

Subject Year Plan 2022-23 All Schemes of Learning include pre- treaching of learning include pre-

Term Year 7	Year 8	Year 9	Year 10	Teal 11
Transition: Me,myself & I (Autobiographical writing) 2 weeks	Study of a modern play - Genre -play Students will study 'Noughts and Crosses'	Independent approaches to poetry Study of poetry linked to a theme of war traversing a range of wars across the 19th, 20th & 21st century.	GCSE English Language P2 - non fiction Exploration of how to successfully approach Q1 - Q5. (Reading and Writing skills)	GCSE English language P1 - fiction revision and further practice Revision and practise of Q1 - Q5
Narrative and Descriptive writing - 4/5 weeks Skills:	Skilles: Exploration of characters and themes through the medium of drama.	Subject or poetly linked to a trieffie of war traversing a range of wars across the 19th, 20th & 21st century. Skills: Recognition of poetic techniques learnt in previous poetry study.	Exploration or now to successfully approach Q1 - Q5. (Reading and Writing skills) Skills: Identify implicit and explicit information Q1	Newson and practise of Q1 - Q5 Skills: Exploring and identifying explicit and implicit information Q1
Recognition and application of figurative writing techniques	Exploration of the context of the play and its themes.	Analysis of the effect of poetic techniques.	Summarising texts Q2	Exploring and identifying explort and implicit information Q1 Exploring the effects of language Q2 Exploring the effects of the structure of a text Q3
Using a wide range of punctuation effectively. Building understanding and use of a wide range of vocabulary.	Exploration of 'Black Awareness' (SMCH) Non fiction writing skills - diary entries	Exploring language, structure and tone of poems and the effect of these. Regular writing tasks including different genres (descriptive, narrative, transactional writig tasks). Applying knowledge of how to create successful writing tasks	Language analysis Q3	
Building understanding and use of a wide range of vocabulary. Identifying and using a wide range of sentence types	Non fiction writing skills - diary entries Oracy skills: opportunity to portray knowldege in poetic or rap form. Opportunity to perform scenes in the play.	Regular writing tasks including different genries (descriptive, narrative, transactional writing tasks). Applying knowledge of how to create successful writing tasks Half termly Why English's session exploring relevance of the study of English as a subject.	Comparison of texts Q4 Practise writing leters, articles and speeches Q5	Exploring the evaluation of a text Q4 Practising writing a description or narrative, employing knowledge learned.
Exploring spelling rules On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.	Knowledge.	Knowledge:	Knowledge: Understand difference between implicit and explicit information	Knowledge:
On General I Acr do resourt, I Administrationally resources and 1X Editory Resource.	Knowledge: Awareness of 'black' segregation and slavery in the past.	Ability to identify language, structural and figurative techniques used by poets to create effects. Understanding of contexts of poems studied.	Understand what a summary is and how to summarise texts	Knowledge of figurative techniques Knowledge of structural techniques
Knowledge: -Purpose of specific punctuation including semi colon, colon, brackets and dashes.	Awareness of key events in 'black' history.	Knowledge of how to successfully plan and produce a range of writing tasks.	Knowledge of different transactional techniques Knowledge of different sentence types and their effects	Knowledge of how to answer each question style Knowledge of how to construct successful narrative or descriptive writing pieces.
-Recognition of simple, complex and compound sentencesRecognition and application of use of SOAPAIMS figurative techniques.			Knowledge of how to successfully compare two texts. Knowledge of conventions of transactional writing.	GCSE English Literature Modern Play - 'Blood Brothers' Skills:
recognition and appreciator of data of COP4 Period Inguitative Commission.			Knowledge of how to answer each question style	Recognising 'Big Ideas' in the play
	Awareness of key dramatic techniques. Awareness of key characters and themes in the play.		GCSE Literature - Study of Shakespeare's 'Macbeth' Exploration of context, authorial intent, key themes, key characters and plot.	Ability to respond to exam style question in relation to specific key extracts and the play as a whole Recognising methods used by playwrights to engage an audience.
			Skills: Recall and apply knowledge from previous study of Shakespeare to this play.	Ability to analyse purpose of characters in relation to themes in the play. Ability to recognise how a theme is portrayed throughout the play
			Recognising 'Big Ideas' in the play Ability to respond to exam style question in relation to specific key extracts.	Knowledge: Understand how to create a thesis statement
			Knowledge:	Understand the context of the play
			Understand how to create a thesis statement Understand the context of the play	Understand the pict of the play Knowledge of key characters and their purpose in the play.
