	St. Mary's Catholic High School ,Dubai  YEAR 4 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS (2022-2023)									
			YEAR 4 ENGLISH LI	TERATURE LONG TERM PLAN	with CURRICULUM STANDARDS	(2022-2023)				
YEAR 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		
	Poetry - Unit 1 Review and Revision	Poetry - Unit 1 Review and Revision	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man	Fiction - The Iron Man		
	SL4.2C Participate in discussions, building on	SL4.2D: Perform as a character in a short dramatic scene.	Review of the skills learnt. Draw inferences and interpret	R4.3B Infer characters' motives from information given in a text	R4.3C With some guidance, make predictions based on clear	R4.2A Recall significant events and pieces of information	W4.3D Reread own writing, improving it at paragraph level.	R4.2A Recall significant events and pieces of		
		R4.4B: Understand the purpose of a wider range of textual features		R4.3C With some guidance, make predictions based on clear	evidence in a text. R4.2B Retell three	from texts and explain why they are important.	R4.3B Infer characters' motives from information given in a	information from texts and explain why they are		
	information on a given subject, alone or in a group.	when directly asked to do so.	language contributes to the meaning.	evidence in a text.	or more main events from a story or sequence in the correct	SL4.2A With support, give a logically connected description.		important.		
	R4.2B: Retell three or more main events from a story		Summerise the main ideas. Identify themes. Explore the	SL4.2D Perform as a character in a short dramatic scene .	order. R4.3B Infer characters' motives from		some guidance, make predictions based on clear evidence in			
π 1	or sequence in the correct order. (of their choice)		figures of speech.	W3.5C: Recognise that the past tense of verbs is often	information given in a text.	in writing. W4.3A Organise writing		and powerful verbs.		
Ter	R4.2A Recall significant events and pieces of		ligures of speech.	indicated by the suffix -ed. W4.5C:	illiotillation given ill a text.		a text.	and powerful verbs.		
	information from texts and explain why they are					so that ideas are sequenced or grouped.				
	important.			Use present- and past-tense forms of irregular verbs in writing.						
	·									
YEAR 4	WEEK 9	WEEK 40	WEEK 11	WEEK 12	WEDTY 42	WEEK 14	WEEK 15	WEEK 16		
YEAR 4	WEEK 9	WEEK 10	WEEK II	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16		
	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 Iron Man	Poetry - Unit 2	Poetry - Unit 2	Fiction - The Spiderwick Chronicles	Fiction - The Spiderwick Chronicles	Fiction - The Spiderwick Chronicles	Fiction - The Spiderwick Chronicles	Revision		
	R4.4B Understand the purpose of a wider range of	SL4.2C participate in discussions, building on contributions of	R4.1A read aloud an unfamiliar text of about 250 words,	R4.3C With some guidance, make predictions based on clear	R4.3C With some guidance, make predictions based on clear	SL4.1A follow detailed oral instructions on tasks close to	R4.3A infer the meaning of similes using context.	Review of the skills learnt. Draw inferences and		
	textual features when directly asked to do so.	previous speakers.	including complex sentences, observing full stops and	evidence in a text.	evidence in a text.	their experience	SL4.2D perform as a character in a short dramatic scene.	interpret characters' thoughts and feelings. Identify		
	R4.3C With some guidance, make predictions	SL4.1B identify a main point after five to seven minutes of	question marks.	R4.3D begin to form and explain preferences about types of	R4.3D begin to form and explain preferences about types of	R4.2A recall significant events and pieces of information	R4.3B infer characters' motives from information given in a	how the language contributes to the meaning.		
-	based on clear evidence in a text.	listening to teacher-talk supported by pictures.	R4.2A: Recall significant events and pieces of information	stories.	stories.	from texts, and explain why they are important.	text. R4.2A: Recall significant events and	Summerise the main ideas. Identify themes. Revise		
٤	R4.2A: Recall significant events and pieces of	SL4.1A follow detailed oral instructions on tasks close to their	from texts and explain why they are important.	SL4.2C participate in discussions, building on contributions of	SL4.2C participate in discussions, building on contributions of	R4.2B retell three or more main events from a story or	pieces of information from texts and explain why they are	writing skills. Use present- and past-tense forms of		
Te	information from texts and explain why they are	experience.	SL4.2D perform as a character in a short dramatic scene.	previous speakers.	previous speakers.	sequence in the correct order	important.	irregular verbs in writing. Organise writing so that		
	important.		W4.3A organise writing so that ideas are sequenced or	R4.2A recall significant events and pieces of information from	R4.2A recall significant events and pieces of information from			ideas are sequenced or grouped.		
	·		grouped.	texts, and explain why they are important	texts, and explain why they are important					
YEAR 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		
	Yr.4/1 Fiction - The Spiderwick Chronicles	Yr.4/2 Fiction - The Spiderwick Chronicles	Yr.4/3 Fiction - The Spiderwick Chronicles	Yr.4/4 Fiction - The Spiderwick Chronicles	Yr.4/5 Poetry Unit 3	Yr.4/6 Fiction-The Wind in the Willows	Yr.4/7 Fiction-The Wind in the Willows	Yr.4/8 Fiction-The Wind in the Willows		
	Yr. 4/1 Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where	Yr.4/2 Fiction - The Spiderwick Chronicles SL4.2A with support, give a logically connected description	Yr.4/3 Fiction - The Spiderwick Chronicles W4.3A: Organise writing so that ideas are sequenced or	Yr.4/4 Fiction - The Spiderwick Chronicles W4.3B—write short stories (of around 200 words) that include	Yr.4/5 Poetry Unit 3 SL4.2C participate in discussions, building on contributions of	Yr.4/6 Fiction-The Wind in the Willows	Yr.4/7	Yr.4/8 Fiction-The Wind in the Willows SL4.2B:Use a wider range of more descriptive nouns		
	Yr. 4/1 Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the	Yr.4/2  Fiction - The Spiderwick Chronicles  SL4.2A with support, give a logically connected description  SL4.2C participate in discussions, building on contributions of	Yr.4/3  Fiction - The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.38—write short stories (of around 200 words) that include brief descriptions of characters or settings.	Yr.4/5  Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and	Yr. 4/6 Fiction-The Wind in the Willows R4.38:Infer characters' motives from information given in a text.	Yr.4/7 Fiction-The Wind in the Willows R4.3D Begin to form and explain preferences about types of stories.	Yr. 4/8  Fiction-The Wind in the Willows  St.4.2B:Use a wider range of more descriptive nouns and powerful verbs.		
	Yr.4/1 Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence	Yr.4/2  Fiction - The Spiderwick Chronicles  SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of	Yr.4/3 Fiction - The Spiderwick Chronicles W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene.	Yr.4/5 Poetry Unit 3 SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on	Yr.4/7 Fiction-The Wind in the Willows R4.3D Begin to form and explain preferences about types of stories. R4.4B Understand the purpose of a wider range of textual	Yr.4/8 Fiction-The Wind in the Willows SI.4.2B-Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on		
21	Yr. 4/1 Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A-say and then write compound and	Yr.4/2 Fiction - The Spiderwick Chronicles  SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	Yr.4/3 Fiction -The Spiderwick Chronicles W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level. W4.6C: Use inverted commas in sentences where the	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B—write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is	Yr.4/5 Poetry Unit 3 SI.4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text.	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features	Yr.4/8  Fiction-The Wind in the Willows  \$1.4.2B:Use a wider range of more descriptive nouns and powerful verbs. \$1.4.2C Participate in discussions, building on contributions of previous speakers.		
erm 2	Yr. 4/1 Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A- say and then write compound and complex sentences using the conjunctions 'and',	Yr.4/2 Fiction - The Spiderwick Chronicles SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. RA.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence	Yr.4/3  Fiction - The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B—write short stories (of around 200 words) that include brief descriptions of characters or settings.  SI4.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.18 identify a main point after five to seven minutes of	Yr. 4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words,	Yr.4/7 Fiction-The Wind in the Willows R4.3D Begin to form and explain preferences about types of stories. R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.	Yr.4/8 Fiction-The Wind in the Willows SI.4.2B-Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on		
Term 2	Yr.4/1 Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A - say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'	Yr.4/2 Fiction - The Spiderwick Chronicles  SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	Yr.4/3 Fiction -The Spiderwick Chronicles W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level. W4.6C: Use inverted commas in sentences where the	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B—write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is	Yr.4/5 Poetry Unit 3 SI.4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text.	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features	Yr.4/8  Fiction-The Wind in the Willows  \$1.4.2B:Use a wider range of more descriptive nouns and powerful verbs. \$1.4.2C Participate in discussions, building on contributions of previous speakers.		
Term 2	Yr. 4/1 Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A- say and then write compound and complex sentences using the conjunctions 'and',	Yr.4/2 Fiction - The Spiderwick Chronicles SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. RA.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence	Yr.4/3  Fiction - The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B—write short stories (of around 200 words) that include brief descriptions of characters or settings.  SI4.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.18 identify a main point after five to seven minutes of	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.	Yr.4/7 Fiction-The Wind in the Willows R4.3D Begin to form and explain preferences about types of stories. R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.	Yr.4/8  Fiction-The Wind in the Willows SI.4.2B:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic		
Term 2	Yr.4/1 Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A - say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'	Yr.4/2 Fiction - The Spiderwick Chronicles SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. RA.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence	Yr.4/3  Fiction - The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B—write short stories (of around 200 words) that include brief descriptions of characters or settings.  SI4.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures.	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words,	Yr.4/7 Fiction-The Wind in the Willows R4.3D Begin to form and explain preferences about types of stories. R4.4B Understand the purpose of a wider range of textual features when directly asked to do so. W4.6C: Use inverted commas in sentences where the	Yr.4/8  Fiction-The Wind in the Willows SI.4.2B:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic		
Term 2	Yr. 4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'  W4.3A- organise writing so that ideas are	Yr.4/2 Fiction - The Spiderwick Chronicles SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. RA.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence	Yr.4/3  Fiction - The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B—write short stories (of around 200 words) that include brief descriptions of characters or settings.  SI4.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.	Yr.4/7 Fiction-The Wind in the Willows R4.3D Begin to form and explain preferences about types of stories. R4.4B Understand the purpose of a wider range of textual features when directly asked to do so. W4.6C: Use inverted commas in sentences where the	Yr.4/8  Fiction-The Wind in the Willows SI.4.2B:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic		
Term 2	Yr. 4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'  W4.3A- organise writing so that ideas are	Yr.4/2 Fiction - The Spiderwick Chronicles SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. RA.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence	Yr.4/3  Fiction - The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B—write short stories (of around 200 words) that include brief descriptions of characters or settings.  SI4.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words,	Yr.4/7 Fiction-The Wind in the Willows R4.3D Begin to form and explain preferences about types of stories. R4.4B Understand the purpose of a wider range of textual features when directly asked to do so. W4.6C: Use inverted commas in sentences where the	Yr.4/8  Fiction-The Wind in the Willows SI.4.2B:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic		
Term 2	Yr. 4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'  W4.3A- organise writing so that ideas are sequenced or grouped.	Yr.4/2  Fiction - The Spiderwick Chronicles  SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order	Yr.4/3  Fiction - The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  S14.2D: Perform as a character in a short dramatic scene.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B—write short stories (of around 200 words) that include brief descriptions of characters or settings. St.4.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence.  W4.3D—reread own writing, improving it at paragraph level	Yr.4/5 Poetry Unit 3 SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/8  Fiction-The Wind in the Willows  St.4.2B:Use a wider range of more descriptive nouns and powerful verbs.  St.4.2C Participate in discussions, building on contributions of previous speakers.  St.4.2D Perform as a character in a short dramatic scene.		
Z E Ja	Yr. 4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'  W4.3A- organise writing so that ideas are	Yr.4/2 Fiction - The Spiderwick Chronicles SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. RA.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence	Yr.4/3  Fiction - The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B—write short stories (of around 200 words) that include brief descriptions of characters or settings.  SI4.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words,	Yr.4/7 Fiction-The Wind in the Willows R4.3D Begin to form and explain preferences about types of stories. R4.4B Understand the purpose of a wider range of textual features when directly asked to do so. W4.6C: Use inverted commas in sentences where the	Yr.4/8  Fiction-The Wind in the Willows SI.4.2B:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic		
YEAR 4	Yr. 4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'  W4.3A- organise writing so that ideas are sequenced or grouped.	Yr.4/2  Fiction - The Spiderwick Chronicles  SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order	Yr.4/3  Fiction - The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  S14.2D: Perform as a character in a short dramatic scene.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B—write short stories (of around 200 words) that include brief descriptions of characters or settings. St.4.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence.  W4.3D—reread own writing, improving it at paragraph level	Yr.4/5 Poetry Unit 3 SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.	Yr.4/8  Fiction-The Wind in the Willows  St.4.2B:Use a wider range of more descriptive nouns and powerful verbs.  St.4.2C Participate in discussions, building on contributions of previous speakers.  St.4.2D Perform as a character in a short dramatic scene.		
Z Let 4	Yr.4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because' W4.3A- organise writing so that ideas are sequenced or grouped.	Yr.4/2  Fiction - The Spiderwick Chronicles  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous spalesers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order	Yr.4/3  Fiction - The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  SL4.2D: Perform as a character in a short dramatic scene.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. Sl.4.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level	Yr.4/5 Poetry Unit 3  SI.4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why ware important SI.4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SI.4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15	Yr.4/8  Fiction-The Wind in the Willows  SI.4.2B:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16		
Z E.S.	Yr.4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A - say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'  W4.3A - organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows	Yr.4/2  Fiction - The Spiderwick Chronicles  SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  SI4.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Willows	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settlings. Sl4.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence.  W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13 Fiction-The Wind in the Willows	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Revision	Yr.4/8  Fiction-The Wind in the Willows  SL4.28:Use a wider range of more descriptive nouns and powerful verbs. SL4.2C Participate in discussions, building on contributions of previous speakers. SL4.2D Perform as a character in a short dramatic scene.  WEEK 16  Yr.4/16  Revision		
YEAR 4	Yr.4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'sa' and 'because'  W4.3A- organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows  SI.4.2B:Use a wider range of more descriptive	Yr.4/2  Fiction - The Spiderwick Chronicles  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous speakers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text.	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  SI4.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Willows	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Widl in the Willows S1.4.2C:Participate in discussions, building on contributions of	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why ware important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows  W3.5D:Use adjectives in expanded noun phrases, in own writing	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows SL4.2A with support, give a logically connected description	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  W7.4/15  Revision  Review of the skills learnt. Draw inferences and interpret	Yr.4/8  Fiction-The Wind in the Willows  SI.4.2B:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  Yr.4/16  Revision  Review of the skills learnt. Draw inferences and		
Z mus 1	Yr.4/1  Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because' W4.3A- organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows S14.2B:Use a wider range of more descriptive nouns and powerful verbs.	Yr.4/2  Fiction - The Spiderwick Chronicles  SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  S14.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene.  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence.  W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows  S14.2C:Participate in discussions, building on contributions of previous speakers.	Yr.4/5 Poetry Unit 3 SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13 Yr.4/13 Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a	Yr.4/6  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text.  R4.3C:With some guidance, make predictions based on clear evidence in a text.  R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.  R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14  Fiction-The Wind in the Willows  S4.4.2C participate in discussions, building on contributions  S4.4.2C participate in discussions, building on contributions	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language	Yr.4/8  Fiction-The Wind in the Willows SI.4.2B:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  Yr.4/16  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify		
ZE E E E E E E E E E E E E E E E E E E	Yr.4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A - say and then write compound and complex sentences using the conjunctions 'and', 'but,' 'or', 'so' and 'because'  W4.3A - organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows  St.4.2B:Use a wider range of more descriptive nouns and powerful verbs.  R4.2A: Recall significant events and pieces of	Yr.4/2  Fiction - The Spiderwick Chronicles  SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous spaleers. R4.2 Recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text.	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  SI4.2D: Perform as a character in a short dramatic scene.  WEEK 11  Yr.4/11  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text.  R4.3C:With some guidance, make predictions based on	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows S1.4.2C-Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from	Yr.4/5  Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions.	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows St.4.2A with support, give a logically connected description of previous speakers.	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.	Yr.4/8  Fiction-The Wind in the Willows  SI.4.28:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  Yr.4/16  Revision  Review of the skill slearnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.		
Z E iii	Yr. 4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'sa' and 'because'  W4.3A- organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr. 4/9  Fiction-The Wind in the Willows  SI.4.2B:Use a wider range of more descriptive nouns and powerful verbs. R4. 2A: Recall significant events and pieces of information from texts and explain why they are	Yr.4/2  Fiction - The Spiderwick Chronicles  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous speakers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.2B:Retell three or more main events from a story or sequence	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  SL4.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text.  R4.3C-With some guidance, make predictions based on clear evidence in a text.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows S14.2C:Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.18 identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions. R4.2A: Recall significant events and pieces of information from	Yr.4/6  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text.  R4.3C:With some guidance, make predictions based on clear evidence in a text.  R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.  R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14  Fiction-The Wind in the Willows  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous speakers.  R4.2A recall significant events and pieces of information	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.  Summerise the main ideas. Identify themes. Explore the	Yr.4/8  Fiction-The Wind in the Willows  SI.4.2B-:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  WEEK 16  Yr.4/16  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore		
VEAR 4	Yr.4/1  Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because' W4.3A- organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows SL4.2B:Use a wider range of more descriptive nouns and powerful verbs. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	Yr.4/2  Fiction - The Spiderwick Chronicles  SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous spaleers. R4.2 Recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text.	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  S14.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Williows  R4.3B:Infer characters' motives from information given in a text.  R4.3C: With some guidance, make predictions based on clear evidence in a text.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows S1.4.2C-Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from	Yr.4/5  Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions.	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows S4.4.2A with support, give a logically connected description of previous speakers. A4.2A recall significant events and pieces of information from texts, and explain why they are important	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.	Yr.4/8  Fiction-The Wind in the Willows  SI.4.28:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  Yr.4/16  Revision  Review of the skill slearnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.		
Term 2	Yr.4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A - say and then write compound and complex sentences using the conjunctions 'and', 'but,' or', 'so' and 'because'  W4.3A - organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows  St.4.28:Use a wider range of more descriptive nouns and powerful verbs.  R4.2A: Recall significant events and pieces of information from texts and explain why they are important.  W4.3A-Organise writing so that ideas are	Yr.4/2  Fiction - The Spiderwick Chronicles  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous speakers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.2B:Retell three or more main events from a story or sequence	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  SL4.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text.  R4.3C-With some guidance, make predictions based on clear evidence in a text.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows S14.2C:Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.18 identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions. R4.2A: Recall significant events and pieces of information from	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows St4.2A with support, give a logically connected description St4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.  Summerise the main ideas. Identify themes. Explore the	Yr.4/8  Fiction-The Wind in the Willows  SI.4.2B-:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  WEEK 16  Yr.4/16  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore		
Z m.a_1 Term 2	Yr.4/1  Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because' W4.3A- organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows St.4.2B:Use a wider range of more descriptive nouns and powerful verbs. R4.2A: Recall significant events and pieces of information from texts and explain why they are important. W4.3A:Organise writing so that ideas are sequenced or grouped.	Yr.4/2  Fiction - The Spiderwick Chronicles  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous speakers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.2B:Retell three or more main events from a story or sequence	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  S14.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Williows  R4.3B:Infer characters' motives from information given in a text.  R4.3C: With some guidance, make predictions based on clear evidence in a text.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows S14.2C:Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.18 identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions. R4.2A: Recall significant events and pieces of information from	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows S4.4.2A with support, give a logically connected description of previous speakers. A4.2A recall significant events and pieces of information from texts, and explain why they are important	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.  Summerise the main ideas. Identify themes. Explore the	Yr.4/8  Fiction-The Wind in the Willows  SI.4.2B-:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  WEEK 16  Yr.4/16  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore		
Z Term Z	Yr.4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A - say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'  W4.3A - organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows  SL4.2B:Use a wider range of more descriptive nouns and powerful verbs. R4.2A: Recall significant events and pieces of information from texts and explain why they are important. W4.3A.Organise writing so that ideas are sequenced or grouped.	Yr.4/2  Fiction - The Spiderwick Chronicles  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous speakers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.2B:Retell three or more main events from a story or sequence	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  S14.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Williows  R4.3B:Infer characters' motives from information given in a text.  R4.3C: With some guidance, make predictions based on clear evidence in a text.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows S14.2C:Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.18 identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions. R4.2A: Recall significant events and pieces of information from	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows St4.2A with support, give a logically connected description St4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.  Summerise the main ideas. Identify themes. Explore the	Yr.4/8  Fiction-The Wind in the Willows  SI.4.2B-:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  WEEK 16  Yr.4/16  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore		
Term 2 Term 2	Yr.4/1  Fiction - The Spiderwick Chronicles W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence W4.5A- say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because' W4.3A- organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows St.4.2B:Use a wider range of more descriptive nouns and powerful verbs. R4.2A: Recall significant events and pieces of information from texts and explain why they are important. W4.3A:Organise writing so that ideas are sequenced or grouped.	Yr.4/2  Fiction - The Spiderwick Chronicles  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous speakers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.2B:Retell three or more main events from a story or sequence	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  S14.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Williows  R4.3B:Infer characters' motives from information given in a text.  R4.3C: With some guidance, make predictions based on clear evidence in a text.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows S14.2C:Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.18 identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions. R4.2A: Recall significant events and pieces of information from	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows St4.2A with support, give a logically connected description St4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.  Summerise the main ideas. Identify themes. Explore the	Yr.4/8  Fiction-The Wind in the Willows  SI.4.2B-:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  WEEK 16  Yr.4/16  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore		
Term 2 Term 2	Yr.4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A - say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'  W4.3A - organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows  SL4.2B:Use a wider range of more descriptive nouns and powerful verbs. R4.2A: Recall significant events and pieces of information from texts and explain why they are important. W4.3A.Organise writing so that ideas are sequenced or grouped.	Yr.4/2  Fiction - The Spiderwick Chronicles  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous speakers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.2B:Retell three or more main events from a story or sequence	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  S14.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Williows  R4.3B:Infer characters' motives from information given in a text.  R4.3C: With some guidance, make predictions based on clear evidence in a text.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows S14.2C:Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.18 identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions. R4.2A: Recall significant events and pieces of information from	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows St4.2A with support, give a logically connected description St4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.  Summerise the main ideas. Identify themes. Explore the	Yr.4/8  Fiction-The Wind in the Willows  SI.4.2B-:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  WEEK 16  Yr.4/16  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore		
Z Let W 4	Yr.4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A - say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'  W4.3A - organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows  SL4.2B:Use a wider range of more descriptive nouns and powerful verbs. R4.2A: Recall significant events and pieces of information from texts and explain why they are important. W4.3A.Organise writing so that ideas are sequenced or grouped.	Yr.4/2  Fiction - The Spiderwick Chronicles  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous speakers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.2B:Retell three or more main events from a story or sequence	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  S14.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Williows  R4.3B:Infer characters' motives from information given in a text.  R4.3C: With some guidance, make predictions based on clear evidence in a text.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows S14.2C:Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.18 identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions. R4.2A: Recall significant events and pieces of information from	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows St4.2A with support, give a logically connected description St4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.  Summerise the main ideas. Identify themes. Explore the	Yr.4/8  Fiction-The Wind in the Willows  SI.4.2B:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  Yr.4/16  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore		
Z mai YEAR 4	Yr.4/1  Fiction - The Spiderwick Chronicles  W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence  W4.5A - say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'  W4.3A - organise writing so that ideas are sequenced or grouped.  WEEK 9  Yr.4/9  Fiction-The Wind in the Willows  SL4.2B:Use a wider range of more descriptive nouns and powerful verbs. R4.2A: Recall significant events and pieces of information from texts and explain why they are important. W4.3A.Organise writing so that ideas are sequenced or grouped.	Yr.4/2  Fiction - The Spiderwick Chronicles  St.4.2A with support, give a logically connected description St.4.2C participate in discussions, building on contributions of previous speakers. R4.2 A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order  WEEK 10  Yr.4/10  Fiction-The Wind in the Willows  R4.3B:Infer characters' motives from information given in a text. R4.2B:Retell three or more main events from a story or sequence	Yr.4/3  Fiction-The Spiderwick Chronicles  W4.3A: Organise writing so that ideas are sequenced or grouped. W4.3D: Re-read own writing, improving it at paragraph level.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  S14.2D: Perform as a character in a short dramatic scene.  WEEK II  Yr.4/11  Fiction-The Wind in the Williows  R4.3B:Infer characters' motives from information given in a text.  R4.3C: With some guidance, make predictions based on clear evidence in a text.	Yr.4/4  Fiction - The Spiderwick Chronicles  W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. S14.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level  WEEK 12  Yr.4/12  Fiction-The Wind in the Willows S14.2C:Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	Yr.4/5 Poetry Unit 3  SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important SL4.18 identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.  WEEK 13  Yr.4/13  Fiction-The Wind in the Willows W3.5D:Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W4.2A Use a range of adverbs (around 20) to add to descriptions. R4.2A: Recall significant events and pieces of information from	Yr.4/6 Fiction-The Wind in the Willows R4.3B:Infer characters' motives from information given in a text. R4.3C:With some guidance, make predictions based on clear evidence in a text. R4.1A Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.1B Decode unfamiliar three- to four-syllable words, using a range of strategies.  WEEK 14  Yr.4/14 Fiction-The Wind in the Willows St4.2A with support, give a logically connected description St4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or	Yr.4/7  Fiction-The Wind in the Willows  R4.3D Begin to form and explain preferences about types of stories.  R4.4B Understand the purpose of a wider range of textual features when directly asked to do so.  W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.  WEEK 15  Yr.4/15  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning.  Summerise the main ideas. Identify themes. Explore the	Yr.4/8  Fiction-The Wind in the Willows  SI.4.2B-:Use a wider range of more descriptive nouns and powerful verbs. SI.4.2C Participate in discussions, building on contributions of previous speakers. SI.4.2D Perform as a character in a short dramatic scene.  WEEK 16  WEEK 16  Yr.4/16  Revision  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summerise the main ideas. Identify themes. Explore		

