

Autumn 1 – Year 9 English – OA-CAM	Autumn 2 – Year 9 English – OA-CAM	Spring 1 – Year 9 English – OA-CAM	Spring 2 – Year 9 English – OA-CAM	Summer 1 – Year 9 English – OA-CAM	Summer 2 – Year 9 English – OA-CAM
<u>Introduction to Shakespeare</u> Students have the opportunity to gain cultural capital in the knowledge of the works one of the most important and influential writers of British history. Text/s: <i>Romeo and Juliet</i> by William Shakespeare <u>Skills/Knowledge:</u> ➤ Life in Elizabethan times ➤ The Reformation ➤ Innuendo ➤ Oxymoron ➤ Summarising and synthesising information or ideas from texts ➤ Identifying and interpreting themes, ideas and information ➤ Evaluation of a writer's choice of language <u>PSHE Links:</u> ➤ Healthy Relationships ➤ Conflict ➤ Rights and Responsibilities	<u>Short Stories from Other Worlds</u> Students read and discuss thought provoking short stories which form the basis for developing analytic reading and speaking skills Text/s: <i>the Ones who walk away from Omelas</i> by Ursula Le Guin <i>All Summer in a Day</i> by Ray Bradbury <i>The Key</i> by Nnedi Okorafor <i>I Robot</i> by Isaac Asimov <u>Skills/Knowledge:</u> ➤ 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	<u>Poetry of Protest</u> Students discover an anthology of poems from a range of cultures, each poet speaking out about relevant and current issues. Texts/s <i>No Chairs for Prisoners</i> by Stella Nyanzi <i>The Caged Bird</i> by Maya Angelou <i>Embarrassed</i> by Hollie McNish <i>Complainers</i> by Rudy Francisco <u>Skills/Knowledge:</u> ➤ Dictatorships vs Democracy ➤ Dialogue ➤ The Equalities Act ➤ Tone/Register ➤ Inference ➤ summarising ideas and information from a single text ➤ evaluation of a writer's choice of language	<u>Powerful Writing</u> Students explore a range of language techniques free from context before integrating them into language through writing and speaking activities. <u>Skills/Knowledge:</u> ➤ Adjectives ➤ Powerful verbs ➤ Simile ➤ Metaphor ➤ Semantic fields ➤ Sentence structure ➤ Contrast ➤ Imagery ➤ Flashback ➤ Supporting a point of view by referring to evidence within the text ➤ Explaining and illustrating <u>PSHE Links:</u> ➤ Personal identity ➤ Tolerance and empathy	<u>Writing for Different Purposes</u> Students explore a range of forms of non-fiction writing <u>Skills/Knowledge:</u> ➤ Letters ➤ Emails ➤ Speeches ➤ Newspaper article ➤ Magazine article ➤ evaluation of a writer's choice of language ➤ Explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact. ➤ Analysing and evaluating form and structure <u>PSHE Links:</u> ➤ Rights and responsibilities in society ➤ Body image	<u>Creative Writing, Slow Writing</u> Students learn to plan and create narratives using the slow writing process <u>Skills/Knowledge:</u> ➤ Revision of all language and structural techniques learnt ➤ The slow writing process ➤ Methods of planning creative writing ➤ creating emotional impact ➤ using language creatively, imaginatively and persuasively, ➤ selecting, organising and emphasising facts, ideas and key points <u>PSHE links:</u> ➤ The wider world ➤ Changing me ➤ Personal identity

➤ Families					
	<u>PSHE Links:</u> ➤ Rights and responsibilities ➤ Empathy ➤ Bullying ➤ Conflict	<u>PSHE Links:</u> ➤ Rights and responsibilities ➤ Tolerance and Empathy ➤ The Equalities Act ➤ Mental health			

