



	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<b>Ghosts and the Supernatural – fact or fiction?</b>	<b>The Novel</b>	<b>Of Mice And Men</b>	<b>Modern Texts – “Never Let Me Go” – Kazuo Ishiguro or “Animal Farm” – George Orwell</b>	<b>“Never Let Me Go” – Kazuo Ishiguro or “Animal Farm” – George Orwell revision. “A Christmas Carol” first reading.</b>
	<ul style="list-style-type: none"> <li>• Introductory scheme – including baseline assessment.</li> <li>• Analysis of a number of non-fiction texts.</li> <li>• Production of a writing response using ghost material as a stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and analysis of a novel from the Year 8 bank</li> <li>• Analysis and review of the themes, characters and context of the text.</li> <li>• Study the effectiveness of the grammar and vocabulary use in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and analysis of a former GCSE text.</li> <li>• Analysis of character, plot, theme and context.</li> <li>• Emphasis is on producing more extended analytical responses in preparation for GCSE</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of novel</li> <li>• Analysis of themes, structure, character, the novel form, themes and context.</li> <li>• Relate to Lit response.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of novel</li> <li>• Analysis of themes, structure, character, the novel form, themes and context.</li> <li>• Revisit text – recap thematic and character points.</li> <li>• Practice of extended response.</li> </ul>
Autumn 2	<b>Poetry</b>	<b>Poetry</b>	<b>Non-fiction texts</b>	<b>Explorations in Creative Reading and Writing</b>	<b>Poetry, Unit 1 and 2 revision</b>
	<ul style="list-style-type: none"> <li>• A range of poetry read.</li> <li>• Introduction to range of poetic techniques and devices.</li> <li>• Produce a comparative response.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of poetry read, in an increasing variety of forms.</li> <li>• Opportunity to produce own poetry.</li> <li>• Analysis of language, devices, form and content.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of a broadening range of non-fiction texts.</li> <li>• Consideration of the effect of form, style and audience.</li> <li>• More extended response for assessment – preparatory for GCSE Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of novel</li> <li>• Analysis of themes, structure, character, the novel form, themes and context.</li> <li>• Relate to both Lang and Lit response</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and analysis of anthology poetry</li> <li>• Focus on comparative responses.</li> <li>• Further preparation of exam technique</li> </ul>

<b>Spring 1</b>	<b>Newspapers and Non-fiction</b>	<b>Short Stories</b>	<b>Poetry</b>	<b>Unseen Poetry</b>	<b>Unit 1 and 2 revision/ Romeo and Juliet revisited.</b>
	<ul style="list-style-type: none"> <li>• Read a variety of articles from different sources and forms.</li> <li>• Coverage of the codes and conventions of newspapers.</li> <li>• Focus on audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of the short story form.</li> <li>• Reading of a selection of short stories, with varying audiences, styles and tones.</li> <li>• Comparative response for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• A more extended and demanding range of poetry read.</li> <li>• Analysis of language, devices, form and content</li> </ul>	<ul style="list-style-type: none"> <li>• Examination of themes, content and terminology involved in the analysis of unseen poems</li> <li>• Analysis of a variety of devices, techniques, terminology and devices.</li> <li>• Completion of formal practice assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and analysis of non-fiction texts – coverage of exam rubric.</li> <li>• Reading of play.</li> <li>• Initial examination of plot and character.</li> </ul>
<b>Spring 2</b>	<b>The Novel</b>	<b>Speeches and rhetoric</b>	<b>Spoken language/revisiting the novel</b>	<b>Writers' Viewpoints and Perspectives</b>	<b>"An Inspector Calls" (continued)</b>
	<ul style="list-style-type: none"> <li>• Reading and analysis of a novel from the Year 7 bank.</li> <li>• Analysis and review of the themes, characters and context of the text.</li> <li>• Discussion and review of wider themes raised.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to conventions of spoken language.</li> <li>• Review of a range of well-known speeches from a number of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit conventions of spoken language.</li> <li>• Analysis of different forms</li> <li>• Analysis of accent, dialect and idiom.</li> <li>• Recap/recall of novel from HT1 –</li> <li>• Emphasis on wider contextual response.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and analysis of a range of texts, seen and unseen, taken from across the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries.</li> <li>• Completion of formal practice assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of play</li> <li>• Analysis of text – plot, character, themes.</li> <li>• Review of wider context of play – political subtext.</li> <li>• Writing analytical responses – use of quotation.</li> </ul>

<b>Summer 1</b>	<b>Spoken Language</b>	<b>Pre-1914 Literature</b>	<b>Shakespeare</b>	<b>Shakespeare</b>	<b>Revision of Literature texts and Language Units 1 and 2</b>
	<ul style="list-style-type: none"> <li>• Introduction to some basic features of spoken language – differences from written communication.</li> <li>• Review of own and others forms of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of a suitable text chosen from the NC accepted canon.</li> <li>• Analysis according to plot, character, theme</li> <li>• Focus on historical context – impact on the writer and reader</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of sections of a Shakespeare play, different to the play covered in Year 7</li> <li>• Deeper focus on plot, character, themes and relevance.</li> <li>• Analysis of sections of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of an entire Shakespeare play, in preparation for an exam response.</li> <li>• Deeper focus on plot, character, themes and relevance.</li> <li>• Deep analysis of sections of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of Poetry, NLMG, Animal Farm, Romeo and Juliet</li> <li>• Preparation for Units 1 and 2 – non-fiction reading and writing tasks</li> </ul>
<b>Summer 2</b>	<b>Shakespeare</b>	<b>Pre-1914 and contemporary drama</b>	<b>Narrative and descriptive writing</b>	<b>Language exam preparation</b>	
	<ul style="list-style-type: none"> <li>• Reading of sections of a Shakespeare play.</li> <li>• Focus on plot, character, themes and relevance.</li> <li>• Analysis of sections of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of plays from the accepted canon of literature.</li> <li>• Coverage of the dramatic form and differences from other forms of literature.</li> <li>• Analysis of plot, character and stagecraft.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of a number of examples of both forms of writing.</li> <li>• Coverage of descriptive/narrative techniques</li> <li>• Review and practice of writing in a variety of forms</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for non-fiction reading and writing tasks.</li> <li>• Specific revision of SPaG areas.</li> </ul>	