

YEAR 4 LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS (2019-2020)

YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Yr.4/1 Fiction - Christophe's story	Yr.4/2 Fiction - Christophe's story	Yr.4/3 Fiction - Christophe's story	Yr.4/4 Fiction - Christophe's story	Yr.4/5 Fiction - Christophe's story	Yr.4/6 Fiction - Christophe's story	Yr.4/7 Fiction - Christophe's story	Yr.4/8 Fiction - Christophe's story
	SL4.2C Participate in discussions, building on contributions of previous speakers. R4.2A Recall significant events and pieces of information from texts and explain why they are important.	R4.3B Infer characters' motives from information given in a text R4.3C With some guidance, make predictions based on clear evidence in a text. W4.2A Use a range of adverbs (around 20) to add to descriptions	R4.3C With some guidance, make predictions based on clear evidence in a text. R4.2B Retell three or more main events from a story or sequence in the correct order. R4.3B Infer characters' motives from information given in a text.	R4.2A Recall significant events and pieces of information from texts and explain why they are important. SL4.2A With support, give a logically connected description. W4.5C Use present- and past-tense forms of irregular verbs in writing. W4.3A Organise writing so that ideas are sequenced or grouped.	W4.3D Reread own writing, improving it at paragraph level. R4.3B Infer characters' motives from information given in a text. R4.3C With some guidance, make predictions based on clear evidence in a text.	R4.2A Recall significant events and pieces of information from texts and explain why they are important. SL4.2B Use a wider range of more descriptive nouns and powerful verbs.	R4.4B Understand the purpose of a wider range of textual features when directly asked to do so. R4.3C With some guidance, make predictions based on clear evidence in a text.	SL4.2C Participate in discussions, building on contributions of previous speakers. SL4.2D Perform as a character in a short dramatic scene. SL4.1A Follow detailed oral instructions on tasks close to their experience.
Term 1	Yr.4/9 Fiction - Christophe's story	Yr.4/10 Poetry - Unit 1	Yr.4/11 Poetry - Unit 1	Yr.4/12 Poetry - Unit 1	Yr.4/13 Fiction - The Iron Man	Yr.4/14 Fiction - The Iron Man	Yr.4/15 Revision	Yr.4/16 Revision/Assessment
	SL4.2C Participate in discussions, building on contributions of previous speakers. SL4.2D Perform as a character in a short dramatic scene. SL4.1A Follow detailed oral instructions on tasks close to their experience.	SL4.2C: Participate in discussions, building on contributions of previous speakers SL4.2E: Present information on a given subject, alone or in a group. R4.2B: Retell three or more main events from a story or sequence in the correct order. (of their choice) R4.2A: Recall significant events and pieces of information from texts, and explain why they are important.	SL4.2D: Perform as a character in a short dramatic scene. R4.4B: Understand the purpose of a wider range of textual features when directly asked to do so. W3.5C: Recognise that the past tense of verbs is often indicated by the suffix -ed. W4.5C: Use present- and past-tense forms of irregular verbs in writing.	W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level. W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence. SL4.2D: Perform as a character in a short dramatic scene.	R4.3C With some guidance, make predictions based on clear evidence in a text. R4.3D begin to form and explain preferences about types of stories. SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	SL4.1A follow detailed oral instructions on tasks close to their experience R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order	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.	Revise writing skills. Use present- and past-tense forms of irregular verbs in writing. Organise writing so that ideas are sequenced or grouped.
YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Yr.4/1 Fiction - The Iron Man	Yr.4/2 Fiction - The Iron Man	Yr.4/3 Fiction - The Iron Man	Yr.4/4 Fiction - The Iron Man	Yr.4/5 Poetry - Unit 2	Yr.4/6 Poetry - Unit 2	Yr.4/7 Poetry - Unit 2	Yr.4/8 Fiction-The Spiderwick Chronicles
	R4.3A infer the meaning of similes using context. SL4.2D perform as a character in a short dramatic scene. R4.3B infer characters' motives from information given in a text.	SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order	W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because' W4.3A- organise writing so that ideas are sequenced or grouped	W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. SL4.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level	SL4.2C participate in discussions, building on contributions of previous speakers. SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.	R4.1A read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. W4.6C use inverted commas in sentences where the speaker is identified. SL4.2D perform as a character in a short dramatic scene. W4.3A organise writing so that ideas are sequenced or grouped.	W4.3B write short stories that include brief descriptions of characters or settings. W4.5F write sentences showing grammatical agreement of irregular verbs with singular and plural nouns/pronouns. W4.6C use inverted commas in sentences where the speaker is identified. SL4.2D perform as a character in a short dramatic scene.	R4.3B: Infer characters' motives from information given in a text. R4.3C: With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.
Term 2	Yr.4/9 Fiction-The Spiderwick Chronicles	Yr.4/10 Fiction-The Spiderwick Chronicles	Yr.4/11 Fiction-The Spiderwick Chronicles	Yr.4/12 Fiction-The Spiderwick Chronicles	Yr.4/13 Fiction-The Spiderwick Chronicles	Yr.4/14 Fiction-The Spiderwick Chronicles	Yr.4/15 Fiction-The Spiderwick Chronicles	Yr.4/16 Revision
	R4.3D Begin to form and explain preferences about types of stories. R4.4B Understand the purpose of a wider range of textual features when directly asked to do so. W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.	SL4.2B: Use a wider range of more descriptive nouns and powerful verbs. SL4.2C Participate in discussions, building on contributions of previous speakers. SL4.2D Perform as a character in a short dramatic scene.	SL4.2B: Use a wider range of more descriptive nouns and powerful verbs. W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3B Write short stories (of around 200 words) that include brief descriptions of characters or settings. W4.3D Reread own writing, improving it at paragraph level. W4.4A Write legibly, joining some letters. W4.4B Know how to move a word or phrase to improve the sense of a text.	R4.3B: Infer characters' motives from information given in a text. R4.3C: With some guidance, make predictions based on clear evidence in a text. R4.2B: Retell three or more main events from a story or sequence in the correct order.	R4.3B: Infer characters' motives from information given in a text. R4.3C: With some guidance, make predictions based on clear evidence in a text. R4.2B: Retell three or more main events from a story or sequence in the correct order.	SL4.2C: Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from texts and explain why they are important. R4.3B: Infer characters' motives from information given in a text. W3.3D: Re-read own writing, improving it at sentence level.	W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions. W4.3B Write short stories (of around 200 words) that include brief descriptions of characters or settings. W4.3D Reread own writing, improving it at paragraph level. W4.4A Write legibly, joining some letters. W4.4B Know how to move a word or phrase to improve the sense of a text.	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 English Literature LONG TERM PLAN with CURRICULUM STANDARDS 2019 - 2020

