

How does the writer engage or influence us? How as writers can we engage or influence our readers?							
Topic Studied	Sky Dancer Transition Unit	Villains in Literature	School	Macbeth		Fabulous Beasts	Coraline
Reading	<p>Contemporary Novel</p> <p>Comprehension skills – retrieval, inference and the effect of language choice.</p> <p>Writer’s viewpoint.</p> <p>Fact and opinion.</p> <p>Close reading of language.</p>	<p>Comprehension skills – retrieval, inference and the effect of language choice.</p> <p>How writers build tension and create characters.</p> <p>How writers use language for effect in different text types.</p>	<p>Comprehension skills – retrieval, inference and the effect of language choice.</p> <p>An introduction to historical context (Jane Eyre extract).</p> <p>Imagery.</p> <p>Reading 19<sup>th</sup> Century texts. Reading texts from different times.</p> <p>Understanding character’s viewpoint.</p>	<p>The plot of Macbeth.</p> <p>Understand and comment on Shakespeare’s use of language.</p> <p>Themes in a text</p> <p>Track and analyse character and themes</p> <p>Select quotations and evidence to justify points.</p> <p>Symbolism and motifs</p>	<p>Who was Shakespeare?</p> <p>The importance of context in literature.</p> <p>The effect of context on Shakespeare when writing Macbeth.</p> <p>Gender roles in Elizabethan England.</p>	<p>Comprehension skills – retrieval, inference and the effect of language choice</p> <p>Exploring the writer’s technique.</p> <p>Close reading and commenting on language.</p> <p>Explore how writers use language in fiction and non-fiction.</p>	<p>Reading – whole text</p> <p>Comprehension skills – retrieval, inference and the effect of language choice.</p> <p>Genre conventions and how these are subverted.</p> <p>The presentation of female villains.</p> <p>Foreshadowing.</p> <p>Character perspective.</p> <p>Exploring endings of novels.</p>
Writing	<p>Empathy – writing in role – a short piece</p>	<p>Building tension in writing.</p> <p>Create a villain.</p>	<p>Descriptive writing.</p> <p>Simile, metaphor &amp; imagery.</p> <p>Planning and writing a short story.</p>	<p>Present ideas formally in writing, using appropriate register and terminology.</p>	<p>Writing non fiction - article</p> <p>Spelling of frequently used words.</p>	<p>Creative writing – poetry. Using poetic devices in writing.</p>	<p>Suspense writing.</p> <p>Structuring sentences for impact.</p> <p>Spelling of frequently used words.</p>
Speaking and Listening	<p>Focus on how to listen, how to work as a member of a group.</p>	<p>Group discussion</p>	<p>Preparation for Spoken English competition.</p> <p>Deliver a formal speech.</p>	<p>Drama focused and linked with drama department</p>		<p>Group feedback and discussion.</p>	<p>Present what a Beldam is.</p>
Vocabulary and SPAG focus	<p>Word classes: noun, verb, adjective, adverb, preposition, determiner, pronoun, conjunction.</p> <p>ALL PUNCTUATION</p>	<p>Similes and metaphors</p> <p>Pathetic fallacy</p> <p>Spelling of frequently used words</p>	<p>Spelling of frequently used words.</p> <p>Using vocabulary for effect.</p>	<p>Vocabulary development – advanced adjectives</p>		<p>Spelling of frequently used words.</p>	<p>Literary terminology.</p>
Assessment	<p>Contribution to group discussion.</p> <p>GLR external assessment</p>	<p>Analyse Magwich.</p>	<p>Formative assessment- Story Writing</p>	<p>Extended writing on the character of Lady Macbeth</p>	<p>Formative assessment- Writing challenge -descriptive writing.</p>	<p>Formative assessment: Writing about a text.</p> <p>White Fang ‘How does the writer create sympathy for the cub?’</p>	<p>Formative assessment: How does the writer create a sense of danger?</p> <p>GLR progress tests</p>