				St. Mary's Catholic Hi	igh School , Dubai						
	YEAR 5 English Literature LONG TERM PLAN with CURRICULUM STANDARDS (2022-2023)										
YEAR 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)	Y5/U2/PR1(3)			
	Poetry: Review	Poetry: Poet's Voices	Poetry : Poets' Voices	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			
Tem I	R5.4B: Understand and explain how different text features can convey information. SL5.2A: Give well-structured	discussions.  R5.2A: Identify words and phrases from more than one place in texts, to support answers.  R5.3A: Infer the meaning of metaphors using context.	including those with various prefixes and suffixes. R5.2A: Summarise a story or sequence by retelling the main events in	. , ,	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.  R5.2B: Summarise a story or sequence by retelling the main events in order.	R5.3B: Infers a character's responses to events and other characters.; R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	R5.3A: Infer the meaning of metaphors using context. R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infers a character's responses to events and other characters.	SL5.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.  R5.2B: Summarise a story or sequence by retelling the main events in order			
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16			
	Y5/U2/PR1(3)	Y5/U2/PR1(3)	Y5/U2/PR1(3)	Y5/U3/PY2-2(3)	Y5/U3/PY2-2(3)	Y5/U4/PR2(3)	Y5/U4/PR2(3)	Y5/U1-4/PR1-2 PY1-2(3)			
	Oranges in No Man's Land Chapters 11 - 12	Oranges in No Man's Land Chapter 13 14 15	Oranges in No Man's Land Chapter 16,17,18	Poetry: Tell me a story	Poetry: Tell me a story	Friend or Foe Chapter1-2	Friend or Foe chapters 3 - 4	REVISION			

