4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Yr.4/1	Yr.4/2	Yr.4/3	Yr.4/4	Yr.4/5	Yr.4/6	Yr.4/7	Yr.4/8
H	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
-	SL4.2C Participate in discussions, building on	R4.3B Infer characters' motives from information given in	· · · · · · · · · · · · · · · · · · ·	R4.2A Recall significant events and pieces of information	W4.3D Reread own writing, improving it at paragraph	R4.2A Recall significant events and pieces of	R4.4B Understand the purpose of a wider range of textual	SL4.2C Participate in discussions, building on contributions of previous
	ontributions of previous speakers. R4.2A	a text R4.3C With some guidance, make predictions based		from texts and explain why they are important. SL4.2A	level. R4.3B Infer characters' motives from	information from texts and explain why they are	features when directly asked to do so. R4.3C With some	speakers. SL4.2D Perform as a character in a short dramatic scene . SL4
		on clear evidence in a textW4.2A Use a range of adverbs	three or more main events from a story or	With support, give a logically connected description.	information given in a text. R4.3C With some	important. SL4.2B Use a wider range of more	guidance, make predictions based on clear evidence in a	Follow detailed oral instructions on tasks close to their experience.
	nformation from texts and explain why they	(around 20) to add to descriptions	sequence in the correct order. R4.3B Infer	W4.5C Use present- and past-tense forms of irregular	guidance, make predictions based on clear evidence	descriptive nouns and powerful verbs.	text.	Tollow detailed oral illistractions off tasks close to their experience.
aı	re important.		characters' motives from information given in a text.	verbs in writing. W4.3A Organise writing so that ideas are sequenced or grouped.	in a text.	descriptive nouns and powerral verss.		
	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 - Christophe's story	Poetry - Unit 1	Poetry - Unit 1	Poetry -Unit 1	Fiction - The Iron Man	Fiction - The Iron Man	Revision	Revision/Assessment
	•	SL4.2C: Participate in discussions, building on	SL4.2D: Perform as a character in a short dramati	c W4.3A: Organise writing so that ideas are sequenced	-	SL4.1A follow detailed oral instructions on tasks	Review of the skills learnt. Draw inferences and interpret	Revise writing skills. Use present- and past-tense forms of irregular verl
	on contributions of previous speakers.	contributions of previous speakers SL4.2E: Present	scene.	or grouped. W4.3D: Re-read own writing, improving		close to their experience	characters' thoughts and feelings. Identify how the	writing. Organise writing so that ideas are sequenced or grouped.
	L4.2D Perform as a character in a short	information on a given subject, alone or in a	R4.4B: Understand the purpose of a wider range	it at paragraph level.	R4.3D begin to form and explain preferences about	R4.2A recall significant events and pieces of	language contributes to the meaning. Summerise the	
	Iramatic scene . SL4.1A Follow detailed	group.R4.2B: Retell three or more main events from a	·	W4.6C: Use inverted commas in sentences where the	1	information from texts, and explain why they are		
	oral instructions on tasks close to their	story or sequence in the correct order. (of their choice)	W3.5C: Recognise that the past tense of verbs is often indicated by the suffix -ed. W4.5C: Use	speaker is identified at the end of the sentence. SL4.2D: Perform as a character in a short dramatic	building on contributions of previous speakers.R4.2A recall significant events and pieces of information		S	
e.	experience.	R4.2A: Recall significant events and pieces of information from texts, and explain why they are important.	present- and past-tense forms of irregular verbs in writing.		from texts, and explain why they are important	from a story or sequence in the correct order		
4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Yr.4/1	Yr.4/2	Yr.4/3	Yr.4/4	Yr.4/5	Yr.4/6	Yr.4/7	Yr.4/8
L	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Poetry - Unit 2	Poetry - Unit 2	Poetry - Unit 2	Fiction-The Spiderwick Chronicles
		SL4.2A with support, give a logically connected		W4.3B– write short stories (of around 200 words)	SL4.2C participate in discussions, building on		•	R4.3B:Infer characters' motives from information given in a text.
		description SL4.2C participate in discussions, building on	the speaker is identified at the end of the	that include brief descriptions of characters or	contributions of previous speakers.SL4.1B identify a main point after five to seven minutes of listening to		of characters or settings.	R4.3C:With some guidance, make predictions based on clear evidence
	L4.2D perform as a character in a short lramatic scene.	contributions of previous speakers. R4.2A recall	sentence W4.5A- say and then write compound and	settings. SL4.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in	teacher-talk supported by pictures.	W4.6C use inverted commas in sentences where	W4.5F write sentences showing grammatical agreement	R4.1A Read aloud an unfamiliar text of about 250 words, including consentences, observing full stops and question marks.
	R4.3B infer characters' motives from	significant events and pieces of information from	complex sentences using the conjunctions 'and',	sentences where the speaker is identified at the end	1		nouns/pronouns.	R4.1B Decode unfamiliar three- to four-syllable words, using a range o
		texts, and explain why they are important	'but', 'or', 'so' and 'because'	of the sentence. W4.3D– reread own writing,	to their experience.	character in a short dramatic scene.W4.3A	W4.6C use inverted commas in sentences where the	strategies.
- "	<del>-</del>	R4.2B retell three or more main events from a story	W4.3A— organise writing so that ideas are	improving it at paragraph level	to their experience.	organise writing so that ideas are sequenced or	speaker is identifiedSL4.2D perform as a character in a	on accesses.
		or sequence in the correct order	sequenced or grouped			grouped.	short dramatic scene.	
