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| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **7** | Sets: TUTOR GROUPS**baseline tests** Text: ‘Greyfriar’s Bobby’ – Ruth Brown (picture book/film)All About me topic | LITERACY SETSText: ‘Greyfriar’s Bobby’ – Ruth Brown (picture book/film)**Corrective Reading Programme** **2/3 lessons per week for whole year** | **Non-Fiction - Informative Writing: The Rainforest/Survival**Text: various non-fiction | Rainforest (non-fiction)Writing to explain (information about an animal) | **Adventures**Text: ‘Treasure island’ or ‘Kidnapped’ – Robert Louis Stevenson (novel/film) | **Adventures**Text: ‘Treasure island’ or ‘Kidnapped’ – Robert Louis Stevenson (novel/film)End of year assessments on topics and skills studied over the year. |
| **Skills Focus** | * alphabetical order
* basic punctuation
* handwriting and presentation
* reading comprehension
 | * high frequency words
* punctuation
* writing for a purpose (information)
 | * inference and deduction
* reading comprehension
* punctuation
 |
| **8** | **Genre writing (novel/drama)**Text: ‘Frankenstein’ by Mary Shelley**Corrective Reading Programme** **2/3 lessons per week for whole year** | **Genre writing (novel/drama)**Text: ‘Frankenstein’ by Mary Shelley | **Speech Writing:** **Environmental issues**Various non-fiction | **Advertisement - writing to persuade**letters | **Fairy tales reporter**Text: ‘The Three Little Pigs - A. Wolf’ | **Fairy tales** **Creative Writing**End of year assessments on topics and skills studied over the year. |
| **Skills Focus** | * the writer’s intentions
* punctuation (speech marks)
* inference and deduction
* reading comprehension
* description
 | * high frequency words
* topic based sight words
* punctuation (possessives and plurals)
* punctuation (commas)
* paragraphs (topic sentences)
 | * high frequency words
* topic based sight words
* high frequency words
* imagery/figurative language
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| **9** | **KS3 Curriculum: Novel** Text: ‘The Boy in the Striped Pyjamas’ – John Boyne(alternate) ‘Call of the Wild’ – Jack London | **KS3 Curriculum: Novel**Text: ‘The Boy in the Striped Pyjamas’ – John Boyne(alternate) ‘Call of the Wild’ – Jack London | **KS3 Poetry Unit:** **Poetry from other cultures** | **KS3 Curriculum**: **Drama** **Shakespeare: The Tempest/Macbeth** | **KS3 Curriculum**: **Drama** Non-Fiction – Michael Morpurgo author study | **KS3 Curriculum: Media**Text: ‘Warhorse’ / ‘The Butterfly Lion’Book and movie reviews/posters |
|  | * punctuation (commas)
* inference and deduction
* narrative voice
* synonyms and antonyms
* contextual understanding
 | * independent use of dictionaries/thesaurus
* prefix and suffix
* homophones
* punctuation (apostrophes - contractions)
* contextual understanding
 | * punctuation (commas)
* verb tense agreement
* fact and opinion
* contextual understanding
* symbolism/representation
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| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **10** | **OCR Entry Level**: Creative WritingText: Stone Cold by Robert Swindells | **OCR Entry Level**: Informative writingText: Stone Cold by Robert Swindells | **OCR Entry Level**: Written tasks**AQA GCSE language:** writing workshops/extract activitiesText: selected extracts on identifying features used in writing | **OCR Entry Level**: Written tasks**AQA GCSE language:** writing workshops/ extract activitiesText: extract and film ‘Animal Farm’ – George Orwell /’Private Peaceful’- Michael Morpurgo | **OCR Entry Level**: begin prep for Functional Skills course by introducing specimen papers.**Media: book and movie reviews. posters and adverts (Thor)****AQA GCSE language:** Extended creative writing, picture stimulus and poetry | **OCR Entry Level**: begin prep for Functional Skills course by introducing specimen papers.**Creative Writing: Science Fiction****AQA GCSE language:** practice papers - mocks |
| **Skills Focus** | * understanding characters
* applying context
* interpret and comment on meaning
 | * features in writing (structures)
* language choice
 | * comparing texts
* paragraphing skills
* bias and viewpoints
 | * formal writing styles
* formal spoken styles
