	Autumn Term 1	Autumn Term 2	Spring Term 1 - 7	Spring Term 2	Summer Term 1 - 6
Weekly focus Core Knowledge, Skills and Concepts	 Introduction to narrative - building reading and writing skills using a range of short extracts from novels and short stories. 1. Assess and build on prior learning - introduction to narrative reading and writing. 2. Inferring meaning - identifying and understanding explicit and implicit meaning in texts. 3. Identifying and using word types and language techniques. 4. Identifying and using a range of sentence structures in narrative writing. 5. Begin to analyse a writer's use of language and the effect on the reader. 6. Examine how characters are presented in a range of extracts. Create your own fictional character. 7. Assessment: write a short story using a range of language techniques with a focus on character. 	Introduction to non-fiction building reading and writing skills using a range of articles, speeches etc - Campaigns Theme 1. Finding information and identifying quotes: Can I extract information from a text? 2. Analyse how language impacts the reader: Language analysis of campaign literature 3. Identify and analyse features of language: Identify language devices used in a newspaper article 4. How can language be used to effect change? Social media campaign 5. What makes a speech effective? What would you include in a speech? 6. Using a range of punctuation - punctuation for effect 7. Assessment: comparison of two campaign speeches	 Novel: Skellig - David Almond 1. To make predictions about the genre, story and characters in Skellig 2. To identify and analyse the writers use of personification 3. To learn how the author uses effective description 4. To explore and apply different points of view in a text 5. To understand how and why David Almond uses foreshadowing in 'Skellig'. 6. To understand and explore the characters Mina and Skellig 7. Assessment: To plan and write a new chapter, applying understanding of character 	 Shakespeare – Midsummer Night's Dream 1. Develop contextual understanding of Shakespeare and Elizabethan era. Make predictions about the text. 2. Develop an understanding of the plot, characters and key themes 3. Analyse how Shakespeare uses language from key scenes in the play. 4. Analyse key themes in the play and link to key characters and contextual information. 5. Assessment: Use knowledge of play and characters to write a newspaper article including a variety of persuasive techniques 	 Introduction to poetry - a rang of poems depicting different life experiences 1. Introduction to poetry and develop an understanding of different cultures. 2. Identify and analyse features of language: metaphors, similes, personification, alliterati 3. Identify and analyse features and structure of poem 4. Develop understanding of connotations from key words in a variety of poet 5. Use contextual knowledge to write a poem about personal life experiences 6. Analyse how language and structural devices impact the reader. 7. Assessment: Analyse an unseen poem using skills learned in this half-term.

5	Summer Term 2
ry - a range	Science Fiction writing -
fferent life	a range of extracts and video
	Clips. 1. To develop writing for task,
poetry and standing of	audience and purpose - character descriptions 2. To develop writing for task,
alyse guage: niles, n, alliteration alyse tructure of a	 audience and purpose - setting descriptions 3. Developing understanding of inference and comprehension skills. 4. Analyse the structure of texts; how writers create suspense.
tanding of rom key ety of poems. knowledge m about kperiences nguage and ces impact alyse an using skills half-term.	 5. Analyse how the writer's us of language impacts the reader 6. Evaluate a piece of Science Fiction writing. 7. Assessment: Write a Science Fiction short story shoeing understanding of using structure to create tension.

