



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>UNIT: STORY TELLING</p> <p><b>Big questions:</b> Storytelling: how did it all begin? Are there only seven stories in the world? How does a writer make us want to read a book?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Support pupils with a deeper understanding of narrative construction, and the mechanics of character, plot, and theme by exploring the seven basic plots and how these can be used across a range of genres. To allow pupils to read a range of prose reflecting differences across time and place. To allow pupils to consider archetypes, convention and tradition, in order to construct more insightful inferences based upon the application and adaptation of conventions, and so they can construct more purposeful narratives of their own.</p> <p><b>Reading</b> Infer meaning from a text with supporting evidence; make text-text connections; develop a personal response to story openings.</p> <p><b>Writing</b> Narrative Writing: opening and development (protagonist overcoming challenge); communicate clearly and appropriately for the text type; demonstrate control of sentences and punctuation; organise and develop ideas; use accurate spelling and tense in writing.</p> <p><b>Spoken Language</b> Use Standard English and communicate audibly and effectively in group tasks.</p>	<p>Unit: Class Reader</p> <p><b>Big Questions:</b> How do writers' choices help to engage the reader? How important is character in a story? How many can we make connections between our text and the world, our self and other texts? How can we write with originality?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Whole class teaching of a chosen novel. To foster a love of English Literature and to provide a foundation for development of key reading and writing skills. To build upon pupils' cultural capital and ability to make text-self, text-world and text-text connections. To develop understanding of narrative voice, perspective and tense and the importance of characterisation.</p> <p><b>Reading</b> Infer meaning from a writer's choices; develop a personal response to a whole text; make text-text, text-self and text-world connections.</p> <p><b>Writing</b> Transactional Writing: letter - communicate clearly and appropriately for the text type, audience and purpose; demonstrate control of sentences and punctuation; develop ideas within a paragraph. Narrative writing: making effective language and structural choices to construct a climactic scene.</p> <p><b>Spoken Language</b> Role on the wall drama activities: listen to and respond to spoken language and be able to manipulate spoken language to demonstrate understanding of character.</p>	<p>UNIT: HEROES</p> <p><b>Big Questions:</b> What is the archetypal hero? Why do we need heroes? When does a hero stop being a hero?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Build upon pupils' ability to make text-world connections through understanding texts as constructs in response to events and climates. Build on learning of story mechanics and construction by zooming in on specific hero archetypes: everyman, classical, epic, tragic, and antihero.</p> <p><b>Reading</b> Infer meaning from patterns of language in a text; make text-text connections and link texts to their relevant context.</p> <p><b>Writing</b> Transactional Writing: Speech - writing persuasively; making appropriate language and structural choices for a particular text type, audience and purpose.</p> <p><b>Spoken language</b> Debate skills: demonstrate presentation skills in a formal setting; listen and respond appropriately to spoken language, including to questions.</p>	<p>UNIT: CONFLICT</p> <p><b>Big Questions:</b> What is the difference between conflict and violence? How do writers present types of conflict? How can I communicate clearly and effectively?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Exploring different forms of interpersonal conflict, without physical violence - running from familial conflict into arranged marriages, then to conflict within marriages, and finally conflict following the end of a relationship. This is used as a vehicle to reintroduce and reinforce good approaches to analysis and then evaluation in deep, explicit detail.</p> <p><b>Reading</b> Infer meaning from a text and link to writer intention; construct analysis paragraphs which fully explore inferences; make precise choices when selecting evidence from a text to support a point; develop a personal response to a text.</p> <p><b>Writing</b> Transactional Writing: article - construct accurate and varied sentences; use paragraphs effectively; make effective punctuation choices; select features appropriate to a given text type, audience and purpose.</p> <p><b>Spoken Language</b> Talk for writing ("we do" paragraphs): Use Standard Spoken English to verbalise analytical paragraphs before writing.</p>	<p>UNIT: THE UNKNOWN</p> <p><b>Big Questions:</b> Why do writers create mystery? How can I identify styles of mystery fiction? How do I consider the reader when planning narrative fiction? How can we use language and structure to build tension?