

Year 7:

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Novel 1 – Harry Potter	Poetry	Short Stories	Novel 2 – Goodnight	Shakespeare - Macbeth	Non-Fiction – Extreme
& the Philosopher's			Mister Tom		Sports
Stone					
Intent: To develop	Intent: To develop a	Intent: To continue	Intent: To sustain good	Intent: To maintain good	Intent: To demonstrate
good reading habits;	basic understanding of	good reading habits;	reading habits; reading	reading habits, whilst also	competency in creating
reading a novel.	poetic devices through	demonstrate	a novel; to introduce	developing an	non-fiction texts in the
	modern and C19	competency in	context.	understanding of some	form of a leaflet and
Implementation:	poetry.	creating a fiction text		linguistic and structural	factsheet. Review of
R – AOs 1, 2, 3, 4		in the form of a short	Implementation:	features of a Shakespeare	Reading and Writing
To read and understand a	Implementation:	story.	R – AOs 1, 2, 3, 4 Lit -	play; develop	Skills over Year 7.
novel; to be able to select	R - AOs 1, 2, 3, 4		context	understanding of context.	
relevant points from the	To read and understand a	Implementation:	Read and listen to a novel;		Implementation:
text; to use quotes	variety of preC20 and C20	R – AOs 1, 2, 3, 4	improve reading aloud;	Implementation:	R – AOs 1, 2, 3, 4
correctly; begin to make	poetry, be able to select	To read and	develop understanding of	R – AOs 1, 2, 3, 4 Lit -	Understand differences
inferences; identify some figurative language and	relevant quotes and	understand a variety of	the use of presentational	context	between fiction and non-
make simple comments	information from the	preC20 and modern	features in non-fiction	Read and show understanding	fiction, fact and opinion
about its effectiveness;	text; be able to recognise different parts of	short stories, further	texts, purpose and audience, tense and	of non-fiction texts about	and different purposes of
make comparisons	language and examples	develop use of	narrative perspective and	Shakespeare's theatre. Read	non-fiction texts. Locate
between parts of the	of figurative language,	quotation and ability to make inferences based	know and recognise a	and listen to extracts from	information in texts.
text.	and begin to comment on	on evidence in a text.	range of sentence types.	'Macbeth' and abridged	W – AOs 5, 6
	their use.	on evidence in a text.		version in Standard English;	Create extended non-
W – AOs 5, 6		W – AOs 5, 6	W – AOs 5, 6	show understanding of how the context of the play affects	fiction writing, in the form
To be able to produce	W – AOs 5, 6	To have been able to	To have produced a	the content; show	of a leaflet about an
extended writing in the	To have produced	plan, draft, edit and	newspaper article which	understanding of use of some	extreme sport and a
form of a short story-	extended writing in the	redraft a short story;	uses appropriate features	dramatic features with simple	factsheet about Challenge
focus on SPaG,	form of an additional	develop use of	for the type of writing, and	comment on effectiveness;	Academy, which is suitable
structure and	stanza of a poem and a	descriptive	is suitable for audience	develop use of quotation.	for audience and purpose,
descriptive writing	letter.	techniques; write	and purpose.		uses the correct style and
techniques.		imaginatively and	S&L AOs 7, 8, 9	W – AOs 5, 6	tone for purpose and
	S&L – AOs 7, 8, 9	structure ideas and	JAL AUS 1, 0, 9	To have produced a diary	contains features intended
				account of a visit to a	to appeal to audience.