		Year	7 Mixed Currice	ulum Planning -	- English
	Autumn Term 1	Autumn Term 2	Spring Term 1 - 7	Spring Term 2 - 5	Summer Term 1 - 6
Weekly focus Core Knowledge, Skills and Concepts	 Introduction to narrative - building reading and writing skills using a range of short extracts from novels and short stories. 1. Assess and build on prior learning - introduction to narrative reading and writing. 2. Inferring meaning - identifying and understanding explicit and implicit meaning in texts. 3. Identifying and using word types and language techniques. 4. Identifying and using a range of sentence structures in narrative writing. 5. Begin to analyse a writer's use of language and the effect on the reader. 6. Examine how characters are presented in a range of extracts. Create your own fictional character. 7. Assessment: write a short story using a range of language techniques with a 	Introduction to non-fiction building reading and writing skills using a range of articles, speeches etc - Campaigns Theme 1. Finding information and identifying quotes: Can I extract information from a text? 2. Analyse how language impacts the reader: Language analysis of campaign literature 3. Identify and analyse features of language: Identify language devices used in a newspaper article 4. How can language be used to effect change? Social media campaign 5. What makes a speech effective? What would you include in a speech? 6. Using a range of punctuation for effect 7. Assessment: comparison of two campaign speeches	 Novel: Skellig - David Almond 1. To make predictions about the genre, story and characters in Skellig 2. To identify and analyse the writers use of personification 3. To learn how the author uses effective description 4. To explore and apply different points of view in a text 5. To understand how and why David Almond uses foreshadowing in 'Skellig'. 6. To understand and explore the characters Mina and Skellig 7. Assessment: To plan and write a new chapter, applying understanding of character 	Conspiracy theories Non-Fiction - focus on writing 1. Developing knowledge of using connectives and linking ideas 2. Developing use of paragraphing 3. Organise writing - plan and write a narrative piece Writing to suit task, audience and purpose. 4. Successfully evaluating a non- fiction text 5. Assessment: Write a newspaper report using a variety of language devices	 Introduction to poetry - of poems depicting differences. 1. Identify and analysi features of language to respond to an and the personification, at 2. Focus on gesture, expression and be language to expression and structural devices the reader. 7. Assessment: Analysis learned in this has a structural device.

	1
	Summer Term 2
/ - a range	Science Fiction writing -
ferent life	a range of extracts and video
	clips.
	1. To develop writing for task,
yse	audience and purpose -
guage:	character descriptions
iles,	2. To develop writing for task,
, alliteration	audience and purpose -
, ,	setting descriptions
body	3. Developing understanding
press ideas?	of inference and
m using	comprehension skills.
lage	4. Analyse the structure of
yse	texts; how writers create
ructure of a	suspense.
	5. Analyse how the writer's us
anding of	of language impacts the
	reader
nowledge	6. Evaluate a piece of Science
tively - The	Fiction writing.
story	7. Assessment: Write a
guage and	Science Fiction short story
es impact	shoeing understanding of
	using structure to create
alyse an	tension.
sing skills	
nalf-term.	

