

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Summary	Introducing Shakespeare <p>To experience Shakespeare's plays and to understand the evolution of language and its power to convey complex themes and emotions.</p> <p><i>Text: Romeo and Juliet</i></p> <p>Skills/Knowledge:</p> <ul style="list-style-type: none"> ➤ Word class ➤ Innuendo ➤ Oxymoron ➤ Emotive language. ➤ summarising and synthesising information or ideas from texts. ➤ Identifying and interpreting themes, plots, genres, ideas and information. ➤ Evaluation and analysis of a writer's choice of language. ➤ Identify, develop and support a point of view by referring to evidence within the text. 	A Christmas Carol <p><i>Text: A Christmas Carol by Charles Dickens</i></p> <p>To read, understand and analyse language and structural techniques:</p> <ul style="list-style-type: none"> ➤ Narrative voice ➤ Simile ➤ Metaphor ➤ Contrast ➤ Word class ➤ Dialogue <p>Skills/Knowledge:</p> <ul style="list-style-type: none"> ➤ Explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact ➤ Analysing and evaluating how form and structure contribute to the effectiveness and impact of a text ➤ Selecting and organising information and ideas effectively and persuasively for prepared spoken presentations 	Expanding Reading & Writing <p>Students read a range of texts to increase fluency and understanding whilst exploring the range of language techniques, integrating these into writing and speaking activities effectively.</p> <p>Skills/Knowledge:</p> <ul style="list-style-type: none"> ➤ Adjectives ➤ Powerful verbs ➤ Simile ➤ Metaphor ➤ Semantic fields ➤ Sentence structure ➤ Contrast ➤ Imagery ➤ Flashback <ul style="list-style-type: none"> ➤ Explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact. ➤ Using language creatively, imaginatively and persuasively. ➤ Selecting, organising and emphasising facts, ideas and key points 	Poetry <p>Students discover an anthology of poems from a range of cultures and identify Poets perspectives on relevant and current issues.</p> <p>Texts: <i>Answering Back By Carol Anne Duffy</i></p> <p>Skills/Knowledge:</p> <ul style="list-style-type: none"> ➤ Revision of all language and structural techniques ➤ The slow writing process ➤ Methods of planning creative writing ➤ Creating emotional impact <p><i>No Chairs for Prisoners by Stella Nyanzi</i></p> <p><i>I Know Why The Caged Bird Sings by Maya Angelou / And Still I Rise by Maya Angelou</i></p> <p><i>Remains By Simon Armitage</i></p> <p>Skills/Knowledge:</p> <ul style="list-style-type: none"> ➤ Dictatorships vs Democracy ➤ Civil Rights ➤ Using language creatively, imaginatively and persuasively, ➤ Evaluation of a writer's choice of language 	Creative Writing <p>Students learn to plan and create narratives using language imaginatively and creatively.</p> <p>Skills/Knowledge:</p> <ul style="list-style-type: none"> ➤ Revision of all language and structural techniques ➤ The slow writing process ➤ Methods of planning creative writing ➤ Creating emotional impact 	Short Stories and Autobiographies <p>Students to read and discuss thought provoking autobiographies and short stories which encourage confidence, fluency and understanding when reading and speaking.</p> <p>Texts:</p> <p><i>I am Malala</i> by Malala Yousafai</p> <p><i>The Yellow Wallpaper</i> by Charlotte Perkins Gilman</p> <p><i>The Great Automatic Grammatizer</i> by Roald Dahl</p> <p><i>Time Machine</i> by HG Wells</p> <p><i>Refugee Boy</i> by Benjamin Zephaniah</p> <p><i>Maus</i> by Art Spiegelman</p> <p>Skills/Knowledge:</p> <ul style="list-style-type: none"> ➤ Changing mood ➤ Focus ➤ Withholding information ➤ Comparing two or more texts ➤ Identifying and interpreting themes, ideas and information ➤ Evaluation of a writer's choice of language
Assessment	w/c 16 th October Mini Assessment.	Y10 Mock - 8th December 17 th December WA Grade Report - 17 th December	TBC	TBC	TBC	TBC

	16 th October WA Grade					
Intent (from III grid)	Students will have the opportunity to study varied fiction and non-fiction texts and sources across centuries and use information from those texts to respond to questions.	Students will have the opportunity to study varied fiction and non-fiction texts and sources across centuries and use information from those texts to respond to questions.	Students develop understanding of core language skills (reading, writing, speaking and listening) and to be able to apply their knowledge in different contexts.	Context for texts is taught extensively to embed a broad range of historical, cultural and geographical knowledge and understanding.	Students develop understanding of core language skills (reading, writing, speaking and listening) and to be able to apply their knowledge in different contexts.	