suggestions and make predictions during structured discussions.  81.C. Recognise on sight common words, including those with various prefixes and suffixes.  81.C. Recognise on sight common words, including those with various prefixes and suffixes.  81.C. Recognise on sight common words, including those with various prefixes and suffixes.  81.C. Recognise on sight common words, including those with various prefixes and suffixes.  81.C. Recognise on sight common words, including those with various prefixes and suffixes.  81.C. Recognise on sight common words, including those with various prefixes and suffixes.  81.C. Recognise on sight common words, including those with various prefixes and suffixes.  82.C. Ask questions, make suggestions and make predictions during structured discussions.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including those with various prefixes and suffixes.  83.C. Recognise on sight common words, including t	suggestions and make predictions during structured gloscosions.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight common words, including those with various prefixes and suffixes.  8.3.C. Recognise on sight co		SL5.2C: Ask guestions, make	SL5.2C: Ask guestions, make suggestions and	R5.1A: Read aloud an unfamiliar text.	SL5.2C: Ask questions, make suggestions and	R5.1A: Read aloud an unfamiliar poem	R5.1A: Read aloud an unfamiliar text.	R5.2B: Summarise a story or sequence by	R5.2A: Recall details of characters.
House with various prefixes and suffixes.  WEEK 19 WEEK 18 WEEK 19 WEEK 18 WEEK 19 WEEK 19 WEEK 19 WEEK 19 WEEK 19 S. S. D. Recall details of characters, responses to events and other characters.  S. S. D. Recall details of characters, events or pieces of information from tests, and explain how they are linked.  WEEK 29 WEEK 20 S. S. D. Recall details of characters, events or pieces of information from tests, and explain how they are linked.  WEEK 20 WEEK 20 WEEK 21 WEEK 22 WEEK 23 WEEK 24 WEEK 25 WEEK 25 WEEK 25 WEEK 25 WEEK 25 WEEK 25 WEEK 26 WEEK 26 WEEK 26 WEEK 26 S. S. D. Maintain and reheases the role of a character in a dramatic stems of pieces of information from tests, and explain how they are linked.  WEEK 27 WEEK 26 WEEK 26 WEEK 26 WEEK 27 WEEK 26 WEEK 26 WEEK 27 WEEK 26 WEEK 26 WEEK 26 WEEK 27 WEEK 26 WEEK 27 WEEK 26 WEEK 27 WEEK 26 WEEK 27 WEEK 26 WEEK 26 WEEK 26 WEEK 27 WEEK 26 WEEK 26 WEEK 27 WEEK 26 WEEK 26 WEEK 27 WEEK 26 WEEK 26 WEEK 26 WEEK 27 WEEK 26 WEEK 26 WEEK 26 WEEK 27 WEEK 26 WEEK 26 WEEK 26 WEEK 26 WEEK 26 WEEK 27 WEEK 26 WEEK	surface structured discussions.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with various prefixes and suffixes.  45.2.R Secaptise on sight common words, including those with		suggestions and make predictions	make predictions during structured	R5.1C: Recognise on sight common words.	make predictions during structured	R5.3A: Infer the meaning of metaphors using	SL5.2C: Ask questions, make suggestions	retelling the main events in order.	events or pieces of information from
## S.1.C. Recognise on sight common words, words, including those with various prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or prefixes and suffixes.  ## S.2.R. Recall details of characters, events or precise or information from texts, and opplain how they are linked.  ## S.2.R. Recall details of characters, events or precise or information from texts, and opplain how they are linked.  ## S.2.R. Recall details of characters, events or precise or information from texts, and opplain how they are linked.  ## S.2.R. Recall details of characters, events or precise or information from texts, and opplain how they are linked.  ## S.2.R. Recall details of characters, events or precise or information from texts, and opplain how they are linked.  ## S.2.R. Recall details of characters, events or precise or information from texts, and opplain how they are linked.  ## S.2.R. Recall details of characters, event	## 51.2.F. Recognise on sight common words, words, funding those with various prefixes and suffixes.  ## 52.4.F. Recall details of characters, events on greater and other characters.  ## 52.4.F. Recall details of characters, events on greater and other characters.  ## 52.4.F. Recall details of characters, events on greater and other characters.  ## 52.4.F. Recall details of characters, events on greater and other characters.  ## 52.4.F. Recall details of characters, events on greater and other characters.  ## 52.4.F. Recall details of characters, events on greater and other characters.  ## 52.4.F. Recall details of characters, events on greater and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events on greaters and other characters.  ## 52.4.F. Recall details of characters, events and other characters.  ## 52.4.F. Recall details of characters, events and other characte	E				, ,	context.		1 5	texts, and explain how they are linked.
words, including those with various prefixes and suffixes.    VALVEX 17	words, including those with various prefixes and suffixes.    VEEK 17   WEEK 18   WEEK 19   YS-14.18P2(1)   YS-14.18P2(2)   YS	Tei	<u> </u>				R5.2B: Summarise a story or sequence by			R5.2B: Summarise a story or sequence
prefixes and suffixes.    VARA 5   WEEK 17   WEEK 29   WEEK 20   YSTUPPRES)   YSTUP	PYLARS WEEK 17 WEEK 28 WEEK 29 YSLGPPICO) YSLGPPICO) YSLGPPICO) YSLGPPICO) YSLGPPICO Y		ŭ ŭ	,		,				by retelling the main events in order.
WEEK 17  YALL PR2(3)  YALL PR2(	WEEK 17  WEEK 18  YSL4PR2(1)		, ,				S .	,		, ,
WEEK 17  WEEK 18  WEEK 19  VSTLAPPR333  YSTLAPPR333  YSTL	WEEK 27  WEEK 28  WEEK 27  WEEK 29  WEEK 20  WEEK 20  WEEK 21  S. 2. Ack questions, make suggestions and exharater for a character's responses to events and other character's responses to events or pieces of information from tests, and explain how they are linked.  WEEK 25  WEEK 26  WEEK 27  WEEK 26  WEEK 27  WEEK 27  WEEK 28  WEEK 27  WEEK 28  WEEK 28  WEEK 29  WEEK 28  WEEK 29  WEEK 28  WEEK 29  WEEK 29  YS UGPRR3 3)		premies and summes.	Sammes.		,			Social condense in a text	
YSULPRE(3) Firsted of Foc chapter 5 Firsted of Foc chapter 6.7 Firsted of F	YSLUFPR2(3) Filed of Foc chapter 5 St. 20: Maintain and rehearse the role of a character in a dramatic scene.  St. 20: Maintain and rehearse the role of a character in a dramatic scene.  St. 20: Maintain and rehearse the role of a character in a dramatic scene.  St. 20: Recall details of characters, events or pieces of information from texts, and explain how they are linked.  St. 20: Maintain and rehearse the role of a character in a dramatic scene.  St. 20: Maintain and rehearse the role of a character in a dramatic scene.  St. 20: Maintain and rehearse the role of a character in a dramatic scene.  St. 20: Maintain and rehearse the role of a character in a dramatic scene.  St. 20: Maintain and rehearse the role of a character in a dramatic scene.  St. 20: Maintain and rehearse the role of a character in a dramatic scene.  St. 20: Maintain and rehearse the role of a character in a dramatic scene.  WS. 30: Recall details of characters, events or pieces of information from texts, and explain how they are linked.  WEEK 25  WEEK 26  WEEK 27  YSLIGFR3(3)  YSLI						and other endracters.	Surfixes.		
YSULPPE(3) Fired or Foce chapter 6 7 Fired or Foce chapter 7 7 Fired or Foce chapter 8 7 Fired or Foce chapter 7 7 Fired or Foce chapter 8 7 Fired or Foce chapter 9 7 Fired o	YSULPR2(3)									
Friend or Foe chapter 5 Friend or Foe Chapter 67 Friend or Foe Chapter 8 SLS_DX Maintain and rehears the role of a character in a dramatic scene.  SLS_DX Maintain and rehears the role of a character in a dramatic scene.  SLS_DX Maintain and rehears the role of a discussions.  SLS_DX Maintain and rehears the role of a discussions discussions.  SLS_DX Maintain and rehears the role of a discussions discussions.  SLS_DX Maintain and rehears the role of a discussions discussions.  SLS_DX Maintain and rehears the role of a discussion.  SLS_DX Maintain and rehears the role of a discussion.  SLS_DX Maintain and rehears the role	Friend or Foe chapter 5  Friend or Foe chapter 6-7  Friend or Foe chapter 6-7  Friend or Foe Chapter 8  SLS_2D: Maintain and reheases the role of a character in a dramatic scene.  A SLA: Recal details of character; seponses to events or pieces of information from texts, and explain how they are linked.  WEEK 25  YSULOPPEX(3)  YSULOPPEX(3)  YSULOPPEX(3)  SLS_2D: Recall details of characters or pieces of information from texts, and explain how they are linked.  WEEK 26  YSULOPPEX(3)  YSULOPPEX(3)  SLS_2D: Recall details of characters, events or pieces of information from texts, and explain how they are linked.  WEEK 26  YSULOPPEX(3)  SLS_2D: Recall details of characters, events or pieces of information from texts, and explain how they are linked.  WEEK 26  YSULOPPEX(3)  SLS_2D: Maintain and rehease the role of a character in a dramatic scene.  WEEK 27  YSULOPPEX(3)  SLS_2D: Maintain and rehease the role of a character in a dramatic scene.  WEEK 27  YSULOPPEX(3)  YSULOPPEX(3)  SLS_2D: Maintain and rehease the role of a character in a dramatic scene.  WEEK 27  YSULOPPEX(3)  SLS_2D: Maintain and rehease the role of a character in a dramatic scene.  WEEK 27  YSULOPPEX(3)  YSULOPPEX(3)  SLS_2D: Maintain and rehease the role of a character in a dramatic scene.  WEEK 28  YSULOPPEX(3)  YSULOPPEX(3)  SLS_2D: Maintain and rehease the role of a character in a dramatic scene.  WEEK 29  YSULOPPEX(3)  YSULOPPEX(3)  YSULOPPEX(3)  YSULOPPEX(3)  YSULOPPEX(3)  YSULOPPEX(3)  YSULOPPEX(3)  YSULOPPEX(3)  SLS_2D: Recall details of characters, events or pieces of information from texts, and explain how they are linked in the propose of the characters in a dramatic scene.  WEEK 32  YSULOPPEX(3)  YSULOPPEX(3)  YSULOPPEX(3)  YSULOPPEX(3)  SLS_2D: Recall details of characters in a dramatic scene.  WEEK 32  YSULOPPEX(3)  YSULOPPEX(3)  YSULOPPEX(3)  SLS_2D: Recall details of characters, events or pieces of information from texts, and explain how they are linked in the propose of the	YEAR S	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
SL5.2D: Maintain and rehearse the role of a character in a dramatic make predictions during structured discussions.  R5.2A: Recall details of characters; R5.2A: Recall details of characters, eyents or pieces of information from texts, and explain how they are linked.  WEEK 25  WEEK 26  WEEK 27  WEEK 25  WEEK 25  WEEK 25  WEEK 26  Y5.16/PR3.3D  Y5.16/	S.S. 2D: Maintain and rehease the role of a character in a dramatic scene.  R.S. 2A: Recall details of character's responses to events in how they are linked.  S.S. 2B: Lifers a character's responses to events or pieces of information from texts, and explain how they are linked.  S.S. 2B: Lifers a character's responses to events or pieces of information from texts, and explain how they are linked.  S.S. 2B: Lifers a character's responses to events or pieces of information from texts, and explain how they are linked.  S.S. 2B: Lifers a character's responses to events or pieces of information from texts, and explain how they are linked.  S.S. 2B: Lifers a character's responses to events or pieces of information from texts, and explain how they are linked.  S.S. 2B: Lifers a character's responses to events or pieces of information from texts, and explain how they are linked.  S.S. 2B: Lifers a character's responses to events or pieces of information from texts, and explain how they are linked for the character's responses to events and other characters.  S.S. 2B: Read aloud an unfamiliar text. S.S. 2B: Lifers a character's responses to events and other characters. S.S. 2B: Lifers a character's responses to events and other characters. S.S. 2B: Lifers a character's responses to events and other characters. S.S. 2B: Lifers a character's responses to events and other characters. S.S. 2B: Lifers a character's responses to events and other characters. S.S. 2B: Lifers a character's responses to events and other characters. S.S. 2B: Lifers a character's responses to events and other characters. S.S. 2B: Lifers a character's responses to events and other characters. S.S. 2B: Lifers a character's responses to events and other characters. S.S. 2B: Lifers a character's responses to events									` '
role of a character in a dramatic scene.  **RS_2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.  **WEEK 25  **YSULOPRX(3)  *	role of a character in a dramatic scene.  RS_2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.  WEEK 25  YSUGPRIG(3)  RECK Myths  Greek Myths  Greek Myths  Greek Myths  Greek Myths  Greek Myths  Greek Myths  RS_3E: Infers a character's responses to events and other characters.  For the second of the characters in a dramatic scene.  WS_3E: Infers a character's responses to events and other characters.  WEEK 25  WEEK 26  WEEK 27  YSUGPRIG(3)  REVESION  RS_3E: Infers a character's responses to events and other characters.  For the sections of own writing with some preparation.  WEEK 25  WEEK 29  WEEK 29  WEEK 30  YSUGPRIG(3)  YSUGPRIG(3)  YSUGPRIG(3)  YSUGPRIG(3)  YSUGPRIG(3)  YSUGPRIG(3)  YSUGPRIG(3)  YSUGPRIG(3)  REVISION  RS_3E: Infers a character's responses to events and other characters, events or pieces of information from others, and explain how they are linked;  Sall refers a character's responses to events and other characters, events or pieces of information from texts, and explain how they are linked;  Sall refers a character's responses to events and other characters, events or pieces of information from texts, and explain how they are linked;  Sall refers a character's respon			•		, .		,	· · · · · · · · · · · · · · · · · · ·	
scene.  R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.    WEEK 25	scene.  R5.28. Recall details of characters, events or pieces of information from texts, and explain how they are linked.  WEEK 25  YS.Uo/PB3.(3)  Greek Myths  Greek Myths  R5.28. Recall details of characters, events or pieces of information from texts, and explain how they are linked.  WEEK 26  YS.Uo/PB3.(3)  Greek Myths  Greek Myths  R5.28. Recall details of characters, events or pieces of information from texts, and explain how they are linked.  SS.S. Recall details of characters, events or pieces of information from texts, and explain how they are linked.  SS.S. Recall details of characters, events or pieces of information from texts, and explain how they are linked.  SS.S. Recall details of characters, events or pieces of information from texts, and explain how they are linked.  SS.S. Recall details of characters, events or pieces of information from texts, and explain how they are linked.  SS.S. Recall details of characters, events or pieces of information from texts, and explain how they are linked.  SS.S. Recall details of characters, events or pieces of information from texts, and explain how they are linked.  SS.S. Recall details of characters, events or pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are linked in the pieces of information from texts, and explain how they are l		SL5.2D: Maintain and rehearse the	SL5.2C: Ask questions, make suggestions and	SL5.2C: Ask questions, make suggestions	R5.1A: Read aloud an unfamiliar text.	R5.1A: Read aloud an unfamiliar text.		R5.3C: Make predictions based on more	R5.2B: Summarise a story or sequence
R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.    MEEK 25   MEEK 26   MEEK 26   MYS.3E: Read aloud short sections of own events and other characters, events or pieces of information from texts, and explain how they are linked.    MEEK 25   MEEK 26   MYS.3E: Read aloud short sections of own events and other characters, events or pieces of information from texts, and explain how they are linked.    MEEK 25   MEEK 26   MYS.3E: Read aloud short sections of own events and other characters, events or pieces of information from texts, and explain how they are linked.    MEEK 25   MEEK 26   MYS.3E: Read aloud short sections of own events and other characters, events or pieces of information from texts, and explain how they are linked.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.    MYS.3E: Read aloud short sections of own writing with some preparation.   MYS.3E: Read aloud short sections of own writing with some preparation.   MYS.3E: Read aloud short sections of own writing with some preparation.   MYS.3E: Read aloud short sections of own w	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.    NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.    NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.    NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.    NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.    NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.   NS.2A: Recall details of characters, events or pieces of information f		role of a character in a dramatic	make predictions during structured	and make predictions during structured	SL5.2D: Maintain and rehearse the role of a	SL5.2D: Maintain and rehearse the role of a	SL5.2C: Ask questions, make suggestions		by retelling the main events in order;
events or pieces of information from texts, and explain how they are linked.  WEEK 25  YSUGPR3(3)  YSU	events or pieces of information from texts, and explain how they are linked.  WEEK 25  YSUGPR3(3)  YSU					character in a dramatic scene.			1	R5.3B: Infers a character's responses to
texts, and explain how they are linked.    R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.    R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.    R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked feels. Salt: Infers a character's responses to events and other characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;   R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are lin	texts, and explain how they are linked.    RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.    WEEK 25	m 2		·	R5.3B: Infers a character's responses to		W5.3E: Read aloud short sections of own	discussions		events and other characters.
week 25 week 25 week 26 week 27 week 28 week 29 week 30 ys:Uo-PR13 yr:Uo-PR13 PY1-3 (3) ys:Uo-PR13 PY1-3 (3) ys:Uo-PR13 PY1-3 (3) ys:Uo-PR13 PY1-3 (3) gevents or pieces of information from texts, and explain how they are linked.  WEEK 25 week 26 week 27 ys:Uo-PR3(3) ys:Uo-PR3(3) ys:Uo-PR13 PY1-3 (3) ys	week 25 week 25 week 25 ystu6pp3(3) ystu6p	Ter	·	,	,		writing with some preparation.		of prefixes and suffixes.	
WEEK 25  WEEK 26  Y.5/U.6/PR3(3)  R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked, explain how they are linked graph on they are linked graph on they are linked graph on they are linked, some so events and other characters; or pieces of information from texts, and explain how they are linked; which is a character's responses to events and other characters.;  WEEK 25  WEEK 26  WEEK 26  WEEK 26  WEEK 29  WEEK 30  Y.5/U.6/PR3(3)  Y.5/U.6/PR3(3)	WEEK 25  WEEK 26  Y5/U6/PR3(3)  Y5/U6/PR3(3)			*	-					
WEEK 25  YS/UG/PR3(3)  YS/UG/P	WEEK 25  Y5/U6/PR3(3)  Y5/U6/P			P						
Y5/U6/PR3(3) Y5/U6	Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U1-6/PR1-3 PY1-3(3) Y5/U1-6/PR			how they are linked.	explain how they are linked.					
Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U7/PY4(3) Y5/U6/PR3(3) Y5/U7/PY4(3) Y5/U7	Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U1-6/PR1-3 PY1-3(3)									
Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U7/PY4(3) Y5/U6/PR3(3) Y5/U7/PY4(3) Y5/U7	Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U6/PR3(3) Y5/U1-6/PR1-3 PY1-3(3)		WFFK 25	WFFK 26	WFFK 27	WFFK 28	WFFK 29	WFFK 30	WFFK 31	WFFK 32
Greek Myths  R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked; R5.3B: Infers a character's responses to events and other characters.;  responses to events and other characters.;  characters.;  Greek Myths  REVISION  REVISION  R5.3B: Infer a character's responses to events and other characters. responses to events and other characters. responses to events or pieces of information from texts, and explain how they are linked;  R5.2B: Summarise a story or sequence in a text. 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. R5.3C: Make predictions during structured discussions. R5.1A: Recal aloud an unfamiliar poem. R5.4B: Understand and explain how different text features can convey different text features can convey including those with various prefixes and suffixes. events or pieces of information from texts, and explain how they are linked;  R5.2B: Infer a character's responses to events and other characters. R5.3C: Make predictions during structured discussions. R5.1A: 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, events or pieces of information from texts, and explain how they are linked;  R5.2B: Summarise a story or sequence in a text. 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, events or pieces of information from texts, and explain how they are linked;  R5.1A: Recall details of characters, events or pieces of informa	Greek Myths  R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked; R5.3B: Infers a character's responses to pieces of information from texts, and explain how they are linked; responses to events and other characters.;  R5.2A: Recall details of character's responses to events or pieces of information from texts, and explain how they are linked; R5.3B: Infers a character's responses to events and other characters.;  R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked; R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked;  R5.2C: Ask questions, make suggestions, make suggestions and make predictions during structured discussions. R5.1C: Recall details of characters. R5.3B: Infers a character's responses or pieces of information from texts, and explain how they are linked;  R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;  R5.2B: Gummarise a story or sequence in a text.  R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.  R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.  R5.1C: Recall details of characters, events or pieces of information.  S1.2A: Give well-structured descriptions an			-		-	-			
R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked; R5.3B: Infers a character's responses to events and other characters.;  responses to events and other characters.  responses to events and other characters.  responses to events and other characters, events or pieces of information from texts, and explain how they are linked;  responses to events and other characters.  responses to events and other characters, events or pieces of information from texts, and explain how they are linked;  responses to events and other characters, events or pieces of information from texts, and explain how they are linked;  responses to events and other characters, events or pieces of information from texts, and explain how they are linked;  responses to events and other character's responses to events and other characters, events or pieces of information from texts, and explain how they are linked;  R5.2B: Infers a character's responses to events and make predictions during structured discussions.  R5.1A: Read aloud an unfamiliar poem.  R5.3B: Infer a character's responses to events and other characters, events or pieces of information from texts, and explain how they are linked;  R5.2B: Summarise a story or sequence in a text.  R5.4B: Understand and explain how different text features can convey information.  SL5.2A: Give well-structured descriptions and explain how they are linked  R5.1A: Read aloud an unfamiliar poem.  R5.1B: Infer a character's responses to events and other characters, events or pieces of information from texts, and explain how they are linked;  R5.2B: Infers a character's responses to events and other characters, events or pieces of information from texts, and explain how they are linked	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked; R5.3B: Infers a character's responses to events and other characters.;  responses to events and other characters.  responses to events and other characters.  responses to events and other characters.  responses to events and other character's responses to events and other characters.  responses to events and other characters.  responses to events and other character's responses to events and other characters.  responses to events and other character's responses to events and other character's responses to events and other character's responses to events and other characters.  R5.2C: Ask questions, make suggestions, make suggestions and make predictions during structured discussions.  R5.1A: Read aloud an unfamiliar poem.  R5.3B: Infer a character's responses to events and other characters.  R5.3B: Infer a character's responses to events and other characters.  R5.1A: Read aloud an unfamiliar poem.  R5.1A: Read aloud an unfamiliar poem.  R5.1A: Read aloud an unfamiliar poem.  R5.1B: Understand and explain how different text features can convey information.  S1.5.2C: Ask questions, make suggestions and make predictions during structured discussions.  R5.1B: Understand and explain how they are linked in the predictions during struct							(-/		
events or pieces of information from texts, and explain how they are linked; R5.3B: Infers a character's responses to events and other characters.;  have predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked; R5.3B: Infers a character's responses to events and other characters.;  have predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;  have predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;  have predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;  have predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;  have predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;  have predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;  have predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;  have predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;  have predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information. SL5.2A: Recall details of characters, events or pieces of information. SL5.2A: Recall details of characters, events or pieces of information. SL5.2A: Recall details of characters, events or pieces of information from texts, and events and ot	events or pieces of information from texts, and explain how they are linked; R5.3B: Infers a character's responses to events and other characters.;  responses to events and other characters.;  responses to events and other characters.;  characters.;  responses to events and other characters.  St. 2A: Recall details of characters.  responses to events or pieces of information from texts, and explain how they are linked;  retelling the main events in order.  R5.4B: Understand and explain how different text features can convey information.  St. 2A: Recall details of characters.  R5.2B: Infers a characters.  R5.3B: Infers a characters.  R5.3B: Infers a characters.  R5.2A: Recall details of characters.  R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.  events or pieces of information from texts, and explain how they are linked  and other characters.  R5.2B: Understand and explain how different text features can con		R5.2A: Recall details of characters.	R5.3C: Make predictions based on more	R5.3B: Infers a character's responses to	SL5.2C: Ask questions, make suggestions and	SL5.2C: Ask questions, make suggestions and	-	R5.3B: Infer a character's responses to events	R5.2B: Summarise a story or sequence by
linked;R5.38: Infers a character's responses to events and other characters.;    Contracters a character's responses to events and other characters.;   Contracters a character's responses to events and other characters.;   Contracters a character's responses to events and other characters.;   Contracters a character's responses to events and other characters.	linked;R5.3B: Infers a character's responses to events and other characters.;    Sinked;R5.3B: Infers a character's responses to events and other characters.;    Sinked;R5.3B: Infers a character's responses to events and other characters.;    Sinked;R5.3B: Infers a character's responses to events and other characters.   Sinked;R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked;    Sinked;R5.3B: Infers a character's responses to events and other characters.   Sinked;R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked;    Sinked;R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked;    Sinked;R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked;    Sinked;R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked;    Sinked;R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked;    Sinked;R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked;    Sinked;R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked;    Sinked;R5.3B: Infers a character's responses to events or pieces of information from texts, and explain how they are linked;    Sinked;R5.3B: Infers a character's response responses to events and other characters.    Sinked;R5.3B: Infers a character's response responses to events and other characters.    Sinked;R5.3B: Infers a character's response r		events or pieces of information from	obscure evidence in a text.R5.2A: Recall details	events and other characters.;		make predictions during structured	R5.4B: Understand and explain how	and other characters. R5.3C: Make predictions	
linked;R5.3B: Infers a character's responses to events and other characters.;  from texts, and explain how they are linked  or pieces of information from texts, and explain how they are linked;  or pieces of information from texts, and explain how they are linked;  or pieces of information from texts, and explain how they are linked;  or pieces of information from texts, and explain how they are linked;  or pieces of information from texts, and explain how they are linked;  SL5.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving	linked;R5.3B: Infers a character's responses to events and other characters.;    Information from texts, and explain how they are linked replain how they are linked;   Information from texts, and explain how they are linked replain how they are linked;   Information from texts, and explain how they are linked replain how they are linked;   Information from texts, and explain how they are linked replain how they are linked;   Information from texts, and explain how they are linked replain how they are		texts, and explain how they are	of characters, events or pieces of information	R5.2A: Recall details of characters, events		discussions. R5.2A: Recall details of characters,	different text features can convey	based on more obscure evidence in a text.	R5.3B: Infers a character's responses to
responses to events and other characters.; explain how they are linked; explain how they are linked; explain how they are linked SLS.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving	responses to events and other characters.; explain how they are linked; explain how they are linked SL5.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving	12	linked;R5.3B: Infers a character's	from texts, and explain how they are linked	or pieces of information from texts, and	including those with various prefixes and suffixes.		-		
including for expressing feelings and giving	including for expressing feelings and giving	Jem	responses to events and other		explain how they are linked;		explain how they are linked	SL5.2A: Give well-structured descriptions		END TERM EXAMINATIONS
			characters.;					and explanations for different purposes,		
oninions	opinions.							inalialia for america foolises and sistem		
Opinions.							l .	finctualing for expressing feelings and giving		

