

Year 7 Overview (Planning Team: CBO, SOX, JLE and SRU)

	w/c 26/8	w/c 2/9*	w/c 9/9	w/c 16/9**	w/c 23/9	w/c 30/9*	w/c 7/10	w/c 14/10**	w/c 4/11	w/c 11/11	w/c 18/11*	w/c 25/11	w/c 2/12
Cycle 1	(1) Early Impressions of Montgomery / Progress Tests				(2) Literature Through Time					(3) Language Through Time (myths, legends, fantasies)			
			Baseline Assessment			LIFT					LIFT		Data entry
	w/c 9/12**	w/c 16/12	w/c 6/1	w/c 13/1	w/c 20/1*	w/c 27/1	w/c 3/2**	w/c 10/2	w/c 24/2	w/c 2/3*	w/c 9/3	w/c 16/3**	w/c 23/3
Cycle 2	(3) Language Through Time (myths, legends, fantasies)		(4) History of Rhetoric / Persuasive Writing / PiXL Debate						Relationships in Shakespeare's plays				
				LIFT						LIFT			Data entry
	w/c 30/3	w/c 20/4*	w/c 27/4	w/c 4/5**	w/c 11/5	w/c 18/5	w/c 1/6**	w/c 8/6	w/c 15/6	w/c 22/6	w/c 29/6	w/c 6/7	w/c 13/7
Cycle 3		(6) Exploring Fiction and Creative Writing						Exam WK	(7) Victorian England / School Days				
						LIFT	Exam WK				GL ASSESSMENTS		Data entry
										LIFT			

SOW	Entry Task Foci*	Formative Assessment	Summative Assessment
1			
2			
3			
4			
5			
6			
7			

* = formative assessments
 ** = summative assessments/exams
 LIFT = Learning, Improvement and Feedback Time

* SPaG, vocabulary, spellings, unseen texts, figurative language (Literacy skills sheets)

SOW	Duration
Early Impressions of Montgomery	4 weeks
Literature Through Time	6 weeks
Language Through Time	5 weeks
History of Rhetoric	6 weeks
Relationships in Shakespeare's Plays / women	6 weeks
Exploring Fiction and Creative Writing	6 weeks
Victorian England / School Days	6 weeks

Skills

Technical accuracy which extends through the curriculum, sentence structure, paragraphing, accuracy and fluency, personal narrative, summarising and organising material, including factual details

Building on reading strategies to craft personal responses, analysis of language, making apt reference which support personal and refined responses, reading aloud unfamiliar vocabulary, identifying and interpreting them

Lexonik principles introduced: etymology, morphology - spelling strategies, increased demand in being able to decode unfamiliar vocabulary and concepts, mythology, recognising how language has changed, developing T

Oracy: defending judgements, structural awareness, language to persuade, argue, advise and inform, presenting viewpoints, undermining the opposition, summarising and organising material, including factual details, pl

Analysis of / deciphering unfamiliar vocabulary, character, theme and plot progression, analysis of stage direction, structure and language, developin awareness of contextual influences and writer's purpose

Developing the use of sophisticated technical accuracy, structure, language and perceptions of characterisation / progression, application of skills to different forms, making apt refernces to support personal responses

Developing reading strategies to craft personal responses, analysis of language, making apt reference which support personal and refined responses, reading aloud unfamiliar vocabulary, identifying and interpreting them

Knowledge
Planning structures, descriptive writing conventions, forming opinions, planning, drafting, editing and proofreading, amending vocabulary, grammar and structure to improve coherence
Developing cultural capital by reading a wide range of high-quality, challenging, classic literature. Making comparisons. Drawing on the social, historical and cultural context to inform evaluation.
Prefixes, Suffixes, root words, compound words, synonyms, antonyms, homonyms, homophones, abbreviations, idioms, euphemisms, The history of the English Language - old/modern/variations, Greek a
Understanding the art and history of rhetoric for effect. factual details through research on a topic of interest
Awareness of different genres from Shakespeare's plays: Hamlet, Romeo and Julliet, The Tempest, A Midsummer Night's Dream. Historical, cultural and social landscapes. Genre study of family relationship
Exposure to and use of fictional short stories / extracts to emulate narrative and descriptive craft.
Analysis of language and structural choices to match the subject matter, drawing on the social, historical and cultural context of Victorian England

