2022/23	AUTUMN 1 –	AUTUMN 1	AUTUMN 2 –	AUTUMN 2 –
2022/25	LANGUAGE	LITERATURE	LANGUAGE	LITERATURE
	2 lessons per week	3 lessons per week	2 lessons per week	3 lessons per week
YEAR 9	GOTHIC STORIES	CLASS READER	OLIVER TWIST	UNSEEN POETRY
Key concepts	AO5 Lang:	AO1 Lit:	AO1 Lang:	AO1 Lit:
ney concepts	Communicate	Read, understand	- Identify and	Read, understand and
	clearly, effectively,	and respond to texts.	interpret explicit and	respond to texts.
	and imaginatively,	Students should be	implicit information	Students should be
	selecting and	able to:	and ideas	able to:
	adapting tone, style	- maintain a critical	- Select and	maintain a critical
	and register for	style and develop an	synthesise evidence	style and develop an
	different forms,	informed personal	from different texts	informed personal
	purposes and	response		response
	audiences	- use textual	AO2 Lang:	• use textual
	Organise information	references, including	Explain, comment on	references, including
	and ideas, using	quotations, to	analyse how writers	quotations, to support
	structural and	support and	use language and	and illustrate
	grammatical features	illustrate	structure to achieve	interpretations.
	to support	interpretations.	effects and influence	
	coherence and		readers, using	AO2 Lit:
	cohesion of texts.	AO2 Lit:	relevant subject	Analyse the language,
		Analyse the	terminology to	form and structure
	AO6:	language, form and	support their views.	used by a writer to
	Candidates must use	structure used by a		create meanings and
	a range of	writer to create	AO3 Lang:	effects, using relevant
	vocabulary and	meanings and	Compare writers'	subject terminology
	sentence structures	effects, using	ideas and	where appropriate.
	for clarity, purpose	relevant subject	perspectives, as well	
	and effect, with	terminology where	as how these are	
	accurate spelling and	appropriate.	conveyed, across	
	punctuation.	1011	two or more texts.	
		AO4 Lit:	1011	
		Use a range of	AO4 Lang:	
		vocabulary and	Evaluate texts	
		sentence structures	critically and support this with appropriate	
		for clarity, purpose and effect,	textual references.	
		with accurate	lexiual references.	
		spelling and		
		punctuation.		
Themes	Gothic and horror	Texts from different	Inequality and	Unseen poetry – a
	stories	cultures: a range of	Injustice: Oliver	range of different
		texts from 19 <sup>th</sup>	Twist	themes, dependent on
		century America and		the selected poems
		20 <sup>th</sup> century America		
		and Europe		
Challenge	Include a wider	Working on	Inference about	Independent
-	range of conventions	developing	names and	annotations,
	in their writing, focus	alternative	characters, using	development of
	on using more	interpretations; peer	technical	alternative
	ambitious	feedback to whole	terminology, deeper	interpretations, range
	vocabulary choices,	class; individual	questioning and	of high-level
	inclusion of specific	reading; personal	analysis.	exemplars to use as
	gothic characters,	responses to		models.
	using technical	empathetic		
	terminology, deeper	questions		

	questioning and analysis.			
Support	Slow writing frames, vocabulary support, sample responses/WAGOLLs , help desk	Teacher guided reading; sample/modelled responses	Slow writing frames, sample responses/ WAGOLLs, help desk	Teach the skill ARTWARS, guided annotations, exemplar responses, paired tasks
Literacy focus	Vocabulary choices and spelling, sentence structures	Vocabulary choices and spelling	Vocabulary choices and spelling	Selection of relevant terminology used appropriately.
Numeracy focus	Word count (450 – 600 words)	Historical dates	N/A	N/A
Cross- curricular links	History - the history of the Gothic novel	History - the American Civil War - racism in 1930s America - the treatment of Jewish people during WW2 - the Bosnian conflict and the impact on young people	History - 19 <sup>th</sup> C working conditions, poverty, crime and punishment, young poor people in society.	Science - environmental concerns
SMSC & MBV	N/A	Racism – prejudice and intolerance	Child labour and exploitation, slavery, poverty.	Bullying
Assessments	Language writing. The Gothic Story: a choice of 4 titles – select one to write Mark scheme: Creative writing prose	N/A	N/A	Literature paper 2 section – Yesterday and Those Winter Sundays Mark scheme: Lit Comp 2 Unseen poetry
Out of school learning	Film posters, creating characters, short story preparation	Historical research on the American Civil War, Maya Angelou and Anne Frank	Charles Dickens research task	Practice questions

