ST. MARY'S Catholic High School

YEAR 4 LONG TERM PLAN with CURRICULUM STANDARDS (2016-2017)

GRADE 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Gr.4/1	Gr.4/2	Gr.4/3 -	Gr.4/4	Gr.4/5	Gr.4/6	Gr4/7	Gr4/8
	Fiction - Christophe's story	Fiction - Christophe's story	Fiction - Christophe's story	Fiction - Christophe's story	Fiction - Christophe's story	Fiction - Christophe's story	Fiction - Christophe's story	Fiction - Christophe's story
	♦Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Make predictions; Discuss books that are read to them and those they read themselves; Ask questions to improve understanding.	♦Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Make predictions; Discuss books that are read to them and those they read themselves; Ask questions to improve understanding.	♦Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Identify and summarise main ideas.	♦Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Identify and summarise main ideas; Consider and evaluate different viewpoints.	♦Discuss writing similar to that which they are planning to write; Discuss and record ideas; Use rich vocabulary, oral rehearsal and increase range of sentence structures. ♦Check that text makes sense and is in context; Discuss writing similar to that which they are planning to write; Discuss and record ideas; Read aloud own writing	♦Draw inferences and justify with evidence; Articulate and justify answers; Speculate, hypothesise, imagine and explore ideas	♦Discuss words/phrases that capture reader's interest; Discuss books that are read to them and those they read themselves; Give well-structured descriptions, explanations and narratives. ♦Draw inferences and justify with evidence; Check that text makes sense and is in context; Consider and evaluate different viewpoints.	Draw inferences and justify with evidence; Check that text makes sense and is in context; Consider and evaluate different viewpoints.

	Gr4/9	Gr4/10	Gr4/11	Gr4/12	Gr4/13	Gr4/14	Gr4/15	Gr4/16
Term 1	Fiction - Christophe's story	Poetry - Creating Images	Poetry - Creating Images	Poetry - Creating Images	Poetry - Creating Images	Poetry - Creating Images	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles
	♦Discuss words/phrases that capture reader's interest; Discuss books that are read to them and those they read themselves; Give well-structured descriptions, explanations and narratives. ♦Draw inferences and justify with evidence; Check that text makes sense and is in context; Consider and evaluate different viewpoints. ♦Check that text makes sense and is in context; Discuss writing similar to that which they are planning to write; Discuss and record ideas; Read aloud own writing.	♦♦Discuss words/phrases that capture reader's interest; Check that text makes sense and is in context; Ask questions to improve understanding; Draw inferences and justify with evidence; Consider and evaluate different viewpoints. ♦Draw inferences and justify with evidence. ♦Discuss writing similar to that which they are planning to write; Use rich vocabulary, oral rehearsal and increase range of sentence. ♦Read aloud poems and play scripts. ♦Discuss words / phrases that capture reader's interest.	♦♦Discuss words/phrases that capture reader's interest; Check that text makes sense and is in context; Ask questions to improve understanding; Draw inferences and justify with evidence; Consider and evaluate different viewpoints. ♦Draw inferences and justify with evidence. ♦Discuss writing similar to that which they are planning to write; Use rich vocabulary, oral rehearsal and increase range of sentence. ♦Read aloud poems and play scripts. ♦Discuss words / phrases that capture reader's interest.	♦♦Discuss words/phrases that capture reader's interest; Check that text makes sense and is in context; Identify and summarise main ideas; Consider and evaluate different viewpoints. ♦Discuss writing similar to that which they are planning to write; Use rich vocabulary, oral rehearsal and increase range of sentence structures. ♦Draw inferences and justify with evidence.	♦♦Discuss words/phrases that capture reader's interest; Check that text makes sense and is in context; Identify and summarise main ideas; Consider and evaluate different viewpoints. ♦Discuss writing similar to that which they are planning to write; Use rich vocabulary, oral rehearsal and increase range of sentence structures. ♦Draw inferences and justify with evidence.	♦♦Discuss words/phrases that capture reader's interest; Check that text makes sense and is in context; Give well-structured descriptions, explanations and narratives. ♦Draw inferences and justify with evidence; Consider and evaluate different viewpoints. ♦Discuss writing similar to that which they are planning to write; Use rich vocabulary, oral rehearsal and increase range of sentence structures; Consider and evaluate different viewpoints. ♦Discuss words/phrases that capture reader's interest.	♦Ask questions to improve understanding; Draw inferences and justify with evidence; Make predictions. ♦Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions	♦Ask questions to improve understanding; Draw inferences and justify with evidence; Make predictions. ♦Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions

GRADE 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Gr4/17	Gr4/18	Gr4/19	Gr4/20	Gr4/21	Gr4/22	Gr4/23	Gr4/24
Term 2	Fiction - The Spiderwick Chronicles	Fiction - The Spiderwick Chronicles	Fiction - The Spiderwick Chronicles	Fiction - The Spiderwick Chronicles	Fiction - The Spiderwick Chronicles	Poetry - Exploring Poetic Form	Poetry - Exploring Poetic Form	Poetry - Exploring Poetic Form
	♦Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions. ♦Discuss words/phrases that capture reader's interest; ♦ Use dictionaries; Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning.	♦Draw inferences and justify with evidence, Make predictions; Ask questions to improve understanding. ♦ Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions.	♦Identify and summarise main ideas; Draw inferences and justify with evidence; Make predictions. ♦Discuss writing similar to that which they are planning to write ♦Use possessive apostrophe with singular and plural nouns	♦Draw inferences and justify with evidence; Make predictions; Ask questions to improve understanding. ♦Use fronted adverbials; Use commas after fronted adverbials. ♦Use a wider range of conjunctions. ♦Discuss writing similar to that which they are planning to write; Discuss and record ideas; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures. ♦Assess own and other's writing; Propose changes to improve consistency; Proof-read for errors	♦Increase familiarity with wide range of books; Ask questions to improve understanding; Discuss books that are read to them and those they read themselves	♦♦Discuss words/phrases that capture reader's interest; Identify how language, structure and presentation contribute to meaning. ♦Recognise different forms of poetry. ♦Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures ♦Identify how language, structure and presentation contribute to meaning. ♦Discuss books that are read to them and those they read themselves. ♦♦Read aloud poems and play scripts.	♦♦Discuss words/phrases that capture reader's interest; Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning. ♦Read aloud poems and play scripts. ♦Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning; ♦Discuss books that are read to them and those they read themselves. Discuss writing similar to that which they are planning to write; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures.	♦♦Discuss words/phrases that capture reader's interest; Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning. ♦Read aloud poems and play scripts. ♦Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning; ♦Discuss books that are read to them and those they read themselves. Discuss writing similar to that which they are planning to write; Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures.

