

Year Group	Term 1 - 7 weeks	Key Skills	Term 2 - 7 weeks	Key Skills	Term 3 - 6 weeks	Key Skills	Term 4 - 6 weeks	Key Skills	Term 5 - 7 weeks	Key Skills	Term 6 - 6 weeks	Key Skills
7	Horror Reading/Writing- pupils will look at short story horror writing. There will be one text used for the comprehension assessment. Pupils will then craft their own creative writing piece within the genre. The teacher can choose whichever short stories or extracts they want beyond the assessment text, this can be used for comparison for HA pupils. Language skills will be the primary focus of the analysis.	<i>genre tropes, description of setting, analyse language choice, use quotations from text, sequencing of writing</i>	Winter Writing - a text or excerpts from a variety of texts will be studied by pupils. These will be used as a jumping off point to writing a story - the form of the story can be whatever works for pupils. Writing is the focus but discussions around character/setting/plot will be used as a framework for the pupils' own work.	<i>adjectives, description for effect, rising action, heroes, journey, narrative voice</i>	Speaking and Listening - Dragon's Den - pupils will design a product and a pitch. They will look at the language of advertising and persuasive speaking. Successful advertising campaigns and failures in the Den will be analysed. Pupils will then make a presentation and answer questions in order to get an investment. This can be done as a group or individually.	<i>turn taking, active listening, persuasive pronouns, questioning, body language</i>	A Novel - heroes and villains. This is a shorter term but the aim remains to complete a full text. The focus shifts from genre conventions to a more analytical approach focused on language and authorial intent. This project will include more multi media input and will allow pupils to use inference skills.	<i>cliff hangers, red herrings, A B C plots, flashback, flash forward, engaging the reader</i>	Building a website - an IT based scheme of work where pupils produce a website / magazine about topics of their choice.	<i>Layout, persuasive language, paraphrasing, writing in an accessible way, extending ideas, navigation as a reader, checking for errors</i>	Around the World in 80 days - non fiction writing: this scheme of work is based around Journeys from Teachit but with adaptation to make it more competitive. A light hearted end to the academic year. Pupils will require to use a wide range of skills across the project. It will be a mix of fiction and non fiction reading and writing tasks.	<i>review writing, preparation for writing, short story writing, complaint letter</i>
Text Choice	Gun Accident by JCO		A Christmas Carol by C Dickens				Maus by A Spiegelman				Journeys	
Assessment	1 reading comprehension question: "how does the writer use language to create horror in / to scare the reader?" and 1 written task: create a horror short story.		1 written task: a story about belief / childhood. 1 reading comprehension task about an extract: "how does the writer tell the story in an interesting way (structure)?"		A 3 minute individual presentation or a 5 minute group presentation. Pupils/groups will also create a persuasive advertisement.		1 comprehension task: "how is the character presented across the story? Include the writer's language choice."		The website will be peer judged using a rubric created by the teacher. The focus will be on technical accuracy and the ability to engage the reader.		1 review for a hotel stay in one of the pupil's chosen destinations. 1 complaint/praise letter about an event in the pupil's story.	
8	Outsider Literature - pupils will read a whole text that centres around a teen on the fringes of society. They will analyse the structure of the text and the role of the narrator. Written tasks will involve writing in the protagonist's voice.	<i>character description, analysis of structure, deduce, infer</i>	A Christmas Carol - looking at the novel within the broader context of when it was written. Why Dickens is revered today and his style of writing. The pupils will look closely at the text and begin to think more analytically about writing. The full text will be covered but also more modern interpretations of it, and so pupils will look at how literature changes depending on the intended audience.	<i>Infer, deduce, text within context, the redemption arc, character building, magic realism</i>	Speaking and Listening: pupils will create a speech about a current affairs topic or informative topic of their choice. The class will look at speeches from history including MLK, RFK, Enoch Powell, Thatcher, Churchill and Obama. Pupils will look at the differences between print media and oratory.	<i>formal english, time management, asking questions, effective language</i>	Shakespeare - introduction. Pupils will look at life in England during the Elizabethan period, and how theatres functioned as a part of the community. The life of Shakespeare will be covered and extracts from a range of texts/performances will be used to give the pupils an understanding of a variety of the Bard's genre works.	<i>historical context, London, role of the audience, the home of Shakespeare, cultural impact</i>	Producing a magazine. This project will be a collaboration between pupils with the aim of producing a magazine for pupils and parents. The focus will be on the use of technology in print media. Pupils will look at current trends in the market and how language and images are used to engage the reader.	<i>headings, front page, splash, knowing the reader, accessible writing</i>	Dystopian Fiction / graphic novel. To end the academic year the pupils will look at a graphic novel. The current cultural trend has seen an abundance of graphic novels come into the mainstream conscience. The class will look at one as if it were a novel so the same analytical skills will be used, but the differences and freedom offered in comic forms will also be discussed.	<i>5 point arc, infer, 1st person narrator, analysis of structure, show not tell, dialogue</i>
Text Choice	Wonder by RJ Palacio		A Christmas Carol by C Dickens								V for Vendetta by A Moore	
Assessment	1 reading assessment-" how does the writer show change in the protagonist throughout the novel?" The second assessment will depend on the text chosen by the teacher but will revolve around a written task connected to the protagonist "write either a letter / CV / diary entry / psychology report from or		1 exam style question-" how does Dickens present the importance of family in A Christmas Carol?" and one opinion piece-" why do you think Dickens remains so popular today?"		1 3-5 minute presentation. Each pupil will have to participate as an audience member to ensure active listening takes place. Pupils will be as per the GCSEs.		1 written research task "What role did the theatre play in Elizabethan life?" and 1 reading task, "Using your chosen soliquy, explain how Shakespeare used it to describe the character."		The magazine will be marked against a rubric that includes format, layout, function and creativity.		Choose one character from your chosen text and write about how they change over the course of the novel.	

