

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	(one lesson every two weeks)
	Exploring the self						
	How are we able to express ourselves? Non-fiction Debate writing How do writer's express themselves (faster read)? Fiction Reading unit	How can we express our identity? Love and Relationships Anthology Are we born heroes or villains? Shakespeare Extract reading			How do writer's express themselves? (the Gothic) Hybrid unit Descriptive writing outcome Supported by extract-based reading	How has the way we express ourselves changed over the last 100 years? 19 th Century fiction reading	English Speaking Board
Extended Writing	<p>Extended Writing: to create a poster that records all key information from each speaker (an overview of their message and how they have achieved it). This can be updated each week after studying a speech.</p> <p>Extended Writing: To write a persuasive speech from a clear point of view: 'if you could change one thing in the world, what would it be?'</p>	<p>Extended Writing: to write a narrative from the perspective of a character in the text studied</p> <p>Extended Writing: to write a book review for the text studied</p>	<p>Extended Writing: Write a description of a beach used as a holiday destination for couples.</p> <p>Extended Writing: How does Shakespeare convey his view on love in these two poems?</p>	<p>Extended Writing: Write a monologue from the perspective of a Shakespearean Villain</p> <p>Extended Writing: Write a monologue from the perspective of a Shakespearean Hero</p> <p>Extended Writing: Create a poster presentation on Heroes and Villains studied this half term</p>	<p>Extended Writing: descriptive writing of their Gothic scene.</p> <p>Extended Writing: Create own Gothic monster with description in form of a Wanted poster.</p> <p>Extended writing: How does Poe portray the Gothic genre in poetry?</p>	<p>Extended Writing: At the reading of chapters 9-22, write in first person as PIP Describe your expectations at this point in either your own story or in Pip's.</p> <p>Or</p> <p>Read chapter 22- up to page 19: Write an entry in Miss Havisham's diary EITHER describing how happy she is when she has met the man she fell in love with OR on the morning of her wedding before he fails to show up OR on the morning of her wedding when she has received the letter from him saying that he isn't going to show up.</p> <p>Extended Writing: HOW is Estella is wreaking revenge on men? Then read pages 35-37. How is Miss Havisham's plan working out for her?</p>	<p>Write and Deliver a presentation</p> <p>Recital of a poem from memory</p> <p>Read an extract from a novel aloud</p>

Assessment	English Year 7 Spiral Assessment 1: Extract based reading assessment / writing task		English Year 7 Spiral Assessment: Extract based reading assessment	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Voices & Perspectives					
	What is Prejudice and discrimination? Article writing/ Literary non-fiction HT1 Fiction Reading unit-Diverse Shorts- short stories HT2		How do great writers convey different identities? The art of Story: Narrative writing HT3 Shakespeare: Voices and perspectives HT4 Poetry: Voices and perspectives HT5			How can we explore different cultures? Travel Writing HT6
Extended Writing	<p>Extended Writing: Pupils will use their collected notes from the previous weeks to create an authentic newspaper report, which matches tone and narrative perspective.</p> <p>Extended Writing: Pupils will craft a persistent narrative viewpoint based on a character from a text they have studied</p> <p>Extended writing: I can craft a letter to a specific audience exploring prejudice and discrimination in today's society</p>	<p>Extended Writing: Choose one character from each story. Write about how they are represented.</p> <p>Extended Writing: Write one or two paragraphs for each story in response to the following: How does each story show that there is often more than one way of seeing the world?</p> <p>Extended Task: Choose one of the stories and develop a presentation agreeing or disagreeing with how it shows a complex moral dilemma.</p>	<p>Extended Writing: In Stone Cold, how does the writer, Robert Swindells, make the two narratives distinctly different?</p> <p>Extended Writing: create your own opening to a story</p>	<p>Extended writing: write a newspaper article outlining the tragedy of Othello</p> <p>Extended Writing: How does Shakespeare reveal the theme of power in the characters of Macbeth and Lady Macbeth?</p> <p>Extended Writing: learn to craft a dramatic monologue in the voice of Richard III</p>	<p>Extended writing: Students write own dramatic monologue based on a perspective read in a poem (for example, the horse in 'Not my Best side')</p> <p>Extended writing: How does Frost present the road as a symbol of the choices we make in life?</p> <p>Extended writing: Compare how the theme of childhood is presented in Wordsworth's 'We are seven' and Blake's 'The Chimney Sweeper'</p>	<p>Extended writing: Create a memoir describing your experience of a famous landmark.</p> <p>Extended writing: To explore how the narrator expresses her emotions within an extract of 'Chinese Cinderella'</p> <p>Extended writing: Create a narrative of a pilgrimage</p>
Assessment	English Year 8 Spiral Assessment 1: Extract based reading assessment					English Year 8 Spiral Assessment: Extract based reading assessment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	English Heritage					
	How did life in Victorian Britain impact the modern world? Hybrid unit Literary non-fiction writing outcome Supported by extract-based reading (The Greatest Showman/ Victorian Freakshows/ The Elephant Man/ Victorian Conditions/ Victorian Gothic short stories/ Victorian poetry)		How do great writers convey love and relationships? Blood Brothers HT3 Romeo and Juliet HT4 Poetry (modern and heritage) HT5			Spoken Language

Extended Writing	<p>Extended Writing: Produce a memoir of a Victorian child. Encourage students to plan out their responses first, and redraft responses based on feedback.</p> <p>Extended Writing: Pupils will craft a newspaper editorial of a Victorian Execution (for this they should write in role)</p> <p>Extended writing: Comparison between a 19th century and 20th century text on Prisons</p>	<p>Blood Brothers</p> <p>Extended writing: Why does Willy Russell show the audience the death of Mickey and Edward at the very start of the play?</p> <p>Extended writing: How does Willy Russell present childhood and growing up in Blood Brothers?</p> <p>Extended writing: write a new scene for the play you have been studying: Explain afterwards what you wanted to achieve in this scene and how you want the audience to react</p>	<p>Romeo and Juliet</p> <p>Extended Writing: How does Shakespeare violence and hatred is presented by the characters within act 1, scene 3.</p> <p>Extended Writing: How does Shakespeare uses imagery to convey Romeo and Juliet's relationship in act 2, scene 2 and how it contrasts with his feelings for Rosaline?</p> <p>Extended Writing: how Shakespeare presents conflict and its consequences at this moment in the play. how Shakespeare presents conflict in the play as a whole.</p>	<p>Poetry</p> <p>Extended Writing: How does the poet use language to present loss and separation in the poem 'Walking away'</p> <p>Extended Writing: Compare how two poems you have studied present Love and Relationships</p>	<p>Extended Writing: How does the speaker effectively use spoken language features to engage their audience</p> <p>Extended Writing: Spoken Language speech</p>
Assessment	<p>English Year 9 Spiral Assessment 1: Extract based reading assessment Victorian Texts</p>	<p>English Year 9 Spiral Assessment 2: Modern Theatre and Shakespeare</p>		<p>English Year 9 Spiral Assessment 2: Poetry Comparison</p> <p>English Year 9 Spiral Assessment 3: Unseen Poetry Analysis</p>	