

	Autumn 1	Autumn 2
Focus/ Context for Learning	<b>Non-fiction Reading &amp; Writing</b> <b>READING</b> <ul style="list-style-type: none"> <li>Exposure to a range of non-fiction texts applying inference, analysis &amp; evaluation skills</li> </ul> LANGUAGE: AO1, 2 & 4 <b>WRITING</b> <ul style="list-style-type: none"> <li>Non-Fiction: <i>Arctic Adventure</i> inspired non-fiction writing tasks.</li> </ul> LANGUAGE AO5 & 6 <b>SPEAKING &amp; LISTENING</b> <ul style="list-style-type: none"> <li>Presentations</li> </ul> LANGUAGE AO7, AO8 & AO9.	<b>Non-fiction Reading &amp; Writing</b> <b>READING</b> <ul style="list-style-type: none"> <li>Exposure to a range of non-fiction texts applying inference, analysis &amp; evaluation skills</li> </ul> LANGUAGE: AO1, 2 & 4 <b>WRITING</b> <ul style="list-style-type: none"> <li>Non-Fiction: <i>Arctic Adventure</i> inspired non-fiction writing tasks.</li> </ul> LANGUAGE AO5 & 6 <b>SPEAKING &amp; LISTENING</b> <ul style="list-style-type: none"> <li>Presentations</li> </ul> LANGUAGE AO7, AO8 & AO9.
	Spring 1	Spring 2
Focus/ Context for Learning	<b>Shakespeare</b> <b>READING</b> <ul style="list-style-type: none"> <li>Teach tragedy, comedy and history genre through plot/character/theme in extracts from <i>King Lear</i>, <i>A Midsummer Night's Dream</i> and <i>Julius Caesar</i>.</li> <li>Compare similarities &amp; differences between the genres.</li> <li>Preparation for Globe trip &amp; model homework project.</li> </ul> LITERATURE AO1, 2 , 3 <b>WRITING</b> <ul style="list-style-type: none"> <li>Creative Writing - Narrative: writing own tragedy / Using punctuation &amp; grammar competently (for below expected level) &amp; for effect (for on/above expected level).</li> </ul> LANGUAGE AO5 & 6	<b>The Novel</b> <b>READING</b> <ul style="list-style-type: none"> <li>The Novel - <i>Trash</i></li> <li>Inference, analysis &amp; evaluation skills</li> </ul> LITERATURE AO1, 2 , 3 <b>WRITING</b> (taught through the novel) <ul style="list-style-type: none"> <li>Creative Writing - Revise skills for writing a narrative using novel as stimulus.</li> <li>Using punctuation &amp; grammar competently &amp; for effect</li> </ul> LANGUAGE AO5 & 6 <b>SPEAKING &amp; LISTENING</b> <ul style="list-style-type: none"> <li>Presentations</li> </ul> LANGUAGE AO7, AO8 & AO9.
	Summer 1	Summer 2
Focus/ Context for Learning	<b>The Novel</b> <b>READING</b> <ul style="list-style-type: none"> <li>The Novel - <i>Trash</i></li> <li>Inference, analysis &amp; evaluation skills</li> </ul> LITERATURE AO1, 2 , 3 <b>WRITING</b> (taught through the novel) <ul style="list-style-type: none"> <li>Creative Writing - Revise skills for writing a narrative using novel as stimulus.</li> <li>Using punctuation &amp; grammar competently &amp; for effect</li> </ul> LANGUAGE AO5 & 6 <b>SPEAKING &amp; LISTENING</b> <ul style="list-style-type: none"> <li>Presentations</li> </ul> LANGUAGE AO7, AO8 & AO9.	<b>Poetry</b> <b>READING</b> <ul style="list-style-type: none"> <li>Poetry: Spoken word /performance poetry.</li> <li>Inference, &amp; analysis skills</li> <li>Comparison of poems</li> </ul> LITERATURE AO1, 2 , 3 <b>WRITING</b> <ul style="list-style-type: none"> <li>Creative writing skills .</li> <li>Writing own poetry based on poems studied.</li> </ul> LANGUAGE AO5 & AO6 <b>SPEAKING &amp; LISTENING</b> <ul style="list-style-type: none"> <li>Rehearsing &amp; performing own poetry.</li> <li>Understand language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul> LANGUAGE AO7, AO8 & AO9

