

English Dept 5-Year-Plan

| KS3 Year Group | Autumn 1 7 weeks | Autumn 2 8 weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 5 weeks | Summer 2 8 weeks |
|--------------------------------------|---|--|--|--|---|--|
| 7 | <p>Transition Modern Play Study: Angels</p> <p><i>Writing playscripts</i></p> | <p>Transition Creative Writing Unit: Gothic Writing</p> <p><i>Reading gothic short stories</i></p> | <p>Novel Study: Wonder (R & W Skills)</p> <p><i>Writing poetry</i></p> | <p>Novel Study: Wonder Speech Writing <i>Writing to argue/persuade</i></p> <p>Overcoming Adversity Poetry</p> | <p>Shakespeare Study: The Tempest</p> <p>Overcoming Adversity Poetry</p> | <p>Shakespeare Study: The Tempest</p> <p>Travel Writing Writing to instruct/advise a letter/leaflet</p> |
| Assessment type/ Task/ SKILLS | <p>How does Grant use language to present Hayley in Act Two, Scene 3?</p> <p>RS 1a, 1b, 2b, 3</p> | <p>To write a gothic short story.</p> <p>All Writing Skills</p> | <p>How does Auggie change/develop throughout the novel?</p> <p>All Reading Skills</p> | <p>Deliver a persuasive speech in which you argue that students should study the novel 'Wonder' to improve their tolerance of differences.</p> <p>S & L Skills</p> | <p>All Reading Skills</p> | <p>You are creating a leaflet for a company to promote tourism in a place of your choice. Write a leaflet to instruct/advise potential tourists to visit a place of your choice.</p> <p>All Writing Skills</p> |
| 8 | <p>Creative Writing Unit: Myths <i>Writing to describe</i></p> <p><i>Writing playscripts</i></p> | <p>19th Century Literature Study: Childhood and Education</p> <p><i>Writing to argue</i></p> | <p>Poetry Study: War Poetry <i>Unseen Poetry</i></p> <p><i>Reading short stories</i></p> | <p>Writing Unit: Autobiography Across the Ages <i>Writing to explain/describe</i></p> <p>SPaG</p> | <p>Shakespeare Study - Romeo and Juliet</p> | <p>Shakespeare Study - Romeo and Juliet <i>Writing for a purpose</i></p> |
| Assessment type/Task/SKILLS | <p>Write the opening of a myth.</p> <p>All Writing Skills</p> | <p>What do we learn about poor children through Helen Burns? (pages 24 and 25 – extract 3)</p> <p>All Reading Skills</p> | <p>How does Wilfred Owen present the effects of war in 'Mental Cases'?</p> <p>All Reading Skills</p> | <p>Write the opening chapter of your autobiography.</p> <p>All Writing Skills</p> | <p>How does Shakespeare present Lord Capulet in this extract?</p> <p>All Reading Skills</p> | <p>To deliver a persuasive speech.</p> <p>Speaking and Listening Exam-GCSE criteria</p> |

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| KS4 Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|--|--|---|--|--|
| 9 | <p>Novel study: Frankenstein</p> <p>Language paper 1 and 2 questions 1 and 2 to be taught throughout unit.</p> <p>Literature paper 1- Marks out of 30</p> | <p>Novel study: Frankenstein</p> <p>Literature paper 1</p> | <p>Romantic poetry</p> <ul style="list-style-type: none"> • Wordsworth • Coleridge • Blake • Charlotte Smith <p>Literature-Unseen poetry</p> | <p>Debate unit: Women Across Time</p> <p>Presenting a Point of View-Language paper 2, section B/Speaking and Listening assessment</p> | <p>A View from the Bridge</p> <p>Literature paper 1 character-based question</p> | <p>Creative Writing Unit: Pictures that tell a story</p> <p>Language paper 1, question 5</p> |
| | | <p>Summative assessment: Starting with this extract, how does Shelley present the Frankenstein/Monster in this extract?</p> | <p>Summative assessment: The Chimney Sweeper- How does Blake present the lives of poor children in the poem?</p> | <p>Summative assessment: Speech</p> <p>GCSE speaking and listening criteria</p> | <p>Summative assessment: How does Miller present Eddie in this extract?</p> | <p>Summative assessment: Write a description as suggested by this image OR write the opening of a story titled...</p> |
| ASSESSMENT TYPE/ASK | <p>Lit 2, section B: comparison of two named poems. Columns needed: LIT Mark out of 30.</p> | <p>Lang paper 2, section A, Q4. Columns needed: LANG Mark out of 16</p> | <p>Lit Paper 1, Section B Columns needed: LIT Mark out of 30</p> | <p>Lang paper 1, section B Columns needed: LANG Mark out of 40</p> | <p>Extract question Lit 1A part 1 Columns needed: LIT Mark out of 17 (half marks)</p> | <p>Lang Paper 2, section B. Columns needed: LANG Mark out of 40</p> |
| 10 | <p>L&R Poetry AND Unseen Poetry</p> | <p>An Inspector calls</p> | <p>Language paper 1, Section A</p> | <p>Language paper 1, Section B</p> <p>Start Macbeth after 3</p> | <p>Macbeth continued</p> | <p>Revision AND Spoken Language recording</p> |

