Subject : ENGLISH			Year: 7/8 A, B and C groups			
AUT	UMN	SPF	RING	SUMMER		
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	
Theme/ topic:						
Modern Novel	Creating Fiction	Shakespearean	Intro to Rhetoric	Poetry from Diverse	Frankenstein Play	
'A Monster Calls'		Comedy	Uniform debate	Cultures	C19th Gothic/Sci-fi	
Assessment Reading	<mark>Assessment</mark> Writing	Assessment Reading	<mark>Assessment</mark> Writing	Assessment Reading	Assessment Speaking and Listening and	
How does Ness present the monster in the novel?	Writing a 500 word short story.	Analysis essay of an extract from key scene studied	Letter to the head about uniform	Analysis of a poem	Drama focus	
By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	
Students will know the spellings, meanings, usage and etymology of the following words:	Students will know the spellings, meanings, usage and etymology of the following words:	Students will know the spellings, meanings, usage and etymology of the following words:	Students will know the spellings, meanings, usage and etymology of the following words:	Students will know the spellings, meanings, usage and etymology of the following words:	Students will know the spellings, meanings, usage and etymology of the following words:	
<b>Tier 3 Vocabulary</b> prose	Tier 3 Vocabulary exposition	Tier 3 Vocabulary playwright	Tier 3 Vocabulary ethos	Tier 3 Vocabulary	Tier 3 Vocabulary gothic fiction	
narrative	status quo	Elizabethan	logos	simile	science fiction	
narrator	rising Action	tragedy	pathos	metaphor	prologue	
protagonist	catalyst	comedy	rhetorical question	personification	monologue	
antagonist	climax	history	anecdote	alliteration	suspense	

plot	falling Action	iambic pentameter	emotive language	assonance	tension
setting	denouement	rhyming couplet	triadic structure	onomatopoeia	comic relief
theme	resolution	soliloquy	anaphora	sibilance	pathetic fallacy
hybrid	flashback	aside	hyperbole	enjambment	atmosphere
allegory	dialogue	dramatic irony	counter argument	caesura	epilogue
Tier 2 Vocabulary	Tier 2 Vocabulary	Tier 2 Vocabulary	Tier 2 Vocabulary	Tier 2 Vocabulary	Tier 2 Vocabulary
grief	Students to build their	deceit	controversial	diaspora	transgression
adversity	own list of five tier 2	honour	correlation	maternal	prejudice
subvert	words and definitions	infidelity	conventional	optimism	retribution
inevitability	to include in their own	gender	democratic	communal	grotesque
incredulous	short stories via	duplicitous	prevalent	conflict	condemned
resolute	teacher guidance and	counterfeit	panacea	freedom	benevolent
duality morality	pupil research.	duality	prohibitive	journey	relentless
didactic		,	proponent	displacement	foreboding
malevolent			eradicate	home	anguish
stoic			compliance		compassion
	Contextual and				
Contextual and	Cultural Knowledge:	Contextual and	Contextual and	Contextual and	Contextual and
Cultural Knowledge:	Various story	Cultural Knowledge:	Cultural Knowledge:	Cultural Knowledge:	Cultural knowledge:
Patrick Ness and	structures – Freytag's	Shakespeare's life and	Ancient Greece and the	The social context of	Myth of Prometheus
Siobahn Dowd –	pyramid	times.	origins of rhetoric	slavery and	
genesis of the novel	7 Basic Plots		Aristotle's Appeals –	understanding of	Mary Shelley's
and collaboration	Vonnegut's Story	The theatre in	ethos, logos, pathos	freedom.	Biography
	Shapes?	Elizabethan England.	The history of school	Geographical and	
Pagan traditions	19C Short story		uniform	cultural displacement	C18th scientific
associated with:		The meaning of		The Caribbean	discoveries
The Yew Tree		comedy in	Textual Knowledge	connections to	
The Green Man Herne the Hunter		Shakespearean drama	Exposure to a selection	commonwealth,	Romanticism and the
пенне пле пиннег		Shakespearean arama	•		
Cernunnos			of rhetorical	Windrush generation	sublime