	Autumn Term 1	Autumn Term 2	Spring Term 1 -	Spring Term 2 - 5	Summer Term 1 -	Summer Term 2
Weekly focus Core	Gothic Horror - range of extracts from Gothic Novels e.g. Frankenstein 1. Students examine and show understanding of	Journeys and discovery 1. A variety of non-fiction texts e.g. articles, journals 1. Understand how a	Ghost boys - Parker Rhodes 1. To develop an understanding of how the author presents the protagonist in the	Poetry from Different Cultures 1. Introduce contextual information about different cultures. Develop understanding	 Macbeth - William Shakespeare 1. Understand the historical context of Macbeth focusing on supernatural beliefs. 2. Examine the importance of 	Non-fiction writing: Fame and Celebrity 1. Explore what makes a successful autobiography. Focus on sentence structure
Knowledge, Skills and Concepts	 show understanding of the conventions of Gothic Horror in a range of texts and clips. 2. Analyse the use of similes and personification in Gothic writing. Use this knowledge to describe images. 3. Analyse the use of similes and personification in Gothic writing. Use this knowledge to describe images. 4. Identify the use of pathetic fallacy in Gothic writing. Use this knowledge to create a descriptive piece of writing. 5. Examine how characters are portrayed in a range of extracts/clips. Create and voice your own character showing understanding of Gothic conventions. 6. Analyse Shelley's use of language and the effect on the reader in Frankenstein. 7. Assessment: Write a Gothic Horror story including similes, personification and pathetic fallacy. 	 Understand how a writer conveys factual information through descriptive language. Identify and analyse language techniques used in a travel diary. identify explicit and implicit information in a non-fiction text. Evaluating a text: reading a text critically. Analyse how a writer uses language and structural techniques to engage the reader. Using knowledge of language techniques, plan an effective speech. Assessment: Finding and retrieving information to write a persuasive argument 	 the protagonist in the opening chapters. 2. To explore and understand how Parker Rhodes introduces the theme of friendship 3. To understand how Parker Rhodes introduces Sarah and uses her character to explore the theme of compassion and the idea of privilege. 4. To explore how Parker Rhodes creates and builds suspense and tension 5. To understand the conventions of a newspaper article and to use this knowledge to write an article 6. Assessment: Write a book review for Ghost Boys 	 Develop understanding of self through 'Love after Love' Identify and analyse language techniques used in 'The Journey' Analyse the use of imagery in 'Island Man' by Grace Nichols. Analyse the purpose of poetry: Benjamin Zephaniah - The British. Explore how the structure of a poem reinforces its purpose. identify and explain the writer's viewpoint: Sujata Bhatt - 'Search for my Tongue' Assessment: Using connectives to compare two poems. 	 Examine the importance of the witches in Macbeth and the supernatural theme. Why does Shakespeare choose to introduce the play this way? Identify and analyse the themes in Macbeth. Show understanding of character in a diary entry. Focus on the character of Lady Macbeth - analyse language used, link to historical context and themes. Examine the themes of guilt and madness. Create a reality TV show script for Macbeth and Lady Macbeth. Assessment: Use knowledge of the characters and themes to rewrite the ending of the play. 	and type - clause, phrase a

