

Year Group	Intent/Rationale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	In Year 7, students will continue to build on literacy skills developed at Key stage 2. By the end of the year, they can use a wider range of vocabulary and are beginning to vary sentence types for effect. They will take part in the Accelerated Reader scheme and read a variety of books independently, increasing their enjoyment of reading and their ability to read a range of fiction and non-fiction texts. They are beginning to read for meaning and explore the writers' craft using the PEE structure. They know a range of different types of poetry and can write poems of their own in different forms. They will gain confidence in speaking and listening and participate in pair, group and whole class drama activities.	<b>Autobiography – All about Me</b> Students will explore a range of autobiographical extracts and focus on identifying effective vocabulary and descriptive techniques. Students will learn the ingredients for a piece of effective autobiographical writing and practise writing short extracts. Students will recall a special childhood memory and write about it effectively using varied vocabulary, sentence openers and a variety of descriptive techniques.	<b>Modern Novel 'Wonder'</b> Students will learn how to make predictions about a book based on its cover, title and blurb. They will learn about the condition 'Traacher Collins Syndrome' and how it affects people who have it. Students will explore character development in a novel and build on their ability to empathise with characters and their feelings. Students will be introduced to the PEE paragraph structure for responding to texts. Students will learn how to write in the role of different characters.	<b>Persuasion</b> Students will learn the AFOREST mnemonic. Students will read a variety of persuasive writing and identify the techniques at word and sentence level. Students will write their own persuasive articles, letters and adverts. Students will create a product and market it with a 'Dragon's Den' style pitch to the class group. Students will write a short persuasive speech for a 'Room 101' contest.	<b>Exploring Poetry</b> Students will explore a variety of different poetic forms including: Limerick, Haiku, Acrostic, shape and RAP. Students will learn about rhyme, rhythm and other poetic techniques. Students will create an Anthology of their own poems.	<b>Myths and Legends</b> Students will learn about the myths and legends told by the Ancient Greeks. They will explore a variety of Creation Myths and how the Greeks used them. Students will plan and write their own Creation Myth. Students will explore Quest Myths and their ingredients. Having read a variety of examples, students will plan and write their own Quest Myth using the correct ingredients.	<b>Drama The Turbulent Term of Tyke Tyler</b> Students will explore a variety of drama basics learning to communicate effectively through mime. Students will read the play 'The Turbulent Term of Tyke Tyler' as a class and explore the features of a play in print. They will learn the key vocabulary for studying a play – Act, Scene, stage directions, props etc. Students will take part in a variety of drama performances in small groups. Students will write and act out their own scene.
Year 8	In Year 8, students will build on the skills learned in Year 7. They will continue to develop their competence in creative writing, exploring higher level vocabulary further and beginning to use a more complex range of sentence constructions. This year, they will be reading a variety of classical texts. They will study a Shakespeare play and read a 19 <sup>th</sup> Century novel – 'A Christmas Carol'. They will also read extracts from 'Gothic Fiction'. They will have an understanding of the Social and Historical contexts of these texts and begin to add this to their PEE paragraph responses. They will also develop their	<b>'Romeo and Juliet'</b> Students will be introduced to the Elizabethan period and the importance of plays as the main form of entertainment. They will learn about the Globe Theatre. Students will learn about the social/historical context of the time with a particular focus on Patriarchy and social hierarchy.	<b>'A Christmas Carol'</b> Students will be introduced to the Victorian period with a particular focus on the gap between rich and poor. Through the reading of 'A Christmas Carol', they will explore the methods used by the writer to spread a moral message. Students will write more detailed PEE	<b>Gothic Horror</b> Students will learn about 'The Gothic' period and explore a variety of extracts from Gothic texts to determine the ingredients needed for this style of writing. They will focus on key elements of setting – particularly weather, time of day, environment and also characterization. Students will analyse how writers create mood	<b>'The Boy in the Striped Pyjamas'</b> Students will explore the 'Holocaust' as a key event in history. They will read the whole novel as a class and complete a variety of reading, writing and speaking and listening activities. Students will now be competent at tracking character development and will demonstrate this	<b>Travel Writing</b> Students will recall the AFOREST techniques learned in Year 7. They will explore the significance of Travel Writing and how reliant we are on it. Students will look at a variety of texts from different types of Travel Writing including brochures, blogs, journals and postcards.	<b>'Our Day Out'</b> Students will continue to develop their confidence in performance. Students will read the play as a class and develop their understanding of the key elements of a playscript. They will complete activities on the characters and the development of plot.

