

YEAR 7						
HALF TERM	1	2	3	4	5	6
AREA OF STUDY	<b>ESCAPE FROM KRAZNIR:</b> Develop creative writing skills associated with a fantasy world.	<b>DYSTOPIAN FICTION:</b> Explore a range of short stories and extracts and how dystopian conventions are presented.	<b>MODERN NOVEL:</b> Chosen from the following list: <ul style="list-style-type: none"> <li>• The Lie Tree</li> <li>• Monster Calls</li> <li>• Crowfield Curse</li> <li>• Black Beauty</li> <li>• Treasure Island</li> <li>• Millions</li> <li>• Graphic Novels</li> </ul>	<b>MODERN NOVEL:</b> Develop the student's ability to write an informative article.	<b>SPOOKS, SPIRITS AND A TOUCH OF MAGIC:</b> Explore the way emotions have been presented in a variety of fictional extracts.	<b>DETECTIVE FICTION:</b> Explore the conventions of detective fiction.
NATURE OF ASSESSMENT	<b>WRITING:</b> Write part of a fantasy story based upon the work in your Escape from Kraznir lessons.	<b>READING:</b> How has figurative language been used to present features of dystopian fiction in a selected extract?	<b>READING:</b> How does the opening of the novel engage the reader? In your response, refer to the use of language and structural features.	<b>WRITING:</b> Write an informative article about a relatable theme from the text.	<b>READING:</b> How has fear been presented in an identified extract?	<b>WRITING:</b> Write an engaging opening/ending to a spy/detective story, making use of genre features.

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AREA OF STUDY	<p><b>SURVIVAL:</b> Explore the way Survivors and themes relating to survival have been presented in the <i>Survivor</i> pack.</p>	<p><b>LETTER FROM THE FRONT LINE:</b> Explore different poems and texts that relate to the theme of war.</p>	<p><b>MODERN NOVEL</b> Chosen from:</p> <ul style="list-style-type: none"> <li>• Boy in the Striped Pyjamas</li> <li>• Northern Lights</li> <li>• Private Peaceful</li> <li>• War Horse</li> <li>• Ruby in the Smoke</li> <li>• Noughts and Crosses</li> <li>• My Sword Hand is Singing</li> </ul>	<p><b>MODERN NOVEL:</b> Develop the student's ability to write creatively within the world of the modern novel they have read.</p>	<p><b>CORRUPTION AND VILLAINS:</b> Read a variety of sources, fictional and non-fictional, that present heroes and villains.</p>	<p><b>DESERT ISLAND:</b> Explore the way conflict is presented and develops in the environments of one of these texts – extracts only:</p> <ul style="list-style-type: none"> <li>• Lord of the Flies</li> <li>• Life of Pi</li> <li>• The Tempest</li> <li>• Coral Island</li> <li>• Robinson Crusoe</li> </ul>
NATURE OF ASSESSMENT	<p><b>READING:</b> Explore the way that the main character is presented as a survivor. In your response, refer specifically to the use of language features.</p>	<p><b>WRITING:</b> Students will create a letter or monologue from the front line inspired by a piece of war themed writing they have read.</p>	<p><b>READING:</b> How has the writer used language and structural features to present a key theme?</p>	<p><b>WRITING:</b> Write a narrative that "fits" into the world of the source book.</p>	<p><b>WRITING:</b> Create a discursive article about a hero/villain from real life or literature</p>	<p><b>SPEAKING AND LISTENING:</b> Create a speech surrounding the theme of "conflict" and/or "isolation".</p> <p><b>READING:</b> How does the writer use methods to create a sense of isolation in a selected extract?</p>

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AREA OF STUDY	<p><u>Journeys</u></p> <ul style="list-style-type: none"> <li>Explore the way in which ideas are presented in different extracts.</li> <li>Explore themes relating to Journeys: <ul style="list-style-type: none"> <li>People changing</li> <li>Cultural identify</li> <li>Setting and associated environment</li> </ul> </li> </ul>	<p><u>Woman in Black</u></p> <ul style="list-style-type: none"> <li>WRITING: Develop an understanding of the gothic genre with a view to writing creatively in that style. Explore other gothic examples of fiction, but use WiB as the primary source (extracts).</li> <li>READING: Explore the way in which methods have been used to present the narrative with a view to students justifying their own choices.</li> </ul>	<p><u>Of Mice and Men OR To Kill a Mockingbird</u></p> <ul style="list-style-type: none"> <li>READING: Focus specifically on developing an understanding of structural skills.</li> </ul>	<p><u>Of Mice and Men OR To Kill a Mockingbird</u></p> <ul style="list-style-type: none"> <li>WRITING: Focus on developing the students' skillsets surrounding the following writing types and styles, using TKAMB or OMAM as a creative source: <ul style="list-style-type: none"> <li>Articles</li> <li>Letters</li> <li>Leaflets</li> <li>Speeches</li> </ul> </li> </ul>	<p><u>Journeys with Shakespeare</u></p> <ul style="list-style-type: none"> <li>Extracts/focus on: <ul style="list-style-type: none"> <li>Hamlet</li> <li>Othello</li> <li>Twelfth Night</li> <li>Merchant of Venice</li> <li>Selected Poems</li> </ul> </li> </ul>	<p><u>English Language Paper 1</u></p> <ul style="list-style-type: none"> <li>Cover all skills as they apply to English Language Paper 1.</li> <li>READING SKILLS</li> <li>Identification of implicit and explicit facts</li> <li>Identification and exploration of language techniques</li> <li><b>Exploration of how structural features contribute to the effectiveness of a narrative</b></li> <li><b>Evaluation skills – how successfully are methods used to present ideas?</b></li> <li>WRITING SKILLS</li> <li>Descriptive writing</li> <li>Narrative writing</li> </ul>
NATURE OF ASSESSMENT	<p><b>READING:</b> To what extent does a character have control over their actions?</p>	<p><b>WRITING:</b> Create a piece of writing using the gothic style.</p> <p><b>READING:</b> Create a commentary where you justify your language and structural choices.</p>	<p><b>READING:</b> How has the writer presented a given theme?</p>	<p><b>WRITING:</b> Write creatively in one of the identified forms using the source text as a stimulus.</p>	<p><b>READING:</b> Close analysis of a short extract referring to other moment in the text.</p>	<p><b>READING AND WRITING:</b> English Language Paper 1 Section A Section B</p>