Text Types	National Curriculum Links
Personal writing, postcards to primary	Writing / Grammar and Vocabulary
Booklet of extracts from Seminal Texts The Bronze Age - The 20th Century	Reading / Spoken Language / Writing
Booklet of tasks / non-fiction texts	Reading / Writing / Grammar & Vocabulary, Spoken Language
Blogs, websites, newspapers, research journals	Writing / Reading / Spoken Language / Vocabulary
Extracts from a range of Shakespeare's plays	Reading / Writing / Spoken Language
Extracts from a range of fictional extracts / short stories	Reading / Writing / Grammar and Vocabulary
The study of a novel / booklet of extracts	Reading / Spoken Language

Year 8 Overview (Planning Team: CBO, RWA and PLE)

	w/c 26/8	w/c 2/9*	w/c 9/9	w/c 16/9**	w/c 23/9	w/c 30/9*	w/c 7/10	w/c 14/10**	w/c 4/11	w/c 11/11	w/c 18/11*	w/c 25/11	w/c 2/12
Cycle 1	(1) Literature through Time (Cultural Capital / Context)				(2) Language through Time (Rhetoric/Spoken)				(3) Equality and Diversity				
						LIFT					LIFT		Data entry
	w/c 9/12	w/c 16/12**	w/c 6/1	w/c 13/1*	w/c 20/1	w/c 27/1	w/c 3/2	w/c 10/2**	w/c 24/2	w/c 2/3	w/c 9/3	w/c 16/3	w/c 23/3
Cycle 2	Equality and Diversity		(4) The representation of women in Shakespeare's plays					(5) Gothic Literature / Bits and Bodies					
					LIFT						LIFT		Data entry
	w/c 30/3	w/c 20/4*	w/c 27/4	w/c 4/5*	w/c 11/5	w/c 18/5**	w/c 1/6	w/c 8/6**	w/c 15/6	w/c 22/6	w/c 29/6	w/c 6/7	w/c 13/7
Cycle 3	(6) Survival (1900s to modern)							Exam WK	(7) Modern Dystopian Novels				
			LIFT*	LIFT*		LIFT**		Exam WK		GL ASSESSMENTS	LIFT		Data entry

SOW	Entry Task Foci*	Formative Assessment	Summative Assessment
1			
2			
3			
4			
5			
6	SPaG, summarising, vocabulary extension		Reading: locate & retrieve, summarising, Writing: ARTICLE
7			

* = formative assessments
 ** = summative assessments/exams
 LIFT = Learning, Improvement and Feedback Time

* SPaG, vocabulary, spellings, unseen texts, figurative language (Literacy skills sheets)

SOW	Duration
Literature Through Time	4 weeks
Language Through Time	5 weeks
Equality and Diversity	6 weeks
Macbeth	6 weeks
Gothic Literature / Bits and Bodies	5 weeks
Survival	7 weeks
Modern Dystopian Novel	5 weeks

Skills

Building on reading strategies to craft personal responses, analysis of language, making apt reference which support personal and refined responses, reading aloud unfamiliar vocabulary, identifying and interpreting themes, ideas and information, seeking

Lexonik principles introduced: etymology, morphology - spelling strategies, increased demand in being able to decode unfamiliar vocabulary and concepts, mythology, recognising how language has changed, developing Tier 2 and 3 vocabulary

Oracy and expression, written outcomes inhibiting a personal opinion, defending judgements, structural awareness, language to persuade, argue, advise and inform, presenting viewpoints, undermining the opposition, summarising and organising materi

Analysis of / deciphering unfamiliar vocabulary, character, theme and plot progression, analysis of stage directionS, structure and langauge, developin awareness of contextual influences and writer's purpose, juxtaposition of acts and scenes for effect and

Confidently making apt refernces that support personal and refined responses from short stories, increased demand in understanding unfamiliar vocabulary and concepts. Character, theme and plot progression.

