



KOINONIA FEDERATION – ALL THROUGH SUBJECT MAP

SUBJECT: English

CURRICULUM INTENT: To engage students with the best that has been written, said and thought and to give them the opportunity to be active participants in crafting and articulating their own journey through empathy with what they read, eloquence in how they speak and clarity in what they write.


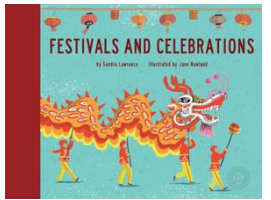
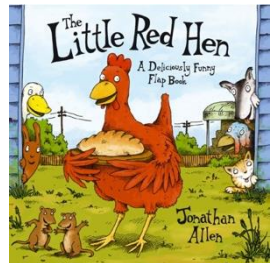
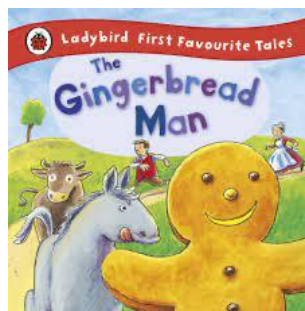
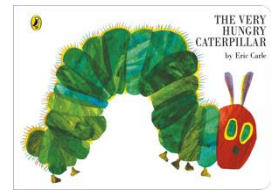
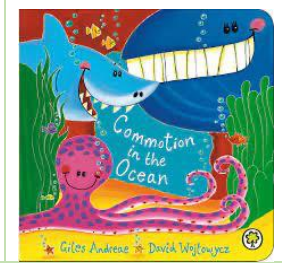
Please identify what the key themes / concepts are, that all students at all key stages will study in your subject.

These will obviously get progressively more challenging in terms of content / expectations as the years progress and different language might be used to describe them however, they should still be able to fit under a blanket heading.

Please allocate a colour to each of these themes so that it is clear how they are revisited and built upon throughout the curriculum.
Please add or remove as appropriate

Poetry: Reading and creating	Stories: Reading and creating	Drama: Reading and performing	Non-fiction: Reading and re-creating
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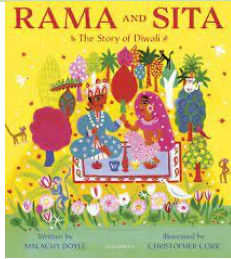
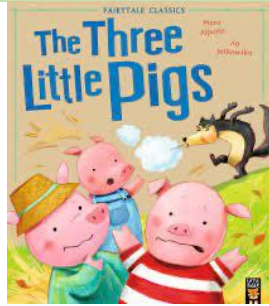
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY – KEY THEMES / CONCEPTS	Nursery Rhymes We're Going on a Bear Hunt I am special, I am me.	The Christmas Story	Non-fiction texts The little red hen	Fairy Tales – Gingerbread Man The three little pigs Superheroes Jack and the beanstalk	Non-Fiction Unit The Hungry Caterpillar	Non-Fiction Commotion in the Ocean
NURSERY – KEY CONTENT / LEARNING	C&L: Nursery rhymes Plus: songs and rhymes about myself, my family and friends <u>Fiction:</u> Good, easy to remember story song with simple actions and expressive language. 	C&L Nursery rhymes Plus: songs and rhymes about celebrations such as Bonfire Night and Christmas. <u>Non- Fiction:</u> Re-call and re-tell the story of Jesus' Birthday. 	Nursery Rhymes and songs about our senses <u>Non-fiction:</u> instructions on how to make bread. To understand a simple recipe. 	Fairy Tale characters Including Brown Bear, What Do You See? by Eric Carle. Story map role play of the Gingerbread man for storytelling. Puppets and masks 	Nursery rhymes and songs about mini beasts, animals and plants. <u>Explanation Text focus</u> Be able to sequence the life cycle of a butterfly and remember key vocabulary. 	Nursery rhymes Plus songs and rhymes about animals that live under the sea. <u>Non-Fiction:</u> Rhyming and use of alliteration. Recount what animals live under the sea and using different descriptive words. 
RECEPTION – KEY THEMES / CONCEPTS	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	The Tiny Seed What the Ladybird Heard	The Naughty Bus The Snail and the Whale

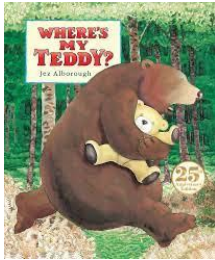
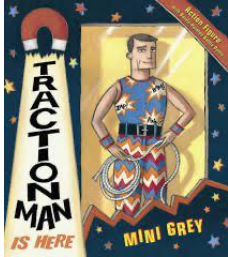
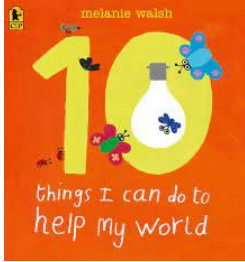