Romanticism, the	Textual Knowledge	The social context of	extracts/texts through		The story behind the
power of nature and	'The Man with the	Elizabethan England;	the ages.	Textual Knowledge:	writing of Frankenstein
the sublime	Yellow Face' by	position of women,		Students will study a	
	Anthony Horowitz	views of marriage.	Informative text about	range of poets from	Gothic v Sci-fi
The Monster's Tales –	'John Charrington's		the history of uniform	diverse and different	
morality, fables,	Wedding' by Edith	<b>T</b> . 1. 1.1. 1. 1. 1.	in the UK.	backgrounds to their	Tabula rasa – nature v
allegory.	Nesbit	Textual Knowledge		own.	nurture debate
Jung and Dreams	'The Diamond	Much Ado About	Two contrasting		
Julig and Dreams	Necklace' by Guy Du	Nothing	persuasive articles	Grace Nichols	Links to The Ancient
The Five Stages of Grief	Maupassant	Plot	about uniform from	'Island Man'	Mariner
The five stuges of other	Plot	Settings Characters	The Guardian.	'Praise Song for my	
How the book has	Setting	Themes		Mother'	The monster on stage
been adapted for stage	Character	Writer's craft –	Two teacher written		and screen.
and screen.	Genre	dramatic techniques	models – for and	Imtiaz Dharker	
	Writer's craft -		against uniform.	'Blessing'	Textual Knowledge
Textual Knowledge	structure	SPaG Knowledge		'Living Space'	'Frankenstein
'A Monster Calls'		Shakespearean	SPaG Knowledge		Playscript'
Plot	SPaG Knowledge	punctuation, spelling		Edward Kamu	Plot
Settings		and grammar?	Discourse Structure:	Brathwaite	Settings
Characters Themes	Word classes:		Formal letter layout	'Limbo'	Characters
Writer's craft –	Synonyms – upgrading	You/thee/thou?	Appropriate		Themes
language techniques	your vocabulary (verbs		salutations/sign offs	Nissim Ezekiel	Writer's craft –
unguage teeninques	and adjectives)	The structure of		'Night of The Scorpion'	dramatic techniques
SPaG Knowledge		Shakespearean insults?	Word Classes		Pullman's adaptation of Shelley's novel.
Taught through Do	Sentence Types:		Non-Fiction discourse	Lawerence Ferlinghetti	of Shelley Shovel.
Nows at the start of	Minor sentences	Spelling:	markers	Two Scavengers in a	Key scenes from
each lesson.	Two- and three-word	Syllables and Sounds	Pronouns	Truck Two Beautiful	Shelley's 1818 novel.
_	sentences	Homophones	Conjunctions	people in a Mercedes	- /
Revision of:	Main clauses	Commonly misspelt		SPaG Knowledge	Key stanzas from
Word classes:	Subordinate clauses	words	Sentence Types:		Coleridge's Rime of the
Nouns				Discourse Structure:	Ancient Mariner

Adjectives	Specific creative	Useful spelling	Specific non-fiction	Free verse?	
Verbs	sentence types	rules/exceptions	sentence types		
Adverbs		Common affixes/root	Specific rhetorical	Word Classes:	SPaG Knowledge
	Punctuation:	words	sentence structures	Neologisms –	
Sentences types:	How to use commas,		Rhetorical questions	'wombing'	Discourse Structure:
Simple	semi-colons and colons		Anaphora	Monosyllabic words	How to layout a
Compound	for effect.		Tricolon		playscript correctly.
Complex				Sentence Types:	
Statement	Spelling:		Punctuation:	Irregular, dispersed	Word Classes:
Question	Syllables and Sounds		The use of commas,	lines	Modal verbs
Imperative	Homophones		semi-colons and colons	Use of enjambement	Pronouns
Exclamation	Commonly misspelt		for rhetorical effect.		
	words			Punctuation:	Sentence types:
Punctuation:	Useful spelling		Spelling:	The impact of no	Telegraphic speech
Full stops	rules/exceptions		Syllables and Sounds	punctuation in poetry	Imperatives
Capital letters	Common affixes/root		Homophones		
Commas	words		Commonly misspelt	Spelling:	Punctuation:
Apostrophes			words	Syllables and Sounds	How to punctuate a
			Useful spelling	Homophones	playscript correctly.
Spelling:			rules/exceptions	Commonly misspelt	Using stage directions
Syllables and Sounds			Common affixes/root	words	
Homophones			words	Useful spelling	Spelling:
Commonly misspelt				rules/exceptions	Syllables and Sounds
words				Common affixes/root	Homophones
Useful spelling				words	Commonly misspelt
rules/exceptions					words
Common affixes/root					Useful spelling
words					rules/exceptions
					Common affixes/root
					words