Using current topics to stimulate personal and written responses for effect. Comparing writers' viewpoints and perspectives. Summarising and synthising key information from texts. Writing to argue, persuade, entertain or advise through formal letters, p

Confidently making apt refernces that support personal and refined responses. Increased demand in understanding unfamiliar vocabulary and concepts. Character, theme and plot progression.

Knowledge

Developing cultural capital by reading a wide range of high-quality, challenging, classic literature. Making comparisons. Drawing on the social, historical and cultural context to inform evaluation.

Prefixes, Suffixes, root words, compound words, synonyms, antonyms, homonyms, homophones, abbreviations, idioms, euphemisms, The history of the English Language - old/modern/variations, Greek and Latin numbers

Perceptions of those from other cultures and traditions,

Drawing on the social, historical and cultural context to inform evaluation. Critical theory. Devolution of characters. Limitations of characters. Biblical imagery.

Wider contextual influences that challenge, inspire and test the reader's expectations. Conventions of the gothic genre.

Real world context - historical to modern, comparison of viewpoints, exploring themes through a variety of challenges texts

Wider contextual influences. Contexts that challenge, inspire and test the reader's expectations. Conventions of dystopian texts.

Text Types	National Curriculum Links
Booklet of extracts from Seminal Texts The Bronze Age - The 20th Century	Reading / Spoken Language / Writing
Booklet of tasks / non-fiction texts	Reading / Writing / Grammar & Vocabulary, Spoken Language
newspaper articles, journals, blogs, video clips	Writing / Reading / Spoken Language / Vocabulary
The study of a play	Reading / Spoken Language
Extracts from a range of Shakespeare's plays	Reading / Writing / Spoken Language
Extracts from a range of fictional extracts / short stories	Reading / Writing / Grammar and Vocabulary
The study of a novel	Reading / Writing / Spoken Language

Year 9 Overview (Planning Team: EHO, LME and JQU supporting)

	w/c 26/8	w/c 2/9	w/c 9/9*	w/c 16/9	w/c 23/9	w/c 30/9**	w/c 7/10*	w/c 14/10	w/c 4/11**	w/c 11/11	w/c 18/11*	w/c 25/11	w/c 2/12**
Cycle 1	(1) Novel Study (Of Mice and Men, Heroes, To Kill A Mockingbird, Lord of the Flies, The Great Gatsby)								(2) Unseen Poetry		(3) Intrepid Travellers		
									LIFT			LIFT	Data entry
	w/c 9/12	w/c 16/12	w/c 6/1*	w/c 13/1	w/c 20/1	w/c 27/1**	w/c 3/2	w/c 10/2	w/c 24/2*	w/c 2/3	w/c 9/3	w/c 16/3	w/c 23/3**
Cycle 2	(4) Modern Drama						(5) Poetry Anthology - 4 war poems / 2 identity						
				LIFT					LIFT				Data entry
	w/c 30/3	w/c 20/4	w/c 27/4**	w/c 4/5	w/c 11/5	w/c 18/5*	w/c 01/06	w/c 8/6	w/c 15/6**	w/c 22/6	w/c 29/6	w/c 6/7	w/c 13/7
Cycle 3	(6) Spoken Language Prep & Record			(7) Transactional & Creative Writing					(8) Nature Poetry - 3 Poems (Prelude, Ozymandis, SOTI)				
			LIFT					WTM	Exam WK	GL ASSESSMENTS	LIFT		Data entry