Autumn 1 – Year 10 English – OA-CAM	Autumn 2 – Year 10 English – OA-CAM	Spring 1 – Year 10 English – OA-CAM	Spring 2 – Year 10 English – OA-CAM	Summer 1 – Year 10 English – OA-CAM	Summer 2 – Year 10 English – OA-CAM
<u>Romeo and Juliet</u> Students study extracts from the tragedy by William Shakespeare and learn to recognise and comment on the effect and Text/s: <i>Romeo and Juliet</i> by William Shakespeare <u>Skills/Knowledge:</u> ➤ Innuendo ➤ Oxymoron ➤ Emotive Language ➤ Summarising and synthesising information or ideas from texts ➤ Identifying and interpreting themes, ideas and information ➤ Evaluation of a writer's choice of language. ➤ Analysing and evaluating how form and structure contribute to the	<u>A Christmas Carol</u> Text/s: <i>A Christmas Carol</i> by Charles Dickens <u>Skills/Knowledge:</u> ➤ Narrative voice ➤ Simile ➤ Metaphor ➤ Dialogue ➤ Explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact ➤ Analysing and evaluating form and structure <u>PSHE Links:</u> ➤ Family + relationships ➤ A good society ➤ Empathy ➤ Personal values ➤ Personal growth	<u>Poetry of Power and Conflict, an Anthology</u> Text/s: <i>Checking out me History</i> by John Agard <i>London</i> by William Blake <i>Kamikaze</i> by Beatrice Garland <i>Charge of the Light Brigade</i> by Alfred Lord Tennyson <i>Bayonet Charge</i> by Ted Hughes <i>Remains</i> by Simon Armitage <i>War Photographer</i> Carol Ann Duffy <u>Skills/Knowledge:</u> ➤ Register/dialect ➤ Alliteration ➤ Imagery ➤ Repetition ➤ Onomatopoeia ➤ identifying the main theme or themes; ➤ evaluation of a writer's choice of vocabulary, form, grammatical and structural features: ➤ explaining and illustrating how vocabulary and grammar	<u>Creative Reading and Writing Writer's Views and Perspectives</u> Text/s: <i>1984</i> by George Orwell <i>The Book Thief</i> by Markus Zusak <i>The Pearl</i> by John Steinbeck <i>War Horse</i> by Micheal Morpurgo <i>I Have a Dream</i> speech by Marting Luther King Jr <i>Ain't I a Woman</i> speech by Sojourner Truth <i>We will fight them on the Beaches</i> speech by Winston Churchill <i>The Shining</i> by Stephen King <u>Skills/Knowledge:</u> ➤ Mood ➤ Simile ➤ Focus ➤ Emotive language ➤ Letters ➤ Emails ➤ Speeches	<u>Revision/ Mock GCSE Exams</u> Entry Level Papers Functional Skills Student practice time management and revisit language and structure techniques and forms of non-fiction writing. Students also focus on scaffolding qualifications, Entry Level Silver/Gold) ➤ Selecting and organising information and ideas effectively and persuasively for prepared spoken presentations	<u>Lord of the Flies By Willaim Golding</u> Entry Level Papers Texts/s: <i>Lord of the Flies</i> by William Golding <u>Skills/Knowledge:</u> ➤ Simile ➤ Metaphor ➤ Contrast ➤ Powerful adjectives ➤ Powerful Verbs <u>PSHE Links:</u> ➤ Personal identity ➤ Rights and responsibilities ➤ Gender roles ➤ Morality ➤ Violence and conflict ➤ Bullying

