

St. Mary's Catholic High School (2018-2019)

LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS

Year 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Yr.4/1	Yr.4/2	Yr.4/3	Yr.4/4	Yr.4/5	Yr.4/6	Yr.4/7	Yr.4/8
	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
	Read aloud chapter 1 of Christophe's Story. Listen to and discuss wide range of text types; Draw inferences and justify with evidence; Make predictions; Ask questions to improve understanding.	Draw inferences and justify with evidence; Identify and summarise main ideas. Draw inferences and justify with evidence. Listen to and discuss wide range of text types	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.	Letter writing in role: 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 about character. Exploring character: Character journey map,
Term 1	Yr.4/9	Yr.4/10	Yr.4/11	Yr.4/12	Yr.4/13	Yr.4/14	Yr.4/15	Yr.4/16
	Poetry - Creating Images	Poetry - Creating Images	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Revision
	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. Discuss use of figurative language Inference and prediction Metaphors.	Revise personification and metaphor Inference and prediction Free verse poetry. Draft and write a poem. Discuss first impressions of poem Revise difference between simile and metaphor. Compare two poems Use of simple noun phrases Free verse poetry. Identify features of Haiku.	Develop positive attitudes to reading and understanding of what they read; Listen to and discuss wide range of text types; Understand what they read, in books they can read independently; Ask questions to improve understanding; Make predictions.	Draw inferences and justify with evidence; Identify how language, structure and presentation contribute to meaning.	Draw inferences and justify with evidence Explore character relationships. Ask relevant questions.	Draw inferences and justify with evidence; Identify and create similes. Use role play to explore debate and persuasion. Speculate, hypothesise, Participate in discussions, presentations, performances, role play,	Draw inferences and justify with evidence. Plan and write a conversation in role.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes.

Year 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Yr.4/1	Yr.4/2	Yr.4/3	Yr.4/4	Yr.4/5	Yr.4/6	Yr.4/7	Yr.4/8
	Poetry - Exploring Poetic Form	Poetry - Exploring Poetic Form	Poetry - Exploring Poetic Form	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles
	Explore the meaning and form of poems that are written in a Caribbean dialect. Discuss words/phrases that capture reader's interest; Identify how language, structure and presentation contribute to meaning	Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning. Read and discuss Kennings, Raps, Acrostic and shape poems.	Read aloud poems and play scripts. Perform a choral reading of a poem. Learn a poem by heart. Create a dictionary of poetic forms and features. Draft and write, using oral rehearsal, rich vocabulary and increasing range of sentence structures.	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	Make predictions. Discuss words/phrases that capture reader's interest; Draw inferences and justify with evidence. Check that text makes sense and is in context;	Draw inferences and justify with evidence, Make predictions; Ask questions to improve understanding. Identify and summarise main ideas. Use inference Use drama techniques to explore character	Identify and summarise main ideas; Draw inferences and justify with evidence; Use evidence from a text to determine true or false statements	Use drama techniques to explore character. Ask questions about and draw inferences from a text Make predictions
Term 2	Yr.4/9	Yr.4/10	Yr.4/11	Yr.4/12	Yr.4/13	Yr.4/14	Yr.4/15	Yr.4/16
	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles	Poetry - Exploring Poetic Language	Poetry - Exploring Poetic Language	Revision	Revision
	Recall and summarise events Ask questions about and draw inferences from a text Distinguish between what is real and what is imaginary	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. Write an excuse based on inference of character Use sentences with more than one clause	Use dictionaries; Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning. Compare two texts of the same genre	Letter writing in role: 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	Identify how language, structure and presentation contribute to meaning. Read and understand the language of a poem Write another stanza using the same model. Compare two poems. Write additional stanzas for poems.	Explore the language and structure of a poem. Create a group performance of a poem. Extend awareness of syllabic poems. Read and compare descriptive poems Draft a poem following a model	Read aloud poems. Draft and write using oral rehearsal, rich vocabulary and increasing range of sentence structures; Read aloud own writing.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y5/U1/PY1(3)	Y5/U1/PY1(3)	Y5/U1/PY1(3)	Y5/U2/PR1(3)	Y5/U2/PR1(3)	Y5/U2/PR1(3)	Y5/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
	Identify and summarise main ideas; Discuss impact of authors' use of language(narrative features) on reader; Provide reasoned justifications for their view:Explore a range of narrative poems;Identify poetic features;Give reasons for likes and dislikes.Inference and prediction ;Demonstrate comprehension strategies	Check that the text makes sense and is in context; Explore the language of the poem(narrative features) in more detail:Inference and prediction;Images and metaphors in poetry;Interpreting questions set;Linking point with evidence & explanation;Discuss impact of author's use of language in the poem.POST TEST	Discuss mood and language:Explore mood of the poem;Identify audience/purpose of writing and select appropriate form; Note and develop initial ideas;Writing own free verse nature poems;Assess effectiveness of own and others' writing;Use feedback to edit and improve their poems.	Identify features of a novel;Discuss and summarise main ideas;Find evidence from across text to support interpretation;Provide reasoned justifications for their views;Ask questions about the text;	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 specific devices(such as flashback, interior monologue) to create specific effect;	Identify and summarise main ideas: Explore inference;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: Articulate and justify answers; Identify themes and conventions;Exploring themes from the story.	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	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y5/U2/PR1(3)	Y5/U3/PY1(3)	Y5/U3/PY1(3)	Y5/U3/PR2(3)	Y5/U3/PR2(3)	Y5/U3/PR1-2(3)	Y5/U3/PR1-2(3)	Y5/U3/PR1-2(3)
	Friend or Foe Chapter 8	Tell Me A Story	Tell Me A Story	Oranges in No Man's Land Chapter 1-2	Oranges in No Man's Land Chapter 3-4	Orange in No Man's Land Chapter 5-6	REVISION	REVISION
	Demonstrate comprehension strategies:Find evidence from across text to support opinionsLinking point with evidence & explanation(PEE)Accurate use of spelling, punctuation, grammar;Use appropriate vocabulary-Post Test	Read aloud poems and play scripts;Draw inferences; Check that text makes sense and is in context;Ask questions to improve understanding;Discuss the feelings and views presented in the poem;Identify how words are used in the poem to express these views;	Draw inferences; Predict from details stated and implied;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. POST TEST	Identify and summarise main ideas;Explain/discuss their understanding of what they have read;Listen and respond appropriately; Articulate and justify answers;Note details.	Ask questions to improve understanding; Draw inferences; Predict from details stated and implied; Consider and evaluate different viewpoints.Note and develop initial ideas; Explain/discuss understanding of what has been read.	Draw inferences;Explore characters' thoughts, feelings, motives;Make inferences;Speculate, hypothesise, imagine and explore ideas;Articulate and justify answers;Explain/discuss understanding of what has been read. (POST TEST)	.Writer's description and 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; significant events and situations in the novel; writer's point of view; sympathizing/empathizing with a character;narrator's views ; interpret imagery ;writers' techniques;ideas and themes expressed in the poems; explanation of poetic features with evidence;personal responses and preferences with evidence and explanation; explanation of form and structure;explanation of poet's use of language with evidence to create images and descriptive effects.FIRST TERM EXAMINATION	Writer's description and 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; significant events and situations in the novel; writer's point of view; sympathizing/empathizing with a character;narrator's views ; interpret imagery ;writers' techniques;ideas and themes expressed in the poems; explanation of poetic features with evidence;personal responses and preferences with evidence and explanation; explanation of form and structure;explanation of poet's use of language with evidence to create images and descriptive effects.FIRST TERM EXAMINATION

