

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	<p>Topic: Poetry: From the AQA Anthology (Conflict cluster).</p> <p>Skills: Assessment on the comparison of two poems. Closed book exam.</p> <p>Knowledge: Deepening understanding of content, context, writer's craft, comparison and personal response to a range of poems.</p> <p>Additional information 2 mock exams in Term 1 (TBC). Paper 1 for English Language and paper 2 for English Literature. Closed book exams.</p>	<p>*For the academic year 2022-23: Weeks 1 and 2: Continuation of Poetry: From the AQA Anthology (Conflict cluster) (from Autumn 1).</p> <p>*For the academic year 2022-23: Week 3 onwards: Topic: Shakespeare - Study of a whole play: 'Macbeth.' Skills: Response to an unseen GCSE style question which could be on theme, character or plot. Closed book exam. Knowledge: Deepening knowledge of plot, characters, context, theme, writer's craft and personal response to a text from the literary heritage.</p>	<p>Topic: Programme of revision as directed by the class teacher.</p> <p>Skills: Practice questions will be completed (for homework and/or in class) on each of the topics as they are revised.</p> <p>Knowledge: Deepening understanding of all topics, for both English Literature and Language to be covered as appropriate.</p> <p>Additional information: 2 mock exams in Term 2 (TBC): Paper 1 for English Literature. Paper 2 for English Language Closed book exams.</p>	<p>Topic: Programme of revision as directed by the class teacher.</p> <p>Skills: Practice questions will be completed (for homework or in class) on each of the topics as they are covered.</p> <p>Knowledge: Deepening understanding of all topics, for both English Literature and Language to be covered as appropriate.</p> <p>Additional information: Pupils will be given further opportunities to complete extended pieces of writing in response to a range of Literature and Language tasks.</p>	<p>Topic: Programme of revision as directed by the class teacher.</p> <p>Skills: Practice questions will be completed (for homework or in class) on each of the topics as they are covered.</p> <p>Knowledge: Deepening understanding of all topics, for both English Literature and Language to be covered as appropriate.</p> <p>Additional information: Pupils will be given further opportunities to complete extended pieces of writing in response to a range of Literature and Language tasks.</p>	<p><i>Examination period.</i></p> <div style="border: 1px solid red; padding: 10px; text-align: center;"> <p>All Examination content will be based on full content and coverage. No changes are currently being planned for this cohort onwards.</p> </div>

10	<p>Topic: Study of modern drama: 'An Inspector Calls.' J. B. Priestley.</p> <p>Skills: Response to an unseen GCSE style question which could be on theme, character or plot. Closed book exam.</p> <p>Knowledge: Mastering understanding of plot, characters, context, theme, writer's craft and personal response to modern drama.</p>	<p>Topic: Explorations in Creative Reading and Writing: English Language Paper 1, section A.</p> <p>Skills: Response to all questions from a sample English Language Paper 1, section A. Unseen paper.</p> <p>Knowledge: Mastering understanding of writer's craft (including language and structure), evaluating texts critically, identifying and interpreting information and selecting and synthesizing.</p>	<p>Topic: Study of a pre-1914 text: 'A Christmas Carol,' Charles Dickens.</p> <p>Skills: Response to an unseen GCSE style question which could be on character, theme or plot. Closed book exam.</p> <p>Knowledge: Mastering understanding of plot, characters, context, theme, writer's craft and personal response to a text from the 19th century.</p>	<p>Topic: Explorations in Creative Reading and Writing: English Language Paper 1, section B: Writing to describe/narrate.</p> <p>Skills: Response to a sample task from English Language, paper 1, section B.</p> <p>Knowledge: Mastering 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.</p> <p>Additional information: Year 10 mock exam: Response to unseen poetry, questions 1 and 2. (Term 2 – TBC.)</p>	<p>Topic: Study of non-fiction texts: English Language Paper 2, sections A and B.</p> <p>Skills: English Language Paper 2. Response to an unseen sample paper. To be completed in the next half term.</p> <p>Knowledge: * 'Mastery,' as follows:</p> <p>Section A - Writer's craft (including language and structure), identifying and interpreting information and selecting and synthesizing, comparing writer's ideas and perspectives.</p> <p>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.</p>	<p>Topic: Continued study of non-fiction texts: English Language Paper 2, sections A and B.</p> <p>Skills: Mock exam: English Language paper 2. (Term 3 – TBC.) Response to an unseen sample paper.</p> <p>Knowledge: *See previous column.</p> <hr/> <p>Topic: Spoken Language component.</p> <p>Skills: Pupils will complete a presentation, and question and answer session, on a subject matter of their choice.</p> <p>Knowledge: Mastering presentation skills in a formal setting, listening and responding appropriately to spoken language, including to questions and feedback on presentations and using spoken Standard English effectively in speeches and presentations.</p>
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Topic: Poetry.
Skills: Response to an unseen poem.
Knowledge: Securing understanding of content, theme, writer's craft and personal response to unseen poetry texts.