9	<p>Outsider Literature - Pupils will read a full text and begin to work towards a GCSE Literature style assessment. This can be used to highlight pupils for whom Literature should be a pathway. The texts chosen are adaptable for all pupils can the assessment can be broadened to more opinion based answers, so that the focus becomes more about engaging with a text.</p>	<p><i>protagonist, narrative perspective, unreliable narrators, audience interpretations</i></p>	<p>A Christmas Carol: pupils will study the text with a more rigid analytical perspective. The aim of the project will be about writing clear and perceptive analysis of a text. Pupils will be expected to make links across the novel to show character arcs and to draw conclusions about authorial intent.</p>	<p><i>omniscient narrator, social commentary, theme, cultural influence</i></p>	<p>True Crime - Youtube/podcast - pupils will work to create a youtube presentation or podcast episode about a true crime event / unsolved mystery. Pupils will need to undertake research around the topic. They will then be instructed on the technical aspects of creation. Opinions and evidence will be the focus as well as crafting an informative article for the audience.</p>	<p><i>informative writing, timelines, discourse markers, extending ideas</i></p>	<p>Shakespeare - full text. The class will read through a whole Shakespeare text. This will be done using both modern language sources and the original language. Shakespeare is fundamental to the understanding of English both as a language and culturally.</p>	<p><i>role of the prologue/epilogue, morality plays, tragic tropes, heroic flaws, action as description</i></p>	<p>A Play - drama project. Pupils will use the play and film version of the chosen play. They will use drama to build their confidence in performance in front of others and gain an understanding of how language/performance interact with an audience. This project offers a different platform for pupils to succeed other than written work.</p>	<p><i>hero's journey, stage directions, projection, different to a text, focus on action</i></p>	<p>Zombie Apocalypse - narrative writing. A purely creative project to end the year. Pupils will be given signposts around a narrative, but how the story develops is up to the individual pupil. The focus will be on using a compendium of skills and formats to build up a narrative. Pupils will look at more modern forms of presentation, including ARG and interactive formats.</p>	<p><i>ARG, sci-fi tropes, fractured narratives, multiple protagonists, psychology of horror</i></p>
Text Choice	The Catcher in the Rye by JD Salinger						Romeo and Juliet		Billy Elliot by L Hall			
Assessment	<p>The scheme of work will include tasks that cover summary and opinion style questions. The termly assessment will use the question, "to what extent is the protagonist an outsider figure?" This question can be adapted for LA pupils to, "is/are the protagonist(s) a hero in your opinion?"</p>		<p>A GCSE question will be used as preparation for KS4. "How does Dickens present Scrooge throughout the novel?" This will be complemented with small tasks based around theme, language and structure specific to specific extracts.</p>		<p>This will be judged by peers and the teacher.</p>		<p>Pupils will answer a GCSE style question about a theme across the text.</p>		<p>A single assessed performance will take place. This might be done in front of the whole school/community or just in front of the year group. There will be smaller assessments of comprehension but the focus is more about engagement with a new skill.</p>		<p>The assessment will be more diffuse in this project. Interventions will take place during the lessons to target individual errors in preparation for Year 10.</p>	
10	<p>Functional Skills (L1) - this block of lessons is in preparation of the Functional Skills examinations, but it will also work as a way to identify weaknesses in the class. Pupils will analyse a variety of sources and create a range of their own writing.</p>	<p><i>AFOREST, formal language, introduction, clarity of writing, linking ideas</i></p>	<p>Poetry - a project based around poetic forms. We will draw links between poetry that the pupils already enjoy, and the more classical variations. Pupils will look at rhyme schemes and poetic structures. They will be introduced to a variety of poetic devices and will be expected to use these in their own work.</p>	<p><i>rhyme, figurative language, extended metaphor, imagery</i></p>	<p>True Crime - an investigation. The class will choose an investigation project to follow. Pupils will research the history leading up to the event and infer reasons behind the event. They will then look in detail at the events themselves and finally offer up reasoned opinions about why the events happened. The project will cover a variety of non fiction texts. The focus will be on informative writing and understanding bias.</p>	<p><i>bias, hypothesis, informative writing, sequencing, formal language</i></p>	<p>A Play - students will study a full play with the aim of building up skills for GCSE Paper 1. The means the focus will be on how language is used for effect and how structure is used to engage the audience. Using a play allows for a more dynamic approach in lessons.</p>	<p><i>interpretation, prediction, authorial intent, layers of meaning, drawing links across a text, perceptive ideas</i></p>	<p>Narrative Writing - this term will focus on the needed skills for GCSE Paper 1. Pupils will learn how to craft and control a narrative. Pupils will have a higher degree of choice in this project as they will only have pictures or phrases as prompts. The aim is to write self contained stories that have a full arc but are not over extended.</p>	<p><i>sensory language, description, inciting incident, rising action, dialogue, effective pacing</i></p>	<p>Shakespeare - full text. Pupils will read a full Shakespeare text and work towards answering GCSE style questions about it. The focus is not purely on Literature, but rather on the skills needed to analyse language and the effects that it has on an audience. Pupils will be encouraged to think about more perceptive answers rather than on surface level inferences.</p>	<p><i>theme, protagonist, conventions of comedy, conventions of tragedy, analysis of language, character arc, character development, how pacing affects the plot</i></p>