YEAR 5	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Y5/U3/PR1-2(3)	Oranges in No Man's Land Chapter 9-10	Y5/U3/PR2(3)	Y5/U3/PR2(3)	Y5/U3/PR2(3)	Y5/U4/PR2(3)	Y5/U5/PR3(3)	Y5/U5/PR3(3)
	Orange in No Man's Land Chapter 7-8	Check that text makes sense and is in context; Monitor understanding;Ask questions to improve understanding;Ask questions about the text.	Oranges in No Man's Land Chapter 11,12	Oranges in No Man's Land Chapter 13,14,15	Oranges in No Man's Land Chapter 16,17,18	Compare and Perform	Greek Myths	Greek Myths
	Draw inferences; Explain/discuss their understanding of what they have read;Identify themes & narrative features.		Explain/discuss their understanding of what they have read ; Consider and evaluate different viewpoints;Discuss impact of author's use of language on reader	Draw inferences;Articulate and justify answers;Identify how language, structure & presentation contributes to meaning.	Identify themes;Draw inferences; Predict from details stated and implied; discuss their understanding of what they have read; Make predictions;Explore characters' thoughts, feelings, motives -POST TEST	Read aloud poems and play scripts; Identify how language, structure and presentation contribute to meaning; Participate actively in conversations; Make comparisons within and across books; Prepare, present and evaluate a performance of a poem	Increase familiarity with wide range of books; Identify themes and conventions of myth; Predict from details stated and implied; Draw inferences; Consider how authors develop characters/setting when writing narratives;Make predictions	Identify and summarise main ideas;Draw inferences; Explain/discuss their understanding of what they have read;Articulate and justify answers;Identify themes & narrative features.
YEAR 5	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Y5/U5/PR3(3)	Y5/U5/PR3(3)	Y5/U5/PR3(3)	Y5/U5/PR3(3)	Y5/U5/PR3(3)	Y5/U5/PR3(3)	Y5/U1-6/PR1-3 PY1-3(3)	Y5/U1-6/PR1-3 PY1-3(3)
	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Greek Myths	REVISION	REVISION
	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.	Check that text makes sense and is in context; Ask questions to improve understanding;Monitor understanding;Ask questions about the text;Discuss impact of authors' use of language on reader; Compare themes in myths.	Participate actively in conversations;Explain/discuss their understanding of what they have read ; Consider and evaluate different viewpoints;Discuss impact of author's use of language on reader.POST TEST	Draw inferences;Articulate and justify answers;Identify how language, structure & presentation contributes to meaning;discuss the themes of myths;Explore author's language.	Draw inferences; Predict from details stated and implied; Participate actively in conversations; 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.	Read, understand and record first impressions ;Draw inferences ;Explore the author's use of language;Summarise the stories; Make predictions;Ask questions to improve understanding;Explore events and characters' reaction. Explore themes.Discuss use of powerful language.END TERM EXAMINATION	Discuss stories and poems;Use inference;Debate views;Summarise stories ;Compare themes in storie and poetry;Recognise and discuss the themes of sories and poems;Explore author's language. END TERM EXAMINATION

