2022/23	AUTUMN 1 –	AUTUMN 1	AUTUMN 2 –	AUTUMN 2 –
2022/23	LANGUAGE	LITERATURE	LANGUAGE	LITERATURE
	2 lessons per week	4 lessons per week	2 lessons per week	4 lessons per week
YEAR 10	NEWSPAPER	SHAKESPEARE –	FORMAL REPORTS –	SHAKESPEARE –
ILAN 10	REPORTS/MAGAZINE	MACBETH/ROMEO	TRANSACTIONAL	MACBETH/ROMEO
	ARTICLES –	AND JULIET	WRITING	AND JULIET
	TRANSACTIONAL	AND JULIET	VVINTING	AND JULIET
	WRITING			
Key concepts	AO5 Lang:	AO1 Lit:	AO5 Lang:	AO1 Lit:
key concepts	- Communicate	Read, understand	- Communicate	Read, understand and
	clearly, effectively,	and respond to texts.	clearly, effectively,	respond to texts.
	and imaginatively,	Students should be	and imaginatively,	Students should be
	selecting and	able to:	selecting and	able to:
	adapting tone, style	I maintain a critical	adapting tone, style	I maintain a critical
	and register for	style and develop an	and register for	style and develop an
	different forms,	informed personal	different forms,	informed personal
	purposes and	response	purposes and	response
	audiences	② use textual	audiences	② use textual
	- Organise	references, including	- Organise	references, including
	information and	quotations, to	information and	quotations, to support
	ideas, using	support and	ideas, using	and illustrate
	structural and	illustrate	structural and	interpretations.
	grammatical features	interpretations.	grammatical features	interpretations.
	to support	interpretations.	to support	AO2 Lit:
	coherence and	AO2 Lit:	coherence and	Analyse the language,
	cohesion of texts	Analyse the	cohesion of texts	form and structure
	conesion of texts	language, form and	conesion of texts	used by a writer to
	AOG Lange	structure used by a	AOG Lange	-
	AO6 Lang: Candidates must use	writer to create	AO6 Lang: Candidates must use	create meanings and effects, using relevant
	a range of	meanings and		subject terminology
	vocabulary and		a range of	
	sentence structures	effects, using relevant subject	vocabulary and sentence structures	where appropriate.
		•		AO4 Lit:
	for clarity, purpose	terminology where	for clarity, purpose	
	and effect, with	appropriate.	and effect, with	Use a range of
	accurate spelling and punctuation. (This	AO4 Lit:	accurate spelling and	vocabulary and sentence structures
	· ·		punctuation. (This	
	requirement must	Use a range of	requirement must constitute 20% of	for clarity, purpose
	constitute 20% of the marks for each	vocabulary and	the marks for each	and effect,
		sentence structures		with accurate spelling
	specification as a	for clarity, purpose	specification as a	and punctuation.
	whole.)	and effect,	whole.)	
		with accurate		
		spelling and		
Thomas	Nows based articles	punctuation.	School based issues:	Suporpatural/
Themes	News based articles,	- Supernatural/	School based issues:	- Supernatural/
	covering a range of	ambition/power/	state of facilities/	ambition/power/
	topical themes	madness	local issues:	madness
	dependent on	- Love/honour/	environmental	- Love/honour/
	Current news	conflict/fate/life and	issues/young people	conflict/fate/life and
	Opinion piece	death/	and their local area	death/
	articles, covering a	Relationships/light &		Relationships/light &
	range of topical	dark/fate & fortune		dark/fate & fortune
	themes dependent			
	on current news or			
	local issues.			
Challenge	Choice of tasks;	Emphasis on theme	Choice of tasks;	Emphasis on theme
	encouragement of	analysis (higher level	encouragement of	analysis (higher level