Topic: Modern novels and short stories (explorations in creative reading).
Skills: Write a diary entry or monologue.
Knowledge: Securing understanding of 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.

Topic: Study of non-fiction texts.
Skills: Writing to express a point of view based on an unseen task.
Knowledge: Securing understanding of 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 (including language and structure), identifying and interpreting information and selecting and synthesizing,

Topic: Pre 1914 fiction
Skills: Comparison of the different viewpoints in two texts.
Knowledge: Securing understanding of plot, characters, context, theme, writer's craft and personal response to a text from the 19th century. Comparing ideas and perspectives.

Topic: Modern drama
Skills: Creative writing: Writing an additional scene.
Knowledge: Securing understanding of 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 vocabulary and sentence structures for effect.

Topic: Shakespeare: Study of a whole play.
Skills: Unseen task in the style of a GCSE question which could be on theme, character or plot.
Knowledge: Securing understanding of plot, characters, context, theme, writer's craft and personal response to a text from the literary heritage.

In Year 9, pupils will not have prepared for the assessed tasks in advance.

At KS3, texts (or specific topic) are chosen by the class teacher according to their teaching group.

8	<p>Topic: Shakespeare: Study of a whole play.</p> <p>Skills: Response to a question on a theme in the play which will be prepared for in advance.</p> <p>Knowledge: Developing understanding of plot, characters, theme, writer's craft and personal response to a text from the literary heritage.</p>	<p>Topic: Pre 1914 fiction</p> <p>Skills: Writing to express a point of view which will be prepared for in advance.</p> <p>Knowledge: Developing understanding of plot, characters, context, theme, writer's craft and personal response to a text from the 19th century. 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.</p>	<p>Topic: Poetry.</p> <p>Skills: Comparison of 2 poems which pupils will be prepared for in advance.</p> <p>Knowledge: Developing understanding of content, theme, writer's craft and personal response (including comparison) to poetry.</p>	<p>Topic: Modern novel (explorations in creative reading).</p> <p>Skills: Critical evaluation response. 'To what extent do you agree with...?' This task will be prepared for in advance.</p> <p>Knowledge: Developing understanding of plot, characters, context, theme, writer's craft, evaluating critically and personal response to a modern novel.</p>	<p>Topic: Study of non-fiction texts.</p> <p>Skills: Writing a description which will be prepared for in advance.</p> <p>Knowledge: Developing understanding of 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 (including language and structure), identifying and interpreting information and selecting and synthesizing,</p>	<p>Topic: Modern drama</p> <p>Skills: Speech writing. The pupils will not know the subject of the task in advance.</p> <p>Knowledge: Developing understanding of 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 vocabulary and sentence structures for effect.</p>
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7	<p>Topic: Study of non-fiction texts.</p> <p>Skills: Writing a narrative which will be prepared for in advance.</p> <p>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 (including language and structure), identifying and interpreting information and selecting and synthesizing,</p>	<p>Topic: Modern drama</p> <p>Skills: Write a review of the play read in class.</p> <p>Knowledge: Topic: Modern drama</p> <p>Skills: Writing a review of the play studied which will be prepared for in advance.</p> <p>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 vocabulary and sentence structures for effect.</p>	<p>Topic: Shakespeare - An introduction to Shakespeare.</p> <p>Skills: Response to a question on character from the play/extracts studied which will be prepared for in advance.</p> <p>Knowledge: An introduction to plot, characters, context, theme, writer's craft and personal response to a text from the literary heritage.</p>	<p>Topic: Poetry: - An introduction to different styles of poetry and poetic techniques.</p> <p>Skills: Response to one poem which will be prepared for in advance.</p> <p>Knowledge: An introduction to content, theme, writer's craft and personal response to poetry.</p>	<p>Topic: Pre-1914 fiction</p> <p>Skills: Essay response on the structure of an extract from a given text.</p> <p>Knowledge: An introduction to plot, characters, context, theme, writer's craft and personal response to a text from the 19th century. Writer's craft (including structure), identifying and interpreting information and selecting and synthesizing,</p>	<p>Topic: Modern novel (explorations in creative reading)</p> <p>Skills: Writing in role – for example writing a letter as a character from the set text.</p> <p>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.</p>
<p>At KS3, texts (or specific topic) are chosen by the class teacher according to their teaching group.</p>						