

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p>Baseline testing – 2 weeks</p> <p>Gothic Stories Reading and writing Gothic Short Stories</p> <p>Learning new vocabulary, relating it to explicitly known vocabulary and understanding it with the use of context and dictionaries.</p> <p>Writing for a wide range of audiences and purposes. Applying growing knowledge of vocabulary, grammar and text structure to own writing.</p> <p>Drawing on knowledge of literary and rhetorical devices from reading and listening to enhance the impact of their writing.</p> <p>Assessment – Write about a frightening experience. Your response could be real or imagined. (AO5 and AO6)</p>	<p>Novel Study</p> <p>Making inferences and referring to evidence in the text. Knowing the purpose, audience and context of the writing and drawing on this to support comprehension.</p> <p>Summarising and organising material and supporting ideas and arguments with any factual detail.</p> <p>Amending the vocabulary, grammar and structure of their writing to improve its overall coherence and effectiveness.</p> <p>Assessment – Responding to a question based on extract (P.E.E) (AO1 and AO2)</p>	<p>Shakespeare</p> <p>Learning new vocabulary, relating it to explicitly known vocabulary and understanding it with the use of context and dictionaries.</p> <p>Studying setting, plot and characterization, and the effects of these.</p> <p>Assessment - Presentation on the life and works of Shakespeare (AO7, AO8 and AO9)</p>	<p>Analysing 19th Century Fiction</p> <p>Making inferences and referring to evidence in the text. Knowing the purpose, audience and context of the writing and drawing on this to support comprehension.</p> <p>Making critical comparisons across texts.</p> <p>Learning new vocabulary, relating it to explicitly known vocabulary and understanding it with the use of context and dictionaries.</p> <p>Assessment – Responding to a question based on multiple extracts (AO3 and AO4)</p>	<p>Poems from other cultures</p> <p>Knowing the purpose, audience and context of the writing and drawing on this to support comprehension.</p> <p>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organizational features, presents meaning.</p> <p>Recognising a range of poetic conventions and how these have been used.</p> <p>Write accurately, fluently and effectively at length for pleasure and information.</p> <p>Writing for a wide range of audiences.</p> <p>Assessment – Write a poem about your own culture. (AO5 and AO6)</p>	<p>Imaginative Writing</p> <p>Write accurately, fluently and effectively at length for pleasure and information.</p> <p>Writing for a wide range of audiences.</p> <p>Summarising and organising material.</p> <p>Drawing on knowledge of literary devices.</p> <p>Plan, draft, edit and proof read.</p> <p>Considering how own writing reflects the audience and purposes for which it was intended.</p> <p>Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Assessment (A05/6) Write a diary entry from the point of view of one of the characters in the Oliver Twist extract. OR Look at the images provided, write about an experience you have had with food or drink.</p>

ENGLISH LONG TERM PLANS

<p>Year 8</p>	<p>Transactional Writing (Writing to inform/argue AO5, AO6)</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. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Assessment – Write a newspaper article based on the sinking of the Titanic.</p>	<p>Novel Study – AO4, AO2</p> <p>Making inferences and referring to evidence in the text. Knowing the purpose, audience and context of the writing and drawing on this to support comprehension.</p> <p>Summarising and organising material and supporting ideas and arguments with any factual detail.</p> <p>Amending the vocabulary, grammar and structure of their writing to improve its overall coherence and effectiveness</p> <p>Assessment – Responding to a question based on extract (P.E.E)</p>	<p>Analysing and Comparing Non-Fiction AO3, AO4, AO1</p> <p>Making inferences and referring to evidence in the text. Knowing the purpose, audience and context of the writing and drawing on this to support comprehension. Making critical comparisons across texts.</p> <p>Learning new vocabulary, relating it to explicitly known vocabulary and understanding it with the use of context and dictionaries.</p> <p>Assessment – Responding to a question based on multiple extracts comparing and contrasting information (AO3 and AO4)</p>	<p>Shakespeare –</p> <p>Learning new vocabulary, relating it to explicitly known vocabulary and understanding it with the use of context and dictionaries. Studying setting, plot and characterization, and the effects of these.</p> <p>Making inferences and referring to evidence in the text. Knowing the purpose, audience and context of the writing and drawing on this to support comprehension.</p> <p>Assessment – Responding to a question based on extract (P.E.E)</p>	<p>Play Study AO2, AO3</p> <p>Learning new vocabulary, relating it to explicitly known vocabulary and understanding it with the use of context and dictionaries. Studying setting, plot and characterization, and the effects of these.</p> <p>Making inferences and referring to evidence in the text. Knowing the purpose, audience and context of the writing and drawing on this to support comprehension</p> <p>Assessment – Personal response to the play and a short performance of key scene. A06 and AO7</p>	<p>Speeches – Writing to persuade AO5, AO6</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. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Assessment – Write a speech to persuade.</p> <p>AO5, Ao6 and AO7</p>
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ENGLISH LONG TERM PLANS