	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	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles	Fiction-The Spiderwick Chronicles	Revision  Revision of the skills learnt. Draw informers and interpret characters! the
	14.3D Begin to form and explain	SL4.2B:Use a wider range of more descriptive nouns		R4.3B:Infer characters' motives from information	R4.3B:Infer characters' motives from information	SL4.2C:Participate in discussions, building on	W3.5D:Use adjectives in expanded noun phrases, in own	Review of the skills learnt. Draw inferences and interpret characters' the
-	preferences about types of stories.	and powerful verbs. SL4.2C Participate in discussions, building on	nouns and powerful verbs. W4.3A:Organise writing so that ideas are	given in a text.  R4.3C:With some guidance, make predictions based	given in a text.  R4.3C:With some guidance, make predictions based	contributions of previous speakers. R4.2A: Recall significant events and pieces of	writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to	and feelings. Identify how the language contributes to the meaning.  Summerise the main ideas. Identify themes. Explore the figures of specific spe
	A4.4B Understand the purpose of a wider ange of textual features	contributions of previous speakers.	sequenced or grouped.	on clear evidence in a text.	on clear evidence in a text.	information from texts and explain why they are	, ,	Summerise the main lucas, lucitury therites, explore the figures of spec
	when directly asked to do so.	SL4.2D Perform as a character in a short dramatic	W4.3B Write short stories (of around 200 words)		R4.2B:Retell three or more main events from a story	important.	W4.3B Write short stories (of around 200 words) that	
	V4.6C: Use inverted commas in	scene.	that include brief descriptions of characters or	or sequence in the correct order.	or sequence in the correct order.	'	include brief descriptions of characters or settings.	
	entences where the speaker is identified		settings.	·	·	given in a text.	W4.3D Reread own writing, improving it at paragraph	
	t the end of the sentence.		W4.3D Reread own writing, improving it at			W3.3D:Re-read own writing, improving it at	level.	
a.			paragraph level.			sentence level.	W4.4A Write legibly, joining some letters.	
a			W4.4A Write legibly, joining some letters.				W4.4B Know how to move a word or phrase to improve	

			YEAR 5 English					
EAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	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
9	SL5.2C: Ask questions, make suggestions	SL5.2C: Ask questions, make suggestions and make	W5.3D: Evaluate and edit own writing to improve	R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask	R5.2A: Recall details of characters, events or pieces o	f R5.2B: Summarise a story or sequence by retelling	R5.2A: Recall details of characters, events or pieces of	SL5.2D: Maintain and rehearse the role of a character in a dramatic scer
á	and make predictions during structured	predictions during structured discussions.	consistency.W5.3E: Read aloud short sections of	questions, make suggestions and make predictions	information from texts, and explain how they are	the main events in order. R5.3B: Infers a	information from texts, and explain how they are	R5.2A: Recall details of characters, events or pieces of information from t
(	discussions.	SL5.2D: Maintain and rehearse the role of a character	own writing with some preparation.	during structured discussions.	linked.	character's responses to events and other	linked.R5.3A: Infer the meaning of metaphors using	and explain how they are linked.
	R5.4B: Understand and explain how	in a dramatic scene.	POST TEST	R5.1C: Recognise on sight common words, including	R5.3B: Infers a character's responses to events and	characters.R5.3C: Make predictions based on	context.	
(	different text features can convey	R5.4B: Understand and explain how different text		those with various prefixes and suffixes.	other characters.	more obscure evidence in a text.		
i	information.	features can convey information.		R5.2A: Recall details of characters, events or pieces				
	R5.1C: Recognise on sight common	·		of information from texts, and explain how they are				
,	words, including those with various			linked.				
I	prefixes and suffixes.							
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y5/U2/PR1(3)	Y5/U3/PR2(3)	Y5/U3/PR2(3)	Y5/U3/PR1-2(3)		Y5/U3/PR1-2(3)	Y5/U3/PR1-2(3)	Y5/U3/PR1-2(3)
	Friend or Foe Chapter 8	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	Orange in No Man's Land Chapter 7-8	Oranges in No Man's Land Chapter 9-10	REVISION	REVISION
9	SL5.2C: Ask questions, make suggestions	SL5.2C: Ask questions, make suggestions and make	R5.2A: Recall details of characters, events or	R5.3B: Infers a character's responses to events and	R5.3A: Infer the meaning of metaphors using	SL5.2C: Ask questions, make suggestions and	.R5.3A: Infer the meaning of metaphors using	R5.2A: Recall details of characters, events or pieces of information from to
		predictions during structured discussions.	pieces of information from texts, and explain how	other characters.;R5.2A: Recall details of characters,	context.R5.2B: Summarise a story or sequence by	make predictions during structured discussions.	context.R5.2B: Summarise a story or sequence by retelling	g and explain how they are linked.R5.2B: Summarise a story or sequence b
(	discussions.R5.3B: Infers a character's	R5.1A: Read aloud an unfamiliar text.R5.4B:	they are linked.	events or pieces of information from texts, and	retelling the main events in order. R5.3B: Infers a	R5.2A: Recall details of characters, events or	the main events in order. R5.3B: Infers a character's	retelling the main events in order.FIRST TERM EXAMINATION
ı	responses to events and other	Understand and explain how different text features	R5.3B: Infers a character's responses to events	explain how they are linked. POST TEST-1	character's responses to events and other characters	pieces of information from texts, and explain how	responses to events and other characters.FIRST TERM	
	characters.;R5.2A: Recall details of	can convey information.	and other characters.			1		
		can convey information.	and other characters.			they are linked.	EXAMINATION	
	characters, events or pieces of	•	R5.2B: Summarise a story or sequence by retelling			they are linked.	EXAMINATION	
i	characters, events or pieces of information from texts, and explain how they are linked. <b>POST TEST- 2</b>	,				they are linked.	EXAMINATION	
i	information from texts, and explain how	,	R5.2B: Summarise a story or sequence by retelling	WEEK 20	WEEK 21	week 22	WEEK 23	WEEK 24
i	information from texts, and explain how they are linked. <b>POST TEST- 2</b>	·	R5.2B: Summarise a story or sequence by retelling the main events in order.	WEEK 20 Y5/U3/PY1(3)	WEEK 21 Y5/U3/PY1(3)			WEEK 24 Y5/U5/PR3(3)
R 5	information from texts, and explain how they are linked. POST TEST- 2  WEEK 17	WEEK 18 Y5/U3/PR2(3)	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19			WEEK 22	WEEK 23	
R 5	information from texts, and explain how they are linked. POST TEST- 2  WEEK 17  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 11,12	WEEK 18 Y5/U3/PR2(3)	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)	Y5/U3/PY1(3)	Y5/U3/PY1(3)	WEEK 22 Y5/U4/PR2(3)	WEEK 23 Y5/U5/PR3(3)	Y5/U5/PR3(3)  Greek Myths
R 5	information from texts, and explain how they are linked. POST TEST- 2  WEEK 17  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 11,12 R5.2A: Recall details of characters, events	WEEK 18  Y5/U3/PR2(3) Oranges in No Man's Land Chapter 13,14,15	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  SL5.2C: Ask questions, make suggestions and	Y5/U3/PY1(3) Poetry: Tell Me A Story	Y5/U3/PY1(3) Poetry: Tell Me A Story	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  f SL5.2D: Maintain and rehearse the role of a	WEEK 23  Y5/U5/PR3(3)  Greek Myths	Y5/U5/PR3(3)  Greek Myths  . R5.3C: Make predictions based on more obscure evidence in a text.R5.