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> To introduce the mystery genre, and explore the breadth of it, running the gamut of intensity from cozy detective fiction, to hardboiled detective fiction, to spy thrillers. To evaluate the way that tension and tone can be built across different styles of mystery, depending on their intended atmospheres and their unique settings.</p> <p><b>Reading</b> Develop a personal response to a text; make inferences; analyse a text.</p> <p><b>Writing</b> Transactional writing: adapting language to suit the formality of a given text type, audience and purpose; selecting appropriate features including sentence styles and punctuation. Narrative writing: planning narratives using a five-part structure; considering the impact of organisation of narratives on the reader; constructing effective sentences; using figurative language to imply meaning.</p> <p><b>Spoken Language</b> Talk for writing ("we do" paragraphs): Use Standard Spoken English to verbalise evaluative responses before writing.</p>	<p>UNIT: MUSIC TO MY EARS</p> <p><b>Big Questions:</b> What is form? Is there a connection between prose, poetry and song?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Exploring the connection between written literature and poetry through four pairs of extracts - two sets of poems that are performed as songs, and two pairs comprised of a written text and a song directly inspired by it - to encourage and develop the appreciation pupils have for written literature's continuing relevance to wider aspects of the world. To highlight the skills of synthesis and comparison, which will grow more challenging in Year 8, as well as enabling children to begin thinking of literature as contextualised rather than isolated as text-text connections expand into text-world connections as well. To heighten familiarity with specific authors of relevance to their future studies.</p> <p><b>Reading</b> Infer meaning from choices in poetic structure and form; make text-text connections; unpick wider ideas, perspectives, themes and feelings from texts.</p> <p><b>Writing</b> Write a formal synthesis of two poems selecting appropriate compare connectives; reflect on weaknesses across all writing skills following final assessments.</p> <p><b>Spoken Language</b> Talk for writing ("we do" paragraphs): Use Standard Spoken English to verbalise synthesis responses before writing.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>R1 Infer meaning from a text</li> <li>R2 Develop a personal response to a text</li> <li>R3 Make text-text connections</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>W1 Communicate clearly and appropriately</li> <li>W2 Organise and develop ideas</li> <li>W3 Demonstrate control of sentences and punctuation</li> <li>W4 Use accurate spelling and tense in writing</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>SL1 Demonstrate presentation skills in a formal setting</li> <li>SL2 Listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>SL3 Use spoken Standard English effectively in speeches and presentations</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	SUMMER TRANSITION	AREs
<p>UNIT: SUPERNATURAL AND THE GOTHIC</p> <p><b>Big Questions:</b> What is Gothic fiction? How is setting used to create fear? How can narrative perspective impact a reader's response to a text? How are modern writers inspired by pre-20th Century fiction?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Develop pupils' ability to link relevant contexts to interpretations of texts. Introduce pupils to the Gothic and supernatural themes, in preparation for Key Stage 4, and equip pupils with the understanding of fear in texts as a means rather than merely an end, giving them tools to begin unpicking a writer's intentions beyond this. Exploring the different ways that fear can be crafted, whether through setting, the monstrous, or the madness of an unreliable narrator, and the way these same methods persist through different eras.</p> <p><b>Reading</b> Infer meaning from use of symbolism and motif in texts; analyse the impact a writer's choices have on the reader; justify a personal response to a text; make links between texts and the relevant context.</p> <p><b>Writing</b> Narrative Writing: Gothic description - use of language and structural features to describe; effective use of sentences and punctuation.</p> <p><b>Spoken Language</b> Use Standard English and communicate audibly and effectively in group tasks.</p>	<p>UNIT: DANGEROUS WORLDS</p> <p><b>Big Questions:</b> What are utopian and dystopian worlds and how do writers create them? How can I use structure to impact my reader? Why do writers create imagined worlds?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> An exploration of fictional dystopian worlds as well as an opportunity for pupils to reflect on their own reality: the world we live in, the challenges (on a global and an individual scale) face, and the way that fictional dystopian worlds comment on this.