

2022/23	AUTUMN 1 – LANGUAGE 2 lessons per week	AUTUMN 1 LITERATURE 3 lessons per week	AUTUMN 2 – LANGUAGE 2 lessons per week	AUTUMN 2 – LITERATURE 3 lessons per week
YEAR 9	GOTHIC STORIES	CLASS READER	OLIVER TWIST	UNSEEN POETRY
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: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</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>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>
Themes	Gothic and horror stories	Texts from different cultures: a range of texts from 19 th century America and 20 th century America and Europe	Inequality and Injustice: Oliver Twist	Unseen poetry – a range of different themes, dependent on the selected poems
Challenge	Include a wider range of conventions in their writing, focus on using more ambitious vocabulary choices, inclusion of specific gothic characters, using technical terminology, deeper	Working on developing alternative interpretations; peer feedback to whole class; individual reading; personal responses to empathetic questions	Inference about names and characters, using technical terminology, deeper questioning and analysis.	Independent annotations, development of alternative interpretations, range of high-level exemplars to use as models.

	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 th 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 YEAR 8 PATHWAY 2022/23	SPRING 1 – LANGUAGE 2 lessons per week	SPRING 1 – LITERATURE 3 lessons per week	SPRING 2 – LANGUAGE 2 lessons per week	SPRING 2 – LITERATURE 3 lessons per week
YEAR 9	FORMAL AND INFORMAL LETTERS – TRANSACTIONAL WRITING	POETRY ANTHOLOGY	REVIEWS – TRANSACTIONAL WRITING	POETRY ANTHOLOGY
Key concepts	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	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

	<p>different forms, purposes and audiences</p> <p>- 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>personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>different forms, purposes and audiences</p> <p>- 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>personal response use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>
Themes	Understanding of both formal and informal letter styles- there will be a variety of topics to write about.	War, childhood, death, location, relationships and love, nature, power, passing of time, change, suffering, politics, racism	Understanding of review styles- there will be a variety of topics to write about.	War, childhood, death, location, relationships and love, nature, power, passing of time, change, suffering, politics, racism
Challenge	Use of different tones and formalities; expectation of sophisticated vocabulary use; choice of higher-level tasks	Using technical terminology, deeper questioning and analysis, higher level exemplars (grade 8/9), development of personal opinions and alternative interpretations, commenting on inference	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.	Using technical terminology, deeper questioning and analysis, higher level exemplars (grade 8/9), development of personal opinions and alternative interpretations, commenting on inference
Support	DAFOREST (mnemonics to cover key elements), writing frames for a range of different writing formats; six paragraph structures; multiple exemplar materials.	Slow writing frames, sample responses/WAGOLs, help desk	DAFOREST (mnemonics to cover key elements), writing frames for a range of different writing formats; six paragraph structures; multiple exemplar materials.	Slow writing frames, sample responses/WAGOLs, help desk
Literacy focus	Sentence structures; vocabulary choices; structure (paragraphing)	Vocabulary choices and spelling of key terminology words, structuring of	Sentence structures; vocabulary choices; structure (paragraphing)	Vocabulary choices and spelling of key terminology words, structuring of

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

CURRENT YEAR 8 PATHWAY 2022/23	SUMMER 1 – LANGUAGE 2 lessons per week	SUMMER 1 – LITERATURE 3 lessons per week	SUMMER 2 – LANGUAGE 2 lessons per week	SUMMER 2 – LITERATURE 3 lessons per week
YEAR 9	GUIDES – TRANSACTIONAL WRITING	POETRY ANTHOLOGY	FORMAL REPORTS – TRANSACTIONAL WRITING	POETRY ANTHOLOGY
Key concepts	AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	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	AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	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

	<p>- 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>illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>- 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>illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>
Themes	<p>Non-fiction texts: School life, sports, social situations. Other themes will depend on a range of different exam questions.</p>	<p>War, childhood, death, location, relationships and love, nature, power, passing of time, change, suffering, politics, racism</p>	<p>Non-fiction texts: School life (comments on facilities, environmental issues)</p>	<p>War, childhood, death, location, relationships and love, nature, power, passing of time, change, suffering, politics, racism</p>
Challenge	<p>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.</p>	<p>Using technical terminology, deeper questioning and analysis, higher level exemplars (grade 8/9), development of personal opinions and alternative interpretations, commenting on inference</p>	<p>Use of different tones and formalities; expectation of sophisticated vocabulary use; choice of higher-level tasks; encouragement of using evaluative approaches.</p>	<p>Using technical terminology, deeper questioning and analysis, higher level exemplars (grade 8/9), development of personal opinions and alternative interpretations, commenting on inference</p>
Support	<p>DAFOREST (mnemonics to cover key elements), writing frames for a range of different writing formats; six paragraph structures; multiple exemplar materials.</p>	<p>Slow writing frames, sample responses/WAGOLLS, help desk</p>	<p>DAFOREST (mnemonics to cover key elements), writing frames for a range of different writing formats; six paragraph structures; multiple exemplar materials.</p>	<p>Slow writing frames, sample responses/WAGOLLS, help desk</p>
Literacy focus	<p>Sentence structures; vocabulary choices; structure (paragraphing)</p>	<p>Vocabulary choices and spelling of key terminology words, structuring of LATERMEOWQ paragraphs</p>	<p>Sentence structures; vocabulary choices; structure (paragraphing)</p>	<p>Vocabulary choices and spelling of key terminology words, structuring of LATERMEOWQ paragraphs</p>

Numeracy focus	N/A	Working out dates of birth, death and ages of poets	Use of statistics within reports	Working out dates of birth, death and ages of poets
Cross-curricular links	N/A	History -War in Bosnia/WW1 conditions for soldiers/experiences of family left behind Geography - slums Science - biology (frog birth)	N/A	History -War in Bosnia/WW1 conditions for soldiers/experiences of family left behind Geography - slums Science - 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