				St. Mary's Catholic	High School , Dubai			
			YEAR 6 ENG	LISH LITERATURE LO	ONG TERM PLAN (20	22-2023)		
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y6/U1/PY 1 (3) REVIEW- POETRY	Y6/U1/PY 1 (3) POETRY UNIT6.1 POWERFUL LANGUAGE	Y6/U1/PY 1 (3) POETRY UNIT6.1 POWERFUL LANGUAGE	Y6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF	Y6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF
Term 1	R6.1A: Read aloud an unfamiliar poem .R6.3D: Discuss preferences with others, expressing reasons and giving	R6.2A: Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.  SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas.R6.3B: With some guidance, make predictions by interpreting a sequence of clues in	R6.2B: Distinguish between the order in which events are written and the order in which they occurred. R6.2A: Identify words and phrases from more than one place in the texts, to support answers.  R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.3B: Infers a character's intentions from their actions and dialogue.	R6.3A: Infer the meaning of idiomatic language using context.SL6.2C: Give an opinion in a structured discussion or debate, inviting and	SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.3B: Infers a character's intentions from
	Y6/U1/ PR1 (3)  FICTION UNITS 1 EYE OF THE WOLF R6.3D: Discuss preferences with others, expressing reasons and giving recommendations S.16.2C: Give an	Y6/U2/PR 2 (3)  FICTION UNITGS FANTASTIC, FUNNY, FRIGHTENING  The Glass Cupboard; R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a	Y6/U2/PR 2 (3)  FICTION UNIT6.2 FANTASTIC, FUNNY, FRIGHTENING  Water, Water, Water! Thank Goodness: R6.3D:  Discuss preferences with others, expressing reasons and giving recommendations. S16.2B:	Y6/U1/PY 1 (3)  POETRY UNIT6.1 POWERFUL LANGUAGE R6.1A: Read alloud an unfamiliar poem.R6.3B: Infers a character's intentions from their thoughts and actions.R6.3D: Discuss preferences with	Y6/U1/PY 1 (3)  POETRY UNITE.1 POWERFUL LANGUAGE  SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	Y6/U1/PY 1 (3)  POETRY UNITS.1 POWERFUL LANGUAGE  R6.1A: Read aloud an unfamiliar poem.R6.3B: Infers a character's intentions from their thoughts and actions.R6.3D: Discuss	Y6/U3/PR3(3) FICTION UNIT6 2 FANTASTIC, FUNNY, FRIGHTENING <u>Virtually True</u> ; R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas. S.16. 2C Give an	REVISION  R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.2B: Distinguish
Term 1	opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.	structured discussion or debate, inviting and responding to others' opinions.	Paraphrase simply, to express a forgotten word or expression.	others, expressing reasons and giving recommendations.	R6.2A: Identify words and phrases from more than one place in texts, to support answers.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	preferences with others, expressing reasons and giving recommendations.	opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.3B Infer a character's intentions from their	between the order in which events are written and the order in which they occurred.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	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

	Virtually True;R6.1A Read aloud an	Moving House :SL6.2A: Give an opinion in a	Nule: R6.3B: With some guidance, make	Nule: R6.3B: Infers a character's intentions from	Peacemaker: R6.3B: With some guidance, make	Peacemaker:SL6.2A: Give an opinion in a	SL6.2C: Give an opinion in a structured	R6.3D: Discuss preferences with others,
	unfamiliar text of 500-600 words,	structured discussion or debate, inviting and	predictions by interpreting a sequence of clues	their actions and dialogue.SL6.2C: Give an opinion	predictions by interpreting a sequence of clues in	structured discussion or debate, inviting and	discussion or debate, inviting and responding to	expressing reasons and giving
	observing all	responding to others' opinions.	in the text.SL6.2A: Give an opinion in a	in a structured discussion or debate, inviting and	the text.SL6.2A: Give an opinion in a structured	responding to others' opinions.SL6.2A: Give	others' opinions.R6.3D: Discuss preferences with	recommendations.
7	punctuation including commas.SL6.2C	R6.3B: With some guidance, make predictions by	structured discussion or debate, inviting and	responding to others' opinions.	discussion or debate, inviting and responding to	well-structured descriptions and explanations	others, expressing reasons and giving	SR6.2A: Identify words and phrases from
į l	Give an opinion in a structured	interpreting a sequence of clues in the text.	responding to others' opinions.R6.3B: Infers a		others' opinions.R6.3B: Infers a character's	for different purposes, including for expressing	recommendations.	more than one place in texts, to support
5	discussion or debate, inviting and		character's intentions from their actions and		intentions from their actions and dialogue	feelings and giving opinions.		answers.
	responding to others' opinions.		dialogue					
F	R6.3B Infer a character's intentions from							
	their actions and dialogue							
	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)	Y6/U4/PR 4 (3)	REVISION	REVISION
-	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	FICTION UNIT 6.3 SALAMANDER DREAM	REVISION	REVISION
-	R6.3B: Infers a character's intentions		R6.2A: Identify words and phrases from more				R6.3B: Infers a character's intentions from their	R6.3D: Discuss preferences with others,
		R6.3B: With some guidance, make predictions by		SL6.2A: Give well-structured descriptions and	R6.2B Distinguish between the order in which	R6.2A Identify words and phrases from more	1	-
	=	interpreting a sequence of clues in the text.SL6.2C:	l	explanations for different purposes, including for	events are written and the order in which they	than one place in texts, to	actions and dialogue.	expressing reasons and giving
	Distinguish between the order in which	Give an opinion in a structured discussion or debate,	R6.3D: Discuss preferences with others,	expressing feelings and giving opinions.R6.3B: With	occurred.R6.3B Infer a character's intentions from	support answers.SL6.2C Give an opinion in a	R6.3B:With some guidance, make predictions by	recommendations. R6.2B: Distinguish
4	events are written and the order in	inviting and responding to others' opinions.	expressing reasons and giving	some guidance, make predictions by interpreting a	their actions and dialogue.R6.3B Infer a character's	structured discussion or debate, inviting and	interpreting a sequence of clues in the	between the order in which events are
Ē	which they occurred.		recommendations.	sequence of clues in the text.	intentions from their actions and dialogue.	responding to others' opinions.R6.3D Discuss	text.SL6.2A: Give an opinion in a structured	written and the order in which they
<u> </u>	SL6.2A: Give well-structured					preferences with others, expressing reasons	discussion or debate, inviting and responding to	occurred.SL6.2A: Give well-structured
	descriptions and explanations for					and giving	others' opinions.	descriptions and explanations for different
	different purposes, including for					recommendations.		purposes, including for expressing feelings
	expressing feelings and giving opinions.							and giving opinions.
				1			1	