CURRENT	SPRING 1 –	SPRING 1 –	SPRING 2 –	SPRING 2 –
YEAR 8	LANGUAGE	LITERATURE	LANGUAGE	LITERATURE
PATHWAY	2 lessons per week	3 lessons per week	2 lessons per week	3 lessons per week
2022/23				
YEAR 9	FORMAL AND	POETRY ANTHOLOGY	REVIEWS –	POETRY ANTHOLOGY
	INFORMAL LETTERS		TRANSACTIONAL	
	- TRANSACTIONAL		WRITING	
	WRITING			
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: maintain a	selecting and	able to: maintain a
	adapting tone, style	critical style and	adapting tone, style	critical style and
	and register for	develop an informed	and register for	develop an informed

	different former		different former	
	different forms,	personal response use	different forms,	personal response use
	purposes and	textual references,	purposes and	textual references,
	audiences	including quotations,	audiences	including quotations,
	- Organise	to support and	- Organise	to support and
	information and	illustrate	information and	illustrate
	ideas, using	interpretations.	ideas, using	interpretations.
	structural and		structural and	
	grammatical features	AO2:	grammatical features	AO2:
	to support	Analyse the language,	to support	Analyse the language,
	coherence and	form and structure	coherence and	form and structure
	cohesion of texts	used by a writer to	cohesion of texts	used by a writer to
		create meanings and		create meanings and
	AO6 Lang:	effects, using relevant	AO6 Lang:	effects, using relevant
	Candidates must use	subject terminology	Candidates must use	subject terminology
	a range of	where appropriate	a range of	where appropriate
	vocabulary and		vocabulary and	
	sentence structures	AO3:	sentence structures	AO3:
	for clarity, purpose	Show understanding	for clarity, purpose	Show understanding
	and effect, with	of the relationships	and effect, with	of the relationships
	accurate spelling and	between texts and the	accurate spelling and	between texts and the
	punctuation. (This	contexts in which they	punctuation. (This	contexts in which they
	requirement must	were written.	requirement must	were written.
	constitute 20% of		constitute 20% of	
	the marks for each		the marks for each	
	specification as a		specification as a	
	whole.)		whole.)	
Themes	Understanding of	War, childhood, death,	Understanding of	War, childhood, death,
	both formal and	location, relationships	review styles- there	location, relationships
	informal letter	and love, nature,	will be a variety of	and love, nature,
	styles- there will be a	power, passing of	topics to write	power, passing of
	variety of topics to	time, change,	about.	time, change,
	write about.	suffering, politics,		suffering, politics,
		racism		racism
Challenge	Use of different	Using technical	Higher-level marked	Using technical
	tones and	terminology, deeper	exemplar materials	terminology, deeper
	formalities;	questioning and	provided from the	questioning and
	expectation of	analysis, higher level	exam boards for	analysis, higher level
	sophisticated	exemplars (grade 8/9),	higher-level	exemplars (grade 8/9),
	vocabulary use;	development of	students;	development of
	choice of higher-	personal opinions and	understanding of	personal opinions and
	level tasks	alternative	how to develop an	alternative
		interpretations,	idea into sufficient	interpretations,
		commenting on	depth for a top-	commenting on
		inference	grade response.	inference
Support	DAFOREST	Slow writing frames,	DAFOREST	Slow writing frames,
	(mnemonics to cover	sample	(mnemonics to cover	sample
	key elements),	responses/WAGOLLs,	key elements),	responses/WAGOLLs,
	writing frames for a	help desk	writing frames for a	help desk
	range of different		range of different	
	writing formats; six		writing formats; six	
	paragraph		paragraph	
	structures; multiple		structures; multiple	
	exemplar materials.		exemplar materials.	
Literacy	Sentence structures;	Vocabulary choices	Sentence structures;	Vocabulary choices
focus	vocabulary choices;	and spelling of key	vocabulary choices;	and spelling of key
	structure	terminology words,	structure	terminology words,
	(paragraphing)	structuring of	(paragraphing)	structuring of
	,	· · ·		~