	ability to write in different styles for a variety of purposes.	They will explore the play 'Romeo and Juliet' studying extracts from key scenes. Students will explore the development of character, plot and themes through a series of written responses.	paragraphs where they will now be commented on the context and providing a more detailed analysis of language.	and atmosphere effectively. They will write a variety of paragraphs in the Gothic style before creating their own Gothic short story.	through character maps and writing in the role of a character. They will write detailed PEE paragraphs.	Students will create their own pieces of travel writing.	Students will write and perform their own scene.
<b>Year 9</b>	In Year 9, students will consolidate the reading, writing and speaking and listening skills taught in Year 7 and 8 and begin to form the foundations for their Entry level and G.C.S.E qualifications. They will continue to study a wide variety of classic and modern texts aimed at preparing them for the level of the texts they will be required to read for their exams. They will study a whole classical novel and Shakespeare play. They can write detailed PEE paragraphs which include comments on the social historical context and the writer's craft. They can write competently using clear paragraphs, a variety of sentence constructions and a wide variety of vocabulary for effect. Spelling, punctuation and grammar are accurate.	<b>'Lord of the Flies'</b> Students are introduced to the historical background to the novel and the author's reasons for writing it. They will read the whole novel as a class and explore the writer's craft in detail. Students will identify literary techniques used and write about them using the PEE paragraph structure. They will begin to learn how to write an 'essay' style response to a question on character, setting, plot or theme.	<b>Media and Non-Fiction - Magazines</b> Students will explore a variety of different types of Non-Fiction text through magazines. They will analyse a variety of magazines and identify the text types within them. Students will analyse these text types in detail. They will design and create their own magazine containing a variety of texts.	<b>'Macbeth'</b> Students will recall learning from their study of a Shakespeare play last year. They will be introduced to the Jacobean period and the significance of James I's fear of witches. Students will read the whole play as a class and complete various tasks to demonstrate their understanding of the characters, plot and themes. They will write an essay style response to a question.	<b>Argument Writing</b> Students will recall the AFOREST techniques. They will explore a variety of different argument texts and analyse key aspects of structure and style. Students will read Martin Luther King's 'I Have a Dream' speech and identify AFOREST techniques. Students will write their own 'I Have a Dream' speech.	<b>Poetry from Different Cultures</b> Students will recall key poetic techniques from Year 7. They will be introduced to the concept of 'culture' and explore a variety of different cultures. Students will create a collage to represent their own culture. Students will read and explore a variety of poems from different cultures. They will complete a variety of activities responding to the poems they read.	<b>'Noughts and Crosses'</b> . Students will continue to develop their confidence in drama. They will read the play as a class and focus on the moral message and how it is still very much relevant today. Students will explore the development of the plot and the characters and the significance of techniques such as dramatic irony and its impact on the audience.

**By the end of KS3**

**Students will have studied a wide range of both classical and modern texts and fiction and non-fiction. They will have a rich understanding of key social and historical events in history. They will be competent in their ability to identify key aspects of the writer's craft at word, sentence and text level and be able to write**