</p> <p><b>Reading</b> Analyse a writer's use of language and structure, unpick wider ideas and perspectives from a text; compare texts; link texts to relevant contexts.</p> <p><b>Writing</b> Narrative Writing: planning dystopian fiction - write up the rising action and climax; demonstrate control of sentences and punctuation; structure a narrative for effect; control exposition for effect.</p> <p><b>Spoken Language</b> Debating perspectives (personal responses to texts): Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</p>	<p>UNIT: VILLAINY: SINNERS AND SCOUNDRELS</p> <p><b>Big Questions:</b> What makes a villain? How can I make convincing judgements? How do writers create the right climate for evil? How do we write engaging non-fiction? What purpose do villains serve?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Taking awareness of convention and archetypes from Year 7 beyond Heroes and Plots and into the archetypes of villainy as well - ranging across bullies, masterminds, beasts, ancient evils, and fallen heroes - so they can apply these when making inferences and crafting their own narratives. Considering how the presentation of both settings and villains can be reflective of both the wider world and a specific author's personal experiences.</p> <p><b>Reading</b> Analyse the impact a writer's choices have on the reader; justify a personal response to a text; compare presentation of character with links to context.</p> <p><b>Writing</b> Transactional Writing: Article - inform and advise peers; selecting appropriate features for the text type, audience and purpose; adapting language to suit formality; technical accuracy (SPAG).</p> <p><b>Spoken Language</b> Use Standard English to communicate effectively in a formal setting and model language used to advise peers.</p>	<p>UNIT: VOICES OF CHANGE</p> <p><b>Big Questions:</b> How can language inspire change? How can speeches impact people?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Exploring the idea of voice and intention in transactional writing, by examining the different ways that speeches can be used to bring people to causes of war, peace, or unified awareness, depending on the contexts surrounding examples of spoken literature. In advance of Finals, pupils reflect upon and develop a sense of deliberate purpose to their analysis and evaluation skills, ensuring they consider and explain the effects and impacts of texts in depth.</p> <p><b>Reading</b> Analyse the impact a writer's choice have on the reader; make perceptive inferences that are well supported and explained; justify a personal response to a text.</p> <p><b>Writing</b> Transactional Writing: speech - create imagery in non-fiction writing; make language and structural choices appropriate for text type, audience and purpose; construct sentences for effect; write impactful openings and conclusions.</p> <p><b>Spoken Language</b> Talk for writing ("we do" paragraphs): Use Standard Spoken English to verbalise analytical paragraphs before writing.</p>	<p>UNIT: BEYOND A JOKE</p> <p><b>Big Questions:</b> How do writers create humour in fiction? How can I identify forms of humour? Is 19th century writing still entertaining today?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> An opportunity for pupils to explore the comic and humorous, and unpick what makes something funny as well as the way that comedy can be used as a vehicle for more sincere ends. An exploration into the types of comedy in writing and how these types of humour can be employed in pupils' own writing, as a supportive feature for their developing voice</p> <p><b>Reading</b> Justify a personal response to a text; convincingly explain a viewpoint; compare wider ideas and themes across two texts.</p> <p><b>Writing</b> Narrative Writing: planning and organising an effective plot; making effective language and structural choices.</p> <p>Transactional Writing: planning writing across a range of transactional tasks to suit text type, audience and purpose; writing ideas into developed paragraphs.</p> <p><b>Spoken Language</b> Talk for writing ("we do" paragraphs): Use Standard Spoken English to verbalise evaluative responses before writing.</p>	<p>UNIT: MAKING A CONNECTION</p> <p><b>Big Questions:</b> How do writers communicate feeling? What are the ways in which the idea of "connection" might be presented?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> To develop pupils' awareness of tone by exposing them to atypical presentations of relationships and love, to strengthen their inference skills and improve their ability to make precise statements about a writer's intentions and meaning. To highlight the unique form, language, and structural features that can be found in poetry vs prose.</p> <p><b>Reading</b> Analyse the impact of structure and form; analyse the impact of poetic choices on the reader; compare texts (poetry).