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<p>RECEPTION - KEY CONTENT/LEARNING</p>	<p>WRITING OUTCOMES: T4W: Owl babies Story Map</p> <p>-C&L: Where do you live? How do we fit into a wider world? How are we different/unique?</p> <p>-Writing names</p> <p>-Drawing self-portraits, our families, pets with captions using newly taught cvc words</p> 	<p>WRITING OUTCOMES: -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>WRITING OUTCOMES: <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>WRITING OUTCOMES: 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>WRITING OUTCOMES: <u>Fact text:</u></p> <p>-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>WRITING OUTCOMES: - Children will write lists of Types of transport.</p> <p>-children will think of a question then create Transport survey.</p> <p>Rhymes: 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> 

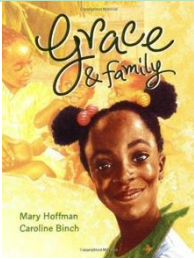
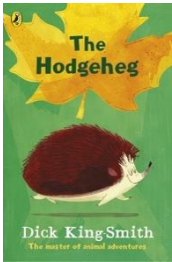

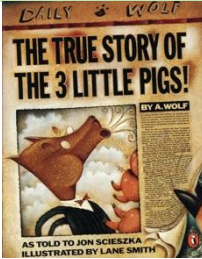
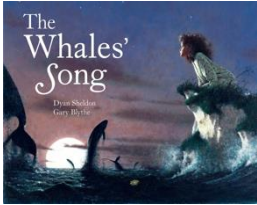

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YEAR 1 - KEY THEMES / CONCEPTS	Where's my Teddy? Peace at last	Traction Man Lost in the toy museum Toy story	10 Things I can do to change my world Litter Bug Dug, Michael Recycle The messy magpie	Man in the Moon	Fairy tale openings and settings. Jack and the Beanstalk	Lighthouse Keeper's Lunch The Snail and the Whale Blue Fish- by Pie Corbett
YEAR 1 - KEY CONTENT/ LEARNING	<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.</p> <p>-T4W: Peace at last</p> <p>-writing a scene description using adjectives, expanded</p>	<p><u>WRITING OUTCOMES:</u> T4W: traction man. -create a story map of what happens in the story</p> <p>-write a character profile for a good and bad character in the story using adjectives.</p> <p>-Writing a setting description</p> <p><u>Diary entries</u> -Diary entries in role of the characters from the story</p> <p>-retelling the story with alternative endings in</p>	<p><u>WRITING OUTCOMES:</u> -using secondary sources to find information</p> <p><u>Leaflet writing</u> - Developing Persuasive writing techniques to create a leaflet to encourage people to look after our world.</p> <p><u>Letter writing</u> -writing a letter to local MP and a character to encourage them to recycle and look after our planet</p> <p><u>Poetry</u></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.</p> <p><u>Diary entries-</u> Writing a diary entry on the day in the life of Bob (Man on the Moon).</p> <p><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</p> <p><u>Retelling story the story-</u> ordering the key events of the story and writing captions.</p> <p>Writing a <u>character profile</u> for the characters in the story using adjectives and similes.</p> <p><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.</p> <p><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</p>


