

# Year 7 Long Term Plan English

**Year 7 Intent / End Point:** Year 7 students can read easily, fluently and with good understanding. Students have acquired a wider vocabulary and developed confidence utilising that vocabulary through oracy and written work. They can also write clearly for a range of different contexts and genres. Finally, students will develop confidence in speaking and listening, articulating their viewpoint and participating in debate.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
<u>Unit title</u> (Short titles 2/3 words.)	<u>My Sister Lives on the Mantelpiece</u>	<u>Descriptive Writing - Childhood</u>	<u>Oliver Twist</u>	<u>Oliver Twist with non-fiction writing</u>	<u>A Midsummer Night's Dream</u>	<u>Innocence V Experience Poetry</u>	
Principles that underpin your curriculum	<u>Reading</u>	Character analysis Language analysis Context Genre analysis Information retrieval Narrative voice	Approaching non-fiction texts Evidence retrieval Develop understanding of how vocabulary and figurative language presents meaning	Character analysis Theme analysis Language analysis Context Genre analysis Information retrieval Narrative voice	Approaching non-fiction texts Comparison of texts from different time periods Identifying and examining persuasive techniques	Evidence retrieval Shakespearean context Analysis of language Analysis of structure Evidence retrieval Analysis of character Exploring a writer's intentions	Poetic techniques Theme analysis Language analysis Evidence retrieval
	<u>Writing</u>	Use of persuasive writing techniques Use of structural features Analysing linguistic techniques and how they can present meaning Analytical paragraphs	Use of descriptive writing techniques Use of structural features Develop resilience to write at length Refine drafting skills	Use of persuasive writing techniques Use of structural features Analysing linguistic techniques and how they can present meaning Analytical paragraphs	Articulating a clear viewpoint Using persuasive techniques Engaging openings Exploratory paragraphs Effective conclusions Using ambitious vocabulary	Writing about language and structure (Big Ideas/concepts) Using ambitious vocabulary	Structuring a comparison Writing about language and structure (Big Ideas/concepts) Using ambitious vocabulary
	<u>Speaking and Listening</u>	Opportunities to present viewpoint through discussion Oracy improvement through use of Tier 2 vocabulary Use of standard English	Articulating opinions Use of standard English Discussing different viewpoints	Use of standard English Oracy improvement through use of Tier 2 vocabulary	Articulating opinions Use of standard English	Use of standard English Oracy improvement through use of Tier 2 vocabulary	Performing poetry Use of standard English
<b>Middle Stake Testing</b>	<b>S/TN 1</b> – How does Pitcher present the <b>character</b> of Jamie?  <b>S/TN 2</b> – How does Pitcher present the <b>theme</b> of racism?	<b>S/TN 1</b> – Descriptive writing  <b>S/TN 2</b> – Descriptive writing	<b>S/TN 1</b> – How does Dickens present the <b>character</b> ____  <b>S/TN 2</b> – How does Dickens present the <b>theme</b> ____	<b>S/TN 1</b> – Non-fiction writing  <b>S/TN 2</b> – Reading/extract	<b>S/TN 1</b> - How does Shakespeare present the character of Titania?  <b>S/TN 2</b> – How does Shakespeare present the character of Helena?	<b>S/TN 1</b> – Poetry question from relevant anthology.  <b>S/TN 2</b> – Poetry question from relevant anthology.	
<b>High Stake Testing</b>			<b>Reading:</b> How does Pitcher present ideas of Islamophobia? <b>Writing:</b> write a description as inspired by the image			<b>Reading:</b> How does Shakespeare present Hermia? <b>Writing:</b> write a description as inspired by the image	
<b>Skills development</b>	They can identify and analyse how linguistic techniques present meaning. They become increasingly confident readers who can approach a range of different texts and genres. They can articulate viewpoint and become increasingly confident using ambitious vocabulary.						