SOW	Entry Task Foci	Formative Assessment	Summative Assessment	Core Homework
1	Terminology	Extract analysis	Lit Paper 1 Exploded Extract	YES
2	Amb vocab	Lit Paper 2 Unseen Q1	Lit Paper 1 Unseen Q1 & Q2	
3	Unseen Poetry		Lang P2 Q5	
4	Persuasive lang	Extract analysis	Lit Paper 2 BB / AIC Essay	YES
5	Modern drama	Poetry analysis	Lit Paper 2 P & C Essay	YES
6	SPaG		Spoken Language recording	
7	Unseen texts	Lang P1 Q5	Lang P2 Q5	
8	Power & Conflict	n/a	n/a	YES

* = formative assessments
 ** = summative assessments/exams
 LIFT = Learning, Improvement and Feedback Time

SOW	Duration
Novel Study	8 weeks
Unseen Poetry	2 weeks
Intrepid Travellers	3 weeks
Modern Drama	6 weeks
Poetry Anthology (6 poems - war/identity)	6 weeks
Spoken Language Component	3 weeks
Transactional and Creative Writing	6 weeks
Poetry Anthology (nature)	4 weeks

Why English' modules / careers in English running each half term

Skills
Reading for meaning: Extended and sustained analysis, structural choices, evaluation of language for effect, summarising and synthesising, tracking character/plot and theme development, making cross-references within the text, apt selection of quotations
Reading for meaning: Extended and sustained analysis, identifying poetic devices, analysing poetic devices for effect, selecting quotations for effect, comparing the poets' attitudes, perspectives and methods
Using language, form and structural devices to persuade, advise and inform, presenting viewpoints, summarising and organising material, including factual details, planning, drafting, editing and proofreading, awareness of bias
Reading for meaning: Extended and sustained analysis, structural choices, evaluation of language for effect, summarising and synthesising, tracking character/plot and theme development, making cross-references within the text, apt selection of quotations
Reading for meaning: Analysis of language, form and structure choices, comparison of poets' viewpoints, summarising and synthesising thematic links between the poems, evaluating the impact of the reader, comparison of the writers' craft, making subtle
Oracy: defending judgements, structural awareness, language to persuade, argue, advise and inform, presenting viewpoints, undermining the opposition, summarising and organising material, including factual details, planning, drafting, editing and proofreading
Planning, drafting and editing personal writing, using language, form and structural devices for effect, reading and critiquing sample narrative and descriptive examples, formulating a viewpoint about a controversial statement
Reading for meaning: Analysis of language, form and structure choices, comparison of poets' viewpoints, summarising and synthesising thematic links between the poems, evaluating the impact of the reader, comparison of the writers' craft, making subtle

h half term

Knowledge

Reading for meaning: Hierarchical structures in the 20th century, The impact of social, historical and cultural contexts on the characters - racism, prejudice, discrimination, ageism, sexism, Novella as a form, conflicting relationships

Reading for meaning: poetic devices (recapping) and developing understanding of more sophisticated devices, how social, historical and cultural context influence the content of a poem

Reading for meaning: holiday destinations - accommodation, transport, language, currency, excursions etc. Layout of transactional texts- articles, letters, speeches, drama script. Descriptive writing using a travel inspired stimuli.

ns / the playwright's intentions

Reading for meaning: Social contexts linking to each poem - cultural significance, authorial intent, language, form and structure used for effect, themes, symbolism and motif explored within the poems

Understanding the art and history of rhetoric for effect. factual details through research on a topic of interest

Transactional text format - letters, articles, speeches and leaflets. Conventions of narrative, descriptive and persuasive devices.

