

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
Half term 1	<p>Reading Short Stories –</p> <p>To include the pre-1914 text and gothic text include ‘A Tell Tale Heart’ Edgar A Poe and ‘Lamb to the Slaughter’ R Dahl</p> <p>Accelerated Reading</p>	<ul style="list-style-type: none"> • What is a story? • To explore how writers structure stories. • To compare texts. • To evaluate characterisation. • Knowledge of narrative hooks. • Genre – gothic conventions. • Narrative plot structure: Setting the scene, Introducing a problem, Complication, Climax, Adjustment/Resolution. • Terms used to: Analyse language and structure – shift, focus, tension, semantic field, connotations. • SPaG focus: relative clauses • Flashback Friday – Shakespeare context • Key Reading - minimum of 3 short stories to include ‘A Tell Tale Heart’ ‘Lamb to the Slaughter’ • Star Reader test and Accelerated Reader quiz 	<p><u>Pupils’ skill list – I know how to ...</u></p> <ol style="list-style-type: none"> 1. comment on the character’s thoughts and feelings 2. use quotations to support my comments 3. comment on the writer’s use of language (choice of words and phrases) 4. use language terms e.g. connotations, imagery 5. comment on the effect of language on me as a reader <p><u>Medium term Plan</u></p> <ul style="list-style-type: none"> • Reading short stories - justifying impressions of characters and analysing narrative structures • Comparing texts • Analysing and evaluating writers’ choices • Oracy skills • Developing vocabulary used to analyse fiction • Developing embedding quotation, PEA and use of analytical terms • Independent analysis 	<p>To build on strategies taught in year 7 (novel unit) to analyse plot and characterisation.</p> <p>To engage students in exploring whole text structure which leads students into structuring narratives, sophisticated analysis and future literature study.</p> <p>To promote independent reading at the start of the academic year.</p> <p>To develop quoting and structure /language analysis skills which form a basis of AO2 (and AO4).</p> <p>ASSESSMENT Independent practice: ‘What are X’s thoughts and feelings in these lines? How does the writer show his/her thoughts and feelings?’ analysis of a short story</p>

<p>Half term 2</p>	<p>Short story writing – writing a gothic story</p>	<ul style="list-style-type: none"> • To explore conventions of the gothic genre. • To use conventions from the style models to structure their own short story. • How to create a narrative hook. • How to use gothic conventions. • How to use a narrative plot structure –Setting the scene, Introducing a problem, Complication, Climax, Adjustment/Resolution. • Developing ambitious vocabulary to describe setting / character. • Developing use of punctuation – speech layout, varying sentence structures. • SPaG focus: apostrophes of possession and using relative clauses • Flashback Friday – Fiction reading and pre 1914 context • Key Reading – use of the stories studied in half term 1 as style models. • Accelerated Reader quiz testing. 	<p><u>Pupils’ skill list – I know how to ...</u></p> <ol style="list-style-type: none"> 1. plan a narrative with a clear beginning, climax and ending 2. write an interesting and focused narrative 3. create a gothic atmosphere 4. use linguistic devices such as: imagery, five senses 5. link my ideas with paragraphs 6. use a variety of sentence lengths 7. use a variety of punctuation e.g. ! ? “” ; 8. use ambitious words – highlight five ambitious words 9. spell more complex words correctly <p><u>Medium Term Plan</u></p> <ul style="list-style-type: none"> • Planning writing • Using a narrative hook • Structuring a whole story and linking paragraphs • Varying sentence structures • Independent narrative writing • Proof reading 	<p>To use the studied short stories as a style model to write their own narrative.</p> <p>To build on narrative writing work in year 7.</p> <p>To consciously craft and edit against the knowledge and skills descriptors.</p> <p>To prepare for more advanced narrative / recount writing knowledge and skills needed in future studies.</p> <p>Assessment: Writing a narrative (AO5 & AO6)</p>
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<p>Half term 3</p>	<p>Persuasion - Non-fiction reading</p>	<ul style="list-style-type: none"> • To explore a variety of persuasive non-fiction (including texts written pre 1900) • To compare texts and analyse writers’ methods • How to compare ideas in texts and the methods writers use to express these viewpoints. • To develop embedding quotations in analysis. • SPaG focus: building cohesion and adverbials for time • Flashback Friday – Non-fiction reading and writing • Key Reading – to include 19th century writing and a minimum of 4 texts e.g. Dogs; Prisons; Weather; Animal Testing; Zoos assessment; whole class reader. • Accelerated Reader quiz testing and second Star Reader test 	<p><u>Pupils’ skill list – I know how to ...</u></p> <ol style="list-style-type: none"> 1. comment on what the writers are telling us 2. compare and contrast what the writers are telling us 3. use quotations to support my comments 4. comment on a writer’s methods / use of language (choice of words and phrases) 5. compare and contrast writers’ methods / use of language (choice of words and phrases) 6. use language terms e.g. adjective, rhetorical question 7. comment on the effect of language / how writers show their ideas <p><u>Medium Term Plans</u></p> <ul style="list-style-type: none"> • Developing understanding of perspective and bias in what we read • Analysing the writers’ methods • Comparing texts and using connectives to signpost comparison • Embedding quotations • Independent reading response • Tracking a text to ensure a range of coverage 	<p>To build on the component 1 reading fiction knowledge and skills which also focus on method.</p> <p>To build on year 7 study of non-fiction and introduce students to comparison of viewpoint and method (AO3).</p> <p>To promote wider non-fiction reading – increasing the level of challenge of texts.</p> <p>ASSESSMENT Independent Practice: Compare 2 non-fiction texts: What the writers ... /writers’ attitudes... How the writers ...</p>
