### Year 7

<table>
<thead>
<tr>
<th>Subject</th>
<th>Progress Test 1 (Autumn Term)</th>
<th>Progress Test 2 (Spring Term)</th>
<th>Progress Test 3 (Summer Term)</th>
</tr>
</thead>
</table>
| **English** | Focus: dystopian fiction.  
- Extract-based.  
- Retention task.  
- Extended essay. | Focus: non-fiction based on current news.  
- Extract-based.  
- Retention task.  
- Extended essay. | Focus: fiction based on the text studied.  
- Extract-based.  
- Retention task.  
- Extended essay. |

**Recommended revision materials and online resources**

1. Doddle resources that are set from the Doddle input by teachers. These will relate to the Assessment Objectives stated above.
2. BBC Key Stage 3 work areas. This website has material that hones in on both reading and writing skills. It provides a platform for practice and retention.
3. Live Learning Walls, in the classroom, have a selection of tasks that provide support for both the modules being currently studied as well as the application of the Assessment Objectives, above.

### Year 8

<table>
<thead>
<tr>
<th>Subject</th>
<th>Progress Test 1 (Autumn Term)</th>
<th>Progress Test 2 (Autumn Term)</th>
<th>Progress Test 3 (Summer Term)</th>
</tr>
</thead>
</table>
| **English** | Focus: 21st Century non-fiction.  
- Extract-based.  
- Retention task.  
- Extended essay. | Focus: poetry comparison.  
- Analysis of one poem studied and this will be provided.  
- Retention task.  
- Extract-based.  
- Retention task.  
- Extended essay. |

**Recommended revision materials and online resources**

1. Doddle resources that are set from the Doddle input by teachers. These will relate to the Assessment Objectives stated above.
2. BBC Key Stage 3 work areas. This website has material that hones in on both reading and writing skills. It provides a platform for practice and retention.
3. Live Learning Walls, in the classroom, have a selection of tasks that provide support for both the modules being currently studied as well as the application of the Assessment Objectives, above.
4. Poetry skills via Mr. Bruff. Mr. Bruff has a variety of videos, for poetry analysis, that are based on unseen poetry. Listening and working with this video will prove fruitful for retention. It has a GCSE audience however, this selection are applicable to Key Stage 3.
# Year 9

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Progress Test 1 (Maths, English, Science only)</th>
<th>Progress Test 2</th>
<th>Progress Test 3</th>
<th>Progress Test 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>&lt;br&gt;Every Progress Test will emulate the GCSE style questions for Literature. This will involve students being provided with an extract, from any part of the text being studied, and a task. Embedded within this, will be retention activities to build on prior learning.</td>
<td>Focus: Modern Prose studied.&lt;br&gt;• Extract-based.&lt;br&gt;• Retention task.&lt;br&gt;• Evaluative focus.&lt;br&gt;• Extended essay.</td>
<td>Focus: comparison of non-fiction texts.&lt;br&gt;• Extract-based.&lt;br&gt;• Retention task.&lt;br&gt;• Evaluative focus.&lt;br&gt;• Extended essay.</td>
<td>Focus: <em>Macbeth.</em>&lt;br&gt;• Extract-based.&lt;br&gt;• Retention task.&lt;br&gt;• Extended essay.</td>
<td>Focus: <em>A Christmas Carol.</em>&lt;br&gt;• Extract-based.&lt;br&gt;• Retention task.&lt;br&gt;• Extended essay.</td>
</tr>
</tbody>
</table>

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**Recommended revision materials and online resources**

1. Mr. Bruff GCSE videos for *Macbeth* and *A Christmas Carol.* Mr. Bruff is a teacher who is now working for himself by researching and creating revision videos for students across the country. They should be used as a tool to work with and write a response to.
2. Revision Guide exercises – these can be purchased via school at a discounted price.
3. Live Learning Walls, in the classroom, have a selection of tasks that allow students to practice a variety of extracts and to time themselves in exam conditions. Further to this, there is a range of theoretical work that can be utilised to support their study.
4. Purple Pen the essays completed in lesson for further progress. Teachers will have provided written or verbal feedback to act on. Teachers urge students to bring in their essays, written at home, to receive feedback.
## Year 10

