Year 7 – 2 to 3 weeks on lessons from introductory scheme in mixed ability forms

UNIT 1: The Modern Novel	UNIT 4: Having an opinion and a point of view. Persuasive writing
ASSESSMENT: Extract based character essay. Closed book. • Skim and scanning skills including T/F and List 4 things • Cloze, comprehension questions • Inference about feelings, characters. Selecting quotes to match. SQI. Quote marks and simple inferences • Introduce reading strategies – aloud, visualise, dramatize, predict • Begin to explore effects of methods: Metaphor, simile, nouns, adjectives, adverbs • Trace a character. Openings and narrative perspective (dual). Identify writer's point of view • Learning quotes • Simple review with preferences related to textual evidence	ASSESSMENT: Test on persuasive writing • Spelling – plurals and prefixes revisit • Commas in lists and between clauses • Simple, compound and COMPLEX sentences – revise subordinate clause and how to position in sentence. Relative clauses • Vocabulary and thesaurus • Planning, drafting and proofreading • Persuade – formal, use rhetorical question, emotive language, statistics and figures • Write an article of leaflet (key features) • Coherent and logical structure (use Post-it notes) – counter-argument – use developing connectives such as furthermore, additionally, in conclusion
UNIT 2: Descriptive Writing	**UNIT 5: Short story writing and style models**
ASSESSMENT: Formative – teacher and peer. • Spelling – common homophones and HFW as needed • Full stops and capital letters – check security and address as needed • Vocabulary – using a thesaurus. Key term – lexical verbs • Descriptive features – imagery, alliteration, adjectives and sensory language. listing • Planning – guided by senses or chronological journey • Developing paragraphs whilst staying on the topic	• Spelling – suffixes and personal goals • Revise complex sentences and subordinate clauses • Build vocabulary and thesaurus • Writing to narrate – key features • Planning – chronological; opening hook; choice of narrative perspective and implications
UNIT 3: Beauty pageants and childhood. Non-fiction reading.	**UNIT 6: English Literary Heritage including Shakespeare**
ASSESSMENT: Optional Y7 test (adapted) in Paper 2 style. • Skim and scan – list 4 things and T/F • Articles, letters, accounts • Pre-1900 non-fiction • Simple audience and purpose • Comprehension questions and label paragraphs • Infer about feelings and objects • Select quotes, use quote marks	ASSESSMENT: Formative and self-review • Cloze, comprehension questions • Inference skills revisited – based now on harder texts • Reading strategies – reworking, reframing, visualising and dramatizing • Methods – review all + personification, alliteration • English Literary Heritage • Soliloquy and characterisation

• SQI to make simple inferences • Reading strategies – dramatise • Explaining the effect of a range of methods PEEF • Terminology – metaphor, simile, noun, adjective, lexical verb, adverb, hyperbole, emotive language, repetition, rhetorical question, list • Simple cross reference	• Learning quotes • Relating texts to context – Shakespeare's life and key ideas about religion and society

Year 8

UNIT 1: Extreme Experiences	**UNIT 4: Literary Heritage**
ASSESSMENT: Touching the Void method analysis question. • Revisit and review Y7 comprehension skills. Reading autobiography, travel writing and blogs • Use SQI to develop inference. Adapting quotes to fit • Approaching unseen and unfamiliar texts • Revisit Y7 writer methods, including persuasive methods. To be confident using PEEF and exploring effect of language choices • Evaluation a text • Revisit and recap persuasive writing skills	ASSESSMENT: • All comprehension skills • Inference development • Using quotation • Identify and explain methods – onomatopoeia and sibilance • Poetry – modern and pre 1900 • Drama – dramatic irony, exposition, denouement, climax, stage direction, stanza, enjambement, sonnet • Writing literature essays • Research one poet in detail considering how context can influence our reading
UNIT 2: Narrative and Story Writing	**UNIT 5: Persuasive Speaking**
ASSESSMENT: Narrative writing • Continue to practise and expand approaches to unseen texts • Shift, focus, zoom and juxtaposition • Commas, full stops, ellipsis, dash • Tense and apostrophes • Beginning sentences with adjectives, adverbs and prepositional phrases • Expand vocabulary • Using mind maps and other formats to plan • Narrative writing • Plan structures to engage and surprise the reader • Use different structural features	ASSESSMENT: • Homophones, plurals and individual spelling logs • Using brackets – consolidate commas • Apostrophes • Recap sentence forms and types. • Develop vocabulary • Planning formats • Writing to argue. Vary formality and tone of voice. Addressing the audience consistently • Develop cohesion – link paragraphs and start and end of piece • Use different structural features
UNIT 3: The Novel	**UNIT 6: Descriptive Writing**
ASSESSMENT: Literature style extract question • Revisit comprehension strategies, skim and scan, list 4 things • Writing simple summaries to show understanding • Develop clear inferences (SQI) • Selecting quotes, using quote marks, using ellipsis to adapt quotes and embedding quotes • Identify, explain the effect of methods, using PEEF confidently. Metaphor, simile, personification, alliteration, word classes,	ASSESSMENT: Timed picture prompt test • Punctuation – ellipsis and dash. Revisit full stop and commas. • Apostrophe • Control agreement – common errors • Starting sentences with subordinate clauses and present participles and the effect of this • Planning • Writing to describe

modal verbs, juxtaposition and contrast, narrative perspective, overall textual structure • Comparison of characters • Modern novel. Setting. Theme. Character • Approaching the exam question • Evaluating a statement – collecting evidence and constructing an evaluative response.	• Develop cohesion – reinforce links