		LATERMEOWQ		LATERMEOWQ
		paragraphs		paragraphs
Numeracy	N/A	Working out dates of	N/A	Working out dates of
focus		birth, death and ages		birth, death and ages
		of poets		of poets
Cross-	SPAG	History	Media/English –	History
curricular		-War in Bosnia/WW1	topics for reviews	-War in Bosnia/WW1
links		conditions for	may include book	conditions for
		soldiers/experiences	and film reviews.	soldiers/experiences
		of family left behind		of family left behind
		Geography		Geography
		- slums		- slums
		Science		Science
		<ul> <li>biology (frog birth)</li> </ul>		<ul> <li>biology (frog birth)</li> </ul>
SMSC & MBV	Topics can be	Racism (CA); difficult	Discussion of the	Racism (CA); difficult
	adjusted to current	relationships	importance of	relationships
	issues (e.g. letters to	(S43/V/A); poverty	balanced opinions in	(S43/V/A); poverty
	head/newspaper	(LS/L); grief	a review.	(LS/L); grief
	based on bullying;	(AIAG/AWIL/TA/		(AIAG/AWIL/TA/
	focusing on portrayal	DEDE/MW); women's		DEDE/MW); women's
	of young people in	rights and their role in		rights and their role in
	society;	society (S43, AWIL,		society (S43, AWIL,
	environmental	SWIB, A)		SWIB, A)
	concerns for young			
	people, etc)			
Assessments	Component 2	N/A	N/A	Literature whole
	Section B – Letter x 2			paper (A Wife in
	<ul> <li>formal and</li> </ul>			London)
	informal			Mark scheme: Lit
	Mark scheme: Lang			Comp1 Poetry mark
	Comp 2			scheme
	Transactional writing			
Out of school	Range of partial	Various Q1 questions	Range of partial	Various Q2 questions
learning	practice papers set	(15 marks)	practice papers set	(25 marks)
	for homework.		for homework.	

CURRENT	SUMMER 1 –	SUMMER 1 –	SUMMER 2 –	SUMMER 2 –
YEAR 8	LANGUAGE	LITERATURE	LANGUAGE	LITERATURE
PATHWAY	2 lessons per week	3 lessons per week	2 lessons per week	3 lessons per week
2022/23		·		
YEAR 9	GUIDES –	POETRY ANTHOLOGY	FORMAL REPORTS –	POETRY ANTHOLOGY
	TRANSACTIONAL		TRANSACTIONAL	
	WRITING		WRITING	
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: maintain a	selecting and	able to: maintain a
	adapting tone, style	critical style and	adapting tone, style	critical style and
	and register for	develop an informed	and register for	develop an informed
	different forms,	personal response use	different forms,	personal response use
	purposes and	textual references,	purposes and	textual references,
	audiences	including quotations,	audiences	including quotations,
		to support and		to support and

