

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic: Transactional Writing	Topic: Novel Study	Topic: Lifelines	Topic: The Gothic Genre	Topic: Poetry	Topic: Shakespeare
	Rationale of Learning: Engaging introduction to English at KS3. It's a mixture of reading and writing with thought-provoking and often emotive viewpoints to stimulus to develop writing expression and tone.	Rationale of Learning: We want all students to read a full book and love the words, bringing the characters and scenes to life. We have a three-tiered choice for students, consisting of Al Capone does my Shirts, Daz 4 Zoe and Abomination to ensure that all reading abilities access an enjoyable novel.	Rationale of Learning: Students study a variety of monologues/autobiography following personalities from a variety of cultures and historical periods. This will lead them to writing a personal cultural biography to present to members of the community.	Rationale of Learning: To explore the darker, villainous side of human nature, students will study a variety of gothic texts from contrasting time periods, creating connections between them and discovering their themes.	Rationale of Learning: To develop an appreciation of the power packed into poetry. Students not only need to value the complexity of themes presented within poetry, but learn from an ability to express their own opinions and views in life.	Rationale of Learning: Generating interest in a literary legend within the UK. Students' study of The Bard will bring Elizabethan England to life whilst allowing students to see Shakespeare's moral dilemmas and deeper concepts are still relevant to the modern world.
	Content taught: <ul style="list-style-type: none"> ● Reading for meaning ● Analysis and connotations of language ● Constructing texts ● Written purposes within non-fiction ● Punctuation use in constructing expression 	Content taught: <ul style="list-style-type: none"> ● Embedding quotations ● Developing interpretation ● Identifying author's techniques ● Exploring thematic links ● Structural features in writing 	Content taught: <ul style="list-style-type: none"> ● Analysis of structures ● Creating narratives ● Different genres ● Contextual influences ● Sentence forms ● Punctuation use in constructing expression 	Content taught: <ul style="list-style-type: none"> ● Embedding quotations ● Reading for meaning ● Comparison skills ● Analysis of language ● Vocabulary for effect ● Contextual influences ● Genre features 	Content taught: <ul style="list-style-type: none"> ● Developing interpretation ● Identifying poet's technique ● Poetic structures ● Identifying themes ● Embedding quotations ● Poet's intent 	Content taught: <ul style="list-style-type: none"> ● Contextual influences ● Inference and deduction ● Punctuation use in constructing expression ● Structural features in writing ● Sentence forms
Year 8	Topic: Inspired by Classic British Literature	Topic: Controlling With Words	Topic: Unseen Poetry: Character and Voice	Topic: A Moment in Time	Topic: Shakespeare	Topic: Novel Study
	Rationale of Learning: Studying a range of the British canon, allowing students a sample of British works that have majorly influenced modern society.	Rationale of Learning: Students should explore the power of the words that they use, in their ability to persuade, argue and advise others. Here, we look at examples of persuasive speech, articles and a range of work to explore the control that comes with words.	Rationale of Learning: Unseen poems are a great forum for expression and interpretation, unwrapping our students' creativity and their ability to read beyond the obvious, exploring their imagination.	Rationale of Learning: In this shorter half-term, students explore the stories behind significant moments in time throughout history and use them a stimulus for a variety of written pieces. This allows students to understand the importance of context.	Rationale of Learning: Building to their initial understanding of Shakespeare, students are exposed to wider genres within his works to unravel the full extent of his written talents.	Rationale of Learning: Pupils will study American literature that is famed for breaking the mould and challenging moral decisions still pertinent to life. Of Mice and Men and To Kill a Mockingbird both explore human emotion in beautiful ways, which we believe our students should question too.
	Content taught: <ul style="list-style-type: none"> ● Reading for meaning ● Developing interpretation ● Exploring context ● Embedding quotations ● Comparison skills ● Different genres 	Content taught: <ul style="list-style-type: none"> ● Punctuation use in constructing expression ● Language analysis ● Structural features ● Discourse markers ● Sentence forms 	Content taught: <ul style="list-style-type: none"> ● Developing interpretation ● Identifying poet's technique ● Synthesising ● Thematic tracing ● Structuring essays ● Poet's craft/intent 	Content taught: <ul style="list-style-type: none"> ● Structural features in writing ● Contextual influences ● Sentence forms ● Punctuation use in constructing expression ● Vocabulary for effect 	Content taught: <ul style="list-style-type: none"> ● Inference and deduction ● Analysis of language ● Dramatic devices ● Rhyme/Meter ● Tracing themes ● Contextual influences 	Content taught: <ul style="list-style-type: none"> ● Essay structures ● Characterisation ● Language analysis ● Author's craft ● Embedding quotations ● Contextual influences