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S&L – AOs 7, 8, 9	To participate in S&L	information	To participate in group	Shakespearean theatre in the	
To participate in S&L	activities and work	effectively.	discussion, collaborative	late 1500s and a letter to Lady	S&L – AOs 7, 8, 9
activities, work	collaboratively and in		tasks and drama based	Macbeth translated from	To have taken part in, and
collaboratively and be	role. Develop	S&L – AOs 7, 8, 9	activities such as	Shakespearean language into	made valid contributions
able to listen to others.	understanding of	To participate in group	hotseating, role play, etc;	modern English.	to, class discussion and
Develop discussion skills	Standard English and	discussion,	further develop		pair or small group work.
and use of Standard	colloquial language.	collaborative tasks and	understanding of Standard	S&L – AOs 7, 8, 9	To have planned and
English.	Perform a reading.	drama based activities	English and colloquial	To participate in group	delivered a presentation
		such as hotseating, role	language.	discussion, collaborative tasks	to the class about an
Impact: Introduction to	Impact: developing	play, etc.		and drama based activities	extreme sport of their
group and individual	ability to identify key		Impact: Continuation of	such as hotseating; use	choice. To further develop
reading. Completion of	poetic devices.	Impact: Continuation	group and individual	challenging vocabulary.	use of Standard English.
a text as a class.	Improving reading	of group and	reading. Completion of		
Beginning to develop	analysis skills.	individual reading.	a text as a class. Further	Impact: An introduction to	Impact: Introduction to
language analysis.	, Development of ability	Further development	develop language	the language of	reading non-fiction
	to use language and	of ability to use	analysis. Develop SPaG	Shakespeare, and gaining	texts.
Basic SPaG writing	imagery within their	,	writing skills and use of	an understanding of the	Establish knowledge of
skills and writing for		language and	correct layout and	characters and plot.	how to write to
audience and purpose.	own pieces.	imagery within their	presentational features.	Building on previous work	persuade. Keep
Introduction to S&L	Gaining experience and	own pieces and write	•	of writing for audience and	improving ability to
activities.	enhancing confidence	for specific purpose.	Further improving	-	write for a number of
	when presenting their	Improving	confidence with	purpose. Improving	different purposes using
	own work in front of	confidence with	Standard English when	confidence with Standard	
	the class.	Standard English	speaking.	English and good	other texts for support.
		when speaking.		vocabulary when speaking.	Further experience of
		O.			presenting their own
					work in front of the
					class.



Year 8:

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Novel 1 – Holes	Culture and Identity	Greek Mythology	Novel 2 – Percy Jackson and the Lightning Thief	Shakespeare – The Tempest	Non-Fiction – The Victorians
Intent: To develop the ability to read full texts; reading a full novel. Implementation: R – AOs 1, 2, 3, 4	Intent: Develop ability to read and understand a range of different texts; develop ability to improve own writing.	Intent: Build on ability to read and understand texts from other cultures; further develop ability to improve own writing.	Intent: To further develop the ability to read full texts; reading a full novel. Implementation: R – AOs 1, 2, 3, 4	Intent: Consolidate and build upon understanding of linguistic and structural features of a Shakespeare play; further develop	Intent: Review of Reading and Writing Skills over Year 8. Pupils able to use non- fiction writing skills to produce writing to explain Implementation:
Read and listen to extracts of the novel; continue to improve reading aloud; use differentiated materials to select appropriate quotes to support points; make predictions and inferences based on what they have read; retrieve explicit and implicit information. W - AOs 5, 6 To have been able to produce extended writing in the form of a letter and a further section of the novel. S&L - AOs 7, 8, 9	Implementation: R - AOs 1, 2, 3, 4 To read and understand a variety of fiction and non- fiction texts and extracts, including poetry from other cultures. To be able to identify explicit and implicit information, bias and the writers' viewpoints. To be able to use quotes from a text to support points. Develop skills of language analysis. W - AOs 5, 6 To have planned, drafted, edited and redrafted extended writing in role and continue focus on	Implementation: R – AOs 1, 2, 3, 4 Lit - context Read and listen to a number of Greek myths and non-fiction writing about Ancient Greece; select appropriate points, relevant information and quotation from texts; recognise features (linguistic and structural) of fiction texts and consider the effect of the use of figurative language on the reader. W – AOs 5, 6 To have planned, written, edited and redrafted a piece of extended	Read and listen to the novel. Develop locating relevant information in the text and using appropriate quotation. Develop understanding of structural features of texts. W – AOs 5, 6 To have planned, written, edited and redrafted a piece of extended writing: a newspaper article, focus on presentational features and layout. S&L – AOS 7, 8, 9 To have participated in	understanding of context. Implementation: R – AOs 1, 2, 3, 4 Lit - context Read and listen to extracts from 'The Tempest' and abridged version in Standard English; show further developed understanding of how the context of the play affects the content; show further understanding of use of some dramatic features with more detailed comment on effectiveness; develop	 R – AOs 1, 2, 3, 4 To have recognised examples of non-fiction texts and read and showed understanding of a number of non-fiction texts. Locate relevant points in a text and identify presentational features. W – AOs 5, 6 To have produced writing to explain in an informative leaflet which is suitable for purpose and audience, and produce writing to compare using appropriate conjunctions. S&L AOS 7, 8, 9 To have used Standard English



