

English Curriculum Map 2021-22

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery -supporting texts	Nursery Rhymes We're Going on a Bear Hunt I am special, I am me.	The Christmas Story	Non-fiction texts The little red hen	Fairy Tales – Gingerbread Man The three little pigs Superheroes Jack and the beanstalk	Non-Fiction Unit The Hungry Caterpillar	Non-Fiction Commotion in the Ocean
	<p>C&L: Nursery rhymes Plus: songs and rhymes about myself, my family and friends</p> <p><u>Fiction:</u> Good, easy to remember story song with simple actions and expressive language.</p> 	<p>C&L Nursery rhymes Plus: songs and rhymes about celebrations such as Bonfire Night and Christmas.</p> <p><u>Non- Fiction:</u> Re-call and re-tell the story of Jesus' Birthday.</p> <p>Christmas Play</p> 	<p>Nursery Rhymes and songs about our senses</p> <p><u>Non-fiction:</u> instructions on how to make bread.</p> <p>To understand a simple recipe.</p> 	<p>Fairy Tale characters Including Brown Bear, What Do You See? by Eric Carle.</p> <p>Story map role play of the Gingerbread man for storytelling. Puppets and masks</p> 	<p>Nursery rhymes and songs about mini beasts, animals and plants.</p> <p><u>Explanation Text focus</u></p> <p>Be able to sequence the life cycle of a butterfly and remember key vocabulary.</p> 	<p>Nursery rhymes Plus songs and rhymes about animals that live under the sea.</p> <p><u>Non-Fiction:</u> Rhyming and use of alliteration.</p> <p>Recount what animals live under the sea and using different descriptive words. Trip The Splash Park.</p> 
Reception – supporting texts	Owl Babies Dear zoo I am special, I am me	Guy Fawkes The story of Rama and Sita The Christmas story	How Science works books	Traditional Tales The Three Little Pigs Jack and the beanstalk Mr wolfs pancakes	The Tiny Seed What the Ladybird Heard	The Naughty Bus The Snail and the Whale







				Princess and superheroes		
	<p><u>WRITING OUTCOMES:</u> T4W: Owl babies Story Map</p> <p>-C&L: Where do you live? How do we fit into a wider world? How are we different/unique?</p> <p>-Writing names</p> <p>-Drawing self-portraits, our families, pets with captions using newly taught cvc words</p> 	<p><u>WRITING OUTCOMES:</u> -Describing fireworks-crash, bang, pop etc. -Remembrance Day -writing key facts and creating thankyou cards for people we are grateful for.</p> <p>T4W: The story of Rama and Sita -discussing the characters in the story, and what our favourite parts are. - making diva lamps and the creating booklet on How to make a diva lamp</p> <p>-Making a Christmas wish list - writing Letters to Santa -Writing Christmas cards to give out to family and friends.</p> 	<p><u>WRITING OUTCOMES:</u> <u>Non-Fiction:</u> -Making predictions about what we think will happen in different simple experiments</p> <p>-Writing up results of experiments that we have observed. Some children will write a comparison of whether their prediction was correct.</p> <p>-list writing, classifying and sorting items.</p> 	<p><u>WRITING OUTCOMES:</u> T4W: The three little pigs, Jack and the beanstalk</p> <p>-story mapping the different stories, noticing patterns and familiar rhymes in them</p> <p>-retelling the story by writing booklets of what we remember happening.</p> <p>-write alternative endings to familiar stories and allowing the children to cross over different stories.</p> <p>- create character descriptions for our very own character descriptions.</p> 	<p><u>WRITING OUTCOMES:</u> <u>Fact text:</u> -Labelling different parts of a flower.</p> <p>-making a rhyming song about the lifecycle of a butterfly. -Class will create their own class book by writing a Minibeast fact file -descriptive sentences about specific animals and insects.</p> <p>-Trip recounts</p> 	<p><u>WRITING OUTCOMES:</u> - Children will write lists of Types of transport.</p> <p>-children will think of a question then create Transport survey.</p> <p><u>Rhymes:</u> Up, Up, Up! Barefoot Books Singalong T4W: The snail and the whale -writing about different destinations they want to visit. -writing letters to their new teachers</p> 






