

Term	Theme/Focus	Reading	Writing (Grammar & Vocabulary)	Speaking and Listening	Assessment Objectives	Macro Assessment
Year 7		Texts	Tasks	Tasks		
Autumn 1	Genre study – The Gothic	Frankenstein Jane Eyre Northanger Abbey Wuthering Heights	Narrative writing- inc description, characterisation and structure Analysis	Drama – acting scenes, eg trial of the narrator in TTH	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 R1 R2 R4 Language AO2 W1 W2 W3 W4 W5 Literature AO1 AO2	Themed question
Autumn 2	Disaster! Fiction/ NonFiction	News articles – Chilean miners/Thai footballs stuck in cave 127 Hours Touching the Void Shipwreck – Robinson Crusoe/Treasure Island	Essays – Language analysis Comparison of perspectives	Discussion Persuasive speech – survival products	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature AO1/AO3	Reading – compare how writers present...
Spring 1	Poetry	Rap- Lost Words Benjamin Zephaniah	Analyse an unseen poem	Paired discussion about poems studied	S & L FS 3.3 3.3.1 – 3.3.8 Literature AO1	Reading – analysis of language
Spring 2	Tales with a Twist Short Fiction	Lamb to the Slaughter The Landlady Examination Day	Write a script based on a story	Discuss why twists in a plot are effective	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Writing - script
Summer 1	Novel	Cirque du Freak	Essay/academic writing	Discussion throughout	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Reading – extract analysis (Lit P1 style)
Summer 2	Shakespeare	A Midsummer Night’s Dream (to include 16 th century context research)	Essay/academic writing Script writing – Pyramus & Thisbe	Discuss play and context	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Writing – describe a character

	Theme/Focus					Macro
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Term		Reading	Writing (Grammar & Vocabulary)	Speaking and Listening	Assessment Objectives	Assessment
Year 8		Texts	Tasks	Tasks		
Autumn 1	Detective!	For example: Sherlock Holmes – Red Headed League The Speckled Band + others	Analysis/essay writing Write a detective story	Discussion of plot/character	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 R1 R2 R4 Language AO2 W1 W2 W3 W4 W5 Literature AO1 AO2	Writing – character portrait
Autumn 2	Non-Fiction writing – argue persuade, advise	Non-fiction to include news articles, personal accounts Red Cross refugee work (Diary of Anne Frank? Kindertransport?)	Writing to argue/persuade/advise on topic of choice	Persuasive speeches	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Writing – opinion piece in response to text
Spring 1	Novel - tbc	Suggestions include: The Lost Tide Warriors Storm Keeper	Analysis/essay writing Inspired character/setting description	Discussion/drama	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Reading – Lit P1 style extract and whole text
Spring 2	Literature through Time	Extracts to include – Beowulf, Chaucer, Shakespeare’s sonnets, Romantic poetry, 19 th Century novels, 20 th /21 st century extracts to reflect diversity	Analysis/essay writing	Discussion/drama based on extracts	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Writing – create a character based on one from study
Summer 1	Formal speeches and letters	Speeches and letters for different purposes using formal language – focus on spoken language eg Martin Luther King “I have a dream”	Formal letters/speeches for a variety of purposes	Deliver a formal speech	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Writing – formal letter/ explanation
Summer 2	Genre Study – Dystopia	Various text extracts/films – 1984, Fahrenheit 451	Descriptive/narrative passages to reflect genre Analysis of language techniques	Discussion of conventions	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Reading – how does author use language to ...

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Year 9		Texts	Tasks	Tasks		
Autumn 1	Critical analysis – identifying bias	News/opinion columns Current affairs	Critical response to texts to identify authorial bias	Discussion	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 R1 R2 R4 Language AO2 W1 W2 W3 W4 W5 Literature AO1 AO2	S&L Presentation on issue
Autumn 2	19 th Century Fiction: Dickens author study	Contextual background to era Extracts – Oliver Twist, Nicholas Nickleby, Great Expectations	Essay/analysis linking content to context and contemporary readers Critical response to themed question (AQA P1 Q4 style)	Discussion – shades of opinion	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Reading/Writing – how far do you agree in response to a statement
Spring 1	Modern Drama	Death of a Salesman	Essay style Writing in character	Discussion to centre on context	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Reading – whole text response
Spring 2	Poetry from Other Cultures	Presents from my Aunts in Pakistan/Search for my Tongue/Living Space/Checkin’ out me History/Half Caste	Language of comparison	Discuss contextual information and issues surrounding culture and diversity	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Reading - Comparison essay
Summer 1	Conflict	Fiction/non-fiction and poetry surrounding conflict – Letters from Sarajevo/Bravo Two Zero plus appropriate cluster poetry eg Winter Swans/Neutral tones/conflict poetry	Descriptive writing based on conflict – interpersonal/war zone etc	Discussion/monologues	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	Descriptive writing
Summer 2	Shakespeare	Romeo & Juliet – plot, characters and context (prepare for theme and language analysis at KS4)	Essay writing on character presentation/actions linked to context	Presentation on character: I think Juliet/Romeo is... Drama: trial of nurse or F Lawrence	S & L FS 3.3 3.3.1 – 3.3.8 Language AO1 Language AO2 Literature	S&L presentation and discussion

Assessment Objectives – iGCSE English Language (Reading)

AO1	DESCRIPTORS
R1	Demonstrate understanding of explicit meanings
R2	Demonstrate understanding of implicit meanings and attitudes
R3	Analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text
R4	Demonstrate understanding of how writers achieve effects and influence readers
R5	Select and use information for specific purposes

Assessment Objectives – iGCSE English Language (Writing)

AO2	DESCRIPTORS
W1	Articulate experience and express what is thought, felt and imagined
W2	Organise and structure ideas and opinions for deliberate effect
W3	Use a range of vocabulary and sentence structures appropriate to context
W4	Use register appropriate to context
W5	Make accurate use of spelling, punctuation and grammar

Assessment Objectives – AQA English Literature

AO	DESCRIPTORS
AO1	Read, understand and respond to texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations
AO2	Analyse the language, form and structure used by a writer to create meanings and effects using relevant subject terminology where appropriate
AO3	Show understanding of the relationships between texts and the contexts in which they were written
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Assessment Objectives – English Language Functional Skills L1 and L2 – Speaking Listening and Communicating

3.3	DESCRIPTORS – Level 1
3.3.1	Identify relevant information and lines of argument in explanations or presentations
3.3.2	Make requests and ask relevant questions to obtain specific information in different contexts
3.3.3	Respond effectively to detailed questions
3.3.4	Communicate information, ideas and opinions clearly and accurately on a range of topics
3.3.5	Express opinions and arguments and support them with evidence
3.3.6	Follow and understand discussions and make contributions relevant to the situation and the subject
3.3.6	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
3.3.8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection
	DESCRIPTORS – Level 2
3.3.9	Identify relevant information from extended explanations or presentations
3.3.10	Follow narratives and lines of argument
3.3.11	Respond effectively to detailed or extended questions and feedback
3.3.12	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
3.3.13	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
3.3.14	Express opinions and arguments and support them with relevant and persuasive evidence
3.3.15	Use language that is effective, accurate and appropriate to context and situation
3.3.16	Make relevant and constructive contributions to move discussion forward
3.3.17	Adapt contributions to discussions to suit audience, purpose and medium
3.3.18	Interject and redirect discussion using appropriate language and register