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To have participated in group discussion and collaborative tasks.	S&L – AOs 7, 8, 9 To participate in S&L activities and work collaboratively and in	'Pandora's Box' with different context and narrative perspective. S&L – AOs 7, 8, 9	collaborative tasks and listened to other members of the class. Continued development of responding	W – AOs 5, 6 Produce written comparisons using conjunctions to show	clearly. To have been able to act in role as a character in a drama based activity and work well with others.
confidence with reading full texts. Completion of a text as a class. Reading skills to address characterisation and theme; use of quotation and reference. Develop writing for different purposes. Continued improvement of confidence with Standard English and good vocabulary when speaking.	role. To make significant contributions to discussion, continuing to develop use of Standard English. Impact: Develop confidence with reading a range of texts. Develop planning, editing, redrafting skills. Continued improvement of confidence with Standard English and good vocabulary when speaking.	To have participated in group discussion, collaborative tasks and listened to other members of the class. Continued development of responding appropriately. Impact: Further develop confidence with reading a range of texts. Further develop planning, editing, redrafting skills. Continued improvement with responding to feedback/questions.	appropriately. Impact: Further develop confidence with reading longer texts. Completion of a longer text. Continue to develop use of quotation and reference. Consolidate and build on prior knowledge of presentation and layout. Continued improvement with responding to feedback/questions.	relationships between ideas. S&L – AOs 7, 8, 9 To participate in group discussion, collaborative tasks and group scriptwriting and performance; use challenging vocabulary. Impact: A developed understanding of Shakespeare's language, and gaining an understanding of characters, plot, theme, context. Develop ability to write comparisons. Improving confidence with Standard English and good vocabulary when speaking.	Impact: Developed understanding of non- fiction texts. Establish knowledge of how to write to explain. Keep improving ability to write for a number of different purposes. Developed ability to work with others.



Year 9 Upper pathway:



for AQA Step Up to

Long Term Planning for: English

	ievel, make m
English Gold Award.	based on text
W – AOs 5, 6 Revisit and consolidate writing skills from Year 8, including: using a range of sentence structures; improving spelling, punctuation and grammar; communicate clearly and effectively; ensure writing is suitable	begin to show awareness of express perso preferences, k to show aware writer's viewp preparation fo Component 1 paper.
for purpose and audience. Produce descriptive writing with a focus on linguistic techniques and figurative language; produce a letter home that is suitable for purpose and contains appropriate content. Pupils will complete tasks to prepare them for AQA Step Up to English Gold Award.	W – AOs 5, 6 Produce writin theme of 'Hok Develop writin organise writin appropriately purpose of the develops diffe writing genres awareness in s different audiu uses formal on language whe
S&L – AOs 7, 8, 9 Revisit and consolidate	appropriate; in spelling; using

S&L - AOs 7, 8, 9apprRevisit and consolidatespellS&L skills from Year 8. Topunchave participated inandwhole group discussion,puncreading, drama,sentcollaborative tasks andadvelistened to otherand

	level; make inferences	structure; express	Horror'. Develop	Produce writing on the	writing tasks on the
	based on textual detail;	personal preferences,	writing skills: organise	theme of 'Gothic	non-fiction texts.
	begin to show	showing greater	writing appropriately	Horror'. Develop	
	awareness of structure;	awareness of writer's	for the purpose of the	writing skills: organise	S&L – AOs 7, 8, 9
	express personal	viewpoint, in order to	reader; develops	writing appropriately	Participate in whole
'	preferences, beginning	complete Component	different writing	for the purpose of the	group discussion and
	to show awareness of	1 exam paper Reading	genres; shows	reader; develops	collaborative tasks.
	writer's viewpoint, in	section.	awareness in style of	different writing	Research and present
	preparation for		different audiences;	genres; shows	information about a
	Component 1 exam	W – AOs 5, 6	uses formal or informal	awareness in style of	war/conflict in order to
	paper.	Produce writing on the	language where	different audiences;	prepare for GCSE
		theme of 'Hobbies'.	appropriate; improving	uses formal or informal	English Language S&L
	W – AOs 5, 6	Further develop	spelling; using basic	language where	task.
	Produce writing on the	writing skills: organise	punctuation correctly	appropriate; improving	
	theme of 'Hobbies'.	writing appropriately	and developing use of	spelling; using basic	Impact: To be familiar
	Develop writing skills:	for the purpose of the	punctuation within the	punctuation correctly	with the theme of the
	organise writing	reader; develops	sentence; use some	and developing use of	GCSE English Literature
	appropriately for the	different writing	adventurous	punctuation within the	poetry anthology.
	purpose of the reader;	genres; shows	vocabulary and	sentence; use some	To have understood,
	develops different	awareness in style of	descriptive techniques,	adventurous	and begun to analyse,
	writing genres; shows	different audiences;	in preparation for	vocabulary and	two of the GCSE
	awareness in style of	uses formal or informal	Component 2 exam	descriptive techniques,	English Literature
	different audiences;	language where	paper.	in preparation for	anthology poems. To
	uses formal or informal	appropriate; improving		Component 2 exam	have developed
	language where	spelling; using basic	S&L – AOs 7, 8, 9	paper.	subject terminology
	appropriate; improving	punctuation correctly	Participate in whole		and skills of language
	spelling; using basic	and developing use of	group discussion and	S&L – AOs 7, 8, 9	analysis.
	punctuation correctly	punctuation within the	collaborative tasks.	Participate in whole	
	and developing use of	sentence; use some		group discussion and	
	punctuation within the	adventurous	Impact: Developed	collaborative tasks.	
	sentence; use some	vocabulary and	ability to answer Gold		
	adventurous vocabulary	descriptive techniques,	Award reading and	Impact: Developed	
	and descriptive	in order to complete	writing questions on	ability to answer Gold	
	techniques, in		fiction and non-fiction.	Award reading and	



