



## Year 7: Cycle of Topics Per Year

1. Class Novel      2. Poetry      3. Shakespeare      4. Creative Writing      5. Transactional Writing      6. Reading for Pleasure

### Year 7 Overview

In Year 7, pupils begin by completing a transition unit, during which they revisit and consolidate the key skills of reading for meaning, comprehension and inference through shared study of a fictional text. Across the year, pupils will read non-fiction and fictional prose texts which are representative of a range of genres and contexts and study poems and drama from the British literary heritage. Through their studies of these texts, pupils will develop their skills in analysis, evaluation and comparison and apply their understanding of the features of different text types to their own creative and transactional writing. Teaching of writing will focus on how to construct writing for different purposes, on using a wide range of vocabulary and sentence structure and on the explicit teaching of SPaG (spelling, punctuation and grammar). The internal exam in Year 7 will be modelled on Paper 1 of GCSE English Language, providing pupils with the opportunity to apply the reading and writing skills they have developed over the course of the year.

Pupils will be encouraged to read independently for pleasure and there will be a dedicated slot for independent reading at the start of every lesson.

Topic of Learning		Half-Termly Overview: Knowledge and Skills	Sample Assessments
HT1	<p><b>Class Novel (Transition Unit)</b></p> <ul style="list-style-type: none"> <li>Roar by Jenny McLachlan</li> <li>Oranges in No Man's Land by Elizabeth Laird</li> </ul>	<p><b>By the end of the unit, pupils should have:</b></p> <ul style="list-style-type: none"> <li>Read for meaning, understanding &amp; inference.</li> <li>Utilised textual evidence to back up an argument</li> <li>Considered the writers' craft</li> <li>Had the opportunity to construct imaginative writing of their own</li> <li>Been introduced to a wide vocabulary, including the grammatical terminology and other literary and linguistic terms needed to criticise and analyse what they read</li> </ul>	<p><u>Land of Roar</u> Pupil will either continue the narrative of the story from chapter 10 OR create a description of their own fantastical land <b>Assessment type: Language Paper 1, Q5</b></p> <p><u>Oranges in No Man's Land</u> Explore how Laird presents war and conflict in the novel <b>Assessment type: Literature Essay</b></p>
HT2	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Time and place poetry</li> </ul>	<p><b>By the end of the unit, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the context of poems</li> <li>Select quotations to support their argument</li> <li>Provide a clear, explained response to the task</li> <li>Analyse the poet's language and structural choices and the effect on the reader/audience, with reference to key poetic techniques</li> <li>Understand similarities and differences between texts</li> </ul>	<p>Compare the presentation of cultural identity in two poems of your choice <b>Assessment Type: Literature Essay</b></p>



<p><b>HT3</b></p>	<p><b>Shakespeare</b></p> <ul style="list-style-type: none"> <li><i>An Introduction to Shakespeare</i></li> </ul>	<p><b>By the end of the unit, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the key themes and context</li> <li>Utilise quotations with confidence</li> <li>Provide a clear, explained response to the task</li> <li>Analyse Shakespeare's language choices and the effect on the reader/audience</li> </ul>	<p>Write a monologue from the perspective of a Shakespearean character  <b>Assessment type: Language Paper 2, Q5</b></p>
<p><b>HT4</b></p>	<p><b>Myths and Legends</b></p> <ul style="list-style-type: none"> <li>Descriptive Writing</li> <li>Narrative Writing</li> </ul>	<p><b>By the end of the unit, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Communicate clear and relevant ideas using Standard English</li> <li>Write with fluency to engage the reader's interest</li> <li>Develop engaging settings</li> <li>Improve their range of vocabulary and use a variety of sentence structure to aid their writing</li> <li>Use a range of punctuation, mostly with success, and generally spell words accurately, including irregular words</li> <li>Closely read a variety of creative pieces of writing and use these as inspiration when writing their own creative texts</li> </ul>	<p>Creative Writing: Rewrite one myth studied from an alternative / modern perspective  <b>Assessment type: Language Paper 1, Q5</b></p>
<p><b>HT5</b></p>	<p><b>Examination Preparation</b></p> <ul style="list-style-type: none"> <li>Reading and writing of Fiction texts</li> <li>Descriptive or Narrative Writing</li> </ul>	<p><b>By the end of the unit, pupils should have:</b></p> <ul style="list-style-type: none"> <li>Identified different purposes, forms and audiences</li> <li>Written in an appropriate form and for a specified audience and purpose, using coherent paragraphs with a range of discourse markers</li> <li>Analysed writers' use of language and chosen thoughtful vocabulary and linguistic devices for effect in their own writing</li> <li>Evaluated and assessed how ideas, experiences and values are portrayed in texts from different contexts and how purpose and audience can also influence meaning</li> </ul>	<p>Language Paper 1, Section A            From AQA KS3 resource pack</p> <p>Internal Exam:  <b>English Language, Paper 1 (AQA KS3 Test Packs – Year 7)</b></p>
<p><b>HT6</b></p>	<p><b>Reading for Pleasure</b></p> <ul style="list-style-type: none"> <li><i>Short Stories, A Change is Gonna Come (BAME authors)</i></li> <li><i>Terry Pratchett's Short Stories</i></li> </ul>	<p><b>By the end of the unit, pupils should:</b></p> <ul style="list-style-type: none"> <li>Be able to understand how plot and character contribute to the understanding and interpretation of a novel as a whole.</li> <li>Be able to closely analyse key details of a text, including language, form and structure, and explain their effects on the reader</li> <li>Be able to explore the ideas and themes within a novel.</li> </ul>	<p><u><a href="#">A Change is Gonna Come</a></u>            How does the writer use language to describe the setting in Clean Sweep?  <b>Assessment type: Literature Essay</b></p>



