

Be Inspired. Be Excellent. Succeed.

YEAR 7	Autumn HTs 1/2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT2
	Pupils read 'Uncle Montague's Tales of Terror' and explore writer's intentions, analyse language and structure, and explore characterisation, plot, and key themes. Writing forms: creative writing based on an image, writing from a viewpoint (diary entry), and a newspaper article. Writing focus: Semi colons, tone for effect, metaphors, juxtaposition, personification.	Descriptive Writing plus non-fiction thematic reading. Writing focus: developing complex sentences. Brackets and commas. Similes, personification, pathetic fallacy.	Non-fiction Autobiographical writing using Boy, Roald Dahl Writing focus: Simple, compound, complex sentences. Tone for effect	People Poetry: Pupils read a range of poems from peots including Benjamin Zephaniah, John Agard and Dylan Thomas. Oracy: Poetry Slam competition	Romeo and Juliet Oracy: pupils perform a scene from Romeo and Juliet
ASSESSMENT	READING: 1, 2, 3 & 4	WRITING: 5, 6, 7 & 8	READING: 2 & 3	READING: 1, 2 & 3	READING: 1 & 4
	 I can use relevant quotations to support my ideas I can comment on the effects of the writer's language/structural choices I can comment on the writer's intentions I can use literary terms accurately in my applicate 	5. I can organise my writing using structural devices 6. I can use appropriate vocabulary and language devices within my writing 7. I can punctuate	2. I can comment on the effects of the writer's language/structural choices 3. I can comment on the writer's intentions WRITING: 5, 6 & 7	1. I can use relevant quotations to support my ideas 2. I can comment on the effects of the writer's language/structural choices	I. I can use relevant quotations to support my ideas I. I can use literary terms accurately in my analysis
	analysis WRITING: 5, 6, 7 & 8 5. I can organise my writing using structural devices 6. I can use appropriate vocabulary and language devices within my writing 7. I can punctuate sentences accurately 8. My writing is grammatically correct and I use accurate spelling	sentences accurately 8. My writing is grammatically correct and I use accurate spelling	5. I can organise my writing using structural devices 6. I can use appropriate vocabulary and language devices within my writing 7. I can punctuate sentences accurately	3. I can comment on the writer's intentions ORACY: 9 & 10 9. I can express myself clearly 10. I can confidently communicate with my teacher and classmates	ORACY: 9 & 10 9. I can express myself clearly 10. I can confidently communicate with my teacher and classmates



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YEAR 8	Autumn HTs 1/2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
	Pupils read 'The Graveyard	Poetry Around	Pre-1914 Gothic Horror: The	Hamlet – pupils study	Greek Myths
\\//	Book' and explore writer's	the World with	Fall of the House of Usher,	Shakepseare's use of	
- \ -	intentions, analyse language	Seminal World	Edgar Allen Poe	language, plot, historical	Writing forms: creative writing from an image,
7/11	and structure, and explore	Literature		context, and	eyewitness account.
.1.	characterisation, plot, and key		Writing forms: creative	characterisation	Writing focus: semi colons, colons, dashes.
	themes.		writing	_ ^	epistrophe.
			Writing focus: semi-colons,		↑
	Writing forms: diary entry,		personification,		
	creative writing.	/(/	foreshadowing, metaphors	·	•
	Writing focus: ambitious		83		
	adjectives, tone, colons,				
	complex sentences				
ASSESSMENT	READING: 2 & 3	READING 1 & 4	READING: 1 & 2	READING: 1, 2 & 4	READING: 1, 2, 3 & 4
	2. I can confidently comment on	1. I can use	1. I can use relevant	1. I can use relevant	1. I can use relevant quotations effectively to
	the effects of the writer's	relevant	quotations effectively to	quotations effectively to	support my ideas
	language/structural choices	quotations	support my ideas	support my ideas	2. I can confidently comment on the effects of the
	3. I can confidently comment on	effectively to	2. I can confidently comment	2. I can confidently	writer's language/structural choices
	the writer's intentions referring	support my ideas	on the effects of the writer's	comment on the effects	3. I can confidently comment on the writer's
	to audience and purpose	4. I can use	language/ structural choices	of the writer's	intentions referring to audience and purpose
	WRITING: 6 & 7 literary terms language/structure language/structure writing: 5, 6, 7 & 8 choices		language/ structural	4. I can use literary terms effectively in my analysis	
	WRITING. 6 & 7	analysis	WRITING: 5, 6, 7 & 8	4. I can use literary	WRITING: 5, 6, 7 & 8
	6. I can use relevant vocabulary	alialysis	5. I can effectively organise	terms effectively in my	WRITING. 5, 0, 7 & 6
	and language devices	ORACY: 9 & 10	my writing using structural	analysis	5. I can effectively organise my writing using
	confidently within my writing	ORACI: 3 & 10	devices	anarysis	structural devices
	7. I can use punctuation and a	9. I can express	6. I can use relevant	ORACY: 9 & 10	6. I can use relevant vocabulary and language
	range of sentence types	myself clearly	vocabulary and language		devices confidently within my writing
	effectively	10. I can	devices confidently within	9. I can express myself	7. I can use punctuation and a range of sentence
	8. My writing is grammatically	confidently	my writing	clearly	types effectively
	correct and I use accurate	communicate	7. I can use punctuation and	10. I can confidently	8. My writing is grammatically correct and I use
	spelling	with my teacher	a range of sentence types	communicate with my	accurate spelling
		and classmates	effectively	teacher and classmates	-