		YEAR	/ LITERATURE LC	ONG TERM PLAN WI	TH CORRICOLOM ST	ANDAKDS 2022-20	23	
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Poetry -Pen Rhythm	Poetry- Pen Rhythm	Prose - Stories From shakespeare	Prose - Stories From shakespeare	Drama/ Plays	Drama/ Plays	Poetry -Pen Rhythm	Poetry -Pen Rhythm
	Poetic Form	Rhyme and Repetition	Henry The Fifth	Julius Caesar	King of Shadows Act 1 Scene 1-2	King of Shadows Act 1 Scene 3,4 and 5	Language Choices	A writer's point of view
	Read aloud and respond to a range of poems.  Identify the form of a poem and how it	Read and respond to a range of poems.  Show awareness of poet's use of language to convey ideas and viewpoints.	Adopt active reading approaches to engage with and make sense of text.  Explore setting and	Explore the elements of the story.  Read and annotate meaningfully Julius Caesar.  Explore the opening of Julius Caesar.	Explore the title. Familiarise with key drama terms. Establish an understanding of the setting, characters, events, ideas, issues, relationships,	Adopt active reading approaches to engage with and make sense of text.  Read in role to avoid student's confusion of	Look closely at a writer's language choices and explore their effect.	Identify and comment on writer's purpose and viewpoint, and the overall effect of the text on the reader.
	creates visual impact in the reader's mind.	Explain poetic devices, structure and their effect. Express personal response with evidence from	development of characters and plot. Explain the main ideas, events, themes and	Explore the key ideas, events, characters.  Express viewpoints. AO1, AO4	structural and language features of the text.	time shift. Explore setting and development of character	Understand how audiences and readers choose and respond to texts.	Read and analyse a poem.  Discuss the writer's purpose for writing this
	Identify and understand the main ideas	poems	viewpoints in a	express viewpoints. AO1, AO4	Explore how characters, ideas, issues, conflicts, and	and plot.	Identify and explain main ideas with evidence of	poem and the reasons he made certain
erm 1	and viewpoints in a poem. Identify and describe the effect of a	Interpret poet's attitude with evidence of language. The Tourist are Coming by Benjamin Zephaniah	text and how they are sequenced and developed by the writer.			Identify the main ideas in the play and how they are sequenced and developed by the	related words and phrases. Express personal response with evidence from	language choices.  EXplore how structure and presentation
Ţ	writer's use of language. Express personal reponse with	For Sale by Benjamin Zephaniah. AO1 AND AO2	Explore narrative structure. Express personal response to the text and		purposes in the play.  Express personal response with evidence from the	playwright. Understand and respond ideas,	the poem.	create meaning.
	evidence from poems. Luv Song by Benjamin Zephaniah		support with textual references. AO1, AO4		the play. Develop skills to interpret	viewpoints, themes and purposes in text Interpret playwright's purpose.	No Problem by Benjamin Zephaniah AO1, AO2	Pollution by Jackie Kay
	The Vegans by Benjamin Zephaniah AO1				questions and write relevant answers. AO1, AO2, AO3	Interpret characters. Express personal response to the text		
						and support with textual references. AO1, AO2, AO3		
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Prose - Stories From shakespeare	Prose - Stories From shakespeare	Drama/ Plays	Drama/ Plays	Drama/ Plays	Drama/ Plays	REVISION	REVISION
Í	The Tempest	Hamlet	King of Shadows Act 1 Scene 6,7 and 8	King of Shadows Act 1 Scene 9 and 10	King of Shadows Act 1 Scene 10 and 11	King of Shadows Act 1 Scene 12	Poetry and King of Shadows	Poetry and Prose
	Read 'The Tempest' effectively for	Adopt active reading approaches to engage with	Make a text based interpretation of the plot	Explore setting, key events, and characters'	Close reading of KING OF SHADOWS Act 1 Scene	Explore the events, settings, development of	Develop skills to interpret questions and write	Develop skills to interpret questions and
ĺ	meaning.	and understand the story.	with explanation of references.	interactions.	10 & 11	characters and themes in the play.	relevant answers.	write
_	Explore the settings, characters and	Explain the main ideas, events, characters with textual references.	Explore more information about key events, characters.	Make notes of one's deductions of	Understand how the characters, ideas, events,	Understand the setting and its relevance to the		relevant answers.
E.	themes in the story.  Identify the main points or ideas in a	Express personal response and support with textual		events, characters, ideas and settings. Explore the effect of language, form and structure AO	themes and viewpoints develop through the play. Explore the effect of language, form and structure.	Explore the effect of language, form and	text and support with textual references.  Analyze language, form and structure used to	Express personal response to the text and support with textual references.
ř	text and how they are sequenced and	references. AO1, AO 4	of characters.	1, AO2	AO1, AO2	structure.	convey character, events, ideas and viewpoints	Analyze language, form and structure used
	developed by the writer.		Make more informed notes about settings,			Express relevant personal response. AO2, AO3.	so as to form	to convey
	Express relevant personal response.		events and character impressions . AO1, AO3				an impression.	character, events, ideas and viewpoints so
	AO1, AO4							as to form an impression.
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Dunce Charica Franchaltaneau	Dunca Charica Franca shakararana	Dunca Chavina Frans ab alcanaga	Poster Comparing access	Poster Comparing access	Drawa / Blave	Drawa / Blave	Duama / Blave
	Prose - Stories From shakespeare	Prose - Stories From shakespeare King Lear/ Macbeth	Prose - Stories From shakespeare  Macbeth	Poetry :Comparing poems	Poetry :Comparing poems	Drama/ Plays King of Shadows Act 2 Scene 1-2	Drama/ Plays King of Shadows Act 2 Scene 3,4 and 5	Drama/ Plays King of Shadows Act 2 Scene 6
	King Lear Read and annotate meaningfully King	Read 'Macbeth', effectively for meaning.	Express viewpoints.	Understanding the author's craft	Understanding the author's craft Explore the poet's point of view. Comparing main	Close reading of the play King of Shadows Act 2	Identify and interpret the view points of	Interpret character's actions, thoughts and
	Lear.	Understand and respond to ideas, events and	Explain the theme and plot of the story	relevant personal response.	ideas; viewpoints; effect of writer's use of language	Scene 1 and 2	characters. Explore writer's perspective.	feelings.
	Explore the opening of King Lear.	characters.	Explore the character's actions and setting of	Explore how poetic techniques are used to create	and poetic techniques in both the poems.	Interpret character's actions, thoughts and	Express viewpoints.	Identify and explain the settings, events
		Discuss characters and themes in the story with	the story	visual and sound effects and to help readers	Comparison of how form and structure create	feelings.	Identify and explore the stage directions that	and main ideas.
	interactions.	evidence.	Interpret questions and respond appropriately	understand the poet's feelings and ideas.	meaning.	Express personal response with evidence	help in analyzing the characters, events, setting.	Identify the key ideas.
n 2	Predict storyline.	Express personal response to the events,	showing evidence of knowledge and	Read closely the poet's language choices and		Identify different viewpoints.	Read and make notes of plot development.	Identify and express the view points from
Геги	Identify the main points or ideas in 'King Lear' and how ideas are sequenced and		understanding of the story.  AO 1, AO 4	explore their effect.  Compare the two poems on ideas; the poets'	ELECTRONIC BRAIN and I WANT TRAINERS –	Understand how the characters, ideas, events and themes develop through the play. Explain	Express personal response to the text and support with textual references. AO	character's, reader's and writer's perspective.
	developed by the writer.	10 1, 10 1	A0 1, A0 4	choice of language and poetic devices; the poets'	NORMAN SILVER AO 1, AO 2	the effect of language, form and structure. AO	1 11	Make more informed notes about settings,
	Express relevant personal response.			use of form and structure.		1, AO 2		events and character impressions Explain
	AO 1, AO 4							the effect of language, form and structure.
	AU 1, AU 4			I love me Mudder by Benjamin Zephaniah.				AO 1, AO 2
	AO 1, AO 4							
	AU 1, AU 4			Mother to Son by Benjamin Zephaniah. AO 1, AO 2				
		WEFK 10	WEFK 11	AO 1, AO 2	WEFK 13	WEFK 14	WEFK 15	WEFK 16
	WEEK 9	WEEK 10 REVISION	WEEK 11 REVISION	AO 1, AO 2 WEEK 12	WEEK 13  Drama/ Plays	WEEK 14  Drama/ Plays	WEEK 15 Drama/ Plays	WEEK 16
		WEEK 10 REVISION Prose	WEEK 11 REVISION Poetry	AO 1, AO 2	WEEK 13  Drama/ Plays  King of Shadows Act 2Sc 10-12	WEEK 14  Drama/ Plays  King of Shadows Act 1 and 2	WEEK 15  Drama/ Plays  King of Shadows Act 1 and 2	WEEK 16 Poetry Recitation

	Explain the the effect of writer's use of	Identify and express the view points from	Compare how language, form and structure are	Identify and interpret the view points of	Identify and interpret the view points of	Read aloud lines from a play in role	Take on the role of a characte and explore	Draft ,rehearse and perform own
	language, form and structure in selected	character's, reader's and writer's perspective.	used to convey ideas, themes, feelings,	characters.	characters.		thoughts and feelings.	compositions of a poem showing
	extracts from the play. Explain settings,	Explore the events, settings and development of	thoughts, themes and attitudes in poems.	Explore writer's perspective.	Explore writer's perspective.	Ask and answer questions in role - hot seating		understanding through volume, gesture,
	events and main ideas.	characters and themes in the play.	Understand poetic devices such as similes,	Express viewpoints.	Express viewpoints.	characters; conducting interviews;	Present a memorised performance to an	expression and eye contact .
	Interpret character's actions, thoughts	Express the understanding of characters.	metaphors, and explain how these add to the	Identify and explore the stage directions that help	Identify and explore the stage directions that help		audience.	Identify audience/purpose of writing and
n 2	and feelings.	Express relevant personal response. AO 1, AO 4.	theme.	in analyzing the characters, events, setting.	in analyzing the characters, events, setting.			select appropriate form.
eri	Express personal response with		Express personal response with evidence. AO 1,	Read and make notes of plot development.	Read and make notes of plot development.	Reading in role; role play Act 1 and 2; peer	Role play Act 1and 2/Performance of opening	Selecting appropriate grammar and
_	evidence.		AO 2.	Express personal response to the text and support	Express personal response to the text and support	assessment AO7, AO8.	song and ending song.	vocabulary, understanding how such
	Understand different view points.			with textual references.AO 1, AO 2.	with textual references.		A O 7, AO 8.	choices can change and enhance meaning.
	Understand how the characters, ideas,				AO 1, AO 2.			Assess effectiveness of own and others'
	events and themes develop through the							writing.
	play. AO 1, AO2,							
	AO3							Recitation and Writing own poems. AO7,
								AO 8.

			St. M	ary's Catholic High	School (2022-202	3)		
		YEAR 8 ENG	GLISH LITERATURE	LONG TERM PLAN	with CURRICULUM	1 STANDARDS 202	2 - 2023	
EAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	PROSE	PROSE	DRAMA	DRAMA	DRAMA	DRAMA	DRAMA	POETRY
	HE RED - HEADED LEAGU		THE MERCHANT OF VENICE	DRAIVIA	THE MERCHANT OF VENICE ACT2		CHANT OF VENICE ACT 2 (SCE	
	HE KED - HEADED LEAGU	THE RED - HEADED LEAGUE	ACT1 (SCENE i and ii)	THE MERCHANT OF VENICE ACT1 (SCENES iii & iv)	(SCENES i to iv)	ACT2 (SCENES v & vi)	ICHANT OF VENICE ACT 2 (SCE	The Mouse and the Ca
	A brief Introduction to	To explore and analyse	RESEARCH on William			To interpret playwright's	To interpret playwright's	To read, understand a
	the key features of 19th	plot,characters,	Shakespeare: Life and			craft in developing the	craft in developing the	interpret key ideas.
	century detective	themes and the writer's use of	Works.			plot, characters and themes.	plot, characters and themes.	anlayse the language
	fiction.	language	Explore the features of			Use appropriate drama	Use appropriate drama	poetic techniques, fo
	To explore and analyse	to convey meanings and create	comedy and the social,			terminology. Explore	terminology. Explore	and structure used by
	plot,characters,	effect. Relate text to the social,	cultural and historical			Shakespeare's use of comic	Shakespeare's use of comic	poets to create meani
	themes and the writer's	cultural and historical context.	context of The Merchant of			elements and dramatic irony	elements and dramatic irony	and effects, using
	use of language	Understand and use	Venice.			in Act 1 and II. Explore	presented in scene (vii)	relevant poetry
	to convey meanings and	appropriate prose terminology.	Understand setting/;			Shylock's actions, thoughts;	Scene (viii) Shylock's feelings	terminology where
	create effect. Relate	To read, understand and	interpret the main event/s,			and feelings of despair.	of despair. Scene (ix)	appropriate. Expres
	text to the social,	respond to text while	characters' actions and				Arragon's self - importance;	informed personal
	cultural and historical	maintianing a critical style and	reactions.				appearances and deception.	response to poems
	context.	develop an informed personal	Express response to text:					CLASSWORK- Critica
	Understand and use	response	opening, mood and					analysis of poets' use
	appropriate prose	Critical Reading and Writing -	atmosphere with reasons					ideas, language and
	terminology.	CW ASSESSMENT	and appropriate evidence.					poetic devices, form a
			Explore Shakespeare's use of					structure
			language devices and drama					
			techniques to convey ideas,					
			events(plot), characters'					

				plot, characters and themes. Use appropriate drama terminology. Relevant themes: role of women; usury; stereotyoes and prejudice.	To interpret the playwright's craft in developing the plot, characters and themes - appearances and deception Use appropriate drama terminology. Explore Shakespeare's use of comic elements and dramatic irony in Scene (i) Bonds and obligations. Scene (ii) Launcelot's comic speech and clowning. Scene (iii)Jessica's plan to elope; Shylock's homelife. Scene (iv) CW ASSESSMENT -Extract question on character			
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	POETRY SINCE 1789 Pluck and Home They Brought Her Warrior Dead	PROSE: THE SCANDAL IN BOHEMIA	PROSE: THE SPECKLED BAND	DRAMA THE MERCHANT OF VENICE ACT 3 (SCENES 1 & 2)	DRAMA THE MERCHANT OF VENICE ACT 3 (SCENES 3, 4 & 5)	DRAMA - REVISION THE MERCHANT OF VENICE - REVIEW OF ACTS 1 - 3	REVISION POETRY	REVISION PROSE
Tem 1	and interpret key ideas. To anlayse the language, poetic techniques, form and structure used by the poets to create meanings and effects, using relevant poetry terminology where appropriate. Express	Understand and use appropriate prose terminology. To read, understand and respond to text while maintianing a critical style and	the writer's viewpoints and style. Relate text to the social, cultural and historical context. Understand and use	To interpret the playwright's craft in developing the plot, characters and themes from ACT I to III Stereotypes and prejudice; Appearances and deception Explore comical elements and dramatic irony presented in scenes.  Use appropriate drama terminology.	To interpret the playwright's craft in developing the plot, characters and themes revenge.  appearances and deception.  Use appropriate drama terminology. Explore comic elements and dramatic irony presented in scenes.	Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style extract questions sharply focusing on Shakespeare's use of language devices and drama techniques to present incidents, characters' actions, thoughts and feelings Revise relevance of social, cultural and historical contextRevise exam style essay question focusing on themes across all the three ACTS taught with textual evidence. Use appropriate drama terminology.	Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style questions on unseen poems - ( Critical analysis and interpretation) comparing poets' ideas, events; poets' use of language and poetic techniques; poets' use of form and structure	Guidance on interpreting questions, mind mapping key points, timing answers.  Revise exam style extract questions sharply focusing on significance of incidents, characters' actions, thoughts and feelings, narrative styleRevise exam style essay question focusing on themes, viewpoints and narrative style in each story.
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	DRAMA THE MERCHANT OF VENICE ACT 4 (SCENE 1)	DRAMA THE M O V ACT 4 (SCENES 1 & 2)	POETRY POETRY SINCE 1789	POETRY POETRY SINCE 1789	POETRY POETRY SINCE 1789	PROSE THE ENGINEER'S THUMB	PROSE THE FIVE ORANGE PIPS	PROSE THE FIVE ORANGE PIPS