### Year 8

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Topic of Learning	Half-Termly Overview: Knowledge and Skills	Sample Assessments
<b>HT1</b> <b>Class Novel</b> <ul style="list-style-type: none"> <li><i>Lord of the Flies</i> by William Golding</li> </ul>	<b>By the end of the unit, pupils should have:</b> <ul style="list-style-type: none"> <li>Considered the themes, ideas and attitudes in the text</li> <li>Utilised textual evidence to support their ideas</li> <li>Considered the writer's use of language, form and structure and the different possible effects on the reader</li> <li>Had the opportunity to construct writing of their own</li> </ul>	<u><i>Lord of the Flies</i></u> How does Simon's death signal a turning point for the boys? <b>Assessment type: Literature Essay</b>
<b>HT2</b> <b>Poetry</b> <ul style="list-style-type: none"> <li>Diverse Voices (various authors)</li> </ul>	<b>By the end of the unit, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Understand the context behind a variety of poems and how this can affect meaning</li> <li>Select quotations to support their argument</li> <li>Analyse the poet's language and structural choices and evaluate the effect on the reader/audience</li> <li>Compare different texts</li> </ul>	Compare the way the poets present their message in two poems of your choice <b>Assessment Type: Literature Essay</b>
<b>HT3</b> <b>Shakespeare</b> <ul style="list-style-type: none"> <li><i>Romeo and Juliet</i></li> </ul>	<b>By the end of the unit, pupils should have:</b> <ul style="list-style-type: none"> <li>Considered the key themes, ideas and attitudes in the text</li> <li>Utilised textual evidence confidently to support their ideas, linking details to ideas and interpretation</li> <li>Considered the writer's use of language, form and structure and the different possible effects on the audience/reader</li> </ul>	Commentary: Starting with this extract, write about how Shakespeare explores X in <i>Romeo and Juliet</i> .  Write about how Shakespeare explores X in the play as a whole <b>Assessment Type: Literature Essay</b>
<b>HT4</b> <b>Gothic Fiction</b> <ul style="list-style-type: none"> <li>A range of extracts from texts in the Gothic genre including <i>Dracula</i> by Bram Stoker and <i>Frankenstein</i> by Mary Shelley</li> <li>Play script version of <i>Frankenstein</i></li> </ul>	<b>By the end of the unit, pupils should be able to:</b> <ul style="list-style-type: none"> <li>Understand how purpose and context can affect understanding and interpretation of a novel as a whole.</li> <li>Closely analyse key details of a text, including language, form and structure, and explain their effects on the reader</li> <li>Identify and explore relevant ideas and themes within a novel.</li> </ul>	Create a piece of gothic fiction, conforming to the conventions of the genre <b>Assessment Type: Language Paper, I Q5</b>



<p><b>HT5</b></p>	<p><b>Examination Preparation</b></p> <ul style="list-style-type: none"> <li>• Reading and writing of Non-Fiction texts</li> <li>• Transactional Writing</li> </ul>	<p><b>By the end of the unit, pupils should have:</b></p> <ul style="list-style-type: none"> <li>• Identified the features of a specific genre and applied those features in their own transactional writing</li> <li>• Communicated ideas consistently, clearly and effectively using Standard English</li> <li>• Used increasingly sophisticated vocabulary and phrasing and a range of sentence types for effect</li> <li>• Closely read a variety of creative pieces of writing and used these as inspiration when writing their own creative texts</li> </ul>	<p>Language Paper 2, Section A and B From AQA KS3 resource pack</p> <p>Internal Exam: <b>English Language, Paper 2 (AQA KS3 Test Packs – Year 8)</b></p>
<p><b>HT6</b></p>	<p><b>Transactional Writing – My Family and Other Animals</b></p> <ul style="list-style-type: none"> <li>• Reading and writing of Non-Fiction texts</li> <li>• Writing to argue, persuade and advise</li> </ul>	<p><b>By the end of the unit, pupils should have:</b></p> <ul style="list-style-type: none"> <li>• Revisited different purposes, form and audiences and been introduced to writing for new purposes and in different forms</li> <li>• Read and comprehend sections of the non-fiction novel, My Family and Other Animals by Gerald Durrell</li> <li>• Written in an appropriate form and for a specified audience and purpose, ensuring cohesion between paragraphs and integrated discourse markers</li> <li>• Used an accurate range of punctuation for effect and used mostly accurate spellings</li> <li>• Analysed writers' use of language and chosen increasingly sophisticated vocabulary and linguistic devices for effect in their own writing</li> </ul>	<p>Create a piece of travel writing <b>Assessment type: Language Paper 2, Q5</b></p>



