

YEAR GROUP	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
7	<p>FOCUS: WRITING</p> <p>Autobiographical writing</p> <ul style="list-style-type: none"> <li>• Purpose and audience</li> <li>• Language techniques</li> <li>• Structural features</li> </ul> <p>Assessment: Mini project with SLC element</p>	<p>FOCUS: READING</p> <p>Greek Mythology</p> <ul style="list-style-type: none"> <li>• Language analysis</li> <li>• Thematic exploration</li> <li>• Context</li> </ul> <p>Assessment: AQA style reading question</p>	<p>FOCUS: WRITING</p> <p>Fantasy / dystopian /adventure fiction and non-fiction</p> <ul style="list-style-type: none"> <li>• Purpose and audience</li> <li>• Language techniques</li> <li>• Structural features</li> <li>• Structured writing / sentence structure</li> </ul> <p>External Assessment: FS/EL</p>	<p>FOCUS: READING AND WRITING</p> <p>Shakespeares Merchant of Venice</p> <ul style="list-style-type: none"> <li>• Social and historical context Elizabethan era</li> <li>• Key themes Money and wealth Parent and child relationships Friendship and loyalty Apperance and reality Love and hate Race and reliigion</li> </ul>	<p>FOCUS: READING</p> <p>Holes</p> <ul style="list-style-type: none"> <li>• To analyse language choices</li> <li>• Key themes Destiny and fate The importance of friendship</li> <li>• To understand the effect of a subplot and different narration</li> </ul> <p>Assessment: AQA style reading question</p>	<p>FOCUS: READING</p> <p>Gothic Texts; the Tell-Tale Heart, To understand gothic tropes and themes</p> <ul style="list-style-type: none"> <li>• To analyse language choices</li> <li>• To apply context when reading a text</li> <li>• To compare two texts</li> </ul> <p>Assessment: Presentation/SLC <a href="https://classroom.thenational.academy/units/gothic-literature-8196">https://classroom.thenational.academy/units/gothic-literature-8196</a></p>
8	<p>FOCUS: READING</p> <p>Elements of the supernatural</p> <ul style="list-style-type: none"> <li>• Jekyll and Hyde,</li> <li>• Frankenstein</li> <li>• Bram Stoker’s Dracula</li> <li>• Woman in Black</li> <li>• The Red Room</li> </ul> <p>Assessment: GCSE Language analysis question</p>	<p>FOCUS: READING</p> <p>Shakespeare – Romeo and Juliet</p> <ul style="list-style-type: none"> <li>• Re-cap on social and historical context ‘Elizabethan era’ The role of women Religion</li> <li>• Performance</li> <li>• Characterisation</li> <li>• Narrative and themes Family and relationship Parent and child relationship</li> </ul> <p>Assessment: AQA style reading question</p>	<p>FOCUS: Reading / Writing</p> <p>Power &amp; conflict - Of Mice and Men</p> <p>Writing triplets (writing to explain, persuade and argue)</p> <ul style="list-style-type: none"> <li>• Language analysis</li> <li>• Thematic exploration Prejudices Vulnerability Class American Dream Loneliness</li> <li>• Context</li> </ul> <p>Assessment: AQA paper 2 Q5 style question</p> <p>External Assessment: FS/EL writing paper/Speaking and listening</p>	<p>FOCUS: READING - Stone Cold</p> <ul style="list-style-type: none"> <li>• To analyse language choices</li> <li>• To apply context when reading a text</li> <li>• Key themes Loneliness Parent and child relationships Vulnerability Homelessness</li> </ul> <p>Assessment: AQA style reading question</p>	<p>FOCUS: Creative Writing</p> <p>Jaws</p> <ul style="list-style-type: none"> <li>• Purpose and audience</li> <li>• Language techniques</li> <li>• Structural features</li> <li>• Understanding the effect of 1<sup>st</sup> and 3<sup>rd</sup> person narration</li> </ul> <p>Assessment: AQA paper 1 Q5/iGCSE coursework style question</p>	<p>FOCUS: READING - Disturbed Minds Poetry</p> <ul style="list-style-type: none"> <li>• Language analysis</li> <li>• Thematic exploration</li> <li>• Poetic devices and effect</li> <li>• Context</li> </ul> <p>External Assessment: FS/EL</p>
9	<p>FOCUS: WRITING</p> <p>Fake news and dodgy views</p> <ul style="list-style-type: none"> <li>• deep fakes</li> <li>• 1984</li> <li>• fake news</li> <li>• Black Mirror</li> </ul>	<p>FOCUS: WRITING Crime and Punishment Captial Punishment - Discursive writing</p> <p>Persuasive writing</p> <ul style="list-style-type: none"> <li>- Writing to argue, persuade and advise</li> <li>• letters</li> <li>• journals</li> </ul>	<p>FOCUS: READING</p> <p>Shakespeare – Macbeth</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Characterisation</li> <li>• Narrative and themes Power Ambition Destiny and fate</li> </ul>	<p>FOCUS: iGCSE</p> <p>Poetry: Power and Conflict - War poetry Disabled and The Bright Lights of Sarajevo</p> <ul style="list-style-type: none"> <li>• Social and historical context</li> <li>• Language analysis</li> <li>• Thematic exploration</li> <li>• Comparative techniques</li> <li>• Journalals</li> </ul>	<p>FOCUS: IGCSE Pearson coursework/controlled assessment prose Paper 2 anthology</p> <ul style="list-style-type: none"> <li>• Language analysis</li> <li>• Thematic exploration</li> <li>• Context</li> </ul>	<p>FOCUS: IGCSE Pearson coursework/controlled assessment creative writing</p> <ul style="list-style-type: none"> <li>• Purpose and audience</li> <li>• Language techniques</li> <li>• Structural features</li> </ul>

