

Year Group	Term	Key Themes (Intent)	Link to SPW/Resource (Implementation)	Assessments (Implementation)	Specification Links	Fundamental Skills	Misconceptions	SMSC/Fundamental British Values Links	Careers Context/Opportunities	Computing/Literacy/Numeracy Opportunities
Y7	HT1A	Life at War: In this term students will study a range of texts and create their own texts under the theme 'Life at War'. They will read a range of war poetry from a variety of poets including WW1. Most study Dulce et Decorum Est as well as test on this. Descriptive Writing exploring WW1, the trenches and no man land. Explore propaganda to fit in with the context of war. Study a range of non-fiction extracts from a range of texts. One literacy focused lesson a week, focused on the needs of the class. Studied here to allow students to begin developing their literacy skills with smaller texts (poems) making it much more manageable and accessible. Descriptive writing taught before narrative as all good narratives will include detailed descriptions so this is a fundamental skill. In addition, teaching of this unit coincides with Remembrance Day which helps the students further appreciate the contexts that the poems are set in. Holidays from text. Students will explore and create a wide range of transactional writing, such as brochures, reviews, letters and travel writing. One literacy focused lesson a week, focusing on the needs of the class. This is an introduction to transactional writing unit and will embed the basic skills required to write non-fiction texts. They will explore transactional writing written by others to see what good transactional writing looks like. Completing this unit will encourage them to read a wider range of non-fiction outside of school which traditionally many don't, helping develop them into more rounded readers.	Currently on Sharepoint, will move onto school network when adapted for Sept.	Revision tests and mini poetry analysis pieces which are PA, SA and TA.	Reading: a wide range of texts including poems. Recognising a range of poetic conventions and understanding how these have been used.	PEE/PEEL skills; comprehension; exploring different contexts; exploring characterisation	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEL.	Professional writer/poet	Research context of WW1 opportunities for discussion in class proof-reading Regular SPAG opportunities-Regular reading opportunities Regular reading opportunities for discussion in class proof-reading Regular SPAG opportunities-Regular reading opportunities	
	HT1B			Mini description pieces which are PA, SA and TA.	Writing: write at length through stories, poetry, script and imaginative writing. Be able to plan, draft, edit and proof read through work.	Planning, writing, editing and proof-reading.	Description can become too narrative.	Learn about WW1 and WW2 through a range of poetry.	Professional writer/freelance careers/creative writing competitions/ author visit	Professional writer/freelance careers/creative writing competitions/ author visit
	HT2A			Assessment Week Tests: Descriptive writing (Language) and Poetry analysis (Literature).	Writing: write at length through stories, scripts, poetry and imaginative writing. Be able to plan, draft, edit and proof read through work. Reading: a wide range of texts including poems. Recognising a range of poetic conventions and understanding how these have been used.	Planning, writing, editing and proof-reading/ PEE/PEEL skills; comprehension; exploring different contexts; exploring characterisation	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL. Description can become too narrative.	Exploring real life contexts.	Customer service jobs / administration jobs / retail/ business person to judge the best	Customer service jobs / administration jobs / retail/ business person to judge the best
	HT2B			Language: Write a letter of complaint to the hotel about your stay. Literature: Bill Bryson extract question using Literature skills.	Writing: write at length through a range of narrative and non-narrative texts. Be able to plan, draft, edit and proof read through work.	Planning, writing, editing and proof-reading.	Confusing the format of the letter. Unsure of what greeting/salutation to use.			