They will understand	They will understand	They will understand	They will understand	They will understand	They will understand
Students will	Students will	Students will	Students will	Students will	Students will
understand:	understand:	understand:	understand:	understand:	understand:
The generic conventions of a novel. The concept of a hybrid genre – fantasy/teen reality How characters develop through the course of a narrative. How the themes of grief, shame, bereavement, anger and bullying are explored in the novel. How the writer crafts his story via structure and language to make it effective.	The generic conventions of a short story. The key components of a successful story. The importance of credible characters and events. The importance of successful openings and endings. How a writer crafts/structures his/her story to make it effective.	The generic conventions of a comedy. How the themes of deception, infidelity, gender roles and duplicity are explored in the play. How Shakespeare crafts the play to make the plot effective and entertaining to an audience.	The generic conventions of a formal letter. A possible successful structure for persuasive non-fiction The use of rhetorical devices to create a persuasive argument. The advantages and disadvantages of school uniform.	The various generic conventions of poetry. The use of poetic techniques to create meaning and impact in a poem. How the themes of place, home, community, optimism etc are explored across poems How a poet's background and experience can influence their writing. The connection between history and literature.	The generic conventions of a playscript. The concept of a hybrid genre – gothic/sci-fi How characters develop through the course of a play. How the themes of the nature of evil, human transgression and what is 'monstrous' are explored in the play. How the playwright crafts the play via structure, language and dramatic technique to make it effective.
They will know how to	They will know how to	They will know how to	They will know how to	They will know how to	They will know how to
Students will know	Students will know	Students will know	Students will know	Students will know	Students will know
how to:	how to:	how to:	how to:	how to:	how to:

Reading:	Reading:	Reading:	Reading:	Reading:	Reading:
Read a challenging	Read a selection of	Read and access	Read and understand	Read a variety of	Read a modern drama
contemporary novel.	short stories some	Shakespeare's work.	persuasive non-fiction.	poems written in	adaption of a C19th
Read independently and be able to summarise what they	from the literary canon and by other students of their own age.	Respond critically to the script by studying plot, character, themes	Read independently and be able to summarise what they	English from diverse poets and cultures. Make critical	novel. Read critically by studying setting, plot,
have read.		and comment upon	have read.	comparisons across	characterisation and
Read critically by studying setting, plot, characterisation and	Read critically by studying setting, plot, genre,	their intended effect. Learn and understand new vocabulary	Learn and understand new vocabulary associated with	and between texts. Learn and understand new vocabulary	themes and their effects. Learn and understand
themes and their	characterisation,	associated with the	rhetoric and the topic	associated with the	new vocabulary
effects.	themes and their	play.	of uniform.	poems.	associated with the
Learn and understand new vocabulary associated with the novel. Make inferences and refer to evidence in the text. Use quotation evidence to support their views about the text. Recognise and	effects. Make inferences and refer to evidence in the text. Recognise and understand how a range of language techniques are used to present meaning in a short story. <b>Writing:</b> Plan, draft and edit and	Support their inferences and understanding of the play with evidence. Recognise and understand how a range of dramatic techniques are used to convey meaning to an audience.	Recognise and understand how a range of rhetorical techniques are used to persuade in non- fiction. Recognise and understand argument and counter argument. <b>Writing:</b> Use accurate grammar, punctuation and	Make inferences and refer to evidence in the text. Use quotation evidence to support their views about the text. Recognise and understand how a range of poetic techniques are used to	drama. Make inferences and refer to evidence in the text. Use quotation evidence to support their views about the text. Recognise and understand how a range of language and dramatic techniques
understand how a range of language techniques are used to	their own short story.	Write a summary of the play.	spelling when writing.	Writing:	are used to present meaning in a drama text.