	G4/25	G4/26	G4/27	G4/28	G4/29	G4/30	G4/31	Gr4/32
Term 2	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Poetry - Exploring Poetic Language	Poetry - Exploring Poetic Language	Poetry - Exploring Poetic Language	REVISION
	♦Develop positive attitudes to reading and understanding of what they read; Listen to and discuss wide range of text types; Ask questions to improve understanding; Make predictions. ♦Discuss words/phrases that capture reader's interest; Discuss writing similar to that which they are planning to write. ♦♦Understand what they read, in books they can read independently; Draw inferences and justify with evidence; Identify how language, structure and presentation contribute to meaning ♦Use and punctuate direct speech ♦Use and punctuate direct speech; Draw inferences and justify with evidence	♦Understand what they read, in books they can read independently; Identify how language, structure and presentation contribute to meaning; Make predictions ♦Develop positive attitudes to reading and understanding of what they read; Increase familiarity with wide range of books; Discuss words/phrases that capture reader's interest ♦♦Draw inferences and justify with evidence; Identify how language, structure and presentation contribute to meaning	♦Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures; Evaluate and edit; Assess own and others' writing; Propose changes to improve consistency ♦♦Learn the grammar of word structure ♦Use and punctuate direct speech	♦Draw inferences and justify with evidence ♦Understand what they read, in books they can read independently;	♦♦Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning. ♦Read aloud poems and play scripts;	♦♦Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning.	♦♦Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning. ♦	♦Identify and summarise main ideas; Draw inferences and justify with evidence; ♦Discuss words/phrases that capture reader's interest; Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning.

YEAR 5 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	G5/U1/PY1(3)	G5/U1/PY1(3)	G5/U1/PY1(3)	G5/U2/PR1(3)	G5/U2/PR1(3)	G5/U2/PR1(3)	G5/U2/PR1(3)	G5/U2/PR1(3)
	Poetry: Poet's Voices	Poetry: Poet's Voices	Poetry: Poet's Voices	Friend or Foe Chapter1-2	Friend or Foe Chapter 3-4	Friend or Foe Chapter5	Friend or Foe 6	Friend or Foe 7
	Provide reasoned justifications for views;Articulate and justify answers;Identify and summarise main ideas; Ask questions to improve understanding; Draw inferences;Ask relevant questions;Speculate, hypothesise, imagine and explore ideas.	Ask questions to improve understanding of what has been read;Ask relevant questions ;Articulate and justify answers;Listen to and discuss wide range of text types; Listen and respond appropriately; Consider and evaluate different viewpoints;Discuss impact of authors' use of language on reader; Participate actively in conversations.	Ask questions to improve understanding of what has been read and discussed;Ask relevant questions ;Articulate and justify answers;Listen to and discuss wide range of text types; Listen and respond appropriately; Consider and evaluate different viewpoints;Discuss impact of authors' use of language on reader; Participate actively in discussions. Post Test	Identify and summarise main ideas;Ask relevant questions; Articulate and justify answers;Provide reasoned justifications for views;Give well-structured descriptions and explanations; Speculate, hypothesise, imagine and explore ideas.	Provide reasoned justifications for views;Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints; Articulate and justify answers; Participate actively in conversations.	Explain/discuss understanding of what has been read (include presentations/debates); Provide reasoned justifications for views; Articulate and justify answers; Consider and evaluate different viewpoints.	Explain/discuss understanding of what has been read (include presentations/debates); Provide reasoned justifications for views; Articulate and justify answers; Consider and evaluate different viewpoints.	Explain/discuss understanding of what has been read and analyzed.Participate actively in conversations; Consider and evaluate different viewpoints.

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	G5/U2/PR1(3)	G5/U2/PR1(3)	G5/U3/PY2 (3)	G5/U3/PY2 (3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR1-2(3)	G5/U3/PR2(3)
	Friend or Foe Chapter 8	Friend or Foe Depth Focus 1-2	Tell Me A Story	Tell Me A Story	nges in No Man's Land Chapter	anges in No Man's Land Chapt	chs 1 to 3 of Oranges in No Ma	nges in No Man's Land Chapter
	Explain/discuss understanding of what has been read (include presentations/debates); Participate actively in conversations; Consider and evaluate different viewpoints.	Provide reasoned justifications for views; Note and develop initial ideas; Listen and respond appropriately; Articulate and justify answers;Explain/discuss understanding of what has been read (include presentations/debates); Provide reasoned justifications for views;Articulate and justify answers. Post Test	Read aloud poems and play scripts; Check that text makes sense and is in context;Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints;Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader; Give well-structured descriptions, explanations and justifications.	Draw inferences; Predict from details stated and implied; Articulate and justify answers ;Check that text makes sense and is in context; Identify audience/purpose of writing and select appropriate form; Consider and evaluate different viewpoints; Ask questions to improve understanding.	Ask questions to improve understanding; Draw inferences; Predict from details stated and implied; Consider and evaluate different viewpoints.	Check that text makes sense and is in context; Draw inferences; Predict from details stated and implied;Speculate, hypothesise, imagine and explore ideas.	Explore development of characters;characters' reactions to events/situations; interaction between characters; themes in the novels; importance of the opening and ending ; settings in the novel; plot development; writer's point of view; sympathizing/empathizing with a character;narrator's views	Check that text makes sense and is in context; Draw inferences; Predict from details stated and implied;Speculate, hypothesise, imagine and explore ideas.Ask questions to improve understanding; Draw inferences; Consider and evaluate different viewpoints.