R 5	information from texts, and explain how they are linked. POST TEST- 2  WEEK 17  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 11,12 R5.2A: Recall details of characters, events	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  SL5.2C: Ask questions, make suggestions and	Y5/U3/PY1(3) Poetry: Tell Me A Story SL5.2C: Ask questions, make suggestions and make	Y5/U3/PY1(3) Poetry: Tell Me A Story R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  f SL5.2D: Maintain and rehearse the role of a	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask	Y5/U5/PR3(3)  Greek Myths  . R5.3C: Make predictions based on more obscure evidence in a text.R5.
R 5	week 17  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 11,12 R5.2A: Recall details of characters, events or pieces of information from texts, and	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.	Y5/U3/PY1(3) Poetry: Tell Me A Story SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.W5.3E:	Y5/U3/PY1(3) Poetry: Tell Me A Story R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.W5.3E: Read aloud	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions	Y5/U5/PR3(3)  Greek Myths  . R5.3C: Make predictions based on more obscure evidence in a text.R5. g Decode unfamiliar words using a range of strategies, including identificati
.R 5	week 17  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 11,12 R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.2B:	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.  R5.1C: Recognise on sight common words,	Y5/U3/PY1(3) Poetry: Tell Me A Story SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.W5.3E: Read aloud short sections of own writing with some	Y5/U3/PY1(3)  Poetry: Tell Me A Story  R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  f 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	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions	Y5/U5/PR3(3)  Greek Myths  . R5.3C: Make predictions based on more obscure evidence in a text.R5. g Decode unfamiliar words using a range of strategies, including identificati
AR 5	week 17  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 11,12 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	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  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.	Y5/U3/PY1(3) Poetry: Tell Me A Story  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,	Y5/U3/PY1(3) Poetry: Tell Me A Story  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	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  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	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions	Y5/U5/PR3(3)  Greek Myths  . R5.3C: Make predictions based on more obscure evidence in a text.R5 percode unfamiliar words using a range of strategies, including identifications.
.R 5	week 17  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 11,12 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	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.  R5.1C: Recognise on sight common words,	Y5/U3/PY1(3)  Poetry: Tell Me A Story  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	Y5/U3/PY1(3) Poetry: Tell Me A Story  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	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  f 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.	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions	Y5/U5/PR3(3)  Greek Myths  . R5.3C: Make predictions based on more obscure evidence in a text.R5 percode unfamiliar words using a range of strategies, including identifications.
R 5	WEEK 17  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 11,12 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  WEEK 25	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on more obscure evidence in a text.  WEEK 26	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  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  WEEK 27	Y5/U3/PY1(3)  Poetry: Tell Me A Story  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.  WEEK 28	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 29	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  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  WEEK 30	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions  WEEK 31	Y5/U5/PR3(3)  Greek Myths  R5.3C: Make predictions based on more obscure evidence in a text.R5.  Decode unfamiliar words using a range of strategies, including identification prefixes and suffixes.  WEEK 32
R 5	week 25  WEEK 25  WEEK 25  WEEK 25	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on more obscure evidence in a text.  WEEK 26  Y5/U5/PR3(3)	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  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  WEEK 27  Y5/U5/PR3(3)	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 28  Y5/U5/PR3(3)	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 29  Y5/U5/PR3(3)	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  f 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  WEEK 30  Y5/U5/PR3(3)	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions  WEEK 31  Y5/U1-6/PR1-3 PY1-3(3)	Y5/U5/PR3(3)  Greek Myths  R5.3C: Make predictions based on more obscure evidence in a text.R5.  Decode unfamiliar words using a range of strategies, including identificati prefixes and suffixes.  WEEK 32  Y5/U1-6/PR1-3 PY1-3(3)
R 5	WEEK 17  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 11,12 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  WEEK 25  Y5/U5/PR3(3) Greek Myths	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on more obscure evidence in a text.  WEEK 26  Y5/U5/PR3(3) Greek Myths	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  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  WEEK 27  Y5/U5/PR3(3) Greek Myths	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 28  Y5/U5/PR3(3) Greek Myths	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 29  Y5/U5/PR3(3) Greek Myths	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  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  WEEK 30  Y5/U5/PR3(3) Greek Myths	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions  WEEK 31  Y5/U1-6/PR1-3 PY1-3(3)  REVISION	Y5/U5/PR3(3)  Greek Myths  R5.3C: Make predictions based on more obscure evidence in a text.R5.  Decode unfamiliar words using a range of strategies, including identificati prefixes and suffixes.  WEEK 32  Y5/U1-6/PR1-3 PY1-3(3)  REVISION