members of the class;	preparation for	Component 1 exam	writing questions on	
evaluate own S&L skills.	Component 1 exam	paper writing section.	fiction and non-fiction;	
Invested by the second	paper.		to have successfully	
Impact: Developed		S&L – AOs 7, 8, 9	completed the whole	
reading, writing and S&L skills in readiness for	S&L – AOs 7, 8, 9	Participate in whole	of Component 2.	
beginning AQA Step Up	Demonstrate	group discussion and		
to English Gold Award.	presentation	collaborative tasks.		
	skills; listen and			
	respond	Impact: Developed		
	appropriately to spoken	ability to answer Gold		
	language, including to	Award reading and		
	questions and feedback	writing questions on		
	on presentations; use	non-fiction; to have		
	spoken English	successfully completed		
	effectively in speeches	the whole of		
	and presentations, in	Component 1.		
	order to complete the			
	S&L element of			
	Component 1.			
	Impact: Developed			
	ability to answer Gold			
	Award reading and			
	writing questions on			
	non-fiction; to have			
	successfully completed			
	S&L element of			
	Component 1.			



Year 9 Lower Pathway:

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Novel - Stone Cold	AQA Step Up to English	AQA Step Up to	AQA Step Up to	AQA Step Up to	Non-Fiction Reading
	Silver Award	English Silver Award	English Silver Award	English Silver Award	and Writing
	Component 1 (E2)	Component 1 (E2)	Component 2 (E2)	Component 2 (E2)	
Intent: To read a dual narrative text and understand perspective; to become prepared for AQA Step Up to English Silver Award. Implementation: R – AOS 1, 2, 3, 4 Read and listen to a novel, some short non- fiction texts and a poem about homelessness; revisit and consolidate reading skills from Year 8, including: select appropriate quotes to support points; make predictions and inferences based on what they have read; retrieve explicit and implicit information; make comparisons between characters. Pupils will complete tasks to prepare them for AQA	Component 1 (E2)*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS. IN WEEK ONE, STUDENTS SHOULD COMPLETE BOTH SPEAKING AND LISTENING ASSESSMENTS*Intent: To develop reading, writing and S&L skills in readiness for AQA Step Up to English Silver Award Component 1.Implementation: R – AOs 1, 2, 4 Read a range of non- fiction texts on the theme of 'Detectives'. Develop reading skills: locate key points and demonstrate understanding of texts;	Component 1 (E2)*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS*Intent: To further 	Component 2 (E2)Intent: To developreading and writingskills in readiness forAQA Step Up to EnglishSilver AwardComponent 2.Implementation:R – AOs 1, 2, 3Read a range of fictiontexts on the theme of'Exploring'.Develop reading skills:locate key points anddemonstrateunderstanding of texts;interpret at a literallevel; make inferencesbased on textual detail;show awareness ofstructure; be able tomake comparisons.W – AOs 5, 6Produce writing on thetheme of 'Exploring'.	Component 2 (E2) Intent: To further develop reading and writing skills to complete AQA Step Up to English Silver Award Component 2. Implementation: R – AOs 1, 2, 3 Read a range of fiction texts on the theme of 'Exploring'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons. W – AOs 5, 6 Produce writing on the	Intent: To develop skills relevant to AQA GCSE English Language Paper 2 Reading and Writing sections; comparing Pre- and post- 1914 texts on similar topics. Implementation: R – AOs 1, 2, 3 Read a range of non- fiction texts; be able to identify four correct statements from eight to prepare for AQA GCSE English Language Paper 2 Q1; develop AO1 skills by being able to synthesise information from two texts; further develop language analysis and use of relevant quotation; further develop comparison



