

	<p>Read, understand and respond to texts. Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p>	<p>Read, understand and respond to texts. Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Read, understand and respond to texts. Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Read, understand and respond to texts. Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Read, understand and respond to texts. Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Read, understand and respond to texts. Students should be able to:</p> <p>Maintain a critical style and develop an informed personal response</p> <p>Use textual references, including quotations, to support and illustrate interpretations.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Explain, comment on and analyse how</p>
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	<p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Organise and structure discussions using an effective range of</p>	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support</p>	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support</p>	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support</p>	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support</p>	<p>writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>
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quality first teaching	Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding	Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding	Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding	Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding	Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding	Frayer models for key vocabulary Glossaries Disciplinary literacy reading strategies Guided reading activities Challenge Tasks Model answers Targeted questioning Knowledge organiser tests Recall quizzes Dual-coding
Careers input	Links to army career path. Publishing Newspaper journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer	Editing Newspaper journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian Writer-author, poet	Newspaper journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer	Newspaper journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian Writer-author, poet Teacher, lecturer	Drama/theatre? Directing Acting Filmmaking Newspaper journalist Editor Publishing copy-editor Advertising copywriter Proof-reader Librarian	Drama/theatre Directing Stage management Acting Filmmaking Camera operating Set design

	<p>Marketing executive</p> <p>Web content manager</p> <p>Lawyer</p> <p>Paralegal</p> <p>Public relations manager</p>	<p>Teacher, lecturer</p> <p>Marketing executive</p> <p>Web content manager</p> <p>Lawyer</p> <p>Paralegal</p> <p>Public relations manager</p>	<p>Marketing executive</p> <p>Web content manager</p> <p>Lawyer</p> <p>Paralegal</p> <p>Public relations manager</p>	<p>Marketing executive</p> <p>Web content manager</p> <p>Lawyer</p> <p>Paralegal</p> <p>Public relations manager</p>	<p>Writer-author, poet</p> <p>Teacher, lecturer</p> <p>Marketing executive</p> <p>Web content manager</p> <p>Lawyer</p> <p>Paralegal</p> <p>Public relations manager</p>	
<p>Links (prior knowledge, future knowledge)</p>	<p>This unit of work builds on the Key Stage 2 curriculum for reading and comprehension.</p> <p>Students will be taught explicit instruction about writing which is essential to develop older students' writing. This unit enables students to write frequently, for a range of audiences and purposes which builds on the Programme of Study in year 6 and the</p>	<p>This unit of work builds on the Key Stage 2 curriculum with reading, writing and spoken language by encountering a wide range of literature texts to prepare for GCSE. This unit of work also builds on essential skills from last half term with analysis of language, structure and form from</p>	<p>Students study this unit of work here because we are building on essential knowledge and skills in the Year 6 Programme of Study where students practice writing for audiences and in different formats such as leaflets, letters, reports and speeches. We have built on creative writing at the start</p>	<p>This unit builds on students' knowledge and skills from Key Stage 2 where they study a wide range of fiction and the literary canon in the Programme of Study in Year 6. This also builds on the reading of the literary canon in Year 7 and 8. This unit prepares students for their English Literature</p>	<p>This unit allows students to revise the poetry skills from Key Stage 2 and Year 7 and 8 and this unit builds on their essential knowledge by providing students with learning opportunities to develop analysis skills with language, structure and form.</p>	<p>This play builds on students' study of plays in the Programme of Study in Year 6 where students read a wide range of plays, explore the conventions of plays and perform plays. It also builds on the essential knowledge and skills gained in the previous unit where the play Hamlet by</p>