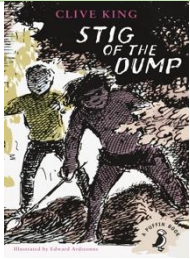

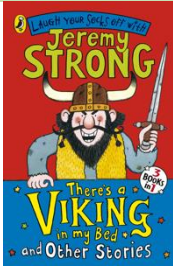

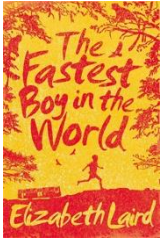
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	<p>noun phrases and onomatopoeia</p> <p>-Recounts of our class teddy bear picnic.</p> 	<p>the form of a comic strip.</p> <p>-creating our own characters</p> 	<p>-create an acrostic poem about looking after our world with some rhyming sentences.</p> 			<p>what they can see through their telescope.</p> <p>Playscript Children to write an introductory playscript, using speech bubbles, between two seagulls talking about the lunch they have stolen.</p> 
YEAR 2 - KEY THEMES / CONCEPTS	Grace & Family - Mary Hoffman	The Hodgeheg- Dick King Smith	The Great Fire of London – Non-fiction texts including Samuel Pepys Diary	The True Story of the Three Little Pigs- John Scieszka	The Whale's Song- Dyan Sheldon	The BFG- Roald Dahl
YEAR 2 - KEY CONTENT/ LEARNING	<p>WRITING OUTCOMES:</p> <p>Diary entry The children write a diary entry in the character Grace's point of view.</p> <p>Descriptive Narrative The children write a description of a Gambian market</p>	<p>WRITING OUTCOMES:</p> <p>Non-chronological report The children choose a nocturnal animal to write a report about.</p> <p>Letter writing The children write a persuasive letter to an important person asking</p>	<p>WRITING OUTCOMES:</p> <p>Diary entries The children write a diary entry imagining they were alive during the Great Fire of London.</p> <p>Historical recount This non-fiction piece of writing recounts the significant events of</p>	<p>WRITING OUTCOMES:</p> <p>Narrative The children rewrite a traditional tale with an alternate ending.</p> <p>Letter writing The children write an apology letter to the third little pig from the wolf.</p>	<p>WRITING OUTCOMES:</p> <p>Poetry The children take inspiration from the ocean to create poetry.</p> <p>Descriptive Narrative Using 'The Whale's Song,' the children write a descriptive narrative of a character listening to whale song.</p>	<p>WRITING OUTCOMES:</p> <p>Narrative The children imaginatively retell a moment in The BFG from another character's point of view.</p> <p>Instructions The children write instructions on how to</p>




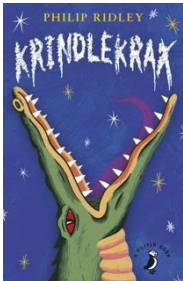

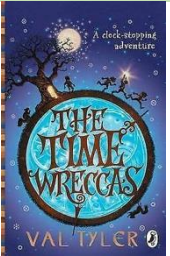
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		<p>for something in relation to road safety (a school crossing patrol, for example).</p> 	<p>the Great Fire of London.</p> 			<p>create a 'dream jar' inspired by The BFG.</p> <p>Character description The children write a description of a character in the story.</p> 
YEAR 3 - KEY THEMES / CONCEPTS	The Selfish Giant - Oscar Wild Extracts from the Secret Garden	Stig of the Dump - Clive King	Beowulf – Michael Morpurgo	There is a Viking in my bedroom – Jeremy Strong Sigurd and the Dragon	Charlie and the Chocolate Factory – Roald Dahl	The Fastest Boy in the World – Elizabeth Laird
YEAR 3 - KEY CONTENT/ LEARNING	<p><u>WRITING OUTCOMES:</u></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><u>WRITING OUTCOMES:</u></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><u>WRITING OUTCOMES</u></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><u>WRITING OUTCOMES:</u></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><u>WRITING OUTCOMES:</u></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><u>WRITING OUTCOMES:</u></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>

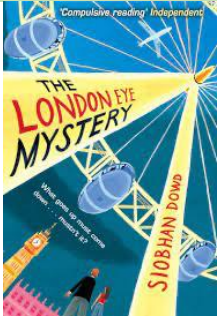
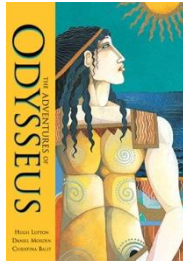
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YEAR 4 - KEY THEMES / CONCEPTS	Egyptians Non-fiction texts: Who Built the Pyramids? Howard Carter's Discovery of Tutankhamun, Anthony and Cleopatra	Roman Britain Non-fiction texts: The Rise of the Romans, Tale of Romulus and Remus	Volcanoes Peddler of Swaffam from 'Tales of Wonder and Wisdom' - Hugh Lupton Escape from Pompeii	Cunning Creatures Krindlekrax – Philip Ridley	Rainforests Non- Fiction texts	Local History The Time Wreccas – Val Tyler
YEAR 4 - KEY CONTENT/ LEARNING	WRITING OUTCOMES: Instructions The children write a set of instructions for the mummification process Diary entry The children write a diary entry in Howard Carter's point of view, describing his thoughts and feelings when discovering the tomb of Tutankhamun. Newspaper report The children create a newspaper report in which they report the	WRITING OUTCOMES: Playscript The children write a playscript re-telling the story of Romulus and Remus. Non-chronological report A non-chronological report about life in the Roman army. Inspirational Speech The children write a speech in the point of view of an army leader, persuading people to join.	WRITING OUTCOMES: Narrative The children write their own short story, using the same structure as Escape from Pompeii Instructions The children write a set of instructions on how to create their own exploding volcano. Poetry The children use figurative language to describe volcanoes.	WRITING OUTCOMES: Character Description Writing character descriptions of the main characters in the story, using techniques to convey character through description of physical appearance. Persuasive Letter Children write to the residents of 'Lizard Street' to persuade them to join the campaign to find Krindlekrax. Alternative Ending	WRITING OUTCOMES: Persuasive Speech The children write a persuasive speech relating to saving the rainforest, or using fair trade products. Setting Description The children write a setting description of a rainforest based on a visit the rainforest room at London Zoo to experience the heat, sound and smells.	WRITING OUTCOMES: Non-Fiction Writing Children to complete a piece of non-fiction writing based on the local history in Greenwich. Magazine Report The children write about 'strange beings' that have been spotted in Greenwich Park (linked to Time Wreccas)