Year 9

UNIT 1: Of Mice and Men	UNIT 4: Narrative writing linked to style models
ASSESSMENT: Extract style literature question in timed conditions • Revisit skim and scan – List 4 things and T/F • Cloze, comprehension questions, writing independent summaries, produce timeline for whole text • Revisit inference skills – develop clear (complete and unarguable) inferences through SQI. Using square brackets to adapt quotes • Revisit and consolidate reading strategies – visualise, dramatise, reframe • Revisit method + pathetic fallacy, prepositions, tension, cliffhanger, foreshadowing. Write clearly about effect of method • Setting, cyclical narrative • Modern classic novella – Of Mice and Men • Evaluation linked to writer's method • Clear understanding of how text links to context	ASSESSMENT: Narrative writing in test conditions • Revisit structural methods – openings, narrative perspective, shift/focus/zoom, juxtaposition and contrast. Explain clearly the effect of structural choices. • Spelling – key words and strategies • Varying tense for effect • Develop vocabulary • Planning strategies • Writing to narrate – revisit stylistic devices • Structure – use strategies identified – openings, varying narrative perspective, juxtaposition, contrast, focus and zoom • Peer review to check understanding
UNIT 2: Writing to describe	UNIT 5: Poetry
ASSESSMENT: Picture prompt test • Spelling – common errors and homophones • Consolidate punctuation. The semi-colon • Vary sentences within paragraphs for impact • Develop vocabulary • Develop planning strategies • Writing to describe – consolidate expected stylistic features • Rehearse coherence/cohesion skills • Focus on developing paragraphs and cohesion within paragraphs	ASSESSMNT: Y9 exam – poetry section /62 • Revisit main point skills. Writing summaries, timelines • Inference skills • Reading strategies revisit • Relevant terminology review + fricative, plosive, oxymoron. Writing clearly about method. Caesura and assonance • Comparison • COLB; Bayonet Charge; Exposure; Remains; War Photographer • Suitable context • Learning quotes • Writing Literature essays relevant to this section of exam
UNIT 3: Non-fiction reading and persuasive writing. Paper 2. Language.	UNIT 6: Modern drama text
ASSESSMENT: Formative – to be revisited in Y10 • Speeches. Revisit all skills – label paragraphs, detailed summaries	ASSESSMENT: Formal. Closed book. Choice of 2 exam questions • Revisit reading skills – timelines and summaries • Unarguable and complete inferences • Reading strategies – dramatise and reframe

- Inference – clear, unarguable through SQI. Reiterate rules for adapting quotation for reference
- Revisit reading strategies and methods covered last year
- Comparison of point of view linked to method
- Spelling – strategies and key words
- Consolidate punctuation – colons
- Active and passive voice
- Varying sentences within paragraphs
- Writing speeches – writing to explain point of view, promote point of view
- Using more developed structural features – repeated sentences, counter-argument, opening and closing linked

- Revisit methods – explain effect clearly. Particularly review dramatic methods and key terms from Y8 list.
- Relevant context
- Learning quotes
- Writing Literature essays relevant to this section of exam
- Trace character, theme

Year 10

UNIT 1: Paper 1 & Descriptive Writing ASSESSMENT: Full past paper (see scheme of work.) - Apply skills to more complex and difficult texts (GCSE past papers to ensure standard) - Move towards perceptive and detailed inferences. Develop explanation of inferences - Develop perceptive and detailed analysis of methods – synthesise language choices - Understand word placement in sentences, isolated words or paragraphs. Chronology, flashback and motif - Developing detail in evaluation. Counter argument - Punctuation for effect and precision - Breaking grammatical rules for effect – fronted conjunction and fragment sentences - Disrupted chronology, start at the end, flashbacks, recurring motifs.	**UNIT 4: Poetry 3** ASSESSMENT: Comparison Question - Build interpretations - Develop perceptive and detailed analysis of methods - Develop comparison skills and apply to poetry - Poppies; Kamikaze; The Emigree; Tissue - Develop sophisticated understanding of context
UNIT 2: Poetry – Part 2 ASSESSMENT: Full poetry paper – see SOW - Build interpretations - Develop perceptive and detailed analysis of methods - Develop comparison skills - Ozymandias; London; Prelude; Storm on the Island; My Last Duchess; Checking Out Me History - Unseen poetry - Develop understanding of context – for more able Marxist and feminist readings – bridge to A Level	**UNIT 5: Pre-1900 text: CCarol or alt choice for HA** ASSESSMENT: Exam question - Build interpretation and inference - Develop perceptive and detailed analysis of a range of methods including those relating to whole text structure - Pre-1900 novel (content) - Sophisticated understanding of context - Develop ability to write about extract questions and to develop a structure to ensure all elements are covered
UNIT 3: Paper 2 and Persuasive Writing ASSESSMENT: Full paper - Apply skills to more complex texts - Build perceptive and detailed inferences - Develop detailed and perceptive analysis of methods - Develop comparison skills and apply to Q2 and Q4 on Paper 2 - Punctuation for precision and effect	**UNIT 6: Revisit descriptive or persuasive writing as needed** ASSESSMENT: Writing to describe

• Used accurate sentence forms and develop ambitious sentence structures • Practise writing for a range of purposes and audiences • Develop idea of voice in addressing the audience • Practise and develop a clear structure	