	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><b>The Novel: <i>Heroes</i></b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding writers' craft</li> <li>Select &amp; retrieval (recall), inference (recall), analysis, evaluation skills.</li> <li>Exploration of plot, theme, character, context.</li> </ul> <p>LITERATURE: AO1, 2 &amp; 3</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Narrative writing skills</li> <li>Descriptive writing skills using teaching of the novel as a stimulus</li> <li>Non-fiction writing skills: article, letter, speech</li> </ul> <p>LANGUAGE AO5 &amp; 6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>	<p><b>The Novel: <i>Heroes</i></b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding writers' craft</li> <li>Select &amp; retrieval (recall), inference (recall), analysis, evaluation skills.</li> <li>Exploration of plot, theme, character, context.</li> </ul> <p>LITERATURE: AO1, 2 &amp; 3</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Narrative writing skills</li> <li>Descriptive writing skills using teaching of the novel as a stimulus</li> <li>Non-fiction writing skills: article, letter, speech</li> </ul> <p>LANGUAGE AO5 &amp; 6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>
	Spring 1	Spring 2
Focus/ Context for Learning	<p><b>Poetry</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Poetry on the theme of multiculturalism, &amp; diversity</li> <li>Inference, analysis <u>and</u> comparison skills</li> </ul> <p>LITERATURE: AO1, 2 &amp; 3</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Creative writing: producing own poetry anthology on the theme of multiculturalism, culture &amp; diversity Apply new knowledge of poetic devices – language, structure, form</li> <li>LANGUAGE AO5 &amp; 6</li> </ul> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Performing own poems</li> <li>Presentations on poems studied</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>	<p><b>Shakespeare</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Teaching <i>Macbeth</i></li> <li>Select &amp; retrieval, inference, analysis, evaluation skills</li> <li>Exploration of plot, theme, character, context</li> </ul> <p>LITERATURE AO1, 2, 3 &amp; 4</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Writing to argue/persuade using teaching of <i>Macbeth</i> as a stimulus.</li> </ul> <p>LANGUAGE: AO5 &amp; AO6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>
	Summer 1	Summer 2
Focus/ Context for Learning	<p><b>Shakespeare</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Teaching <i>Macbeth</i></li> <li>Select &amp; retrieval, inference, analysis, evaluation skills</li> <li>Exploration of plot, theme, character, context</li> </ul> <p>LITERATURE AO1, 2, 3 &amp; 4</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Writing to argue/persuade using teaching of <i>Macbeth</i> as a stimulus.</li> </ul> <p>LANGUAGE: AO5 &amp; AO6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>	<p><b>Diverse Shorts: Critical Literacy</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Developing critical Literacy through analysis &amp; evaluation of select short stories.</li> <li>Comparison of two short stories</li> <li>Reading non-fiction thematically linked to the short stories</li> </ul> <p>LITERATURE: AO1, 2 &amp; 3</p> <p><b>WRITING</b></p> <p>Non-fiction writing (articles &amp; letters) based on key issues explored in the short stories. LANGUAGE: AO5 &amp; AO6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <p>Presentations</p> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>

AQA	Autumn 1	Autumn 2
	Writers From Across The Globe	Writers From Across The Globe
Focus/Context for Learning	Fiction -Two Short Stories -Extracts - Writers From Across The Globe -Close Reading & Analysis -Creative Writing  EXAMINED: 1. LANGUAGE PAPER 1, SECTION A (1 HOUR)	Fiction -Two Short Stories -Extracts - Writers From Across The Globe -Close Reading & Analysis -Creative Writing  EXAMINED: 1. LANGUAGE PAPER 1, SECTION A (1 HOUR)
	Spring 1	Spring 2
	Heritage Drama – ‘Small Island’	Inspiring Speeches Across the Ages
Focus/Context for Learning	Drama – - Stagecraft and Performance - Devices - Characterisation and Structure	Non-Fiction – -Speeches from speakers of different eras and historical contexts -Close reading and analysis -Persuasive Writing
	Summer 1	Summer 2
	Tragic Love Affairs	Tragic Love Affairs
Focus/Context for Learning	Shakespeare – - Othello and Desdemona – a study of their doomed love affair  LIT PAPER 1, SECTION A - 1 HOUR EXAM	Shakespeare – - Othello and Desdemona – a study of their doomed love affair  LIT PAPER 1, SECTION A - 1 HOUR EXAM  AQA Anthology of Poetry – Family Poems