focus focus	Dystopian Fiction - Extracts from a range of novels and short stories e.g. 'What the Dead Man Said by Chinelo Onwualu and 'Noughts and Crosses' by Malorie Blackman 1. Introduction to Dystopian fiction - develop understanding	Conflict: A range of non- fiction texts relating to conflict from differing viewpoints and perspectives e.g. soldiers. Journalists, refugees etc 1. Introduction to the	Romeo and Juliet - William Shakespeare 1. Develop contextual understanding of relationships in Act 1. Retrieving relevant	Writing to persuade, argue, entertain and inform 1. Assess and build on prior	Refugee Boy - Benjamin Zephaniah 1. Develop contextual understanding of what it	Extremes - A range of non-fiction texts relating to the theme of 'extremes' e.g. extracts from
focus focus Core Knowledge, Skills and	short stories e.g. 'What the Dead Man Said by Chinelo Onwualu and 'Noughts and Crosses' by Malorie Blackman 1. Introduction to Dystopian fiction - develop understanding	conflict from differing viewpoints and perspectives e.g. soldiers. Journalists, refugees etc	1. Develop contextual understanding of relationships in Act 1.	<i>inform</i> 1. Assess and build on prior	understanding of what it	
Core Knowledge, Skills and	Dead Man Said by Chinelo Onwualu and 'Noughts and Crosses' by Malorie Blackman 1. Introduction to Dystopian fiction - develop understanding	viewpoints and perspectives e.g. soldiers. Journalists, refugees etc	understanding of relationships in Act 1.	1. Assess and build on prior	understanding of what it	'extremes' e.g. extracts from
Core Knowledge, Skills and	Onwualu and 'Noughts and Crosses' by Malorie Blackman 1. Introduction to Dystopian fiction - develop understanding	e.g. soldiers. Journalists, refugees etc	understanding of relationships in Act 1.		-	
Core Knowledge, Skills and	Crosses' by Malorie Blackman 1. Introduction to Dystopian fiction - develop understanding	refugees etc	relationships in Act 1.		manage and a second	Touching the Void
Knowledge, Skills and	 Introduction to Dystopian fiction - develop understanding 				means to be a refugee. Assess	
Skills and	Dystopian fiction - develop understanding	1. Introduction to the	Retrieving relevant	learning of language	and build on prior knowledge.	1. Introduction to the
Skills and	Dystopian fiction - develop understanding	 Introduction to the 	-	techniques and writing for	Analyse how Zephaniah uses	concept of 'Extremes'
	develop understanding	1	information from the	form, audience and	language to influence the	Students analyse images
Concepts		theme of conflict.	text	purpose. Analyse short	reader's opinion about a	and clips and use
		Develop	2. Analyse how	texts and create your own	character's motives.	descriptive writing to
	of conventions of	understanding of	Shakespeare uses	persuasive article based on	3. Use knowledge of text,	convey their ideas.
	Dystopian fiction	differing viewpoints	language in extracts	reality TV.	context and language to write	Analysing a writer's use o
	through a range of	and perspectives.	from Act 1 and 2.	2. Develop skills in how to	postcards between Alem and	language in newspaper
	clips, images and	2. Analysing a writer's	Show understanding of	build a balanced and	his father. Focus on	articles. Examining bias
	extracts.	use of language and	how character is	effective argument. Write	descriptive writing.	newspaper articles.
	Analysing a writer's use	the effect on the	presented in a diary	a speech about teenagers'	4. Use evaluation skills to show	3. Analysing the writer's use
	of language and the	reader with a focus on	entry for Romeo.	rights.	how Zephaniah creates	of language in 'Touching
	effect on the reader	personal perspective.	3. Show understanding of	3. Develop skills in	sympathy for Alem.	the Void.' Using
	Using knowledge of	3. Use knowledge of	characters'	informative writing.	5. Analyse how Zephaniah	knowledge of language
	language to produce a	language to produce a	relationships in Act 3.	Analyse short texts and	structures the novel to create	techniques to write a
	piece of narrative	diary entry/letter	Use evaluation skills	create a guide to	interest for the reader.	report on an extreme
	writing following the	from a give	and show	Manchester for a website.	6. Assessment: Students write a	activity.
	conventions of	perspective.	understanding of	Focus on Form, audience	short story influenced by	4. Comparing writers'
	Dystopian fiction.	4. Summarise similarities	foreshadowing in Act	and purpose.	'Refugee Boy.' Students will	viewpoints and
	4. Analyse how a writer	and differences	3.	4. Analyse and evaluate a	produce emotive writing	perspectives in two piec
	structures a text to	between two texts.	4. Analysing the theme of	selection of articles;	using a range of techniques.	of non-fiction writing.
	interest the reader	5. Start to compare <u>how</u>	tragedy in Romeo and	Compare how the writers		5. Evaluation skills - 'To
	5. Evaluation skills - 'To	writers convey their	Juliet.	convey their viewpoints in		what extent do you agre
	what extent do you	different viewpoints.	5. Use knowledge of	order to entertain the		with the following
	agree with the	6. Recap on language,	language and structure	reader.		statement about the
	following statement	summarising and	to write a newspaper			text?' 'This part of the
	about the text?'	comparing viewpoints.	report based on events	5. Assessment: Students		text shows that the wri
	6. Recap on language,	Self-assess progress	in Romeo & Juliet.	write a balanced and		was in a life-threatening
	structure and	and targets.	6. Analyse Shakespeare's	entertaining speech from a		situation.'
	evaluation. Self-assess	7. Assessment -	use of structure in the	selection of titles.		6. Assessment - Questions
	progress and targets.	Students write a	whole play. Show			from AQA past paper or
	7. Assessment - students	balanced article: "All	understanding of the			extreme weather to
	show understanding of	school-leavers should	play by writing a letter			assess skills and to
	language and structure	join the army for a	from the parents' point			prepare for Year 10
	to create a Dystopian	year. It would teach	of view.			learning.
	short story for a	them discipline and	7. Assessment - Students			
	teenage audience.	provide them with	write a review of			
		more job	Romeo and Juliet to			
		opportunities."	assess evaluation skills and writing skills.			

