

Year 7		
Term 1	Term 2	Term 3
A Novel	Non-Fiction - Modern and 19 th Century	19 th Century Prose
<p>COLD ASSESSMENT: w/c 4/9/17 AQA Paper 1 Reading questions 1 and 2 only Writing to describe (option 1 picture)</p>	<p>Vehicle: Charity writing Vehicle: Travel writing Vehicle: Child labour through the ages</p> <p>(All 3 or focus on 1 or 2 of the above)</p> <p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ Increasing speed and ability to read explicitly a wide range of texts by asking the 5 x W questions. ○ Annotating a modern and pre 19th century text to show how language choice and writer's techniques suggest a writer's viewpoint. ○ Production of a table which compares the differences in ideas/attitudes expressed between a modern and pre 19th century text. 	<p>Vehicle: The Red Room</p> <p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ Annotating a section of the Red Room text to show the effect of the writer's techniques on the reader to include structural choices. ○ Producing 3 paragraphs which expresses their opinion on the statement 'The writer has successfully build a sense of increasing terror in the Red Room' This may be from any chosen extract from the Red Room.
<p>Vehicle: A Novel from year group list</p> <p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ Retrieving key information from a text ○ Identify key words and phrases that convey meaning beyond the explicit and expressing this in 2 PEE style paragraphs. ○ Using subject terminology within their answer ○ Understanding of word class: all nouns, verbs, adjectives, adverbs, definite and indefinite article ○ Full range of comma use ○ Descriptive techniques 	<p>ASSESSMENT: w/c 26/2/18 AQA Paper 2 Reading questions 1-4</p>	<p>ASSESSMENT: w/c 21/5/18 AQA Paper 1 questions 3 and 4 only</p>
	<p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ A written response which demonstrates the features of writing to persuade and argue ○ A demonstration of an understanding of the conventions of speeches and letters by annotating a sample of each ○ The use of topic sentences 	<p>Vehicle: Poetry on the theme of relationships – examples Weekend Visit by Smith, Grandfather by Hrynkow, Sonnet 18 by Shakespeare, Swinging by Clarke (Interactive Poetry) or any other poems which explicitly deal with the theme of relationships</p> <p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ Producing a creative story based on the contents of a poem. ○ Incorporate the semi colon and colon into writing as demonstrated and annotated in their own paragraph ○ Incorporate a range of complex, compound and simple sentences into writing as demonstrated and annotated in their own paragraph ○ Incorporate a single word/short sentence for effect as demonstrated and annotated in their own paragraph
<p>HOT ASSESSMENT: w/c 11/12/17 AQA Paper 1 Reading questions 1 and 2 only AQA Paper 1 Writing to describe a picture (option 1 picture)</p>	<p>ASSESSMENT: w/c 26/3/18 AQA Paper 2 Writing a formal letter</p>	<p>ASSESSMENT: w/c 2/7/18 AQA Paper 1 Writing to describe an event (option 2)</p>

NB. Specific teaching of the assessments should only be done for one week for each of the reading and writing assessment. It is during this time that sample papers may be used.

YEAR 7 BUILDING ON CORE SKILLS

Building on KS2 Standard Reading Skills:

KS2 STANDARD SKILLS

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Core Reading Skills to be mastered building on KS2 NC standard skills:

Read for meaning: what is this text about? Be able to answer the five W questions for any text

List and retrieve, identify explicit information

Answer true or false statements about a text

Identify key words that convey meaning beyond the explicit

Understanding of word classes: noun, verb, adjective, adverb

Embed the skills below into writing of at least three paragraphs in length.

Use a checklist to support with proofreading

Construct sentences accurately using punctuation for demarcation including full stops and capital letters.

Use punctuation to identify key elements in a sentence including: capital letters, apostrophes and speech marks.

Use commas for a range of reasons including: list, parenthetical, sub clauses, introducing speech.

Paragraph ideas and use topic sentences to identify key ideas.

Spell most words correctly including common homophones.

Building on KS2 Standard Writing Skills:

KS2 STANDARD SKILLS

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* see list below
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Core Writing Skills to be mastered building on KS2 NC standard skills :

Writing independently

Making choices for spelling, punctuation and sentence structures.

Using full stop, apostrophe and capital letters accurately.

All sentences make complete sense

Extending vocabulary for expressive writing

Increasing speed and ability to read explicitly a wide range of texts by asking the 5 x W questions.

Beginning to identify language which suggests writer's viewpoint

Identifying words which may have been chosen to convey meaning

Beginning to read implicitly, read between the lines, identify key words and what is suggested by words and phrases.

Understanding of word classes: noun (proper, common, collective, pronoun), verb, adjective, adverb, connective, definite and indefinite article, preposition.