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Step Up to English Silver	level; make some	based on textual	organise writing	Develop writing skills:	the same theme from
Award.	inferences based on	detail; show	appropriately in	organise writing	different time periods.
	textual detail; begin to	awareness of	sentences; develops	appropriately in	
W – AOs 5, 6	show awareness of	structure; express	different writing	sentences; develops	W – AOs 5, 6
Revisit and consolidate	structure; express	personal	genres; shows	different writing	Further develop
writing skills from Year 8, including: using a range	personal preferences,	preferences, showing	awareness in style of	genres; shows	writing skills: organise
of sentence structures;	beginning to show	greater awareness of	different audiences;	awareness in style of	writing appropriately in
improving spelling,	awareness of writer's	writer's viewpoint, in	uses formal or informal	different audiences;	sentences and
punctuation and	viewpoint, in preparation	order to complete	language where	uses formal or informal	paragraphs; build on
grammar; communicate	for Component 1 exam	Component 1 exam	appropriate; improving	language where	skills of using correct
clearly and effectively;	paper.	paper Reading	spelling; using basic	appropriate; improving	features and layout,
ensure writing is suitable		section.	punctuation correctly;	spelling; using basic	and writing
for purpose and	W – AOs 5, 6		use some relevant	punctuation correctly;	appropriately for
audience. Produce	Produce writing on the	W – AOs 5, 6	vocabulary and	use some relevant	audience and purpose;
descriptive writing with a focus on linguistic	theme of 'Detectives'.	Produce writing on	descriptive techniques,	vocabulary and	improving SPaG; write
techniques and figurative	Develop writing skills:	the theme of	in preparation for	descriptive techniques,	non-fiction article and
language; produce a	organise writing	'Detectives'. Further	Component 2 exam	in preparation for	letter.
letter home that is	appropriately in	develop writing skills:	paper.	Component 2 exam	
suitable for purpose and	sentences; develops	organise writing		paper.	Impact: Pupils able to
contains appropriate	different writing styles;	appropriately in	S&L – AOs 7, 8, 9		evidence
content. Pupils will	shows	sentences; develops	Participate in whole	S&L – AOs 7, 8, 9	understanding of texts
complete tasks to	awareness in style of	different writing	group discussion and	Participate in whole	through responses to
prepare them for AQA	different audiences; uses	styles; shows	collaborative tasks.	group discussion and	exam-style questions.
Step Up to English Silver	formal or informal	awareness in style of		collaborative tasks.	Completion of formal
Award.	language where	different audiences;	Impact: Developed		writing tasks (formal
S&L – AOs 7, 8, 9	appropriate; improving	uses formal or	ability to answer Silver	Impact: Developed	letter and article
Revisit and consolidate	spelling; using basic	informal language	Award reading and	ability to answer Silver	writing).
S&L skills from Year 8. To	punctuation correctly;	where appropriate;	writing questions on	Award reading and	
have participated in	use some relevant	improving spelling;	fiction.	writing questions on	
whole group discussion,	vocabulary and	using basic		fiction and non-fiction;	
reading, drama,	descriptive techniques,	punctuation		to have successfully	
collaborative tasks and	in preparation for	correctly; use some		completed the whole	
listened to other	Component 1 exam	relevant vocabulary		of Component 2.	
	paper.	and descriptive			



members of the class;		techniques, in order		
evaluate own S&L skills.	S&L – AOs 7, 8, 9	to complete		
evaluate own S&L skills. Impact: Developed reading, writing and S&L skills in readiness for beginning AQA Step Up to English Silver Award.	S&L – AOs 7, 8, 9 Demonstrate presentation skills; listen and respond appropriately to spoken language, including to questions and feedback on presentations; use spoken English effectively in speeches and presentations, in order to complete the S&L element of Component 1. Impact: Developed ability to answer Silver Award reading and writing questions on non-fiction; to have successfully completed	to complete Component 1 exam paper writing section. S&L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks. Impact: Developed ability to answer Silver Award reading and writing questions on non-fiction; to have successfully completed the whole of Component 1.		
	S&L element of			
	Component 1.			