Year 10 Curriculum Planning - English

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2 -	Summer Term 1
Weekly	Paper 1, explorations in	Paper 2 - Writers'	Paper 1 - Explorations in	Writing to persuade,	Paper 1 - Explorations in C
-	creative reading and writing.	Viewpoints and	Creative Reading and	argue, entertain and	Reading and Writing - 'Pas
focus		Perspectives. A selection	Writing (A selection of	inform	and Future' Introducing Ch
	Dystopian Fiction - Extracts	of non-fiction texts	short stories and extracts		Dickens and Sherlock Holm
	from a range of novels and	including George Orwell,	focused on the theme of	1. Assess and build on prior	language) A Thousand Spl
Core	short stories e.g. 'I am legend	Down and out in Paris	'Love and relationships'	learning of language	All writers and fiction with
Knowledge,	by Richard Matheson and	and London, and current	e.g. Running on Dreams by	techniques and writing for	commentary theme
	Brave New World & Island by	articles on contemporary	Herb Heiman.)	form, audience and	
Skills and	Aldous Huxley	issues.	1. Using a range of novel	purpose. Analyse short	1. Develop contextual
Concepts	1. Build on prior	1. Introduction to the	extracts, students develop	texts and create your own	understanding of s
e en copie	knowledge of Dystopian	theme of	knowledge of using	persuasive article based on	language and idea
	fiction, introducing	homelessness.	inference to understand and	reality TV.	progression. Asses
	Utopian fiction.	Develop	empathise with	2. Develop skills in how to	on prior knowledg
	2. Analysing a writer's use	understanding of	characters'	build a balanced and	2. Analyse how Dickens
	of language and the	differing viewpoints	experiences and	effective argument. Write	language to influe
	effect on the reader	and perspectives.	emotional responses.	a speech about "Does what	reader's opinion a
	3. Using knowledge of	2. Analysing a writer's	2. Students build on	is 'right' and 'wrong'	character's motive
	language to produce a	use of language and	knowledge of analysing	change from generation to	3. Use knowledge of te
	piece of narrative	the effect on the	language, showing a	generation'	context and langua
	writing following the	reader with a focus on	greater understanding	 Develop skills in informative writing. 	a letter exchange l character from the
	conventions of	personal perspective. 3. Use knowledge of	of a range of	Analyse short texts and	describing to Khale
	Dystopian/Utopian	language to produce a	terminology and the	create an informative	explaining how thi
	fiction.	diary entry/letter	intended effect of the	leaflet on 'climate change	changed. Focus on
	4. Analyse how a writer	from a given	reader.	and how we have a	writing.
	structures a text to	perspective.	3. Students to build on	responsibility to future	4. Use evaluation skills
	interest the reader	4. Summarise similarities	previous knowledge of	generations'	how Dickens creat
	5. Evaluation skills - 'To	and differences	structural techniques	4. Analyse and evaluate a	sympathy for char
	what extent do you	between two texts.	and how they	selection of articles;	5. Analyse how Dicken
	agree with the	5. Start to compare how	contribute to effect.	Compare how the writers	structures the nov
	following statement	writers convey their	4. Use knowledge of	convey their viewpoints in	interest for the rea
	about the text?'	different viewpoints.	language and structure	order to entertain the	6. Assessment: Studer
	6. Recap on language,	6. Recap on language,	to write a Twitter	reader.	short crime fiction
	structure and	summarising and	Thread about teenage		influenced by Oliv
	evaluation. Self-assess	comparing viewpoints.	emotions and	5. Assessment: Students	Sherlock Holmes.
	progress and targets.	Self-assess progress	unrequited love.	write a balanced and	7. Students will produc
	7. Assessment - students	and targets.	5. Students will start to	entertaining speech from a	emotive writing us
	show understanding of	7. Assessment -	evaluate using film	selection of titles.	of techniques.
	language and structure	Students write a	trailers and short texts.		
	to create a	balanced article on	6. Assessment - Students		
	Dystopian/Utopian	how "homeless people	to write a short story		
	description piece for a	are to blame for their	about a teenage		
	teenage audience.	own situation and	romance with a twist		
		don't deserve our	ending. Focusing on		
		money or resources"	dialogue to show		
			character understanding.		

	Summer Term 2
Creative	1. Paper 2 - Writers' Viewpoints
st, Present	and Perspectives: Diversity
harles	
nes (19c	2. Developing students'
endid Suns	knowledge and contextual
n a social	understanding of Diversity.
	Students analyse images and
	clips and use descriptive
	writing to convey their ideas.
society and	3. Analysing a writer's use of
is ,	language in newspaper
ss and build	articles. Examining bias in
ge.	newspaper articles.
is uses	4. Analysing the writer's use of
ence the	language in Benjamin
about a	Zephania's 'young and
es.	Dyslexic? You've got it going
ext,	on' Using knowledge of
age to write	language techniques to write
between a	a report on overcoming
e 'future'	barriers.
ed Hosseini	5. Comparing writers'
ings have	viewpoints and perspectives
n descriptive	in two pieces of non-fiction
ruescriptive	writing.
s to show	6. Evaluation skills - 'To what
tes	extent do you agree with the
racters.	following statement about
IS	the text?' 'The negative
vel to create	responses to Marcus
ader.	Rashford's free school meals
nts write a	campaign were driven by
n story	Racism.'
er Twist and	7. Assessment - Questions from
	AQA past paper on extreme
ce	weather to assess skills and to
sing a range	prepare for Year 10 learning.
sing a range	