Tem 2	To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology.	To interpret the playwright's craft in developing the plot, characters and themes.  Use appropriate drama terminology.	COMPARISON OF POEMS 1 To read, understand and interpret poems. Compare poets' use of ideas, language and poetic devices, form and structure to create meanings and effects, using appropriate evidence CLASSWORK- Writing Comparison of poems with guidance and support	Discuss sample answers of comparison of poems. COMPARISON OF POEMS 2 To read, understand and interpret key ideas. To anlayse the language, form and structure used by the poets to create meanings and effects. CLASSWORK- Writing Comparison of poems(MINIMAL SUPPORT)	Discuss sample answers of comparison of poems. Guidance on interpretation of questions, timing the answer and revising the answer.  POETRY ASSESSMENT - Comparing theme(specified) in two poems	To explore and analyse plot, characters, themes and the writer's use of language to convey meanings and create effect. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology.  To read, understand and respond to text while maintianing a critical style and develop an informed personal response	Discuss Q.a. sample answers. To read, understand and express informed personal response to the story. To explore and analyse plot, characters, themes, viewpoints and narrative style. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology. CLASSWORK: Practice in answering Q.b. essay question focusing on themes, viewpoints and narrative style in each story.	answers. To read, understand and express informed personal response to the story.To explore and analyse plot,characters, themes, viewpoints and narrative style. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology.
	WEEK 10 PROSE	WEEK 10 PROSE	WEEK 11 POETRY/DRAM	WEEK 12 PROSE	WEEK 13 PROSE/POETRY	WEEK 14 DRAMA	WK 15 DRAMA	WK 16 DRAMA
	THE BLUE CARBUNCLE	REVISION - FINAL EXAM	REVISION - FINAL EXAM	HUR CONAN DOYLE/Agatha Chr	MODERN POETRY	THE MERCHANT OF VENICE	THE M O V ACT 5 (SCENE i)	THE M O V ACT 5 (SCENE i)
Term 2	To read, understand and express informed personal response to the story. To explore and analyse plot, characters, themes, viewpoints and narrative style. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology.	Guidance on interpreting questions, mind mapping key points, timing answers. Revise exam style extract questions sharply focusing on significance of incidents, characters' actions, thoughts and feelings, narrative styleRevise exam style essay question focusing on themes, viewpoints and narrative style in each story.	Revise exam style extract questions sharply focusing on Shakespeare's use of language devices and drama techniques to present incidents, characters' actions, thoughts and feelings.Revise relevance of social, cultural and historical context.  -Revise exam style essay question focusing on themes across all the ACTS. Revise exam style questions on unseen poems - comparing poets' ideas, events; poets' use of language and poetic techniques; poets' use of form and structure	Group Discussion on success of Detective Stories - range and variety of crime; element of mystery; setting; characters.	Create collage of themes, settings in modern poetry. Write poems, illustrate and present	To interpret opening and ending of the play; express informed personal response. Role play	Express informed personal response. Role play /Monoacting	Interview characters in role; ask and answer questions.Present a review of the play

	St. Mary's Catholic High School (2022-2023)  YEAR 9 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2022-2023									
YEAF	9 WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8		
	POETRY	POETRY	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	THE TEMPEST	THE TEMPEST		
	UNSEEN POETRY / NETTLES BY VERNON SCANNELL	VALENTINE BY CAROL ANN DUFFY I WANNA BE YOURS	(INTRODUCTION AND BACKGROUND) PREFACE AND LETTER 1	LETTERS 2-4	CHAPTERS 1-2	CHAPTER 3-4	INTRODUCTION	THE TEMPEST ACT 1, SCENE 2 (Lines 1-320)		

1		To anlayse the language, form and structure used by the poets to create meanings and effects, using		To introduce setting and explore the socio/cultural, historical/political background to the text.	To explore understanding of the relationships between text and the context in which it is written.	To explore aspects of plot, characterisation, events and settings, and their effects.	Introduction to the social historical and political background	Summarise the key details of the main event of Prospero losing his position as Duke of
erm	Marks - (AO1, AO2) To analyse the main ideas, the language,	relevant subject terminology where appropriate;	20 Marks (AO1, AO2, AO3)  To introduce setting and explore the		To explore aspects of plot, characterisation, events	events and settings, and their effects.	background	Milan. Interpret plot development.
-	form and structure used by the poets to		socia/cultural, historical/political background to	To explore and analyse plot, characters and themes	and settings, and their effects.	To make critical comparisons, referring to the	To interpret the significance of the opening	
	create meanings and effects, using	To explore theme of love and the nature of	the text.	and analyse the language, form and structure used		contexts, themes, characterisation,	scene in introducing the plot, characters and	Infer characters' feelings, thoughts and
	relevant subject terminology where	relationships	To explore and analyse plot, characters and	by the writer to create meanings and effects.		style.	themes.	motives from their actions.
	appropriate;	(AO1, AO2, AO3)	themes and analyse the language, form and	(AO1, AO2)		(AO1, AO2, AO3)	(AO1, AO2, AO3)	(AO1, AO2, AO3)
	To explore theme of love and the nature		structure used by the writer to create meanings			Assessment 2 - Frankenstein Q1a, Q1b -	Homework on opening scene-	
	of relationships (AO1, AO2, AO3)		and effects (AO1, AO2)			20 marks) (AO1, AO2, AO3)	Shakespeare's The Tempest	
	BASELINE TEST WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	THE TEMPEST	THE TEMPEST	THE TEMPEST	THE TEMPEST	FRANKENSTEIN	FRANKENSTEIN	REVISION	REVISION
			1112 121111 201			110 110 1211		FRANKENSTEIN LETTERS AND CHAPTERS 1-
	THE TEMPEST ACT 1, SCENE 2 (Lines 321-505)	THE TEMPEST ACT 2, SCENE 1 (Lines 1-190)	THE TEMPEST ACT 2, SCENE 1 (Lines 191-321)	THE TEMPEST ACT 2, SCENE 2	CHAPTER 5-9	CHAPTER 10-12	ONE FLESH, MY FATHER WOULD NOT SHOW	12 & THE TEMPEST ACT 1-2
_	Interpret plot development, character	Interpret plot development, character development	Interpret plot development, character	Interpret plot development, character development	Interpret ideas from the novel	Analyse the underlying themes or issues in a	To read, understand and respond to text while	To interpret the playwright's craft in
E	development and related themes.	and related themes. Analyse Shakespeare's use of	development and related themes. Analyse	and related themes. Analyse Shakespeare's use of	Explore links between ideas, themes or characters	range of different contexts.	maintianing a critical style and develop an	developing the plot characters and themes.
Te	Analyse Shakespeare's use of language	language form and structure. Interpret social,	Shakespeare's use of language form and	language form and structure. Interpret social,	and support points with precise evidence and	3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	informed personal response.	To read, understand and respond to text
	form and structure. Interpret social,	cultural, historical context.	structure. Interpret social, cultural, historica	cultural, historica context.	explanation	(AO1, AO2, AO3)		while maintianing a critical style and
	cultural and historical context.	Classwork: Question based on an extract	context.		(AO1, AO2, AO3)	(100),100)	(AO1, AO2, AO3)	develop an informed personal response.
								(AO1, AO2, AO3)
	(AO1, AO2, AO3)	(AO1, AO2, AO3)	(AO1, AO2, AO3)	(AO1, AO2, AO3)				
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	THE TEMPEST	THE TEMPEST	THE TEMPEST	THE TEMPEST
	CHAPTERS 13-15	CHAPTERS 16-18	CHAPTERS 19-21	CHAPTERS 22-24	THE TEMPEST ACT 3, SCENE 1-2	THE TEMPEST ACT 3, SCENE 3	THE TEMPEST ACT 4 SCENE 1 (Lines-1-139)	THE TEMPEST ACT 4 SCENE 1 (Lines-139- 262)
	Interpretation ideas from the novel	Analyse the underlying themes or issues in a range of	To read, understand and respond to text while	Understand how settings influence the	Understand and respond to	Analyse how writers' use of linguistic	Understand and respond to	Develop interpretations of whole texts,
7	Explore links between ideas, themes or	different contexts, identifying implied and explicit	maintianing a critical style and develop an	reader's understanding of characters and	ideas, viewpoints, themes and purposes in	and literary features shapes and influences	ideas, viewpoints, themes and purposes in texts.	recognising links between ideas, themes or
Ę	characters and support points with	meanings	informed personal response	themes	texts.	meaning	Analyse how writers' use of linguistic	characters and supporting
Ter	precise evidence and explanation		(Assessment- Frankenstein Q1a and Q1b-	(AO1, AO2, AO3)	teres.	( AO2, AO3)	and literary features shapes and influences	points with detailed textual evidence.
	(AO1, AO2, AO3)	(AO1, AO2, AO3)	20 Marks)	( , , , , , , , , , , , , , , , , , , ,	(AO1, AO2, AO3)		meaning	(Assessment - The Tempest- Q1a and
			(AO1, AO2, AO3)		(AO1, AO2, AO3)		(AO1, AO2, AO3)	Q1b- 20 Marks)
			( ) , , , , , , ,				(A01, A02, A03)	(AO1, AO2, AO3)
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	POETRY	POETRY - REVIEW	PROSE / DRAMA - REVIEW	DRAMA	DRAMA	DRAMA	DRAMA	DRAMA
	PECKHAM LANE, US,	IN WALES, WANTING TO BE,		THE TEMPEST ACT 5	THE TEMPEST ACT 5		EPILOGUE	
	REFUGEES . REVIEW SEEN/UNSEEN POETRY	KUMUKANDA. REVIEW SEEN/UNSEEN POETRY	REVIEW FRANKENSTEIN, and THE TEMPEST	SCENE 1 (Lines 1-170)	SCENE 1 (Lines 172-315)	THE TEMPEST ACT 1 - 5	& THE TEMPEST ACT 1-5	THE TEMPEST ACT 1-5
	To interpret setting, events and explore	Evaluate how specific words and phrases can have	To read, understand and respond to text while	Develop interpretations of whole texts, recognising	Understand and respond to	Understand and respond to	To read, Understand and respond to ideas,	To read,.Understand and respond to ideas,
	the poets' use of language devices and	an impact on the reader and how they interpret the	maintianing a critical style and develop an	links between ideas, themes or characters and	ideas, viewpoints, themes and purposes in texts.	ideas, viewpoints, themes and purposes in texts.	viewpoints, themes and purposes in texts.	viewpoints, themes and purposes in texts.
m 2	style to convey their purpose;	poem. To interpret setting,	informed personal response.	supporting	Analyse how writers' use of linguistic	Express informed personal response	Perform selected parts of the play	Role-play - hot seating characters;
Геп		events and explore the poets' use of language devices	(AO1, AO2, AO3)	points with detailed textual evidence.	and literary features shapes and influences	* * * * * * * * * * * * * * * * * * * *		Interview author; Prospero; Miranda;
	Comparison of seen poetry considering	and style to convey their purpose;			meaning			Ferdinand; Alonso; Antonio.
	use of language, form, structure, symbols	(AO1, AO2, AO3)		(AO1, AO2, AO3)	(AO1, AO2, AO3)			
	Assessment-Comparison of studied							
	· ·					The state of the s		
	poetry -20 Marks							
	· ·							
	poetry -20 Marks							

			YEAR 10	ENGLISH LITERATURE LONG TERM PLAN V	WITH CURRICULUM STANDARDS 2022-2023			
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Prose	Reading - Prose	Reading - Prose	Poetry (review) and Reading Relationship Poetry
	Introduction to Shakespeare & Shakespearean Tragedy Act 1 Scene 1 (4)	Macbeth-Act 1 Sc 1 & 2 (4)	Macbeth-Act 1 Sc 3 (4)	Macbeth-Act 1 Sc 4 (4)	Introduction to DJ&MH & 19th Century Literary Traditions (4) Chapter -1	DJAMH Chapter 1 (Contd.) and Chapter 2 (4)	DJAMH Chapter 3(4)	Unseen / Seen Poetry & She Walks in Beauty (4)
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	To explore the features of tragedy and the social historical background  Compare historical perspectives on the supernatural. Understand how Shakespeare uses this in Macbeth.	(Baseline Assessment)	To explore character traits & the evident thematic aspects. To explore plot and character development.	Comment on play wright's style & explore characters and themes.  Compare historical perspectives on the supernatural. Understand how Shakespeare uses this in Macbeth.  (Assessment-1)	To introduce setting and the socio-cultural background; to explore 19th Century literary traditions such as: The 'Silver Fork' novel; The 'Newgate' novel; The 'Gothic' novel; The 'Romantic' novel; The 'Social-purpose' novel. To interpret the plot, characters, themes and give a personal response.	' '	To explore character traits, analyse themes & comment on aspects of style.  (Assessment-2)	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16

	Reading - Poetry (Relationship)	Reading - Poetry (Relationship)	Reading - Poetry (Relationship)	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama
1	She Walks in Beauty & La Belle Dame Sans Merci (4)	My Last Duchess (4)	Valentine & First Date (4)	An Inspector Calls- Introduction & Act I (Pages 1-10) (4)	An Inspector Calls- Act I (Pages 11-19) (4)	An Inspector Calls- Act I (Pages 20-26) (4)	Macbeth-Act 1 Sc 6 & 7 (4)	Revision
Ę	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
_ ≝	To understand and analyse	To examine the poetic language and	To understand and analyse writers' use	To explore the social historical	To examine the use of Writer's craft,	To examine the use of Writer's craft,	To read with insight and engagement,	To analyse the language, form and
	writers' use of language,	techniques; form and structure used to	of language, structure and form	background and to understand the	literary and linguistic devices, dramatic	literary and linguistic devices, dramatic	understanding the writer's use of	structure used by Shakespeare to
	structure and form	enhance the meaning & convey the	and how these are used to create	setting and the main conflict that sets the	irony and stage directions	irony and stage directions	themes, structural devices characters	create meanings and effects.
	and how these are used to	writers' attitude.	literary effects.	action		(Assessment-4)	and plot.	
	create literary effects.		(Assessment-3)	Context Question				
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 - Drama	Reading - Poetry (Relationship)	Reading - Prose	Reading - Prose	Reading - Prose
	Macbeth Act 2, Scenes 1 & 2	Macbeth Act 2, Scene 3 - 4	Macbeth Act 3, Scene 1 -2	Macbeth Act 3, Scene 3-4 (4)	Macbeth-Act 3 Sc 5 & 6 (4)	DJ&MH Chapter 4 (4)	DJ&MH Chapter 5 (4)	DJ&MH Chapter 6 (4)
n 2	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
Ter	To examine the use of dramatic devices/language to reveal characters, themes and plot.  Context Question-1a	To examine the use of dramatic devices/language to reveal characters, themes and plot.	To explore and trace the development of conflict in Acts 1 to 3.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To explore & trace the conflict devt through the 3 acts (Assessment-5)	To explore characters, analyse themes and comment on style.	To explore character traits, analyse themes & comment on aspects of style.	To explore character traits, analyse themes & comment on aspects of style.  (Assessment- 6)
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Poetry (Relationship)	Reading - Poetry (Relationship)	Reading - Poetry (Relationship)	Reading - Drama	Reading - Drama	Reading - Drama	Revision - Prose	Revision - Poetry
12	Sonnet-43 & I wanna be yours	The Manhunt & My Father would not show Us (4)	One Flesh (4)	An Inspector Calls- Act II (Pages 27- 34) (4)	An Inspector Calls- Act II (Pages 34- 40) (4)	An Inspector Calls- Act II (Pages 41- 49) (4)	DJ&MH Plot and Characters Themes and Motifs (4)	Comparing unseen contemporary poems (4)
Term	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
<b>"</b>	To examine the poetic devices	To examine the poetic devices used to	To examine the poetic devices used to	To read with insight and engagement,	To examine the use of Writer's craft,	To explore characters, analyse themes	To explore characters, analyse themes	To compare the poets' portrayals
	used to enhance the meaning &	enhance the meaning & convey the	enhance the meaning & convey the	understanding the writer's use of	literary and linguistic devices, dramatic	& comment on style.	and comment on style.	of the theme through their use of
	convey the writers' attitude.	writers' attitude.	writers' attitude.	dramatic irony, linguistic and structural	irony and stage directions	(Assessment-9)		language, form and structure.
		(Comparison Assessment 7)	(Unseen Poetry Assessment-8)	devices.				