### Year 9

Topic of Learning		Half-Termly Overview: Knowledge and Skills	Sample Assessments
HT1	<b>Class Novel</b> <ul style="list-style-type: none"> <li><i>Of Mice and Men</i> by John Steinbeck</li> </ul>	<b>By the end of the unit, pupils should have:</b> <ul style="list-style-type: none"> <li>Explored the key ideas and themes within a text</li> <li>Embedded textual evidence to support ideas, closely analysing key details and linking these to interpretations</li> <li>Analysed and evaluated in depth and detail the writer's use of language, form and structure and the effect on the reader, coupled with various interpretations</li> </ul>	<p>How does Steinbeck present hopes and dreams in the novel?  <b>Assessment type: Literature Essay</b></p>
HT2	<b>Poetry</b> <ul style="list-style-type: none"> <li>World War One Anthology (various authors)</li> </ul>	<b>By the end of the unit, pupils should have:</b> <ul style="list-style-type: none"> <li>Evaluated and assessed how ideas, experiences and values are portrayed in texts from different contexts and how purpose and audience can also influence meaning</li> <li>Evaluated the effect of quotations</li> <li>Analysed and evaluated in depth and detail writers' use of language, form and structure and the effect on the reader, coupled with various interpretations</li> <li>Explored the main similarities and differences found across several texts</li> </ul>	<p>Compare the way the poets present the theme of patriotism in two poems  <b>Assessment type: Literature Essay</b></p>
HT3	<b>Shakespeare</b> <ul style="list-style-type: none"> <li><i>Henry V</i></li> </ul>	<b>By the end of the unit, pupils should have:</b> <ul style="list-style-type: none"> <li>Explored the key themes, ideas and attitudes in the text</li> <li>Embedded textual evidence to support ideas, closely analysing key details and linking these to interpretations</li> <li>Analysed and evaluated in depth and detail the writer's use of language, form and structure and the effect on the reader, coupled with various interpretations</li> </ul>	<p>How does Shakespeare present the theme of warfare in the St Crispin's day speech and the play as a whole?  <b>Assessment type: Literature essay</b></p> <p>How does Henry use language in the St Crispin's day speech to persuade and encourage his army to fight?  <b>Assessment type: Language Paper I, Q2</b></p>
HT4	<b>Dystopian Fiction</b> <ul style="list-style-type: none"> <li>A range of extracts from texts in the Dystopian genre including <i>The Hunger Games</i> by Suzanne Collins, <i>Divergent</i> by Veronica Roth and <i>Handmaid's Tale</i> by</li> </ul>	<b>By the end of the unit, pupils should have:</b> <ul style="list-style-type: none"> <li>Written, with confidence, for varying audiences and purposes, organising their paragraphs coherently with integrated discourse markers</li> <li>Used a wide range of punctuation with a high level of accuracy</li> <li>Analysed writers' use of language and used an extensive range of vocabulary, mostly spelled accurately, with conscious crafting of</li> </ul>	<p>Write a creative piece for a teen Dystopian Fiction magazine. Either:</p> <ol style="list-style-type: none"> <li>Write a description suggested by this image, or</li> <li>Write the opening to a story with the first line: "It was time. She'd fought against it for so long" (or similar prompt)</li> </ol> <p><b>Assessment type: Language Paper I, Q5</b></p>



	Margaret Atwood	linguistic features	
<b>HT5</b>	<p><b>Examination Preparation</b></p> <ul style="list-style-type: none"> <li>To prepare for internal examinations.</li> </ul>	<p><b>By the end of the unit, pupils should have:</b></p> <ul style="list-style-type: none"> <li>Used specific features, written techniques and expressions to convey effects and interests to the reader in writing</li> <li>Consistently and appropriately communicated convincing, creative and realistic ideas using Standard English</li> <li>Used an extensive range of vocabulary</li> <li>Closely read a variety of creative pieces of writing and used these as inspiration when writing their own creative texts</li> </ul>	<p>Language Paper I, Section A From AQA KS3 resource packs</p> <p>Internal Exam: <b>Writing: Paper 1 (AQA KS3 Test Packs – Year 9)</b></p>
<b>HT6</b>	<b>GCSE Speaking and Listening</b>	<p><b>By the end of the unit, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>Speak confidently about a topic.</li> <li>Produce a balanced argument.</li> <li>Use persuasive techniques.</li> </ul>	<p>Write and deliver a speech on a topic of their choice (to be filmed as part of the spoken language endorsement language GCSE)</p> <p><b>Assessment Type: GCSE Spoken Language Endorsement</b></p>