Year 11 Curriculum Planning - English

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Sum
Weekly	Paper 2 - Writers'	Paper 1 -	Paper 2 - Writers' Viewpoints	Paper 1 - Explorations in	Stude
	Viewpoints and	Explorations in	and Perspectives. (Festivals	Creative Reading and	select
focus	Perspectives. We will study	Creative Reading and	and Fairs)	Writing (Jamaica Inn and	as
	a range of non-fiction texts	Writing (Extract from		Tell-Tale Heart)	yet).
	on the theme of 'Class and	City of the Beasts by	1. Students will show		TA,
Core	Masculinity'	Isabel Allende etc)	understanding of	1. Using a specific part of	peer
Knowladaa			contemporary and 19th	the text, students	AQA
Knowledge,	1. Using a range of articles	1. Introduction to text, and	Century texts using	annotate, identify and	mark
Skills and	and film clips, students will	explicit/implicit	contextual clues to help	analyse the effect of	conso
a (further develop skills in	information.	with unfamiliar language	the language used.	throu
Concepts	interpreting implicit	2. Using a specific part of the	or concepts.	2. Using the whole text,	KS3 8
	information in order to	text, students annotate,	2. Students will further	students will annotate,	
	understand a writer's	identify and analyse the	develop skills in	identify structural	
	viewpoint.	effect of the language	summarising specific	features and comment	
	2. Students will build on their	used.	similarities and differences	on how the writer	
	knowledge of summarising	3. Analyse a writer's use of	between contemporary	builds the text to	
	differences in a text.	language to create	and 19th Century texts.	create interest	
	3. Students will develop skills	impressions on the	3. Students will analyse the	3. Students will respond	
	in comparing viewpoints	reader.	use and effect of language	to a given statement	
	across two texts. They will	4. Using the whole text,	in a 19th Century non-	about the text and will	
	be able to use their	students will annotate,	fiction text.	be able to identify and	
	knowledge of recognising	identify structural features	4. ICT- Students to prepare	evaluate the writer's	
	differences in tone and use	and comment on how the	PowerPoint for	methods	
	of language.	writer builds the text to	presentation on the	4. Using an image as a	
	4. Students will analyse the	create interest	differences between 19C	starting point, students	
	use and effect of language	5. Students will respond to a	festivals and contemporary	develop their writing	
	in a 19th Century non-	given statement about the	festivals.	skills building on their	
	fiction text	text and will be able to	5. Students will develop skills	knowledge of creating	
	5. Using a range of articles,	identify and evaluate the	in comparing viewpoints	character, using	
	letters etc, students will	writer's methods	across two texts. They will	structural and	
	further develop skills in	6. Using an image as a	be able to use their	language techniques.	
	analysing a writer's choice	starting point, students	knowledge of recognising	language teeninques.	
	of language and the effect	develop their writing skills	differences in tone and use	5. Assessment - Students	
	on the reader.	building on their	of language.	will complete a mock	
	6. Students build on Year 10	knowledge of creating	6. Students build on Year 10	Paper 1 which will	
	learning to produce a range		learning to produce a	assess all the skills	
	of non-fiction writing,	character, using structural			
	considering format,	and language techniques.	range of non-fiction	learned and developed	
	audience and purpose.	7. Assessment - Students	writing, considering	this half-term. This will	
	Students will use a range of		format, audience and	measure all the	
	language techniques in	will complete a mock	purpose.	assessment objectives	
		Paper 1 which will assess	7. Assessment - Students will		
	order to engage the reader.	all the skills learned and	complete a mock Paper 2		
	. Assessment End of term	developed this half-term. This will	which will assess all the skills		
	exam-style question	measure all the assessment objectives.	learned and		
	'Compare how the writers		developed this half-term.		
	convey their different		This will measure all the		
	attitudes to the responses		assessment objectives		
	to 'toxic masculinity'				

mmer Term 1	Summer Term 2
dents will work through a ection of Past Papers (undecide). Working with Teacher and	EXAMS