		YEA	R 11 LITERATURE LO	ONG TERM PLAN WI	TH CURRICULUM STA	NDARDS 2022-2023		
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading-Poetry (Unseen)	Reading - Poetry (Relationships - Contemporary)	Reading - Poetry (Relationships - Contemporary)	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama
	Unseen poetry Comparative study (4)	One Flesh &	The Manhunt &	Macbeth Recap of Acts 1-2 (4)	Macbeth Act 3 Scene 1 to 3 (4)	Macbeth Act 3 Scene 4 to 6 (4)	Macbeth Act 4 Scene 1 (4)	Macbeth Act 4 Scene 2 to 3 (4)
		I Wanna be Yours (4)	My Father Would Not Show Us (4)	,	` '	.,,	` '	. ,
_	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
Тегш	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	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 examine the use of dramatic devices/language used to reveal characters, themes and plot.
	TERM I ASSESSMENT 1 (UNSEEN POEMS COMPARATIVE STUDY)		effects  TERM I ASSESSMENT 2 (ANTHOLOGY POEMS COMPARATIVE STUDY)				TERM I ASSESSMENT 3 (DRAMA-MACBETH)	
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Prose	Reading - Prose	Reading - Play	Reading - Play	Reading - Play	Reading - Drama	Reading - Drama	DJAMH/ Poetry/Play
	DJAMH	DJAMH	An Inspector Calls	An Inspector Calls	An Inspector Calls	Macbeth	Macbeth	
	Recap of chs. 1 to 7 (4)	Ch- 8 (4)	Recap Act I (4)	Act II (Pages 27- 36) (4)	Act II (Pages 37- 49) (4)	Act 5 Scene 1 to 4 (4)	Act 5 Scene 5 to 9 (4)	Review Study
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
Ε	To integrate and interpret the plot,	To explore the development and show critical	To integrate and interpret the plot, characters,	To read with insight and engagement,	To examine the use of Lang & poetic techniques.	To examine the use of dramatic	To interpret the playwright's craft in developing	To explore characters, themes, incidents
Ter	characters, themes and the writer's	appreciation of the plot, characters and themes.	themes and the writer's craft and give a	understanding the writer's use of linguistic and		devices/language used to reveal characters,	the plot, characters and themes.	and writer's craft through use of literary
	craft and give a personal response.		personal response.	structural devices.		themes and plot.		and linguistic devices. To compare mood,
			TERM I ASSESSMENT 4			TERM I ASSESSMENT 5		tone, structure and use of poetic devices
			(PROSE- DJAMH)			(PLAY-AN INSPECTOR CALLS)		
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Drama	Reading - Drama	Reading- Drama	Reading - Play	Reading - Play	Reading - Prose	Reading - Prose	Reading - Drama
	Macbeth	Macbeth	Macbeth	An Inspector Calls	An Inspector Calls	DJAMH	DJAMH	Macbeth
	Act 5 Scenes 1,2 and 3 (4)	Act 5 Scene 4, 5,6 and 7 (4)	Act 5 Scene 8 and 9 (4)	Act III (Pages 50- 62) (4)	Act III (Pages 63- 72) (4)	Ch- 9 (4)	Ch- 10 (4)	Acts 1-5 & AIC Acts 1-3
- 1	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
Ε 7	To interpret the playwright's craft in	To integrate and interpret the plot, characters,	To integrate and interpret the plot, characters,	To explore the development and show critical	To understand and analyse the purpose and	To review and analyse the writer's use of	To integrate and interpret the conflict through	To review and analyse the writer's use of
Ter	developing the plot, characters and	themes and the writer's craft and give a personal	themes and the writer's craft and give a	appreciation of the plot, characters and themes.	attitudes of the writers.	characterization/ theme/plot/setting for	the text, comment on the writer's purpose/craft	characterization/ theme/plot/setting for
	themes.	response.	personal response.			literary effect and show critical appreciation of	and give an informed personal response.	literary effect and show critical
			TERM II ASSESSMENT 1 (P1)			the writer's craft.	TERM II ASSESSMENT 2 (P2)	appreciation of the writer's craft.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Poetry/Prose							
	Poetry & DJAMH (2+2)					1		
	Learning Obj							

	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.To explore the use of poetic devices and				
_	make effective connections between		MOCK EXAM	S followed by BOARD EXAMINA	TIONS 2023
	techniques used by the writer and presentation of				
	ideas, themes and settings				

		YEA	R 12 LITERATURE LO	ONG TERM PLAN WI	TH CURRICULUM STA	<b>NDARDS 2022-2023</b>		
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
	Kite Runner Background & Ch. 1 (3)	Kite Runner Ch. 2-4 (3)	Kite Runner Ch. 5-7 (3)	Kite Runner Ch.8-9 (3)	Eat Me & Chainsaw Versus the Pampas Grass (3)	Material & On Her Blindness (3)	History & The Lammas Hireling (3)	Ode on a Grayson Perry Urn & An Easy Passenge (3)
1.	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
em	To introduce setting and the socio-	To explore the development and show critical	To integrate and interpret the plot, characters,	To integrate and interpret the plot, characters,	To understand and analyse writers' use of linguistic	To understand and analyse writers' use of	To understand and analyse writers' use of	To understand and analyse writers' use of
Г	cultural background;to explore characters & themes	appreciation of the plot, characters and themes.	themes and the writer's craft and give a personal response.	themes and the writer's craft and give a personal response. TERM 1 ASSESSMENT	and structural devices to enhance their ideas and perspectives.	linguistic and structural devices to enhance their ideas and perspectives.	linguistic and structural devices to enhance their ideas and perspectives. TERM 1	linguistic and structural devices to enhance their ideas and perspectives.
	Characters & themes		response.	1 (PROSE)	perspectives.	ideas and perspectives.	ASSESSMENT 2 (POETRY)	dien ideas and perspectives.
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Year 12								
	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 & Chorus (3)	Dr. Faustus-Sc. 1 (3)	Dr. Faustus- Sc. 2-3 (3)	Dr. Faustus- Sc 4 (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
Term								
Te	To explore the features of a political	To understand and analyse the times and purpose or Marlowe's work. Writer's use of structure and form	To understand and analyse writers' use of	To integrate and interpret the plot, characters,	To explore the changes in America after WW2,	To interpret the playwright Tennesse William's	To integrate and interpret the plot, characters,	To explore the development and show
	satire and relate to the conflict caused by	and how these are used to create literary effects	language, structure and form and how these are used to create literary effects	themes and the writer's craft and give a personal response. TERM 1	decline of aristroracy and effect of industrialisation	craft in developing the plot, characters and	themes and the writer's craft and give a personal	critical appreciation of the plot, characters and themes.
	the Tudor reign	and now these are used to create merally effects	and now these are used to create interary creets	ASSESSMENT 1 (Dr. Faustus)	on agriculture	themes.	response.	TERM 1 ASSESSMENT 2 (ASND)
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 - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry & Revision
	Kite Runner Ch. 10-11 (3)	Kite Runner Ch. 12-13 (3)	Kite Runner Ch. 14-16 (3)	Kite Runner Ch. 17-19 (3)	The Deliverer & The Map Woman (3)	A Minor Role & To My 9 Year OLd (3)	Please Hold & The Gun (3)	Review Study (3)
_	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
E	To give personal insight and show	To conisder the writer's point of view perceptively	To give personal insight and show understanding	To conisder the writer's point of view perceptively	To evaluate the writers' craft and relate to the use of	To evaluate the writers' craft and relate to the	To understand and analyse writers' use of	To explore characters, themes, incidents
Ter	understanding of the writer's craft and	and link it to the development of characters, plot,	of the writer's craft and purpose. TERM 1	and link it to the development of characters, plot,	literary and stylistic devices.	use of literary and stylistic devices.	linguistic and structural devices to enhance their	and writer's craft through use of literary and
	purpose.	and themes. Informed personal response.	ASSESSMENT 3 (PROSE)	and themes. Informed personal response.			ideas and perspectives. TERM 1	linguistic devices. To compare mood, tone,
							ASSESSMENT 4 (POETRY)	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 - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Pre 1900 Drama Revision	Reading - Post 1900 Drama &
	reduing 110 1500 Diama	remains 110 1500 Dimini	remaining 110 1500 Drama	remaining 1 obe 15 of Drama	remaining 1 out 15 ou 15 minut	Treating Tool 1700 Drama	reduing 110 15 00 Diama ite (1510)	Revision
	D D	D D	D D	10 0 10 10 10 10	10 0 11 15 1 0 10	10 0 11 15 1 0 10	D D . G 4 E (0)	
	Dr. Faustus- Sc 5 (3)	Dr. Faustus- Sc 6-7 (3)	Dr. Faustus- Sc 7 Contd (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)	Dr. Faustus Sc 1-7 (3)	A Strretcar Named Desire (3)
m 1	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	A Strretcar Named Desire (3)  Learning Obj
Term 1	Learning Obj To integrate and interpret the plot,			``				A Strretcar Named Desire (3)
Tem 1	Learning Obj To integrate and interpret the plot,	Learning Obj To explore the development and show critical	Learning Obj To understand and analyse the purpose and	Learning Obj To understand and analyse writers' use of	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters.
Term 1	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft	Learning Obj To explore the development and show critical	Learning Obj To understand and analyse the purpose and attitudes of the writers.	Learning Obj To understand and analyse writers' use of language, structure and form	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft	Learning Obj To consider the writer's point of view by linking to the social and historical background,	Learning Obj Explore significant themes in the play. Understand and analyse the use of comic scenes	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs
Vear 12	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.	Learning Obj To understand and analyse the purpose and attitudes of the writers. TERM 1 ASSESSMENT 3 (Dr. Faustus)	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1 ASSESSMENT 4 (ASND)	Learning Obj Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.
Year 12	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To explore the development and show critical	Learning Obj To understand and analyse the purpose and attitudes of the writers.	Learning Obj To understand and analyse writers' use of language, structure and form	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs
Year 12	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.	Learning Obj To understand and analyse the purpose and attitudes of the writers. TERM 1 ASSESSMENT 3 (Dr. Faustus)	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1 ASSESSMENT 4 (ASND)	Learning Obj Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.
Year 12	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose	Learning Obj To understand and analyse the purpose and attitudes of the writers. TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry  The Furthest Distances I've Travelled & Giuseppe	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1 ASSESSMENT 4 (ASND) WEEK 6 Reading - Poetry	Learning Obj Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man &
Year 12	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2	Learning Obj To understand and analyse the purpose and attitudes of the writers. TERM 1 ASSESSMENT 3 (Dr. Faustus) WEEK 3	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1 ASSESSMENT 4 (ASND) WEEK 6	Learning Obj Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry
Year 12	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry  The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1 ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj	Learning Obj Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj
Year 12	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters,	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry  The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj To explore the use of poetic devices and make	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and
Year 12	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM I ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj To explore the use of poetic devices and make effective connections between particular	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between
Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters,	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry  The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj To explore the use of poetic devices and make effective connections between particular	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular
Tem 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM I ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj To explore the use of poetic devices and make effective connections between particular	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between
Tem 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM I ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1 ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and
Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1  (PROSE)	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry  The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1 ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II ASSESSMENT 2 (POETRY)	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  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	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  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  Year 12	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1  (PROSE)  WEEK 4	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1 ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II ASSESSMENT 2 (POETRY)  WEEK 6	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  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	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8
Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  WEEK 2  Reading - Pre 1900 Drama	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry  The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1 ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  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	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama
Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1  (PROSE)  WEEK 4	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1 ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II ASSESSMENT 2 (POETRY)  WEEK 6	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8
Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama  Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  Reading - Pre 1900 Drama  Dr. Faustus Sc 10 (3)  Learning Obj To integrate and interpret the plot, characters,	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama  Dr. Faustus Sc 11-12 (3)  Learning Obj To understand and analyse writers' use of	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama Dr. Faustus Sc 13 (3)  Learning Obj . To consider the writer's point of view by linking to	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama A Street Car Named Desire- Sc 7-8 (3)  Learning Obj To integrate and interpret the conflict through the	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II  ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 9 (3)  Learning Obj To review and analyse the writer's use of	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 10 (3)	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 11 (3)
Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  Reading - Pre 1900 Drama  Dr. Faustus Sc 10 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama Dr. Faustus Sc 11-12 (3)  Learning Obj To understand and analyse writers' use of language, structure and plot develpoment	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama Dr. Faustus Sc 13 (3)  Learning Obj . To consider the writer's point of view by linking to the social and historical background, characters and	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama A Street Car Named Desire- Sc 7-8 (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II  ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 9 (3)  Learning Obj To review and analyse the writer's use of characterization/ theme/plot/setting for literary	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 10 (3)  Learning Obj  To consider the point of view perceptively by linking to the writer's purpose and times and	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 11 (3)  Learning Obj  To review and analyse the writer's use of characterization / themes / plot / setting for
Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama  Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  Reading - Pre 1900 Drama  Dr. Faustus Sc 10 (3)  Learning Obj To integrate and interpret the plot, characters,	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama  Dr. Faustus Sc 11-12 (3)  Learning Obj To understand and analyse writers' use of	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama Dr. Faustus Sc 13 (3)  Learning Obj . To consider the writer's point of view by linking to the social and historical background, characters and themes. TERM 2 ASSESSMENT 1 (Dr.	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama A Street Car Named Desire- Sc 7-8 (3)  Learning Obj To integrate and interpret the conflict through the	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama A Street Car Named Desire- Sc 9 (3)  Learning Obj To review and analyse the writer's use of characterization' theme/plot/setting for literary effect and show critical appreciation of the	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 10 (3)  Learning Obj  To consider the point of view perceptively by	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 11 (3)  Learning Obj  To review and analyse the writer's use of characterization / themes / plot / setting for literary effect and show critical appreciation
Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  Reading - Pre 1900 Drama  Dr. Faustus Sc 10 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama Dr. Faustus Sc 11-12 (3)  Learning Obj To understand and analyse writers' use of language, structure and plot develpoment	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama Dr. Faustus Sc 13 (3)  Learning Obj . To consider the writer's point of view by linking to the social and historical background, characters and	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama A Street Car Named Desire- Sc 7-8 (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II  ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 9 (3)  Learning Obj To review and analyse the writer's use of characterization/ theme/plot/setting for literary	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 10 (3)  Learning Obj  To consider the point of view perceptively by linking to the writer's purpose and times and	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 11 (3)  Learning Obj  To review and analyse the writer's use of characterization / themes / plot / setting for literary effect and show critical appreciation of the writer's craft TERM 2
Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  Reading - Pre 1900 Drama  Dr. Faustus Sc 10 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama Dr. Faustus Sc 11-12 (3)  Learning Obj To understand and analyse writers' use of language, structure and plot develpoment	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama Dr. Faustus Sc 13 (3)  Learning Obj . To consider the writer's point of view by linking to the social and historical background, characters and themes. TERM 2 ASSESSMENT 1 (Dr.	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama A Street Car Named Desire- Sc 7-8 (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama A Street Car Named Desire- Sc 9 (3)  Learning Obj To review and analyse the writer's use of characterization' theme/plot/setting for literary effect and show critical appreciation of the	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 10 (3)  Learning Obj  To consider the point of view perceptively by linking to the writer's purpose and times and	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 11 (3)  Learning Obj  To review and analyse the writer's use of characterization / themes / plot / setting for literary effect and show critical appreciation
Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  Reading - Pre 1900 Drama  Dr. Faustus Sc 10 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama Dr. Faustus Sc 11-12 (3)  Learning Obj To understand and analyse writers' use of language, structure and plot develpoment	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama Dr. Faustus Sc 13 (3)  Learning Obj . To consider the writer's point of view by linking to the social and historical background, characters and themes. TERM 2 ASSESSMENT 1 (Dr.	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama A Street Car Named Desire- Sc 7-8 (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama A Street Car Named Desire- Sc 9 (3)  Learning Obj To review and analyse the writer's use of characterization' theme/plot/setting for literary effect and show critical appreciation of the	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 10 (3)  Learning Obj  To consider the point of view perceptively by linking to the writer's purpose and times and	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 11 (3)  Learning Obj  To review and analyse the writer's use of characterization / themes / plot / setting for literary effect and show critical appreciation of the writer's craft TERM 2
Term 2 Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  Reading - Pre 1900 Drama  Dr. Faustus Sc 10 (3)  Learning Obj  To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama Dr. Faustus Sc 11-12 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama Dr. Faustus Sc 13 (3)  Learning Obj . To consider the writer's point of view by linking to the social and historical background, characters and themes. TERM 2 ASSESSMENT 1 (Dr. Faustus)	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama A Street Car Named Desire- Sc 7-8 (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II  ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 9 (3)  Learning Obj To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 10 (3)  Learning Obj  To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama  A Street Car Named Desire - Sc 11 (3)  Learning Obj  To review and analyse the writer's use of characterization / themes / plot / setting for literary effect and show critical appreciation of the writer's craft TERM 2  ASSESSMENT 2 (ASND)
Term 2 Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  Reading - Pre 1900 Drama  Dr. Faustus Sc 10 (3)  Learning Obj  To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama Dr. Faustus Sc 11-12 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama Dr. Faustus Sc 13 (3)  Learning Obj . To consider the writer's point of view by linking to the social and historical background, characters and themes. TERM 2 ASSESSMENT 1 (Dr. Faustus)	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama A Street Car Named Desire- Sc 7-8 (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II  ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 9 (3)  Learning Obj To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 10 (3)  Learning Obj  To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama  A Street Car Named Desire - Sc 11 (3)  Learning Obj  To review and analyse the writer's use of characterization / themes / plot / setting for literary effect and show critical appreciation of the writer's craft TERM 2  ASSESSMENT 2 (ASND)
Term 2 Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  Reading - Pre 1900 Drama  Dr. Faustus Sc 10 (3)  Learning Obj  To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama Dr. Faustus Sc 11-12 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama Dr. Faustus Sc 13 (3)  Learning Obj . To consider the writer's point of view by linking to the social and historical background, characters and themes. TERM 2 ASSESSMENT 1 (Dr. Faustus)	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama A Street Car Named Desire- Sc 7-8 (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II  ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 9 (3)  Learning Obj To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 10 (3)  Learning Obj  To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama  A Street Car Named Desire - Sc 11 (3)  Learning Obj  To review and analyse the writer's use of characterization / themes / plot / setting for literary effect and show critical appreciation of the writer's craft TERM 2  ASSESSMENT 2 (ASND)
Term 2 Term 2	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 1  Reading - Prose  Kite Runner Ch. 20-21 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 1  Reading - Pre 1900 Drama Dr. Faustus Sc 8-9 (3)  Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.  WEEK 9  Reading - Prose/Poetry	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.  WEEK 2  Reading - Prose  Kite Runner Ch. 21-23 (3)  Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.  WEEK 2  Reading - Pre 1900 Drama  Dr. Faustus Sc 10 (3)  Learning Obj  To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To understand and analyse the purpose and attitudes of the writers.  TERM 1 ASSESSMENT 3 (Dr. Faustus)  WEEK 3  Reading - Prose  Kite Runner Ch. 24 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 3  Reading - Pre 1900 Drama Dr. Faustus Sc 11-12 (3)  Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects  WEEK 4  Reading - Prose  Kite Runner 25 (3)  Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)  WEEK 4  Reading - Pre 1900 Drama Dr. Faustus Sc 13 (3)  Learning Obj . To consider the writer's point of view by linking to the social and historical background, characters and themes. TERM 2 ASSESSMENT 1 (Dr. Faustus)	Learning Obj To show knowledge and depth in exploring the writer's purpose and craft  WEEK 5  Reading - Poetry The Furthest Distances I've Travelled & Giuseppe (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 5  Reading - Post 1900 Drama A Street Car Named Desire- Sc 7-8 (3)  Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes TERM 1  ASSESSMENT 4 (ASND)  WEEK 6  Reading - Poetry  Out of the Bag & Effects (3)  Learning Obj 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 TERM II  ASSESSMENT 2 (POETRY)  WEEK 6  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 9 (3)  Learning Obj To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.	Learning Obj  Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.  WEEK 7  Reading - Poetry  Genetics (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 7  Reading - Post 1900 Drama  A Street Car Named Desire- Sc 10 (3)  Learning Obj  To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response	A Strretcar Named Desire (3)  Learning Obj  Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.  WEEK 8  Reading - Poetry  From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)  Learning Obj  To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 8  Reading - Post 1900 Drama  A Street Car Named Desire - Sc 11 (3)  Learning Obj  To review and analyse the writer's use of characterization / themes / plot / setting for literary effect and show critical appreciation of the writer's craft TERM 2  ASSESSMENT 2 (ASND)