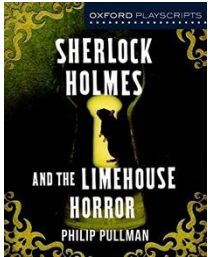
Year 1 -supporting texts	Where's my Teddy? Peace at last	Traction Man Lost in the toy museum Toy story	10 Things I can do to change my world Litter Bug Dug, Michael Recycle The messy magpie	Man in the Moon	Fairy tale openings and settings. Jack and the Beanstalk	Lighthouse Keeper's Lunch The Snail and the Whale Blue Fish- by Pie Corbett
	<p><u>WRITING OUTCOMES:</u> <u>Invitations</u> -Writing Invitations To our teddy bear picnic. <u>Instructions</u> -Instructions Writing on how to make a jam sandwich <u>Descriptive writing</u> -descriptive writing to create a wanted poster for a missing teddy bear in the class. -T4W: Peace at last -writing a scene description using adjectives, expanded noun phrases and onomatopoeia -Recounts of our class teddy bear picnic.</p> 	<p><u>WRITING OUTCOMES:</u> T4W: traction man. -create a story map of what happens in the story -write a character profile for a good and bad character in the story using adjectives. -Writing a setting description <u>Diary entries</u> -Diary entries in role of the characters from the story -retelling the story with alternative endings in the form of a comic strip. -creating our own characters</p> 	<p><u>WRITING OUTCOMES:</u> -using secondary sources to find information <u>Leaflet writing</u> - Developing Persuasive writing techniques to create a leaflet to encourage people to look after our world. <u>Letter writing</u> -writing a letter to local MP and a character to encourage them to recycle and look after our planet <u>Poetry</u> -create an acrostic poem about looking after our world with some rhyming sentences.</p> 	<p><u>WRITING OUTCOMES:</u> <u>Postcard Writing-</u> Writing a postcard from the moon to our friends on Earth. <u>Instruction Writing-</u> Producing a set of instructions for creating a paper rocket. <u>Diary entries-</u> Writing a diary entry on the day in the life of Bob (Man on the Moon). <u>Non-Chronological Report-</u> Producing a factual report about conditions on the Moon.</p> 	<p><u>WRITING OUTCOMES:</u> T4W: Jack and the beanstalk <u>Retelling story the story-</u> ordering the key events of the story and writing captions. Writing a <u>character profile</u> for the characters in the story using adjectives and similes. <u>-Alternative story endings-</u> children think of their own characters and add their own twist to this traditional tale.</p> 	<p><u>WRITING OUTCOMES:</u> <u>Poetry</u> – Children will write shape poems about the seaside and things that they would typically find or do there. <u>Description</u> Children to make their own telescopes, similar to that seen in the Lighthouse Keeper's Lunch. Children will then use visual prompts, including the picture from the book, to write a description of what they can see through their telescope. <u>Playscript</u> Children to write an introductory playscript, using speech bubbles, between two seagulls talking about the lunch they have stolen.</p>