Reading for meaning: Social contexts linking to each poem - cultural significance, authorial intent, language, form and structure used for effect, themes, symbolism and motif explored within the poems

Text Types	National Curriculum Links
Whole novel	Reading / Writing
The study of a range of unseen poems	Reading / Writing
Non-fiction extracts / newspaper articles / blogs / travel magazines	Reading / Writing / Spoken Language
The study of a modern play (AIC / BB)	Reading / Writing / Spoken Language
The study of 6 poems	Reading / Vocabulary / Grammar
Research / Speeches / YouTube clips	Writing / Spoken Language / Vocabulary
Narrative and descriptive writing	Writing / Vocabulary / Grammar
The study of 4 poems	Reading / Vocabulary / Grammar

Year 10 Overview (Planning Team: RWH, JQU and LKO)

	w/c 26/8		w/c 2/9	w/c 9/9*	w/c 16/9	w/c 23/9*	w/c 30/9	w/c 7/10	w/c 14/10**	w/c 4/11	w/c 11/11	w/c 18/11*	w/c 25/11	w/c 2/12	
Cycle 1	(1) Paper 2 (Section A & B)									(2) A Christmas Carol					
								WTM	Full Paper		LIFT			Data entry	
	w/c 9/12		w/c 16/12**	w/c 6/1	w/c 13/1*	w/c 20/1	w/c 27/1	w/c 3/2	w/c 10/2**	w/c 24/2	w/c 2/3	w/c 9/3	w/c 16/3	w/c 23/3	
Cycle 2	A Christmas Carol			(3) Modern Drama (Blood Brothers / An Inspector Calls)						(4) Paper 1 (Section A & B)					
							LIFT					LIFT		Data entry	
	w/c 30/3		w/c 20/4	w/c 27/4	w/c 4/5	w/c 11/5	w/c 18/5	w/c 1/6*	w/c 8/6	w/c 15/6	w/c 22/6	w/c 29/6**	w/c 6/7	w/c 13/7	
Cycle 3	EXAM PREP - Paper 1 Lang/ 2 Lit					(5) Shakespeare text (Romeo and Juliet)									
			WTM	Exams											Data entry
														LIFT	

SOW	Entry Task Foci	Formative Assessment	Summative Assessment	Exam Papers
1	Poetry (9 poems) / SPaG/ Terminology	FA: full Q3	Full Paper	Lang Paper 2
2	Q5 planning / Amb vocab / rhetoric		Exploded Extract	WTM
3	Non-fiction / SPaG / ACC		BB / AIC Essay	Lang Paper 1
4	Drama / Poem / Paper 2 reading		Exam - P1 Lang/P2 Lit (1)	Year 10 Exam Lang
5	Lang/Lit selection/SPaG		Exploded Extract	Year 10 Exam Lit

* = formative assessments
 ** = summative assessments/exams
 LIFT = Learning, Improvement and Feedback Time

SOW	Duration
Paper 2 - Writers' Viewpoints and Perspectives	8 weeks
A Christmas Carol	7 weeks
Modern Drama	6 weeks
Paper 1 - Explorations in Creative Reading and Writing	5 weeks
Exam Prep - Lang 1 / Lit 2 (Modern Drama only)	4 weeks
Romeo and Juliet	9 weeks

Skills

Reading for meaning: identify and interpret explicit and implicit information and ideas, select and synthesise evidence from different texts, comparing writers' ideas and perspectives and how they are conveyed, across two or more texts, explain, comment

Reading for meaning (interleaved Lang P2 and P1 questions): Creating thesis statements, extended and sustained analysis, language, form and structural choices of the writer, evaluation of language, form and structure for effect, summarising and synthesising

Reading for meaning (interleaved Lang P2 and P1 questions): Creating thesis statements, extended and sustained analysis, structural choices, evaluation of language for effect, summarising and synthesising, tracking character/plot and theme development

Identifying and interpret explicit and implicit information and ideas, select and synthesise evidence from different texts, explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant

How to revise effectively, how to plan and structure essays for the Modern Drama, WTM to gauge timings