	HT3A	Exploring the Gothic Genre: Students will read a range of gothic fiction such as Dracula and Frankenstein and explore the contexts in which they were written. Using their understanding of what they have read and studied they will create a wide range of fiction and non-fiction texts exploring the genre, such as description, narratives, letters and articles. One literacy focused lesson a week, focusing on the needs of the class. Students will be going over some of the key skills that they have already been exposed to, developing their descriptive writing skills and transactional writing skills further. Students will also be exploring their literature skills by applying their skills to a new context and looking at extracts which will be more challenging than poetry studied at the start of the year.		Mini-Assessments: Literature: How is a character presented in a given text. Language: Write a description of a gothic scene.	Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	PEE/PEEL skills; comprehension; exploring different contexts.	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL.	Exploring the idea of prejudice in society and how to ensure we don't become prejudiced.	Professional writer/creative writing competitions/ author visit	Professional writer/creative writing competitions/ author visit
HT3B			END OF YEAR EXAMS: Literature: How is a character presented in a given text. Language: Write a description of a grand setting using a picture stimulus.	Writing: Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation. Planning, writing, editing and proof-reading.	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL. Description can become too narrative.		Explore psychology and careers in child development (to link with the Monster)	Explore psychology and careers in child development (to link with the Monster)	
Y8	HT1A	Examining Other Cultures through poems, short stories and non-fiction. Exploring a range of poems, short stories and non-fiction from other cultures to enable them to appreciate the world and create their own non-fiction texts. Study non-fiction texts such as speeches to broaden their understanding of the world and create their own non-fiction texts. One literacy focused lesson a week, focusing on the needs of the class. This unit will allow them to explore other cultures to help them appreciate contexts and cultures outside of their current understanding of the world, enabling them to develop their descriptive writing skills and transactional writing skills further. Students will also be exploring their literature skills by applying their skills to a new context and looking at extracts which will be more challenging than poetry studied at the start of the year.	Currently on Sharepoint, will move onto school network when adapted for Sept.	Li: Poetry assessment. Lang: Write a speech about someone you find inspirational from another culture.	Reading: a wide range of texts including poems. Recognising a range of poetic conventions and understanding how these have been used. Make critical comparisons across texts.	Identify poetic techniques and be able to comment on their use.	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL.	Explore a vast variety of other cultures through different poems.	Could look at careers exploring different areas	Could look at careers exploring different areas
	HT1B			Assessment Week Tests: Article Writing (Language) and Poetry analysis (Literature).	Writing: Be able to plan, draft, edit and proof read through work.	Understand and apply the format and content of a speech.	Under as to how to format speech. Level of formality misjudged.	What can we learn from other cultures?	Journalism	Journalism
	HT2A	Independent Reading Project: Students will complete an extended independent reading project on a book of their choice. This will promote a love of reading and independence. They will also complete a spoken language piece as part of this to help boost their confidence when speaking in front of an audience. One literacy focused lesson a week, focusing on the needs of the class.		Language: Spoken Language presentation based on their reading project.	Reading: a wide range of texts including poems. Recognising a range of poetic conventions and understanding how these have been used. Make critical comparisons across texts.	Decoding texts independently and responding independently to a range of stimuli.	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL. Unclear as to how to format article. Level of formality misjudged.	Explore the value of being a good reader and 'well read'.	Author/careers linked to the books they choose.	Author/careers linked to the books they choose.
	HT2B			Lang: Narrative Writing. Li: Character-focused question.	Reading: develop an appreciation and love of reading, and read increasingly challenging material independently through seminal world literature. Understanding increasingly challenging texts.	Decoding an array of challenging texts by applying strategies taught to do this.	Not planning their story. Not using a wide range of literary devices. Making up tenses. Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL.			
	HT3A	Li: Dystopian Fiction: Exploring a range of texts in the Dystopian genre, analysing language and character based on extracts. The texts will be increasingly challenging depending on the sets. Creating their own dystopian world through a range of creative and transactional writing. One literacy focused lesson a week, focusing on the needs of the class. Narrative writing here as they can draw on the wide range of texts, both fiction and non-fiction, that they have read so far to enable them to write good narratives that are set outside of contexts that they are familiar with. They can also use the skills developed during previous descriptive writing lessons in this unit and embed those skills into their dystopian world.		END OF YEAR EXAMS: Literature: Character focused. Write a story set in a dystopian context/world.	Writing: write at length through stories, poetry, script and imaginative writing. Be able to plan, draft, edit and proof read through work.	Planning, writing at length and proof-reading. PEE/PEEL skills; comprehension; exploring different contexts.	Not planning their story. Not using a wide range of literary devices. Making up tenses. Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL.		Link to being a professional author/ screen writer etc.	Link to being a professional author/ screen writer etc.
Y9	HT1A	Plays: Exploring a range of Shakespeare plays and modern plays to introduce them to play scripts and help them appreciate how texts are majorly influenced by the contexts in which they are written in or are about. One literacy focused lesson a week, focusing on the needs of the class. This unit will allow them to develop their literature skills and apply them to a new type of text: play scripts. They will be encouraged to comment on areas that they previously couldn't such as stage directions. Students will be further enhancing their narrative writing skills in this unit and embed those skills into their own narratives.	Currently on Sharepoint, will move onto school network when adapted for Sept.	Li: How does the playwright present a character in an extract? Lang: Narrative Writing - Title Stimulus	Writing: Be able to plan, draft, edit and proof read through work. Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL.	Consider Elizabethan attitudes towards women compared to modern attitudes. Looking at issues in the plays studied such as social deprivation.	Playwright/professional writer.	Playwright/professional writer.