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Summary	<p>Macbeth Students study extracts from the tragedy by William Shakespeare and learn to recognise and comment on the effect and</p> <p>Text/s: <i>Macbeth by William Shakespeare</i></p> <p>Language/structure techniques:</p> <ul style="list-style-type: none"> ➤ Innuendo ➤ Oxymoron ➤ Emotive Language <p>Skills:</p> <ul style="list-style-type: none"> ➤ Summarising and synthesising information or ideas from texts ➤ Identifying and interpreting themes, ideas and information ➤ Evaluation of a writer's choice of language PEE ➤ Analysing and evaluating how form and structure contribute to the effectiveness and impact of the text 	<p>Creative Reading and Writing Students revise planning and creating narratives developing language imaginatively and creativity.</p> <p>Text/s: <i>1984 by George Orwell</i></p> <p>The Book Thief by Markus Zusak</p> <p><i>Animal Farm by George Orwell</i></p> <p><i>War Horse by Michael Morpurgo</i></p> <p><i>To Kill a Mockingbird By Harper Lee</i></p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ Mood ➤ Simile ➤ Focus ➤ To read for increasing time improving fluently ➤ Use grammar and punctuation correctly ➤ Acquire and apply a wide vocabulary. ➤ Using language imaginatively and creatively 	<p>Writing for Different Purposes Students explore a range of forms of non- fiction writing</p> <p>Skills/Knowledge:</p> <ul style="list-style-type: none"> ➤ Letters ➤ Emails ➤ Speeches ➤ Newspaper article ➤ Magazine article <p>Evaluation of a writer's choice of language</p> <p>Explaining how vocabulary and grammar contribute to effective communication and impact.</p> <p>Analysing and evaluating form and structure</p> <p>Select, organise and emphasise facts.</p>	<p>Writer's Views and Perspectives Students read and analyse a variety of speeches in preparation for their S&L assessments</p> <p><i>I Have a Dream speech by Martin Luther King Jr</i></p> <p><i>Ain't I a Woman? by Sojourner Truth</i></p> <p><i>We shall fight them on the beaches by Winston Churchill</i></p> <ul style="list-style-type: none"> ➤ Emotive language ➤ To draw inferences and justify with evidence ➤ Producing clear and coherent text: writing effectively for different purposes / audiences ➤ Selecting appropriate & challenging vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context. ➤ Using language imaginatively and creatively ➤ Selecting and organising information and ideas effectively and persuasively to prepare for S&L presentations ➤ Listen and respond to questions 	<p>Revision/Exams Student practice time management and revisit language and structure techniques and forms of non-fiction writing in preparation for exam</p>	<p>Exams Student to attend timetabled lessons before study leave and to work on a bespoke lessons according to need.</p>

				➤ Expressing ideas using Standard English.		
Assessment	w/c 16 th October Mini Assessment. 16 th October – WA Grade	Y11 Mock 1 st December 17 th December – WA Grade Report - 17 th December	TBC	TBC	TBC	TBC
Intent (from III grid)	Students will have the opportunity to study varied fiction and non-fiction texts and sources across centuries and use information from those texts to respond to questions.	Students develop in confidence to enable them to complete work independently, choosing their own level of challenge and enabling them to fully access the range of topics covered by the curriculum.	Students will have the opportunity to study varied fiction and non-fiction texts and sources across centuries and use information from those texts to respond to questions.	Students are encouraged to research, plan and present their speaking and listening assessments.	All students achieve accreditation at an appropriate level	All students achieve accreditation at an appropriate level