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/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 features;Give reasons for likes and dislikes.Inference and prediction ;Demonstrate comprehension strategies	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 evidence & explanation;Discuss impact of author's use of language in the poem. POST TEST	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 specific devices(such as flashback, interior monologue) to create specific effect;	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	Y6/U1/ PR1 (3)	Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	REVISION
	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	LIVE 6.2(DRAMA) A MIDSUMMER NIGHT'S DREAM	LIVE 6.2 (DRAMA)A MIDSUMMER NIGHT'S DREAM	LIVE 6.2(DRAMA) A MIDSUMMER NIGHT'S DREAM	LIVE 6.2(DRAMA) A MIDSUMMER NIGHT'S DREAM	
	Demonstrate comprehension strategies:Find evidence from across text to support opinions;Linking point with evidence & explanation(PEE)Accurate use of spelling, punctuation, grammar;Use appropriate vocabulary	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 other texts – familiar conventions and differences;Find evidence in a text to support opinions	Water,Water,Water! Thank Goodness :Identify and summarise main ideas;Explain/discuss their understanding of what they have read;Summarize main ideas; Note details	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;	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 selected poems; Explore poetic devices; poets' viewpoints and authors' craft;Summarise main ideas in stories;articulate & justify answers;predict from details stated & implied ; explore author's use of language to describe characters & setting
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U2/PY2(3)
	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	POETRY UNIT6.2 POETIC VOICE
	<u>The Balaclava Story</u> : Draw inferences;Explore characters' thoughts, feelings, motives;Make inferences;	<u>The Balaclava Story</u> :Draw inferences; Explain/discuss their understanding of what they have read;Identify themes & narrative features.	<u>Virtually True</u> ;Check that text makes sense and is in context; Ask questions to improve understanding;Monitor understanding;Ask questions about the text	<u>Moving House</u> : Explain/discuss their understanding of what they have read ; Consider and evaluate different viewpoints;Discuss impact of author's use of language on reader	<u>Nule</u> : Draw inferences;Articulate and justify answers;Identify how language, structure & presentation contributes to meaning.	<u>Peacemaker</u> : Draw inferences; Predict from details stated and implied; discuss their understanding of what they have read; Make predictions;Explore characters' thoughts, feelings, motives	<u>Peacemaker</u> :Identify themes and conventions; Make comparisons within and across books; Identify genre conventions;Compare style in different genres; compare story structures. POST TEST	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;

Term 2	Y6/U2/PY2(3)	Y6/U2/PY2(3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	REVISION	REVISION
	POETRY UNIT6.2 POETIC VOICE	POETRY UNIT6.2 POETIC VOICE	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM		
	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	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	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	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Drama/ Plays	Drama/ Plays	Poetry	Poetry	Prose	Prose	Prose	Prose
	First Day	First Day	Finding Ways Into Poetry	Finding Ways Into Poetry				
	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.	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.	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.	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.	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.	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.

Term 1	Prose	Poetry	Poetry	Drama/ Plays	Drama/ Plays	Drama/ Plays	Revision	Revision
		Finding Ways Into Poetry	Finding Ways Into Poetry	School Play	School Play			
	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.	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.	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.	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.	Review development of characters, plot, events, themes, issues and playwright's purpose in the plays (First Day and School Play).	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.

YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Drama/ Plays	Drama/ Plays	Poetry	Poetry	Poetry	Prose	Prose	Prose
	Good Friends	Good Friends	Form and Structure	Exploring form and structure	Exploring form and structure			
	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.	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 poet's purpose.	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.	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.	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.	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.	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.

Term 2	Prose	Prose	Poetry	Drama/ Plays	Drama/ Plays	Drama/ Plays	Revision	Revision
			Exploring form and structure	School Trip	School Trip			
	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.	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.	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.	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.	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.	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.

YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term1	DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE	DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE	DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE	DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE	DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE	POETRY since 1789	POETRY since 1789	PROSE
	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	Act 2 sc7,8, 9	Romantic Poetry	Romantic Poetry	Introduction to Sherlock Holmes ;A SCANDAL IN BOHEMIA
	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	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. 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 Morocco;	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 CW/Hw : context question/s	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.	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	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.	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 chapter 1 A Scandal in Bohemia

YEAR 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term1	PROSE	PROSE	PROSE	PROSE	POETRY since 1789	POETRY since 1789	Revision	REVISION
	CONT A SCANDAL IN BOHEMIA AND A CASE OF IDENTITY	THE RED HEADED LEAGUE	POST MODULE ;THE BOSCOMBE VALLET MYSTERY	THE BOSCOMBE VALLEY MYSTERY	Poems from Literary heritage	Poems from Literary heritage	Revision	Revision
	Relate main events to the social cultural historical context Interpret events and main ideas interpret characters' actions, thoughts and feelings 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	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	Relate main events to the socio-cultural historical context Explore plot development Explore character development Analyse writer's use of language, form and structure.	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	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.	Revision Practice interpretation of, and response to exam style questions, use of appropriate textual evidence, Express informed personal viewpoints; work on time management.

YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term1	<u>PROSE</u>	<u>PROSE</u>	<u>PROSE</u>	<u>PROSE</u>	<u>DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</u>	<u>DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</u>	<u>DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</u>	<u>DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE</u>
	<u>THE FIVE ORANGE PIPS</u>	<u>THE BLUE CARBUNCLE</u>	<u>THE ENGINEER'S THUMB</u>	<u>THE COPPER BEECHES</u>	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
	<p>Relate main events to the socio-cultural historical context</p> <p>Interpret events and main ideas</p> <p>Interpret characters' actions, thoughts and feelings</p> <p>Interpret themes and writer's viewpoints</p> <p>Develop an informed personal response</p> <p>Analyse writer's use of language and narrative style</p> <p>HW = could focus on plot development, character development, personal response.</p>	<p>Relate main events to the socio-cultural historical context</p> <p>Explore plot development</p> <p>Explore characterisation</p> <p>Interpret themes and writer's viewpoints</p> <p>Analyse writer's use of language and narrative style</p> <p>CW= could focus on role of different characters, characterisation and writer's</p>	<p>Relate main events to the socio-cultural historical context</p> <p>Interpret the significance of key events</p> <p>Trace the development of main characters</p> <p>Interpret themes and writer's viewpoints</p> <p>Analyse writer's use of language, form and structure</p>	<p>Relate main events to the socio-cultural historical context</p> <p>Interpret the significance of key events</p> <p>Trace the development of main characters</p> <p>Interpret themes and writer's viewpoints</p> <p>Analyse writer's use of language, form and structure</p> <p>Assessment / Post Module Test</p>	<p>Interpret the main events, characters' actions and reactions</p> <p>Analyse use of language and dramatic devices</p> <p>Explore conflicts that set the action; interpret the dramatic purpose.</p> <p>Explore characters, events and the evident thematic aspects</p> <p>Explore the development of plot and character</p> <p>Hw: could focus on Portia and Bassanio's relationship and related themes</p>	<p>Interpret the main events, characters' actions and reactions</p> <p>Analyse use of language and dramatic devices</p> <p>Explore conflicts that set the action; interpret the dramatic purpose.</p> <p>Explore characters, events and the evident thematic aspects</p> <p>Explore the development of plot and character</p> <p>HW: Summarise the key ideas of Act 3. Sc.3 (Shylock/Antonio's conversation)</p>	<p>Interpret the main events, characters' actions and reactions</p> <p>Analyse use of language and dramatic devices</p> <p>Explore conflicts that set the action; interpret the dramatic purpose.</p> <p>Explore characters, events and the evident thematic aspects</p> <p>Explore the development of plot, character and themes in Act 1 to 3.</p> <p>CW: Discuss socio-cultural setting, characters, themes and dramatic devices in Act 1 to 3.</p>	<p>Understand the socio-cultural setting</p> <p>Interpret the main events, characters' actions and reactions</p> <p>Analyse use of language and dramatic devices</p> <p>Explore conflicts that set the action; interpret the dramatic purpose.</p> <p>Explore characters, events and the evident thematic aspects</p> <p>HW: Summarise the main ideas of the trial scene.</p>