* contractions
 | * timed writing practice
* creating drama and suspense
 | * SPaG accuracy
 |
| **11** | **Functional Skills** **Entry Level 1-3**Class reader: Face**AQA GCSE language:**Text: reading non-fiction materials | **Functional Skills** **Entry Level 1-3**Class reader: Face**AQA GCSE language:**Text: reading non-fiction materials | **Functional Skills** **Entry Level 1-3**Non-Fiction writing**AQA GCSE language:** practice papers - mocks | **Functional Skills** **Entry Level 1-3**Correspondence (email/letters)**AQA GCSE language: begin revision activities and timed writing** | Begin prep for 6th form**Functional Skills** **Entry Level 1-3**Non-Fiction writing**AQA GCSE language:****Exams****Revision lessons****Begin prep for GCSE Literature**  | **Begin past paper practice** **Functional Skills** **Entry Level 1-3**CV Writing/Advertisements**AQA GCSE language:****Exams****Begin prep for GCSE Literature**  |
| **Skills Focus** | * extract based analysis
* write about structure
 | * comparing viewpoints
* influencing the reader
 | * narrative writing
* evaluating texts
 | * explaining meaning
* language choice
 | * Linking ideas
* applying context
* timed writing practice
 | * SPaG accuracy
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| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **12** | **AQA GCSE Literature:**Text: ‘Jekyll and Hyde’ – Robert Louis Stevenson**Character analysis questions.****Quotations and language.****Narrative.****Edexcel Functional Skills:*** **practice papers**
* **comparing non-fictions texts**
* **class reader**
 | **AQA GCSE Literature:**Text: ‘Jekyll and Hyde’ – Robert Louis Stevenson**Edexcel Functional Skills:****November entries** * **practice papers**
* **extending writing**
* **class reader**
 | **AQA GCSE Literature:****Text: Macbeth – Shakespeare****Context and content****Edexcel Functional Skills:****January/February entries*** **practice papers**
* **extending writing**
* **class reader**
 | **AQA GCSE Literature:****Text: Macbeth – Shakespeare****Character and thematic analysis****Edexcel Functional Skills:*** **practice papers**
* **comparing non-fictions texts**
* **class reader**
 | **AQA GCSE Literature:****Edexcel Functional Skills:****Summer entries*** **practice papers**
* **comparing non-fictions texts**
* **class reader**
 | **AQA GCSE Literature:****Edexcel Functional Skills:*** **practice papers**
* **comparing non-fictions texts**
* **class reader**
 |
| Skills Focus | * understanding characters
* applying context
* inference
* connectives
 | * extended writing
* extract based analysis
* exploring language
 | * exam strategies
* revision techniques
* relative clauses
* structuring responses using paragraphs
 |
| **13** | **AQA GCSE Literature:** train pupils to select their question from the booklet and understanding questions**Edexcel Functional Skills:** * **practice papers**
* **comparing non-fictions texts**
* **class reader**
 | **AQA GCSE Literature:****Mock paper under timed conditions.****Writing techniques (poetry anthology cluster: Power and Conflict)****Edexcel Functional Skills: November entries** * practice papers
* extending writing
* class reader
 | **AQA GCSE Literature:**Practice papers**Revision or course content and practice papers (Mocks)****Edexcel Functional Skills:** **January/February entries*** **practice papers**
* **comparing non-fictions texts**
* **class reader**
 | **AQA GCSE Literature:****Unseen poetry practice /Revision - Macbeth** **Edexcel Functional Skills:** * **practice papers**
* **comparing non-fictions texts**
* **class reader**
 | **AQA GCSE Literature:****Exams****Revision lessons****Edexcel Functional Skills:** * **practice papers**
* **comparing non-fictions texts**
* **class reader**
 | **AQA GCSE Literature:****Exams****Revision lessons****Edexcel Functional Skills:** * **practice papers**
* **comparing non-fictions texts**
* **class reader**
 |
| Skills Focus | * understanding exam questions
* applying context
* extended writing
* prefix and suffix
 | * independent use of dictionaries/thesaurus
* homophones
* punctuation (apostrophes - contractions)
* contextual understanding
 | * verb tense agreement
* articles
* SPaG accuracy
* Revise the mark scheme
 |