

2022/23	AUTUMN 1 – LANGUAGE 2 lessons per week	AUTUMN 1 LITERATURE 4 lessons per week	AUTUMN 2 – LANGUAGE 2 lessons per week	AUTUMN 2 – LITERATURE 4 lessons per week
YEAR 10	NEWSPAPER REPORTS/MAGAZINE ARTICLES – TRANSACTIONAL WRITING	SHAKESPEARE – MACBETH/ROMEO AND JULIET	FORMAL REPORTS – TRANSACTIONAL WRITING	SHAKESPEARE – MACBETH/ROMEO AND JULIET
Key concepts	<p>AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>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.)</p>	<p>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.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4 Lit: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>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.)</p>	<p>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.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4 Lit: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
Themes	News based articles, covering a range of topical themes dependent on current news Opinion piece articles, covering a range of topical themes dependent on current news or local issues.	- Supernatural/ambition/power/madness - Love/honour/conflict/fate/life and death/ Relationships/light & dark/fate & fortune	School based issues: state of facilities/ local issues: environmental issues/young people and their local area	- Supernatural/ambition/power/madness - Love/honour/conflict/fate/life and death/ Relationships/light & dark/fate & fortune
Challenge	Choice of tasks; encouragement of	Emphasis on theme analysis (higher level	Choice of tasks; encouragement of	Emphasis on theme 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 YEAR 8 PATHWAY 2022/23	SPRING 1 – LANGUAGE 2 lessons per week	SPRING 1 – LITERATURE 4 lessons per week	SPRING 2 – LANGUAGE 2 lessons per week	SPRING 2 – LITERATURE 4 lessons per week
YEAR 10	CREATIVE WRITING	SHAKESPEARE – MACBETH/ROMEO AND JULIET	SPEECHES – TRANSACTIONAL WRITING SPEAKING AND LISTENING – SPOKEN LANGUAGE	19 TH CENTURY TEXT – A CHRISTMAS CAROL/ THE WAR OF THE WORLDS
Key concepts	<p>AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>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.)</p>	<p>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.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4 Lit: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>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.)</p> <p>AO7 S&L: Demonstrate presentation skills in a formal setting</p> <p>AO8 S&L: Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p>	<p>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.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Lit: Show understanding of the relationships between texts and the contexts in which they were written.</p>

			AO9 S&L: Use spoken Standard English effectively in speeches and 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	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 vocabulary work.	SPAG – 5 marks available in the assessment for accurate SPAG; clearly structured analytical paragraphs	Structuring and organising of speeches.	Clearly structured analytical paragraphs, clarity and cohesion of 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 here. - Essay - 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 homework	student's choosing; practise speech in front of an audience at home	questions for homework
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CURRENT YEAR 8 PATHWAY 2022/23	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
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	<p>AO1 Lang: - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts</p> <p>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</p> <p>AO3 Lang: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 Lang: Evaluate texts critically and support this with appropriate textual references</p>	<p>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.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Lit: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>AO1 Lang: - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts</p> <p>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</p> <p>AO3 Lang: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 Lang: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for</p>	<p>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.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Lit: Show understanding of the relationships between texts and the contexts in which they were written.</p>

			<p>different forms, purposes and audiences</p> <ul style="list-style-type: none"> - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p>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.)</p>	
Themes	Fiction writing; looking at language and structure; developing personal responses; critical analysis of texts.	<ul style="list-style-type: none"> - Colonialism/ industrialisation/ evolution/ scientific discovery/ science v. religion - poverty/ family/Christmas spirit/redemption/ social responsibility 	<p>Fiction writing; looking at language and structure; developing personal responses; critical analysis of texts.</p> <p>Dependent on students' choice of titles from the questions they are set.</p>	<ul style="list-style-type: none"> - 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.	<p>Develop the use of PEE sentences, peer assessment of Grade 9 exam responses from the exam board.</p> <p>Extending vocabulary choices; writing from different perspectives; exemplar grade 9 CW responses.</p>	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,	<p>Sample responses to annotate and emulate; writing frames.</p> <p>Slow writing frames for positive and negative stories;</p>	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	<p>Science</p> <ul style="list-style-type: none"> - Scientific discoveries and evolution <p>History</p> <ul style="list-style-type: none"> - Victorian beliefs - Industrial Revolution/ Malthus and 1834 Poor Law <p>RE</p> <ul style="list-style-type: none"> - Religion in society <p>History</p> <ul style="list-style-type: none"> - Victorian values <p>Geography</p> <ul style="list-style-type: none"> - looking at the district of London and how it’s changed in 100 years 	N/A	<p>Science</p> <ul style="list-style-type: none"> - Scientific discoveries and evolution <p>History</p> <ul style="list-style-type: none"> - Victorian beliefs - Industrial Revolution/ Malthus and 1834 Poor Law <p>RE</p> <ul style="list-style-type: none"> - Religion in society <p>History</p> <ul style="list-style-type: none"> - Victorian values <p>Geography</p> <ul style="list-style-type: none"> - looking at the district of London and how it’s changed in 100 years
SMSC & MBV	N/A	<ul style="list-style-type: none"> - Religious beliefs - Mental Health and the effects of trauma - The treatment of the poor/charity/ tolerance 	N/A	<ul style="list-style-type: none"> - Religious beliefs - Mental Health and the effects of trauma - The treatment of the poor/charity/ tolerance
Assessments	N/A	<p>Partial paper:</p> <ul style="list-style-type: none"> - 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. 	<p>Full paper</p> <p>Component 1</p> <p>Section A – Obed</p> <p>Section B – Creative writing</p>	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