R 5	week 25  Y5/U5/PR3(3)  Greek Myths  R5.2B: Summarise a story or sequence by  R5.2B: Summarise a story or sequence by	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on more obscure evidence in a text.  WEEK 26  Y5/U5/PR3(3)  Greek Myths  R5.2A: Recall details of characters, events or pieces of	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  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  WEEK 27  Y5/U5/PR3(3)  Greek Myths  R5.3C: Make predictions based on more obscure	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 28  Y5/U5/PR3(3) Greek Myths  R5.3B: Infers a character's responses to events and	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 29  Y5/U5/PR3(3) Greek Myths  SL5.2C: Ask questions, make suggestions and make	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  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  WEEK 30  Y5/U5/PR3(3)  Greek Myths  SL5.2C: Ask questions, make suggestions and	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions  WEEK 31  Y5/U1-6/PR1-3 PY1-3(3)  REVISION  R5.3B: Infer a character's responses to events and other	Y5/U5/PR3(3)  Greek Myths  R5.3C: Make predictions based on more obscure evidence in a text.R5. Decode unfamiliar words using a range of strategies, including identification prefixes and suffixes.  WEEK 32  Y5/U1-6/PR1-3 PY1-3(3)  REVISION  R5.2B: Summarise a story or sequence by retelling the main events in or
R 5	WEEK 17  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 11,12 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  WEEK 25  Y5/U5/PR3(3) Greek Myths  R5.2B: Summarise a story or sequence by retelling the main events in order; R5.3B:	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on more obscure evidence in a text.  WEEK 26  Y5/U5/PR3(3)  Greek Myths  R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  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  WEEK 27  Y5/U5/PR3(3)  Greek Myths  R5.3C: Make predictions based on more obscure evidence in a text.R5.2A: Recall details of	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 28  Y5/U5/PR3(3) Greek Myths  R5.3B: Infers a character's responses to events and other characters.; R5.2A: Recall details of characters,	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 29  Y5/U5/PR3(3) Greek Myths  SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  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  WEEK 30  Y5/U5/PR3(3)  Greek Myths  SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions  WEEK 31  Y5/U1-6/PR1-3 PY1-3(3)  REVISION  R5.3B: Infer a character's responses to events and other characters. R5.3C: Make predictions based on more	Y5/U5/PR3(3)  Greek Myths  R5.3C: Make predictions based on more obscure evidence in a text.R5. Decode unfamiliar words using a range of strategies, including identificati prefixes and suffixes.  WEEK 32  Y5/U1-6/PR1-3 PY1-3(3)  REVISION  R5.2B: Summarise a story or sequence by retelling the main events in orange.
AR 5	week 25  Y5/U5/PR3(3)  Greek Myths  R5.2B: Summarise a story or sequence by  R5.2B: Summarise a story or sequence by	WEEK 18  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 13,14,15  R5.3B: Infers a character's responses to events and other characters.; R5.3C: Make predictions based on more obscure evidence in a text.  WEEK 26  Y5/U5/PR3(3)  Greek Myths  R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are	R5.2B: Summarise a story or sequence by retelling the main events in order.  WEEK 19  Y5/U3/PR2(3)  Oranges in No Man's Land Chapter 16,17,18  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  WEEK 27  Y5/U5/PR3(3)  Greek Myths  R5.3C: Make predictions based on more obscure evidence in a text.R5.2A: Recall details of	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 28  Y5/U5/PR3(3) Greek Myths  R5.3B: Infers a character's responses to events and	Y5/U3/PY1(3) Poetry: Tell Me A Story  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.  WEEK 29  Y5/U5/PR3(3) Greek Myths  SL5.2C: Ask questions, make suggestions and make	WEEK 22  Y5/U4/PR2(3)  Poetry: Compare and Perform  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  WEEK 30  Y5/U5/PR3(3)  Greek Myths  SL5.2C: Ask questions, make suggestions and	WEEK 23  Y5/U5/PR3(3)  Greek Myths  R5.1A: Read aloud an unfamiliar text.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions  WEEK 31  Y5/U1-6/PR1-3 PY1-3(3)  REVISION  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	Y5/U5/PR3(3)  Greek Myths  R5.3C: Make predictions based on more obscure evidence in a text.R5.1  Decode unfamiliar words using a range of strategies, including identification prefixes and suffixes.  WEEK 32  Y5/U1-6/PR1-3 PY1-3(3)  REVISION

			YEAR 6 ENGLISH	LITERATURE LONG TEI	RM PLAN with CURRIC	CULUM STANDARDS 2	2019-2020	
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y6/U1/PY 1 (3)	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)
	POETRY UNIT6.1 POWERFUL LANGUAGE	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
	R6.1A: Read aloud an unfamiliar text	SL6.2A: Give well-structured descriptions and explanations	s R6.3D: Discuss preferences with others, expressing	SL6.2E: Rehearse and give a presentation to an audience.	R6.1A: Read aloud an unfamiliar text observing all	R6.2A: Identify words and phrases from more than	SL6.2A: Give well-structured descriptions and explanations for	
	observing all punctuation including	for different purposes, including for expressing feelings	reasons and giving recommendations.	W6.3E: Read aloud own writing with growing confidence.	punctuation including commas.	one place in the texts, to support answers.	different purposes, including for expressing feelings and giving	R6.2B: Distinguish between the order in which events are written and the order in
П	commas.R6.3B: Infers a character's	and giving opinions.	SL6.2C: Give an opinion in a structured discussion or	Post Test	R6.1B: Decode any unfamiliar words using a range of	R6.2B: Distinguish between the order in which events	opinions.	which they occurred.R6.3B: Infers a character's intentions from their actions and
Ę	intentions from their actions and	R6.2A: Identify words and phrases from more than one	debate, inviting and responding to others' opinions.		strategies, including identification of prefixes and suffixes	are written and the order in which they occurred.	R6.3B: Infers a character's intentions from their actions and	dialogue. Post Test
Ter	dialogueR6.3D: Discuss preferences with	place in texts, to support answers.			and knowledge of word families.	R6.3B: With some guidance, make predictions by	dialogue.	
	others, expressing reasons and giving recommendations.					interpreting a sequence of clues in the text.		
