



## ENGLISH

### Year 7 Long Term Plan

LATEST	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	END OF TERM	
<b>TOPIC and running THEMES</b>	<b>TELLING TALES</b> <ul style="list-style-type: none"> <li>gothic and supernatural</li> <li>heroes and villains</li> <li>friendship and family</li> </ul>		<b>SURVIVAL</b> <ul style="list-style-type: none"> <li>love and death,</li> <li>heroes and villains</li> <li>friendship and family</li> </ul>		<b>STAGE AND SCREEN</b> <ul style="list-style-type: none"> <li>love and death,</li> <li>heroes and villains,</li> <li>friendship and family</li> </ul>			<b>SHORT STORIES/ EXTRACTS- INTRO TO GENRE</b>
<b>Main Unit</b>	<b>Slow Writing (2 weeks)</b> Focus: sentence starters/ vocabulary choices	<b>Harry Potter and the Prisoner of Azkaban / Myths and Magic</b>	<b>Boy In The Striped Pyjamas/ Holes/ The Graveyard Book?</b>		<b>Shakespeare: The Tempest/ A Midsummer Night's Dream</b>  <b>Reading Film: Hugo</b>			
<b>Homework</b>	<ul style="list-style-type: none"> <li>Bedrock Vocabulary</li> <li>Independent reading 35 mins per week</li> </ul>		<ul style="list-style-type: none"> <li>Bedrock Vocabulary</li> <li>Independent reading 35 mins per week</li> </ul>		<ul style="list-style-type: none"> <li>Bedrock Vocabulary</li> <li>Independent reading 35 mins per week</li> </ul>			
	<ul style="list-style-type: none"> <li>Reading for knowledge: CONTEXT: Greek Myths/ Old Norse/ Folk Lore/ Irish Mythology/ the Supernatural/ Ghost stories/ the importance of witches in literature etc</li> </ul>		<ul style="list-style-type: none"> <li>Reading for knowledge: RHETORIC : adverts, speeches, letters, articles</li> </ul>		<ul style="list-style-type: none"> <li>Reading for knowledge: SHAKESPEARE- Stories: The Comedies</li> </ul>	<ul style="list-style-type: none"> <li>Reading for knowledge: CONTEXT: non-fiction texts: impact of early film</li> </ul>		
<b>Assessments</b>	<b>Writing focus:</b>  Creative writing: description/ narrative	<b>Reading focus:</b> Analysis of an extract (HP PoA)  Analysis of linked fiction text extract	<b>Reading focus:</b> Analysis of an extract (BITSP/ H/ TGB)  Response to non-fiction text		<b>Reading focus:-</b> Analysis of an extract from Shakespeare  Response to non-fiction text			
		<b>Writing Focus:</b>  Non fiction: newspaper article about the escape of Sirius Black/ bestiary entry for a magical creature  Fiction: description/story based on an image	<b>Writing focus:</b>  Non-fiction: information/ explanation text. Eg encyclopaedia entry on Yellow Spotted lizard/ ghosts  Fiction: Creative response to image PLUS vocab bank created from the text.		<b>Writing Focus:</b>  Non-fiction: film summary and review  Fiction: Screenplay writing - transform a scene from the film into a screenplay.			