# Year 8 Long Term Plan English

**Year 8 Intent / End Point:** Year 8 students can read easily, fluently and with good understanding. They can also use a wide vocabulary with increased confidence, writing clearly, accurately and coherently for a range of contexts, purposes and audiences. Finally, they use discussion in order to learn and are able to elaborate on their understanding and ideas.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
<u>Unit title</u>	<b>I am Thunder</b>	<b>Gothic Writing</b>	<b>To Kill a Mockingbird</b>	<b>TKAM &amp; Non-fiction Writing</b>	<b>Othello</b>	<b>Protest/War Poetry</b>	
<b>Principles that underpin your curriculum</b>	<b>Reading</b>	Blurbs and predictions Narrative perspective Context Analysis of language Analysis of structure Evidence retrieval Analysis of character Analysis of theme	Approaching an extract Evidence retrieval Close textual analysis Summary Comparing texts	Narrative perspective Context Analysis of language Analysis of structure Evidence retrieval Analysis of character Analysis of theme Exploring writer's intentions	Approaching non-fiction texts Comparison of texts from different time periods Examining persuasive techniques	Shakespearean context Analysis of language Analysis of structure Evidence retrieval Analysis of character Analysis of theme Exploring writer's intentions	Poetic techniques Analysis of language Analysis of structure Comparing poems
	<b>Writing</b>	Writing about language and structure (Big Ideas/concepts) Empathy – writing from a perspective Using ambitious vocabulary	Narrative viewpoints Narrative structure Creating character Creating atmosphere and tone Using ambitious vocabulary	Writing about language and structure (Big Ideas/concepts) Empathy – writing from a perspective Using ambitious vocabulary	Articulating a clear viewpoint Using persuasive techniques Engaging openings Exploratory paragraphs Effective conclusions Using ambitious vocabulary	Writing about language and structure (Big Ideas/concepts) Empathy – writing from a perspective Using ambitious vocabulary	Structuring a comparison Writing about language and structure (Big Ideas/concepts) Using ambitious vocabulary
	<b>Speaking &amp; Listening</b>	Articulating ideas Discussing different viewpoints Use of Standard English	Use of Standard English	Articulating opinions Use of Standard English	Structuring an argument Debate Use of Standard English	Reading for performance Discussing wider issues Use of Standard English	Performing poetry Discussing different viewpoints Use of Standard English
<b>Middle Stake Testing</b>	<b>S&amp;T 1:</b> How does the writer present the character of.....?  <b>S&amp;T 2:</b> How does the writer present the theme of.....?	<b>S&amp;T 1:</b> write a description of the arrival of a gothic character of your choice  <b>S&amp;T 2:</b> write a gothic description as inspired by the setting in the image	<b>S&amp;T 1:</b> How does Harper Lee present the Radley Place?  <b>S&amp;T 1:</b> How does Harper Lee present Atticus?	<b>S&amp;T 1:</b> Write an engaging opening to an article about Tom Robinson's trial  <b>S&amp;T 2:</b> Presenting a clear viewpoint via writing a speech	<b>S&amp;T 1:</b> Prejudice analysis  <b>S&amp;T 2:</b> Othello and prejudice	<b>S&amp;T 1:</b> End of Year Assessment  <b>S&amp;T 2:</b> Poetry comparison	
<b>High Stake Testing</b>		<b>Reading:</b> How does Khan present...?  <b>Writing:</b> a gothic description			<b>Reading:</b> How does Shakespeare present the theme of jealousy?  <b>Writing:</b> write the opening to a speech about modern society		
<b>Skills development</b>	They become confident readers and know how to approach a range of different texts. Also, they are able to write from a variety of different perspectives, adapting their language and style to suit the audience and purpose. The curriculum also introduces students to texts, ideas and perspectives from a breadth of different contexts, and provides opportunities for them to articulate their ideas in spoken English.						