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y5/U1/PY1(3) Poetry: Poet's Voices	Y5/U1/PY1(3) Poetry: Poet's Voices	Y5/U1/PY1(3) Poetry: Poet's Voices	Y5/U2/PR1(3) Friend or Foe Chapter1-2	Y5/U2/PR1(3) Friend or Foe Chapter 3-4	Y5/U2/PR1(3) Friend or Foe Chapter5	Y5/U2/PR1(3) Friend or Foe 6	G5/U2/PR1(3) Friend or Foe 7
	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.4B: Understand and explain how different text features can convey information. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. R5.4B: Understand and explain how different text features can convey information.	W5.3D: Evaluate and edit own writing to improve consistency.W5.3E: Read aloud short sections of own writing with some preparation. POST TEST	R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.3B: Infers a character's responses to events and other characters.	R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infers a character's responses to events and other characters.R5.3C: Make predictions based on more obscure evidence in a text.	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.3A: Infer the meaning of metaphors using context.	SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.
	WEEK 9 Y5/U2/PR1(3) Friend or Foe Chapter 8	WEEK 10 Y5/U3/PR2(3) Oranges in No Man's Land Chapter 1-2	WEEK 11 Y5/U3/PR2(3) Oranges in No Man's Land Chapter 3-4	WEEK 12 Y5/U3/PR1-2(3) Orange in No Man's Land Chapter 5-6	WEEK 13 Orange in No Man's Land Chapter 7-8	WEEK 14 Y5/U3/PR1-2(3) Oranges in No Man's Land Chapter 9-10	WEEK 15 Y5/U3/PR1-2(3) REVISION	WEEK 16 Y5/U3/PR1-2(3) REVISION
SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.3B: Infers a character's responses to events and other characters.;R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. POST TEST- 2	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1A: Read aloud an unfamiliar text.R5.4B: Understand and explain how different text features can convey information.	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.3B: Infers a character's responses to events and other characters. R5.2B: Summarise a story or sequence by retelling the main events in order.	R5.3B: Infers a character's responses to events and other characters.;R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. POST TEST-1	R5.3A: Infer the meaning of metaphors using context.R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infers a character's responses to events and other characters.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	.R5.3A: Infer the meaning of metaphors using context.R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infers a character's responses to events and other characters.FIRST TERM EXAMINATION	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.2B: Summarise a story or sequence by retelling the main events in order.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/PR2(3) Oranges in No Man's Land Chapter 11,12	Y5/U3/PR2(3) Oranges in No Man's Land Chapter 13,14,15	Y5/U3/PR2(3) Oranges in No Man's Land Chapter 16,17,18	Y5/U3/PY1(3) Poetry: Tell Me A Story	Y5/U3/PY1(3) Poetry: Tell Me A Story	Y5/U4/PR2(3) Poetry: Compare and Perform	Y5/U5/PR3(3) Greek Myths	Y5/U5/PR3(3) Greek Myths
	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.2B: Summarise a story or sequence by retelling the main events in order	R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on more obscure evidence in a text.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. POST TEST-2	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.W5.3E: Read aloud short sections of own writing with some preparation.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked R5.3B: Infer a character's responses to events and other characters.	SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.W5.3E: Read aloud short sections of own writing with some preparation.R5.3B: Infer a character's responses to events and other characters. POST TEST	R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions	. R5.3C: Make predictions based on more obscure evidence in a text.R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Y5/U5/PR3(3) Greek Myths	Y5/U5/PR3(3) Greek Myths	Y5/U5/PR3(3) Greek Myths	Y5/U5/PR3(3) Greek Myths	Y5/U5/PR3(3) Greek Myths	Y5/U5/PR3(3) Greek Myths	Y5/U1-6/PR1-3 PY1-3(3) REVISION	Y5/U1-6/PR1-3 PY1-3(3) REVISION
	R5.2B: Summarise a story or sequence by retelling the main events in order; R5.3B: Infers a character's responses to events and other characters.;	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;R5.3B: Infers a character's responses to events and other characters.;	R5.3C: Make predictions based on more obscure evidence in a text.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked	R5.3B: Infers a character's responses to events and other characters.; R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;POST TEST	R5.3B: Infer a character's responses to events and other characters. R5.3C: Make predictions based on more obscure evidence in a text. END TERM EXAMINATION	R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infers a character's responses to events and other characters. END TERM EXAMINATION