accurately and effectively in their own creative writing. Students will be confident in their ability to participate in individual, pair and small group speaking and listening exercises.							
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Year 10	Students will work towards completing the Eduqas Entry Level qualification in May. They will build on all of the reading, writing and speaking and listening skills taught at KS3 and apply these to the study of the different components required to complete the Entry Level. They will complete 4 Topic Tests based on a variety of reading and writing skills, which will be assessed internally. They will also complete a speaking and listening component comprising of individual and small group tasks. In May, they will sit the external exam, testing reading and writing.	<b>Reading Modern Prose Narrative Writing</b> Students will study extracts from a variety of modern prose texts and practice information retrieval and language analysis skills. Students will recall the ingredients for effective narrative writing taught at KS3 and will practise their ability to write narratives when given a specific title/first line. They will develop their ability to structure writing effectively, use a variety of descriptive vocabulary and a range of competent sentence structures.	<b>Communication</b> Students will work towards assessment for the speaking and listening Component. They will learn the requirements for each task and practise using a variety of past papers. They will have a number of opportunities to build their confidence by completing individual and small group tasks. Students will complete the component and be assessed in line with the exam board mark scheme.	<b>Editing, sequencing and proof reading</b> Students will practise their ability to 'edit' a piece of writing by proof reading and correcting spelling and punctuation. They will complete a variety of activities involving sequencing texts such as placing paragraphs/sentences in the correct order. Students will complete a number of 'mock' activities from past papers.	<b>Writing – non-literary texts</b> Students will recall the features of non-literary texts taught at KS3. They will learn how to write a short 'incident' report using factual language. They will practise writing an argument text in response to a variety of titles. Students will complete a number of 'mock' activities from past papers.  Students will complete all 4 Topic Tests which will be assessed internally.	<b>Exam Preparation</b> Students will consolidate skills learned in Autumn 1. They will complete a variety of past papers and a formal 'Mock' exam. Students will sit the externally assessed exam, which will complete their Entry Level qualification.	<b>Preparation for G.C.S.E</b> Students will begin to prepare for the Eduqas English G.C.S.E qualification. They will focus on reading longer extracts which will include both modern and Pre 20 <sup>th</sup> century texts. Students will focus on developing information retrieval and inference skills. They will be taught the specific requirement of questions 1 and 2 on the exam paper.
Year 11	Students will work towards completing the Eduqas G.C.S.E English qualification. This will comprise of two papers and students will be taught the requirements for each question. They will read a variety of extracts in order to prepare them for accessing texts, which they will not have previously seen. Students will complete a variety of activities aimed at practicing the demands of each question. They will complete 'Mock' exams using past papers before sitting their exam in May/June.	<b>Component 1 Reading and Analysing 20th Century Prose</b> Students will use 20th century literary extracts to develop key skills such as: exploring explicit and implicit meaning, Selecting apt evidence/information and relevant subject	<b>Component 1 Writing Prose</b> Students will look at the features of prose writing such as: Openings/endings, plot and characterisation and developing tension/pace. They will learn a variety of Appropriate narrative devices to use in their writing and opportunities will be included for	<b>Component 2 Reading and Analysing 19th and 21st Century Non-Fiction</b> Students will use extracts/texts from 19th and 21st century non-fiction writing to develop key skills such as: exploring explicit and implicit meaning,	<b>Component 2 Writing Non-Fiction</b> Students will study the features of transactional/persuasive writing such as: purpose, audience, format and tone. They will become confident with use of vocabulary and	<b>Components 1 and 2 Reading/Writing Prose</b> Students will complete revision for both components in preparation for the exam.	<b>Study Leave and examinations</b>

		<p>terminology. They will practise commenting, explaining and analysing the craft of the writer. Students will practise making evaluative judgements on texts,</p>	<p>developing accurate spelling, punctuation and grammar.</p>	<p>selecting apt evidence/information and relevant subject terminology. They will practise commenting on, explaining and analysing the craft of the writer. Students will make evaluative judgements on texts. They will practise selecting and synthesising information from two texts. Students will be taught how to compare content/ideas and how these are conveyed.</p> <p><b>Component 3 Spoken Language Study</b></p> <p>Students will prepare for, and complete an, individual speaking and listening presentation.</p>	<p>techniques to develop point of view/argument etc. Students will learn the organisation and structure of non-fiction writing. They will practise writing for real-life contexts in, for example, letters, articles, reviews, speeches, reports. They will have opportunities for developing accurate grammar, spelling and punctuation.</p>		
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***By the end of KS4.....***

Students will have achieved WJEC Entry Level English and WJEC GCSE English Language.