<p>Word list – years 5 and 6</p> <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery</p>	<p>committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous</p>	<p>embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly)</p>	<p>individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical</p>	<p>prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature</p>	<p>sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
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Year 8		
Term 1	Term 2	Term 3
Non-Fiction-Modern and 19 th Century Texts	Whole Year Group Novel	Shakespeare and Poetry
<p>Vehicle 1: Animal Magic – can include domestic pets, working animals, zoos, farming, poaching</p> <p>Vehicle 2: Social Comment – can include housing, the workhouses, benefit systems, eating habits, exercise, education</p> <p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ Demonstrating an increasing understanding of how a writer uses techniques to convey his opinion on a topic by annotating 2 texts. ○ Annotate 3 different articles with notes which identifies the writer’s tone and gives an explanation for how the tone is created through language or other techniques ○ Identifying the effect of structural features in a 19th century article on a social topic by producing 3 PEE paragraphs. 	<p>Vehicle: The Black Book of Secrets Vehicle: 19th century extracts based on childhood</p> <p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ Demonstrating an increasing sophistication of the explicit and implicit ideas in a text conveyed by precise use of language and expressing this in 3 PEE paragraphs to include the use of terminology. ○ Producing a detailed paragraph which identifies writer’s techniques including the start, end and one other point from the ‘more’ extract from Oliver Twist. ○ Producing an essay plan to answer a response to a statement based question on one of the confessions in BBS. 	<p>Vehicle 1: Villains in Shakespeare’s plays - extracts from Macbeth, Merchant of Venice, Othello and Richard III (no assessment focussed teaching of the opening of Richard III beyond the normal one week)</p> <p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ Identifying language techniques chosen for effect through the annotation of at least two extracts ○ Unpicking an extract to answer a specific question and constructing a response in 3 PEE paragraphs which includes subject terminology ○ Introducing elements of context and how it influences a contemporary or modern audience. <p>ASSESSMENT: w/c 14/5/2018 AQA style literature extract question based on the opening speech of Richard III:</p>
<p>ASSESSMENT: w/c 6/11/17 AQA Paper 2 reading questions 1-4</p>	<p>ASSESSMENT: w/c 12/2/2018 AQA Paper 1 reading questions 1-4</p>	<p>Vehicle 2: Nature poetry – The Fish’s Warning by Jennings, Nettles by Scannell, Thistles by Hughes, The Harvest Moon by Hughes (Interactive Poetry) or any other poems which explicitly deal with the theme of nature. (no assessment focussed teaching of the assessment poem beyond the normal one week)</p> <p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ Identification of poetic techniques and their effect shown through the annotation of a poem. ○ Creating a personal response to a poem which analyses evidence and uses terminology through the creation of 3 PEE paragraphs.
<p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ Produce a text to appear on a website which explains how to care for a pet or how animals help man ○ Annotate leaflets with the layout features they display and the language which shows writing to explain, writing to advice and writing to instruct ○ Incorporating parenthetic commas in sentences as demonstrated and annotated in their own paragraph 	<p><u>The non-negotiables</u></p> <ul style="list-style-type: none"> ○ Producing a detailed paragraph to demonstrate their understanding of how ‘show not tell’ to presents characterisation. ○ Incorporate dialogue for effect as demonstrated in their own paragraph ○ Incorporate a full range of sentence structures for effect as demonstrated and annotated in their own paragraph 	
<p>ASSESSMENT w/c 18/12/2017 AQA Paper 2 Writing a website text</p>	<p>ASSESSMENT: w/c 26/3/2018 AQA Paper 1 writing a short story</p>	<p>ASSESSMENT: w/c 18/6/2018 AQA style literature question based on any of the above poems: Question: How does the poet present nature in this poem?</p>

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YEAR 8 PROGRESSION SKILLS

Progressing Reading Skills:

Using further challenging texts and considering a range of viewpoints:
Implicit and explicit ideas in a text
Choice of language: key words
Writers and characters viewpoints
Unpicking texts to identify words that contribute to a mood and atmosphere
Using increasingly challenging texts
Implicit and explicit ideas in a text
Choice of language: key words extending to structure and grammatical features
Writers and characters viewpoints extending to comparing two texts
Unpicking texts to identify words that contribute to a mood and atmosphere extending to comparing two texts
Understanding and retention of terminology to include: noun (proper, common, collective, pronoun), verb, adjective, adverb, connective, definite and indefinite article, preposition; literary techniques, persuasive techniques, poetic terms

Reflection on learning outcomes to inform further teaching of core skills and/or progression skills.

Progressing Writing Skills:

Continue to develop the skills mastered in year 7, considering spelling, punctuation and sentence structures.
Depth, flair and sophistication in the choice of language and punctuation.
Variety of use of punctuation, including semi-colons and a range of uses of commas
Varied connectives
Use of proofreading checklist to identify poor grammar
Most homophones and common words spelt accurately. Clear attempt to use wide vocabulary although spelling may not always be accurate
Choice of language and format should broadly be appropriate for task and purpose
Consistent accurate use of full stop, capital letters, paragraphs and apostrophes. Other punctuation to be used accurately and for effect
Writing to be fluent and coherent with a wide range of sentence structures including parenthetical commas. Judicial use of connectives
Precise vocabulary to be chosen for specific effect.
All paragraphs should have topic sentences for clarity.
All common words and homophones should be spelt accurately.
Choice of language and format should match appropriate for task and purpose

Reflection on learning outcomes to inform further teaching of core skills and/or progression skills.