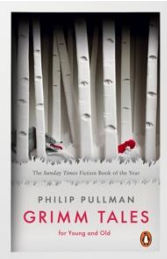

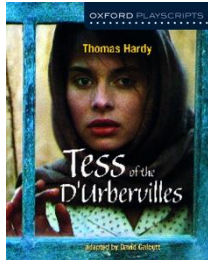

	<p>Setting description The children write a description of a secret garden.</p> <p>Letter The children write a persuasive letter to the giant and also write the giant's reply.</p> 	<p>Non-fiction report The children each write page for a class book, depicting one aspect of Stone Age life</p> <p>Newspaper report A newspaper report about a missing leopard from the circus.</p> 	<p>Non-chronological report The children write a report about the Anglo-Saxon period</p> <p>Description The children write a description of a mythical beast.</p> 	<p>Radio drama The children write and perform a radio drama based on 'There is a Viking in my Bedroom'</p> <p>Narrative The children re-write the story of Sigurd the Dragon.</p> 	<p>Newspaper report The children write a newspaper report describing the Golden Ticket winner</p> <p>Setting description The children write a description of the chocolate room described in 'Charlie and the Chocolate Factory'.</p> 	<p>Diary entry The children write a diary entry from the perspective of the boy in the story travelling to Addis Ababa</p> <p>Persuasive writing The children write a persuasive piece of writing to convince the boy's dad to allow him to go to training camp (as outlined in the story).</p> 
Year 4	<p>Egyptians Non-fiction texts: Who Built the Pyramids? Howard Carter's Discovery of Tutankhamun, Anthony and Cleopatra</p>	<p>Roman Britain Non-fiction texts: The Rise of the Romans, Tale of Romulus and Remus</p>	<p>Volcanoes Peddler of Swaffam from 'Tales of Wonder and Wisdom' - Hugh Lupton</p> <p>Escape from Pompeii</p>	<p>Cunning Creatures Kindlekrax – Philip Ridley</p>	<p>Rainforests Non- Fiction texts</p>	<p>Local History The Time Wreccas – Val Tyler</p>
	<p><u>WRITING OUTCOMES:</u></p> <p>Instructions The children write a set of instructions for the mummification process</p> <p>Diary entry The children write a diary entry in Howard Carter's point of view, describing his</p>	<p><u>WRITING OUTCOMES:</u></p> <p>Playscript The children write a playscript re-telling the story of Romulus and Remus.</p> <p>Non-chronological report A non-chronological report about life in the Roman army.</p>	<p><u>WRITING OUTCOMES:</u></p> <p>Narrative The children write their own short story, using the same structure as Escape from Pompeii</p> <p>Instructions The children write a set of instructions on how to create their</p>	<p><u>WRITING OUTCOMES:</u></p> <p>Character Description Writing character descriptions of the main characters in the story, using techniques to convey character through description of physical appearance.</p> <p>Persuasive Letter</p>	<p><u>WRITING OUTCOMES:</u></p> <p>Persuasive Speech The children write a persuasive speech relating to saving the rainforest, or using fair trade products.</p> <p>Setting Description The children write a setting description of a rainforest based on a</p>	<p><u>WRITING OUTCOMES:</u></p> <p>Non-Fiction Writing Children to complete a piece of non-fiction writing based on the local history in Greenwich.</p> <p>Magazine Report The children write about 'strange beings' that have been spotted in</p>


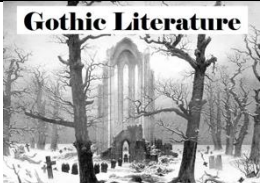

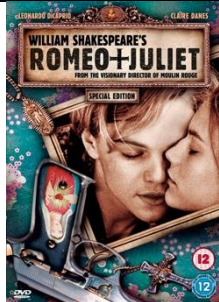

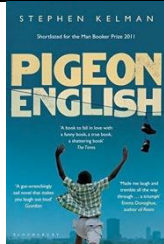
	<p>thoughts and feelings when discovering the tomb of Tutankhamun.</p> <p>Newspaper report The children create a newspaper report in which they report the news of Cleopatra's death.</p> 	<p>Inspirational Speech The children write a speech in the point of view of an army leader, persuading people to join.</p> 	<p>own exploding volcano.</p> <p>Poetry The children use figurative language to describe volcanoes.</p> 	<p>Children write to the residents of 'Lizard Street' to persuade them to join the campaign to find Krindlekrax.</p> <p>Alternative Ending Children create their own alternative ending to the story of Krindlekrax.</p> 	<p>visit the rainforest room at London Zoo to experience the heat, sound and smells.</p> 	<p>Greenwich Park (linked to Time Wreccas)</p> 
Year 5	<p>Amazing Architecture The London Eye Mystery - Siobhan Dowd</p>	<p>The Victorians Street Child – Berlie Doherty</p>	<p>Extreme Environments Ice Trap – MP Robertson and Meredith Hooper</p>	<p>Water! Water! The Water Tower – Gary Crew Range of non-fiction texts</p>	<p>The Ancient Greeks Adventures of Odysseus – Hugh Lupton</p>	<p>Who Was William Shakespeare? Macbeth</p>
	<p><u>WRITING OUTCOMES:</u></p> <p>Police Report The children write a police report based on the character of Salim going missing.</p> <p>Letter A letter written from Salim's mum to her sister trying to reconcile a broken relationship and asking to stay with her at her house.</p>	<p><u>WRITING OUTCOMES:</u></p> <p>Non-Fiction Writing Children to write a comparative report comparing the lives of rich and poor children in Victorian Britain.</p> <p>Persuasive Letter Children write a persuasive letter from Jim Jarvis to Dr Barnardo highlighting the conditions for children in the workhouse and</p>	<p><u>WRITING OUTCOMES:</u></p> <p>Diary Entry Children write a diary entry from the point of view of either Ernest Shackleton's expedition to the Antarctic or Matthew Henson's expedition to the Arctic.</p> <p>Survival Guide Children write a survival guide for how to survive in the extreme cold,</p>	<p><u>WRITING OUTCOMES:</u></p> <p>Explanation Text Non-fiction writing describing the water cycle, flooding and the impact this has on communities.</p> <p>Descriptive Writing Descriptive piece of writing looking at setting and character in The Water Tower.</p> <p>Alternative Point of View</p>	<p><u>WRITING OUTCOMES:</u></p> <p>Myth Children write their own Greek Myth based on one of the gods, goddesses or creatures that they have learnt about.</p> <p>Narrative Children explore Luca Giordano's painting of 'Perseus turning Phineas and his Followers to Stone.'</p>	<p><u>WRITING OUTCOMES:</u></p> <p>Poetry Children to explore the 'Song of the Witches' in Macbeth and create their own poems.</p> <p>Playscript Children to watch clips of scenes from Macbeth and create their own playscript for a scene of a</p>