YEAR 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term2	DRAMA: SHAKESPEARE - THE MERCHANT OF VENICE	POETRY since 1789	POETRY since 1789	POETRY since 1789	POETRY since 1789	PROSE	REVISION	REVISION
	Act 4 Sc.1 - The Trial Scene	Poems from Literary heritage	Contemporary Poetry	Contemporary Poetry	Contemporary Poetry		REVISION	REVISION
	<p>Interpret the main events, characters' actions and reactions</p> <p>Explore the development of plot, character, themes whole play -Act 1 to 5</p> <p>Interpret the dramatic purpose; Shakespeare's viewpoints</p> <p>Explore characterisation, events and the evident thematic aspects</p> <p>Analyse Shakespeare's use of language and dramatic style</p> <p>Assessment: Context question and essay question</p>	<p>Establish familiarity with the social cultural context and its relevance to the poems</p> <p>Compare the main ideas in relation to the context</p> <p>Understand and apply linguistic and literary terminology related to poetry</p> <p>Analyse poet s' use of language and literary devices to express ideas and viewpoints</p> <p>Compare poets' use of form and structure to develop and present main ideas</p> <p>Develop an informed personal response</p>	<p>Establish familiarity with the social cultural context and its relevance to the poems</p> <p>Compare the main ideas in relation to the context</p> <p>Understand and apply linguistic and literary terminology related to poetry</p> <p>Analyse poets' use of language and literary devices to express ideas, themes and viewpoints</p> <p>Compare poets' use of form and structure to develop and present main ideas</p> <p>Develop an informed personal response</p>	<p>Establish familiarity with the social cultural context and its relevance to the poems</p> <p>Compare the main ideas in relation to the context</p> <p>Understand and apply linguistic and literary terminology related to poetry</p> <p>Analyse poets' use of language and literary devices to express ideas, themes and viewpoints</p> <p>Compare poets' use of form and structure to develop and present main ideas</p> <p>Develop an informed personal response</p> <p>HW: Compare the two poets viewpoints on war with close reference to ideas, poets' use of language, form and structure</p>	<p>Establish familiarity with the social cultural context and its relevance to the poems</p> <p>Compare the main ideas in relation to the context</p> <p>Understand and apply linguistic and literary terminology related to poetry</p> <p>Analyse poets' use of language and literary devices to express ideas, themes and viewpoints</p> <p>Compare poets' use of form and structure to develop and present main ideas</p> <p>Develop an informed personal response</p> <p>Assessment: Comparison of poems</p>	<p>Critical review of the novella.</p> <p>Practice Exam style questions, use of formal analytical language, appropriate vocabulary</p>	<p>Revise main events and its relation to the socio-cultural historical context</p> <p>Revise the key ideas of the main events; significance of the events</p> <p>Comment on characterisation</p> <p>Interpret themes and writer's viewpoints</p> <p>Review writer's use of language, form and structure</p> <p>Practice interpretation of, and response to exam style questions, use of appropriate textual evidence,</p> <p>Express informed personal viewpoints; work on time management</p>	

YEAR 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	Julius Caesar Act 1, Scenes 1 - 3	Julius Caesar Act 1, Scenes 4 - 6	Julius Caesar Act 1, Scene 7 ; Act 2, Scene 1	Julius Caesar Act 2, Scene 2	Frankenstein (Introduction and background) Preface and Letters	Frankenstein 1 - 4	Frankenstein 5 - 8
	To explore the features of Shakespearean tragedy and the 16th Century, Elizabethan era. 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 relationships 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 / Neutral Tones	Love's Dog / A Poison Tree	Cousin Kate / Poppies	Unseen poems	Unseen poems	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 analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To analyse 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 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
	Julius Caesar Act 2, Scenes 3-4	Julius Caesar Act 3, Scenes 1	Julius Caesar Act 3, Scenes 2-3	Julius Caesar Act 3, Scene 4	Julius Caesar Act 3, Scenes 5-6	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 analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To analyse 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