</p> <p><b>Writing</b> Formal analytical writing: Heighten range of analytical verbs and use of literary terminology in written analysis.</p> <p><b>Spoken Language</b> Apply subject terminology to Spoken English when discussing poetry; communicate ideas confidently using Standard English.</p>	<p>UNIT: HOME</p> <p><b>Big Questions:</b> What does "home" mean to me? How successfully has the writer presented the theme of home?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> A non-fiction unit transitioning year 7 into year 8 with the intention of supporting pupils' voice and independence. Exploring notions of home and changing landscapes, developing pupils' understanding of tone in writing while also building comfort and familiarity with delivering a Speaking and Listening presentation in front of their class. Allowing pupils to become more aware of the way context impacts a writer's perspectives and a text's contents, through the shared concept of writers getting in touch with their homelands (as many of them go through or recover from times of turmoil).</p> <p><b>Reading</b> Analyse the impact a writer's choices have on the reader; justify a personal response to a text (spoken).</p> <p><b>Writing</b> Transactional Writing: Article - expressing an opinion linked to theme; use paragraphs effectively; select impactful structural features; adapt language to suit the purpose; use a range of punctuation.</p> <p><b>Spoken Language</b> Present in a formal setting; listen and respond appropriately to others; debate a perspective.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>R1 Analyse the impact a writer's choices have on the reader</li> <li>R2 Justify a personal response to a text</li> <li>R3 Compare texts</li> <li>R4 Link texts to the relevant contexts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>W1 Communicate clearly and appropriately</li> <li>W2 Organise and develop ideas</li> <li>W3 Demonstrate control of sentences and punctuation</li> <li>W4 Use accurate spelling and tense in writing</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>SL1 Demonstrate presentation skills in a formal setting</li> <li>SL2 Listen and respond appropriately to spoken language, including to questions and feed-back to presentations</li> <li>SL3 Use spoken Standard English effectively in speeches and presentations</li> </ul>



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<p>UNIT: WHODUNNIT? DETECTIVE FICTION</p> <p><b>Big question(s) of the unit:</b> Why is detective fiction so popular? How is setting used to create a mood? How does a writer use language and structure to interest the reader? How are characters presented in detective fiction? Can I plan and write a detective narrative?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>Quote selection.</li> <li>Inferences.</li> <li>Analysis of the writer's deliberate choices.</li> <li>Using sentences to increase and decrease pace.</li> <li>Language and structural features used appropriately for TAP.</li> <li>Structure of a narrative.</li> </ul> <p><b>Reading</b> Infer thoughts and feelings of characters based on the language and structural features employed by writers; understand and apply contextual links (industrial revolution) to analysis responses.</p> <p><b>Writing</b> Narrative Writing: to develop the ability to withhold information, build suspense, and create a memorable detective character for a whodunnit style fiction narrative.</p> <p><b>Spoken Language</b> Use Standard English and communicate audibly and effectively in group tasks.  Using colloquial language for characterisation.</p>	<p>UNIT: ANIMAL FARM</p> <p><b>Big question(s) of the unit:</b> How can I start a revolution? How does life change on the farm? How does Orwell present Napoleon as a tyrannical leader? How can an enemy encourage unity? How can those in power manipulate us? How does Orwell create a sense of dissonance between reality and the animals' perspective? How do I write an effective Literature essay?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>Inference and analysis.</li> <li>Evaluate how successful a text is.</li> <li>Writing for a purpose: transactional article writing.</li> <li>Sentences.</li> <li>Punctuation.</li> <li>Spelling and tenses.</li> <li>Theme and character tracking across a text.</li> <li>Constructing a Literature essay.</li> <li>Understanding a writer's purpose, perspective and deliberate choices.</li> </ul> <p><b>Reading</b> Exploring and tracking a theme throughout an entire text and explaining writers' intention.</p> <p><b>Writing</b> Transactional writing: planning and writing an article focussing on appropriate tone, language and structural techniques for a specific audience.</p> <p><b>Spoken Language</b> Debating perspectives and ideologies: communicate effectively; express complex ideas using a selective range of vocabulary and organise spoken ideas to fulfil aims.  To read an entire text and log new vocabulary in order to apply contextual knowledge.