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	<p>news of Cleopatra's death.</p> 			<p>Children create their own alternative ending to the story of Krindlekrax.</p> 		
YEAR 5 - KEY THEMES / CONCEPTS	<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 Meridith 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>
YEAR 5 - KEY CONTENT/ LEARNING	<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 imploring him to make changes.</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, including what they need to wear.</p> <p>Podcast</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 Children re-write a chapter from the story from another character's 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.' They then look at the Pie Corbett Text of The Adventures of Perseus and use it as a</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 modern-day version of Macbeth.</p> <p>Soliloquy</p>

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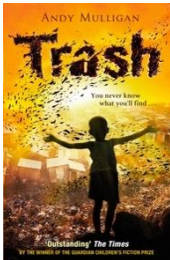



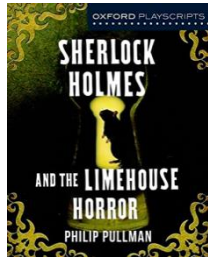
			<p>Children to write a short podcast based on those by Dan Snow (The History Guy) about discovering Shackleton's ship, the Endurance, in the Weddel Sea.</p> 		<p>model on which to write their own narratives based on the painting.</p> 	<p>Children explore Macbeth's soliloquy from act 5, scene 5 and write their own soliloquys for either Macbeth or Lady Macbeth.</p> 
YEAR 6 - KEY THEMES / CONCEPTS	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
YEAR 6 - KEY CONTENT/ LEARNING	<u>Writing Outcomes:</u> A Chronological Report This is based on a period in Black History. Biography	<u>Writing Outcomes:</u> Character Description Children explore the characters of Mister Tom and William Beech.	<u>Writing Outcomes:</u> Extended Time Travel Narrative (including a section of historical fiction)	<u>Writing Outcomes:</u> Monologue Using <i>The Island</i> as a stimulus, children think from the point of view of the different characters	<u>Writing Outcome:</u> Formal Letter about Plastic Pollution Children watch and read different news articles about the	<u>Writing Outcomes:</u> Analytical Essay answering the question: Who was the most influential in the life of



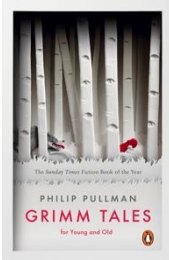
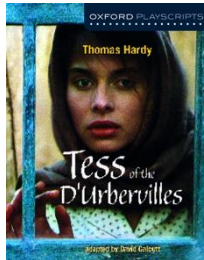
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	<p>Children choose a significant figure from Black History and write about their life and the impact they had.</p> <p>Performance Poem Children build on their prior learning story-telling through oracy. They write and perform their own poem linked to their learning in Black History.</p> 	<p>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>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>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>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>David Copperfield/ Charles Dickens</p> 
YEAR 7 - KEY THEMES / CONCEPTS	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
YEAR 7 - KEY CONTENT/ LEARNING	<p>Reading outcomes: The skills of inference and deduction and using evidence in texts to infer meaning. Being</p>	<p>Reading outcome: Reading a contemporary novel and exploring character and theme. Being able to explain why a writer</p>	<p>Reading outcome: Students will study the plot, character and themes of The Tempest. Key scenes will be studied in detail.</p>	<p>Reading outcome: Reading a selection of 19th century fiction and non-fiction voices including Mary Seacole and Charlotte Bronte.</p>	<p>Reading outcome: Strategies for reading poetry and learning to recognise different forms e.g. ballad.</p>	<p>Reading outcome: Features of a dramatic text. Looking at the purpose and effect of stage directions</p>