## ENGLISH

### Year 8 Long Term Plan

LATEST version	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	END of TERM
<b>TOPIC and running THEMES</b>	<b>ADVENTURE AND DISCOVERY</b> <ul style="list-style-type: none"> <li>love and death</li> <li>friendship and family</li> <li>subversion and rebellion</li> </ul>		<b>VISIONS OF THE FUTURE</b> <ul style="list-style-type: none"> <li>love and death</li> <li>friendship and family</li> <li>subversion and rebellion</li> </ul>		<b>STAGE AND SCREEN</b> <ul style="list-style-type: none"> <li>love and death</li> <li>friendship and family</li> <li>subversion and rebellion</li> </ul>		<b>SHORT STORIES/EXTRACTS; GHOST/ HORROR/ FRANKENSTEIN PLAY- INTRO TO GOTHIC</b>
<b>Main Text(s)</b>	<b>Slow Writing (2 weeks)</b> FOCUS: motif/ structure	<b>Northern Lights/ Journey to the River Sea</b>	<b>Dystopia and Sci Fi: The Hunger Games/ Lord of the Flies/ Noughts and Crosses/ Mortal Engines</b>		<b>Shakespeare: Much Ado About Nothing</b>  <b>Reading Film: Suffragette</b>		
<b>Homework</b>	<ul style="list-style-type: none"> <li>Bedrock Vocabulary</li> <li>Independent reading 35 mins per week</li> </ul>		<ul style="list-style-type: none"> <li>Bedrock Vocabulary</li> <li>Independent reading 35 mins per week</li> </ul>		<ul style="list-style-type: none"> <li>Bedrock Vocabulary</li> <li>Independent reading 35 mins per week</li> </ul>		
	<ul style="list-style-type: none"> <li>Reading for knowledge: CONTEXT: the significance of the King James Bible in literature</li> </ul>	<ul style="list-style-type: none"> <li>Reading for knowledge: LITERATURE: Victorian writers, Victorian times: eg Dickens/ the Brontes/Hardy/ Browning/ Conan Doyle</li> </ul>	<ul style="list-style-type: none"> <li>Reading for knowledge: RHETORIC – advertisements, speeches, letters, speeches</li> </ul>	<ul style="list-style-type: none"> <li>Reading for knowledge: CONTEXT: texts in time: War of the Worlds hysteria- short story and articles</li> </ul>	<ul style="list-style-type: none"> <li>Reading for knowledge: SHAKESPEARE- Stories: The Histories</li> </ul>	<ul style="list-style-type: none"> <li>Reading for knowledge: CONTEXT – women in literature/ Edwardian Era</li> </ul>	
<b>Assessments</b>	<b>Writing focus:</b>  Creative writing: description/ narrative	<b>Reading focus:</b>		<b>Reading focus:</b>		<b>Reading focus:-</b>	
		Analysis of an extract  Response to linked literary texts  <b>Writing Focus:</b>  Non-fiction: eg travel writing about Svaalbard/ advertisement for a Spy-Fly/ Scientific Textbook Entry for Intercision process.  Fiction: write a chapter/ novel extract	Analysis of an extract  Response to non-fiction texts  <b>Writing focus:</b>  Non-fiction: Discursive writing: eg does AI deserve rights?  Fiction: Genre writing- write an extract from a dystopian/ science fiction story	Analysis of an extract from Shakespeare  Comparison response (non-fiction)  <b>Writing Focus:</b>  Non-fiction: speech writing (S&L)  Fiction: Epistolary creative piece			



## ENGLISH

### Year 9 Long Term Plan

LATEST	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	END OF TERM
<b>TOPIC (and running themes)</b>	<b>GOTHIC</b> <ul style="list-style-type: none"> <li>• <i>supernatural</i></li> <li>• <i>love and death</i></li> <li>• <i>voices of challenge</i></li> </ul>	<b>CONFLICT</b> <ul style="list-style-type: none"> <li>• <i>love and death</i></li> <li>• <i>friendship and family</i></li> <li>• <i>voices of challenge</i></li> </ul>	<b>OUTSIDERS</b> <ul style="list-style-type: none"> <li>• <i>love and death</i></li> <li>• <i>friendship and family</i></li> <li>• <i>voices of challenge</i></li> </ul>		<b>STAGE AND SCREEN</b> <ul style="list-style-type: none"> <li>• <i>love and death</i></li> <li>• <i>friendship and family</i></li> <li>• <i>voices of challenge</i></li> </ul>		<b>SHORT STORIES: SHERLOCK HOLMES (VICTORIAN LONDON)</b>
<b>Main Text(s)</b>	<b>Woman in Black</b> <b>Short stories: Tell Tale Heart, The Red Room, The Yellow Wallpaper</b>	<b>WW1 POETRY/ JOURNEY'S END/ extracts from BIRDSONG, TESTAMENT TO YOUTH, REGENERATION</b>	<b>Of Mice and Men/ To Kill A Mockingbird</b>		<b>Shakespeare: Romeo and Juliet</b> <b>Reading Film: Bend It Like Beckham</b>		
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Bedrock Vocabulary</li> <li>• Independent reading 35 mins per week</li> </ul>		<ul style="list-style-type: none"> <li>• Bedrock Vocabulary</li> <li>• Independent reading 35 mins per week</li> </ul>		<ul style="list-style-type: none"> <li>• Bedrock Vocabulary</li> <li>• Independent reading 35 mins per week</li> </ul>		
	<ul style="list-style-type: none"> <li>• Reading for knowledge: LITERATURE- The Gothic</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for knowledge: LITERATURE: Poetry- The Romantics</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for knowledge: CONTEXT: American Civil rights movement;</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for knowledge: RHETORIC – advertisements, speeches, letters, articles</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for knowledge: SHAKESPEARE- Shakespeare Stories: The Tragedies</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for knowledge: CONTEXT: impact of colonialism/ slavery/ imperialism on literature</li> </ul>	
<b>Assessments</b>	<b>Writing focus:</b> Creative writing: description/ narrative-convincing genre-writing	<b>Reading focus:</b> Analysis of an extract (JE) Response to linked poetry texts	<b>Reading focus:</b> Analysis of an extract (OMAM/TKAM) Response to non-fiction texts		<b>Reading focus:-</b> Analysis of an extract (R&J) Response to non-fiction texts.		
		<b>Writing Focus:</b> Non-fiction: complaint letter/ advice letter Fiction: WW1-creative writing: using vocabulary from the texts	<b>Writing focus:</b> Non-fiction: broadsheet article Fiction: description: focus on setting and symbolism		<b>Writing Focus:</b> Non-fiction: speech writing (S&L) Fiction: drama/playscript writing- focus on setting and stage directions		