	<p>first term of year 7 and this unit prepares students for the GCSE writing examination tasks.</p> <p>It also prepares students for the demands of Literature in Key Stage 4 with increasingly demanding texts. This unit of work enables students to build essential knowledge on different contextual backgrounds. Students will explore how context is significant in English Literature and how it influences writing and its impact.</p>	<p>increasingly complex texts from the literary canon, with a particular focus on 19th century fictional texts.</p>	<p>of Year 7 in the Private Peaceful unit, so we are developing the practice of a range of forms in the Time Travel unit. This unit prepare students for the GCSE English Language Paper 2 examination where they are assessed on a transactional writing task. Students explore fiction and a range of non-fiction. They engage in a variety of transactional writing tasks based on a wide range of genres and formats which includes leaflets, reports, letters and speeches. They also learn how to respond to non-fiction texts, using skills from the GCSE non-fiction examination. This</p>	<p>exam, where they are required to answer questions on key poems.</p>	<p>This unit prepares students for the fundamental skills in the GCSE English Literature course where students respond to an extract from Macbeth. The key skills in this unit will prepare students for poetry study throughout Key Stage 3 and Key Stage 4.</p>	<p>Shakespeare is studied. This unit prepares students for the study of the play Macbeth by William Shakespeare, An Inspector Calls by J.B.Priestley and the GCSE English Literature Paper 1 and 2 examinations in Key Stage 4.</p> <p>In this unit, students explore characters, themes, ideas and context in the play The Crucible. The study of this play is directly linked to students' GCSE English Literature course and examination where plays are read and interpreted for meaning and</p>
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			<p>will be a key requirement for future study in preparation for Key Stage 4.</p> <p>These units allow students to plan, draft and revise, edit and publish their writing and to practice these processes.</p> <p>Students will be taught explicit instruction about writing which is essential to develop older students' writing. This unit enables students to write frequently, for a range of audiences and purposes which builds on the Programme of Study in year 6 and the first term of year 7 and this unit prepares students for the GCSE writing examination tasks.</p>			<p>analysis. The study of this play allows students to further develop their skills in analysing conventions of drama texts. Students critically analyse the playwright's methods and how these methods are used for effect in drama.</p> <p>Furthermore, students explore the significance of context in the play and the impact of it. This scheme of learning is sequenced after the study of Hamlet and before the GCSE Literature texts in Year 10 to further develop the skills required to read and analyse plays (preparation for the study of Macbeth</p>
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			<p>The Time Travel unit also prepares students for the future study of their literature texts in Key Stage 4 and enables students to build essential knowledge on different contextual backgrounds. Students will explore how context is significant in English Literature and how it influences writing and its impact.</p>			and An Inspector Calls).
Key Vocabulary	<p>Characterisation Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations Analysis</p>	<p>Characterisation Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations Analysis</p>	<p>Characterisation Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations Analysis</p>	<p>Context Poetic techniques Structure Form Tone Style Register Purpose Simile Metaphor Alliteration Assonance</p>	<p>Characterisation Themes Ideas Setting Perspectives Context Genre Language Structure Form Interpretations Analysis</p>	<p>Setting Perspectives Context Genre Language Structure Form Interpretations Analysis Quotations and references Terminology</p>

	<p>Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Stage Set dialogue dramatic irony monologue foreshadowing playwright stage directions script soliloquy</p>	<p>Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Stage Set dialogue dramatic irony monologue foreshadowing playwright stage directions script soliloquy</p>	<p>Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Stage Set dialogue dramatic irony monologue foreshadowing playwright stage directions script soliloquy</p>	<p>Sibilance Caesura Stanza</p>	<p>Quotations and references Terminology Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Stage Set dialogue dramatic irony monologue foreshadowing playwright stage directions script soliloquy</p>	<p>Vocabulary Sentence structures Tone Style Register Purpose Dramatic devices Stage Set dialogue dramatic irony monologue foreshadowing playwright stage directions script soliloquy</p>
<p>Review and Assessment (including opportunities for retrieval practice)</p>	<p><u>Summative Assessments:</u> <u>Challenging Reading Task:</u> How does Morpurgo use language to show Grandma Wolf is a cruel character?</p>	<p><u>Summative Assessments:</u> <u>Challenging Reading Task:</u> How does the writer create a gothic atmosphere in the extract?</p>	<p><u>Summative Assessments:</u> <u>Challenging Reading Task:</u> How does the writer use language to describe...(non-fiction article)</p>	<p><u>Summative Assessments:</u> <u>Challenging Reading Task:</u> How does the poet use language to illustrate the contrast between the two sets of people?</p>	<p><u>Summative Assessments:</u> <u>Challenging Reading Task:</u> How does Shakespeare present.....in the extract?</p>	<p><u>Summative Assessments:</u> <u>Challenging Reading Task:</u> Analyse writer's choice of language to present a character or theme.</p>

	<p>How does Morpurgo make this an exciting/tense/worrying moment? (Big Joe goes missing)</p> <p><u>Challenging Writing Task</u></p> <p>Write a description as suggested by this picture (inspired by the novel).</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback</p>	<p><u>Challenging Writing Task:</u></p> <p>Creative gothic writing.</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback</p>	<p><u>Challenging Writing Task:</u></p> <p>Write a letter to argue and persuade.</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback</p>	<p><u>Challenging Writing Task:</u></p> <p>Write and deliver a speech for the Prime Minister to deliver to the nation.</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback</p>	<p><u>Challenging Writing Task:</u></p> <p>Write an article based on a scene in the play.</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback</p>	<p><u>Challenging Writing Task:</u></p> <p>Write and deliver a speech about slavery.</p> <p><u>Formative Assessments:</u></p> <p>Knowledge Organiser Tests on Reading and Writing Practice assessments with diagnostic feedback</p>
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