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading - Poetry (Relationships-Romantic)	Reading - Poetry (Relationships- Literary Heritage)	Reading - Poetry (Relationships - Contemporary)	Reading-Drama	Reading-Drama	Reading-Drama	Reading - Prose	Reading - Prose
	La belle dame Sans Merci & She Walks in Beauty (4)	My Last Duchess & How do I Love Thee (4)	First Date & Valentine (4)	Recapitulation of Shakespeare & Shakespearean Tragedy (4)	Macbeth Act 4 Sc 1 & The Role of Supernatural (4)	Macbeth Act 4 Sc 2 & The Theme of Guilt / Remorse {4}	Introduction to DJAMH and 19th Century Literary Traditions (4)	DJAMH Chapter 1 (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 features of tragedy & the social historical background	Compare historical perspectives on the supernatural. Understand how Shakespeare uses this in Macbeth.	To explore theme of guilt in Macbeth Understand how Shakespeare presents guilt in different characters	To introduce setting & the socio-cultural background; to explore 19 Century literary traditions such as: The 'Silver Fork' novel; The 'Newgate' novel; The 'Gothic' novel; The 'Romantic' novel; The 'Social-purpose' novel	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 - Prose	Reading - Prose	Reading - Poetry (Unseen + Seen Relationships-Contemporary)	Reading - Poetry (Conflict- Romantic & Contemporary) (4)	Reading - Drama	Reading - Drama	Reading - Drama	Reading-Drama
Term 1	DJAMH Chapter 2 (4)	DJAMH Chapter 3 (4)	Unseen poetry Comparative study & Nettles (4)	The Destruction of ... & War Photographer	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)	Macbeth Revision
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To explore character traits, analyse themes&comment on aspects of 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	To examine the poetic devices used to enhance the meaning & convey the writers' attitude	To explore the social historical background and to understand the setting and the main conflict that sets the action	To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions	To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions	To analyse the language, form and structure used by Shakespeare to create meanings and effects
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Poetry (Conflict- Literary Heritage)(4)	Reading - Poetry (Conflict- Contemporary) (4)	Reading - Poetry (Time & Place- Literary Heritage)(4)	Reading-Drama	Reading-Drama	Reading-Drama	Reading-Drama	Reading - Prose
Term 2	The Man He Killed & Exposure	Half caste & The Class Game	I Started Early.... & Home Thoughts...	Macbeth Act 5 Sc 1 - 4 (4)	Macbeth Act 5 Sc 5 - 8 (4)	Macbeth Themes (4)	Macbeth Characters (4)	DJAMH Chapter 4 (4)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	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.	Comment on play wright's style & explore characters and themes	Comment on play wright's style & explore characters and themes	To explore & trace the conflict devt through the 3 acts	To explore & trace the conflict devt through the 3 acts	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 - Prose	Reading - Prose	Reading - Poetry (Time & Place- Contemporary) (4)	Reading - Poetry (Time & Place- Seen - Contemporary +Unseen)	Reading-Drama	Reading-Drama	Revision - Prose	Revision - Poetry (4)
Term 2	DJAMH Chapter 5 (4)	DJAMH Chapter 6 (4)	Presents from.... & Hurricane Hits England	First Flight & Unseen poetry Comparative study	An Inspector Calls- Act II (Pages 27- 36) (4)	An Inspector Calls- Act II (Pages 37- 49) (4)	DJAMH Plot and Characters Themes and Motifs	Comparing unseen contemporary poems
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To explore character traits, analyse themes&comment on aspects of style	To explore character traits, analyse themes&comment on aspects of style	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 dramatic irony, linguistic and structural devices.	To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions	To explore characters,analyse themes & comment on style	To compare the poets' portrayals of the theme through their use of language, form and structure

YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading - Poetry (Unseen + Seen Relationships-Romantic)	Reading - Poetry (Relationships - Contemporary)	Reading - Poetry (Relationships - Contemporary)	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Prose	Reading - Prose
	Unseen poetry Comparative study & A Complaint (4)	One Flesh & I Wanna be Yours (4)	The Manhunt & My Father Would Not Show Us (4)	Macbeth- Recap of Acts 1-3 (4)	Macbeth-Act 4 Scenes 1,2 (4)	Macbeth-Act 4 Scenes 3 (4)	DJAMH Recap of chs. 1 to 6 & Ch-7 (4)	DJAMH Ch- 8 (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.
Term 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Play	Reading - Play	Reading - Play	Reading - Poetry (Conflict - Romantic & Contemporary)	Reading - Poetry (Conflict - Literary Heritage & Contemporary)	Reading - Poetry (Conflict - Contemporary)	Reading - Poetry (Time & Place-Romantic & Literary Heritage)	Drama/DJAMH/ Poetry
	An Inspector Calls- Recap Acts I & II (4)	An Inspector Calls- Act III (Pages 50- 62) (4)	An Inspector Calls- Act III (Pages 63- 72) (4)	Extract from The Prelude & Catrin (4)	The Charge of... & Belfast Confetti (4)	No Problem & What Were They Like (4)	Composed Upon... & Adlestrop (4)	Review Study
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
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 writers' use of language, structure and form and how these are used to create literary effects	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 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	
YEAR 11	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 - Poetry (Time & Place-Contemporary)	Reading - Poetry (Time & Place-Contemporary)	Reading - Prose	Reading - Prose	Reading - Drama
	Macbeth -Act 5 Scenes 1,2 and 3 (4)	Macbeth-Act 5 Scene 5,6 and 7 (4)	Macbeth-Act 5 Scene 8 and 9 (4)	In Romney Marsh & Absence (4)	Stewart Island & Nothing's Changed (4)	DJAMH Ch- 9 (4)	DJAMH Ch- 10 (4)	Macbeth Acts 1-5 & AIC Acts 1-3
	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 integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	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 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 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.	