YEAR 6 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2019-2020

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) <small>POETRY UNIT6.1 POWERFUL LANGUAGE</small>	Y6/U1/PY 1 (3) <small>POETRY UNIT6.1 POWERFUL LANGUAGE</small>	Y6/U1/PY 1 (3) <small>POETRY UNIT6.1 POWERFUL LANGUAGE</small>	Y6/U1/PY 1 (3) <small>POETRY UNIT6.1 POWERFUL LANGUAGE</small>	Y6/U1/ PR1 (3) <small>FICTION UNIT6.1 EYE OF THE WOLF</small>	Y6/U1/ PR1 (3) <small>FICTION UNIT6.1 EYE OF THE WOLF</small>	Y6/U1/ PR1 (3) <small>FICTION UNIT6.1 EYE OF THE WOLF</small>	Y6/U1/ PR1 (3) <small>FICTION UNIT6.1 EYE OF THE WOLF</small>
	R6.1A: Read aloud an unfamiliar text observing all punctuation including commas.R6.3B: Infers a character's intentions from their actions and dialogue.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.2A: Identify words and phrases from more than one place in texts, to support answers.	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	SL6.2E: Rehearse and give a presentation to an audience. W6.3E: Read aloud own writing with growing confidence. Post Test	R6.1A: Read aloud an unfamiliar text observing all punctuation including commas. R6.1B: Decode any unfamiliar words using a range of strategies, including identification of prefixes and suffixes and knowledge of word families.	R6.2A: Identify words and phrases from more than one place in the texts, to support answers. R6.2B: Distinguish between the order in which events are written and the order in which they occurred. R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.	SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.3B: Infers a character's intentions from their actions and dialogue.	R6.2B: Distinguish between the order in which events are written and the order in which they occurred.R6.3B: Infers a character's intentions from their actions and dialogue. Post Test
	Y6/U1/ PR1 (3) <small>FICTION UNIT6.1 EYE OF THE WOLF</small>	Y6/U1/ PR1 (3) <small>FICTION UNIT6.1 EYE OF THE WOLF</small>	Y6/U1/ PR1 (3) <small>FICTION UNIT6.1 EYE OF THE WOLF</small>	Y6/U2/ PR 2 (3) <small>FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING</small>	Y6/U2/PR 2 (3) <small>FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING</small>	Y6/U3/PR3(3) <small>FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING</small>	REVISION	REVISION
R6.3A: Infer the meaning of idiomatic language using context.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired. W6.1E: Proof-read text and correct spelling errors.	<u>The Glass Cupboard</u> ;R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	<u>Water,Water,Water! Thank Goodness</u> ;SL6.2B: Paraphrase simply, to express a forgotten word or expression.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	<u>The Balaclava Story</u> : R6.3B: Infers a character's intentions from their actions and dialogue.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.R6.3B: Infers a character's intentions from their actions and dialogue.R6.2A: Identify words and phrases from more than one place in the texts, to support answers.	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.2B: Distinguish between the order in which events are written and the order in which they occurred.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Y6/U3/PR3(3) <small>FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING</small>	Y6/U3/PR3(3) <small>FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING</small>	Y6/U3/PR3(3) <small>FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING</small>	Y6/U3/PR3(3) <small>FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING</small>	Y6/U3/PR3(3) <small>FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING</small>	Y6/U3/PR3(3) <small>FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING</small>	Y6/U2/PY2(3) <small>POETRY UNIT6.2 POETIC VOICE</small>	Y6/U2/PY2(3) <small>POETRY UNIT6.2 POETIC VOICE</small>
	<u>The Balaclava Story</u> :R6.3A: Infer the meaning of idiomatic language using context.R6.3B: Infers a character's intentions from their actions and dialogue.Post Test	<u>Virtually True</u> :R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	<u>Moving House</u> :SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.	<u>Nule</u> : R6.3B: Infers a character's intentions from their actions and dialogue.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	<u>Peacemaker</u> : R6.3B: Infers a character's intentions from their actions and dialogue.R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.	<u>Peacemaker</u> :SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. POST TEST	R6.2A: Identify words and phrases from more than one place in texts, to support answers.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.
	Y6/U2/PY2(3) <small>POETRY UNIT6.2 POETIC VOICE</small>	Y6/U4/PR 4 (3) <small>FICTION UNIT 6.3 SALAMANDER DREAM</small>	Y6/U4/PR 4 (3) <small>FICTION UNIT 6.3 SALAMANDER DREAM</small>	Y6/U4/PR 4 (3) <small>FICTION UNIT 6.3 SALAMANDER DREAM</small>	Y6/U4/PR 4 (3) <small>FICTION UNIT 6.3 SALAMANDER DREAM</small>	Y6/U4/PR 4 (3) <small>FICTION UNIT 6.3 SALAMANDER DREAM</small>	Y6/U4/PR 4 (3) <small>FICTION UNIT 6.3 SALAMANDER DREAM</small>	REVISION
SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.SL6.2D: Polish and present a memorised performance to an audience Post Test	R6.3B: Infers a character's intentions from their actions and dialogue.R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.	R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	R6.2B: Distinguish between the order in which events are written and the order in which they occurred. SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	R6.2A: Identify words and phrases from more than one place in the texts, to support answers. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. Post Test	R6.3B: Infers a character's intentions from their actions and dialogue.R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.2B: Distinguish between the order in which events are written and the order in which they occurred.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	