	ambitious vocabulary choices; use of various tones; different styles and voices.	skill), choice of essay question, identification of tone.	ambitious vocabulary choices; use of various tones; different styles and voices.	skill), choice of essay question, identification of tone.
Support	Building of vocabulary using support materials; sample responses to annotate and emulate	Range of slow writing frames/scaffolding; modelled answers; marked exemplars from the exam boards; modern text sections, visual representations	Building of vocabulary using support materials; sample responses to annotate and emulate	Range of slow writing frames/scaffolding; modelled answers; marked exemplars from the exam boards; modern text sections, visual representations
Literacy focus	Sentence structures; vocabulary choices; structure (paragraphing)	SPAG – 5 marks available in the assessment for accurate SPAG; clearly structured analytical paragraphs	Sentence structures; vocabulary choices; structure (paragraphing)	SPAG – 5 marks available in the assessment for accurate SPAG; clearly structured analytical paragraphs
Numeracy focus	Statistics included as appropriate	N/A	Statistics included as appropriate	N/A
Cross- curricular links	Some topics may have a PSHE link dependent on current news or local issues.	History - Scottish kings and historic battles - Patriarchal society and family conventions	Science - environmental concerns such as pollution and energy	History - Scottish kings and historic battles - Patriarchal society and family conventions
SMSC & MBV	Topics can be adjusted to current issues: news reports on climate change, etc. Magazine articles focusing on mental health in schools, etc.	- Mental health - Relationships; suicide	- Mental health in young people	- Mental health - Relationships; suicide
Assessments	N/A	Full paper: - Extract – Macbeth's state of mind Essay - Write about Macbeth and the way he is presented in the play so far Extract – Romeo's state of mind Essay – How does Shakespeare present love in the play?	Two transactional writing tasks based on consolidation of newspaper reports/magazine articles/formal reports.	N/A
Out of school learning	Practice paper homework tasks	Research tasks/practice essay questions for homework	Practice paper homework tasks	Research tasks/practice essay questions for homework

CURRENT	SPRING 1 –	SPRING 1 –	SPRING 2 –	SPRING 2 –
YEAR 8	LANGUAGE	LITERATURE	LANGUAGE	LITERATURE
PATHWAY	2 lessons per week	4 lessons per week	2 lessons per week	4 lessons per week
2022/23				
YEAR 10	CREATIVE WRITING	SHAKESPEARE –	SPEECHES -	19 [™] CENTURY TEXT –
		MACBETH/ROMEO	TRANSACTIONAL	A CHRISTMAS CAROL
		AND JULIET	WRITING SPEAKING AND	THE WAR OF THE WORLDS
			LISTENING – SPOKEN	WOKLDS
			LANGUAGE	
Key concepts	AO5 Lang:	AO1 Lit:	AO5 Lang:	AO1 Lit:
	- Communicate	Read, understand and	- Communicate	Read, understand and
	clearly, effectively,	respond to texts.	clearly, effectively,	respond to texts.
	and imaginatively,	Students should be	and imaginatively,	Students should be
	selecting and	able to:	selecting and	able to:
	adapting tone, style	- maintain a critical	adapting tone, style	- maintain a critical
	and register for	style and develop an	and register for	style and develop an
	different forms, purposes and	informed personal response	different forms, purposes and	informed personal response
	audiences	- use textual	audiences	- use textual
	- Organise	references, including	- Organise	references, including
	information and	quotations, to support	information and	quotations, to support
	ideas, using	and illustrate	ideas, using	and illustrate
	structural and	interpretations.	structural and	interpretations.
	grammatical features		grammatical features	
	to support	AO2 Lit:	to support	AO2 Lit:
	coherence and	Analyse the language,	coherence and	Analyse the language,
	cohesion of texts	form and structure	cohesion of texts	form and structure used by a writer to
	AO6 Lang:	used by a writer to create meanings and	AO6 Lang:	create meanings and
	Candidates must use	effects, using relevant	Candidates must use	effects, using relevant
	a range of	subject terminology	a range of	subject terminology
	vocabulary and	where appropriate.	vocabulary and	where appropriate.
	sentence structures		sentence structures	
	for clarity, purpose	AO4 Lit:	for clarity, purpose	AO3 Lit:
	and effect, with	Use a range of	and effect, with	Show understanding
	accurate spelling and	vocabulary and	accurate spelling and	of the relationships between texts and the
	punctuation. (This requirement must	sentence structures for clarity, purpose	punctuation. (This requirement must	contexts in which they
	constitute 20% of	and effect,	constitute 20% of	were written.
	the marks for each	with accurate spelling	the marks for each	
	specification as a	and punctuation.	specification as a	
	whole.)		whole.)	
			AO7 S&L:	
			Demonstrate presentation skills in	
			a formal setting	
			a formal security	
			AO8 S&L:	
			Listen and respond	
			appropriately to	
			spoken language,	
			including to	
			questions and	
			feedback to	
			presentations	