GRADE 5	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)	G5/U3/PR2(3)
	anges in No Man's Land Chapte	nges in No Man's Land Chapte	nges in No Man's Land Chapte	nges in No Man's Land Chapter	ges in No Man's Land Chapter	ges in No Man's Land Chapter	Compare and Perform	Compare and Perform
	Draw inferences; Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader; Listen and respond appropriately; Articulate and justify answers.	Draw inferences; Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader; Listen and respond appropriately; Articulate and justify answers using appropriate evidence from the text.	Ask questions to improve understanding; Draw inferences; Identify and summarise main ideas; Listen and respond appropriately.	Draw inferences; Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader; Listen and respond appropriately.	Draw inferences; Listen and respond appropriately; Speculate, hypothesise, imagine and explore ideas.	Draw inferences; Predict from details stated and implied; Discuss books read ; Consider and evaluate different viewpoints. Post Test	Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning; Participate actively in conversations; Participate in discussions, presentations, performances, role play, improvisations and debates	Read aloud poems and play scripts; Identify how language, structure and presentation contribute to meaning; Participate actively in conversations; Participate in discussions, presentations, performances, role play, improvisations and debates.

	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	G5/U3/PR2(3)	G5/U5/PR3(3)	G5/U5/PR3(3)	G5/U5/PR3(3)	G5/U5/PR3(3)	G5/U5/PR3(3)	G5/U1-6/PR1-3 PY1-3(3)	G5/U1-6/PR1-3 PY1-3(3)
	Compare and Perform	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths	REVISION	REVISION
	Read aloud poems and play scripts; Identify how language, structure and presentation contribute to meaning; Participate actively in conversations; Participate in discussions, presentations, performances, role play, improvisations and debates.Post Test	Increase familiarity with wide range of books; Identify themes and conventions; Draw inferences; Articulate and justify answers.	Draw inferences; Predict from details stated and implied; Identify themes and conventions; Make comparisons within and across books; Discuss impact of authors' use of language on reader; Participate actively in conversations.	Identify and summarise main ideas; Ask questions to improve understanding; Make comparisons within and across books; Identify themes and conventions;Give well-structured descriptions, explanations and narratives.	Draw inferences; Explain/discuss understanding of what they have read, including presentations/debates; Participate actively in conversations; Articulate and justify answers.	Identify and summarise main ideas; Identify how language, structure and presentation contribute to meaning; Discuss impact of authors' use of language on reader; Make comparisons within and across books;Participate in discussions, presentations, performances, role play, improvisations and debates; Ask relevant questions; Consider and evaluate different viewpoints.	Read, understand and record first impressions ;Draw inferences ;Explore the author's use of language;Summarise the story; Make predictions;Ask questions to improve understanding;Explore events and characters' reaction. Explore themes.Discuss use of powerful language.FINAL EXAMINATION	Discuss Greek myths;Use inference;Debate views;Summarise myths;Compare themes in myths;Recognise and discuss the themes of myths;Explore author's language. FINAL EXAMINATION

YEAR 6 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	G6/U1/PY 1 (3)	G6/U1/PY 1 (3)	G6/U1/PY 1 (3)	G6/U1/ PR1 (3)	G6/U1/ PR1 (3)	G6/U1/ PR1 (3)	G6/U1/ PR1 (3)	G6/U1/ PR1 (3)
	POETRY UNIT6.1 POWERFUL LANGUAGE	POETRY UNIT6.1 POWERFUL LANGUAGE	POETRY UNIT6.1 POWERFUL LANGUAGE	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF
	Identify and summarise main ideas; Discuss impact of authors' use of language on reader; Provide reasoned justifications for their view:Explore a range of poems about the natural world;Identify poetic	Check that the text makes sense and is in context; Explore the language of the poem in more detail:Inference and prediction;Images and metaphors in poetry;Interpreting questions set;Linking point with	Discuss mood and language:Explore mood of the poem;Writing own free verse nature poems;Use feedback to edit and improve their poems.	Provide reasoned justifications for their views:Identify features of a novel;Discuss and summarise main ideas;Ask questions about the text;Find evidence from across text to support interpretation	Explain/discuss their understanding of what they have read:Find evidence from across text to support opinions;Linking point with evidence & explanation(PEE);Exploring the author's use of language and	Identify and summarise main ideas:Character viewpoint – and how point of view affects our view of events;Explore characters' thoughts and feelings;POST TEST-1	Maintain positive attitudes to reading and understanding of what they read: Exploring themes within the story-storytelling and the role of humans	Discuss books that are read to them and those they read themselves: Asking questions about the text;Exploring plot structure;Discuss books that they read
Term 1	G6/U1/ PR1 (3)	G6/U2/PR2(3)	G6/U2/PR2(3)	G6/U2/PR2(3)	G6/U2/PR2(3)	G6/U2/PR2(3)	REVISION	G6/U2/PR2(3)
	FICTION UNIT6.1 EYE OF THE WOLF	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN	FICTION/POETRY	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN
	Demonstrate comprehension strategies:Find evidence from across text to support opinions;Linking point with evidence & explanation(PEE)Accurate use of spelling, punctuation	The Glass Cupboard ;Make comparisons within and across books; Identify themes and conventions; Predict from details stated and implied:Make predictions;Identify &explore the features of a story;Compare to	Water,Water,Water! Thank Goodness :Identify and summarise main ideas;Explain/discuss their understanding of what they have read;Summarize main ideas; Note details	The Balaclava Story: Draw inferences;Explore characters' thoughts, feelings, motives;Make inferences;	The Balaclava Story:Draw inferences; Explain/discuss their understanding of what they have read;Identify themes & narrative features.POST TEST 1	Virtually True;Check that text makes sense and is in context; Ask questions to improve understanding;Monitor understanding;Ask questions about the text	Read and respond to selected poems; Explore poetic devices; poets' viewpoints and authors' craft;Summarise main ideas in stories;articulate & justify answers;predict from details stated & implied ; explore	Nule : Draw inferences;Articulate and justify answers;Identify how language, structure & presentation contributes to meaning.

