



Topic name		Skills developed	Link to NC subject content	Prior link to curriculum	Next link in curriculum
Prose Study – Jane Eyre	A U T U M N	<p>Reading</p> <ul style="list-style-type: none"> • Whole text study • Close language analysis • Reading for pleasure and analysis • Writing critically <p>Writing</p> <ul style="list-style-type: none"> • Creative writing in the style of another writer • Writing non-fiction for purpose and audience <p><u>Essential knowledge:</u></p> <p>Narrative</p> <p>Bildungsroman</p> <p>Gothic</p> <p>Doppelganger</p> <p>Plot</p> <p>Plot Twist</p> <p>Characterisation</p> <p>Inference</p>	<p>Reading</p> <ul style="list-style-type: none"> • 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 <p>Writing</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Novel studied in Y7 and short stories in Y8 - focus on characterisation, themes and plot development 	<ul style="list-style-type: none"> • Fiction texts studied in Summer Term - Danger of a Single Story • GCSE English Literature – 19th century prose



		Prediction Reader expectation Mood and atmosphere			
Macbeth	S P R I N G	<p>Reading</p> <ul style="list-style-type: none"> Understanding of writer's craft Focus on structure and form Addressing audience response Explorations of character Explorations of key themes Comparing ideas across themes/ language <p>Writing</p> <ul style="list-style-type: none"> Features and conventions of a review <p><u>Essential knowledge:</u></p> <p>Staging</p> <p>Themes</p> <p>Characters</p>	<p>Reading</p> <ul style="list-style-type: none"> Shakespeare (two plays) Making inferences and referring to evidence in the text 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 <p>Writing</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Shakespeare studied in Y8 - focused predominantly on single character and selected scenes 	<ul style="list-style-type: none"> Addressing themes and key characters used across all Literature components Transactional writing English Language Component 2 Section B



		<p>Narrative</p> <p>Tragedy</p> <p>Purpose</p> <p>Audience</p>	<p>and listening to enhance the impact of their writing</p>		
<p>Danger of a Single Story</p>	<p>S</p> <p>U</p> <p>M</p> <p>M</p> <p>E</p> <p>R</p>	<p>Reading</p> <ul style="list-style-type: none"> • 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' <p>Writing</p>	<p>Reading</p> <ul style="list-style-type: none"> • 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 <p>Writing</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Prose texts in Year 8 Twisted Tales • Transactional writing in Year 9 – Jane Eyre • Non-Fiction Writing and Textual analysis from Year 8 Summer The Apprentice 	<ul style="list-style-type: none"> • English Language Components 1 & 2



		<ul style="list-style-type: none"> • Transactional writing - Features of a formal letter and a speech <p>Essential knowledge:</p> <p>Evaluate Perspective Comparing Debates bias tradition dialect representation class feminism</p>	<p>and listening to enhance the impact of their writing</p>		
<p>Reading lessons</p>	<p>A L L Y E A R</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Independent reading and study skills • Love of reading and literature <p>Essential knowledge:</p> <ul style="list-style-type: none"> • Narrative voice • Genre • Protagonist • Antagonist 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • (GCSE English Language component 1 – creative and imaginative writing/ narrative writing) • SPAG 	<ul style="list-style-type: none"> • Positive attitudes to reading • Wide range of texts • Recommending books to peers