	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	Y6/U3/PR3(3)	REVISION	REVISION
	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING	FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	TLY ISLOT	NEVISION .
	R6.3A: Infer the meaning of idiomatic	R6.3D: Discuss preferences with others, expressing reasons	R6.3D: Discuss preferences with others, expressing	The Glass Cupboard; R6.3B: With some guidance, make	Water, Water, Water! Thank Goodness : SL6.2B: Paraphrase	The Balaclava Story: R6.3B: Infers a character's	R6.3B: With some guidance, make predictions by interpreting a	R6.3D: Discuss preferences with others, expressing reasons and giving
	language using context.SL6.2C: Give an	and giving recommendations.SL6.2C: Give an opinion in a		predictions by interpreting a sequence of clues in the	simply, to express a forgotten word or expression.R6.3D:	intentions from their actions and dialogue.SL6.2A:	sequence of clues in the text.R6.3B: Infers a character's	recommendations. R6.2B: Distinguish between the order in which events are written
n 1		structured discussion or debate, inviting and responding to			Discuss preferences with others, expressing reasons and	Give well-structured descriptions and explanations for	intentions from their actions and dialogue.R6.2A: Identify	and the order in which they occurred.SL6.2A: Give well-structured descriptions and
err	inviting and responding to others' opinions.	others' opinions.	clarify meaning, using a thesaurus as desired.	debate, inviting and responding to others' opinions.	giving recommendations.	different purposes, including for expressing feelings	words and phrases from more than one place in the texts, to	explanations for different purposes, including for expressing feelings and giving
_	, g		W6.1E: Proof-read text and correct spelling errors.			and giving opinions.	support answers.	opinions.
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	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)	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	POETRY UNIT6.2 POETIC VOICE	POETRY UNIT6.2 POETIC VOICE
	The Balaclava Story: R6.3A: Infer the meaning	Virtually True; R6.3B: With some guidance, make	Moving House :SL6.2A: Give an opinion in a structured	Nule: R6.3B: Infers a character's intentions from their	Peacemaker: R6.3B: Infers a character's intentions from	Peacemaker:SL6.2A: Give an opinion in a structured	R6.2A: Identify words and phrases from more than one place in	R6.3D: Discuss preferences with others, expressing reasons and giving
	of idiomatic language using context.R6.3B:	predictions by interpreting a sequence of clues in the	discussion or debate, inviting and responding to	actions and dialogue.SL6.2C: Give an opinion in a	their actions and dialogueR6.3B: With some guidance,	discussion or debate, inviting and responding to	texts, to support answers.R6.3D: Discuss preferences with	recommendations.
n 2	Infers a character's intentions from their	text.SL6.2A: Give well-structured descriptions and	others' opinions.	structured discussion or debate, inviting and responding	make predictions by interpreting a sequence of clues in	others' opinions.SL6.2A: Give well-structured	others, expressing reasons and giving recommendations.	SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding
err	actions and dialogue.Post Test	explanations for different purposes, including for	R6.3B: With some guidance, make predictions by	to others' opinions.	the text.	descriptions and explanations for different purposes,		to others' opinions.
_		expressing feelings and giving opinions.	interpreting a sequence of clues in the text.			including for expressing feelings and giving opinions.		
						POST TEST		
	Y6/U2/PY2(3)	Y6/U4/PR 4 (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	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM	FICTION UNIT 6.3 SALAMANDER DREAM		
	SL6.2C: Give an opinion in a structured	R6.3B: Infers a character's intentions from their actions	R6.3B: With some guidance, make predictions by	R6.2B: Distinguish between the order in which events are	R6.2A: Identify words and phrases from more than one	SL6.2A: Give an opinion in a structured discussion or	R6.3B: Infers a character's intentions from their actions and	R6.3D: Discuss preferences with others, expressing reasons and giving
	discussion or debate, inviting and responding		interpreting a sequence of clues in the text.SL6.2C:	written and the order in which they occurred.	place in the texts, to support answers.	debate, inviting and responding to others'		recommendations. R6.2B: Distinguish between the order in which events are written
1 2 ر	to others' opinions.SL6.2D: Polish and	predictions by interpreting a sequence of clues in the text.		SL6.2A: Give well-structured descriptions and	R6.3D: Discuss preferences with others, expressing		interpreting a sequence of clues in the text.R6.2B: Distinguish	and the order in which they occurred.SL6.2A: Give well-structured descriptions and
ern	present a memorised performance to an		inviting and responding to others' opinions.	explanations for different purposes, including for	reasons and giving recommendations.		between the order in which events are written and the order in	
Ĕ	audience			expressing feelings and giving opinions.		expressing feelings and giving opinions. Post Test	which they occurred.	opinions.