<p>Year 9</p>	<p>English Language skills practice Functional Skills Reading and Writing 1 Grammar Lesson per week Formative Writing Assessment</p>	<p>English Literature skills practice Functional Skills Reading and Writing 1 Grammar Lesson per week Formative Reading Assessment</p>	<p>English Language skills practice Functional Skills Reading and Writing 1 Grammar Lesson per week Formative Writing Assessment</p>	<p>English Literature skills practice Functional Skills Reading and Writing 1 Grammar Lesson per week Formative Reading Assessment</p>	<p>English Language skills practice Functional Skills Reading and Writing 1 Grammar Lesson per week Formative Writing Assessment</p>	<p>English Literature skills practice Functional Skills Reading and Writing 1 Grammar Lesson per week Formative Reading Assessment</p>
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ENGLISH LONG TERM PLANS

<p>Year 10</p>	<p>Component 1 Reading</p> <p>Fiction</p> <p>Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. Develop skills to maintain a critical style and informed personal response. Develop comparison skills.</p> <p>1 Grammar Lesson per week</p> <p>Formative Assessment Functional Skills</p>	<p>Novel Study – A Christmas Carol/Jekyll and Hyde/Frankenstein</p> <p>Making inferences and referring to evidence in the text. Knowing the purpose, audience and context of the writing and drawing on this to support comprehension.</p> <p>Assessment Responding to a question based on an extract.</p>	<p>Component 1 Writing</p> <p>Imaginative Writing</p> <p>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <ul style="list-style-type: none"> Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>1 Grammar Lesson per week</p> <p>Formative Assessment MOCK GCSE</p>	<p>Component 2 Reading</p> <p>Analysing and comparing non-fiction</p> <p>Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. Develop skills to maintain a critical style and informed personal response. Develop comparison skills.</p> <p>1 Grammar Lesson per week</p> <p>Formative Assessment Functional Skills</p>	<p>Shakespeare Romeo and Juliet/Macbeth</p> <p>Knowing the purpose, audience and context of the writing and drawing on this to support comprehension.</p> <p>Making inferences and referring to evidence in the text. Knowing the purpose, audience and context of the writing and drawing on this to support comprehension.</p> <p>Learning new vocabulary, relating it to explicitly known vocabulary and understanding it with the use of context and dictionaries.</p> <p>AO1, AO2, AO3 Assessment – Responding to a question based on an extract.</p>	<p>Component 2 Writing</p> <p>Transactional Writing</p> <p>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <ul style="list-style-type: none"> Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p>use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>1 Grammar Lesson per week</p> <p>Formative Assessment MOCK Functional Skills</p>
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<p>Year 11</p>	<p>Poetry Anthology – Romantics</p> <p>Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. Develop skills to maintain a critical style and informed personal response. Develop comparison skills.</p> <p>Assessment – Poetry comparison unseen.</p>	<p>English Language</p> <p>Paper 1 – Fiction</p> <p>Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. Develop skills to maintain a critical style and informed personal response. Develop comparison skills.</p> <p>19th Century unseen fiction</p> <p>Imaginative Writing</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Assessment – English Language Paper 1 Q4 and Section B</p>	<p>English Language</p> <p>Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. Develop skills to maintain a critical style and informed personal response. Develop comparison skills.</p> <p>Paper 2 – Non-Fiction</p> <p>Transactional Writing</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Assessment – Q3 and 6 and section B</p>	<p>M O C K E X A M S</p> <p>English Language and Literature GCSE revision</p>	<p>English Language and Literature GCSE revision</p>	
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