Writing:writing.view using thought bubbles and diary entries.devices from their reading to enhance the impact of their writing.a studied poem.communicated effectively throug performance.Write a chapter summary.Construct an accurate and fluent creative narrativeWrite an imaginative response inspired by the play. (Horoscopes and lonely-hearts columns)Use a range of taught markers and sentence types in their writing.the using embedded quotation evidence to allows for difference to create effect.Explore how allows for difference interpretations of play.Write a book review. Write from a character's point of view.Use the taught creative sont on vork.Use accurate grammar, punctuation and spelling when writing.Use SE confidently in their work and tone.Use SE confidently in punctuation and spelling when writing.Write a formal their work and tone.Write a formal their work and tone.Write a formal punctuation and spelling when writing.Write a formal their work and tone.Write a formal their work and tone.Write a formal their work and tone.Write a formal persuasive letter and tone.Write a formal punctuation and appropriate intonation and tone.Support their writing.Write a poem usit same stanza struct as the and perform key and teact fluently using and tone.Support their writing.Write a review.Use accurate grammar view.Present their work and tone.Improvise, rehearse and perform key ettractsSupport their writing.Support their writing.Write a formal punctuation	present meaning in a	Draw on their reading	Write from a	Draw on knowledge of	Write a poem using a	Appreciate that the
Writing:Construct an accurate and fluent creative narrativebubbles and diary entries.reading to enhance the impact of their writing.Write a short analytical essay about a poem in the using embedded grammatical features to create effect.effectively throug markers and sentence to create effect.effectively throug entries.effectively throug entries.Write a book review.Use vocabulary and grammatical features to create effect.Use vocabulary and grammatical features to create effect.Use the taught creative sentence types in their own work.Use accurate grammar, punctuation and spelling when writing.Use accurate grammar, punctuation and spelling when writing.Use Seconfidently in their own writing.Write a short analytical estudied.Explore how allows for differe play.Use the Tier 2 and Tier 3 vocabulary associated with the novel in their own writing.Speaking & Listening: and read fluently using and read fluently using and rone.Use SE confidently in their own writing.Write and stage a allows for differe to their writing.Write a short analytical estay about a confidently, reading and in small groups.Speaking & Listening: and rone.Use SE confidently in their own writing.Write a short analytical estave sene their work to the class and in small groups.Support ideas and and rone.Write a short analytical estave sene their work to the class and negrorm key arguments with factual detail if necessary.Write a short analytical estave sene their work to the class and perform poetry.Explore how alternative sene and perform poetry. <td>fiction text.</td> <td>to enhance their own</td> <td>character's point of</td> <td>literary and rhetorical</td> <td>writing frame based on</td> <td>work of dramatists is</td>	fiction text.	to enhance their own	character's point of	literary and rhetorical	writing frame based on	work of dramatists is
Write a chapter summary.Construct an accurate and fluent creative narrativeentries.impact of their writing. impact of their writing.Write a short analytical essay about a poem in the using embedded quotation evidence to support their ideas.performance.Write an imaginative response inspired by the novel.Use vocabulary and grammatical features to create effect.Write an imaginative response inspired by the play. (Horoscopes and lonely-hearts columns)Use a range of taught markers and sentence types in their writing.Write a short analytical essay about a poem in the using embedded quotation evidence to sentence types in their own work.Write an imaginative response inspired by the play. (Horoscopes and lonely-hearts columns)Use a range of taught mon-fiction discourse markers and sentence types in their writing.Write a short analytical explore how alternative stagin allows for different interpretations of play.Write a book review.Use the taught creative sentence types in their own work.Use accurate grammar, punctuation and spelling when writing.Use the Tier 2 and 3 writing about poemsWrite an structure studied.Write an short analytical explore howUse the Tier 2 and Tier 3 vocabulary associated with the novel in their work using standard English confidently, reading their work to the class and in small groups.Speaking & Listening: and need fluently using and perform key and need fluently using and neefform key support their ideas.Wri	Writing:	C				
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Use the Tier 2 and Tier 3 vocabulary associated with the novel in their own writing.Speaking & Listening: Take a role in the play and read fluently using appropriate intonation and tone.Use SE confidently in their own writing.the poems studied. Use accurate grammar, punctuation and spelling when writing.inspired by Pullm play and Shelley's novel.Write a short analytical essay about a character in the novel using embedded quotation evidence to support their ideas.Present their own using Standard English and read fluently using appropriate intonation and tone.Use SE confidently in their own writing.Structure a formal persuasive letter effectively.Use accurate grammar, punctuation and spelling when writing.Write a poem using same stanza struct as' The Ancient Mariner'.Write a short analytical essay about a character in the novel using embedded quotation evidence to support their ideas.Use SE confidently in classroom contributionsImprovise, rehearse and perform key estractsSupport ideas and arguments with factual detail if necessary.Improvise, rehearse and perform poetry.Improvise, rehearse and perform poetry.Use the Tier 2 and a sociated with th novel in their own writing reflects the adience and purpose for which it was and othersSupport ideas and audience and purpose for which it was action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add im	·	own work.	spelling when writing.	to their writing.	Write summaries of	•
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3 vocabulary associated with the novel in their own writing.Present their work using Standard English appropriate intonation appropriate intonation and tone.Structure a formal persuasive letter effectively.Novel.Write a short analytical essay about a character in the novel using embedded quotation evidence to support their ideas.Present their work using Standard English and tone confidently in confidently in classroom classroom using embedded support their ideas.Improvise, rehearse and in small groups.Support ideas and arguments with factual detail if necessary.Speaking and Listening:Write a poem usin same stanza struct as 'The Ancient Mariner'.Use accurate grammar, punctuation and support their ideas.Use SE confidently in contributionsImprovise, rehearse and perform key extractsSupport ideas and arguments with factual detail if necessary.Improvise, rehearse and perform poetry.Improvise, rehearse and perform poetry.Use the Tier 2 and associated with the novel in their own silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactusing the the timpact ton		Speaking & Listening:	Teles esta tente esta	their own writing.		play and Shelley's
novel in their own writing.using Standard English confidently, reading their work to the class and in small groups.appropriate intonation and tone.persuasive letter effectively.spelling when writing.Write a poem using same stanza struct as 'The Ancient Mariner'.Write a short analytical essay about a character in the novel using embedded quotation evidence to support their ideas.Use SE confidently in classroom contributionsImprovise, rehearse and perform key extractsSupport ideas and arguments with factual detail if necessary.Speaking and Listening:Use the Tier 2 and 3 vocabularyUse accurate grammar, punctuation andBuild upon their own and otherssilence, stillness and action to add impactconsider how their writing reflects the audience and purpose for which it was intended.Use role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, stillness tone, volume, mood, silence, stillness and action to add impactUse role, stillness tone, volume, mood, silence, stillnessUse role, stillnes tone, volume, mood, s	•			Churchung a farmal	-	novel.
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Write a short analytical essay about a character in the novel using embedded quotation evidence to support their ideas.their work to the class and in small groups.Improvise, rehearse and perform key extractsSupport ideas and arguments with factual detail if necessary.Speaking and Listening:as 'The Ancient Mariner'.Write a short analytical essay about a character in the novel using embedded quotation evidence to support their ideas.Use SE confidently in classroom support their own and othersImprovise, rehearse and perform key extractsSupport ideas and arguments with factual detail if necessary.Improvise, rehearse and perform poetry.Improvise, rehearse and perform poetry.Use the Tier 2 and 3 vocabulary associated with their one, volume, mood, silence, stillness and action to add impactImprovise, rehearse and perform poetry.Use the Tier 2 and associated with their onvel in their own writing reflects the and othersUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and action to add impactUse role, intonation, tone, volume, mood, silence, stillness and <td></td> <td></td> <td></td> <td>•</td> <td>spennig when writing.</td> <td></td>				•	spennig when writing.	
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support their ideas.build upon their own and otherstone, volume, mood, silence, stillness and action to add impactwriting reflects the audience and purpose for which it was intended.observer() methation, novel in their own silence, stillness and action to add impact	•		Use role, intonation,	Consider how their	Use role intenstion	,
Build upon their own       silence, stillness and       audience and purpose       silence, stillness and       silence, stillness and         Use accurate grammar,       and others       action to add impact       for which it was       action to add impact       silence, stillness and       action to add impact	•	contributions	tone, volume, mood,	writing reflects the		
Use accurate grammar, and others action to add impact for which it was action to add impact a	support their lucas.	Build upon their own	•			
nunctuation and contributions in whole When performing. I intended.	Use accurate grammar,	and others	•	for which it was		
when performing.	punctuation and	contributions in whole	when performing.	intended.	•	
spelling when writing.	spelling when writing.				mich periorning.	