	Post Test							

				YEAR 7 ENGLISH L	ITERATURE LONG TER	M PLAN with CURRIC	ULUM STANDARDS 2	2019 - 2020	
Y	EAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
		Poetry	Poetry	Poetry	Prose - Stories From shakespeare -	Prose - Stories From shakespeare -	Prose - Stories From shakespeare -	Prose - Stories From shakespeare -	Prose
		Finding Ways into Poetry	Finding Ways into Poetry	Finding Ways Into Poetry	Romeo and Juliet	Henrey the Fifth	Julius Caesar	Hamlet	Stories From shakespeare
	Term 1	Analyze, language, poetic devices,	Read and respond to a range of poems.  Show awareness of poet's use of language to convey ideas and viewpoints.  Analyze poetic devices, structure and their effect Express personal response with evidence from poems. Punctuate quotations appropriately. Interpret poet's attitude with evidence of language	Read silently and respond to poems.  Show awareness of poet's use of language and structure to convey ideas and viewpoints.  Analyze poetic devices, structure and their effect. Express personal response with evidence  Punctuate quotations appropriately. Develop skills to interpret questions and write relevant answers. Interpret poet's attitude with evidence of language and structure.	and make sense of text. Explore setting and development of characters and plot. Explain the main ideas, events, themes and viewpoints 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	main ideas, events, themes and viewpoints 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	with and make sense of text. Explore setting and development of character and plot. Identify the main ideas, events, themes and viewpoints in a text and how they are sequenced and developed by the writer. Understand and respond to ideas, viewpoints, themes and purposes in text.	make sense of text. Explore setting and development of character and plot. Identify the main ideas, events, themes and viewpoints in a text and understand 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. Develop skills to interpret questions and write relevant answers, Punctuating quotations	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of character and plot. Identify the main ideas, events, themes and viewpoints 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. Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual references. Punctuating quotations appropriately.
		Drama/Play	Drama/ Plays	Drama/ Plays	Drama/ Plays	Drama/ Plays	appropriately. Drama/ Plays	Revision	Revision
	-	King of Shadows Explore the title. Familiarise with key	King of Shadows  Adopt active reading approaches to engage with	King of Shadows Reinforce understanding of the setting,	King of Shadows Reinforce understanding of the setting,	King of Shadows Reinforce understanding of the setting,	King of Shadows Reinforce understanding of the setting,	Develop skills to interpret questions and write	Develop skills to interpret questions and write relevant answers.
	Term 1	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,	and make sense of text. Read in role to avoid student's confusion of time shift. Explore setting and development of character and plot. Identify the main ideas in the play and how they are sequenced and developed by the playwright. Understand and respond ideas, viewpoints, themes and purposes in text Interpret playwright's purpose. Interpret characters. Express personal response to the text	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 personal response to the text and support with textual	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 personal response to the text and support with textual evidence. Develop skills to interpret questions and write relevant answers, analyze language, form and structure used to convey	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 personal response to the text and support with textual references Develop skills to interpret questions and write relevant answers, analyze language, form and structure used to convey	characters, events, ideas, issues, relationships, structural and language	relevant answers. Express personal response to the text and support with textual references. Punctuating quotations appropriately. Analyze language, form and structure used to convey character, events, ideas and viewpoints so as to form an impression.	Express personal response to the text and support with textual references. Punctuating quotations appropriately. Analyze language, form and structure used to convey character, events, ideas and viewpoints so as to form an impression.
Y		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6		WEEK 8
	Term 2	of character. 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 evidence. Analyze how writers use events, characters, ideas, themes and viewpoints to convey the social and cultural context of the story.	Reinforce understanding of approaches to engage with and make sense of text. Explore setting and development of character. 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 evidence. Analyze how writers use events, characters, ideas, themes and viewpoints to convey the social and cultural context of the story. Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual evidence. Analyze how writers use events, characters, ideas, themes and viewpoints to convey the social and cultural context of the story. Punctuating quotations appropriately. (HOMEWORK)	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 evidence. Analyze how writers use events, characters, ideas, themes and viewpoints to convey the social and cultural context of the story. Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual evidence. Analyze how writers use events,	Reinforce understanding of approaches to engage with and make sense of text. Explore setting and development of character. 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 evidence. Analyze how writers use events, characters, ideas, themes and viewpoints to convey the social and cultural context of the story. Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual evidence. Analyze how writers use events, characters, ideas, themes and viewpoints to convey the social and cultural context of the story. Punctuating quotations	Stories From Shakespeare  Reinforce understanding of approaches to engage with and make sense of text. Explore setting and development of character. 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 evidence. Analyze how writers use events, characters, ideas, themes and viewpoints to convey the social and cultural context of the story. Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual evidence. Analyze how writers use events, characters, ideas, themes and viewpoints to convey the social and cultural context of the story. Punctuating quotations appropriately. (HOMEWORK)	setting and development of character. 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 evidence. Analyze how writers use events, characters, ideas, themes and viewpoints to convey the social and cultural context of the story. Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual	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 personal response to the text and support with textual references Develop skills to interpret questions and write relevant answers, analyze language, form and structure used to convey character, events, ideas and viewpoints so as to form an impression	King of Shadows  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 personal response to the text and support with textual references Develop skills to interpret questions and write relevant answers, analyze language, form and structure used to convey character, events, ideas and viewpoints so as to form an impression
	Term 2	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	Drama/ Plays  King of Shadows  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 personal response to the text and support with textual references Develop skills to interpret questions and write relevant answers, analyze language, form and structure used to convey	Drama/ Plays  King of Shadows  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 personal response to the text and support with textual references Develop skills to interpret questions and write relevant answers,	structure to convey ideas and viewpoints. Analyze poetic devices, structure and their effect. Express personal response with evidence Punctuate quotations appropriately. Develop skills to interpret questions and write relevant answers. Interpret poet's attitude with evidence	Show awareness of poet's use of language and structure to convey ideas and viewpoints.  Analyze poetic devices, structure and their effect. Express personal response with evidence Punctuate quotations appropriately. Develop skills to interpret questions and write relevant	Poetry Unseen Read silently and respond to poems. Show awareness of poet's use of language and structure to convey ideas and viewpoints. Analyze poetic devices, structure and their effect. Express personal response with evidence Punctuate quotations appropriately. Develop skills to interpret questions and write relevant answers. Interpret poet's attitude with evidence of language and structure.	Punctuating quotations appropriately	Revision  Develop skills to interpret questions and write relevant answers.  Express personal response to the text and support with textual references. Punctuating quotations appropriately.

