| Topic Name |  | Skills Developed | Link to NC Subject Content | Essential Knowledge | Prior link to curriculum  | Next link in curriculum  | Other Notes |
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| Prose Study - Short StoriesTwisted 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
 | NarrativePlot Plot TwistCharacterisationInferencePredictionReader expectationMood 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
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| 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
 | StagingThemesCharactersNarrativeTragedyPurposeAudience | * 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
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| 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
 | EvaluatePerspectiveComparingDebatesbiastraditiondialectrepresentationclass 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 lessonsFocus for each less |