

Year 7 – Myths and Legends		
Half Term	Skills	Rationale/Links
Autumn 1 Short Stories – Myths and Legends	<p>Composite Skill – Comprehension</p> <ul style="list-style-type: none"> • Make clear statements • Select relevant quotes to support statements • Infer meaning from quotes <p>Composite Skill – Explaining Methods</p> <ul style="list-style-type: none"> • Identify noun phrases, adjectives and interesting verbs • Explain the effect of key words <p>Composite Skill – Communication</p> <ul style="list-style-type: none"> • Plan a logical sequence of events for a story • Use noun phrases, adjectives and interesting verbs to aid description <p>Composite Skill – Technical Accuracy</p> <ul style="list-style-type: none"> • Be able to use full stops, commas and capital letters accurately. 	<p>We start with Myths and Legends as a way to assess our pupils’ ability and for appropriate gaps in knowledge to be identified.</p> <p>This unit lends itself to basic comprehension and word-level analysis related to the stories that pupils will be taught, allowing us to see whether pupils can detect both explicit and implicit information and then communicate their understanding in writing.</p> <p>In addition, we can assess their ability to plan a logical sequence of events, as well as select their vocabulary to communicate meaning.</p>
Autumn 2 Class Novel – The Girl of Ink and Stars by Kiran Millwood Hargrave	<p>Composite Skill: Comprehension</p> <ul style="list-style-type: none"> • Understand a sequence of events in a text (literal meaning) • <u>Make clear statements</u> • <u>Select relevant quotes to support statements</u> • <u>Infer meaning from quotes</u> <p>Composite Skill: Explaining Methods</p> <ul style="list-style-type: none"> • <u>Identify noun phrases, adjectives and interesting verbs</u> • Identify similes and metaphors • <u>Explain the effect of key words</u> and figurative language 	<p>Our class novel builds upon the previous unit’s focus on basic comprehension, and expands upon it, asking them to demonstrate comprehension of a sequence of events that form a larger narrative. Again, the emphasis will be on making clear statements that are supported by quotes and extracting inferences from their evidence.</p> <p>They will further develop their language analysis skills by identifying and explaining simple figurative devices alongside nouns, verbs and adjectives.</p> <p>The novel itself carries on our Myths and Legends theme through a heavy inspiration on folklore from the Canary Islands.</p>
Spring 3 The Art of Rhetoric - Advertising	<p>Composite Skill: Explaining Methods</p> <ul style="list-style-type: none"> • Identify examples of Persuasive techniques (Aristotle’s Rhetorical modes of persuasion, ISDAFORREST acronym) • Identify examples of Presentational features (CHUBBIEFISH acronym) • Explain the effect of persuasive techniques and presentational features <p>Composite Skill: Communication</p> <ul style="list-style-type: none"> • Plan effectively • Select and use features appropriate to particular forms and audience • Choose vocabulary and persuasive techniques to create deliberate effects • Use a range of appropriate presentational features for effect 	<p>Our first non-fiction unit gives pupils an opportunity to put into practice some of what they have learnt with language choice, but expands their pool of devices to include persuasive techniques. They will receive their first introduction to structural analysis in this unit through direct and visual presentational features.</p> <p>Pupils will identify and explain the impact of these features and devices before applying their understanding to create their own advertisements for a film inspired by Myths and Legends.</p>

<p>Spring 4 Introduction to Poetry - Poetic Forms</p>	<p>Composite Skill: Comprehension</p> <ul style="list-style-type: none"> • <u>Understand literal meanings and events in a text</u> • <u>Make clear statements</u> • <u>Select relevant quotes to support statements</u> • <u>Infer meaning from quotes</u> • <u>Be able to identify conventions of form</u> <p>Composite Skill: Explaining Methods</p> <ul style="list-style-type: none"> • <u>Identify noun phrases, adjectives and interesting verbs</u> • Identify language techniques: <ul style="list-style-type: none"> ○ <u>Simile, Metaphor, Alliteration, Onomatopoeia</u> • Identify poetic features <ul style="list-style-type: none"> ○ <u>Sonnet, Stanzas, Couplet, Syllables, Rhyme</u> • Explain the effect of key words, language devices and poetic features. 	<p>In our poetry unit, pupils will once again be decoding meanings, both explicit and implicit from texts, and performing analysis at both word-level and of figurative devices. They will be asked to expand their range of devices with sound techniques and identifying specific poetic structural features. Teaching poetry at this stage, we expect pupils to be equipped with the basic skills and vocabulary to be able to discuss the more abstract and figurative applications of language that are associated with poems. Thematically, our poems will explore a connective thread of Myths, Legends or adjacent topics.</p>