		<p>implored him to make changes.</p> 	<p>including what they need to wear.</p> <p>Podcast Children to write a short podcast based on those by Dan Snow (The History Guy) about discovering Shackleton's ship, the Endurance, in the Weddel Sea.</p> 	<p>Children re-write a chapter from the story from another character's point of view.</p> 	<p>They then look at the Pie Corbett Text of The Adventures of Perseus and use it as a model on which to write their own narratives based on the painting.</p> 	<p>modern-day version of Macbeth.</p> <p>Soliloquy Children explore Macbeth's soliloquy from act 5, scene 5 and write their own soliloquys for either Macbeth or Lady Macbeth.</p> 
Year 6 Topic Supporting Texts	Black History Unheard Voices – Malorie Blackman Freedom – Catherine Johnson Windrush Child – Benjamin Zephaniah Range of Poetry and Songs	WW2 Goodnight, Mister Tom – Michelle Magorian Ethel and Ernest (animation) – Raymond Briggs Diary of Anne Frank Narnia C.S Lewis	Medicine Through Time Children of Winter – Berlie Doherty Sawbones – Catherine Johnson	Migration/People on the Edge The Island – Armin Greder Extracts from Shakespeare's monologues and Private Peaceful. Non-Fiction Texts and Leaflets	Climate Change Documentaries about climate change Drowning in Plastic Non-fiction texts	Essay Writing – TRANSITIONAL UNIT Analytical Writing (PEE – L) structure David Copperfield – Charles Dickens
	<u>Writing Outcomes:</u> A Chronological Report	<u>Writing Outcomes:</u> Character Description Children explore the characters of Mister	<u>Writing Outcomes:</u> Extended Time Travel Narrative (including a	<u>Writing Outcomes:</u> Monologue Using <i>The Island</i> as a stimulus, children think	<u>Writing Outcome:</u> Formal Letter about Plastic Pollution	<u>Writing Outcomes:</u> Analytical Essay answering the question:

	<p>This is based on a period in Black History.</p> <p>Biography Children choose a significant figure from Black History and write about their life and the impact they had.</p> <p>Performance Poem Children build on their prior learning story-telling through oracy. They write and perform their own poem linked to their learning in Black History.</p> 	<p>Tom and William Beech.</p> <p>Biography of Winston Churchill Children apply their learning from last half term to research the life of Winston Churchill and write a biography of his wife.</p> <p>Diary Entry Children watch the opening clip of Narnia and discuss the text. Children then write from the point of view of one of the children during the Blitz.</p> 	<p>section of historical fiction) Children read the story Children of Winter and use this as a stimulus. Children then incorporate their learning from History lessons about different time periods and include this in their narrative.</p> 	<p>from the point of view of the different characters and write their own monologue in role as one of them.</p> <p>Non-Fiction Persuasive Leaflet Using an original text from a refugee charity, the children explore the impact of displacement on the lives of ordinary people and then create a leaflet encouraging people to support and help refugees.</p> 	<p>Children watch and read different news articles about the impact that plastic waste is having on our planet and write letters to people of influence (MPs, Greta Thunberg etc.)</p> <p>Climate Change Documentary David Attenborough and BBC documentaries about climate change and the affect it is having on our planet. They then write their own voice-overs for a documentary about climate change.</p> 	<p>Who was the most influential in the life of David Copperfield/ Charles Dickens</p> 
Year 7	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Genre study: Detectives	Trash by Andy Mulligan or Once by Morris Gleitzman	Shakespeare: The Tempest	Period study: Victorian Literature	An Introduction to Poetry	Play text: Sherlock Holmes and The Limehouse Horror
	<p><u>Reading outcomes:</u> The skills of inference and deduction and using evidence in texts to infer meaning. Being able to respond analytically to texts.</p>	<p><u>Reading outcome:</u> Reading a contemporary novel and exploring character and theme. Being able to explain why a writer</p>	<p><u>Reading outcome:</u> Students will study the plot, character and themes of The Tempest. Key scenes will be studied in detail.</p>	<p><u>Reading outcome:</u> Reading a selection of 19th century fiction and non-fiction voices including Mary Seacole and Charlotte Bronte.</p>	<p><u>Reading outcome:</u> Strategies for reading poetry and learning to recognise different forms e.g. ballad.</p>	<p><u>Reading outcome:</u> Features of a dramatic text. Looking at the purpose and effect of stage directions</p>