				Recall of key quotations
			Understand the plot of the play Knowledge of key characters and their purpose in the play.	Understanding of key themes Understanding of authorial intent.
<u>—</u> '			Understand how to create 'What, How, Why' responses.	Understand how to create 'What, How, Why' responses.
Study of Novel - Genre Fiction text	Gothic Literature. Genre - fiction	Female voices in Literature. Genre- fiction and poetry.	GCSE Language P1 - fiction	GCSE English language P1 - fiction revision and further practice
All students to study 'Storm Catchers' by Tim Bowler Skills:	Study of a variety of Gothic fiction texts (extracts). Skills:	Study of 19th, 20th & 21st century female authors Skills:	Exploration and practice of Q1 - Q5 Skills:	Revision and practise of Q1 - Q5 & S&L presentations Skills:
Analysing writer's use of language and exploring effects. Analysing the writer's portrayal of characters.	Exploration of context of gothic literature. Introduction to a range of 19th century writers including Shelley, Stoker and Dickens	Consideration of how to recognise how themes are presented through the literature. Analysis of language and its effect.	Identifying explicit and implicit information Q1 Effects of language Q2	Exploring and identifying explicit and Implicit information Q1 Exploring the effects of language Q2
Understand explicit and implicit information in a fiction text.	Analysis of language to create specific moods.	Develop descriptive and narrative writing skills using relevant techniques.	Effects of the structure of a text Q3	Exploring the effects of the structure of a text Q3
Writing skills developed throughout. Debating skills included to help promote gracy skills.	Creative writing applying gothic conventions. On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.	Develop use of a range of vocabulary and punctuation. Regular writing tasks including different genres (descriptive, narrative, transactional writig tasks). Applying knowledge of how to create successful writing tasks	Evaluating a text Q4 Writing a description or narrative.	Exploring the evaluation of a text Q4 Practising writing a description or narrative, employing knowledge learned.
	,			Presenting an effective speech using oratory and rhetorical techniques.
On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson. Knowledge:		Half termly 'Why English' session exploring relevance of the study of English as a subject.	Knowledge: Knowledge of figurative techniques	Knowledge: Knowledge of ligurative techniques
-Exploration of theme of family and responsibilityStudents will be aware of terminology such as 'zooming in', perspective shift, narrative perspective (recalling knowledge from KS	52		Knowledge of structural techniques Knowledge of how to answer each question style	Knowledge of structural techniques Knowledge of how to answer each question style
 Students will be aware of terminology such as "zooming in", perspective shift, narrative perspective (recalling knowledge from KS - Students will be able to apply knowledge of techniques used in writing skills from previous half term and analyse the effect of the 	, eir use			Knowledge of how to construct successful narrative or descriptive writing pieces.
-Students can explore how and why a text has a specific structure.		Knowledge:	Literature - Complete study of Shakespeare's 'Macbeth'	Knowledge of how to successfully deliver a speech. Understanding of pass, merit, distiction criteria. GCSE English Literature Modern Play - "Blood Brothers" & Macbeth
-Understanding how to plan an effective narrative.	Knowledge:	Understanding context of 19th, 20th & 21st century and how this relates to texts. Understanding context of a variety of female values are seen fine.	Skills:	Skills:
- Understanding of key roles in a debate.	Recognition and understanding of specific Gothic conventions Recognition of specific techniques used to create gothic genre.	Understanding context of a variety of female writers across time. Recognising and recalling female authors and the period in which they were writing.	Recall and apply knowledge from previous study of Shakespeare to this play. Recognising 'Big Ideas' in the play	Recognising Big Ideas' in the play Ability to respond to exam style question in relation to specific key extracts and the play as a whole
	Understanding of context of Gothic writers Understanding of popularity of gothic writing in Victorian era.		Ability to respond to exam style question in relation to specific key extracts. Knowledge:	Recognising methods used by playwrights to engage an audience. Ability to analyse purpose of characters in relation to themes in the play.
in 2	A hademann and description of descri		Understand how to create a thesis statement	Abilty to recognise how a theme is portrayed throughout the play
			Understand the context of the play Understand the plot of the play	Knowledge: Understand how to create a thesis statement
			Understanding of key themes Understanding of authorial intent	Understand the context of the play Understand the plot of the play
			-	Knowledge of key characters and their purpose in the play.