	Assessment: GCSE Language analysis question	<ul style="list-style-type: none"> <li>articles</li> <li>brochures</li> <li></li> </ul> Assessment: AQA paper 2 Q5 style question	<ul style="list-style-type: none"> <li>Symbolism</li> </ul> Assessment: AQA style reading question	<ul style="list-style-type: none"> <li>Letters</li> </ul> Pearsons IGCSE Paper 2 anthology coursework preparation	<ul style="list-style-type: none"> <li>Compare two texts</li> </ul> Assessment: iGCSE coursework preparation Functional skills L1/2	Assessment: iGCSE coursework preparation Level 1 Functional skills
<b>10</b>	<p>FOCUS: READING / WRITING SKILLS - Non-fiction texts</p> <p>Shark attack Touching the Void 127 hours</p> <ul style="list-style-type: none"> <li>Exploration of Language</li> <li>choice and punctuation effect</li> <li>The importance of structural devices</li> <li><b>Functional skills</b></li> </ul> <p>IGCSE Pearsons Paper 1 anthology</p>	<p>Coursework unit: Poetry (Power and Conflict)</p> <p>Disabled Out</p> <ul style="list-style-type: none"> <li>Exploration of key themes</li> <li>Language identification and effect</li> <li>Exploration of structure</li> <li>Compare and contrast texts from Anthology</li> <li>Response to Key Qu:</li> <li>Writing articles, letters and diary entries uses above texts as stimulus</li> </ul> <p>IGCSE Pearsons Paper 2 anthology Functional Skills Practice</p>	<p>Coursework unit: Prose (Independence)</p> <p>Story of An Hour The Necklace</p> <ul style="list-style-type: none"> <li>The exploration of key themes</li> <li>Language identification and effect</li> <li>Exploration of structure</li> <li>Compare and contrast key themes</li> <li>Exploration of authorial intent</li> <li>Response to Key Qu:</li> <li>Writing articles, letters and diary entries uses above texts as stimulus</li> </ul> <p>Functional Skills Practice</p>	<p>Coursework unit: Creative writing</p> <ul style="list-style-type: none"> <li>To examine successful descriptions</li> <li>Language identification</li> <li>Exploration of 5 part plan</li> <li>Exploration of different narration</li> <li>The importance of paragraph structure</li> <li>How to create an exciting atmosphere</li> <li>Creating an effect plan</li> </ul> <p>Pearsons IGCSE coursework practice Functional Skills Practice</p>	<p>PAPER 1 Component 1 anthology</p> <p>Non-fiction texts</p> <ul style="list-style-type: none"> <li>Key themes</li> <li>Punctuation for effect</li> <li>Letters, journals, and articles</li> <li>Compare and contrast</li> </ul> <p>Pearsons IGCSE Exam practice</p>	<p>REVISION</p> <p>-</p>
<b>11</b>	<p>FOCUS: READING / WRITING Non-fiction texts 'Tsunami'</p> <ul style="list-style-type: none"> <li>Exploration of Language choice</li> <li>punctuation effect</li> <li>Structural devices</li> <li>FS Reading practice</li> <li>Question 3 skills; articles, letter, reports</li> </ul> <p>IGCSE Cambridge Assessment: FS Practice paper</p>	<p>FOCUS: WRITING AND READING Coursework completion: Creative writing</p> <ul style="list-style-type: none"> <li>Recap of descriptive skill</li> <li>Cambridge IGCSE exam</li> <li>Descriptive language recap</li> <li>Creating an interesting setting using senses</li> <li>Learning how to show not tell using a range of texts</li> <li>Continuation of narrative and descriptive writing coursework</li> <li>Functional Skills L1/2 (external exam)</li> </ul> <p>IGCSE Cambridge Assessment: FS assessment (external)</p>	<p>FOCUS: READING AND WRITING</p> <ul style="list-style-type: none"> <li>Coursework completion</li> <li>Course work redraft</li> <li>Coursework moderation</li> <li>Spoken Language Unit</li> </ul> <p>Assessment: Cambridge IGCSE practice paper</p>	<p>FOCUS: WRITING</p> <ul style="list-style-type: none"> <li>Question 2 skills; figurative language</li> <li>Question 3 skills; interviews, speeches and journals</li> <li>Functional skills L1/2</li> </ul> <p>Assessment: Cambridge iGCSE practice paper</p>	<b>Revision</b>	