YEAR 8 LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2019 - 2020

YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	POETRY	POETRY	POETRY	POETRY	DRAMA	DRAMA	DRAMA	DRAMA
	POETRY SINCE 1789	POETRY SINCE 1789	POETRY SINCE 1789	POETRY SINCE 1789	DRAMA - THE MERCHANT OF VENICE ACT 1, SCENE 1	DRAMA - THE MERCHANT OF VENICE ACT 1, SCENE 1	ACT 1, SCENES 2	ACT 1, SCENES 2
	Interpret the main ideas with evidence of words and phrases. Express viewpoints about the poem with evidence. Explore poet's use of language devices and structure to develop and present main ideas. Establish familiarity with the social and cultural context and its relevance to the poems. Explore poet's use of form and structure to develop and present main ideas.	Interpret the main ideas with evidence of words and phrases. Express viewpoints about the poem with evidence. Explore poet's use of language devices and structure to develop and present main ideas. Establish familiarity with the social and cultural context and its relevance to the poems. Explore poet's use of form and structure to develop and present main ideas.	Interpret the main ideas with evidence of words and phrases. Express viewpoints about the poem with evidence. Explore poet's use of language devices and structure to develop and present main ideas. Establish familiarity with the social and cultural context and its relevance to the poems. Explore poet's use of form and structure to develop and present main ideas.	Interpret the main ideas with evidence of words and phrases. Express viewpoints about the poem with evidence. Explore poet's use of language devices and structure to develop and present main ideas. Establish familiarity with the social and cultural context and its relevance to the poems. Explore poet's use of form and structure to develop and present main ideas.	Explore the features of comedy and the social, cultural and historical context of The Merchant of Venice. Understand the different settings; interpret the main events, characters' actions and reactions. Express response to text with reasons and appropriate evidence. Explore Shakespeare's use of language devices and drama techniques to convey ideas, events(plot), characters' actions, thoughts and feelings. Use appropriate drama terminology.	Explore the features of comedy and the social, cultural and historical context of The Merchant of Venice. Understand the different settings; interpret the main events, characters' actions and reactions. Express response to text with reasons and appropriate evidence. Explore Shakespeare's use of language devices and drama techniques to convey ideas, events(plot), characters' actions, thoughts and feelings. Use appropriate drama terminology.	Understand the different settings; interpret the main events, characters' actions and reactions. Explore characters, events and the evident thematic aspects. Express response to text with reasons and appropriate evidence. Explore Shakespeare's use of language devices and drama techniques to convey ideas, events(plot), characters' actions, thoughts and feelings. Use appropriate drama terminology.	Understand the different settings; interpret the main events, characters' actions and reactions. Explore characters, events and the evident thematic aspects. Express response to text with reasons and appropriate evidence. Explore Shakespeare's use of language devices and drama techniques to convey ideas, events(plot), characters' actions, thoughts and feelings. Use appropriate drama terminology.
DRAMA	DRAMA	DRAMA	DRAMA	PROSE	PROSE	REVISION	WK 16 REVISION	
Term 1	ACT 1, SCENES 1, 2 & 3	ACT 1, SCENES 1, 2 & 3	ACT 2, SCENE 1	ACT 2, SCENES 2	THE SPECKLED BAND & A SCANDAL IN BOHEMIA	THE SPECKLED BAND & A SCANDAL IN BOHEMIA	POETRY, PROSE, DRAMA	POETRY, PROSE, DRAMA
	Understand the different settings; interpret the main events, characters' actions and reactions. Explore characters, events and the evident thematic aspects. Express response to text with reasons and appropriate evidence. Explore Shakespeare's use of language devices and drama techniques to convey ideas, events(plot), characters' actions, thoughts and feelings. Use appropriate drama terminology.	Understand the different settings; interpret the main events, characters' actions and reactions. Explore characters, events and the evident thematic aspects. Express response to text with reasons and appropriate evidence. Explore Shakespeare's use of language devices and drama techniques to convey ideas, events(plot), characters' actions, thoughts and feelings. Use appropriate drama terminology.	Understand the different settings; interpret the main events, characters' actions and reactions. Explore characters, events and the evident thematic aspects. Express response to text with reasons and appropriate evidence. Explore Shakespeare's use of language devices and drama techniques to convey ideas, events(plot), characters' actions, thoughts and feelings. Use appropriate drama terminology.	Understand the different settings; interpret the main events, characters' actions and reactions. Explore characters, events and the evident thematic aspects. Express response to text with reasons and appropriate evidence. Explore Shakespeare's use of language devices and drama techniques to convey ideas, events(plot), characters' actions, thoughts and feelings. Use appropriate drama terminology.	Interpret events, main ideas, characters' actions, thoughts and feelings. Express response to text with reasons and suitable evidence. Explore writer's narrative style to convey ideas, events, plot, characters' actions, thoughts and feelings. Understand narrative structure. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology.	Interpret events, main ideas, characters' actions, thoughts and feelings. Express response to text with reasons and suitable evidence. Explore writer's narrative style to convey ideas, events, plot, characters' actions, thoughts and feelings. Understand narrative structure. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology.	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. Practise interpretation and response to exam style questions; time management.	Practise interpretation of, and response to exam style questions, use of appropriate textual evidence, Express informed personal viewpoints; work on time management.