Resources	Past papers and a variety of non fiction texts.		The Poetry of Hip Hop		September 11 2001		The Curious Incident of the Dog in the Night-time by S Stephens				Othello	
Assessment	<p>Focus on FS but also on the transactional writing tasks on the GCSE papers. Pupils will be required to complete 3 practice FS papers before attempting the real examination by the end of the term. Teachers will encourage tasks for both ability ends of the spectrum to help secure skills. The baselining will help provide specifics for intervention.</p>		<p>The assessment for this project will follow the GCSE examination style. "What effect is created by the language in your selected poetry?"</p>		<p>There will be 2 major assessments to this project. One will be the summation of events to be presented in the form of an article. The second assessment will be a formal letter to offer up opinions about the outcome of the event chosen.</p>		<p>Assessment Question: "how is language used to present the protagonist in the play?"</p>		<p>The assessment for this project will be straight from the GCSE examination. This can either be done via small assessments or one mock type piece of work. Technical and creative ideas will be marked. Pupils will have an opportunity to redraft their work.</p>		<p>This assessment will be based around a theme in the chosen text. "What role does the theme of jealousy play in Othello?"</p>	

11	<p>Transactional Writing / analysing non fiction texts. This term's work is about accessibility for the Year 11s, they should be able to build confidence in their ability over the course of the term. The focus is on non fiction reading and writing. This covers the FS and GCSE Paper 2 examinations. It also promotes independence for pupils as there are less barriers to access for these projects.</p>	<p><i>rhetorical devices, how a text influences a reader, deconstruction of texts, summation of texts</i></p>	<p>Text Analysis - this term will focus on understanding fiction and non fiction texts. This is to give pupils the fundamental skills needed prior to the mock examinations. Lessons will cover the range of question types and pupils will need to analyse and respond to a variety of extracts. Clarity of ideas and expression will be at the forefront of this term's work.</p>	<p><i>connotation, perceptible ideas, relating directly to the text, how to quote</i></p>	<p>Descriptive / Narrative writing - a great deal of this term will be on writing for extended periods of time independently. To teach pupils how to control their writing through effective planning and on checking their work for errors. These skills are essential in the examinations. Pupils will be supported in creating a 5 point narrative arc in a variety of genres. Character building and dialogue will also play important roles.</p>	<p><i>rising action, denouement, overall tone, sensory language</i></p>	<p>Speaking and Listening - this term provides the first opportunity for pupils to attempt the real GCSE. They will have to work independently to create a presentation that last up to 5 minutes. Active listening skills will also be taught in order for each pupil to achieve their target.</p>	<p><i>presenting with confidence, active listening, asking questions, brevity</i></p>	<p>Exam papers focus - as the exams draw nearer, this term will focus on time management, understanding questions and the ability to breakdown questions and texts in order to maximise marks in the exams. Personal interventions will form a major part of this term as every pupil will have a specific set of issues to confront.</p>	<p><i>SPAG accuracy, self checking for errors, understanding the question, giving your opinion, language analysis</i></p>	<p>Revision - this is the last chance to fill any gaps in knowledge and to build confidence immediately prior to the examinations. Pupils will work far more independently but with regular 1 to 1 feedback and intervention sessions.</p>	
Resources	<p>Past papers. There will be an amount of scaffolding in this term so that pupils can learn from exemplars and build their confidence.</p>		<p>Past papers and extracts across a variety of texts will be used.</p>		<p>Visual prompts and phrases will be used.</p>		<p>This is part of the GCSE examination.</p>		<p>Past papers 1 & 2 to be used. Focus will be given to individual needs to help boost their chances of gaining their target grade.</p>		<p>Resources will be guided by the pupil need.</p>	
Assessment	<p>Assessments will cover all formats in both the GCSE and FS examinations. E-mail, letters (formal/informal), speech, leaflet and article.</p>		<p>The assessments will be from past papers and therefore marked with the GCSE mark scheme.</p>		<p>GCSE mark scheme to be used.</p>		<p>GCSE mark scheme to be used.</p>		<p>GCSE mark scheme to be used.</p>		<p>No assessment this term.</p>	