YEAR 9	Autumn HTs 1/2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
	Pupils read 'Roll of Thunder, Hear My Cry' and explore writer's intentions, analyse language and structure, and explore characterisation and key themes. Writing forms: creative writing, diary entry, speech Writing focus: anaphora, epistrophe, anadiplosis,	Non-fiction reading and writing based on travel exerts Writing focus: sensory imagery, tone, chronological order, varied sentence	Pupils read A Monster Calls (play) and explore writer's intentions, analyse language and structure, and explore characterisation, plot, and key themes.	TIME: Dystopian Literature . Pupils will study a rnage of authos including: George Owell, Ray Bradbury, Margaret Atwood and Laline Paull.	TIME: Shakespeare's World Victorian London Edwardian England
	triplets, metaphors	openers.	*	9	Contextual links to GCSE
ASSESSMENT	READING: 1, 2, 3 & 4	READING: 2 & 3	READING: 1, 2, 3 & 4	READING: 1 & 2	ORACY: 9 & 10
	 I can thoughtfully use quotations to support specific and focused ideas I can thoughtfully comment on the effects of the writer's language/structural choices I can comment on the writer's deliberate intentions linking to the wider context I can use literary terms thoughtfully in my analysis 	2. I can thoughtfully comment on the effects of the writer's language/structural choices 3. I can comment on the writer's deliberate intentions linking to the wider context	1. I can thoughtfully use quotations to support specific and focused ideas 2. I can thoughtfully comment on the effects of the writer's language/structural choices 3. I can comment on the	1. I can thoughtfully use quotations to support specific and focused ideas 2. I can thoughtfully comment on the effects of the writer's language/structural choices WRITING: 5 & 6	9. I can express myself clearly 10. I can confidently communicate with my teacher and
	WRITING: 5, 6, 7 & 8	WRITING: 6	writer's deliberate		classmates
	5. I can make deliberate structural choices to organise my writing effectively	6. I can use vocabulary and language devices thoughtfully within my	intentions linking to the wider context 4. I can use literary terms thoughtfully in my analysis	5. I can make deliberate structural choices to organise my writing effectively6. I can use vocabulary and language devices thoughtfully	



6. I can use vocabulary and language devices	writing for a specific	within my writing for a specific	
thoughtfully within my writing for a specific	audiences and purpose	audiences and purpose	
audiences and purpose			
7. I can punctuate sentences thoughtfully and			
employ a wide range of sentence structures			
8. My writing is grammatically correct and I use			
accurate spelling.			