</p>	<p>UNIT: FACES OF TOLERANCE</p> <p><b>Big question(s) of the unit:</b> How are writer's and director's choices linked? Can I emulate a director's choices through language and structure? How do I track a theme through a text? How do I effectively prepare for the Year 9 exam? How does the context of a poem influence meaning?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>Analysis of the writer's choices.</li> <li>Evaluate how successful a text is.</li> <li>Comparison of two texts.</li> <li>Narrative writing (all writing AREs).</li> <li>Narrative structure.</li> <li>Application of context.</li> </ul> <p><b>Reading</b> Analyse the impact a writer's choices have on the reader, focussing on language and structure; tracking a full text and evaluating its success; comparing writers' ideas and perspectives.</p> <p><b>Writing</b> Narrative writing: using a range of sentence types, ambitious punctuation and vocabulary to convey a physical or emotional state of struggle.</p> <p><b>Spoken Language</b> Talk for writing ("we do" paragraphs): Use Standard paragraphs to verbalise analytical paragraphs with supporting relevant contextual information.</p>	<p>UNIT: RELATIONSHIPS: IT'S COMPLICATED</p> <p><b>Big question(s) of the unit:</b> What are gaslighting and manipulation? How is language used to achieve power? How do I make really effective inferences? How do I analyse the writer's choices effectively? How do I track a theme through a text?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>Analysis of the writer's choices.</li> <li>Evaluation of how successful a text is.</li> <li>Descriptive writing: vocabulary, language features and structural features.</li> <li>Transactional writing: effective tone, punctuation and sentences.</li> </ul> <p><b>Reading</b> Analyse the impact a writer's choices have on the reader, focussing on language and structure; tracking a full text and evaluating its success; comparing writers' ideas and perspectives. Understanding the complexities of language and how it can be used to manipulate and persuade.</p> <p><b>Writing</b> Narrative Writing: Using ambitious vocabulary and spelling to enhance description. Using paragraph length to increase and decrease pace for effect.  Transactional Writing: Using rhetorical devices to create tone for a particular audience.</p> <p><b>Spoken Language</b> Playscript: understanding intonation, expression and volume for different characters. Exploring how to perform Acts and Scenes for a contemporary audience.</p>	<p>UNIT: ADVENTURE AROUND THE GLOBE</p> <p><b>Big question(s) of the unit:</b> Can I effectively evaluate a full text? Can I track a full text? Can I state my opinion using evaluative language? Can I synthesise my quotations to justify my opinion? Can I work out the TAP for an assessment question?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>Evaluation of how successful a writer is.</li> <li>Synthesising quotations.</li> <li>Tracking a 19th century text.</li> <li>TONES scaffold for Evaluate.</li> </ul> <p><b>Reading</b> Exploring and tracking a theme throughout an entire text and explaining writers' intention.</p> <p><b>Writing</b> Transactional Writing: Guidebook. Using spaced retrieval to create a survival guide, focussing on effective and instructional language choices.</p> <p><b>Spoken Language</b> Talk for writing ("we do" paragraphs): Use Standard Spoken English to verbally synthesise quotations in order to critically evaluate a text.</p>	<p>UNIT: TAKING PART: COMPETITION AROUND THE GLOBE</p> <p><b>Big question(s) of the unit:</b> Can I effectively analyse a writer's choices? Can I effectively analyse structural choices? How do I give a clear, justified opinion on a text? Can I express my viewpoint in a measured and controlled way?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>Evaluate how successful a text is.</li> <li>Inference and analysis based on the writer's choices.</li> <li>Transactional writing</li> <li>Effective use of sentences.</li> <li>Use of accurate and varied punctuation.</li> <li>Effective vocabulary choices.</li> <li>Deliberate use of paragraphs.</li> </ul> <p>Preparation for Year 10 Baseline, ensuring a smooth transition to KS4. Continuing to develop pupils' cultural capital and broadening their understanding of different continents and countries in the world; focusing on the language and structural choices of non-fiction and how employing these to interest and engage may be different from use in fiction.</p> <p><b>Reading</b> Analyse the impact a writer's choices have on the reader, focussing on language and structure; tracking a full text and evaluating its success using synthesis of quotations to justify opinions.</p> <p><b>Writing</b> Transactional writing: planning and writing an article focussing on appropriate tone, language and structural techniques for a specific audience.</p>	<p>UNIT: POETRY - TALK IT OUT</p> <p><b>Big Questions:</b> Can I compare two unseen poems? Can I present my thoughts on a poem effectively? Can I analyse a writer's craft?