

KS3 Overview

	Autumn Term		Spring Term		Summer Term	
Year 7	Novel and Poetry		Historic texts		Media and Story telling	
	Novel- <i>The Daydreamer</i>	Poetry- <i>The Lady of Shalott</i>	19th Century Fiction	Shakespeare- <i>A Midsummer Night's Dream</i>	Quests and Journeys Crime and Horror <i>Princess Bride</i> Media and Language <i>Mary Poppins</i> Media and Language <i>Frankenstein</i> playscript <i>Alice in Wonderland</i> Nonfiction Smart Skills The World Cup	
Assessment	Reading- Low stakes comprehension (info retrieval), 10 minutes from one paragraph ; language analysis- character 20 minutes ; structure 20 minutes .	Writing- Description 45 minutes .	Reading- Low stakes comprehension (T/F) 10 minutes from one paragraph ; summary (character) 20 minutes and comparison 40 minutes .	Non fiction/ transactional Writing- Speech 45 minutes .	Reading- Critical response (Based on 'Black Beauty') 30 minutes .	Writing- Action narrative/ description 45 minutes .
	Speaking & Listening- choice of presentation, discussion, or drama		Speaking & Listening- choice of presentation, discussion, or drama		Speaking & Listening- choice of presentation, discussion, or drama	
Rationale	Gives a grounding on the important key areas for any further texts, particularly if no full texts have been attempted in earlier years. Long form prose helps pupils to begin to maintain their concentration, reading endurance and builds analytical skills which complements the study of more abstract literature in the study of poetry building confidence and engagement. In poetry poets are demonstrating a refined use of language, in ballad form, which pupils began to consider from the study of the novel.		Gaining knowledge of historical and cultural context to further pupils' engagement with characters in literature. Pupils will also be making comparisons as they consider writers' perspectives.		Media allows pupils to develop knowledge of audience and purpose and enables pupils to become critical readers of texts in the context of modern society.	
Year 8	Novel and Poetry		Historic Texts		Media and Story telling	
	Novel- <i>The Boy in the Striped Pyjamas</i> , <i>Private Peaceful</i> , <i>Mrs Doubtfire</i> , <i>Hound of the Baskervilles</i> , <i>Lord of the Flies</i> , <i>Time Machine</i> , <i>Ghost Boys</i> , <i>The Tulip Touch</i>	Poetry	19th Century Fiction	Shakespeare- <i>The Tempest</i> , <i>Much Ado About Nothing</i> , <i>RSC book</i>	<i>Robin Hood</i> Media and Language Sci-fi Advertising The Island Project <i>The Canterbury Tales</i> play script, <i>Dracula</i> play script Animals	Or an additional novel from the term 1 list.
Assessment	Reading- Low stakes comprehension (info retrieval), 10 minutes from one paragraph ; language analysis key moment 20 minutes ; structure 20 minutes .	Writing- Description 45 minutes .	Reading- Low stakes comprehension (T/F) 10 minutes from one paragraph ; summary (setting) 20 minutes and comparison 20 minutes .	Non fiction/ transactional Writing- newspaper article 45 minutes .	Reading- Critical response (Based on 'Harry Potter'.) 30 minutes .	Writing- exciting setting narrative/ description 45 minutes .
	Speaking & Listening- choice of presentation, discussion, or drama		Speaking & Listening- choice of presentation, discussion, or drama		Speaking & Listening- choice of presentation, discussion, or drama	
Rationale	Developing from study of character into setting, plot and structure, this gives a grounding on the important knowledge of key areas for any further texts. In poetry, poets are demonstrating a refined use of language which pupils continue to consider from the study of the novel.		Gaining further knowledge of historical and cultural context to enhance pupils' engagement with setting in literature. Pupils will also be building on their knowledge of components of comparison as they consider writers' perspectives.		Media allows pupils to develop knowledge of audience and purpose and enables pupils to become critical readers of texts in the context of modern society.	

