

Year 9

Building independence and stamina

Concepts in English: Relationships: Power: Setting; Character; Identity; Gender; Hierarchy; Inequality

Autumn 1
The Gothic:
Bugs + All in
the Mind

Autumn 2
Short Stories +
Unseen Poetry

Spring 1
Rhetoric

Spring 2
Unseen Poetry
Introduction to
Anthology Poetry

Summer 1
Continuing
Anthology
Poetry

Summer 2
Introduction to
Romeo and Juliet +
Literature revision
skills

Reading and Writing Skills are studied alongside each other so that the reading of high quality and diverse literary texts are used to support students' own approaches to writing.

Stamina and independence are built in a phased manner. Initially students work with a single poem, developing strategies for interpreting unseen texts. Students move on to integrating contextual influences into critical evaluation of a text. Finally, students develop the skill of connecting an extract from a known text to their understanding and interpretation of the text as a whole through study of a whole play.

Understand that characters are constructed for a purpose – characters are not real; they are devices that serve the writer's purpose

Connect concepts, such as power, gender, prejudice and hierarchy, across a range of texts

Analyse texts with reference to the effects of writers' methods and the inclusion of specific linguistic and structural choices

Visual and written texts represent individuals and groups of individuals in the real world in ways that serve authorial (English) and institutional (Media) purposes

To write well-structured texts that are accurate, fluent and demonstrate awareness of audience and purpose

Read fluently, critically and with good understanding

Write critically, and use knowledge gained from wide reading to inform and improve their own writing

Acquire and apply a wide vocabulary to written work

Know and understand grammatical terminology, and linguistic conventions for reading, writing and spoken language

Year 8

Developing critical thinking

Concepts in English: Power: Gender; Hierarchy; Inequality

Autumn 1
Gothic Short
Stories

Autumn 2
Macbeth

Spring 1
20th Century
novel: *Animal
Farm*

Spring 2
Media, Language
and
Representation

Summer 1
Dystopian
Fiction

Summer 2
Poetry

Reading and Writing Skills are studied alongside each other so that the reading of high quality and diverse literary texts are used to support students' own approaches to writing.

Reading and Writing skills take on a greater emphasis on the wider theme of a text, the reasons why texts are constructed, and the importance of recognising the wider context within which the text exists

Understand that texts are constructed for a purpose – settings and character are not real; they are devices that serve the writer's purpose

Connect concepts, such as power, gender, prejudice and hierarchy, across a range of texts

Analyse texts with reference to the effects of writers' methods and the inclusion of specific linguistic and structural choices

Consider writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Consider the significance of diversity and experience on a writer's motivation and choices. To evaluate how visual and written texts represent individuals and groups of individuals in the real world in ways that serve authorial (English) and institutional (Media) intent

To write well-structured texts that are accurate, fluent and demonstrate awareness of audience and purpose

To maintain focus on developing sentence structures and vocabulary with greater purpose and intent

Year 7

Introducing Challenging Texts

Concepts in English: People: Identity; Family; Character; Setting; Purpose

Autumn 1 and 2
Journeys in Poetry and Prose;
Travelogue

Spring 1 and 2
Oliver Twist and Narrative
Writing

Summer 1 and 2
Shakespeare's Comedies and
Modern Plays

Reading and Writing Skills are studied alongside each other so that the reading of high quality and diverse literary texts are used to support students' own approaches to writing. There is a process of benchmarking, assessing and re-assessing students' competence with sentence structures, as these are the building blocks of effective speaking and communication.

Students are encouraged to reflect on vocabulary choices in order to demonstrate clarity and precision in their ideas.

What are writers' methods? Understand that writers make choices, in both fiction and non-fiction texts

What are themes? Start to consider contextual influences on a writer, for example, Dickens' experience of the Industrial Revolution and how this influenced his construction of plot, character and setting in *Oliver Twist*

How do I write about themes and methods? Responding to the effects of specific linguistic and structural choices

What do we mean by diversity and identity? Consider the significance of personal experience on a writer's motivation and choices.

To write well-structured texts that are accurate, fluent and purposeful

To focus on developing accurate sentence structures; to choose vocabulary with greater purpose and intent