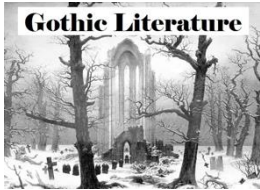



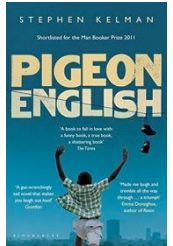
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	<p>able to respond analytically to texts.</p> <p><u>Writing Outcomes</u></p> <p>Writing creatively to match specific genre conventions. Producing a piece of creative writing that creates tension and suspense.</p> 	<p>makes certain language choices.</p> <p><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 - KEY THEMES / CONCEPTS	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
YEAR 8 - KEY CONTENT/ LEARNING	<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</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>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>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>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>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-</p>

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	<p>being able to identify structural features.</p> <p>Writing outcome: Write analytically in PEEL paragraphing. Being able to explain how structure is used for effect in a novel.</p> 	<p>Writing outcome: Construct a persuasive speech employing DAFOREST techniques and structural features.</p> 	<p>Writing outcome: To use linguistic and structural techniques to create an original and inventive piece of writing, meeting conventions of a fairy tale.</p> 	<p>Writing outcome: Compare two poems using PEEL paragraphs, analysing how poetic, language and structural techniques create meaning.</p> 	<p>Writing outcome: Write an analytical essay based on the setting of a play text adapted from a classic Victorian novel.</p> 	<p>fiction writing and evaluate their impact.</p> <p>Writing outcome: Students will sit their end of year exam during this unit to assess their non-fiction reading and writing skills.</p> 
YEAR 9 - KEY THEMES / CONCEPTS	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
YEAR 9 - KEY CONTENT/ LEARNING	<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>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:</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>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>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>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>

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	<p><u>Writing outcome:</u> 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>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><u>Writing outcome:</u> 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><u>Writing outcome:</u> 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><u>Writing outcome:</u> To be able to write analytically and thoughtfully about poetry, with focus on identifying and explaining the effect of poetic techniques.</p> 	<p><u>Writing outcome:</u> 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 - KEY THEMES / CONCEPTS	Language Paper 1	19th Century Text	Language Paper 2	<u>Power and Conflict Poetry</u>	<u>Macbeth</u>	<u>Macbeth</u>
YEAR 10 - KEY CONTENT/ LEARNING	<p><u>Reading Outcome:</u> Identify explicit and Implicit information in texts. Identify techniques used to shape meaning. Evaluate writer's ideas in texts.</p> <p><u>Writing Outcome</u></p>	<p><u>Reading Outcome:</u> 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><u>Writing Outcome:</u></p>	<p><u>Reading Outcome:</u> 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><u>Reading Outcome</u> 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><u>Reading Outcome:</u> Students refine their ability to read Shakespeare texts for meaning. Students explore how texts are structured and the conventions of Dramaturgy.</p>	<p><u>Reading Outcome:</u> Students refine their ability to read Shakespeare texts for meaning. Students explore how texts are structured and the conventions of Dramaturgy.</p>



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	Structure coherent paragraphs Vary sentence openings Use a range of punctuation effectively	Students will be able to construct analytical paragraphs and comment on different layers of meaning in a text.	<u>Writing outcome:</u> Students explore different forms of writing purposes and the conventions of these. Students will replicate different forms of writing purposes.	<u>Writing Outcome:</u> Students will construct comparative paragraphs that analyse how the speaker's thoughts and feelings have been presented	<u>Writing Outcome:</u> 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.	<u>Writing Outcome:</u> 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.
YEAR 11 - KEY THEMES / CONCEPTS	<i>An Inspector Calls</i>	Revisiting Fiction texts (Language Paper 1)	Revisiting Poetry and 19th Century text (Love and Relationships and ACC)	<u>Language Paper 2 and Macbeth</u>		
YEAR 11 - KEY CONTENT/ LEARNING	<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. <u>Writing Outcome:</u> Students will be able to independently comment on the writer's craft and use of techniques used to shape meaning.	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		
YEAR 12 - KEY THEMES / CONCEPTS	Tragedy of the mind	Tragedy of the mind	21 st century voices	21 st century voices	The stories I value	The stories I value



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YEAR 12 - KEY CONTENT/ LEARNING	Othello / A Street Car Named Desire	Othello / A Street Car Named Desire	Poems of the Century – Edexcel Anthology	Poems of the Century – Edexcel Anthology	NEA	NEA
YEAR 13 - KEY THEMES / CONCEPTS	Science and Society	Science and Society	Echoes from the past	Echoes from the past	The readiness is all	
YEAR 13 - KEY CONTENT/ LEARNING	‘Frankenstein’ / ‘The Handmaid’s Tale’	‘Frankenstein’ / ‘The Handmaid’s Tale’	Keats and the Romantics	Keats and the Romantics	Revision	