

Year		7	8	9	10	11	
Stage		Building a Foundation	Building and Developing	Developing and Embedding	Embedding and Applying	Applying and Practise	
Intent		<i>Pupils are introduced to the skills needed to access and produce a variety of different text-types through the exploration of education through the years, the portrayal of villains through literature and the media and travel writing.</i>	<i>Pupils begin to develop the skills introduced in year 7 through the study of more challenging texts and concepts including: gothic literature, the portrayal of romance throughout time and the impact of crime and conflict within society.</i>	<i>Pupils spend this year embedding the skills they have developed over the previous two years through the exploration of dystopian worlds, examples of prejudice throughout the world, varying beliefs and the concept of evil.</i>	<i>Having successfully aquired the skills needed to access the GCSE curriculum, students will apply these skills to their study of key GCSE literature texts and begin to fine tune their knowledge of the language papers, identifying and revising which skills are relevant for each question.</i>	<i>During Yr.11, students will complete their study of the final GCSE texts in the first term. From January, students will practise exam technique and revise all key GCSE texts.</i>	
I m p l e m e n t a t i o n	Term	1	Growing Up Whole Text: Boy by Roald Dahl. Complimentary texts: Childhood poetry; 19th, 20th and 21st Century non-fiction texts about schools; Anita and Me; Anne Frank; Malala.	Gothic Literature Whole Text: Gothic Anthology - including a range of 19th, 20th and 21st Century literature. Complimentary Texts: A Series of Unfortunate Events; non-fiction texts on the supernatural.	Dystopian Literature Whole Text: Dystopian Anthology - including a range of 20th and 21st Century literature. Complimentary Texts: Non-fiction texts on climate change, South Korea and Nazi Germany.	Language: Language Paper 1. Literature: A Christmas Carol by Charles Dickens.	Language: Language Paper 2. Literature: Macbeth by William Shakespeare.
		2					
		CKN Assessment	Reading: Compare the ways education is presented in two texts. Writing: Write a letter to the headteacher about an idea to improve education. Spoken Language: Debate - should the cane be brought back or banned in the current education system?	Reading: Compare two poems from the gothic anthology. Writing: Create a gothic short story written in the third person. Spoken Language: Poetry recital - perform a poem from the gothic anthology.	Reading: Year 9 Exam. Writing: Year 9 Exam. Spoken Language: Room 101 Speech.	Reading: Explore how relationships are presented throughout A Christmas Carol. Writing: Produce a piece of creative inspired by an image. Spoken Language: Deliver a persuasive speech on the topic of poverty in developing countries and how we could help.	Reading: Year 11 Exam - Language Paper 2 and Literature Paper 2. Writing: Year 11 Exam - Language Paper 2. Spoken Language: Record any incomplete assessments due to extenuating circumstances.
		3	Villains Whole Text: Merchant of Venice by William Shakespeare. Complimentary texts: 21st Century villains - Voldemort and White Witch; non-fiction articles on villains from The Day; poetry - Hitcher and Vultures; Subverted fairy-tales.	Romance Whole Text: Romeo and Juliet by William Shakespeare. Complimentary texts: Poetry - William Shakespeare's sonnets, Valentine, Meeting at Night, Love, I Wanna Be Yours; Great Expectations - Havisham (plus poem).	Prejudice and Beliefs Whole Text: Of Mice and Men by John Steinbeck. Complimentary texts: Non-fiction articles on current affairs - immigration, mental health and racism; famous speeches - Martin Luther King and Emma Watson; war poetry - patriotism.	Language: Language Paper 1 Literature: Poetry Anthology - Power and Conflict.	Language: Language Paper 1 and Paper 2 Revision Literature: Revision of all literature texts: A Christmas Carol, Poetry/Unseen, An Inspector Calls and Macbeth (3 weeks per text)
		4					
		CKN Assessment	Reading: Analyse how Shylock is presented in the extract. Writing: Produce a monologue of a villain using the first person. Spoken Language: Perform a monologue of a villain.	Reading: Year 8 Exam Writing: Year 8 Exam Spoken Language: Group performance of Act 3 Scene 1.	Reading: How is language used to present Curley's Wife? Writing: Book review of Of Mice and Men. Spoken Language: Create a speech to inform others about an influential person who has stood up for their beliefs.	Reading: Year 10 Exam - Language Paper 1 and Literature Paper 1, Section B. Writing: Year 10 Exam - Language Paper 1 Spoken Language: Poetry recital.	Reading: Year 11 Exam - Language Paper 1 and Literature Paper 1. Writing: Year 11 Exam - Language Paper 1.
		5	Adventure and Travel Whole Text: Treasure Island by Robert Louis Stevenson. Complimentary texts: Non-fiction articles on space travel; travel writing from Bill Bryson and Bear Grylls; non-fiction article on Forest Fenn; The Canterbury Tales.	Crime and Conflict Whole Text: The Curious Incident of the Dog in the Night Time by Mark Haddon. Complimentary texts: Non-fiction articles on crime and punishment in the 19th, 20th and 21st centuries; Lamb to the Slaughter; non-fiction articles on autism; war poetry - conflict.	Evil Whole Text: Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson. Complimentary texts: Bill Sikes and Fagin extracts from Oliver Twist; Moriarty extracts from Sherlock Holmes; 19th Century non-fiction context articles - Jack the Ripper; petty crime, Freudian Theory; evil poems.	Language: Language Paper 2 and Spoken Language Assessment. Literature: An Inspector Calls by John Priestly.	Final Revision
		6					
		CKN Assessment	Reading: Year 7 Exam Writing: Year 7 Exam Spoken Language: Research and deliver a presentation on a famous/infamous pirate.	Reading: Compare the changes in crime and punishment between the 19th and 21st centuries. Writing: Produce a leaflet advising schools on how to become an autism friendly school. Spoken Language: Are prisons a suitable form of punishment in the 21st century? Produce a speech giving your views.	Reading: Explore how violence is presented in Jekyll and Hyde. Writing: Create a sensationalised newspaper article on Jack the Ripper Spoken Language: Debate - can anyone be truly evil?	Reading: How far does Priestly present Sheila as a likeable character? Writing: Produce a speech on a topic of your choice in preparation for your spoken language assessment. Spoken Language: Deliver speech from writing assessment.	N/A
		Impact		<i>Three summative assessments per term (inclusive of year exams) provide staff with the data needed to assess how well students are progressing against the skills identified for reading, writing and spoken language. All assessments are marked against core English skills and moderated within the department to ensure consistency. This data is then used to inform interventions.</i>			