Use SE confidently in	class and group	Use SE confidently to	Speaking and	Use SE confidently in	Write notes and scripts
their own writing.	discussions.	discuss the play in the	Listening:	whole class and small	for talks and
Speaking and		classroom.	Give short speeches	group work.	presentations.
Speaking and Listening: Read short sections of the novel aloud fluently using appropriate intonation and tone. Use SE confidently to discuss the novel in the classroom. Express their opinions and ideas succinctly. Reflect and build on the contributions of others. Discuss the text using precise linguistic and literary terminology	Discuss their own and others work using linguistic terminology.	classroom. Express their opinions and ideas succinctly. Reflect and build on the contributions of others. Discuss the text using precise linguistic and literary terminology	Give short speeches and presentations, expressing their own ideas. Use SE confidently to discuss the novel in the classroom. Express their opinions and ideas succinctly. Reflect and build on the contributions of others. Discuss texts using precise linguistic and literary terminology	group work. Develop and extend their own and others' contributions. Discuss their own and others work using poetic devices Express their ideas and opinions succinctly.	presentations. Use accurate grammar, punctuation and spelling when writing. Use SE confidently in their own writing. <b>Speaking and</b> <b>Listening:</b> Take a role in the play and read fluently using appropriate intonation and tone. Improvise, rehearse and perform play scripts. Use role, intonation, tone, volume, mood, silence, stillness and action to add impact when performing. Use SE confidently to discuss the novel in the

					Express their opinions and ideas succinctly. Give short speeches and presentations, expressing their own ideas. Reflect and build on the contributions of others. Discuss the text using precise linguistic and literary terminology
Link to prior learning:					