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Half term 4	<p>Persuasion - Non-fiction writing</p>	<ul style="list-style-type: none"> • To express a viewpoint / perspective in their own non-fiction writing. • To express a viewpoint / perspective orally in debate. • Conventions of talk, essay and leaflet writing. • Revision and development of planning non-fiction writing. • Developing coherence - linking ideas sentences and paragraphs. • Spoken language – planning and confidence when expressing opinions orally, building on others’ points. • SPaG focus: Linking ideas across paragraphs, bullet points and hyphens • Flashback Friday – Narrative writing • Key reading – model of a talk, essay and leaflet using texts from half term 3 as style models; whole class reader. • Accelerated Reading quiz testing. 	<p><u>Pupils’ skill list – I know how to ...</u></p> <ol style="list-style-type: none"> 1. plan my ideas 2. write an interesting and focused leaflet 3. use linguistic devices such as: a heading, bullet points, rhetorical question, emotive language 4. link my ideas with paragraphs 5. use a variety of sentence lengths 6. use a variety of punctuation e.g. ! ? ; 7. use ambitious words – highlight five ambitious words 8. spell more complex words correctly <p><u>Medium Term Plans</u></p> <ul style="list-style-type: none"> • Spoken language – increased confidence in more formal spoken language settings. In particular – responding and building on others’ comments • Planning and structuring transactional writing • Developing increasingly ambitious vocabulary • Developing more ambitious choice of paragraph and sentence structures 	<p>To build on the previous non-fiction unit and use these extracts as style models.</p> <p>Coverage of a variety of writing text types as outlined in the National Curriculum.</p> <p>To build on Year 7 article writing and narrative writing knowledge and skills and develop students’ ability to express a viewpoint.</p> <p>To develop students’ confidence in formal spoken language tasks to prepare them for the world of work ensuring that they are successful communicators.</p> <p>ASSESSMENT Independent Practice: Writing a leaflet (AO5 and AO6)</p>
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<p>Half term 5</p>	<p>Poetry -</p> <p>Discord poetry anthology</p> <p>Revision of narrative writing</p>	<ul style="list-style-type: none"> • Interleaving. To revise narrative writing knowledge and skills taught in half term 2. • What is discord? Why do poets write about discord? • To explore an increasingly challenging range of poetry including pre1914 and seminal world lit. • Revising unseen poetry knowledge and skills. • Poets’ ideas – what and why they are writing? • To consider the context in which a poem is written. • To introduce students to comparing poets’ methods – how they are writing? Analysis of writers’ choice of language, form and structure. • SPaG focus - parenthesis and commas to clarify meaning • Flashback Friday – Poetry devices • Key reading – a minimum of 6 poems including ‘Dulce’ and ‘Half-Caste’ • Accelerated Reader quiz 	<p><u>Pupils’ skill list for the assessment in Narrative writing (matches half term 2 as we want students to recall the skills)</u></p> <p><u>Pupils’ skill list – I know how to ...</u></p> <ol style="list-style-type: none"> 1. plan a narrative with a clear beginning, climax and ending 2. write an interesting and focused narrative 3. use linguistic devices such as: imagery, five senses 4. link my ideas with paragraphs 5. use a variety of sentence lengths 6. use a variety of punctuation e.g. ! ? “ ” ; 7. use ambitious words – highlight five ambitious words 8. spell more complex words correctly <p><u>Medium Term Plans</u></p> <ul style="list-style-type: none"> • Revision skills – narrative writing • Independent assessed narrative writing from an image • Comparison of poets’ methods 	<p>To build on yr 7 poetry study and explore a range of poems including pre1914 and seminal world literature.</p> <p>To build on language analysis work and develop the knowledge and skill of comparison.</p> <p>To promote independent revision and application of narrative writing knowledge and skills.</p> <p>Formal assessment: Narrative writing (AO5 and AO6)</p>
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<p>Half term 6</p>	<p>Modern Drama -</p> <p>Study of 'Our Day Out' by Willy Russell</p>	<ul style="list-style-type: none"> • Introduction to the dramatist Willy Russell • Who was Russell and what did he write? • Context – Liverpool, 1980s, comedy. <p>Exploring:</p> <ul style="list-style-type: none"> • comedy conventions • play structure • characterisation • plot development • language analysis <ul style="list-style-type: none"> • SPaG focus - consolidation and testing of the foci for the year • Flashback Friday – theatre conventions • Key reading – 'Our Day Out' • Accelerated Reader quiz testing and Star Reader testing 	<p><u>Medium Term Plans</u></p> <ul style="list-style-type: none"> • Modern drama / Russell context • Familiarity with the concept of comedy • Supporting opinions with specific examples from a play 	<p>To build on Shakespeare study and explore a modern play.</p> <p>To introduce students to Willy Russell as a playwright prior to GCSE study of 'Blood Brothers'.</p> <p>To foreground context relevant to Russell's work and explore the themes of poverty, class and education.</p>
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