Queen Elizabeth High School



 To develop imaginative and inquisitive learners, who are motivated to achieve their best, are ready to learn and who are resilient in the face of challenges; To develop learners who collaborate, communicate and challenge one another safely in mutual respect and tolerance; To instil a belief that all pupils can achieve and enjoy English, and ensure that pupils recognise the value these skills hold for life beyond school. 							
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
Topic: Transition – The Island	Topic: Autobiography	Topic: Animal Farm	Topic: Animal Farm	Topic: The Theme Park	Topic: Introduction to Shakespeare		
AO5 Lang: • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise	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	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	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	AO5 Lang: • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and	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		
	AUTUMN 1 AUTUMN 1 Topic: Transition – The Island AO5 Lang: • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	are resilient in the face of challerTo develop learners who collaborTo instil a belief that all pupils ca hold for life beyond school.AUTUMN 1AUTUMN 2Topic: Transition – The IslandTopic: AutobiographyAO5 Lang: effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiencesAO5 Lang: effectively and adapting tone, style and effectively and information and information and information and information and	are resilient in the face of challenges;To develop learners who collaborate, communicate aTo instil a belief that all pupils can achieve and enjoy hold for life beyond school.AUTUMN 1AUTUMN 2SPRING 1Topic:Topic:Transition – The IslandAutobiographyAO5 Lang:AO5 Lang:CommunicateClearly, effectively, and imaginatively, selecting and adaptingtone, style and register forforms, purposes and audiencesorganiseOrganiseAudiencesorganiseundiencesinformation and information and inf	are resilient in the face of challenges;To develop learners who collaborate, communicate and challenge one anotherTo instil a belief that all pupils can achieve and enjoy English, and ensure that pupils can achieve and ensure that pupils can and imaginatively, and imaginatively, effectively, and imaginatively, selecting and adapting tone, style and to ensure that pupils ensure that and ensure that pupils and ensure that pupils ensure that a	are resilient in the face of challenges;• To develop learners who collaborate, communicate and challenge one another safely in mutual resp• To instil a belief that all pupils can achieve and enjoy English, and ensure that pupils recognise the van hold for life beyond school.AUTUMN 1AUTUMN 2SPRING 1SPRING 2SUMMER 1Topic: Transition – The IslandTopic: AutobiographyTopic: Animal FarmTopic: Animal FarmTopic: Topic: The Theme ParkAO5 Lang: • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and tone, style and efferent forms, purposes and audiencesAO1 Lit: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop atinformed personal responseAO5 Lang: • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and audiencesAO1 Lit: Read, understand and respond to texts. Students students should be able to: maintain a critical style and develop an informed personal responseAO5 Lang: • Communicate clearly, effectively, adapting tone, style and style and develop audiencesAO1 Lit: texts. Students adapting tone, style and responseAO5 Lang: • Communicate register for different response use textual responseAO5 Lang: • Communicate response• Communicate clearly, effectively, adapting tone, style and tone, style and personal responseAO5 Lang: • Communicate references, including adapting tone, style and responseAO5 Lang: • Communicate clearly, effectively, adapt		

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	ideas, using	grammatical	support and		structural and	support and
	structural and	features to	illustrate	AO2 Lit:	grammatical	illustrate
	grammatical	support coherence	interpretations.	Analyse the language,	features to	interpretations.
	features to	and cohesion of		form and structure	support coherence	
	support	texts	AO2 Lit:	used by a writer to	and cohesion of	AO2 Lit:
	coherence and		Analyse the	create meanings and	texts	Analyse the
	cohesion of	AO6 Lang:	language, form	effects, using relevant		language, form
	texts	Candidates must use	and structure	subject terminology	AO6 Lang:	and structure
		a range of	used by a writer	where appropriate	Candidates must	used by a writer
	AO6 Lang:	vocabulary and	to create		use a range of	to create
	Candidates	sentence structures	meanings and	AO3 Lit:	vocabulary and	meanings and
	must use a	for clarity,	effects, using	Show understanding	sentence	effects, using
	range of	purpose and effect,	relevant subject	of the relationships	structures for	relevant subject
	vocabulary and	with accurate	terminology	between texts and the	clarity,	terminology
	sentence	spelling and	where	contexts in which they	purpose and effect,	where
	structures for	punctuation.	appropriate	were written.	with accurate	appropriate
	clarity,				spelling and	AO4 Lit:
	Purpose and		AO3 Lit:		punctuation.	Use a range of
	effect, with		Show			vocabulary and
	accurate		understanding of			sentence
	spelling and		the relationships			structures for
	punctuation.		between texts			clarity, purpose
			and the contexts			and effect, with
			in which they			accurate spelling
			were written.			and punctuation.
Themes	Transition – The	Autobiography	Communism,	Communism,	The Theme Park	Introduction to
	Island		revolution,	revolution,		Shakespeare
			corruption,	corruption, power,		Magic
			power, class and	class and inequality.		Violence
			inequality.			Love