This unit will act as a	This unit will form part	Students will focus on	For Yoar 7, this unit will	Students will study a	This unit will build on
	This unit will form part		For Year 7, this unit will		
transition unit for the	of the transition work	one Shakespearean	build on persuasive	range of poets and	the knowledge about
Year 7 students and	for Year 7 students and	play to strengthen	and argumentative	styles of poetry. This	drama texts in the
their various	will build upon the	contextual awareness	writing produced at	work will build upon	Shakespearean
experiences of whole	various writing	and skills in analysis of	KS2	the work students in	Comedy unit.
novel study at KS2. For Year 8, this novel study will build on their previous experience of studying 'Boy' by Roald Dahl and extracts of fiction about school in Year 7.	schemes followed in our feeder schools. For Year 8 students this builds upon the story writing they undertook in Year 7 where they created their own Nightmare world piece.	language, genre, and structure of 16 <sup>th</sup> C drama, building upon previous introduction to Shakespeare in KS2.		Year 7 will have undertaken in KS2 reading a range of poems and performing them. For students in Year 8 this will build upon their previous study of British poets and explorations of how poetry is connected to the poet's culture and background.	It also thematically links back to the exploration of monsters, Romanticism, nature and the sublime in 'A Monster Calls'.

Subject : ENGLISH			Year: Foundation group		
AUT	UMN	SPI	RING	SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/Topic/Text:	Theme/Topic/Text:	Theme/Topic/Text:	Theme/Topic/Text:	Theme/Topic/Text:	Theme/Topic/Text:
Autobiography Roald Dahl's Boy	Autobiography Roald Dahl's Boy continued plus other short autobiographical stories from diverse cultures Assessment Writing Letter Advert Discursive/persuasive	Shakespeare's "Romeo and Juliet" with a focus on: 1. the prologue 2. the opening scene of conflict between the families 3. Juliet's relationship with her parents Assessment Reading Annotation of several extracts from the play	Shakespeare's "Romeo and Juliet" (continued) with a focus on: 3. Romeo and Juliet's first meeting 4. the key events which lead to their tragic deaths Assessment Writing and Speaking Diary entries Discussion about whether Romeo's and Juliet's tragic deaths could have been avoided and record of key points	War: Poetry and Non- Fiction Texts	Swindell's "Stone Cold" and issue of homelessness Assessment Reading, Writing and Speaking Character studies of Link and Shelter Discussion about causes of homelessness Letter to the government about homelessnes

By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know	By the end of this half term students will know
Students will know the spellings, meanings, usage and, where appropriate, the etymology of the	See previous half term plus extra vocabulary will be added based on the	Students will know the spellings, meanings, usage and, where appropriate, the etymology of the	Students will know the spellings, meanings, usage and, where appropriate. the etymology of the	Students will know the spellings, meanings, usage and, where appropriate, the etymology of the	Students will know the spellings, meanings, usage and, where appropriate, the etymology of the
following words:	short stories	following words:	following words:	following words:	following words:
Tier 3 Vocabulary prose narrative narrator		Tier 3 Vocabulary playwright (plus other words ending	<b>Tier 3 Vocabulary</b> See previous half term	Tier 3 Vocabulary recruitment propaganda	<b>Tier 3 Vocabulary</b> author epigraph
protagonist antagonist plot setting		in wright and origin – a skilled worker) Elizabethan prologue chorus	Tier 2 Vocabulary moping lovesick infatuation profane unworthy sinful	emotional blackmail trenches court martialed pacifist	ambivalent title genre realist novel murder mystery
theme Tier 2 Vocabulary		audience preview trailer tragedy	shrine faith devotion saint	conscientious objector	horror protagonist antagonist
grief adversity subvert inevitability		sonnet ambivalent dramatic irony iambic pentameter	pilgrim/palmer unfortunate misunderstandings passion	stanza rhyme rhythm syllables enjambment caesura	sympathetic and unsympathetic characters villain
incredulous resolute duality		rhyming couplet soliloquy aside		imagery emotive language simile metaphor	irony (eg of name, Shelter)
morality didactic malevolent		comedy pun/play on words	Contextual and Cultural Knowledge:	personification onomatopoeia sibilance alliteration	<b>Tier 2 Vocabulary</b> homeless street homelessness
stoic		<b>Tier 2 Vocabulary</b> fair	See previous half term	satire	rough sleeping hidden homeless