<p>Summer 5 Shakespeare – A Midsummer Night’s Dream</p>	<p>Composite Skill: Comprehension</p> <ul style="list-style-type: none"> • Understand literal meanings and events in a text • Understand character traits and personalities • <u>Make clear statements</u> • <u>Select relevant quotes to support statements</u> • <u>Make more confident inferences for deeper meanings</u> <p>Composite Skill: Communication</p> <ul style="list-style-type: none"> • <u>Plan effectively</u> • <u>Select and use features appropriate to particular forms and audience</u> • <u>Choose vocabulary and persuasive techniques to create deliberate effects</u> <p>Composite Skill: Speaking and Listening</p> <ul style="list-style-type: none"> • Present information clearly, in a manner appropriate to a dramatic setting • Use spoken Standard English in speeches and presentations 	<p>The culmination of our comprehension focus in Year 7 comes with A Midsummer Night’s Dream – a text inspired by English folklore. After studying a range of language and focusing on decoding explicit and implicit meanings, we are well placed to tackle the more difficult language associated with Shakespeare. This unit will see our first explicit focus on Speaking and Listening, though this will be building upon smaller, non-focused assessment opportunities established earlier in the year</p>
<p>Summer 6 Non-Fiction - Place, Nature and Mythical Creatures</p>	<p>Composite Skill: Communication</p> <ul style="list-style-type: none"> • <u>Plan effectively</u> • <u>Select and use features appropriate to particular forms and audience, including tone, style and register</u> • <u>Choose vocabulary and language devices to communicate deliberate effects</u> • Organise and sequence ideas clearly <p>Composite Skill: Technical Accuracy</p> <ul style="list-style-type: none"> • <u>Use accurate sentence demarcation (full stops, capital letters, commas, question marks and exclamation marks)</u> • Use a full range of sentence forms with accurate grammatical structures 	<p>Our final unit for Year 7 is predominantly focused on using the language skills we have developed over the course of the Year. By exploring the form of Travel Writing with a supernatural twist, pupils will be concentrating on planning their linguistic choices and sequencing of information to allow them to produce cogent and interesting descriptions in a distinct non-fiction style.</p>

Year 8 – Form, Conventions and Purpose		
Half Term	Skills	Links
Autumn 1 Gothic Horror	<p>Composite Skill – Communication</p> <ul style="list-style-type: none"> Plan appropriate features for story and characterisation. Use language consciously for effect, including: <ol style="list-style-type: none"> noun phrases, verbs, interesting adjectives and adverbs; figurative devices sentence forms; Use paragraphs to sequence information and create deliberate effects. <p>Composite Skill – Technical Accuracy</p> <ul style="list-style-type: none"> Use a full range of sentences with accurate basic punctuation. Use dashes, semi colons and colons accurately. <p>There will be supplementary focus on Comprehension and Explaining Methods to allow pupils to recognise how other authors use language and structure to create effects. The main focus of the unit is based on written skills.</p>	<p>We start Year 8 with a unit that allows for an engaging refresher on the reading and writing skills that pupils developed in the previous year, as well as taking a look into genre, form and conventions of short horror stories.</p> <p>The primary focus will be on written skills, though the opportunity to analyse the writers’ choices of language, structure and characterisation are focused on directly throughout so pupils may imitate features of the genre.</p>
Autumn 2 Class Novel – The Bone Sparrow by Zana Fraillon	<p>Composite Skill: Comprehension</p> <ul style="list-style-type: none"> Make clear statements Select relevant quotes to support statements Infer meaning from quotes <p>Composite Skill: Explaining Methods</p> <p>Identify and explain the effect of the following <i>linguistic</i> features:</p> <ul style="list-style-type: none"> Noun phrases, interesting adjectives, verbs, adverbs, similes, metaphors <p>Be able to identify and explain the effect of <i>structural</i> features</p> <ul style="list-style-type: none"> Narrative composition & plot Sequencing of events & chronology Narrative perspective Characterisation Narrative devices (story arcs, circular narrative, dual narrative, flashback) 	<p>Following on from our focus on writing for short stories, we continue on to look at story composition for larger narratives with our class novel.</p> <p>Writer’s choices of language, structure and characterisation are analysed to see how effects can be – and often need to be – built up differently to smaller narrative efforts to create specific effects. Again, a focus on genre will help pupils identify specific tropes and ideas that they can use for their own attempts at writing.</p>