AQA	Autumn 1		Autumn 2	
	Autumn 1		Autumn 2	
Focus/ Context for Learning	<b>Shakespeare's Romeo and Juliet:</b> <ul style="list-style-type: none"> <li>• Revision of J&amp;H – exam practice</li> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> </ul>		<b>Language Paper 1 :</b> <ul style="list-style-type: none"> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> <li>• Creative, Argue, Persuade Writing skills</li> </ul> <p>EXAMINED:</p> <p>1. LANGUAGE PAPER 1 (1 HOUR 45 MIN EACH)</p>	
Focus/ Context for Learning	Spring 1		Spring 2	
	Spring 1		Spring 2	
Focus/ Context for Learning	<b>AQA Love and Relationships Cluster of Poems :</b> <ul style="list-style-type: none"> <li>• AQA Poetry Anthology – Romantic Poems from the relationships cluster AND</li> <li>• Unseen poetry practice (anthology taught as unseen)</li> <li>• LITERATURE AO1, 2 &amp; 3</li> </ul>		<b>Modern Prose – Literature – the play DNA by Dennis Kelly</b> <p>Close reading Analysis, Exploration, Evaluation</p>	
Focus/ Context for Learning	Summer 1		Summer 2	
	Summer 1		Summer 2	
Focus/ Context for Learning	<b>Language Paper 2:</b> <p>Close reading Analysis, Exploration, Evaluation Creative, Argue, Persuade Writing skills</p> <p>EXAMINED:</p> <p>LANGUAGE PAPER 2 (1 HOUR 45 MIN EACH)</p> <p>Literature Paper 2 (2 hours 15 min)</p>		<ul style="list-style-type: none"> <li>• Spoken Language Endorsement - Toxic Masculinity SOW</li> <li>• AO7, 8 &amp;9</li> <li>• AQA Poetry Anthology – relationships cluster (cover any outstanding poems) and unseen practice</li> <li>• LITERATURE AO1, 2 &amp; 3</li> <li>• Revision of J&amp;H</li> <li>• LITERATURE AO1, 2 &amp; 3</li> </ul>	

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 1 &amp; Language Paper 2 :</u></p> <p><u>Literature P1:</u> Romeo and Juliet / The Strange Case of Dr Jekyll and Mr Hyde</p> <p><u>Language P2:</u> Writers' Viewpoints and Perspectives</p> <p>EXAMINED:</p> <p>1. LITERATURE PAPER 1</p> <p>2. LANGUAGE PAPER 2</p>	<p><u>Revision of Literature Paper 1 &amp; Language Paper 2 :</u></p> <p><u>Literature P1:</u> Romeo and Juliet / The Strange Case of Dr Jekyll and Mr Hyde</p> <p><u>Language P2:</u> Writers' Viewpoints and Perspectives</p> <p>EXAMINED:</p> <p>1. LITERATURE PAPER 1</p> <p>2. LANGUAGE PAPER 2</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 2 &amp; Language Paper 1 :</u></p> <p><u>Literature Paper 2:</u> DNA / POETRY</p> <p><u>Language Paper 1:</u> Explorations in Creative Reading and Writing</p> <p>EXAMINED:</p> <p>1. LITERATURE PAPER 2</p> <p>2. LANGUAGE PAPER 1</p>	<p><u>Revision of Literature Paper 2 &amp; Language Paper 1 :</u></p> <p><u>Literature Paper 2:</u> DNA / POETRY</p> <p><u>Language Paper 1:</u> Explorations in Creative Reading and Writing</p> <p>EXAMINED:</p> <p>1. LITERATURE PAPER 2</p> <p>2. LANGUAGE PAPER 1</p>
	Summer 1	Summer 2
Focus/Context for Learning	EXAMS	EXAMS