YEAR 9 LONG TERM PLAN - ENGLISH LITERATURE (with CURRICULUM STANDARDS) 2019 - 2020

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	G9U1Pr(D).1 Intro to Shakespearean tragedy	G9U2Pr(D).2 Julius Caesar Act 1, Scenes 1-3	G9U3Pr(D).3 Julius Caesar Act 2, Scenes 1-2	G9U4Pr(D).4 Julius Caesar Act 2, Scene3-4	G9U5Pr (D)5 Julius Caesar Act 3, Scene 1	G9U6Pr(N).1 Frankenstein (Introduction and background) Preface and Letters	G9U7Pr(N).2 Frankenstein 1 - 4	G9U8Pr(N).3 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 Frankenstein 9 - 12	G9U10Py 1 A Child to his Sick Grandfather / Neutral Tones	G9U11Py 2 Love's Dog / A Poison Tree	G9U12Py 3 Cousin Kate / Poppies	G9U13Py 4 Unseen poems	G9U14Py 5 Unseen poems	G9U15R1 Prose(Revision)	G9U16R2 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 Julius Caesar Act 3, Scene 2-3	G9U18Pr (D)7 Julius Caesar Act 4, Scene 1-2	G9U19Pr (D)8 Julius Caesar Act 4, Scene 3	G9U20Pr (D)9 Julius Caesar Act 5, Scene 1-2	G9U21Pr (D)10 Julius Caesar Act 5, Scene 3-4	G9U22Pr(N)5 Frankenstein 13 - 16	G9U23Pr(N)6 Frankenstein 17 - 20	G9U24Pr(N)7 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 Frankenstein Plot / Characters / Themes	G9U26Py6 To Autumn / London	G9U27Py7 Where the Picnic Was / Postcard from a Travel Snob	G9U28Py8 Unseen Poems - Comparison	G9U29Py9 Unseen poems - Comparison	G9U30Py10 Unseen poems - Comparison	G9U31R3 Prose(Revision)	G9U32R4 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 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 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2019-2020