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Progress Test 1 (Maths, English, Science only)</th>
<th>Progress Test 2</th>
<th>Progress Test 3</th>
<th>Progress Test 4</th>
</tr>
</thead>
</table>
| English | Every Progress Test will emulate the GCSE questions for Literature. This will involve students being provided with an extract, from any part of the text being studied, and a task. | Focus: *Lord of the Flies.*  
- Open question.  
- Extended Essay. | Focus: *poetry anthology.*  
- Set poem and question.  

### Recommended revision materials and online resources

1. Mr. Bruff GCSE videos for *Macbeth* and *A Christmas Carol.*
2. Mr. Bruff GCSE videos for *Lord of the Flies.*
3. Mr. Bruff Grade 9 analysis of every poem in the anthology.

Mr. Bruff is a teacher who is now working for himself by researching and creating revision videos for students across the country. They should be used as a tool to work with and write a response to.

4. English Lit app-login details from school. This app builds on memory and ensures that progress is tracked via the class teacher.
5. Revision Guide exercises – these can be purchased via school at a discounted price.
6. Live Learning Walls, in the classroom, have a selection of tasks that allow students to practice a variety of extracts and to time themselves in exam conditions. Further to this, there is a range of theoretical work that can be utilised to support their study.
7. Purple Pen the essays completed in lesson for further progress. Teachers will have provided written or verbal feedback to act on. Teachers urge students to bring in their essays, written at home, to receive feedback.
### Year 11

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Progress Test 1</th>
<th>Mock 1</th>
<th>Mock 2</th>
<th>Progress Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English—for those who have not sat English Literature in Year 10.</td>
<td>Language Paper 2, question 5. This will be assessing non-fiction writing skills. A set audience, purpose and task will be provided.</td>
<td>A Language mock exam will be sat in Week 6 of AUT 2: papers 1 and 2. Literature mock exams: Papers 1 and 2 will be sat for Mock 1, January.</td>
<td>Language Papers 1 and 2. Literature Papers 1 and 2.</td>
<td>Bespoke Language/Literature papers that respond to Mock 2.</td>
</tr>
<tr>
<td>English—for those who have sat English Literature in Year 10.</td>
<td>Language Paper 2, question 5. This will be assessing non-fiction writing skills. A set audience, purpose and task will be provided.</td>
<td>A Language mock exam will be sat in Week 6 of AUT 2: papers 1 and 2. A new set of exams for Language Papers 1 and 2 will be sat in January.</td>
<td>Language mock exams: papers 1 and 2.</td>
<td>Bespoke Language papers that respond to Mock 2.</td>
</tr>
</tbody>
</table>

### Recommended revision materials and online resources

1. Mr. Bruff GCSE videos for *Macbeth* and *A Christmas Carol*.
2. Mr. Bruff GCSE videos for *Lord of the Flies*.
3. Mr. Bruff Grade 9 analysis of every poem in the anthology.

Mr. Bruff is a teacher who is now working for himself by researching and creating revision videos for students across the country. They should be used as a tool to work with and write a response to.

4. English Lit app-login details from school. This app builds on memory and ensures that progress is tracked via the class teacher.
5. Revision Guide exercises – these can be purchased via school at a discounted price.
6. Live Learning Walls, in the classroom, have a selection of tasks that allow students to practice a variety of extracts and to time themselves in exam conditions. Further to this, there is a range of theoretical work that can be utilised to support their study.
7. Purple Pen the essays completed in lesson for further progress. Teachers will have provided written or verbal feedback to act on. Teachers urge students to bring in their essays, written at home, to receive feedback.