</p> <p><b>Overview of knowledge, understanding and skills:</b></p> <ul style="list-style-type: none"> <li>Comparison.</li> <li>Analysis of poetry.</li> <li>Speaking and listening: presentation.</li> <li>Guided reading of an unseen text.</li> <li>Introduction to Form analysis.</li> </ul> <p>An unseen poetry unit transitioning Year 8 into Year 9 with the intention of developing pupils' cultural capital and understanding of writers' craft. Pupils will study a set of six thematically linked poems, allowing them to revisit language and structural analysis from Year 8 and serves as an introduction to form analysis.</p> <p><b>Reading</b> Analyse the impact a poets' background information and choices have on the reader; compare the overall message, perspective, tone and themes between poems.</p> <p><b>Writing</b> Review Writing- expression an opinion and recommendation linked to the theme of a poem; use paragraphs and language choices to suit the purpose and audience.</p> <p><b>Spoken Language</b> Communicate ideas and perspectives effectively; express ideas confidently; organise spoken ideas to fulfil aims; listen and respond appropriately to questions.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>R1 Use the most relevant quotations and make detailed inference</li> <li>R2 Explain how language helps a writer to achieve their purpose</li> <li>R3 Explain how structure and form help a writer to achieve their purpose</li> <li>R4 Evaluate how effective or successful a text is</li> <li>R5 Compare texts</li> <li>R6 Explain the relationship between texts and their texts</li> <li>R7 Exploration of a text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>W1 Use sentences for effect</li> <li>W2 Use a range of punctuation for effect</li> <li>W3 Use a range of connectives and discourse markers to guide the reader</li> <li>W4 Use deliberate paragraphs</li> <li>W5 Maintain accurate spelling, tense and agreement</li> <li>W6 Use a range of deliberate vocabulary for effect</li> <li>W7 Use a wider range of language features effectively for TAP</li> <li>W8 Maintain appropriate tone, style and register for TAP</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>SL1 Communicate effectively in speeches and presentations</li> <li>SL2 Express ideas verbally</li> <li>SL3 Organise spoken ideas to fulfil aims</li> <li>SL4 Listen and respond appropriately to questions</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Big question(s) of the units:</b></p> <ul style="list-style-type: none"> <li>How good were my Paper 2 skills?</li> <li>What is Macbeth about?</li> <li>Can I analyse Shakespearean text?</li> <li>How good am I at article writing?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>AO1LIT2: Read, understand and respond to texts, maintain a critical style, develop a personal response. Use textual references, including quotations to support interpretations.</li> <li>AO2LIT: Analyse the language, structure and form used by a writer to create meanings and effects using relevant terminology where appropriate.</li> <li>AO3LIT: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>AO5: communicate clearly, effectively and imaginatively, adapting tone, style and register</li> <li>AO6: use a range of vocabulary and sentence structures for clarity, purpose and effect. SPAG</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>Using formal language to explore and share perceptions of Shakespearean content, characters and themes.</li> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately to questions and feedback in presentations.</li> <li>AO9: Use spoken Standard English effectively in speeches and group presentations.</li> </ul>	<p><b>Big question(s) of the units:</b></p> <ul style="list-style-type: none"> <li>How do I write my Macbeth essay?</li> <li>How do I refine my narrative writing?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>AO1LIT: Read, understand and respond to texts, maintain a critical style, develop a personal response. Use textual references, including quotations to support interpretations.</li> <li>AO5: communicate clearly, effectively and imaginatively, adapting tone, style and register.</li> <li>AO6: use a range of vocabulary and sentence structures for clarity, purpose and effect. SPAG.</li> </ul> <p><b>Spoken Language opportunities</b> Use formal, standard English to explore and discuss perceptions of Shakespearean content, characters and themes. To explain and describe narrative plus narrative choices according to quality and impact.</p> <ul style="list-style-type: none"> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately to questions and feedback in presentations.</li> <li>AO9: Use spoken Standard English effectively in speeches and group presentations.</li> </ul>	<p><b>Big question(s) of the units:</b></p> <ul style="list-style-type: none"> <li>How do I tackle Language Paper 1 Section A?</li> <li>What is my C19 text about?</li> <li>Can I analyse C19 text?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>AO1: identify and interpret information.</li> <li>AO2: analyse language, form, structure.