## ENGLISH

### Language and Literature Long Term Plan Year 10

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Focus</b>	19 <sup>th</sup> Century Novel	19 <sup>th</sup> Century Novel	Shakespeare	Shakespeare	Poetry Cluster	Unseen Poetry
	Creative writing	Poetry Cluster	Creative writing		Exam preparation: Lit, Paper 2 & Lang, Paper 2	Non-fiction writing in preparation for S & L endorsement
<b>Assessment objectives</b>  <b>Language (AQA)</b> <b>Literature (Edexcel)</b>	Lit, Paper 2: 1 & 2	Lit, Paper 2: 1 & 2	Lit, Paper 1: 1, 2 & 3	Lit, Paper 1: 1, 2, & 3	Lit, Paper 2: 1, 2 & 3	Lit, Paper 2: 1 & 2
	Lang, Paper 1: 5 & 6	Lit, Paper 2: 1, 2 & 3	Lang, Paper 1: 5 & 6		Lit, Paper 2: 1, 2 & 3 Lang, Paper 2: 1, 2, 3, 4, 5 & 6	Lang, Paper 2: 5 & 6 S & L: 7, 8 & 9
<b>Reading- 'I can' statements</b>	1, 3, 5, 6, 7 & 9	1, 3, 5, 6, 7 & 9	1, 3, 4, 5, 6, 7 & 9	1, 3, 4, 5, 6, 7 & 9	1, 3, 4, 5, 6, 7, 8 & 9	1, 3, 5, 6, 7, 8 & 9
		1, 3, 4, 5, 6, 7, 8 & 9			3 & 8	
<b>Writing- 'I can' statements</b>						
	ALL		ALL		ALL	ALL
<b>Assessment</b>	Practice-detailed marking, feedback and DIRT Final- summative	Practice-detailed marking, feedback and DIRT Final- summative	Practice-detailed marking, feedback and DIRT Final- summative	Practice-detailed marking, feedback and DIRT Final- summative	Practice-detailed marking, feedback and DIRT Final- summative	Practice-detailed marking, feedback and DIRT Final- summative  Mock exams: Lang, Paper 2 & Lit, Paper 2
		Feedback on small tasks only			Speaking and listening endorsement	
		Mock exams: Language, Paper 1 & Lit, Paper 1				
<b>Homework</b>	Research tasks, wider reading assignments, exam preparation tasks, practice questions. Longer written responses for exam practice will be given GCSE grades and formative targets.					



## ENGLISH

### Language and Literature Long Term Plan Year 11

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Focus</b>	Modern text	Modern text	Poetry Cluster	Language revision	Literature revision	
	Non-fiction writing		Unseen poetry			
<b>Assessment objectives</b> <b>Language (AQA)</b> <b>Literature (Edexcel)</b>	Lit, Paper 1: 1, 3 & 4 (SPAG)	Lit, Paper 1: 1, 3 & 4 (SPAG)	Lit, Paper 2: 1, 2 & 3	1, 2, 3, 4, 5 & 6	1, 2, 3 & 4	
	Lang, Paper 2: 5 & 6		Lit, Paper 2: 1 & 2			
<b>Reading- 'I can' statements</b>	1, 4, 5, & 7	1, 3, 4, 5 & 7	1, 3, 4, 5, 6, 7, 8 & 9	1, 2, 3, 5, 6, 7, 8 & 9	1, 3, 4, 5, 6, 7, 8 & 9	
			1, 3, 5, 6, 7, 8 & 9			
<b>Writing- 'I can' statements</b>				ALL	SPAG only on Paper 1 Post 1914	
	ALL					
<b>Assessment</b>	Practice-detailed marking, feedback and DIRT Final- summative	Formal mock exams: ALL	Practice papers: marked with feedback and DIRT opportunities	Walking Talking Mocks: ALL	Practice papers: marked with feedback and DIRT opportunities	Language papers 1 and 2 Literature Papers 1 and 2
<b>Homework</b>	Wider reading, exam preparation tasks, practice questions, revision for final exams.  Longer written responses for exam practice will be given GCSE grades and formative targets.					