Themes	Dependent on students' choice of titles from the questions they are set.	- Supernatural/ ambition/power/ madness - Love/honour/ conflict/fate/life and death/ Relationships/light & dark/fate & fortune	AO9 S&L: Use spoken Standard English effectively in speeches and presentations. Dependent on students' choice of titles.	- Colonialism/ industrialisation/ evolution/ scientific discovery/ science v. religion - poverty/ family/Christmas spirit/redemption/ social responsibility
Challenge	Extending vocabulary choices; writing from different perspectives; exemplar grade 9 CW responses.	Emphasis on theme analysis (higher level skill), choice of essay question, identification of tone.	Extending vocabulary choices; higher-level marked exemplar materials provided from the exam boards for higher-level students; understanding of how to develop an idea into sufficient depth for a top- grade response. Selecting a challenging topic to research and speak about. Pre-recorded exemplar material from the exam board to see examples of merit and distinction presentations.	Develop alternative interpretations in essays, close links to themes, grade 9 sample responses used as exemplars, individual reading and annotating without support.
Support	Slow writing frames for positive and negative stories; range of exemplar responses for grades 4 and up.	Range of slow writing frames/scaffolding; modelled answers; marked exemplars from the exam boards; modern text sections, visual representations	DAFOREST (mnemonics to cover key elements), writing frames for a range of different writing formats; six paragraph structures; multiple exemplar materials; 6 paragraph structure framework for transactional writing tasks. Pre-recorded exemplar material from the exam board to see examples of pass and merit presentations.	Range of slow writing frames/scaffolding/structure strips; modelled answers; marked exemplars from the exam boards; visual representations, guided reading and annotating of texts.

Literacy focus	SPAG –16 marks available; sentence structure and	SPAG – 5 marks available in the assessment for	Structuring and organising of speeches.	Clearly structured analytical paragraphs, clarity and cohesion of
	vocabulary work.	accurate SPAG; clearly structured analytical paragraphs		written work.
Numeracy focus	Word count (450- 600 words to count)	N/A	Timing of speeches	WOW – mass/ gravity/ distance from Earth to Mars; mileage calculated for the characters' journeys
Cross- curricular links	N/A	History - Scottish kings and historic battles - Patriarchal society and family conventions	PSHE/EPR - students' own choice of speech topics may cover elements relating to philosophy or ethics (animal testing, for example)	Science - Scientific discoveries and evolution History - Victorian beliefs - Industrial Revolution/ Malthus and 1834 Poor Law
				RE - Religion in society History - Victorian values Geography - looking at the district of London and how it's changed in 100 years
SMSC & MBV	Some narratives may feature challenging topics based on what students wish to write about. Some past narratives have covered pregnancy/adoption, war, etc.	- Mental health - Relationships; suicide	Speech topics can include challenging themes such as mental health, eating disorders, fast fashion, environmental issues, etc.	- Religious beliefs - Mental Health and the effects of trauma - The treatment of the poor/charity/ tolerance
Assessments	N/A	Full paper: - Extract – How do Macbeth and Lady Macbeth speak and behave hereEssay - How does Shakespeare present violence in the play Macbeth? - Extract – How do Juliet and her father speak and behave here Essay – How important is the character of Mercutio?	FORMAL ASSESSMENT — Speeches will all be recorded and sent to the exam board.	N/A
Out of school learning	Plan and write narratives.	Research tasks/practice essay	Research and write speeches based on a topic of the	Research tasks/practice essay

	questions for	student's choosing;	questions for
	homework	practise speech in	homework
		front of an audience	
		at home	