# Year 9 Long Term Plan English

**Year 9 Intent / End Point:** Year 9 students are competent in speaking and listening and can write coherently for a range of different purposes, texts and genres. They can create and articulate conceptual points from critical thinking and discussion in class and can discuss and analyse texts from a range of genres. Finally, they have a competent confidence in the use of ambitious vocabulary.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
<u>Unit title</u>	<b>Pigeon English</b>	<b>Political Speech Writing</b>	<b>Great Expectations</b>	<b>Female Literature</b>	<b>The Tempest</b>	<b>Poetry from Other Cultures</b>	
<b>Principles that underpin your curriculum</b>	<b>Reading</b>	Character analysis Language analysis Context Genre analysis Information retrieval Narrative voice	Evidence retrieval Identifying and analysing linguistic techniques Identifying and analysing structural techniques Narrative voice Genre analysis	Character analysis Language analysis Theme analysis Structural analysis Context Genre analysis Information retrieval Narrative voice	Evidence retrieval Language analysis Theme analysis Structural analysis Context Genre analysis Narrative voice	Evidence retrieval Shakespearean context Analysis of language Analysis of structure Analysis of character Exploring writer's intentions Developing perceptive inferences	Analysis of poetic techniques Structural analysis Comparative analysis skills
	<b>Writing</b>	Writing about language and structure (Big Ideas/concepts) Using ambitious vocabulary	Using linguistic devices Using ambitious vocabulary Using structural devices Refining drafting skills	Writing about language and structure (concepts) Using ambitious vocabulary Articulating critical thinking through analytical writing	Writing about language and structure (concepts) Using ambitious vocabulary Articulating critical thinking through academic analytical writing	Writing about language and structure (concepts) Using ambitious vocabulary Articulating critical thinking through academic analytical writing	Structuring a comparison Writing about language and structure Using ambitious vocabulary
	<b>Speaking and Listening</b>	Opportunities to present viewpoint through discussion Oracy improvement through use of Tier 2 vocabulary Use of standard English	Discussing different viewpoints Use of Standard English	Opportunities to present viewpoint through discussion Oracy improvement through use of Tier 2 vocabulary Use of standard English	Discussing different viewpoints Use of Standard English	Reading for performance Opportunities to present viewpoint through discussion Oracy improvement through use of Tier 2 vocabulary Use of standard English	Discussing different viewpoints Use of Standard English
<b>Middle Stake Testing</b>	<b>S/TN 1 – How does Kelman present Harrison's life in London?</b>  <b>S/TN 2 – How does Kelman present violence in Pigeon English?</b>	<b>S/TN 1 – Engaging opening</b>  <b>S/TN 2 – Engaging exploratory paragraphs</b>	<b>S/TN 1 – How does Dickens present Miss Havisham?</b>  <b>S/TN 2 – How does Dickens present the theme of social inequality?</b>	<b>S/TN 1 – Article writing</b>  <b>S/TN 2 – Article: Why are female voices so important?</b>	<b>S/TN 1 –How does Shakespeare present Prospero?</b>  <b>S/TN 2 – How does Shakespeare present power in The Tempest?</b>	<b>S/TN 1 – end of year assessment</b>  <b>S/TN 2 – Poetry comparison</b>	
<b>High Stake Testing</b>		Reading: Explore how Kelman presents power in Pigeon English? Writing: Discursive writing				Reading: How does Shakespeare present Caliban? Writing: Write a speech	
<b>Skills development</b>	Students are introduced to a rich and diverse range of writers from a breadth of genres. They are confident in using ambitious vocabulary through both oracy and written work and understand how writers craft both structure and language to create meaning. Students can make connections across texts and this underpins their understanding of texts and themes and alongside excellent classroom teaching, thus enabling them to engage critically and form perceptive opinions.						

# Year 10 Long Term Plan English

**Year 10 Intent / End Point:** Year 10 students can write analytically about An Inspector Calls and Macbeth, as well as confidently compare the Power and Conflict poetry through analysis. Students will learn how to structure and compose an analytical essay on Literature, as well as craft both creative and discursive pieces of writing for the Language paper – focusing on the use of explicitly taught higher level vocabulary, linguistic techniques, structural techniques and a range of punctuation. They will also be able to present their viewpoint on a topical issue in the form of a formal presentation.

		HT1	HT2	HT3	HT4	HT5	HT6
Literature		An Inspector Calls			Power and Conflict Poetry		
Language		Discursive Writing		Language Paper 1: Reading	Creative Writing		Speech Writing and Speaking and Listening
Reading	Literature	Character analysis Theme analysis Language analysis Structural analysis Context Genre analysis			Meaning Language analysis Structural analysis Analysis of form/ genre Contextual analysis		Character Theme Language Structure Genre Context
	Language	Non-fiction article analysis		Identify Language Structure Evaluation Word classes Language techniques Structural techniques	Descriptive/ short story analysis		Viewpoint/ opinion article analysis
Writing	Literature	Introductions Analytical paragraphs Creating concepts Essay writing skills			Develop essay writing skills Comparative writing skills Explicit teaching of tier 2 vocabulary		Recap writing effective introductions Analytical paragraphs Explicit teaching of tier 2 vocabulary
	Language	Introductions & conclusions Exploratory paragraphs Use of persuasive writing techniques Use of structural features Personas		Explicit teaching of how to approach and structure each question. Consistent practise of writing each question. Tier 2 vocabulary	Use of descriptive writing techniques Use of structural writing techniques		How to structure an effective speech Writing introductions Writing exploratory paragraphs Writing conclusions Use of persuasive techniques and effective structural features
Speaking and Listening		Opportunities to present viewpoint through discussion Oracy improvement through use of Tier 2 vocabulary		Use of standard English Use of Tier 2 vocabulary	Oracy improvement through use of Tier 2 vocabulary Reading aloud of poetry		Performance of S&L presentations
Middle Stake Testing		S/TN 1 = article (discursive writing)  S/TN 2 = Birling family unit in Act 1 or The Inspector	S/TN 1 = AIC Eric	S/TN 1 = Question 3  S/TN 2 = Question 4	S/TN 1 = poetry comparison  S/TN 2 = description	S/TN 1 = poetry comparison  S/TN 2 = narrative	S/TN 1 = End of Year Assessment  S/TN 2 = speech
High Stake Testing			AIC – exam style question mark /34 Language Paper 2 – writing section /40		Poetry comparison – exam style question /30 Language Paper 1 – reading paper		Language Paper 1 Literature Paper 2
Skills development		Students will be confident in crafting Literature essays and they will have honed their skills in writing for the Language paper. Students will complete the Spoken Language component of Language GCSE and will be able to competently discuss ideas in a developed way by thinking conceptually and through the exposure to sophisticated and ambitious vocabulary.					