Spring 3 War Poetry	<p>Composite Skill: Comprehension</p> <ul style="list-style-type: none"> <u>Understand literal meanings and events in a text</u> <u>Make clear statements</u> <u>Select relevant quotes to support statements</u> <u>Infer meaning from quotes</u> Be able to identify conventions of form <p>Composite Skill: Explaining Methods</p> <ul style="list-style-type: none"> <u>Identify noun phrases, adjectives, interesting verbs and adverbs</u> Identify language techniques: <ul style="list-style-type: none"> <u>Simile, Metaphor, Alliteration, Onomatopoeia</u> Identify poetic features <ul style="list-style-type: none"> Sonnet, Stanzas, Couplet, Syllables, Rhyme Explain the effect of key words, language devices and poetic features. 	<p>In our poetry unit, pupils will once again be decoding meanings, both explicit and implicit from texts, and performing analysis at both word-level and of figurative devices. They will be asked to expand their range of devices with sound techniques and identifying specific poetic structural features.</p> <p>Pupils will be expanding on their poetic forms study from the previous year by exploring a range of poems related to the First World War. While they will practise identifying different types of poems and the devices used within, they will also be exploring how relevant historical events and author intentions can affect the content of the texts that they are studying – giving them their first experience with context in Literature.</p>

<p>Spring 4 Journeys</p>	<p>Composite Skill: Comprehension</p> <ul style="list-style-type: none"> • <u>Understand literal meanings and events in a text</u> • Be able to use purpose, audience and context of writing to extract meaning • Identify tone, mood and attitudes and bias to extract meaning • Be able to empathise through understanding other perspectives <p>Composite Skill: Explaining Methods</p> <ul style="list-style-type: none"> • <u>Identify noun phrases, adjectives, interesting verbs and adverbs</u> • Identify language techniques: <ul style="list-style-type: none"> ○ <u>Simile, Metaphor, persuasive techniques</u> (Aristotle’s Rhetorical modes of persuasion, ISDAFORREST acronym) <p>Explain the effect of key words, language devices and persuasive techniques.</p>	<p>Our study of language moves into a blend of fiction and non-fiction with our Journeys unit. Pupils will explore a range of text types and subject matter all related to travels of some sort. To bolster the pupils’ understanding of language, we are going to bring in purpose, audience and simple context to teach how language can change depending on external factors, paving the way for the study of bias in the newspaper unit that follows.</p>
<p>Summer 5 Newspapers and Reporting</p>	<p>Composite Skill: Comprehension</p> <ul style="list-style-type: none"> • <u>Be able to identify conventions of genre and form</u> • <u>Be able to use purpose, audience and context of writing to extract meaning</u> • <u>Identify tone, mood and attitudes and bias to extract meaning</u> • <u>Be able to empathise through understanding other perspectives</u> <p>Composite Skill: Communication</p> <ul style="list-style-type: none"> • <u>Plan effectively</u> • <u>Select and use features appropriate to particular forms and audience, including tone, style and register</u> • <u>Choose vocabulary and sentence forms to emphasise clarity of information</u> • <u>Organise and sequence ideas clearly</u> <p>Composite Skill: Technical Accuracy</p> <ul style="list-style-type: none"> • Use accurate sentence demarcation • Accurately use a range of less common punctuation • Use a full range of sentence forms with accurate grammatical structures • Spell words accurately, including more complex and irregular words 	<p>The Newspapers and Reporting unit will follow on with a look at non-fiction, specifically focused on bias and different ways to present the same information to accomplish different effects. While there will be a study of language, the main aim of this unit is for pupils to be able to write within a particular style, emulating the newspaper form and effectively adopting biased viewpoints on the content they discuss.</p>