Reading for meaning (interleaved Lang P2 and P1 questions): Creating thesis statements, analysis of / deciphering unfamiliar vocabulary, extended and sustained analysis, structural choices, evaluation of language for effect, summarising and synthesising

Knowledge

Comparative connectives, wider contextual influences of the unseen texts, precise identification of language and structure devices, transactional texts format, exam paper format, question timing, exam question

Level 2 and 3 vocabulary to enhance meaning, understanding and analysis, Political landscape of social, historical and cultural Victorian England, moral paralysis, redemption, a text as a social critique / a vehicle
actions / the playwright's intentions

Planning, editing and redrafting extended written responses. Precise identification of word classes, narrative and descriptive construction, genres and conventions,

Effective revision strategies, revision of themes, plot, characters and contexts in the modern drama, suggested approaches to Lang Paper 1 Q1-5.

Context in textual analysis, analysis of stage directions / the playwright's intentions

Text Types	National Curriculum Links
A range of unseen non-fiction extracts / sample transactional texts	
The study of a novella	Reading / Writing / Spoken Language
The study of a modern play (AIC / BB)	Reading / Writing / Spoken Language
The study of a modern play (AIC / BB)	Writing / Reading
The study of a Shakespeare play	Reading / Writing / Spoken Language

Year 11 Overview (Planning Team: RWH, AMO and JQU supporting)

	w/c 26/8	w/c 2/9	w/c 9/9*	w/c 16/9**	w/c 23/9	w/c 30/9	7/10**	w/c 14/10	w/c 4/11	w/c 11/11	w/c 18/11	w/c 25/11*	w/c 2/12
Cycle 1	Romeo & Juliet Completion		Poetry Anthology - Identity (The Emigree, COMH, London)			English Language Paper 2 Revision		English Lit Paper 1 Revision		Finals #1		Unseen Poetry	
				CL1 (P&C)	LIFT		CL2 (P2Q5)	LIFT	WTM 1				CL3 (Unseen)
Core HWK	Low Stakes - BB & AIC / Poetry	Themes / Character Prep Sheet	Unseen Poetry Q1 & 2	SENECA / P&C Prep Sheet	P1Q5 Practice	Revision	Revision	Revision					
	w/c 9/12	w/c 16/12**	w/c 6/1	w/c 13/1	w/c 20/1	w/c 27/1	w/c 3/2	w/c 10/2	w/c 24/2	w/c 2/3	w/c 9/3	w/c 16/3	w/c 23/3
Cycle 2	Modern Drama / Power and Conflict (12 poems) Revision			English Lang P1 Revision			Finals #2 E/M/S		Remaining Anthology (MLD, Tissue & Poppies)		P2 Q5		
	Data	LIFT (Unseen/Finals 1)	CL4 (BB/AIC)		LIFT (Finals 1) / CL5 (P&C)	WTM 2					Data /LIFT	CL6	
	w/c 30/3	w/c 20/4	w/c 27/4	w/c 4/5	w/c 11/5	w/c 18/5	w/c 1/6	w/c 8/6	w/c 15/6	w/c 22/6	w/c 29/6	w/c 6/7	w/c 13/7
Cycle 3	Revision				GCSE Exams								
		CL7		LIFT									

Entry Task Foci per HT	CL Foci	Exam Papers
HT1 Lang P2, Poetry, R & J, ACC	CL1 - Poetry	WTM 1 -
HT2 Amb Vocab, Lit 1 SPaG	CL2 - letter/article/speech	Finals 1 Language -
HT3 Lang P1, Poetry, Unseen	CL3 - unseen poetry	Finals 1 Literature -
HT4 Drama, Lang P2, Q5 planning	CL4	WTM 2 -
HT5 Revision cocktail	CL5	Finals 2 Language -
	CL6	Finals 2 Literature -
	CL7	

* = formative assessments
 ** = summative assessments/exams
 CL = Challenge lesson (year 11 only)
 L.I.F.T = Learning, Improvement and Feedback Time