Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic: Poetry: From the	*For the academic year	Topic: Programme of	Topic: Programme of	Topic: Programme of	Examination period.
	AQA Anthology (Conflict	<u>2022-23:</u>	revision as	revision as directed by	revision as directed by the	
	cluster).	Weeks 1 and 2:	directed by the class	the class teacher.	class teacher.	
	Skills: Assessment on	Continuation of Poetry:	teacher.	Skills: Practice questions	Skills: Practice questions	
	the comparison of two	From the AQA Anthology (Conflict cluster) (from	Skills: Practice questions	will be completed (for	will be completed (for	All Examination content will be based on full
	poems. Closed book		will be completed (for	homework or in class) on	homework or in class) on	
	exam.	Autumn 1).	homework and/or in class)	each of the topics as they	each of the topics as they	content and coverage.
	Knowledge: Deepening		on each of the topics as	are covered.	are covered.	No changes are
	understanding of c ontent,		they are revised.	Knowledge Deepening	Knowledge: Deepening	currently being planned for this cohort onwards.
	context, writer's craft,	*For the academic year 2022-23: Week 3 onwards:	Knowledge: Deepening	understanding of all	understanding of a ll	
	comparison and personal		understanding of all	topics, for both English	topics, for both English	
	response to a range of		topics, for both English	Literature and Language	Literature and Language	
11	poems.	Topic: Shakespeare -	Literature and Language	to be covered as	to be covered as	
11		Study of a whole play:	to be covered as	appropriate.	appropriate.	
	Additional information	'Macbeth.'	appropriate.	Additional information:	Additional information:	
	2 mock exams in Term 1	<u>Skills</u>: Response to an	Additional information:	Pupils will be given	Pupils will be given further	
	(TBC). Paper 1 for	unseen GCSE style	2 mock exams in Term 2	further opportunities to	opportunities to complete	
	English Language and	question which could be on	(TBC):	complete extended	extended pieces of writing	
	paper 2 for English	theme, character or plot.	Paper 1 for English	pieces of writing in	in response to a range of	
	Literature.	Closed book exam.	Literature.	response to a range of	Literature and Language	
	Closed book exams.	Knowledge: Deepening	Paper 2 for English	Literature and Language	tasks.	
		knowledge of plot,	Language	tasks.		
		characters, context, theme, writer's craft and personal	Closed book exams.			
		response to a text from the				
		literary heritage.				

	Topic : Study of modern drama: 'An Inspector Calls.' J. B. Priestley. Skills: Response to an unseen GCSE style question which	Topic : Explorations in Creative Reading and Writing: English Language Paper 1, section A. Skills: Response to all questions from a sample	Topic: Study of a pre- 1914 text: 'A Christmas Carol,' Charles Dickens. Skills: Response to an unseen GCSE style question which could be on character, theme or	Topic: Explorations in Creative Reading and Writing: English Language Paper 1, section B: Writing to describe/narrate. Skills : Response to a	Topic: Study of non- fiction texts: English Language Paper 2, sections A and B. Skills: English Language Paper 2. Response to an unseen	Topic: Continued study of non-fiction texts: English Language Paper 2, sections A and B. Skills: Mock exam: English Language paper 2. (Term 3 – TBC.)
	could be on theme, character or plot. Closed book exam. <u>Knowledge</u> : Mastering understanding of plot, characters, context, theme,	English Language Paper 1, section A. Unseen paper. <u>Knowledge</u> : Mastering understanding of writer's craft (including language and structure), evaluating texts critically, identifying	plot. Closed book exam. <u>Knowledge</u> : Mastering understanding of plot, characters, context, theme, writer's craft and personal response to a text from the 19 th century.	sample task from English Language, paper 1, section B. <u>Knowledge:</u> Mastering communicating clearly and imaginatively, adapting tone, style and register, using structural	sample paper. To be completed in the next half term. <u>Knowledge:</u> * 'Mastery,' as follows: <u>Section A -</u> Writer's craft (including language and structure), identifying	Response to an unseen sample paper. <u>Knowledge:</u> *See previous column. <u>Topic:</u> Spoken Language component.
10	writer's craft and personal response to modern drama.	and interpreting information and selecting and synthesizing.		features for effect, developing accuracy in 'SPAG,' using vocabulary and sentence structures for effect. <u>Additional information:</u> Year 10 mock exam: Response to unseen poetry, questions 1 and 2. (Term 2 – TBC.)	and interpreting information and selecting and synthesizing, comparing writer's ideas and perspectives. Section B - Communicating clearly and imaginatively, adapting tone, style and register, using structural features for effect, developing accuracy in 'SPAG,' using vocabulary and sentence structures for effect.	Skills:Pupils willcomplete a presentation,and question andanswer session, on asubject matter of theirchoice.Knowledge:Masteringpresentation skills in aformal setting, listeningand respondingappropriately to spokenlanguage, including toquestions and feedbackon presentations andusing spoken StandardEnglish effectively inspeeches andpresentations.