</li> <li>AO4: Evaluate texts critically.</li> <li>AO5: communicate clearly, effectively and imaginatively, adapting tone, style and register.</li> <li>AO6: use a range of vocabulary and sentence structures for clarity, purpose and effect. SPAG.</li> <li>AO1LIT: Read, understand and respond to texts, maintain a critical style, develop a personal response. Use textual references, including quotations to support interpretations.</li> <li>AO2LIT: Analyse the language, structure and form used by a writer to create meanings and effects using relevant terminology where appropriate.</li> </ul> <p><b>Spoken Language opportunities</b> To interpret C19 narratives and writer choice for reader impact, evaluation skill rooted in discussion and collaboration, using Standard Spoken English effectively.</p> <ul style="list-style-type: none"> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately to questions and feedback in presentations.</li> <li>AO9: Use spoken Standard English effectively in speeches and group presentations.</li> </ul>	<p><b>Big question(s) of the units:</b></p> <ul style="list-style-type: none"> <li>How do I write my C19 essay?</li> <li>How good am I at speech writing?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts)</b></p> <ul style="list-style-type: none"> <li>AO5: communicate clearly, effectively and imaginatively, adapting tone, style and register.</li> <li>AO6: use a range of vocabulary and sentence structures for clarity, purpose and effect. SPAG.</li> <li>AO1LIT: Read, understand and respond to texts, maintain a critical style, develop a personal response. Use textual references, including quotations to support interpretations.</li> </ul> <p><b>Spoken Language opportunities</b> To explore and develop personal perceptions of C19 content, author characters and themes. The speech form is studied with some presentation and listening.</p> <ul style="list-style-type: none"> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately to questions and feedback in presentations.</li> <li>AO9: Use spoken Standard English effectively in speeches and group presentations.</li> </ul>	<p><b>Big question(s) of the unit:</b></p> <ul style="list-style-type: none"> <li>How do synthesise and compare for Language Paper 2?</li> <li>How can I link the 15 Cluster poems thematically?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>AO3: Compare texts.</li> <li>AO3LIT: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b>Spoken Language opportunities</b> To collaborate on finding links between texts plus comparisons of ideas and perspectives. To discuss poetry for independent insight, ensuring that pupils can develop and articulate and clear personal response.</p> <ul style="list-style-type: none"> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately to questions and feedback in presentations.</li> <li>AO9: Use spoken Standard English effectively in speeches and group presentations.</li> </ul>	<p><b>Big question(s) of the unit:</b></p> <ul style="list-style-type: none"> <li>How do I approach Paper 2 Language?</li> <li>What are the deeper meanings conveyed across the poetry cluster?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>AO1: identify and interpret information.</li> <li>AO2: analyse language, form, structure.</li> <li>AO4: Evaluate texts critically.</li> <li>AO5: communicate clearly, effectively and imaginatively, adapting tone, style and register</li> <li>AO6: use a range of vocabulary and sentence structures for clarity, purpose and effect. SPAG.</li> <li>AO3LIT: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b>Spoken Language opportunities</b> To explore and share perceptions of thematic links between poems for essay planning.</p> <ul style="list-style-type: none"> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately to questions and feedback in presentations..</li> <li>AO9: Use spoken Standard English effectively in speeches and group presentations.</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Big question(s) of the units:</b></p> <ul style="list-style-type: none"> <li>How do I write comparative poetry answers?</li> <li>How do I succeed at Paper 1 Language?</li> <li>Why are relationships important in 19th century literature?</li> <li>How do I succeed at Paper 1 Literature?</li> <li>What is my modern text about?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>AO1: identify and interpret information.</li> <li>AO2: analyse language, form, structure.</li> <li>AO3: compare texts.</li> <li>AO4: evaluate texts critically.</li> <li>AO5: communicate clearly, effectively and imaginatively, adapting tone, style and register.</li> <li>AO6: use a range of vocabulary and sentence structures for clarity, purpose and effect. SPAG.</li> <li>AO3LIT: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b>Spoken Language</b> To discuss C19 author's intent and the relationships in texts. To use formal, evaluative language. Some exploration of character, theme and author intent in Modern Text.