Library Unit Rationale	The library unit and the Remarkable Readers programme for years 7 and 8 plays an important role in encouraging reading for pleasure, reading independently, and engagement with reading. It also offers an opportunity to discuss books and encourage staff and pupils to recommend books to others. The library unit also builds in knowledge of the components of speaking and listening, allowing pupils to research topics and deliver their ideas in a formal setting. Lexonik breaks words down and looks at the root, prefixes and suffixes to help in reading and accessing reading across the wider school curriculum. All of these build confidence with independent reading and reading for enjoyment as well as looking at challenging pupils to read texts they normally wouldn't. Overall it allows student choice, with guidance, and helps promote important knowledge and skills in reflecting on reading.
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Year 9	Novel and Poetry		Historic Texts		Media and Story telling	
	Novel- <i>Of Mice and Men, Animal Farm, Curious Incident, Noughts and Crosses, Stonecold, Slam, Heroes, Spies</i>	Poetry War Poetry Poetry Through Time	19th Century Fiction	Shakespeare- <i>Romeo and Juliet</i>	Text Types Genre Conventions <i>Catch me if you can</i> Media and Language <i>Sword in the Stone</i> Media and Language Unheard Voices	Or an additional novel from the term 1 list.
Assessment	Reading- Low stakes comprehension (info retrieval) 10 minutes from one paragraph ; language analysis-theme 20 minutes ; structure 20 minutes .	Writing- Description 45 minutes .	Reading- Low stakes comprehension (T/F) 10 minutes from one paragraph ; summary (theme) 20 minutes and comparison 20 minutes .	Non fiction/ transactional Writing- Essay 45 minutes .	Reading- Critical response (Extract from 'The Child's Elephant') 30 minutes .	Writing- Genre-based narrative/ description 45 minutes .
	Speaking & Listening- choice of presentation, discussion, or drama		Speaking & Listening- choice of presentation, discussion, or drama		Speaking & Listening- choice of presentation, discussion, or drama	
Rationale	Developing from study of character, setting, plot and structure into presentation of themes, this gives an opportunity for refinement of knowledge with these texts to encourage a more personal, critical response. In poetry, poets are demonstrating a refined use of language which aids pupils in obtaining knowledge as they continue to consider from the study of the novel.	Applying prior knowledge and developing further knowledge of historical and cultural context to pupils' engagement with themes in literature. Pupils will also be building on their knowledge of components of comparison as they consider writers' perspectives.		Media allows pupils to develop knowledge of audience and purpose and enables pupils to continue to develop their knowledge of the components of critical reading of texts in the context of modern society. This also provides a bridge into GCSE.		
KS3 Rationale	The units of work over the course of KS3 allow pupils to engage with a variety of texts from celebrated authors from the literary cannon and develop knowledge ranging across history.					

KS4 Overview

Compulsory Units

Year 10	Literature paper 1 Shakespeare	Literature paper 1 19 th Century Literature	Literature paper 2 Modern Literature	Literature paper 2 Anthology Poetry	Literature paper 2 Unseen Poetry
Any order	<i>Macbeth</i> 45 minute assessment	<i>Dr Jekyll and Mr Hyde</i> or <i>A Christmas Carol</i> 45 minute assessment	<i>Blood Brothers</i> or <i>An Inspector Calls</i> 45 minute assessment	Power and Conflict 45 minute assessment	45 minute assessment
Year 11	Language paper 1		Language paper 2		Spoken Language Endorsement
Any order	Reading Fiction (19 th Century) 1 hour assessment	Writing Description/ narrative 45 minute assessment	Reading Non Fiction (Modern and 19 th Century comparison) 1 hour assessment	Writing Non Fiction 45 minute assessment	Independent research on own topic of choice & speech
Rationale	<p>Literature is taught in year 10 as this builds on the knowledge of components of the study of English obtained in KS3, it allows students to apply knowledge of character, setting, plot, context and themes in a more sophisticated manner. Pupils will have more confidence in approaching whole texts due to their previous engagement and knowledge of Literature.</p> <p>Language is taught in year 11 because of the wider range of knowledge of components required which have been developed through year 10's engagement with the Literature.</p>				

KS5 Overview

Compulsory Units

Year 12	Literature paper 1 Modern Literature-	Literature paper 1 Poetry Anthology	Literature paper 1 Shakespeare	Literature paper 2 Poetry	Independent study
Simultaneous	<i>The Great Gatsby</i>	Love poetry pre 1900s	<i>Othello</i>	Duffy poetry collection	
	50 minute assessment	(Comparison with Gatsby)	50 minute assessment	50 minute assessment	
Year 13	Literature paper 1 &2	Literature paper 2	Literature paper 2	NEA	
Simultaneous	The Unseen	<i>Top Girls</i>	<i>Handmaid's Tale</i>		
	1 hr assessment unseen poetry 1 hr assessment unseen prose	50 minute assessment	(Comparison with Gatsby)		
Rationale	The Literature units are taught simultaneously for a comparative historicist's approach in year 12 and year 13 and develop knowledge obtained in KS3 and KS4, it allows students to apply knowledge of character, setting, plot, context, themes and critical theory in a more sophisticated manner. Pupils will have more confidence in approaching whole texts due to their previous engagement and knowledge of Literature. The preparation for the NEA comes through the independent study unit in year 12 where pupils are encouraged to read widely, with some guidance, to help them to choose two texts they are interested in addressing, thus encouraging engagement with reading. The Duffy poetry and independent study units also lend themselves to development of knowledge of secondary reading, a bridge to university skills and an opportunity to gains some cultural capital, which they will need moving into their NEA in year 13.				