	Topic: Poetry.	Topic: Modern novels	Topic: Study of non-	Topic: Pre 1914 fiction	Topic: Modern drama	Topic: Shakespeare:
	<u>Skills:</u> Response	and short stories	fiction texts.	Skills: Comparison of	Skills: Creative writing:	Study of a whole play.
	to an unseen	(explorations in creative	Skills: Writing to	the different viewpoints	Writing an additional	Skills: Unseen task in
	poem.	reading).	express a point of view	in two texts.	scene.	the style of a GCSE
	Knowledge:	Skills: Write a diary	based on an unseen	Knowledge: Securing	Knowledge: Securing	question which could
	Securing	entry or monologue.	task.	understanding of plot,	understanding of plot,	be on theme, character
	understanding of	Knowledge: Securing	Knowledge: Securing	characters, context,	characters, context,	or plot.
	content, theme,	understanding of plot,	understanding of	theme, writer's craft	theme, writer's craft	Knowledge: Securing
	writer's craft and	characters, context,	communicating clearly	and personal response	and personal response	understanding of plot,
	personal response	theme, writer's craft and	and imaginatively,	to a text from the 19 th	to modern drama.	characters, context,
	to unseen poetry	personal response to a	adapting tone, style	century. Comparing	Communicating clearly	theme, writer's craft
	texts.	modern novel.	and register, using	ideas and	and imaginatively,	and personal response
		Communicating clearly	structural features for	perspectives.	adapting tone, style	to a text from the
9		and imaginatively,	effect, developing		and register, using	literary heritage.
		adapting tone, style and	accuracy in 'SPAG,'		structural features for	
(In Year 9,	register, using structural	using vocabulary and		effect, developing	
		features for effect,	sentence structures for		accuracy in 'SPAG,'	
	pupils will	developing accuracy in	effect. Writer's craft		using vocabulary and	
	not have	'SPAG,' using	(including language		sentence structures for	
		vocabulary and	and structure),		effect.	
	prepared	sentence structures for	identifying and			
	for the	effect.	interpreting information)
	assessed		and selecting and	At KS3, texts (or specific topic) are chosen by		
			synthesizing,	the class tea	acher according to t	their teaching
	tasks in				U	Ŭ
	advance.				group.	

	<u>Topic</u> :	Topic: F	Pre 1914 fiction	Topic: Poetry.	Topic: Modern novel	Topic: Study of non-	Topic: Modern drama
	Shakespeare:	<u>Skills</u> : V	Vriting to	Skills: Comparison of	(explorations in	fiction texts.	Skills: Speech writing.
	Study of a whole	express	a point of view	2 poems which pupils	creative reading).	<u>Skills</u> : Writing a	The pupils will not
	play.	which w	ill be prepared	will be prepared for in	Skills: Critical	description which will	know the subject of the
	Skills: Response	for in ad	vance.	advance.	evaluation response.	be prepared for in	task in advance.
	to a question on a	<u>Knowle</u>	dge:	Knowledge:	'To what extent do you	advance.	Knowledge:
	theme in the play	Develop	ping	Developing	agree with?' This	Knowledge:	Developing
	which will be	understa	anding of p lot,	understanding of	task will be prepared	Developing	understanding of plot,
	prepared for in	characte	ers, context,	content, theme, writer's	for in advance.	understanding of	characters, context,
	advance.	theme, v	writer's craft and	craft and personal	Knowledge:	communicating clearly	theme, writer's craft
	Knowledge:	persona	I response to a	response (including	Developing	and imaginatively,	and personal response
	Developing	text fron	n the 19 th	comparison) to poetry.	understanding of plot,	adapting tone, style	to modern drama.
8	understanding of	century.	Communicating		characters, context,	and register, using	Communicating clearly
0	plot, characters,	clearly and			theme, writer's craft,	structural features for	and imaginatively,
	theme, writer's	imagina	tively, adapting		evaluating critically and	effect, developing	adapting tone, style
	craft and personal	sponse to a textusing structural featuresom the literaryfor effect, developing			personal response to a	accuracy in 'SPAG,'	and register, using
	response to a text				modern novel.	using vocabulary and	structural features for
	from the literary					sentence structures for	effect, developing
	heritage.					effect. Writer's craft	accuracy in 'SPAG,'
		using vo	cabulary and			(including language	using vocabulary and
		sentenc	e structures for			and structure),	sentence structures for
	effect.				identifying and	effect.	
			(interpreting information	
			At KS3, tex) are chosen by	and selecting and		
		the class teacher according to their teaching					
				group.			

7	Topic: Study of non-fiction texts. Skills: Writing a narrative which will be prepared for in advance. Knowledge: An introduction to communicating clearly and imaginatively, adapting tone, style and register, using structural features for effect, developing accuracy in 'SPAG,' using vocabulary and sentence structures for effect. Writer's craft	Topic: Modern drama Skills: Write a review of the play read in class. Knowledge: Topic: Modern drama Skills: Writing a review of the play studied which will be prepared for in advance. Knowledge: An introduction to plot, characters, context, theme, writer's craft and personal response to modern drama. Communicating clearly and imaginatively, adapting tone, style and register, using structural features for effect, developing accuracy in 'SPAG,' using	An introduction to Shakespeare. <u>Skills:</u> Response to a question on characte from the play/extracts studied which will be prepared for in advance. <u>Knowledge:</u> An introduction to plot, characters, context, theme, writer's craft and personal respons to a text from the literary heritage.		<u>Topic:</u> Poetry: - An introduction to different styles of poetry and poetic techniques. <u>Skills:</u> Response to one poem which will be prepared for in advance. <u>Knowledge:</u> An introduction to content, theme, writer's craft and personal response to poetry.	Topic: Pre-1914 fiction Skills: Essay response on the structure of an extract from a given text. <u>Knowledge</u> : An introduction to plot, characters, context, theme, writer's craft and personal response to a text from the 19 th century. Writer's craft (including structure), identifying and interpreting information and selecting and synthesizing,	Topic: Modern novel (explorations in creative reading) Skills: Writing in role – for example writing a letter as a character from the set text. Knowledge: An introduction to plot, characters, context, theme, writer's craft and personal response to a modern novel. Communicating clearly and imaginatively, adapting tone, style and register, using structural features for effect, developing accuracy in 'SPAG,' using vocabulary and sentence structures for effect.
	(including language and structure), identifying and interpreting information and selecting and synthesizing,			KS3, texts (or speci e class teacher acco gro	• •		