			YEAR 8 LITERA	ATURE LONG TERM F	PLAN with CURRICULU	M STANDARDS 2019	9 - 2020	
YEAR	8 WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	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
Term 1	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	I familiarity with the social and	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	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.	historical context of The Merchant of Venice. Understand the different settings; interpret the main events, characters' actions and reactions. Express	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
	ACT 1, SCENES1 , 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
Term 1	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	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	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 woth 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 woth 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 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.	

GRAI	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	DRAMA	DRAMA	DRAMA	DRAMA	DRAMA	DRAMA	POETRY	POETRY
	ACT 3, SCENES 1 - 3	ACT 3, SCENES 4 & 5	ACT 4, SCENE 1	ACT 4, SCENE 2	ACT 5, SCENE 1	DISCUSSION OF THE PLAY	POETRY SINCE 1789	POETRY SINCE 1789
Term 2	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 and reactions. Explore characters, events and the evident thematic aspects. Express response to text with reasons and appropriate evidence. Explore social, cultural and historical context. Explore Shakespeare's use of language devices and drama techniques to convey ideas, events(plot), characters' actions, thoughts and feelings. Use	Understand the different settings; interpret the main events, characters' actions and reactions. Explore social, cultural and historical context. 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. Explore social, cultural and historical context. 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 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.
	WK 9 POETRY	WK 10 PROSE	WK 11 PROSE	WK 12 PROSE	WK 13 PROSE	WK 14 PROSE	WK 15 REVISION	WK 16 REVISION
	POETRY SINCE 1789	TTHE RED - HEADED LEAGUE	THE ENGINEER'S THUMB	THE MUSGRAVE RITUAL	THE CROOKED MAN	THE GREEK INTERPRETER	POETRY, PROSE, DRAMA	POETRY, PROSE, DRAMA
Term 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.	feelings. Understand narrative structure. Relate text to the social, cultural and historical context.	Interpret events, main ideas, characters'actions, thoughts and feelings. Express response to text woth 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 woth 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 woth 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.	characters'actions, thoughts and feelings. Express response to text woth reasons and suitable evidence. Explore writer's narrative style to convey ideas, events, plot, characters' actions,	Revise main events and its relation to the sociocultural historical context. Revise the key ideas of the main events; significance of the events. Comment on characterisation. Interpret themes and writer's viewpoints. Review writer's use of language, form and structure.	Revise main events, settings and its relation to the socio-cultural historical context. Revise the key ideas of the main events; significance of the events. Comment on characterisation. Interpret themes and writer's viewpoints Review writer's use of language, form and structure. 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		
	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 2, Scenes 1-2	Julius Caesar Act 2, Scene3-4	Julius Caesar Act 3, Scene 1	Frankenstein (Introduction and background) Preface and Letters	Frankenstein 1 - 4	Frankenstein 5 - 8		
Term 1	To explore the features of Shakespearean tragedy and the 16th Century, Eliazabethan 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 ralationships between text and the context in which it is written.	To explore and analyse plot, characters and themes and analyse the language, form and structure used by the writer to create meanings and effects.		
	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)		
Term 1	To explore and analyse plot,characters and themes.	analyse and evaluate how language, structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such valuation	To explore the poets' use of language devices and style to convey their purpose	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To read, understand and respond to text while maintianing a critical style and develop an informed personal response	To read, understand and respond to text while maintianing 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		
	G9U17Pr (D)6	G9U18Pr (D)7	G9U19Pr (D)8	G9U20Pr (D)9	G9U21Pr (D)10	G9U22Pr(N)5	G9U23Pr(N)6	G9U24Pr(N)7		
2	Julius Caesar Act 3, Scene 2-3	Julius Caesar Act 4, Scene 1-2	Julius Caesar Act 4, Scene 3	Julius Caesar Act 5, Scene 1-2	Julius Caesar Act 5, Scene 3-4	Frankenstein 13 - 16	Frankenstein 17 - 20	Frankenstein 21 - 24		
Term	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		
	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)		
Term 2	To explore and analyse plot, characters, themes and the writer's use of language to convey meanings and create effect	analyse and evaluate how language, structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such valuation	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To anlayse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate	To read, understand and respond to text while maintianing a critical style and develop an informed personal response	To read, understand and respond to text while maintianing a critical style and develop an informed personal response		

			Year 10	LITERATURE LONG TERM	PLAN WITH CURRICULUM S	TANDARDS 2019-2020		
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Poetry (Relationships-	Reading - Poetry (Relationships- Literary	Reading - Poetry (Relationships -	Reading-Drama	Reading-Drama	Reading-Drama	Reading - Prose	Reading - Prose
	La belle dame Sans Merci	My Last Duchess	First Date	Introduction to Shakespeare	Macbeth Act 1 Sc 1 -4	Macbeth Act 1 Sc 5-7	Introduction to DJAMH	DJAMH
	& She Walks in Beauty (4)	& How do I Love Thee (4)	& Valentine (4)	& Shakespearean Tragedy (4)	& The Role of Supernatural (4)	& The Theme of Guilt / Remorse {4}	and 19th Century Literary Traditions (4)	Chapter 1 (4)
rm 1	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
Te	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 Post- module test for poetry comparison	To explore the features of tragedy & the social historical background	Compare historical perspectives on the supernatural. Understand how Shakespeare uses this in Macbeth.		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
	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
rm 1	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
Te	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  Post- module test for drama (40 marks)	To analyse the language, form and structure used by Shakespeare to create meanings and effects
EAR 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
	The Man He Killed & Exposure	Half caste & The Class Game	I Started Early & Home Thoughts	Macbeth Act 2 Sc 1 - 2	Macbeth Act 2 Sc 3 - 4	Macbeth Act 3 Sc 1-3	Macbeth Act 3 Sc 4-6	DJAMH Chapter 4 (4)
2	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
Term	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 Post- module test for drama (40 marks)	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) (4)	Reading-Drama	Reading-Drama	Revision - Prose	Revision - Poetry (4)