effectiveness and impact of a text <u>PSHE Links:</u> ➤ Healthy Relationships ➤ Conflict ➤ Rights and Responsibilities		contribute to effectiveness and impact ➤ analysing and evaluating form and structure. ➤ comparing two or more texts critically <u>PSHE links:</u> ➤ Conflict ➤ Effects of trauma	➤ producing clear and coherent text: writing effectively for different purposes and audiences ➤ selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context. ➤ using language imaginatively and creatively <u>PSHE links:</u> ➤ Rights and responsibilities ➤ Gender roles ➤ Relationships ➤ Family		
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Autumn 1 – Year 11 English – OA-CAM	Autumn 2 – Year 11 English – OA-CAM	Spring 1 – Year 11 English – OA-CAM	Spring 2 – Year 11 English – OA-CAM	Summer 1 – Year 11 English – OA-CAM	Summer 2 – Year 11 English – OA-CAM
<u>Romeo and Juliet</u> Students study extracts from the tragedy by William Shakespeare and learn to recognise and comment on the effect and Text/s: <i>Romeo and Juliet</i> by William Shakespeare Language/structure techniques: ➤ Innuendo ➤ Oxymoron ➤ Emotive Language <u>Skills:</u> ➤ Summarising and synthesising information or ideas from texts ➤ Identifying and interpreting themes, ideas and information ➤ Evaluation of a writer's choice of language	<u>A Christmas Carol</u> Text/s: <i>A Christmas Carol</i> by Charles Dickens Language/structure techniques: ➤ Narrative voice ➤ Simile ➤ Metaphor ➤ Dialogue <u>Skills:</u> ➤ Explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact ➤ Analysing and evaluating form and structure ➤ Analysing and evaluating how form and structure contribute to the effectiveness and impact of a text ➤ Selecting and organising	<u>Poetry of Power and Conflict, an Anthology</u> Text/s: <i>Checking out me History</i> by John Agard <i>London</i> by William Blake <i>Kamikaze</i> by Beatrice Garland <i>Charge of the Light Brigade</i> by Alfred Lord Tennyson <i>Bayonet Charge</i> by Ted Hughes <i>Remains</i> by Simon Armitage <i>War Photographer</i> Carol Ann Duffy <u>Skills:</u> ➤ Register/dialect ➤ Alliteration ➤ Imagery ➤ Repetition ➤ Onomatopoeia ➤ identifying the main theme or themes; ➤ Evaluation of a writer's choice of vocabulary, form, grammatical and structural features:	<u>Creative Reading and Writing Writer's Views and Perspectives</u> Text/s: <i>1984</i> by George Orwell <i>The Book Thief</i> by Markus Zusak <i>The Pearl</i> by John Steinbeck <i>War Horse</i> by Micheal Morpurgo <i>I Have a Dream speech</i> by Marting Luther King Jr <i>Ain't I a Woman speech</i> by Sojourner Truth <i>The Shining</i> by Stephen King <u>Skills:</u> ➤ Mood ➤ Simile ➤ Focus ➤ Emotive language ➤ Letters ➤ Emails ➤ Speeches ➤ Producing clear and coherent text: writing effectively for different purposes and audiences	<u>Revision/Exams</u> Student practice time management and revisit language and structure techniques and forms of non-fiction writing in preparation for exams	<u>Revision/Exams</u> Student practice time management and revisit language and structure techniques and forms of non-fiction writing in preparation for exams

➤ Analysing and evaluating form and structure ➤ Selecting and organising information and ideas effectively and persuasively for prepared spoken presentations <u>PSHE Links:</u> ➤ Healthy Relationships ➤ Conflict ➤ Rights and Responsibilities ➤ Families ➤ Gender Roles	information and ideas effectively and persuasively for prepared spoken presentations <u>PSHE Links:</u> ➤ Family and relationships ➤ What makes a good society ➤ Empathy ➤ Personal values ➤ Morality ➤ Personal growth	➤ Explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so ➤ Analysing and evaluating how form and structure contribute to the effectiveness and impact of a text ➤ Comparing texts: comparing two or more texts critically with respect to the above. <u>PSHE links:</u> ➤ Conflict ➤ Effects of trauma ➤ Mental health ➤ Empathy	➤ Selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; ➤ using language imaginatively and creatively; <u>PSHE links:</u> ➤ Rights and responsibilities ➤ Gender roles ➤ Relationships ➤ Family		
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