<p>Summer 6 Play Study – Our Day Out by Willy Russell</p>	<p>Composite Skill: Communication</p> <ul style="list-style-type: none"> • <u>Plan effectively</u> • <u>Select and use features appropriate to particular forms and audience, including tone, style and register</u> • <u>Use a range of appropriate linguistic devices for effect</u> • <u>Organise and sequence ideas clearly</u> • <u>Create consistent characterisation in writing</u> <p>Composite Skill: Speaking and Listening</p> <ul style="list-style-type: none"> • <u>Present information clearly, in a manner appropriate to the task and setting</u> • Listen carefully to others and respond appropriately either as part of role-play, questioning or debates • <u>Use spoken Standard English in speeches and presentations</u> 	<p>Finally, our pupils will study a play and explore the features of stage productions and written scripts. They will be exploring a story with the express purpose of writing their own scripts that fit the tone, style and form of the original play script, though their choice of characterisation should be used to show a different perspective (or bias) from the original text. The aim of this is to act as a fun, engaging way to allow pupils to consolidate all of their skills from over the course of the Year with form, conventions and purpose.</p>

Year 9 – Around the World		
Half Term	Skills	Links
Autumn 1 Around the World	<p>Composite Skill – Comprehension</p> <ul style="list-style-type: none"> • <u>Make relevant inferences.</u> • <u>Select relevant quotes.</u> • <u>Extract meaning from key words.</u> <p>Composite Skill – Explaining Methods</p> <ul style="list-style-type: none"> • <u>Identify language features accurately.</u> • <u>Explain effect of language features.</u> <p>Composite Skill – Evaluation</p> <ul style="list-style-type: none"> • Form an opinion in response to a statement. • Justify overall evaluations based off of selected evidence. 	<p>Our first unit in Year 9 gives pupils an opportunity to refresh themselves on basic reading and writing skills by exploring a range of texts, forms and genres from all around the world. The unit will serve as an introduction to two concepts that will recur throughout the rest of Year 9 and moving into Key Stage 4: non-standard English and the skill of Evaluation. As pupils will only just be engaging with Evaluation, the focus will be just upon formulating a response to a statement and supporting their own viewpoints using only the writer’s choice of language for analysis.</p>
Autumn 2 Poetry from Other Cultures	<p>Composite Skill: Comprehension</p> <ul style="list-style-type: none"> • <u>Understand literal meanings and events in a text</u> • <u>Be able to use purpose, audience and context of writing to extract meaning</u> • <u>Be able to empathise through understanding other perspectives</u> <p>Composite Skill: Explaining Methods</p> <ul style="list-style-type: none"> • <u>Identify and explain the effect of language choices</u> <ul style="list-style-type: none"> ○ <u>Words and phrases, figurative language, sentence forms</u> • <u>Identify and explain the effect of poetic features</u> <ul style="list-style-type: none"> ○ <u>Stanzas, Syllables, Rhyme, Rhythm, Feet, Metre, Enjambment, End Stopping, Caesura</u> <p>Composite Skill: Comparison</p> <ul style="list-style-type: none"> • Recognise similarities and differences between writer’s methods (both linguistic and structural), their feelings, attitudes and viewpoints • Explain the effect that these differences have on the overall text and/or the reader 	<p>Building upon the skills and theme of the previous unit, pupils will start looking at Poetry from Other Cultures. As they have spent two years equipping themselves with the tools to engage with poetry and the methods poets can use to communicate ideas, we use Year 9 as an opportunity to introduce the more difficult skill of comparison. Pupils will learn how to identify relevant features and points of comparison, exploring both linguistic and structural choices made by the writer, paying particular attention to whether other poets communicate similar ideas using different methods or not. The aim of this is to help prepare pupils for the demands of the Literature papers by providing them with the tools to analyse individual poems and make connections between more than one of them.</p>
