



Topic name	Skills developed	Link to NC subject content	Prior link to curriculum	Next link in curriculum	Other Notes
Prose Study – Jane Eyre	<p>Reading</p> <ul style="list-style-type: none"> Close language analysis Reading for pleasure and analysis Writing critically Writing non-fiction for purpose and audience Creative fiction in the style of Charlotte Brontë. <p>Writing</p> <ul style="list-style-type: none"> Creative writing in the style of another writer <p><u>Essential knowledge:</u></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"> 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 	<ul style="list-style-type: none"> Fiction texts studied in Summer Term - Danger of a Single Story Narrative study of 19th Century novel Y10 Spring. Similar focus on characters, themes, mood and atmosphere and writer's craft. 	<p>Assessed in class:</p> <ul style="list-style-type: none"> 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



<p>Thematic Shakespeare: Romeo and Juliet</p>	<p>SPRING</p> <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 (AO1 and AO2) <p>Writing</p> <ul style="list-style-type: none"> • Features and conventions of a review <p><u>Essential knowledge:</u></p> <p>Staging Themes Characters Narrative Tragedy Purpose Audience</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 and listening to enhance the impact of their writing 	<ul style="list-style-type: none"> • Shakespeare studied in Y8 Spring - focus predominantly on single character and selected scenes 	<ul style="list-style-type: none"> • 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 	<p>Assessed in class:</p> <ul style="list-style-type: none"> • Reading - formative assessments linked to key themes • Writing - Review of the film
---	--	--	--	--	--



<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><u>Essential knowledge:</u></p> <p>Evaluate Perspective Comparing Debates</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 9 Autumn Twisted Tales • Transactional writing Review - Year 9 Spring • Non-Fiction Writing and Textual analysis from Year 8 Summer The Apprentice 	<ul style="list-style-type: none"> • English Language Component 1 and 2- Fiction and Non-Fiction Reading and Writing 	<p>Assessed:</p> <ul style="list-style-type: none"> • Year 9 exam - Reading - Non Fiction Comprehension • Writing - Transactional Writing- Formal Letter <p>Speech will also be written and performed</p>
---------------------------------	--	--	--	---	---



		bias tradition dialect representation class feminism			
Reading lessons	A U T U M N	<u>Reading</u> <ul style="list-style-type: none">Independent reading and study skillsLove of reading and literature <u>Essential knowledge:</u> <ul style="list-style-type: none">Narrative voiceGenreProtagonistAntagonist	<ul style="list-style-type: none">Choosing and reading books independently for challenge, interest and enjoymentDevelop an appreciation and love of reading, and read increasingly challenging material independentlyWrite accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writingRe-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 readingWide range of textsRecommending books to peers