			Knowledge of key characters and their purpose in the play.	Recall of key quotations Understanding of key themes
				Understanding of authorial intent.
				Understand how to create "What, How, Why responses. Macbeth:
				Recall and apply knowledge of themes, characters, events from previous study of the play Recognising Big Ideas' in the play
				Ability to respond to exam style question in relation to specific key extracts and the play as a whole.
				Recall key quotations from the whole play. Knowledge:
				Understand how to create a thesis statement Understand the context of the texts
				Understand the Big Ideas of the texts
				Knowledge of key characters and their purpose in the play Macbeth Understanding of key themes
				Understanding of authorial intent.
			Understand how to create What, How, Why' responses.	Understand how to create What, How, Why' responses.
Childhood through time Study of the play version of 'Oliver Twist' and additional extracts relating to childhood in 19th , 20th & 21st century literature	Building blocks of poetry Study of poems exploring other countries and cultures.	Love & Relationships in Shakespeare. Genre - Shakespeare play (tragedy) Study of Romeo & Juliet (Tragedy)	GCSE Language P2 - non fiction Further practice of Language P2 Q1 - Q5.	GCSE English Language P2 - non fiction revision and further practice Exploration of how to successfully approach Q1 - Q5. (Reading and Writing skills)
non-	DATE:	Skills: Exploration of context of the play	Skills: Identify implicit and explicit information Q1	Skills: dentify implicit and explicit information Q1
Skills: Analysis of writers use of language for effect.	Skutts: Revisiting poetic techniques previously studied and considering other techniques such as structural techniques and exploring their effects.	Exploration and analysis of themes including: love, patriarchy, role of women.	Identify implicit and explicit information Q1 Summarising texts Q2	Summarising texts Q2
Analysis of character protrayal in drama and literature. Consideration of script and stage directions as compared to fiction texts. Understanding of context of the play and the related novel (Victorian Britain)	Understanding of authorial intent as an expression of culture.	Ability to comment on contextual understanding of the themes of love and relationships within the play Analysis of portrayal of characters.	Language analysis Q3 Comparing texts Q4	Language analysis Q3 Comparison of texts Q4
Oriderstanding or context of the play and the related nover (victorial billian)				
On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.	Recognition of different types of poetry i.e sonnets, narrative poems etc.	Analysis of Shakespeare's language including etymology of vocabulary.	Understand how to write successful descriptive and narrative pieces.	Practise writing leters, articles and speeches Q5
On carouse! 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson. Knowledge: Exploration of treatment of children and poverty in Victorian Britain.	Recognision of different types of poetry i.e sonnets, narrative poems etc.	Analysis of Shakespeare's language including elymology of vocabulary. Altitude comment on difference between a transfer and comment in Shakespeare on an arminustrational in V7.	Comparing texts: Que Understand how to write successful descriptive and narrative pieces. Knowledge: Understand difference between implicit and explicit information	Comparison of reclase Justice and speeches QS Finable entiring letter, articles and speeches QS Knowledge: Understand difference between implicit and explicit information
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	Explore different aspects of journalism such as : sport, current affairs, weather.	Developing writing skills including using a range of ambitious vocabulary, punctuation for effect and sentence types.	Exploration of the effects of transactional writing techniques.	Summarising texts Q2	
	Using a variety of punctuation a variety of transactional writing techniques.	Developing effective use of transactional techniques (DAFOREST)	Presentation of speeches - oracy skills.	Language analysis Q3	
	On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.	Comparing how authors depict similar experiences - methods.	Debating skills	Comparison of texts Q4	
	Knowledge:	Summarising non fiction texts identifying key information.	Using punctuation for effect in non fiction writing.	Practise writing letters, articles and speeches Q5 Knowledge:	
	Understand conventions of journalistic articles. Understand features of transactional writing and be able to apply these in own writing.		Regular writing tasks including different genres (descriptive, narrative, transactional writing tasks). Applying knowledge of how to create successful writing tasks Half termly "Why English' session exploring relevance of the study of English as a subject.	Knowledge: Understand difference between implicit and explicit information	
		I .	nat retrily why english session exploring relevance of the study of english as a subject. Knowledge:	Understand difference between implicit and explicit information Understand what a summary is and how to summarise texts	
Su	mmer 1 Knowledge of transactional techniques (DAFOREST). How to verbalise ideas successfully – oratory techniques i.e pace, tone, delivery.		A nowledge: Further development of understanding of conventions of speeches, articles and letters.	Understand what a summary is and now to summarise texts Knowledge of different transactional techniques	
	From to verbalise ideas successfully – dratoly techniques i.e pace, bite, delivery.		Understanding purpose of a wide range of punctuation.	Knowledge of different sentence types and their effects	
			Understanding conventions of speeches and debates.	Knowledge of how to successfully compare two texts.	
