

Subject:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	The Case of the Caretaker's Keys- reading skills / Creative writing/ character analyses	<b>Travel Writing (Lang P2 Section A)</b> - 8 resources Descriptive Writing/Writing to persuade/ Travel Blogs. including a range of medium-specific features such as maps and images. Features include; 1st person narrative; Sensory detail using all 5 senses.	/ <b>Short poetry SOW</b> - reading for meaning and analysis/ poetic terminology  <b>Introduction to non-fiction</b> Newspaper articles Writing to advise Different perspectives Tone and language Analysing speeches Inference and implication	<b>Creative Writing</b> - Escape from Kraznir  Reading – extract from poem analysing and using PEA Writing - Imaginative piece describing either a day from Kraznir or episode from poem – first person narrative Group work and group presentation in performance	<b>Introduction to Shakespeare Play- MSND</b> reading skills- analysis- social and historical context/ poetic terminology MSND (Lit Paper 1) - 19 lessons + SOW	<b>Poetry from other cultures (Lit Paper 2)</b> exploring poetry across time and culture, from Homer to Pushkin to Eminem.
Year 8/9	<b>Animal Farm</b> Reading skills / creative writing/ character analyses Animal Farm (Lang P1 Section A)- 19 lessons. writing discursively about language issues in an academic essay	<b>Non-fiction reading (Lang P2 Section A) - 19 lessons.</b> Analysing language in non-fiction texts Summary Writing Comparing texts Improving non-fiction analyses Analysing non-fiction texts – zoos Recapping language techniques	<b>OMAM (Lang P1 Section A) - 19 lessons + SOW</b> How to respond to a 'How far do you agree' response for both Literature and Language key messages and themes presented in a text How to respond to GCSE Language questions To review/develop SPAG writing skills	<b>War Poetry</b> Poem & Context Voice & Register Language Sound Structure & Form Theme(s) Comparisons/links to other poems	<b>Short stories-creative writing</b> Narrative structure Narrative hooks Narrative voice/perspective (including reliable/unreliable narrators) Figurative Language Characterisation Describing Setting 'Show, Don't Tell' Foreboding/Foreshadowing Tone, Mood & Atmosphere Symbolism Metanarratives	<b>Non-fiction writing (P2 Q5)</b> Non-fiction magazine project -Non-fiction reviews -Interview writing -Writing to argue, explain, advise -Speech writing -Essay writing -Tone of writing -

					Plot Twists Suspense/Tension Sentence Structures (and isolated sentences) Narrative Endings & Cliffhangers	
<b>Year 10</b>	<p><b>AQA Paper 1 Reading Exam Skills</b> Introduction to paper 1- go through questions 1-4 on PPT Reading skills: describe; explain; analyse; evaluate using a range of fictional extracts Understanding Structure</p> <p>Building on previous learning of reading skills from KS3. Beginning to introduce a range of fictional texts. Developing the said skills to engage learners using more analytical and evaluative frameworks</p>	<p><b>AQA Paper 1 Writing Exam Skills</b> Recap on beginnings and endings Introduction to descriptive writing/creative writing Spag</p> <p>Building on previous learning of written skills from KS3. Developing the said skills to engage learners applying more technical literary devices</p>	<p><b>AQA Paper 2 Section B Exam Skills</b> Introduction to paper 2 Writing in different forms- Speech writing/Article/ Newspaper writing/ letter/essay Writing to persuade/explain/argue</p> <p>Building on previous learning of written skills from KS3. Developing the said skills to engage learners in applying more relevant techniques across a wider range of different non-fiction forms.</p>	<p><b>AQA Paper 2 Section B Exam Skills</b> Revise reading skills : describe; explain; analyse; evaluate using a range of non-fiction extracts Writing to argue assessment prep Mock paper 2 section B</p> <p>Building on previous learning of reading skills from KS3. Beginning to introduce a range of non-fictional texts. Developing the said skills to engage learners using more analytical and evaluative frameworks</p>	<p><b>AQA Paper 2 Section A Exam Skills</b></p> <p>To retrieve key information from a text to answer exam-style questions. To learn how to write a summary To analyse the writer's bias in an editorial piece</p> <p>Building on previous learning of reading and writing skills from KS3/ term 1 and 2 in Year 10. Developing the said skills to engage learners using more analytical and evaluative frameworks and applying more relevant techniques across a wider range of different non-fiction forms.</p>	<p><b>AQA Paper 1 and 2 Exam Skills revision</b></p> <p>To consolidate all the key exam skills learnt so far for both Papers 1 and 2</p> <p>Getting to know the markschemes for the papers</p> <p>To consolidate reading and writing skills learnt so far on the course- to begin to develop pupils time management skills for each question. Pupils can now acknowledge which questions are worth more time and</p>
<b>Year 11</b>	<p><b>AQA Paper 1 Recap Reading Exam Skills</b> Recap on paper 1- Section A Developing Reading skills: describe; explain; analyse; evaluate using a</p>	<p><b>AQA Paper 1 Recap Writing Exam Skills</b> Recap on paper 1- Section B Revise the key differences between narrative writing and descriptive writing.</p>	<p><b>AQA Paper 2 Section A and B Exam Skills</b> Revise reading skills : describe; explain; analyse; evaluate using a range of non-fiction extracts Practice writing summaries /</p>	<p><b>Practice Mock papers</b> Use past papers and example papers from AQA materials and resources Complete walking-talking mocks Pupils to understand the mark scheme and</p>	<p><b>Practice Mock papers</b> Use past papers and example papers from AQA materials and resources Complete walking-talking mocks Pupils to understand the mark scheme and have</p>	

	<p>range of fictional extracts Developing analytical skills on structure of texts and critical evaluation of texts.</p> <p>To revise and develop reading skills learnt in year 10- to continue to work on timings for each question and recap on the mark schemes- weight of each question.</p>	<p>Complete descriptive and narrative tasks developing openings/endings/ sophisticated vocabulary and literary devices Walking talking mock and peer/self-marking</p> <p>To revise and develop written skills learnt in year 10- to continue to work on timings for each question and recap on the mark schemes- weight of each question.</p>	<p>newspaper articles/ reports/letters/ essays to develop language techniques and Spag for effect</p> <p>Building on previous learning of reading and writing skills from KS3/ Year 10. Further developing the said skills to engage learners using more analytical and evaluative frameworks and applying more relevant techniques across a wider range of different non-fiction forms.</p>	<p>have opportunities to self/ peer assess.</p> <p>This is delivered in Spring 2 in order to prepare pupils for the real exam in Summer 1- to consolidate all their exam skills – practice completing papers within timed conditions.</p>	<p>opportunities to self/ peer assess.</p>	
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