	Organico	illustrate	Organico	illustrate
	- Organise information and		- Organise information and	
		interpretations.		interpretations.
	ideas, using	4.00	ideas, using	
	structural and	AO2:	structural and	AO2:
	grammatical features	Analyse the language,	grammatical features	Analyse the language,
	to support	form and structure	to support	form and structure
	coherence and	used by a writer to	coherence and	used by a writer to
	cohesion of texts	create meanings and	cohesion of texts	create meanings and
		effects, using relevant		effects, using relevant
	AO6 Lang:	subject terminology	AO6 Lang:	subject terminology
	Candidates must use	where appropriate	Candidates must use	where appropriate
	a range of		a range of	
	vocabulary and	AO3:	vocabulary and	AO3:
	sentence structures	Show understanding	sentence structures	Show understanding
	for clarity, purpose	of the relationships	for clarity, purpose	of the relationships
	and effect, with	between texts and the	and effect, with	between texts and the
	accurate spelling and	contexts in which they	accurate spelling and	contexts in which they
	punctuation. (This	were written.	punctuation. (This	were written.
	requirement must		requirement must	
	constitute 20% of		constitute 20% of	
	the marks for each		the marks for each	
	specification as a		specification as a	
	whole.)		whole.)	
Themes	Non-fiction texts:	War, childhood, death,	Non-fiction texts:	War, childhood, death,
	School life, sports,	location, relationships	School life	location, relationships
	social situations.	and love, nature,	(comments on	and love, nature,
	Other themes will	power, passing of	facilities,	power, passing of
	depend on a range	time, change,	environmental	time, change,
	of different exam	suffering, politics,	issues)	suffering, politics,
	questions.	racism		racism
Challenge	Higher-level marked	Using technical	Use of different	Using technical
_	exemplar materials	terminology, deeper	tones and	terminology, deeper
	provided from the	questioning and	formalities;	questioning and
	exam boards for	analysis, higher level	expectation of	analysis, higher level
	higher-level	exemplars (grade 8/9),	sophisticated	exemplars (grade 8/9),
	students;	development of	vocabulary use;	development of
	understanding of	personal opinions and	choice of higher-	personal opinions and
	how to develop an	alternative	level tasks;	alternative
	idea into sufficient	interpretations,	encouragement of	interpretations,
	depth for a top-	commenting on	using evaluative	commenting on
	grade response.	inference	approaches.	inference
Support	DAFOREST	Slow writing frames,	DAFOREST	Slow writing frames,
	(mnemonics to cover	sample	(mnemonics to cover	sample
	key elements),	responses/WAGOLLs,	key elements),	responses/WAGOLLs,
	writing frames for a	help desk	writing frames for a	help desk
	range of different	- F	range of different	
	writing formats; six		writing formats; six	
	paragraph		paragraph	
	structures; multiple		structures; multiple	
	exemplar materials.		exemplar materials.	
Literacy	Sentence structures;	Vocabulary choices	Sentence structures;	Vocabulary choices
focus	vocabulary choices;	and spelling of key	vocabulary choices;	and spelling of key
iocus	structure	terminology words,	structure	
				terminology words,
	(paragraphing)	structuring of	(paragraphing)	structuring of
		LATERMEOWQ		LATERMEOWQ
		paragraphs		paragraphs

Numeracy	N/A	Working out dates of	Use of statistics	Working out dates of
focus		birth, death and ages	within reports	birth, death and ages
		of poets		of poets
Cross-	N/A	History	N/A	History
curricular		-War in Bosnia/WW1		-War in Bosnia/WW1
links		conditions for		conditions for
		soldiers/experiences		soldiers/experiences
		of family left behind		of family left behind
		Geography		Geography
		- slums		- slums
		Science		Science
		- biology (frog birth)		- biology (frog birth)
SMSC & MBV	Society based issues for guides (guides are written about students' home areas – what are the positives and negatives of where they live); relationships (How to be the best Best Friend)	Racism (CA); difficult relationships (S43/V/A); poverty (LS/L/); grief (AIAG/AWIL/TA/ DEDE/MW); women's rights and their role in society (S43, AWIL, SWIB, A)	Topics can be adjusted to current issues (e.g. formal reports based on bullying, for example)	Racism (CA); difficult relationships (S43/V/A); poverty (LS/L/); grief (AIAG/AWIL/TA/ DEDE/MW); women's rights and their role in society (S43, AWIL, SWIB, A)
Assessments	N/A	Literature whole paper (Afternoons) Mark scheme: Lit Comp1 Poetry mark scheme	Partial paper Section B – formal report/guides/ review – 2 of the three Mark scheme: Lang Comp 2 Transactional writing	N/A
Out of school learning	Range of partial practice papers set for homework.	Various Q1 and Q2 questions	Range of partial practice papers set for homework.	Various Q1 and Q2 questions