Contextual and Cultural	ancient		Tier 2 Vocabulary	sofa surfing
Knowledge:	grudge resentment	Textual Knowledge	paternal protective	stepfather
Dahl (1916-1990)	mutiny conflict		patriotic patriotism	abuse
Successful and popular	civil	See previous	loyalty	nicknames/aliases
children's novelist.	feud strife foe	half term	heroic heroism	ex-soldier
Name and family –	fatal fated destined		glory glorious	mission
Norwegian in origin.	reconciliation	SPaG Knowledge		purge (the streets)
The Five Stages of Grief	strut swagger		Contextual and	dossers
Boarding schools and	brag jest	See previous	Cultural Knowledge:	sinister suspicious
related vocabulary eg	sexual innuendo	half term	Causes of the First	abducts/abducted
boazer	crude		World War – using	perpetrator victim
	prowess		mnemonic - 5 As:	streetwise
Textual Knowledge			assassination,	conscience (and lack
"Воу"	Contextual and		alliances, armies,	of)
Plot	Cultural Knowledge:		Africa, aggression	investigative and
Settings	Shakespeare's life and		Details about Owen	undercover
Characters	times inc. what		and Sassoon – court	journalist
Themes	considered rude eg.		martialed for criticism	deceives
Writer's craft – language	biting your thumb at		of war Craiglockart	
techniques	someone, role of			Contextual and
	women and		Textual Knowledge	Cultural Knowledge:
SPaG Knowledge	arranged marriages in		A selection of writings	Author won Carnegie
	wealthy familes		related to the First	Prize for best
Revision of:	Background to play -		World War	children's book 1993
Word classes:	written in 1590s		-recruitment posters,	when published
Nouns	about archetypal		propagandist songs	Swindell a strong
Adjectives	lovers - play		eg.Jessie Pope's "The	concern about
Verbs	plagiarized from		Call", poems by Owen	injustice in the world -
Adverbs	Brooke's 1562 poem -		(Dulce et Decorum Est,	reflected in his novels
	based on French		The Send Off, Futility)	and in epigraph (quote
Sentences types:	translation of an		and Sassoon (The	at start) from Bible -
Simple	Italian story		•	Matthew 25.40 about
Simple	from 13 <sup>th</sup> /14 <sup>th</sup> century		General), and	compassion

Compound	-Shakespeare	information on	Implications of the
Complex	anglicized characters'	pacifists'/	title – freezing, cold-
Statement	names	conscientious	hearted, dead
Question	The theatre in	objectors' -reasons for	Theme homelessness
Imperative	Elizabethan England -	not fighting and the	<ul> <li>– in early 1990s</li> </ul>
Exclamation	how theatre audiences	causes of the First	150.000 - had nearly
	often illiterate and	World War	tripled in the UK in 10
Punctuation:	rowdy and threw		years. Now about
Full stops	rotten fruit and veg at	SPaG Knowledge	2.500 (men to women
Capital letters	actors if disliked the	•	6:1) with average age
Commas	play	Word classes:	of death 50 and
Apostrophes	What meant by	Synonyms	significantly higher
Apostrophes	tragedy and comedy	Semantic fields	chance of being
Spelling:			murdered, despite
Syllables and Sounds	Textual Knowledge	Sentence Types:	being about 6 <sup>th</sup> richest country in the world
	Romeo and Juliet	Irregular, dispersed	and govt. spending to
Homophones	Plot	lines	alleviate considerably
Commonly misspelt	Settings	Use of enjambment	reduced,
words	Characters		Campaigning and
Useful spelling	Themes	Punctuation:	fundraising charities –
rules/exceptions	Writer's craft –	The impact of use of	Shelter, Crisis,
Common affixes/root	dramatic techniques	caesura and no	Salvation Army,
words	Use of sonnet	punctuation in poetry	Big Issue
Words in vocabulary list		p	200 year old
	SPaG Knowledge	Spelling:	Vagrancy Act
	Shakespearean	As for autumn term	making
	punctuation, spelling	plus words in	homelessness
	and grammar eg.	vocabulary list	illegal only recently
	you/thee/thou		repealed
	Spelling:		Textual Knowledge
	Syllables and Sounds		Stone Cold novel

Homophones Commonly misspelt words Useful spelling rules/exceptions Common affixes/root words Words in	BBC 2 1997 adaptation (if available) Plot Settings Characters Themes Writer's craft – structure and other
vocabulary list	techniques SPaG Knowledge Continued reinforcement of Word classes: As for autumn term
	Sentences types: As for autumn term Punctuation: As for autumn term
	<b>Spelling:</b> As for autumn term plus words in vocabulary list

They will understand	They will understand	They will understand	They will understand	They will understand	They will understand
Students will		Students will		Students will	Students will
understand: The difference between first and third person The difference between past and present tense wand when to use each	See previous half term	understand: The generic conventions of a tragedy. How the themes of conflict, love and gender roles are	See previous half term	understand: The various generic conventions of poetry. The use of techniques to create meaning and impact in writing. How the theme of war	understand: The generic conventions of murder mystery and horror How the themes of broken homes, abuse,
How characters develop through the course of a narrative.		explored in the play. How Shakespeare crafts the play to make		is explored in the various texts	loss, poverty and violence are explored in the novel
How the themes of joy, grief, bereavement, anger and bullying are explored in the novel. How the writer crafts his story via structure and language to make it effective.		the plot effective and entertaining to an audience.		How context effects writing; there's a connection between history and literature eg. how a poet's background and experience can influence their poems How writing can have	How Swindell crafts the novel to make the plot effective and engaging – use of alternating perspectives – both 1 <sup>st</sup> person - diary style – Shelter – military style Daily Routine Orders –
The key features of different types of writing – letters, adverts and discursive/persuasive writing				a clear purpose and be persuasive	both doubtful reliability although Link more plausible Symbolism of Link not using his name – homeless lose identity,