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading - Poetry (Relationships- La belle dame Sans Merci & She Walks in Beauty (4)	Reading - Poetry (Relationships- Literary My Last Duchess & How do I Love Thee (4)	Reading - Poetry (Relationships - First Date & Valentine (4)	Reading-Drama Introduction to Shakespeare & Shakespearean Tragedy (4)	Reading-Drama Macbeth Act 1 Sc 1 -4 & The Role of Supernatural (4)	Reading-Drama Macbeth Act 1 Sc 5-7 & The Theme of Guilt / Remorse {4}	Reading - Prose Introduction to DJAMH and 19th Century Literary Traditions (4)	Reading - Prose 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 <i>Post- module test for poetry comparison</i>	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
Term 1	Reading - Prose DJAMH Chapter 2 (4)	Reading - Prose DJAMH Chapter 3 (4)	Reading - Poetry (Unseen + Seen Relationships- Contemporary) Unseen poetry Comparative study & Nettles (4)	Reading - Poetry (Conflict- Romantic & Contemporary) (4) The Destruction of ... & War Photographer	Reading - Drama An Inspector Calls- Introduction & Act I (Pages 1-10) (4)	Reading - Drama An Inspector Calls Act I (Pages 11-19) (4)	Reading - Drama An Inspector Calls Act I (Pages 20-26) (4)	Reading-Drama 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 <i>Post-module test for prose</i>	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 <i>Post- module test for drama (40 marks)</i>	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
Term 2	Reading - Poetry (Conflict- Literary Heritage)(4) The Man He Killed & Exposure	Reading - Poetry (Conflict- Contemporary) (4) Half caste & The Class Game	Reading - Poetry (Time & Place- Literary Heritage)(4) I Started Early.... & Home Thoughts...	Reading-Drama Macbeth Act 2 Sc 1 - 2	Reading-Drama Macbeth Act 2 Sc 3 - 4	Reading-Drama Macbeth Act 3 Sc 1-3	Reading-Drama Macbeth Act 3 Sc 4-6	Reading - Prose 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 <i>Post- module test for drama (40 marks)</i>	To explore characters,analyse themes & comment on style
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Reading - Prose DJAMH Chapter 5 (4)	Reading - Prose DJAMH Chapter 6 (4)	Reading - Poetry (Time & Place- Contemporary) (4) Presents from.... & Hurricane Hits England	Reading - Poetry (Time & Place- Seen - Contemporary +Unseen) (4) First Flight & Unseen poetry Comparative study	Reading-Drama An Inspector Calls- Act II (Pages 27- 36) (4)	Reading-Drama An Inspector Calls- Act II (Pages 37- 49) (4)	Revision - Prose DJAMH Plot and Characters Themes and Motifs	Revision - Poetry (4) 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 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2019-2020

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.	
Term 2	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	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 2020

YEAR 12 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2019- 2020

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, You, Shiva, and my Mum & An Easy Passage	The Deliverer & The Furthest distance	The White Tiger Background & Ch. 1	The White Tiger Ch. 1 continued	The White Tiger. 2	The White Tiger Ch.2 continued
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	Introduction to International Advanced Level English Literature: transition from GCSE/other programmes; introduction to the Specification—overall structure and key learning outcomes To understand context and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	Students to understand key features of poetry and genre-types and form/structure..	Students to understand Imagery in poetry, use of metaphor, simile, figurative language. (definitions of all, employment in individual poems)	Use of language. Language choices/employment of terms: word use, phrase use etc.	Introduction to prose e.g. 'art of the narrative', focus; genre and genre conventions of the novel.	To Explore narrative structures. Use of chronology; 'in media res'. Use of tense. Plot considerations. Key terminology and concepts (narrative).	To integrate and interpret Prose style: language choice, sentence structuring, paragraph structuring, sections of the novel, and overall structure.	To understand the significance and influence of contexts.
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	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 or 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 - Poetry	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 Lammas Hireling & To My 9 Year Old (3)	Out of the Bag & Effects (3)	From the journal... & Look we have coming... (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 explore concepts in 'narrative voice', and other voices. Authorial stance.	Use of voice in poetry. Different voices, narrative/authorial voice (links with authorial stance).	Use of voice in poetry. Different voices, narrative/authorial voice (links with authorial stance).	Exploring the use of rhyme and rhythm. Definitions of, and recap earlier work on 'what makes a poem?'	Bringing it all together - recap on key terminology and concepts. Use to deconstruct, discuss and compare and contrast	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
Term 1	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. 6CONTD-7	On Her Blindness, Song & Please Hold	Genetics & Ode on a Grayson...	A Minor Role & The Gun	The Fox in the National & Fantasia on a Theme of
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To interpret the use of speech. How speech (or the lack of speech) tells the story. The use of reported speech.	To explore use of images, imagery, symbol, motif and theme.	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.	Explore tone, mood and register in poetry	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 compare mood, tone, structure and use of poetic devices	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	Reading - Pre/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)	Dr. Faustus & A Street Car Named Desire (3)	
	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 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.	To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response	
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12				
Term 2	Reading - Prose/Poetry	Reading - Prose/Poetry	Reading - Prose/Poetry	Reading - Poetry				
	The White Tiger Chapter 7 continued	The White Tiger 8 & The White Tiger Conclusion	The War Correspondent & The Map Woman	Inheritance & A Leisure Centre				
	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				