Year 9		
Term 1	Term 2	Term 3
The Gothic and Non-Fiction-Modern and 19 th Century Texts	Bridge to KS4 Romeo and Juliet	KS4 Poetry Anthology and An Inspector Calls
Vehicle: Gothic Literature (2 Weeks) <u>The non-negotiables</u> <ul style="list-style-type: none"> ○ An understanding of the features of gothic literature expressed through the annotation of an extract ○ The use of symbolism in gothic literature including pathetic fallacy, isolation and gender roles. ○ Vehicle: The Supernatural and the Unexplained <u>The non-negotiables</u> <ul style="list-style-type: none"> ○ Identifying the viewpoint, opinion and tone of a non-fiction text through the choice of language and structure as expressed in 3 PEE paragraphs to include terminology. ○ Identifying differences in ideas between a modern and pre 19th century text through colour highlighting ○ Extend understanding of what is meant by 'how writers convey' by listing possible techniques and highlighting them in a range of texts 	Vehicle: Developing Individual Learners (3 lessons) Vehicle: Leon Garfield Romeo and Juliet <u>The non-negotiables</u> <ul style="list-style-type: none"> ○ Understanding the plot of Romeo and Juliet, through reading for meaning, and demonstrating this through a summary of the plot. ○ Understanding the characters and their relationships, by analysis of the writer's choice of explicit and implicit language. Produce a descriptive paragraph for each character which uses precise, mature language to express their character's personality traits and relationships with other characters ○ Understanding the key themes present in the play: romantic love, family, conflict, violence, hate and fate. 	Vehicle 1: Answer the question! (2 lessons) Vehicle 2: Poetry Anthology: Prelude, London, Charge of the Light Brigade, Exposure (5 weeks) <u>The non-negotiables</u> <ul style="list-style-type: none"> ○ Detailed notes taken on context, explicit and implicit meaning, techniques, the link with power and/or conflict and the ideas expressed in each poem. ○ Revision of skills relating to the embedding of evidence, context and terminology into a PEE response. ○ Revision of essay writing
ASSESSMENT: w/c 6/11/2017 AQA Paper 2 reading questions 1-4	ASSESSMENT: w/c 5/3/2018 AQA Paper 1 reading questions 1-4	ASSESSMENT: w/c 21/5/2018 AQA style literature question: <i>Compare how do the poets express ideas about conflict in both of these poems?</i> Students will have clean copies of Charge of the Light Brigade and Exposure
<u>The non-negotiables</u> <ul style="list-style-type: none"> ○ Revision of writing to persuade, argue, explain, instruct and advise ○ Revision of conventions of writing for: leaflet, article, text for website, letter, speech and essay ○ 	<u>The non-negotiables</u> <ul style="list-style-type: none"> ○ Revision of creative writing techniques for narrative and descriptive. ○ Revision of sentence structures ○ Revision of punctuation 	Vehicle 3: An Inspector Calls (7 weeks) <u>The non-negotiables</u> <ul style="list-style-type: none"> ○ A thorough knowledge of the context relating to the years 1912- 1945 ○ An understanding of the characters and relationships ○ A reading of the whole play ○ Written analysis of the key themes: generation gap, socialism v capitalism, class divide, attitude to women, status and power.
ASSESSMENT w/c 11/12/2017 AQA Paper 2 Writing an article	ASSESSMENT: 11/4/2018 AQA Paper 1 writing a short story	

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YEAR 9 TRANSITIONAL SKILLS

Transitional Reading Skills:

Reading for explicit meaning
Reading for implicit meaning
Writer's perspective and viewpoint
How language conveys meaning
Understanding of structural features and their effect
Comparison skills
Ability to summarise the difference between two texts in reference to a specific focus
The ability to comment on other reader's statements in detail
Present personal opinions that are mature, detailed and fully justified with evidence
Use of apt, brief and purposeful context which is relevant to their comment and used as part of their argument.
Embedded used of apt subject terminology
The ability to make insightful, personal comments on both fiction and non-fiction texts, studied and non-studied texts
Adapt analytical skills to both modern and pre 19th century texts
The ability to comment on both extracts and whole texts

Transitional Writing Skills:

Planning responses competently
Writing independently and with flair
Writing in depth with a range of points
Write accurately using a full range of sentence structures and punctuation
Making choices for spelling, punctuation and sentence structures for effect.
Making deliberately ambitious vocabulary choices
Being able to make judicious choices in terms of writing styles and levels of formality
Writing appropriately in a range of different layout styles
Writing to appeal to a specific target audience
Making clear attempts to create specific effects in their written work
Use a wide range of different writing devices with confidence.