

Year 7	The Novel	Sep-Dec	Diverse Voices	Jan- April	Shakespeare's World	April- July
Focus	<u>Introducing the Novel</u> Half Term 1: Reading Skills	<u>The Novel Continued</u> Half Term 2: Writing Skills and Spoken Language	<u>Poetry from Diverse Cultures</u> Half Term 3: Reading skills	<u>Transactional Writing</u> Half Term 4: Writing to inform, persuade, advise. Spoken Language	<u>Shakespeare Snippets</u> Half Term 5: Reading skills	<u>Exam Week/ Shakespeare</u> Half Term 6: First 3 weeks- exam preparation Post Exam Week- Shakespeare
Aim	To develop inference and analytical skills To explore the 'big ideas' within a key text To have an awareness of how context has influenced a text	To use the chosen text as a springboard for descriptive writing. There will be a focus on creating a character, setting and using descriptive techniques (MRS SOAP).	To develop students' understanding of themes (big ideas); language and context through a range of poems exploring people, place, identity and belonging.	To develop an understanding of the purpose of non-fiction texts To develop writing to argue, persuade and inform (RESIST C)	To develop an understanding of character, themes and dramatic techniques. To have an awareness of historical context	To revise reading skills/ writing skills To read a Shakespeare play in its entirety
Suggested Texts/ Resources	Refugee Boy The Wall The Travelling Cat Chronicles The House with Chicken Legs The Hunger Games <i>*For other texts see RWE/LTU</i>	Literacy Shed BBC Bitesize Pictures as stimuli	Use poems from poetry anthologies or any of your choice.	Newspaper articles for inspiration, eg, Bristol Bus Boycott of 1963 Speeches (eg, Greta Thunburg) Britain's 1919 Race Riots 20 th / 21 st century blogs on environmental issues	You may wish to look at snippets of Shakespeare texts or key scenes from a chosen play. DO NOT USE R&J (YR8 TEXT) No Fear Shakespeare	The Tempest MSND
Key Skills	Forming arguments Language analysis and inference Awareness of context PEEZL paragraph structure	Use of descriptive techniques, ambitious vocab etc Writing with technical accuracy	Forming arguments Language analysis and inference Awareness of context PEEZL paragraph structure	Use of descriptive techniques, ambitious vocab etc Writing with technical accuracy	Forming arguments Language analysis and inference Awareness of context PEEZL paragraph structure	Forming arguments Language analysis and inference Awareness of context Use of descriptive techniques, ambitious vocab Writing with technical accuracy
Suggested Assessment Title	How does the writer present the theme of X in the extract?	Write an alternative ending to the story; write from a character's POV S&L-debate big issues from the text	How does the writer present the idea of X in the poem _____?	In response to X, write a X outlining your views S&L: perform your speech to the class in a pair/independently	How does the writer present (character/ theme) in this extract?	Exam week: Reading assessment based on an unseen poem or extract Creative writing assessment based on a picture
AR Homework:	Read a book from within your reading range and score at least 80% on your AR quiz	Read a book from the middle of your reading range and score at least 80% on your quiz	Read a book from the top end of your reading range and aim to score 75% or above in your quiz	Read a genre you have not read yet	Read at least one non-fiction book this half term and take an AR quiz	Read a book from the middle/top of your reading range and score 80% on your quiz.

Year 8	Gothic Literature	Sep-Dec	Gender in Literature	Jan- April	Love and War	April- July
Focus	Gothic Literature: Reading Half Term 1: Reading Skills	Gothic Literature: Writing Half Term 2: Creative Writing Skills	Shakespeare: Romeo and Juliet Half Term 3: Reading skills	Exploring Gender in Myths- Creative Writing Half Term 4: Writing to inform/persuade	Love and War Poetry Half Term 5: Reading skills	Exam Week/ Shakespeare/ S&L Half Term 6: First 3 weeks: Exam Week-reading and Writing Post Exam Week: writing and S&L
Aim	To develop inference and analytical skills To explore the 'big ideas' within a key text To have an awareness of how context has influenced a text	To use the chosen text as a springboard for descriptive writing. There will be a focus on creating a character, setting and using descriptive techniques (MRS SOAP). <u>Class dependent, the chosen text should offer a higher level of challenge than that taught in Year 7.</u>	To develop an understanding of character, themes and dramatic techniques. To have an awareness of historical context	To have an understanding of myths and legends To understand how characters are constructed To explore 'big ideas' linking to gender/power	To develop an understanding of themes, language, context and structure	To develop an understanding of the purpose of non-fiction texts To develop writing to argue, persuade and inform (RESIST C)- this will then be performed for S&L.
Suggested Texts/ Resources	<i>Coram Boy</i> <i>Woman in Black</i> <i>Coraline</i> <i>The Raven</i> <i>The Tell-Tale Heart</i> <i>At least one Pre-C19th Short Story</i> <i>*For other texts see RWE</i>	Images as writing stimulus.	Romeo and Juliet ONLY No Fear Shakespeare Online adaptations for weaker groups	Selection of differentiated books in the faculty office Abridged myths online etc	Any poems poetry anthologies. At least one Pre-C19th poetry	Anything 'topical' at time of teaching Issues linked to: global warming, race, gender, BLM etc
Key Skills	Forming arguments Language analysis and inference Awareness of context PEEZL paragraph structure	Use of descriptive techniques, ambitious vocab etc Writing with technical accuracy	Forming arguments Language analysis and inference Awareness of context PEEZL paragraph structure	Use of descriptive techniques, ambitious vocab etc Writing with technical accuracy	Forming arguments Language analysis and inference Awareness of context PEEZL paragraph structure	Forming arguments Language analysis and inference A05 Use of descriptive techniques, ambitious vocab A06- to write with technical accuracy
Suggested Assessment Title	How does the writer present the theme of X in the extract?	Write an alternative ending to the story; write from a character's POV; continue a chapter etc	How does the writer present the idea of X in the extract/ play as a whole?	Create your own story with a powerful mythical creature. E.g. powerful female character (gender link)	Comparative question: How does the writer present the theme of _____ in X and X.	Exam Week: Reading assessment based on an unseen poem/extract Writing assessment based on a picture Post Exam Week: S&L
AR Homework:	Read a book from within your reading range and score at least 80% on your AR quiz	Read a book from the middle of your reading range and score at least 80% on your quiz	Read a book from the top end of your reading range and aim to score 75% or above in your quiz	Read a genre you have not read yet	Read at least one non-fiction book this half term and take an AR quiz	Read a book from the middle/top of your reading range and score 80% on your quiz.