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	G6/U2/PR2(3)	G6/U2/PR2(3)	G6/U2/PR2(3)	G6/U2/PR2(3)	G6/U2/PR2(3)	G6/U3/PY 2(3)	G6/U3/PY 2(3)	G6/U4/PR 3 (3)
	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN	ION UNIT6.2 FANTASTIC,FUNNY,FRIGHTEN	POETRY UNIT6.2 POETIC VOICE	POETRY UNIT6.2 POETIC VOICE	POETRY UNIT6.2 POETIC VOICE	FICTION UNIT 6.3 SALAMANDER DREAM
	Moving House : Explain/discuss their understanding of what they have read ; Consider and evaluate different viewpoints;Discuss impact of author's use of language on reader	Nule : Draw inferences;Articulate and justify answers;Identify how language, structure & presentation contributes to meaning.	Peacemaker: Draw inferences; Predict from details stated and implied; discuss their understanding of what they have read; Make predictions;Explore characters' thoughts, feelings, motives	Identify themes and conventions; Make comparisons within and across books; Identify genre conventions;Compare style in different genres; compare story structures.POST TEST 2	Check that text makes sense and is in context;Discuss the feelings and views presented in the poem; Identify how words are used in the poem to express these views;	Check that text makes sense and is in context; Ask questions to improve understanding; Model literal comprehension, inference and deduction; Devise questions and answers about the views expressed;	Check that text makes sense and is in context; ; Identify how language, structure and presentation contribute to meaning; Discuss the experiences, feelings and thoughts presented in the poem Identify how words are used in the poem to express these.Prepare, present and evaluate a performance of a poem POST TEST	Predict from details stated and implied; Draw inferences; Consider how authors develop characters/setting when writing narratives;Make predictions Draw inferences; Describe settings/characters/atmosphere ;Make comparisons within a book

	G6/U4/PR 3 (3)	G6/U4/PR 3 (3)	G6/U5/PR 4 (3)	G6/U5/PR 4 (3)	G6/U5/PR 4 (3)	G6/U5/PR 4 (3)	REVISION	REVISION
Term 2	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM	LIVE 6.2 A MIDSUMMER NIGHT'S DREAM	LIVE 6.2 A MIDSUMMER NIGHT'S DREAM	LIVE 6.2 A MIDSUMMER NIGHT'S DREAM	LIVE 6.2 A MIDSUMMER NIGHT'S DREAM		
	Explain/discuss their understanding of what they have read; Provide reasoned justifications for their views;Identify how language, structure and presentation contribute to meaning Explore character;Discuss the concepts of reality and imagination;	Identify how language, structure and presentation contribute to meaning;Identify themes and conventions; Note and develop initial ideas; Explore how setting can create mood;Discuss conclusion Use prediction and inference POST TEST	Listen to and discuss a wide range of text types; Predict from details stated and implied; Identify and summarise main ideas;Introduce the first part of the story;Introduce the end of the story;Introduce the play Understand the first scene	Draw inferences; Identify and summarise main ideas: Discuss impact of authors' use of language on reader;Create freeze frames to help understand the plot & character;Understand what makes the scene funny;Understand the couples quarrel;	Draw inferences; Identify and summarise main ideas: Discuss impact of authors' use of language on reader;Explain/discuss their understanding of what they have read; Understand the end of the play Focus on how characters have changed throughout the play;Understand the structure of the plot	Read aloud play scripts;Rehearse text for performance;Understand how actors work with a cue script;Perform a play	Read and respond to prose; Explore the contents; authors' viewpoints and authors' craft	Read and respond to selected poems; Explore poetic devices; poets' viewpoints and authors' craft;Summarise main ideas;articulate & justify answers;predict from details stated & implied ; explore author's use of language to describe characters & setting

YEAR 7 LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Prose	Prose	Prose	Prose	Prose	Poetry	Poetry	Poetry
						Finding Ways Into Poetry	Finding Ways Into Poetry	Finding Ways Into Poetry
	Adopt active reading approaches to engage with and make sense of text.Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer.Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure Interpret writer's purpose. Interpret characters.Express personal response to the text and support with textual references. (HOMEWORK)	Adopt active reading approaches to engage with and make sense of text.Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer.Understand and respond to ideas, viewpoints, themes and purposes in text Explore narrative structure Interpret writer's purpose. Interpret characters.Express personal response to the text and support with textual references. (CLASSWORK)	Adopt active reading approaches to engage with and make sense of text.Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer.Understand and respond to ideas, viewpoints, themes and purposes in text Explore narrative structure Interpret writer's purpose. Interpret characters.Express personal response to the text and support with textual references. (HOMEWORK)	Adopt active reading approaches to engage with and make sense of text.Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer.Understand and respond to ideas, viewpoints, themes and purposes in text Explore narrative structure Interpret writer's purpose. Interpret characters.Express personal response to the text and support with textual references. (CLASSWORK)	Adopt active reading approaches to engage with and make sense of text.Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer.Understand and respond to ideas, viewpoints, themes and purposes in text Explore narrative structure Interpret writer's purpose. Interpret characters.Express personal response to the text and support with textual references. (MID - WEEK POST - TEST)	Read and respond to poems. Show awareness of how poet's use of language conveys themes and purpose. Identify themes and show awareness of poet's purpose. Explore imagery, figurative language and other poetic devices. Express and justify opinions and preferences with reference to poems.	Read and respond to poems. Show awareness of how poet's use of language conveys themes and purpose. Identify themes and show awareness of poet's purpose. Explore imagery, figurative language and other poetic devices. Express and justify opinions and preferences with reference to poems. (HOMEWORK)	Read and respond to poems. Show awareness of how poet's use of language conveys themes and purpose. Identify themes and show awareness of poet's purpose. Explore imagery, figurative language and other poetic devices. Express and justify opinions and preferences with reference to poems. (CLASSWORK)