	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 comtemporary poems
m 2	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
Ten	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,	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 LIT	ERATURE LONG TERM	PLAN WITH CURRICULUI	M STANDARDS 2019-20	20	
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Poetry (Unseen + Seen Relationships- Romantic)	Reading - Poetry (Relationships - Contemporary)	Reading - Poetry (Relationships - Contemporary)	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Prose	Reading - Prose
m 1	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)
Ter	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To examine the use of dramatic devices/language used to reveal characters, themes and plot.	To interpret the playwright's craft in developing the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To explore the development and show critical appreciation of the plot, characters and themes.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Play	Reading - Play	Reading - Play	Reading - Poetry (Coflict -Romantic & Contemporary)	Reading - Poetry (Conflict - Literary Heritage & Contemporary)	Reading - Poetry (Conflict - Contemporary)	Reading - Poetry (Time & Place-Romantic & Literary Heritage)	Drama/DJAMH/ Poetry
m 1	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
Teri	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 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Drama	Reading - Drama	Reading- Drama	Reading - Poetry (Time & Place- Contemporary)	Reading - Poetry (Time & Place- Contemporary)	Reading - Prose	Reading - Prose	Reading - Drama
rm 2	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
Te	Learning Obj  To interpret the playwright's craft in	Learning Obj  To integrate and interpret the plot, characters, themes and	Learning Obj  d To integrate and interpret the plot, characters,	Learning Obj  To understand and analyse writers' use of linguistic and	Learning Obj  To understand and analyse writers' use of language,	Learning Obj  To review and analyse the writer's use of	Learning Obj  To integrate and interpret the conflict through the text,	Learning Obj  To review and analyse the writer's use of characterization/ theme/plot/setting for
	developing the plot, characters and themes.	the writer's craft and give a personal response.	themes and the writer's craft and give a personal response.	structural devices to enhance their ideas and perspectives.	structure and form  and how these are used to create literary effects		comment on the writer's purpose/craft and give an informed personal response.	· · · · · · · · · · · · · · · · · · ·
	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							
Term 2	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 fol	lowed by BOARD EXAMINATIONS 202	20		

## 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
	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
Term 1	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
	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 aristroracy and effect of industrialisation on agriculture	To interpret the playwright Tennesse 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
	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Revision - Poetry	Revision- Prose
Ferm 1	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 comimg (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 conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes.  Informed personal response.	To exlpore 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
	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
	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry
erm 2	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
Ĭ	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				
	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				
n 2	Learning Obj	Learning Obj	Learning Obj	Learning Obj				
Term 2	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
	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 Nellieif such was my	Heart of Darkness Part I (I got my appointmentand	Heart of Darkness Part I (He had been outgrove of death) & Unseen Poetry (3)	Lonely Londoners Background & Introduction (3)	Lonely Londoners (Pages 1-15-Shopping for rations)	Lonely Londoners (Pages 15-29- The only thingthe room) (3)	Lonely Londoners (Pages 29-45- When Moses right way)& Unseen Poetry (3)
Term 1	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 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry	Pre 1900 Poetry
Term 1	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 / From</i> Maud	Tennyson- From Maud	Emily and Charlotte Bronte	Emily and Charlotte Bronte	Chriatina Rossetti	Chriatina Rossetti / Thomas Hardy
	Learning Obj  *Understand Unit 4 Shakespeare and Pre-	*Understand Tennyson - the man and the poet of	Learning Obj .* Read poem/s aloud. * Analyse theme, language and	* Analyse theme, language and poetic techniques	*Understand socio-cultural, contextual influences on	Learning Obj	Learning Obj  *Understand socio-cultural, and other contextual influences on	Learning Obj .* 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
	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
Term 1	Heart of Darkness Part I (I leftthe opportunity) (3)	Heart of Darkness Part I (He blew the candlewhen there) (3)	Unseen Poetry -(3)	Heart of Darkness Part II (One eveningpower of meddling) (3)	Lonely Londoners (Pages 45-61- During themdon't care anymore)-3	Lonely Londoners (Pages 61-75-It have aworry in the world)-3	Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)	Lonely Londoners (Pages 91-105- Now whenpeople 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 conisder 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 conisder 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 conisder 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
	Pre 1900 Poetry	Shakespeare	Shakespeare	Shakespeare	Shakespeare	Shakespeare	Shakespeare	Shakespeare and Pre-1900 Poetry
	Thomas Hardy	Hamlet - contexttual 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 eveningwater was steep) (3)	Heart of Darkness Part II (We tore slowly alonghad found time for!) (3)	Heart of Darkness Part II-III (But this must have beenthe eternal slumber) (3)	Heart of Darkness Part III (I'm not disclosingKrutz's friend-in a way) (3)	Heart of Darkness Part III ("He said with a good dealnothing more for smoke) (3)	Heart of Darkness Part III (The brown currentimmense darkness) (3)	Lonely Londoners (Pages 106-120- "Ah, you does sayturn down the gas a little) (3)	Lonely Londoners (Pages 121-139-"You all righttill 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 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Shakespearean	Shakespearean	Shakespearean	
Term 2	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	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	
	* Analyse theme, language and poetic	* Analyse theme, language and poetic techniques	* Analyse theme, language and poetic techniques	* Analyse theme, language and poetic techniques	* Analyse theme, language and poetic techniques	* Analyse characterisation,theme, language and	* Analyse characterisation,theme, language and dramatic	* 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 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 2	Revision  Learning Obj  * Analyse characterisation, theme, language								
	MOCK EXAMS followed by BOARD EXAMINATIONS 2020								