CURRENT YEAR 8 PATHWAY	SUMMER 1 – LANGUAGE 2 lessons per week	SUMMER 1 – LITERATURE 4 lessons per week	SUMMER 2 – LANGUAGE 2 lessons per week	SUMMER 2 – LITERATURE 4 lessons per week
2022/23	2 lessons per week	4 lessons per week	2 lessons per week	4 lessons per week
YEAR 10	COMPONENT 1 READING – SECTION A FICTION	19 TH CENTURY TEXT – THE WAR OF THE WORLDS /A CHRISTMAS CAROL	REVISION – COMPONENT 1 READING and CREATIVE WRITING	19 TH CENTURY TEXT – THE WAR OF THE WORLDS /A CHRISTMAS CAROL
Key concepts	AO1 Lang: - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts AO2 Lang: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3 Lang: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 Lang: Evaluate texts critically and support this with appropriate textual references	AO1 Lit: Read, understand and respond to texts. Students should be able to: - maintain a critical style and develop an informed personal response - use textual references, including quotations, to support and illustrate interpretations. AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 Lit: Show understanding of the relationships between texts and the contexts in which they were written.	AO1 Lang: - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts AO2 Lang: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3 Lang: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 Lang: Evaluate texts critically and support this with appropriate textual references AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for	AO1 Lit: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 Lit: Show understanding of the relationships between texts and the contexts in which they were written.

		1		1
			different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	
			AO6 Lang: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)	
Themes	Fiction writing; looking at language and structure; developing personal responses; critical analysis of texts.	- Colonialism/ industrialisation/ evolution/ scientific discovery/ science v. religion - poverty/ family/Christmas spirit/redemption/ social responsibility	Fiction writing; looking at language and structure; developing personal responses; critical analysis of texts. Dependent on students' choice of titles from the questions they are set.	- Colonialism/ industrialisation/ evolution/ scientific discovery/ science v. religion - poverty/ family/Christmas spirit/redemption/ social responsibility
Challenge	Develop the use of PEE sentences, peer assessment of Grade 9 exam responses from the exam board.	Develop alternative interpretations in essays, close links to themes, grade 9 sample responses used as exemplars, individual reading and annotating without support.	Develop the use of PEE sentences, peer assessment of Grade 9 exam responses from the exam board. Extending vocabulary choices; writing from different perspectives; exemplar grade 9 CW responses.	Develop alternative interpretations in essays, close links to themes, grade 9 sample responses used as exemplars, individual reading and annotating without support.
Support	Sample responses to annotate and emulate; writing frames.	Range of slow writing frames/scaffolding/structure strips; modelled answers; marked exemplars from the exam boards; visual representations,	Sample responses to annotate and emulate; writing frames. Slow writing frames for positive and negative stories;	Range of slow writing frames/scaffolding/ structure strips; modelled answers; marked exemplars from the exam boards; visual representations,

		guided reading and annotating of texts.	range of exemplar responses for grades 4 and up.	guided reading and annotating of texts.
Literacy focus	Comprehension elements such as finding and locating explicit and implicit information.	Clearly structured analytical paragraphs, clarity and cohesion of written work.	Comprehension elements such as finding and locating explicit and implicit information. SPAG –16 marks available; sentence structure and vocabulary work.	Clearly structured analytical paragraphs, clarity and cohesion of written work.
Numeracy focus	N/A	WOW – mass/ gravity/ distance from Earth to Mars; mileage calculated for the characters' journeys	Word count (450- 600 words to count)	WOW – mass/ gravity/ distance from Earth to Mars; mileage calculated for the characters' journeys
Cross- curricular links	N/A	Science - Scientific discoveries and evolution History - Victorian beliefs - Industrial Revolution/ Malthus and 1834 Poor Law	N/A	Science - Scientific discoveries and evolution History - Victorian beliefs - Industrial Revolution/ Malthus and 1834 Poor Law
		RE - Religion in society History - Victorian values Geography - looking at the district of London and how it's changed in 100 years		RE - Religion in society History - Victorian values Geography - looking at the district of London and how it's changed in 100 years
SMSC & MBV	N/A	- Religious beliefs - Mental Health and the effects of trauma - The treatment of the poor/charity/ tolerance	N/A	- Religious beliefs - Mental Health and the effects of trauma - The treatment of the poor/charity/ tolerance
Assessments	N/A	Partial paper: - Write about how tension and fear is presented in this extract and at different points on the novel. Write about Scrooge and the way he is presented in the novel.	Full paper Component 1 Section A – Obed Section B – Creative writing	N/A
Out of school learning	Practice titles to plan and write.	Research tasks/practice essay questions for homework	Range of partial practice papers set for homework.	Research tasks/practice essay questions for homework