| Topic Name |  | Skills Developed | Link to NC Subject Content | Essential Knowledge | Prior link to curriculum | Next link in curriculum | Other Notes |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Prose Study - Short Stories  Twisted Tales | Autumn | Reading   * Close language analysis * Consideration of narrative and plot twists * Understanding of how to respond to an extract question with focus on mood and atmosphere   Writing   * Developing skills at creating own narrative with focus on character, narrative and plot twists | Reading   * Develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction * Seminal world literature * Studying a range of authors * Understand increasingly challenging texts   Writing   * Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing * Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended * Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing * Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects | Narrative  Plot  Plot Twist  Characterisation  Inference  Prediction  Reader expectation  Mood and atmosphere | * Novels also studied in Autumn Y7&Y8 - focus on characterisation, themes and plot development * Extract question will build on Y8 assessment on singular character study | * Fiction texts studied in Summer Term - Danger of a Single Story * Narrative study of 19th Century novel Y10 Autumn 1&2. Similar focus on characters, themes, mood and atmosphere and writer’s craft. | Assessed in class:   * Reading -A close analysis of how mood and atmosphere is created in an extract with focus on characters and events. Pupils should also refer to the story as a whole * Writing- pupils’ own narrative writing of a Twisted Tale |
| Shakespeare: Romeo and Juliet | Spring | Reading   * Understanding of writer’s craft * Focus on structure and form * Addressing audience response * Explorations of character * Explorations of key themes * AO1 and AO2   Writing   * Features and conventions of a review | Reading   * Shakespeare (two plays * Making inferences and referring to evidence in the tex * Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play * Checking their understanding to make sure that what they have read makes sense   Writing   * Write accurately, fluently, effectively and at length for pleasure and information * Summarising and organising material, and supporting ideas and arguments with any necessary factual detail * Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form * Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing | Staging  Themes  Characters  Narrative  Tragedy  Purpose  Audience | * Shakespeare studied in Y8 Spring - focus predominantly on single character and selected scenes | * Understanding of Drama links with Y11 Autumn 1&2, Post-1914 Drama. * Addressing themes and key characters used across all Literature components * Transactional writing English Language Component 2 Section B | Assessed in class:   * Reading - formative assessments linked to key themes * Writing - Review of the film |
| Danger of a Single Story | Summer | Reading   * Reading critically and evaluatively using our knowledge of the features of literary writing. * Analysing how literature and language relate to real-world issues and debates. * Comparing and contrasting how writers present their views and ideas both verbally and in writing. * Formulating and sharing our own viewpoints following critical reflection and discussion of those of others’   Writing   * Transactional writing - Features of a formal letter and a speech | Reading   * Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension * A range of other narrative and non-narrative texts, including arguments, and personal and formal letters * seminal world literature   Writing   * Write accurately, fluently, effectively and at length for pleasure and information * Summarising and organising material, and supporting ideas and arguments with any necessary factual detail * Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form * Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing | Evaluate  Perspective  Comparing  Debates  bias  tradition  dialect  representation  class  feminism | * Prose texts in Year 9 Autumn Twisted Tales * Transactional writing Review - Year 9 Spring * Non Fiction Writing and Textual analysis from Year 8 Summer The Apprentice | * English Language Component 1 and 2- Fiction and Non Fiction Reading and Writing | Assessed:   * Year 9 exam - Reading - Non Fiction Comprehension * Writing - Transactional Writing- Formal Letter   Speech will also be written and performed |
| Reading lessons | Autrumn  and  summer | Reading   * Independent reading and study skills * Love of reading and literature | * Choosing and reading books independently for challenge, interest and enjoyment * Develop an appreciation and love of reading, and read increasingly challenging material independently * Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing * Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons | * Narrative voice * Genre * Protagonist * Antagonist | * (GCSE English Language component 1 – creative and imaginative writing/ narrative writing) * SPAG | * Positive attitudes to reading * Wide range of texts * Recommending books to peers | Also linked to KS3 Creative Writing Competition – half termly in reading lessons  Focus for each less |