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Poetry — Finding Ways Into Poetry — Read and respond to poems. Show awareness of how poet's use of language conveys themes and purpose. Identify themes and show awareness of poet's purpose. Explore imagery, figurative language and other poetic devices. Express and justify opinions and preferences with reference to poems. (MID - WEEK POST - TEST)	Drama/ Plays — First Day — Explore the title. Familiarise with key drama terms. Establish an understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify opinions and	Drama/ Plays — First Day — Reinforce understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development of	Drama/ Plays — School Play — Explore the title. Familiarise with key drama terms. Establish an understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify opinions and	Drama/ Plays — School Play — Reinforce understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development of	Drama/ Plays — Review development of characters, plot, events, themes, issues and playwright's purpose in the plays (**First Day** and **School Play**).	Revision — Answers questions pertinently, drawing on relevant evidence or reasons. Read and understand the texts in timed conditions. Understand the questions using the bullet points. Show understanding of writer's main ideas, viewpoints and purpose. Explore imagery, figurative language and other poetic devices with evidence.	Poetry — Form and Structure — Read and respond to a range of poems. Identify key ideas and themes and show awareness of poet's purpose. Explore imagery, figurative language other poetic devices. Make relevant notes. Develop skills to interpret questions and write relevant answers. Comment on the form and structure of the poem and explain how it links to the
GRADE 7	**WEEK 1**	**WEEK 2**	**WEEK 3**	**WEEK 4**	**WEEK 5**	**WEEK 6**	**WEEK 7**	**WEEK 8**
Term 2	Poetry — Exploring form and structur[e] — Explore how poet's use of form and structure, imagery, figurative language and other poetic devices express themes, viewpoints and purpose. Express and justify personal opinions and preferences with reference to poems.	Poetry — Exploring form and structur[e] — Explore how poet's use of form and structure, imagery, figurative language and other poetic devices express themes, viewpoints and purpose. Express and justify personal opinions and preferences with reference to poems. (CLASS WORK)	Prose — Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure. Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references. (HOMEWORK)	Prose — Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure. Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references. (CLASSWORK)	Prose — Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure. Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references.		Prose — Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure. Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references. — Prose — Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Under stand and respond to ideas, ...	Prose — Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text. Explore narrative structure. Interpret writer's purpose. Interpret characters. Express personal response to the text and support with textual references.

Poetry	Drama/ Plays	Drama/ Plays	Drama/ Plays	Drama/ Plays	Drama/ Plays	Revision	Revision
Exploring form and structur	Good Friends	Good Friends	School Trip	School Trip			
Explore how poet's use of form and structure, imagery, figurative language and other poetic devices express themes, viewpoints and purpose. Express and justify personal opinions and preferences with reference to poems. (POST - TEST)	Explore the title. Establish an understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes , plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development of plot, characters and events in the play. (HOMEWORK)	Reinforce understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes , plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development of plot, characters and events in the play.	Explore the title. Familiarise with key drama terms. Establish an understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes , plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development of plot, characters and events in the play. (CLASSWORK)	Reinforce understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Role play to explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes , plot and playwright's purposes in the play. Express and justify opinions and preferences with reference to the development of plot, characters and events in the play. (POST - TEST)	Review development of characters, plot, events, themes, issues and playwright's purpose in the plays (**Good Friends** and **School Trip**).	Answers questions pertinently, drawing on relevant evidence or reasons.Read and understand the texts in timed conditions.Understand the questions using the bullet points.Show understanding of writer's main ideas,viewpoints and purpose.Explore imagery,figurative language and other poetic devices with evidence.	Answers questions pertinently, drawing on relevant evidence or reasons.Read and understand the texts in timed conditions.Understand the questions using the bullet points.Show understanding of writer's main ideas,viewpoints and purpose.Explore imagery,figurative language and other poetic devices with evidence.

Term 2

YEAR 8 LONG TERM PLAN with CURRICULUM STANDARDS

Term 1	W1	W2	W3	W4	W5	W6	W7	W8
	PROSE	PROSE	PROSE	PROSE	AKESPEARE - THE MERCHANT	**SPEARE - THE MERCHA**	DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE	SHAKESPEARE - THE MERCHAN
Y8	**Introduction to John Steinbeck;**	**The Pearl - Ch. 1, 2**	**The Pearl - Ch. 1 to 3**	**The Pearl - Ch. 1 to 3**	**Act 1, sc.1**	Act 1, sc.1,2,3	Act 1; Act 2 sc1, 2, 3	**Act 1; Act 2 sc 4, 5,6**
	Relate text to the socio-cultural historical context Interpret events and main ideas Interpret characters' actions, thoughts and feelings Develop an informed personal response HW =critical summary of ch.1	Relate main events to the social cultural historical context Interpret events and main ideas interpret characters' actions, thoughts and feelings Analyse writer's use of language and narrative style Develop an informed personal response	Relate main events to the social cultural historical context Interpret events and main ideas Interpret characters' actions, thoughts and feelings Interpret themes and writer's viewpoints Analyse writer's use of language and narrative style HW= could focus on the main themes in chs 1 to3	Relate main events to the socio-cultural historical context Explore plot development Explore character development Analyse writer's use of language, form and structure Assessment / Post Module test	**Explore the features of comedy and the social cultural historical context Develop vocabulary, linguistic and literary terminology related to drama Understand the setting; Interpret the main events, characters' actions and reactions HW: Write a brief summary of Act 1,sc 1**	settings; interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Develop an informed personal response CW / Hw: Explain the importance of the opening Act .	Understand the different settings; interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic aspects HW: the importance of the interview of Prince of	Understand the different settings; Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that