</p> <ul style="list-style-type: none"> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately to questions and feedback in presentations.</li> <li>AO9: Use spoken Standard English effectively in speeches and group presentation.</li> </ul>	<p><b>Big question(s) of the unit:</b></p> <ul style="list-style-type: none"> <li>How good were my exam skills?</li> <li>How do I write a modern text essay?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>AO1: identify and interpret information.</li> <li>AO2: analyse language, form, structure.</li> <li>AO4: Evaluate texts critically.</li> <li>AO5: communicate clearly, effectively and imaginatively, adapting tone, style and register.</li> <li>AO6: use a range of vocabulary and sentence structures for clarity, purpose and effect. SPAG.</li> <li>AO1LIT: Read, understand and respond to texts, maintain a critical style, develop a personal response. Use textual references, including quotations to support interpretations.</li> <li>AO2LIT: Analyse the language, structure and form used by a writer to create meanings and effects using relevant terminology where appropriate.</li> <li>AO4LIT: Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.</li> </ul> <p><b>Spoken Language opportunities</b> To engage analytically and thoughtfully with Modern Text themes, character and authorial intent, using appropriate formal language.</p> <ul style="list-style-type: none"> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately to questions and feedback in presentations.</li> <li>AO9: Use spoken Standard English effectively in speeches and group presentations.</li> </ul>	<p><b>Big question(s) of the unit:</b></p> <ul style="list-style-type: none"> <li>How do I improve my language exam skills?</li> <li>What are my results and aims?</li> <li>How I tackle unseen poetry?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>AO1: identify and interpret information.</li> <li>AO2: analyse language, form, structure.</li> <li>AO4: Evaluate texts critically.</li> <li>AO5: communicate clearly, effectively and imaginatively, adapting tone, style and register.</li> <li>AO6: use a range of vocabulary and sentence structures for clarity, purpose and effect. SPAG.</li> <li>AO3LIT: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b>Spoken Language opportunities</b> To explore and develop analytical responses to unseen poetry, using Standard English deliberately, including when discussing personal responses to poetry.</p> <ul style="list-style-type: none"> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately to questions and feedback in presentations.</li> <li>AO9: Use spoken Standard English effectively in speeches and group presentations.</li> </ul>	<p><b>Big question(s) of the unit:</b></p> <ul style="list-style-type: none"> <li>How I do pass my Speaking/ Listening task?</li> <li>How do I write comparative skills for unseen poetry?</li> <li>Can I remember my LIT texts?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately including feedback and to questions.</li> <li>AO9: Use Spoken Standard English effectively in speeches and presentations.</li> <li>AO1LIT: Read, understand and respond to texts, maintain a critical style, develop a personal response. Use textual references, including quotations to support interpretations.</li> <li>AO3LIT: Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b>Spoken Language opportunities</b> To make clear presentations on topic of their choice, using the full range of skills developed previously, including Standard English to achieve a specific purpose.</p> <ul style="list-style-type: none"> <li>AO7: Demonstrate presentation skills in a formal setting.</li> <li>AO8: Listen and respond appropriately to questions and feedback in presentations.</li> <li>AO9: Use spoken Standard English effectively in speeches and group presentations.</li> </ul>	<p><b>Big question(s) of the unit:</b></p> <ul style="list-style-type: none"> <li>What result am I aiming at for Lang?</li> <li>What result am I aiming at for Lit?</li> </ul> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>AO1LIT: Read, understand and respond to texts, maintain a critical style, develop a personal response. Use textual references, including quotations to support interpretations.</li> <li>AO2LIT: Analyse the language, structure and form used by a writer to create meanings and effects using relevant terminology where appropriate.</li> <li>AO3LIT: Show understanding of the relationships between texts and the contexts in which they were written.</li> <li>AO1: identify and interpret information.</li> <li>AO2: analyse language, form, structure.</li> <li>AO4: Evaluate texts critically.</li> <li>AO5: communicate clearly, effectively and imaginatively, adapting tone, style and register.</li> <li>AO6: use a range of vocabulary and sentence structures for clarity, purpose and effect. SPAG.</li> </ul>	<ul style="list-style-type: none"> <li>Literature exams usually commence mid-May and resume after the break.</li> <li>Language exams usually commence 2nd week of June.</li> </ul>