	<p><u>Writing Outcomes</u></p> <p>Writing creatively to match specific genre conventions. Producing a piece of creative writing that creates tension and suspense.</p> 	<p>makes certain language choices. <u>Writing outcome:</u></p> <p>Crafting a piece of creative writing in the narrative voice of one of the characters.</p> 	<p><u>Writing outcome:</u></p> <p>Students will develop their analytical writing explaining Shakespeare's use of language and form.</p> 	<p><u>Writing outcome:</u></p> <p>Continuing to refine analytical writing and using contextual information to develop interpretations. Opportunities to practice comparative writing.</p> 	<p><u>Writing outcome:</u></p> <p>Being able to explain layers of meaning, specifically the effect of imagery.</p> 	<p><u>Writing outcome:</u></p> <p>Students will sit their end of year exam which will assess their ability to read unseen fiction texts and write creatively.</p> 
Year 8	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Stone Cold by Robert Swindells	Persuasive speeches: Discussion and Debate	Genre Study: Grimm Tales	Identity Poetry	Play text: Tess of the d'Urbervilles	Hot off the Press: Non-Fiction reading and writing
	<p><u>Reading outcome:</u></p> <p>Reading of a contemporary novel about homelessness. Focus on personal responses to themes/narrative/characters. Understanding the structure of a novel and being able to identify structural features.</p> <p><u>Writing outcome:</u></p>	<p><u>Reading outcome:</u></p> <p>Read and understand various speeches written throughout history and identify persuasive techniques and understand their effect.</p> <p><u>Writing outcome:</u></p>	<p><u>Reading outcome:</u></p> <p>Read different adaptations of the Brothers Grimm Fairy tales. Identify conventions of fairy tales, language techniques and understand their effect.</p> <p><u>Writing outcome:</u></p>	<p><u>Reading outcome:</u></p> <p>Study a cluster of poems around the theme of identity and draws parallels between the poems whilst embedding context. Exploring ideas of gender, race, family and belonging.</p> <p><u>Writing outcome:</u></p>	<p><u>Reading outcome:</u></p> <p>Read, perform, and write about an adaptation of a classic Victorian novel. Analyse how the playwright uses setting, structure, and character for effect.</p> <p><u>Writing outcome:</u></p> <p>Write an analytical essay based on the</p>	<p><u>Reading outcome:</u></p> <p>Reading a variety of 19th century and 21st century non-fiction texts which includes opinion pieces, travel writing, reviews and investigative articles. Aim is to study and understand the conventions of non-fiction writing and evaluate their impact.</p> <p><u>Writing outcome:</u></p>