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Challenge	Using technical terminology, deeper questioning and analysis; creating own characters instead of using set characters; writing from a different perspective; own choice of task to write instructions for	Using technical terminology, deeper questioning and analysis; use of all types of sentence structures in each lesson; writing brief; writer's palette	Using technical terminology, deeper questioning and analysis; independent reading; introduction to LATERMEOWQ principles; high- level modelled responses.	Using technical terminology, deeper questioning and analysis; writing from an omniscient narrator perspective; research task with no research website suggestions; independent reading; building on ability to use LATERMEOWQ principles; high-level modelled responses.	Using technical terminology, deeper questioning and analysis; higher word count; evaluation tasks within a group setting; independent tasks.	Using technical terminology, deeper questioning and analysis; choice of tasks; trickier Shakespearean quotes to learn/use;
Support	Slow writing frames, sample responses/ WAGOLLs	Slow writing frames; sample responses/ WAGOLLs; planning frames	Slow writing frames, sample responses/ WAGOLLs; guided reading, modelling of responses.	Slow writing frames, sample responses/ WAGOLLs; websites given for research tasks; guided reading, modelling of responses.	Slow writing frames, sample responses/ WAGOLLs, help desk; lower word count; paired tasks.	Slow writing frames, sample responses/ WAGOLL, help desk; choice of tasks; easier Shakespearean quotes to learn/use; choice of scenarios to use; pre-written sentence starters and word banks
Literacy focus	Basic punctuation	Sentences - simple/compound/ complex sentences	Spelling strategies	Spelling strategies Use of technical terminology	Homophones Language techniques	Quotation marks. Integrated quotes





	(full stops and commas)					
Numeracy focus	N/A	Work on dates	N/A	N/A	N/A	Dates and ages
Cross-curricular links	Geography - Maps and topographical features on an island Music -How music can affect mood Drama - How to perform a presentation Art - Designing and creating an island	PSHE/Citizenship - Racism issues (Lewis Hamilton, Obama) - Current affairs (Malala Yousafzai and the Taliban) History - Anne Frank and the Nazis	History - communism within Russia/USSR - the Russian Revolution - the impact of propaganda	History - communism within Russia/USSR - the Russian Revolution - the impact of propaganda	Art/DT - Designing whole theme park including designing roads and rides	History - Context of Shakespearean England - History of witchcraft and people's attitudes.
SMSC & MBV	Leadership qualities/ teamwork; empathising with others	Discussion of a range of people who've written autobiographies (such as Nelson Mandela, Barack Obama and Anne Frank, etc.)	 Manipulation and the power of the psychology of propaganda Democracy and the rule of law and individual liberty 	 Manipulation and the power of the psychology of propaganda Democracy and the rule of law and individual liberty 	Group/teamwork	Links to themes of love and conflict, and discussions about how these themes were different in Shakespeare's

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						times as to how we would look at them in present day; complicated love and relationship issues (from AMND)
KEY PIECE OF WORK	Lesson 5 – Following instructions in 10 bullet points or fewer	Lesson 5 – Diary entry 1 paragraph/100-150 words	Lesson 6 – LATERMEOWQ task – 1 paragraph – How does Orwell want a reader to feel towards Snowball and Boxer in this passage?	Lesson 15 – 2 statements about the pigs' leadership on Animal Farm. Bullet point a list of reasons/justifications as to why you agree with your chosen statement.	Lesson 6 – Marketing for your theme park 75-100 words	Lesson 6 – Personal opinion on witches. 1 paragraph
ASSESSMENTS	CAT/Reading tests (KL/ED) Language (Creative Prose) writing: - Write about how a character tracks their prey across the island. MS: Language – Creative writing /40	Language (Transactional non- fiction) writing: - Write about a memorable event that has happened to you. MS: Language – Transactional writing /20	Literature – Post 1914 text: - How has Napoleon made himself the leader of Animal Farm? MS: Literature – Post 1914 prose /40 (5 marks for SPAG)	Literature – Post 1914 text: - Write about the character of Napoleon and how he changes throughout the text MS: Literature – Post 1914 prose /40 (5 marks for SPAG)	Language (Transactional non- fiction) writing: Write a guide to your theme park, giving advice and suggestions for visitors to give them the best experience for their family day out.	Literature: Extract from A Midsummer Night's Dream. Look at how these characters speak and behave here. How might an audience respond to this part of the play? Refer closely to details from the extract





					MS: Language – Transactional writing /20	to support your answer.
						MS: Literature –
						Shakespeare Q1 /15
Out of school learning	Spellings Literacy focused homeworks	Discussion with family about past events, homework tasks based on sentence structures. Literacy focused homeworks	Spellings to learn Research on historical elements of the Russian Revolution.	Spellings to learn Literacy focused homeworks	Making a theme park in a box Literacy focused homeworks	Research tasks – context for Shakespeare Literacy focused homeworks