Spring 3 Class Novel – Of Mice and Men by John Steinbeck	<p>Composite Skill: Comprehension</p> <ul style="list-style-type: none"> • <u>Be able to use purpose, audience and context of writing to extract meaning</u> • <u>Identify recurrent ideas, motifs and overall themes</u> <p>Composite Skill: Explaining Methods</p> <ul style="list-style-type: none"> • <u>Identify and explain the effect of language choices</u> <ul style="list-style-type: none"> ○ <u>Words and phrases, figurative language, sentence forms</u> • <u>Identify examples of structural techniques and devices</u> • <u>Narrative composition & plot, sequencing of events & chronology, narrative perspective, characterisation, narrative devices (story arcs, circular narrative, dual narrative, flashback)</u> <p>Evaluation</p> <ul style="list-style-type: none"> • <u>Form an opinion in response to a statement.</u> • <u>Provide a supported response to the focus of a statement</u> • <u>Select quotes and methods to support a range of opinions</u> • <u>Evaluate the effect that a writer’s choices have on you</u> 	<p>The pupils will continue their exploration of Literature-related skills with a study of the novel <i>Of Mice and Men</i>. Building upon Evaluation skills earlier in the year, pupils will look to communicating their thoughts in a longer-form response and give them their first steps towards essay writing. They will also be introduced to themes and motifs throughout the novel and will be asked to explore these ideas using their skills of analysing both language and structure that have been developed over the past two years.</p>

<p>Spring 4 Media and Representation</p>	<p>Composite Skill: Comprehension</p> <ul style="list-style-type: none"> • Be able to use purpose, audience and context of writing to extract meaning • Identify recurrent ideas, motifs and overall themes <p>Composite Skill: Comparison</p> <ul style="list-style-type: none"> • Identify writer's feelings, attitudes and viewpoints (tone, style, register, other deliberate methods both linguistic and structural) • Recognise similarities and differences between writer's methods (both linguistic and structural), their feelings, attitudes and viewpoints • Explain the effect that these differences have on the overall text and/or the reader • Understand and explain the reasons for the differences between two or texts 	<p>Building upon the ideas of representation introduced in <i>Of Mice and Men</i>, the pupils will be exploring how Media (and bias) can affect the way we view ourselves and each-other. Focusing primarily on Media texts, pupils will be honing their skills of comparison in a non-fiction setting by identifying the different ideas, viewpoints and methods used by the writers and discussing the different effects caused by changes to presentation.</p>
<p>Summer 5 Play Study (In place of Romeo and Juliet as pupils studied this in Year 8; potentially Our Day Out by Willy Russell)</p>	<p>Composite Skill: Communication</p> <ul style="list-style-type: none"> • Plan effectively • Select and use features appropriate to particular forms and audience, including tone, style and register • Use a range of appropriate linguistic devices for effect • Organise and sequence ideas clearly • Create consistent characterisation in narrative writing <p>Composite Skill: Speaking and Listening</p> <ul style="list-style-type: none"> • Present information clearly, in a manner appropriate to the task and setting • Listen carefully to others and respond appropriately either as part of role-play, questioning or debates • Use spoken Standard English in speeches and presentations 	<p>Our pupils will study a play and explore the features of stage productions and written scripts. They will be exploring a story with the express purpose of writing their own scripts that fit the tone, style and form of the original play script, though their choice of characterisation should be used to show a different perspective (or bias) from the original text.</p>
<p>Summer 6 The Writer's Craft</p>	<p>Composite Skill: Communication</p> <ul style="list-style-type: none"> • Plan effectively • Select and use features appropriate to particular forms and audience, including tone, style and register • Choose vocabulary and sentence forms to communicate deliberate effects • Use a range of appropriate linguistic devices for effect • Organise and sequence ideas clearly • Create consistent characterisation in narrative writing • Use a range of appropriate structural features to create deliberate effects <p>Composite Skill: Technical Accuracy</p> <ul style="list-style-type: none"> • Use accurate sentence demarcation • Accurately use a range of less common punctuation • Use a full range of sentence forms with accurate grammatical structures • Spell words accurately, including more complex and irregular words 	<p>Wrapping up the year is an exploration of different forms, features, genres and methods that can be used to express ideas. Pupils will be refreshing their memories on, and enhancing the application of, various different techniques both linguistic and structural to communicate their ideas effectively in a range of different forms. The aim of this is to build confidence in planning and executing a detailed piece of writing, no matter what kind of work they are asked to produce.</p>