	<p>Write analytically in PEEL paragraphing. Being able to explain how structure is used for effect in a novel.</p> 	<p>Construct a persuasive speech employing DAFOREST techniques and structural features.</p> 	<p>To use linguistic and structural techniques to create an original and inventive piece of writing, meeting conventions of a fairy tale.</p> 	<p>Compare two poems using PEEL paragraphs, analysing how poetic, language and structural techniques create meaning.</p> 	<p>setting of a play text adapted from a classic Victorian novel.</p> 	<p>Students will sit their end of year exam during this unit to assess their non-fiction reading and writing skills.</p> 
Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	500 Words: Creative Writing	Genre Study: Gothic Literature	Thematic study: Journeys	Shakespeare: Romeo and Juliet	Unseen poetry: Black British Poetry	Pigeon English by Stephen Kelman
	<p>Reading outcome: Students read a range of fiction extracts as models of how to use language and structure effectively. Use of BBC 500-word competition extracts.</p> <p>Writing outcome: Students craft, draft and edit a 500-word short story in response to an image stimulus. Students use language and structure to produce an engaging piece of fiction.</p>	<p>Reading outcome: Students read a range of (predominantly) 19th century gothic literature including extracts from <i>Frankenstein</i> and Dr. Jekyll and Mr. Hyde. Reading for meaning with focus on applying contextual information to the texts they read.</p> <p>Writing outcome: Students respond to a GCSE exam style literature essay question on <i>Frankenstein</i>. Analysing an extract for language features and responding to characterisation.</p>	<p>Reading outcome: Students read a range of fiction and non-fiction extracts all centring on the theme of 'journeys'. Critical reading skills are the focus point including analysis and evaluation.</p> <p>Writing outcome: Students produce a speech of their own about a journey of their choice (literal or metaphorical). This speech will be writing with a speaking and listening exam in mind at the end of the unit.</p>	<p>Reading outcome: Students read and become familiar with Shakespearean English ahead of their GCSE Shakespeare study. Reading for meaning looking at imagery, characterisation and presentation of key themes.</p> <p>Writing outcome: To write an analytical response to a GCSE exam style Shakespeare question. Students use an extract as the starting point of their analysis and then compare to other key examples in the play.</p>	<p>Reading outcome: Students are introduced to the skills of approaching poetry as 'unseen' texts, using WILSON as a strategy to infer and interpret. Students will work through an anthology of poems by Black British poets including George the Poet and Caleb Femi.</p> <p>Writing outcome: To be able to write analytically and thoughtfully about poetry, with focus on identifying and explaining the effect of poetic techniques.</p>	<p>Reading outcome: Students read the novel with focus on chapter-by-chapter comprehension and analysis with end of year examination skills in mind. Students will read for meaning with a focus on narrative voice, character and symbolism.</p> <p>Writing outcome: Students use extracts from <i>Pigeon English</i> to practice language analysis writing skills. As well as this there will be creative writing opportunities including descriptive and narrative forms.</p>

						
Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Language Paper 1	19 th Century Text	Language Paper 2	Power and Conflict Poetry	Macbeth	Macbeth
	<p>Reading Outcome: Identify explicit and Implicit information in texts. Identify techniques used to shape meaning. Evaluate writer's ideas in texts.</p> <p>Writing Outcome Structure coherent paragraphs Vary sentence openings Use a range of punctuation effectively</p>	<p>Reading Outcome: Students read a 19th century text and explore how meaning is shaped by the time in which a text is written. Students compare how themes and characters are presented throughout the novella.</p> <p>Writing Outcome: Students will be able to construct analytical paragraphs and comment on different layers of meaning in a text.</p>	<p>Reading Outcome: students will explore two Non-fiction texts from two eras and compare and contrast how language and viewpoints change over time. Students are also exposed to archaic vocabulary and contrast this with modern vocabulary.</p> <p>Writing outcome: Students explore different forms of writing purposes and the conventions of these. Students will replicate different forms of writing purposes.</p>	<p>Reading Outcome Students read through a collection of 15 poems that are thematically linked with power and conflict. Students continue to use WILSON to break down the meaning of poems.</p> <p>Writing Outcome: Students will construct comparative paragraphs that analyse how the speaker's thoughts and feelings have been presented</p>	<p>Reading Outcome: Students refine their ability to read Shakespeare texts for meaning. Students explore how texts are structured and the conventions of Dramaturgy.</p> <p>Writing Outcome: Students will write about the form and comment on typical conventions linked to this form of writing. Students will also write analytical and evaluative responses on the text.</p>	<p>Reading Outcome: Students refine their ability to read Shakespeare texts for meaning. Students explore how texts are structured and the conventions of Dramaturgy.</p> <p>Writing Outcome: Students will write about the form and comment on typical conventions linked to this form of writing. Students will also write analytical and evaluative responses on the text.</p>
Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2		
	An Inspector Calls	Revisiting Fiction texts (Language Paper 1)	Revisiting Poetry and 19 th Century text (Love and Relationships and ACC	Language Paper 2 and Macbeth		

	<p><u>Reading Outcome:</u> Students explore how to read for layered meaning and tease out historical context. Students explore the writer's voice and intentions.</p> <p><u>Writing Outcome:</u> Students will be able to independently comment on the writer's craft and use of techniques used to shape meaning.</p>	Students will revisit and refine skills in preparation for GCSES	Students will revisit and refine skills in preparation for GCSES	Students will revisit and refine skills in preparation for GCSES		