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| ASSESSMENT/ MOCK EXAMS | | Summative assessment: An Inspector Calls- 45 minutes | | Language paper 1 mock exam- 1 hour 45 minutes | | EOY - Lang 1- 1hr45mins Lit P2 – 2hrs15mins |
| 11 | <u>Spoken Language through Lang P2, Sec B</u> | Remaining L&R poetry + Unseen + revision of AIC | REVISION Language Paper 1 | REVISION Literature Paper 1 – A Christmas Carol & Macbeth | REVISION Target students based on data from Lang & Lit mocks | |
| MOCK EXAMS | Spoken Language Formative assessment | Lit 2 whole paper Lang 2 whole paper | Formative assessment | Language P1- 1hr45mins | BOTH LANG AND LIT | |

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| Year 11 Intervention group | Autumn 1 7 weeks | Autumn 2 8 weeks | Spring 1 6 weeks | Spring 2 6 weeks | Summer 1 5 weeks | Summer 2 8 weeks |
| 11 | Lang P2 Sec B | Unseen poems | Lang P1, Q5 Lang P2, Q5 | Lit paper 1 exam practice | Lit paper 2 exam practice | |

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English form time Intervention overview:

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| 10 | <p>L&R Poems (6 poems- (Romantic))</p> <ul style="list-style-type: none"> How to embed AO3 in their responses AO1 Essay planning | <p>AIC</p> <ul style="list-style-type: none"> Essay planning Themes AO1 AO2- structure and form | <p>Lang 1A</p> <ul style="list-style-type: none"> Question 3 Question 4 Evaluation skills <p style="background-color: yellow;">Resources: Mini-mocks?</p> | <p>LANG 1B</p> <ul style="list-style-type: none"> Deconstruction of model answers Structure of writing- cyclical, beginning, middle, end Using image as a prompt only- thinking outside the box | <p>Macbeth continue</p> <ul style="list-style-type: none"> Deconstruction of exam question/model answer Quizzes Essay planning Essay practice using extracts booklet KO - Revision strategies <li style="background-color: yellow;">AO2- structure and form | <p>Work experience</p> <p>Revision: Lit Paper 2 Start with Unseen Poetry</p> <p>Unseen poetry</p> <ul style="list-style-type: none"> Unseen poetry revision of AOs Deconstructing a model response Planning an essay Essay practice Deconstructing model answers using exampro |
| 11 | <p>4 weeks: <u>Spoken Language & Lang P2 Sec B</u></p> <p>Start & finish Lang 2A(4 weeks)- W/B 30th Sept 19</p> <ul style="list-style-type: none"> Lang 2B exam practice Focus on the Structure of writing Deconstructing model responses | <p>Remaining L&R poems + Unseen + revision of AIC</p> <ul style="list-style-type: none"> Unseen poetry revision Essay planning Deconstructing model answers using exampro AIC AO1/AO3 revision (Use GLITTER ppt) | <p>REVISION Language Paper 1</p> <ul style="list-style-type: none"> Question 3 Question 4 Evaluation skills Structure of writing- cyclical, beginning, middle, end Using image as a prompt only- thinking outside the box Deconstructing model answers <li style="background-color: yellow;">Resources: Mini-mocks? | <p>REVISION Literature Paper 1 - ACC/ Macbeth</p> <ul style="list-style-type: none"> Essay planning Themes <li style="background-color: yellow;">AO1- KO, Quizzes AO2- structure and form Conceptualised responses Deconstruction of model answers | <p>REVISION</p> <ul style="list-style-type: none"> Lang 1B & 2B AO6 | |