		W9	W10	W11	W12	W13	W14	W15	W16
Term 1									
		AKESPEARE - THE MERCHANT	KESPEARE - THE MERCHANT	OETRY since 1789	OETRY since 1789	OETRY since 1789	ETRY since 1789	ETRY since 1789	REVISION
Y8		**Act 2 sc7,8, 9**	**Act 1, 2 and Act 3 sc.1**	**Romantic Poetry**	**Romantic Poetry**	**Poems from Literary heritage**	Poems from Literary heritage	Poems from Literary heritage	**Revision Chs 1 - 3;**
		Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic aspects HW: The dramatic relevance of minor characters; sub-plots.	interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic aspects Explore the development of plot and character Assessment/ post module test	Research and presentation of Poetry across the ages / changes in language (link to Lang.) Establish familiarity with the social cultural context of the Romantic Age in poetry Understand and apply linguistic and literary terminology related to poetry Explore features of poetry. Interpret the main ideas in relation to the context Analyse poet's use of language Develop an informed personal response HW: Summarise the key ideas of one of the poems discussed in class, linking key ideas to the title, the opening and concluding lines of the poem	Interpret the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet's use of language and literary devices to express ideas and viewpoints Explore poet's use of form and structure to develop and present main ideas Develop an informed personal response CW: Analyse one of the poems studied, referring to main ideas, poet's viewpoints, use of language and poetic devices. Use appropriate evidence. Express your viewpoints about the poem.	**Establish familiarity with the social cultural context and its relevance to the poems Interpret the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet's use of language and literary devices to express ideas, themes and viewpoints Explore poet's use of form and structure to develop and present main ideas Develop an informed personal response HW/CW: Unseen poem/s. Analyse the poem/s .**	Establish familiarity with the social cultural context and its relevance to the poems Interpret the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet's use of language and literary devices to express ideas and viewpoints Explore poet's use of form and structure to develop and present main ideas Develop an informed personal response Assessment: Critical analysis of unseen poem/s	Establish familiarity with the social cultural context and its relevance to the poems Interpret the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet's use of language and literary devices to express ideas and viewpoints Explore poet's use of form and structure to develop and present main ideas Develop an informed personal response Assessment: Critical analysis of unseen poem/s	Revise main events and its relation to the socio-cultural historical context Revise key ideas of the main events; significance of the events Revise main themes and writer's viewpoints Analyse writer's use of language , form, structure and style Practice interpretation and response to exam style questions; time management.

Term 2		**W1**	**W2**	**W3**	**W4**	**W5**	**W6**	**W7**	**W8**
	Y8	PROSE	PROSE	PROSE	PROSE	DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE	DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE	DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE	SHAKESPEARE - THE MERCHANT OF VENICE
		The Pearl - Ch. 1 - 4	The Pearl - Ch. 1 - 5	The Pearl - Ch. 1 - 6	The Pearl - Ch. 1 - 6	Act 1, Act 2, Act 3 sc.2	Act 1, Act 2, Act 3 sc.3,4 ,5	Act 1, Act 2, Act 3 sc. 5 (cont.d)	Act 4 Sc.1 - The Trial Scene
		Relate main events to the socio-cultural historical context Interpret events and main ideas Interpret characters' actions, thoughts and feelings Interpret themes and writer's viewpoints	Relate main events to the socio-cultural historical context Explore plot development Explore characterisation Interpret themes and writer's viewpoints Analyse writer's use of language and narrative style	Relate main events to the socio-cultural historical context Interpret the significance of key events Trace the development of main characters Interpret themes and writer's viewpoints Analyse writer's use of	Critical review of the novella. Practice Exam style questions, use of formal analytical language, appropriate vocabulary Assessment / Post Module Test	Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic	Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic	Interpret the main events, characters' actions and reactions Analyse use of language and dramatic devices Explore conflicts that set the action; interpret the dramatic purpose. Explore characters, events and the evident thematic	Understand the socio-cultural setting Interpret the main events, characters' actions and reactions

Term 2		W9	W10	W11	W12	W13	W14	W15	W16
	Y8	SHAKESPEARE - THE MERCHANT Act 4 Sc.1 - The Trial Scene Interpret the main events, characters' actions and reactions Explore the development of plot , character ,themes whole play -Act 1 to 5 Interpret the dramatic purpose; Shakespeare's viewpoints Explore characterisation, events and the evident thematic aspects Analyse Shakespeare's use of language and dramatic style Assessment: Context question and essay question	POETRY since 1789 Poems from Literary heritage Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poet s' use of language and literary devices to express ideas and viewpoints Compare poets' use of form and structure to develop and present main ideas Develop an informed personal response	POETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main ideas Develop an informed personal response HW: Compare the two	POETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main ideas Develop an informed personal response	POETRY since 1789 Contemporary Poetry Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main ideas Develop an informed personal response	POETRY since 1789 Review of Poetry since 1789 Establish familiarity with the social cultural context and its relevance to the poems Compare the main ideas in relation to the context Understand and apply linguistic and literary terminology related to poetry Analyse poets' use of language and literary devices to express ideas, themes and viewpoints Compare poets' use of form and structure to develop and present main ideas Develop an informed personal response	REVISION REVISION Revise main events and its relation to the socio-cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisation Interpret themes and writer's viewpoints Review writer's use of language, form and structure	REVISION REVISION Revise main events, settings and its relation to the socio-cultural historical context Revise the key ideas of the main events; significance of the events Comment on characterisation Interpret themes and writer's

