Outline	Students should know and understand	Students should be able to
Dystopian Fiction: Animal Farm. <i>Assessment: Extract structure response, speech writing</i>	<ul style="list-style-type: none"> <li>A range of structural devices and the effect upon the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate <i>thoughtfully</i> how text structure &amp; organisation create meaning.</li> </ul>
	<ul style="list-style-type: none"> <li>A range of rhetorical techniques to support persuasion.</li> </ul>	<ul style="list-style-type: none"> <li>Write a <i>convincing</i> persuasive speech, sustaining a point of view/argument.</li> </ul>
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Topic Outline	Students should know and understand	Students should be able to
Legends of the British Isles: Camelot. Assessment: <i>ballad, 500 words narrative</i>	<ul style="list-style-type: none"> <li>The influence of cultural roots upon later writing.</li> <li>Ballad conventions, rhyme schemes, rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Write a <i>convincing</i> narrative, based focussing on structural devices.</li> <li>Write a convincing broadside ballad based on a news article following conventions.</li> </ul>
Nonfiction project: Survival. <i>Assessment: article</i>	<ul style="list-style-type: none"> <li>Summary &amp; synthesising of information.</li> <li>Fact/opinion.</li> <li>Persuasive devices: list of three, rhetorical questions, statistics.</li> <li>Variety in register, tabloid v broadsheet news article conventions, journalistic style.</li> </ul>	<ul style="list-style-type: none"> <li>Make a <i>considered</i> response recognising other responses are possible. Choose an appropriate register to present viewpoint, use a clear plan with topic sentences, employing connectives to introduce a counterview.</li> </ul>

## Year 9

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Topic Outline	Students should know and understand	Students should be able to
Star crossed lovers: Romeo & Juliet/Much Ado <i>Assessment: GCSE style literature essay, narrative</i>	<ul style="list-style-type: none"> <li>• How theme/character develop through the narrative arc.</li> <li>• Switch between microcosm and macrocosm of play.</li> <li>• Big concepts: gender, patriarchy etc &amp; conceptualised approach.</li> <li>• A narrative structure: Todorov; Drop, Shift, Zoom, Leave; three points etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore <i>convincingly</i> how context has influenced text production.</li> <li>• Write at length in the form of a critical essay, considering GCSE reading assessment objectives &amp; referencing a plan.</li> <li>• Build on prior narrative writing, employing a narrative framework to create <i>compelling</i> contrast, tension, climax and resolution.</li> </ul>
Nonfiction project: Gangs <i>Assessment: Letter</i>	<ul style="list-style-type: none"> <li>• Summary &amp; synthesising of information</li> <li>• Opinion/bias.</li> <li>• Variety in register</li> <li>• Formal letter writing, persuasive skills that build on prior knowledge such as anecdote, contrastive pairs, sarcasm &amp; irony.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a <i>critical</i> response recognising other views. Choose an appropriate register to present viewpoint, use a clear plan with topic sentences, employing connectives to introduce rebuttal.</li> <li>• Write a <i>compelling</i> formal communication.</li> </ul>
Spring term: all students experience a fortnightly Library/Accelerated Reader session as well as a spelling, punctuation and grammar focus		
Topic Outline	Students should know and understand	Students should be able to
Global fiction: Of Mice & Men. <i>Assessment: To what extent do you agree... Description</i>	<ul style="list-style-type: none"> <li>• Historical influences: depression, racism.</li> <li>• Writer's message.</li> <li>• Language of criticism/evaluation/connectives to marshal view.</li> <li>• Structural organisation of a novel.</li> <li>• Responding to a given statement.</li> <li>• Approaches to description.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Judiciously</i> select evidence to support view, comment convincingly on the link between text &amp; context. Make <i>perceptive</i> inferences.</li> <li>• Comment <i>insightfully</i> in detail on the effect of literary devices.</li> <li>• Organise a response that agrees/disagrees and uses analysis of techniques to create evaluation.</li> <li>• Write a convincing description.</li> </ul>

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Topic Outline	Students should know and understand	Students should be able to
Love & relationship poetry. <i>Assessment: GCSE Lit style poetry comparison</i>	<ul style="list-style-type: none"> <li>• A more sophisticated range of poetical devices/forms.</li> <li>• How to “explode” a quotation and drill for meaning.</li> <li>• Explore the genre of Romanticism.</li> <li>• Comparative structures/connectives.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Thoughtfully</i> respond to task and text.</li> <li>• Use apt references integrated into response.</li> <li>• <i>Examine</i> writer’s methods with subject terminology used purposefully to support consideration of methods. Examine the effects of writer’s methods on reader.</li> </ul>
Preparation for key stage exam. <i>Assessment: GCSE English Language P1</i>	<ul style="list-style-type: none"> <li>• P1 Lang Q1-5 question stems. Information retrieval, language &amp; structure analysis, evaluation, narrative/descriptive writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete end of Key Stage exam within their target range.</li> <li>• Be aware of the demands of GCSE study.</li> </ul>