	HT1B			Assessment Week Tests: Lang: Narrative Writing - The Stimulus Lit. How does the playwright present a character? Li: Narrative Writing - Title Stimulus	Writing: write at length through a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. Be able to plan, draft, edit and proof read through work. Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	Planning, writing at length and proof-reading. Being able to use persuasive language. PEE/PEEL skills; comprehension; exploring different contexts.	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL. Formatting letter accurately.			
	HT2A	Literature contexts: Study a range of literature contexts such as Victorian England, Elizabethan England and the twentieth century to enable them to appreciate the world and create their own non-fiction texts. One literacy focused lesson a week, focusing on the needs of the class. This unit will allow them to explore other cultures to help them appreciate contexts and cultures outside of their current understanding of the world, enabling them to develop their descriptive writing skills and transactional writing skills further. Students will also be exploring their literature skills by applying their skills to a new context and looking at extracts which will be more challenging than poetry studied at the start of the year.		Lang: Write an essay where they oppose or agree with a given statement linked to the context they have studied. Li: Essay response to a thematic question linked to one of the studied contexts.	Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation.	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL. Formatting essay correctly. How much to write.	Changing attitudes towards gender and race.	Going to university and critical thinking.	Going to university and critical thinking.
	HT2B			END OF YEAR EXAMS: Li: Character-focused question. Lang: Full formality assessed spoken language.	Reading: develop an appreciation and love of reading, and read increasingly challenging material independently through seminal world literature. Understanding increasingly challenging texts.	Decoding an array of challenging texts by applying strategies taught to do this.	Not planning their story. Not using a wide range of literary devices. Making up tenses. Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL.			
	HT3A	Language and Power: Study a wide range of speeches and non-fiction based texts on famous historical figures such as Martin Luther King, Malala Yousafzai, Greta Thunberg etc. Students will create their own speeches and other non-fiction texts after studying how these have been successfully constructed. They will be looking at speech writing skills studied in year 8 to help them create a well thought out and powerful speech that they will present to their peers. This will focus on their resilience in terms of presenting and being able to manage an audience and respond thoughtfully to questions posed. One literacy focused lesson a week, focusing on the needs of the class.		END OF YEAR EXAMS: Li: Character-focused question. Lang: Full formality assessed spoken language.	Reading: develop an appreciation and love of reading, and read increasingly challenging material independently through seminal world literature. Understanding increasingly challenging texts.	Decoding an array of challenging texts by applying strategies taught to do this.	Not planning their story. Not using a wide range of literary devices. Making up tenses. Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL.			
Y10	HT1A	Literature: All students study A Christmas Carol. This is done here as it arguably the easiest text and it fits in with the term leading up to Christmas as well as engage them through this. In addition, if any students who require movement without it being an issue. Students that move to our school after HT2A will need to be placed in the correct year level based on their previous GCSE and AQA literature texts to sets 3, 4, and 5. Introduce students to GCSE Literature. Students will study 7 poems from the Power and Conflict Anthology in preparation for Literature Paper 2. There are 15 poems so we do roughly half per half year but they should have studied them by the end of the year. ***Students will become familiar with all texts studied and will develop detailed responses to literature questions using all four assessment objectives in their responses where appropriate. IS THIS NEEDS HERE?*** Language: Students work on the reading sections of AQA Paper 1 and AQA Paper 2. Students will explore a range of fiction and non-fiction texts and apply the skills required for each section. Students will be using the range of skills which will help them respond to the reading sections. ***Literature extracts and non-fiction texts linking to the Literature texts will be used to teach the Language skills. More exposure to the Literature texts will help them develop their understanding of these texts. The extracts we use will come from the literature texts that have been studied in Literature lessons. This will allow more coverage of ACC but it will also show students comprehension of unseen extracts.***	Currently on Sharepoint, will move onto school network when adapted for Sept.	Mini assessments linking to ACC and Language P1 and P2.	Literature: read a wide range of classic literature fluently and with good understanding, and make connections across their reading. • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English and appropriate and relevant terminology and other literary and linguistic terms they need to criticise and analyse what they read.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation and themes.	Literature: Confusing who says what in regards to quotations. Making up the quotes. Looking the context to their work.			
	HT1B			Li: A Christmas Carol Literature extract question. Language: Paper 1 and Paper 2 question 1-4 questions.	Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	Decoding texts independently and responding independently to a range of stimuli.	Forget the focus of questions and apply wrong methods to the wrong questions. Spend too long on many questions.			
	HT2A			Assessment Week Tests: Language: Full formality assessed spoken language. Li: A Christmas Carol extract question both from sample papers	Reading: develop an appreciation and love of reading, and read increasingly challenging material independently through seminal world literature. Understanding increasingly challenging texts.	Decoding an array of challenging texts by applying strategies taught to do this.	Not planning their story. Not using a wide range of literary devices. Making up tenses. Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL.			