YEAR 13 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2019-2020

Year 12	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	To explore the development and show critical appreciation	To integrate and interpret the plot, characters, themes	To integrate and interpret the plot, characters, themes and	To introduce setting and the socio-cultural background;to	To explore the development and show critical	To integrate and interpret the plot, characters, themes and the	To integrate and interpret the plot, characters, themes and the writer's craft and give a
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry
	Overview of syllabus and expectations of response to period poetry.* History of Poetry	Victorian verse -Tennyson -From <i>In Memoriam</i>	Tennyson - From <i>In Memoriam</i> / <i>From Maud</i>	Tennyson- From Maud	Emily and Charlotte Bronte	Emily and Charlotte Bronte	Chriatina Rossetti	Chriatina Rossetti / Thomas Hardy
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	*Understand Unit 4 Shakespeare and Pre-	*Understand Tennyson - the man and the poet of	* Read poem/s aloud. * Analyse theme, language and	* Analyse theme, language and poetic techniques	*Understand socio-cultural, contextual influences on	* Read poem/s aloud. * Analyse theme, language and	*Understand socio-cultural, and other contextual influences on	* Read poem/s aloud. * Analyse theme, language and poetic techniques AO2.*Express
Year 12	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 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Pre 1900 Poetry	Shakespeare	Shakespeare	Shakespeare	Shakespeare	Shakespeare	Shakespeare	Shakespeare and Pre-1900 Poetry
	Thomas Hardy	Hamlet - contextual influences. /Act 1 Scene 1	Hamlet - Act 1 Scenes 1-5	Hamlet - Act 2 Scenes 1,2	Hamlet - Act 3 Scenes 1- 4	Hamlet - Act 4 Scenes 1,-7	Hamlet - Act 5 Scenes 1,2.	Revision for Examination
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	* Read poem/s aloud.* Explore the	*Discuss research findings on historical, political,social,	* Analyse characterisation,theme, language and	* Analyse characterisation,theme, language and dramatic	* Analyse characterisation,theme, language and dramatic	* Analyse characterisation,theme, language and	* Analyse characterisation,theme, language and dramatic	* Analyse characterisation,theme, language and dramatic /poetic techniques. AO2.*

Year 12	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	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 To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	Learning Obj To understand and analyse writers' use of language, structure and plot development and how these are used to create literary effects	Learning Obj . To consider the writer's point of view by linking to the social and historical background, characters and themes making contextual references.	Learning Obj 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 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Shakespearean	Shakespearean	Shakespearean
	Elizabeth Barret Browning	Elizabeth and Robert Browning	Elizabeth and Robert Browning	Victorian Verse - Revision	Victorian Verse - Revision	Hamlet - Revision	Hamlet - Revision	Hamlet - Revision
	Learning Obj * Analyse theme, language and poetic	Learning Obj * Analyse theme, language and poetic techniques	Learning Obj * Analyse theme, language and poetic techniques	Learning Obj * Analyse theme, language and poetic techniques	Learning Obj * Analyse theme, language and poetic techniques	Learning Obj * Analyse characterisation,theme, language and	Learning Obj * Analyse characterisation,theme, language and dramatic	Learning Obj * Analyse characterisation,theme, language and dramatic techniques. AO2.*Express
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Reading - Prose- Colonisation and HOD, Lonely Londoners and UnseenPoems							
	Learning Obj To show knowledge and depth in exploring							
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Shakespeare and Pre 1900 Poetry							
	Revision							
	Learning Obj * Analyse characterisation, theme, language							
MOCK EXAMS followed by BOARD EXAMINATIONS 2020								