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Reading - Poetry/Prose							
	Poetry & DJAMH (2+2)							
	Learning Obj							
	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.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							

MOCK EXAMS followed by BOARD EXAMINATIONS 2019

Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading - Introduction and Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Prose
	Eat Me and Chainsaw versus the Pampa Grass	Material & Giuseppe (3)	History (3)	An Easy Passage (3)	The White Tiger Background & Ch. 1	The White Tiger Ch. 1 continued	The White Tiger. Ch.2	The White Tiger Ch.2 continued
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To understand context and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To introduce setting and the socio-cultural background;to explore characters & themes	To explore the development and show critical appreciation of the plot,characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama
	Dr. Faustus- Background & Prologue (3)	Dr. Faustus-Sc. 1-3 (3)	Dr. Faustus- Act I Sc. 4 & Act II Sc 1-2 (3)	Dr. Faustus- Act II Sc 2-3 (3)	A Street Car Named Desire- Background (3)	A Street Car Named Desire- Sc 1 (3)	A Street Car Named Desire- Sc. 2 (3)	A Street Car Named Desire- Sc. 3 (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To explore the features of a political satire and relate to the conflict caused by the Tudor reign	To understand and analyse the times and purpose of Marlowe's work. Writer's use of 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 explore the changes in America after WW2, decline of aristocracy and effect of industrialisation on agriculture	To interpret the playwright Tennessee William'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.

Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Revision - Poetry	Revision- Prose
	The White Tiger Ch. 3	The White Tiger Ch. 3 continued	The White Tiger Ch. 4 continued	The Deliverer	The Furthest distance (3)	The Lammas Hireling & To My 9 Year Old (3)	Review Study (3)	Review Study (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To give personal insight and show understanding of the writer's craft and purpose.	To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	To give personal insight and show understanding of the writer's craft and purpose.	To evaluate the writers' craft and relate to the use of literary and stylistic devices.	To evaluate the writers' craft and relate to the use of literary and stylistic devices.	To evaluate the writers' craft and relate to the use of literary and stylistic devices.	. To compare mood, tone, structure and use of poetic devices	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
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Pre/Post 1900 Drama & Revision
	Dr. Faustus- Act III Sc 1-2 (3)	Dr. Faustus- Act IV Sc 1-2 (3)	Dr. Faustus-Act V Sc 1 (3)	Dr. Faustus- Act V Sc 2 & Epilogue (3)	A Street Car Named Desire- Sc 4 (3)	A Street Car Named Desire- Sc 5 (3)	A Street Car Named Desire- Sc 6 (3)	Review Study (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	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 writers' use of language, structure and form and how these are used to create literary effects	To show knowledge and depth in exploring the writer's purpose and craft	To consider the writer's point of view by linking to the social and historical background, characters and themes	To consider the writer's point of view by linking to the social and historical background, characters and themes	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
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry
	The White Tiger Ch. 5	The White Tiger Ch. 5 continued	The White Tiger Ch. 6	The White Tiger Ch. 6 CONTD-7	Out of the Bag & Effects (3)	On Her Blindness (3)	From the journal... & Look we have coming... (3)	Please Hold (3)
	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 understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	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	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	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

Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama		
	A Street Car Named Desire- Sc 7 (3)	A Street Car Named Desire- Sc 8 (3)	A Street Car Named Desire- Sc 9 (3)	A Street Car Named Desire- Sc 10 (3)	A Street Car Named Desire- Sc 10 (3)	A Street Car Named Desire- Sc 11 (3)		
	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 plot development and how these are used to create literary effects	To consider the writer's point of view by linking to the social and historical background, characters and themes	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.		
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Poetry Revision	Prose Revision
	The White Tiger Chapter 7 continued	The White Tiger 8	The White Tiger Conclusion	Genetics (3)	Ode on a Grayson... (3)	A Minor Role & The Gun (3)	Review Study (3)	Review Study (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To show knowledge and depth in exploring the writer's purpose and craft.	To show knowledge and depth in exploring the writer's purpose and craft.	To consider the writer's point of view by linking to the social and historical background, characters and themes	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	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	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To compare mood, tone, structure and use of poetic devices	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
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Pre/Post 1900 Drama							
	Dr. Faustus & A Street Car Named Desire (3)							
	Learning Obj							
	To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response							

Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After & Poetry	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After
	Heart of Darkness Background (3)	Heart of Darkness Part I (The Nellie...if such was my fancy) (3)	Heart of Darkness Part I (I got my appointment...and got up shirtfronts) (3)	Heart of Darkness Part I (He had been out...grove of death) & Unseen Poetry (3)	Lonely Londoners Background & Introduction (3)	Lonely Londoners (Pages 1-15- Shopping for rations) (3)	Lonely Londoners (Pages 15-29- The only thing...the room) (3)	Lonely Londoners (Pages 29-45- When Moses ... right way)& Unseen Poetry (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To introduce setting and the socio-cultural background;to explore characters & themes	To explore the development and show critical appreciation of the plot,characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	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 linguistic and structural devices to enhance their ideas and perspectives.	To introduce setting and the socio-cultural background;to explore characters & themes	To explore the development and show critical appreciation of the plot,characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	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 linguistic and structural devices to enhance their ideas and perspectives.
Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Shakespearean Drama	Reading - Shakespearean Drama	Reading - Shakespearean Drama	Reading - Shakespearean Drama	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry
	The Taming of the Shrew Background and Induction Scenes I & II (3)	The Taming of the Shrew Act 1 Scenes I-II (3)	The Taming of the Shrew Act 2 Scene I & Act 3 Scene I (3)	The Taming of the Shrew Act 3 Scenes I-III (3)	Introduction to Metaphysical Poetry The Flea & The Good Morrow (3)	Song & Woman's Constancy (3)	The Sun Rising & Valediction of Weeping (3)	A Nocturnal Upon...& The Apparition (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To explore the features of a comedy & the social historical background	To understand and analyse the times and purpose of Shakespeare's work. Writer's use of 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 explore the changes in England after Elizabethan age: the rise and the influence of the Metaphysical poets.	To evaluate the writers' craft and relate to the use of literary and stylistic devices.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To evaluate the writers' craft and relate to the use of literary and stylistic devices.
Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Post 1900 Poetry	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose & Revision
	Heart of Darkness Part I (I left...the opportunity) (3)	Heart of Darkness Part I (He blew the candle...when there) (3)	Unseen Poetry -(3)	Heart of Darkness Part II (One evening...power of meddling) (3)	Lonely Londoners (Pages 45-61- During them...don't care anymore)-3	Lonely Londoners (Pages 61-75- It have a ...worry in the world)-3	Lonely Londoners (Pages 76-90- Is one of...a good licking) (3)	Lonely Londoners (Pages 91-105- Now when...people here) & Review Study (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To give personal insight and show understanding of the writer's craft and purpose.	To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. 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 consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	To give personal insight and show understanding of the writer's craft and purpose.	To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. 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 explore characters, themes, incidents and writer's craft through use of literary and linguistic devices.

Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Shakespearean Drama	Reading -Shakespearean Drama	Reading - Shakespearean Drama	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Revision
	The Taming of the Shrew Act 4 Scenes I-II (3)	The Taming of the Shrew Act 4 Scenes III-IV (3)	The Taming of the Shrew Act 4 Scene- V (3)	Elegy & At the Round Earth's... (3)	Death Be Not Proud & Batter My Heart 4 (3)	A Hymn...& Redemption (3)	The Collar & The Pulley (3)	Review Study (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	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 writer.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To show knowledge and depth in exploring the writer's purpose and craft	To evaluate the writers' craft and relate to the use of literary and stylistic devices.	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
Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After
	Heart of Darkness Part II (Towards the evening...water was steep) (3)	Heart of Darkness Part II (We tore slowly along...had found time for!) (3)	Heart of Darkness Part II-III (But this must have been...the eternal slumber) (3)	Heart of Darkness Part III (I'm not disclosing...Krutz's friend-in a way) (3)	Heart of Darkness Part III ("He said with a good deal...nothing more for smoke) (3)	Heart of Darkness Part III (The brown current...immense darkness) (3)	Lonely Londoners (Pages 106-120- "Ah, you does say...turn down the gas a little) (3)	Lonely Londoners (Pages 121-139-"You all right...till the end) (3)
	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 understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To understand and analyse writers' use of language, structure and plot development and how these are used to create literary effects	To consider the writer's point of view by linking to the social and historical background, characters and themes making contextual references.	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.
Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Shakespearean Drama	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry
	The Taming of the Shrew Act 5 Scenes I-II (3)	Love III & To My Mistress Sitting... (3)	To a Lady That...& A Song (3)	A Letter to Her Husband & Song: To Lucasta...(3)	The Nymph (3)	To His Coy Mistress & The Definition of Love (3)	Unprofitableness & The World (3)	To My Excellent & Dialogue (3)
	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 explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings	To evaluate the writers' craft and relate to the use of literary and stylistic devices.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas, perspectives, mood and tone.	To evaluate the writers' craft and relate to the use of literary and stylistic devices.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas, perspectives, mood and tone.	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	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

Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Reading - Prose-Colonisation and After/Poetry Revision							
	HOD, Lonely Londoners and UnseenPoems (3)							
	Learning Obj							
	To show knowledge and depth in exploring the writer's purpose and 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							
Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Pre 1900 Poetry & Revision							
	Orinada To Lucasia & Review Study (3)							
	Learning Obj							
	To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response							
MOCK EXAMS followed by BOARD EXAMINATIONS 2019								