			Organization of Controlled in Opening and Opening and Opening	Knowledge of conventions of transactional writing.	
				Knowledge of how to answer each question style	
		On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.		GCSE English Literature: Power and Conflict Poetry	
		Knowledge:		Continue study of GCSE poetry anthology	
		Knowledge of DAFOREST techniques.		Skills:	
		Understanding different authorial methods used to portray events.		Ability to analyse poetry using skills learnt in KS3	
		Understanding how to successfully compare texts.		Ability to identify language, structural and figurative techniques used in ooetry	
		Understanding how to summarise a text		Ability to comment on effect of poetic techniques.	
				Ability to successfully respond to exam style question on individual poems	
	Introduction to Shakespeare. Genre - Shakespeare play	Study of Novel - Genre Fiction text	Study of Novel - Genre Dystopian Fiction	Knowledge:	
	Study of 'A Midsummer Night's Dream' (Comedy).	All students to study 'Face' by Benjamin Zephaniah	All students to study 'Fshrenheit 451' by Ray Bradbury	Knowledge of language, structural and figurative techniques used in poetry	
	Skills:	Skills:	Skills:	Knowledge of context of each poem	
	Explore and understand the context of Shakespeare, the play and the Elizabethan era.	Analysing writer's use of language and exploring effects.	Analysing writer's use of language and exploring effects.	Understanding of how to write 'What, How, Why' responses.	
	Explore the conventions of a Shakespearean comedy.	Analysing the writer's portrayal of characters.	Analysing the writer's portrayal of characters.	Knowledge of different poetic forms	
Su	Immer 2 Exploration of how characters are portrayed and link to context.	Understand explicit and implicit information in a fiction text.	Be able to comment on authorial intent		
	Descriptive writing linked to knowledge of the play.	Understand feelings and emotions portrayed through the characters.	Understand explicit and implicit information in a fiction text.		4
	On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.	Fictional writing skills developed throughout.	Regular writing tasks including different genres (descriptive, narrative, transactional writing tasks). Applying knowledge of how to create successful writing tasks Half termly Why English' session exploring relevance of the study of English as a subject.	GCSE Language P1 - fiction	1
	Knowledge:			Exploration and practice of Q1 - Q5	
	-Awareness of who was the monarch at the time of ShakespeareAwareness of period of time Shakespeare was writing	Debating skills included to help promote oracy skills.	Knowledge: Understanding authorial intent	Skills: Identifying explicit and implicit information Q1	
	-Awareness of what life was like and people's beliefs at the time of Shakespeare.	On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.	Unions and all and a second and a second and a second a s	Effects of language Q2	
_	-Awareness of key characters in the play.	Knowledge:	Understand sains included to help promote tracy sains. Understanding context of novel	Effects of the structure of a text Q3	
	-Awareness of theme addressed in the play.	Recall and develoo knowledge of structural techniques in a novel and effects of this.	Information to regarding to newton and reasons for writing the text.	Evaluating a text Q4	
	remaining of the first desired and the pray.	Knowledge of author and his background.	monitoring the solution and readonation writing and solution	Writing a description or narrative.	
		Knowledge of context of the novel.		Knowledge:	
				Knowledge of figurative techniques	
				Knowledge of structural techniques	
				Knowledge of how to answer each question style	
				GCSE English Literature Modern Play - 'Blood Brothers'	
				Skills:	
				Recognising 'Big Ideas' in the play	
				Ability to respond to exam style question in relation to specific key extracts.	
				Recognising methods used by playwrights to engage an audience.	
				Ability to analyse purpose of characters in relation to themes in the play.	
				Abilty to recognise how a theme is portrayed throughout the play	
				Knowledge:	
				Understand how to create a thesis statement	
				Understand the context of the play	
				Understand the plot of the play	
				Knowledge of key characters and their purpose in the play.	
				Understanding of key themes	_
				Understanding of authorial intent.	_
				Understand how to create 'What, How, Why' responses.	