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| **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  Animal Farm  Reading skills / creative writing/ character analyses  Animal Farm (Lang P1 Section A)- 19 lessons.  writing discursively about language issues in an academic essay | *Travel Writing (Lang P2 Section A) - 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.  Non-fiction reading (Lang P2 Section A) - 19 lessons.  Analysing language in non-fiction texts  Summary Writing  Comapring texts  Improving non-fiction analyses  Analysing non-fiction texts – zoos  Recapping language techniques | / Short poetry SOW- reading for meaning and analysis/ poetic terminology  Introduction to non-fiction  Newspaper articles  Wrting to advise  Different perspectives  Tone and language  Analysing speeches  Inference and implication  OMAM (Lang P1 Section A) - 19 lessons + SOW  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 | Creative Writing- 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  War Poetry  Poem & Context  Voice & Register  Language  Sound  Structure & Form  Theme(s)  Comparisons/links to other poems | Introduction to Shakespeare Play- MSND reading skills- analysis- social and historical context/ poetic terminology  MSND (Lit Paper 1) - 19 lessons + SOW  Short stories-creative writing  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  Plot Twists  Suspense/Tension  Sentence Structures (and isolated sentences)  Narrative Endings & Cliffhangers | *Poetry from other cultures (Lit Paper 2)*  exploring poetry across time and culture, from Homer to Pushkin to Eminem.  Non-fiction writing (P2 Q5)  Non-fiction magazine project  -Non-fiction reviews  -Interview writing  -Writing to argue, explain, advise  -Speech writing  -Essay writing  -Tone of writing  - |
| **Year 8/9** |
| **Year 10** | AQA Paper 1 Reading Exam Skills  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  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 | AQA Paper 1 Writing Exam Skills  Recap on beginnings and endings  Introduction to descriptive writing/ creative writing  Spag  Building on previous learning of written skills from KS3.  Developing the said skills to engage learners applying more technical literary devices | AQA Paper 2 Section B Exam Skills  Introduction to paper 2  Writing in different forms- Speech writing/Article/ Newspaper writing/ letter/essay  Writing to persuade/explain/ argue  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. | AQA Paper 2 Section B Exam Skills  Revise reading skills : describe; explain; analyse; evaluate using a range of non-fiction extracts  Writing to argue assessment prep  Mock paper 2 section B  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 | AQA Paper 2 Section A Exam Skills  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  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. | |
| **Year 11** | AQA Paper 1 Recap Reading Exam Skills  Recap on paper 1- Section A  Developing Reading skills: describe; explain; analyse; evaluate using a range of fictional extracts  Developing analytical skills on structure of texts and critical evaluation of texts.  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. | AQA Paper 1 Recap Writing Exam Skills  Recap on paper 1- Section B  Revise the key differences between narrative writing and descriptive writing.  Complete descriptive and narrative tasks developing openings/endings/ sophisticated vocabulary and literary devices  Walking talking mock and peer/self-marking  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. | AQA Paper 2 Section A and B Exam Skills  Revise reading skills : describe; explain; analyse; evaluate using a range of non-fiction extracts  Practice writing summaries / newspaper articles/ reports/letters/ essays to develop language techniques and Spag for effect  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. | Practice Mock papers  Use past papers and example papers from AQA materials and resources  Complete walking-talking mocks  Pupils to understand the mark scheme and have opportunities to self/ peer assess.  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. | Practice Mock papers  Use past papers and example papers from AQA materials and resources  Complete walking-talking mocks  Pupils to understand the mark scheme and have opportunities to self/ peer assess. |  |