



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>Essential knowledge:</p> <p>Narrative Bildungsroman Gothic Doppelganger Plot Plot Twist Characterisation Inference Prediction Reader expectation Mood and atmosphere</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
Macbeth	S P R I	<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>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 	<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>N G</p>	<p>Writing</p> <ul style="list-style-type: none"> • Features and conventions of a review <p>Essential knowledge: Staging Themes Characters Narrative Tragedy Purpose Audience</p>	<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 and listening to enhance the impact of their writing 		
<p>Danger of a Single Story</p>	<p>S U M M E 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> <ul style="list-style-type: none"> • Transactional writing - Features of a formal letter and a speech <p>Essential knowledge: Evaluate</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 and listening to enhance the impact of their writing 	<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



		<p>Perspective Comparing Debates Bias Tradition Dialect Representation Class Feminism</p>			
Thematic poetry		<p><u>Reading</u></p> <ul style="list-style-type: none"> Understand effects of structure Explore features used by a range of writers Reader response Make links across forms Identify similarities and differences Making inferences <p><u>Essential knowledge:</u> Poetic forms Imagery Relevant poetic forms and conventions Assonance Consonance Half rhyme Enjambment Onomatopoeia Personification Context</p>	<ul style="list-style-type: none"> English literature, both pre-1914 and contemporary, including prose, poetry and drama Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning Recognising a range of poetic conventions and understanding how they have been used 	<ul style="list-style-type: none"> Year 8 exam – Family Poetry 	<ul style="list-style-type: none"> Year 10 – Eduqas English Literature: Anthology; Unseen Poetry
Reading lessons	<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><u>Essential knowledge:</u></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 	<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



			<ul style="list-style-type: none">• Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons		
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