	HT2B			Li: Power and Conflict Anthology question. Lang: WE GOING TO HIT THIS AND OUR TEACHING TO BE ABLE TO ASSESS IT ACCURATELY AS THEIR LIT ASSESSMENT?***. Lang: Question 5 description/narrative on Language Paper 1 sample paper and Question 3 transactional writing on Language Paper 2 sample paper.	Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation and themes.	Under as to how much to write for each response. Forget the focus of questions and apply wrong methods to the wrong questions. Spend too long on many questions.		Author	Author
	HT3A			Li: An Inspector Calls or Blood Brothers question from sample paper. Lang: Question 5 narrative description on Language Paper 1 sample paper and Transactional on Language Paper 2 sample paper.	Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation and themes.	Confuse contexts with other texts studied. Mix up characters. Misread question so they focus on the wrong character.			
Y11	HT1A	Literature: Students to study modern prose texts either An Inspector Calls or Blood Brothers. ***ARE WE STILL TEACHING THIS? KNOW THERE WERE DISCUSSIONS ABOUT THIS BEING TOO DIFFICULT FOR LOWER SETS TO ACCESS AND STUDENTS FINDING IT DIFFICULT TO TRACK TO THE LOWER SETS***. Lang: Literature Paper 1 applying and improving on the skills that they covered whilst studying A Christmas Carol. Ensuring that they are improving on the set of skills which will help them respond to the reading sections. ***Literature extracts and non-fiction texts linking to the Literature texts will be used to teach the Language skills. More exposure to the Literature texts will help them develop their understanding of these texts. The extracts we use will come from the literature texts that have been studied in Literature lessons. This will allow more coverage of ACC but it will also show students comprehension of unseen extracts.***	Currently on Sharepoint, will move onto school network when adapted for Sept.	Li: Shakespeare Extract. Lang: Paper 2 question 5 (a transactional text not assessed on at GCSE level)	Literature: read a wide range of classic literature fluently and with good understanding, and make connections across their reading. • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English and appropriate and relevant terminology and other literary and linguistic terms they need to criticise and analyse what they read.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation and themes.	Confuse contexts with other texts studied. Mix up characters. Misread question so they focus on the wrong character.			
	HT1B			Li: Full P1 and P2 last academic year. Lang: Full P1 and P2 last academic year.	Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	Decoding texts independently and responding independently to a range of stimuli.	Forget the focus of questions and apply wrong methods to the wrong questions. Spend too long on many questions.			
	HT2A			Li: At teacher's discretion. Classes to work on their classes areas of weakness based on analysis of CAGs. Lang: Full English Language P1 and P2 (last academic year)	Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation and themes.	Under as to how much to write for each response. Forget the focus of questions and apply wrong methods to the wrong questions. Spend too long on many questions.			
	HT2B			Li: At teacher's discretion. Classes to work on their classes areas of weakness based on analysis of CAGs.	Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation and themes.	Under as to how much to write for each response. Forget the focus of questions and apply wrong methods to the wrong questions. Spend too long on many questions.			
	HT3A			Language (3 lessons including intervention): Literature (3 lessons) Final revision lessons. Work on areas of development as identified through in-class assessments.	None.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation and themes.				
Y12	HT1A			Li: Shakespeare Extract. Lang: Paper 2 question 5 (a transactional text not assessed on at GCSE level)	Literature: read a wide range of classic literature fluently and with good understanding, and make connections across their reading. • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English and appropriate and relevant terminology and other literary and linguistic terms they need to criticise and analyse what they read.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation and themes.	Under as to how much to write for each response. Forget the focus of questions and apply wrong methods to the wrong questions. Spend too long on many questions.			
	HT1B			Li: Full P1 and P2 last academic year. Lang: Full P1 and P2 last academic year.	Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	Decoding texts independently and responding independently to a range of stimuli.	Forget the focus of questions and apply wrong methods to the wrong questions. Spend too long on many questions.			
	HT2A			Li: At teacher's discretion. Classes to work on their classes areas of weakness based on analysis of CAGs.	Reading: understand increasingly challenging texts through: - learning new vocabulary, relating it explicitly to know vocabulary and understanding it with the help of context and dictionaries - making inferences and referring to evidence in the text - knowing the purpose, audience for and content of the writing and drawing on this knowledge to support comprehension - checking their understanding to make sure that what they have read makes sense.	PEE/PEEL/PEELAC skills; comprehension; exploring different contexts; exploring characterisation and themes.	Under as to how much to write for each response. Forget the focus of questions and apply wrong methods to the wrong questions. Spend too long on many questions.			