YEAR 9 LONG TERM PLAN with CURRICULUM STANDARDS

GRADE 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	**G9U1Pr(D).1**	**G9U2Pr(D).2**	**G9U3Pr(D).3**	**G9U4Pr(D).4**	**G9U5Pr (D)5**	**G9U6Pr(N).1**	**G9U7Pr(N).2**	**G9U8Pr(N).3**
	Intro to Shakespearean tragedy	Macbeth Act 1, Scenes 1 -3	Macbeth Act 1, Scenes 4 -5	Macbeth Act 1, Scenes 6 -7	Macbeth Act 2, Scenes 1 -4	Frankenstein (Introduction and background) Preface and	Frankenstein 1 - 4	Frankenstein 5 - 8
	To explore the features of tragedy and the social historical and political background	To understand the setting and the main conflict that sets the action	To explore character traits and the evident thematic aspects	To interpret the playwright's craft in developing the plot, characters and themes.	To interpret the playwright's choice of scenes and minor characters	To introduce setting and explore the socio/cultural, historical/political background to the text	To explore understanding of the ralationships between text and the context in which it is written.	To explore and analyse plot,characters and themes and analyse the language, form and structure used by the writer to create meanings and effects.
Term 1	**G9U9Pr(N).4**	**G9U10Py 1**	**G9U11Py 2**	**G9U12Py 3**	**G9U13Py 4**	**G9U14Py 5**	**G9U15R1**	**G9U16R2**
	Frankenstein 9 - 12	A Child to his Sick Grandfather /	Love's Dog / A Poison Tree	Cousin Kate / Poppies	Unseen poems - Comparison	Unseen poems - Comparison	Prose(Revision)	Drama and Poetry(Revision)
	To explore and analyse plot,characters and themes.	analyse and evaluate how language, structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such valuation	To explore the poets' use of language devices and style to convey their purpose	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To read, understand and respond to text while maintaining a critical style and develop an informed personal response	To read, understand and respond to text while maintaining a critical style and develop an informed personal response

GRADE 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	**G9U17Pr (D)6**	**G9U18Pr (D)7**	**G9U19Pr (D)8**	**G9U20Pr (D)9**	**G9U21Pr (D)10**	**G9U22Pr(N)5**	**G9U23Pr(N)6**	**G9U24Pr(N)7**
	Macbeth Act 3, Scenes 1 -3	Macbeth Act 3, Scenes 4 -6	Macbeth Act 4, Scenes 1 -3	Macbeth Act 5, Scenes 1 -3	Macbeth Act 5, Scenes 4 -7	Frankenstein 13 - 16	Frankenstein 17 - 20	Frankenstein 21 - 24
	To analyse and integrate the plot with characters and themes	To interpret the playwright's craft in developing the plot characters and themes.	To interpret the playwright's craft in developing the plot characters and themes.	To interpret the playwright's craft in developing the plot characters and themes.	To interpret the playwright's craft in developing the plot characters and themes.	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect
Term 2	**G9U25Pr(N)8**	**G9U26Py6**	**G9U27Py7**	**G9U28Py8**	**G9U29Py9**	**G9U30Py10**	**G9U31R3**	**G9U32R4**
	Frankenstein Plot / Characters / Themes	To Autumn / London	Where the Picnic Was / Postcard from a Travel Snob	Unseen Poems - Comparison	Unseen poems - Comparison	Unseen poems - Comparison	Prose(Revision)	Drama and Poetry(Revision)
	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect	analyse and evaluate how language, structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such valuation	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To read, understand and respond to text while maintaining a critical style and develop an informed personal response	To read, understand and respond to text while maintaining a critical style and develop an informed personal response

YEAR 10 LONG TERM PLAN with CURRICULUM STANDARDS

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading-Drama	Reading-Drama	Reading-Drama	Reading-Drama	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry (Unseen + Seen Relationships- Contemporary)
	Intro to Shakespeare and Shakespearean Tragedy (4)	Romeo & Juliet-Act 1 Sc 1(4)	Romeo & Juliet-Act 1 Sc 2,3, 4{4}	Romeo & Juliet-Act 1 Sc 5(4)	Introduction to DJAMH and Chaper 1 (4)	DJAMH Chapter 1 (Contd.) and Chapter 2 (4)	DJAMH Chapter 3 (4)	Unseen poetry Comparative study & Nettles (4)
	Learning Obj	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**
	To explore the features of tragedy & the social historical background	To understand the setting and the main conflict that sets the action	To explore character traits & the evident thematic aspects	Comment on play wright's style & explore characters and themes	To be able to identify the language, literary devices, writer's craft and structure in an unseen text. To introduce setting& the socio-cultural background;to explore characters & themes	To explore characters,analyse themes & comment on style	To explore character traits, analyse themes&comment on aspects of style	To explore writers' use of language and literary devices & style to convey their purpose

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Reading - Poetry (Relationships- Romantic)	Reading - Poetry (Relationships- Literary Heritage)	Reading - Poetry (Relationships - Contemporary)	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading-Drama & Revision
	La belle dame Sans Merci & She Walks in Beauty (4)	My Last Duchess & How do I Love Thee (4)	First Date & Valentine (4)	An Inspector Calls- Introduction & Act I (Pages 1-10) (4)	An Inspector Calls- Act I (Pages 11-19) (4)	An Inspector Calls- Act I (Pages 20-26) (4)	Romeo & Juliet-Act 2 Sc 1&2 (till lines 141) (4)	Romeo & Juliet-Act 2 (lines 142-189) & Sc 3(4)
	Learning Obj	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**
	To explore writers' use of language and literary devices & style to convey their purpose	To examine the poetic devices used to enhance the meaning & convey the writers' attitude	To examine the use of Lang & poetic techniques	To explore the social historical background and to understand the setting and the main conflict that sets the action	To examine the use of Lang & poetic techniques	To examine the use of Lang & poetic techniques	To read with insight and engagement, understanding the writer's use of linguistic and structural devices.	To read with insight and engagement, understanding the writer's use of linguistic and structural devices.

