



	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<p style="text-align: center;"><b>Non-fiction Reading &amp; Writing</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Exposure to a range of non-fiction texts applying inference, analysis &amp; evaluation skills</li> </ul> <p>LANGUAGE: AO1, 2 &amp; 4</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Non-Fiction: <i>Arctic Adventure</i> inspired non-fiction writing tasks.</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 style="text-align: center;"><b>Non-fiction Reading &amp; Writing</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Exposure to a range of non-fiction texts applying inference, analysis &amp; evaluation skills</li> </ul> <p>LANGUAGE: AO1, 2 &amp; 4</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Non-Fiction: <i>Arctic Adventure</i> inspired non-fiction writing tasks.</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
<b>Focus/ Context for Learning</b>	<p style="text-align: center;"><b>Shakespeare</b></p> <p><b>READING</b></p> <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> <p>LITERATURE AO1, 2 , 3</p> <p><b>WRITING</b></p> <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> <p>LANGUAGE AO5 &amp; 6</p>	<p style="text-align: center;"><b>The Novel</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>The Novel - <i>Trash</i></li> <li>Inference, analysis &amp; evaluation skills</li> </ul> <p>LITERATURE AO1, 2 , 3</p> <p><b>WRITING</b> (taught through the novel)</p> <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> <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>
	Summer 1	Summer 2
<b>Focus/ Context for Learning</b>	<p style="text-align: center;"><b>The Novel</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>The Novel - <i>Trash</i></li> <li>Inference, analysis &amp; evaluation skills</li> </ul> <p>LITERATURE AO1, 2 , 3</p> <p><b>WRITING</b> (taught through the novel)</p> <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> <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 style="text-align: center;"><b>Poetry</b></p> <p><b>READING</b></p> <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> <p>LITERATURE AO1, 2 , 3</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Creative writing skills .</li> <li>Writing own poetry based on poems studied.</li> </ul> <p>LANGUAGE AO5 &amp; AO6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <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> <p>LANGUAGE AO7, AO8 &amp; AO9</p>



	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<p style="text-align: center;"><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 style="text-align: center;"><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
<b>Focus/ Context for Learning</b>	<p style="text-align: center;"><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 <b>and</b> 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 style="text-align: center;"><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
<b>Focus/ Context for Learning</b>	<p style="text-align: center;"><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 style="text-align: center;"><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
Focus/Context for Learning	<p><b>Shakespeare's Romeo and Juliet:</b></p> <ul style="list-style-type: none"> <li>Close analysis, exploration and evaluation</li> <li>R&amp;J inspired creative writing tasks</li> </ul> <p><b>EXAMINED:</b></p> <ol style="list-style-type: none"> <li>LITERATURE PAPER 1, SECTION A (1 HOUR)</li> <li>LANGUAGE PAPER 1, SECTION B (1 HOUR)</li> </ol>	<p><b>Shakespeare's Romeo and Juliet:</b></p> <ul style="list-style-type: none"> <li>Close analysis, exploration and evaluation</li> <li>R&amp;J inspired creative writing tasks</li> </ul> <p><b>EXAMINED:</b></p> <ol style="list-style-type: none"> <li>LITERATURE PAPER 1, SECTION A (1 HOUR)</li> <li>LANGUAGE PAPER 1, SECTION B (1 HOUR)</li> </ol>
	Focus/Context for Learning	<p><b>Spring 1</b></p> <p><b>Stevenson's Strange Case of Dr Jekyll and Mr Hyde:</b></p> <ul style="list-style-type: none"> <li>Close analysis, exploration and evaluation</li> </ul> <p><b>EXAMINED:</b></p> <ol style="list-style-type: none"> <li>LITERATURE PAPER 1, SECTION B (1 HOUR)</li> <li>LANGUAGE PAPER 2, SECTION B (1 HOUR)</li> </ol>
Focus/Context for Learning		<p><b>Summer 1</b></p> <p><b>AQA Poetry Anthology:</b></p> <ul style="list-style-type: none"> <li>Close analysis, exploration and evaluation</li> </ul> <p><b>EXAMINED: ANY TWO OF THE FOLLOWING:</b></p> <ol style="list-style-type: none"> <li>LIT P1, SECTION A</li> <li>LIT P1, SECTION B</li> <li>LIT P2, SECTION B</li> <li>LANG P1, SECTION B</li> <li>LANG P2, SECTION B</li> </ol>



AQA	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<p><b>Language Paper 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> <li>• Creative, Argue, Persuade Writing skills</li> </ul> <p><b>EXAMINED:</b></p> <p>1. LANGUAGE PAPER 1 &amp; 2 (1 HOUR 45 MIN EACH)</p>	<p><b>Language Paper 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> <li>• Creative, Argue, Persuade Writing skills</li> </ul> <p><b>EXAMINED:</b></p> <p>1. LANGUAGE PAPER 1 &amp; 2 (1 HOUR 45 MIN EACH)</p>
	<b>Spring 1</b>	<b>Spring 2</b>
<b>Focus/ Context for Learning</b>	<p><b>Shakespeare's Romeo and Juliet:</b></p> <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> <p><b>EXAMINED:</b></p> <p>1. LITERATURE PAPER 1 (1 HOUR 45MIN)</p>	<p><b>Shakespeare's Romeo and Juliet:</b></p> <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> <p><b>EXAMINED:</b></p> <p>1. LITERATURE PAPER 1 (1 HOUR 45MIN)</p>
	<b>Summer 1</b>	<b>Summer 2</b>
<b>Focus/ Context for Learning</b>	<p><b>Dennis Kelly's DNA &amp; AQA Poetry Anthology – relationships cluster</b></p> <ul style="list-style-type: none"> <li>• Unseen poetry approaches</li> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> </ul> <p><b>EXAMINED:</b></p> <p>1. LITERATURE PAPER 2 (2 HOURS 15 MIN)</p>	<p><b>Dennis Kelly's DNA &amp; AQA Poetry Anthology – relationships cluster</b></p> <ul style="list-style-type: none"> <li>• Unseen poetry approaches</li> <li>• Close reading</li> <li>• Analysis, Exploration, Evaluation</li> </ul> <p><b>EXAMINED:</b></p> <p>1. LITERATURE PAPER 2 (2 HOURS 15 MIN)</p>



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> <ol style="list-style-type: none"> <li>LITERATURE PAPER 1</li> <li>LANGUAGE PAPER 2</li> </ol>	<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> <ol style="list-style-type: none"> <li>LITERATURE PAPER 1</li> <li>LANGUAGE PAPER 2</li> </ol>
	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> <ol style="list-style-type: none"> <li>LITERATURE PAPER 2</li> <li>LANGUAGE PAPER 1</li> </ol>	<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> <ol style="list-style-type: none"> <li>LITERATURE PAPER 2</li> <li>LANGUAGE PAPER 1</li> </ol>
	Summer 1	Summer 2
Focus/Context for Learning	EXAMS	EXAMS