					invisible, insignificant, forgotten Issues related to being homeless
They will know how to	They will know how to	They will know how to	They will know how to	They will know how to	They will know how to
Students will know how	See previous	Students will know	Students will know	Students will know	Students will know
to:	half term and in	how to:	how to:	how to:	how to:
Reading:	addition:	Reading:	Reading:	Reading:	Reading:
Read increasingly	Writing:	Read and access	See previous	Read a variety of texts	Read increasingly
independently	The following types of	Shakespeare's work.	half term	on the theme of war	independently
Be able to summarise what they have read. Learn and understand new vocabulary associated with the novel. Select and retrieve information about events and characters Comment on setting, plot, characterisation and themes and their	writing will be undertaken when studying "Boy": - a letter - an advert - a discursive and persuasive piece on uniform and/or corporal punishment - a blurb or book review Students will use the Tior 2 and Tior 2	Respond critically to the script by studying plot, character, themes and comment upon their intended effect. Learn and understand new vocabulary associated with the play. Support their inferences and	Writing: See previous half term Speaking & Listening: Take a role in the play and read fluently using appropriate intonation and tone. Improvise, rehearse and perform key extracts	Make critical comparisons across and between texts. Learn and understand new vocabulary associated with the poems. Make inferences and refer to evidence in the text. Use evidence including quotation to support	Be able to summarise what they have read. Learn and understand new vocabulary associated with the novel. Select and retrieve information about events and characters Comment on setting, plot, characterisation and themes and their
effects. Make inferences and refer to evidence in the	Tier 2 and Tier 3 vocabulary associated with the novel in their own writing.	understanding of the play with evidence. Recognise and understand how a	Use role, intonation, tone, volume, mood, silence, stillness and	their ideas about the text.	effects. Make inferences and refer to evidence in

text using PEE (point –	Use	range of dramatic	action to add impact	Recognise and	the text using PEE
evidence- explain)	- accurate grammar	techniques are used to	when performing.	understand how a	(point –evidence-
•	<ul> <li>accurate grammar (simple, compound and some complex</li> <li>sentences eg.starting</li> <li>with When, After,</li> <li>Before Whilst) and</li> <li>sequencing connectives</li> <li>-accurate punctuation –</li> <li>full stops, capitals and</li> <li>commas in speech</li> <li>punctuation. lists and</li> <li>beginning to in complex</li> <li>sentences</li> <li>- increasingly accurate</li> <li>spelling</li> <li>-emotive language and</li> <li>imagery related to the</li> <li>senses, as well as</li> <li>synonyms, similes and</li> <li>metaphors and the</li> <li>comparative and</li> </ul>	e e	•	U U	•
	comparative and superlative	Use accurate grammar, punctuation			
Write a short analytical essay about a character in the novel giving evidence to support	Speaking and Listening: Read short sections of the novel and short stories aloud fluently	and spelling when writing. Speaking & Listening:		Use accurate grammar, punctuation and spelling when writing.	Use accurate grammar, punctuation and spelling when writing.

their ideas using embedded quotation. <b>Speaking and Listening:</b> See next half term	using appropriate intonation and tone. Express their opinions and ideas succinctly. Reflect and build on the contributions of others. Discuss the text using precise linguistic and literary terminology	See next half term		Speaking and Listening: .Discuss what was good and bad about the First World War Develop and extend their own and others' contributions. Express their ideas and opinions succinctly.	Speaking & Listening: Discussion about whether the homeless are themselves to blame for being so, with reference to what the novel implies
Link to prior learning:	Link to prior learning:	Link to prior learning:	Link to prior learning:	Link to prior learning:	Link to prior learning:
This unit revises skills and forms of writing already introduced at KS2 and uses an author who is familiar and a text which is age appropriate whilst also having some challenge in the vocabulary and tasks set	See previous half term	This unit focuses on one Shakespearean play to strengthen contextual awareness and skills in analysis of language, genre, and structure of 16 <sup>th</sup> century drama, building upon previous introduction to Shakespeare in KS2.	See previous half term	This unit builds upon the work students have undertaken in KS2 on poetry and non-fiction	This unit revisits and develops skills explored in term 1.