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Reading-Drama	Reading-Drama	Reading-Drama	Reading-Drama	Reading-Drama	Reading-Drama	Reading - Prose	Reading - Prose
	Romeo & Juliet-Act 2 Sc 4 (4)	Romeo & Juliet-Act 2 Sc 5 & 6 (4)	Romeo & Juliet-Act 3 Sc 1 (4)	Romeo & Juliet-Act 3 Sc 2 & 3 (lines 1- 107) (4)	Romeo & Juliet-Act 3 Sc 3- lines 108-175 & sc 4 (4)	Romeo & Juliet-Act 3 Sc 5 (4)	DJAMH Chapter 4&5 (4)	DJAMH Chapter 6 (4)
	Learning Obj	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**
	To trace the devt. Of characters, themes & plot.	To examine the playwright's craft at creating characters & develop the plot & themes	To explore the devt of plot & character	To analyse & integrate the plot with characters & dramatic devices used	To continue to examine & analyse the devt. of plot & characters.	To explore & trace the conflict devt through the 3 acts	To explore character traits, analyse themes&comment on aspects of style	To explore characters,analyse themes & comment on style

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Poetry (Conflict- Romantic & Contemporary) (4)	Reading - Poetry (Conflict- Literary Heritage)(4)	Reading - Poetry (Conflict- Contemporary) (4)	Reading - Poetry (Time & Place- Romantic & Contemporary) (4)	Reading - Poetry (Time & Place- Contemporary) (4)	Reading - Poetry (Time & Place- Literary Heritage)(4)	Reading-Drama	Reading-Drama & Revision
Term 2	The Destruction … & War Photographer	The Man He Killed & Exposure	Half caste & The Glass Game	London & First Flight	Presents from…. & Hurricane Hits England	I Started Early…. & Home Thoughts…	An Inspector Calls- Act II (Pages 27- 36) (4)	An Inspector Calls- Act II (Pages 37- 49) (4)
	Learning Obj	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**
	To examine the poetic devices used to enhance the meaning & convey the writers' attitude	To explore writers' use of lang devices & style to convey their purpose.	To examine the poetic devices used to enhance the meaning & convey the writers' attitude	To explore writers' use of lang devices & style to convey their purpose.	To examine the poetic devices used to enhance the meaning & convey the writers' attitude	To explore writers' use of lang devices & style to convey their purpose.	To read with insight and engagement, understanding the writer's use of linguistic and structural devices.	To examine the use of Lang & poetic techniques

YEAR 11 LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2016-2017

GRADE 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading-Poetry	**Reading - Poetry**	**Reading - Poetry**	**Reading - Drama**	**Reading - Drama**	**Reading - Drama**	**Reading - Prose**	**Reading - Prose**
Term 1	Any Two 20th /21st century unseen poems (4)	War Phototgrapher (4)	Tyger (4)	Romeo and Juliet- Recap of Acts 1-3 (4)	Romeo and Juliet-Act 4 Scenes 1,2 (4)	Romeo and Juliet-Act 4 Scenes 3,4, 5 (4)	Roll of Thunder… My Cry - Recap of chs. 1 to 6 {4}	Roll of Thunder… My Cry - chapter 7{4}
	Learning Obj	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**
	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To examine the use of dramatic devices/language used to reveal characters, themes and plot.	To interpret the playwright's craft in developing the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To explore the development and show critical appreciation of the plot,characters and themes.

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Prose	**Reading - Prose**	**Reading - Poetry**	**Reading - Poetry**	**Reading - Poetry**	**Reading - Poetry**	**Reading - Prose**	**Drama/ ROTHMC/ Poetry**
	Roll of Thunder… My Cry - chapters 8 and 9 {4}	Roll of Thunder … My Cry - chapter 10 {4}	A Mother In a Refugee Camp {4}	Do not go gentle into that good night	My last Duchess (4)	Sonnet 116 (4)	Any Two 20th /21st century unseen passages (4)	Review Study
	Learning Obj	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**
Term 1	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To explore the development and show critical appreciation of the plot,characters and themes.	To understand and analyse the purpose and attitudes of the writers.	To understand and analyse the purpose and attitudes of the writers.	To understand and analyse the purpose and attitudes of the writers.	To understand and analyse the purpose and attitudes of the writers.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. To compare mood, tone, structure and use of poetic devices

GRADE 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	**Reading - Drama**	**Reading - Drama**	**Reading - Poetry**	**Reading - Prose**	**Reading - Prose**	**Reading - Prose**	**Reading - Drama**	**Reading - Poetry**
	Romeo and Juliet -Act 5 Scenes 1,2 (4)	Romeo and Juliet-Act 5 Scene 3 (4)	If and Once Upon A Time (4)	Roll of Thunder... My Cry - chapter 11 {4}	Roll of Thunder... My Cry - chapter 12 {4}	Roll of Thunder ... My Cry - chapters 1-12 {4}	Romeo and Juliet -Acts 1-5 (4)	Poetry comparisons (4)
	Learning Obj	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**	**Learning Obj**
	To interpret the playwright's craft in developing the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To integrate and interpret the conflict through the text and give an informed personal response.	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	**Reading - Poetry/Prose**							
	Unseen poem and prose(2+2)							
	Learning Obj							
	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.							