Principles that underpin your curriculum

# Year 11 Long Term Plan English

**Year 11 Intent / End Point:** Students will be able to intelligibly analyse all of their Literature texts so that they are able to approach exam questions with confidence and write in an academic style in response to these texts. Students will develop their reading skills through the explicit teaching of tier 2 vocabulary, as well as being exposed to challenging extracts and texts in preparation for the English Language reading paper. Students will be able to write convincing narratives, descriptions and discursive texts with flair and creativity.

		HT1	HT2	HT3	HT4	HT5	
Literature			A Christmas Carol	Macbeth Revision	Unseen Poetry	Revision: Macbeth and An Inspector Calls	
Language		Language Paper 1 Reading	Language Paper 1: Writing	Paper 2: Reading	Writing Revision	Revision: Paper 1 & 2	
Principles that underpin your curriculum	Reading	Literature	Reading staves, character, theme and structure and language. Victorian context.	Revision: acts, character, theme and structure and language. Jacobean context.	Language analysis Structure analysis Form analysis	Revision of plot, character, theme and quotations for each text.	
		Language	Identify Language Structure Evaluation Word classes Language techniques Structural techniques	Identify Summarise Language Comparison Word classes Language techniques Structural techniques	Analysis of examples of descriptive, narrative and viewpoint writing – looking for descriptive techniques, structural features and a range of SPaG.	Revision of Paper 1 and Paper 2	
	Writing	Literature	Recap writing effective introductions Analytical/ concept driven paragraphs Explicit teaching of tier 2 vocabulary Essay writing		Practising analytical writing – using concepts/big ideas to lead paragraphs.	Practising analytical writing – using concepts/big ideas to lead paragraphs. Essay practise.	
		Language	Explicit teaching of how to approach and structure each question. Consistent practise of writing each question. Tier 2 vocabulary	Revision of descriptive writing criteria: language techniques, ambitious vocabulary, varied sentence structures, varied punctuation	Explicit teaching of how to approach and structure each question. Consistent practise of writing each question.	Writing descriptive, narrative and viewpoint pieces – including: descriptive techniques, structural features, range of punctuation, Tier 2 vocab.	Revision of how to approach and structure each question. Consistent practise of writing each question.
	S&L		Use of standard English Use of Tier 2 vocabulary	Use of standard English Use of Tier 2 vocabulary	Use of standard English Use of Tier 2 vocabulary Discussing personal viewpoints	Use of standard English Use of Tier 2 vocabulary	Use of standard English Use of Tier 2 vocabulary
	Middle Stake Testing		<ul style="list-style-type: none"> <li>S/TN 1 = Question 3</li> <li>S/ TN 2 = Question 4</li> </ul>	<ul style="list-style-type: none"> <li>S/TN 1 = How does Dickens present Scrooge as an outsider?</li> <li>S/TN 2 = Literature mock</li> </ul>	<ul style="list-style-type: none"> <li>S/TN 1 = Q2 Paper 2</li> <li>S/TN 2 = Q.4 Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>S/TN 1 = Discursive writing – article</li> <li>S/TN 2 = Unseen poem</li> </ul>	<ul style="list-style-type: none"> <li>S/TN 1 = AIC essay</li> <li>S/TN 2 = Macbeth essay</li> </ul>
High Stake Testing			Lit Mock – Macbeth & AIC Lang Mock – Paper 1	Lit Mock – ACC Lang Mock – Paper 2	Unseen: mini-mock		
Skills development		Students will be confident in crafting Literature essays and they will have honed their skills in writing for the Language paper. Students will be able to analyse, think critically and communicate clearly and articulately in both the written and spoken word.					