T	To show knowledge and depth in exploring the writer's purpose and craft.							
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Pre/Post 1900 Drama							
2	Dr. Faustus & A Street Car Named Desire (3)							
E	Learning Obj							
Те	To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response							
				MOCK EXAMS followed by BOA	ARD EXAMINATIONS 2023			

		YEA	R 13 LITERATURE LO	ONG TERM PLAN WI	TH CURRICULUM STA	NDARDS 2022-2023		
Year13	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 fancy) (3)	Heart of Darkness Part I (I got my appointmentand got up shirtfronts) (3)	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) (3)	Lonely Londoners (Pages 15-29- The only thingthe room) (3)	Lonely Londoners (Pages 29-45- When Moses right way)& Unseen Poetry (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
Term 1	To introduce setting and the socio- cultural background;to explore characters & themes	To explore the development and show critical appreciation of the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM I ASSESSMENT I (UNSEEN POETRY)	To introduce setting and the socio-cultural background;to explore characters & themes	To explore the development and show critical appreciation of the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM 1 ASSESSMENT 2 (COMPARATIVE STUDY OF NOVELS)
Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare
		Hamlet Act 1 Scenes 2 and 3		Hamlet Act II Scene 2 (3)	Hamlet Act III Scenes I -2			
	Syllabus Act 1 Scene I (3)  Learning Obj	(3) Learning Obj	& Act II Scene 1 (3)  Learning Obj	Learning Obj	(3) Learning Obj	3 (3) Learning Obj	(3) Learning Obj	Scenes 1-4 (3) Learning Obj
	Learning Obj	Learning Obj	Learning Obj	Learning Ouj	Learning Obj	Learning Obj	Learning Ouj	Learning Obj
Term 1	*Discuss research findings on historical, political,social, cultural context of Elizabethan age and the influences on Shakespere's plays.*Understand features of shakesperean tragedy.* Read opening scene, and analyse characterisation, theme, language and dramatic	* Analyse characterisation,theme, language and dramatic techniques. AO2.*Express informed critical response. AO1.* Explore the significance and influence of different contexts AO3.	* Analyse characterisation,theme, language and dramatic techniques. AO2.*Express informed critical response. AO1.* Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5	To integrate and interpret the plot, characters, themes, writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5	* Analyse characterisation,theme, language and dramatic techniques. AO2.*Express informed critical response. AO1.* Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5	* Analyse characterisation,theme, language and dramatic techniques. AO2.*Express informed critical response. AO1.* Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5	* Analyse characterisation,theme, language and dramatic techniques. AO2.*Express informed critical response. AO1.* Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5	To integrate and interpret the plot, characters, themes, writer's craft, contextual factors and different interpretations Term 1 Shakespeare Assessment 2 - AO1, AO 2, AO3, AO5
	techniques. AO2.Baseline Assessment.							
	1	*******						
Year 13	1	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Year 13	1	WEEK 10  Reading - Prose-Colonisation and After	WEEK 11  Reading - Post 1900 Poetry	WEEK 12  Reading - Prose-Colonisation and After	WEEK 13  Reading - Prose-Colonisation and After	WEEK 14  Reading - Prose-Colonisation and After	WEEK 15  Reading - Prose-Colonisation and After	WEEK 16  Reading - Prose & Revision
Year 13	WEEK 9  Reading - Prose-Colonisation and							
	WEEK 9  Reading - Prose-Colonisation and After  Heart of Darkness Part I (I leftthe	Reading - Prose-Colonisation and After Heart of Darkness Part I (He blew the candlewhen	Reading - Post 1900 Poetry	Reading - Prose-Colonisation and After  Heart of Darkness Part II (One eveningpower of	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 45-61- During	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 61-75-It have a	Reading - Prose-Colonisation and After Lonely Londoners (Pages 76-90- Is one ofa	Reading - Prose & Revision  Lonely Londoners (Pages 91-105- Now
Year 13	WEEK 9  Reading - Prose-Colonisation and After  Heart of Darkness Part I (I leftthe opportunity) (3)	Reading - Prose-Colonisation and After  Heart of Darkness Part I (He blew the candlewhen there) (3)	Reading - Post 1900 Poetry  Unseen Poetry -(3)	Reading - Prose-Colonisation and After  Heart of Darkness Part II (One eveningpower of meddling) (3)	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 45-61- During themdon't care anymore)-3	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 61-75-It have aworry in the world)-3	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft	Reading - Prose & Revision  Lonely Londoners (Pages 91-105- Now whenpeople here) & Review Study (3)
	WEEK 9  Reading - Prose-Colonisation and After  Heart of Darkness Part I (I leftthe opportunity) (3)  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.	Reading - Prose-Colonisation and After  Heart of Darkness Part I (He blew the candlewhen there) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  WEEK 10	Reading - Post 1900 Poetry  Unseen Poetry -(3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  TERM 1 ASSESSMENT 3 (UNSEEN POETRY)  WEEK 11	Reading - Prose-Colonisation and After  Heart of Darkness Part II (One eveningpower of meddling) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot,	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 45-61- During themdon't care anymore)-3  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.  WEEK 13	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 61-75-It have aworry in the world)-3  Learning Obj  To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  TERM I ASSESSMENT 4	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft	Reading - Prose & Revision  Lonely Londoners (Pages 91-105- Now whenpeople here) & Review Study (3)  Learning Obj  To explore characters, themes, incidents and writer's craft through use of literary and
Term 1	WEEK 9  Reading - Prose-Colonisation and After  Heart of Darkness Part I (I leftthe opportunity) (3)  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.  WEEK 9  Reading - Shakespeare	Reading - Prose-Colonisation and After  Heart of Darkness Part I (He blew the candlewhen there) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	Reading - Post 1900 Poetry  Unseen Poetry -(3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  TERM 1 ASSESSMENT 3 (UNSEEN POETRY)  WEEK 11  Reading - Shakespearean Drama	Reading - Prose-Colonisation and After  Heart of Darkness Part II (One eveningpower of meddling) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  WEEK 12  Reading - Pre 1900 Poetry	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 45-61- During themdon't care anymore)-3  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 61-75-It have aworry in the world)-3  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  TERM 1 ASSESSMENT 4 (COMPARATIVE STUDY OF NOVELS)	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	Reading - Prose & Revision  Lonely Londoners (Pages 91-105- Now whenpeople here) & Review Study (3)  Learning Obj  To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices.
Term 1	WEEK 9  Reading - Prose-Colonisation and After  Heart of Darkness Part I (I leftthe opportunity) (3)  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.  WEEK 9	Reading - Prose-Colonisation and After  Heart of Darkness Part I (He blew the candlewhen there) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  WEEK 10	Reading - Post 1900 Poetry  Unseen Poetry -(3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  TERM 1 ASSESSMENT 3 (UNSEEN POETRY)  WEEK 11	Reading - Prose-Colonisation and After  Heart of Darkness Part II (One eveningpower of meddling) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  WEEK 12  Reading - Pre 1900 Poetry	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 45-61- During themdon't care anymore)-3  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.  WEEK 13	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 61-75-It have aworry in the world)-3  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  TERM I ASSESSMENT 4 (COMPARATIVE STUDY OF NOVELS)  WEEK 14	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 15	Reading - Prose & Revision  Lonely Londoners (Pages 91-105- Now whenpeople here) & Review Study (3)  Learning Obj  To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices.  WEEK 16
Term 1	WEEK 9  Reading - Prose-Colonisation and After  Heart of Darkness Part I (I leftthe opportunity) (3)  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.  WEEK 9  Reading - Shakespeare  Hamlet Act IVScenes 5 - 7 (3)  Learning Obj	Reading - Prose-Colonisation and After  Heart of Darkness Part I (He blew the candlewhen there) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  WEEK 10  Reading - Shakespearean Drama  Hamlet Act V Scene I (3)  Learning Obj	Reading - Post 1900 Poetry  Unseen Poetry -(3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  TERM 1 ASSESSMENT 3 (UNSEEN POETRY)  WEEK 11  Reading - Shakespearean Drama  Hamlet  Act V Scene- 2  (3)  Learning Obj	Reading - Prose-Colonisation and After  Heart of Darkness Part II (One eveningpower of meddling) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  WEEK 12  Reading - Pre 1900 Poetry  Introdection to Victorian Verse. Christina Rossetti(3)  Learning Obj	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 45-61- During themdon't care anymore)-3  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.  WEEK 13  Reading - Pre 1900 Poetry  Chritina Rossetti andThomas Hardy (3)  Learning Obj	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 61-75-It have aworry in the world)-3  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  TERM I ASSESSMENT 4 (COMPARATIVE STUDY OF NOVELS)  WEEK 14  Reading - Pre 1900 Poetry  Thomas Hardy and Emily Bronte  Learning Obj	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 15  Reading - Pre 1900 Poetry  Revision Victorian Verse(3)  Learning Obj	Reading - Prose & Revision  Lonely Londoners (Pages 91-105- Now whenpeople here) & Review Study (3)  Learning Obj  To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices.  WEEK 16  Reading - Revision  Revision Shakespeare (3)  Learning Obj
Term 1	WEEK 9  Reading - Prose-Colonisation and After  Heart of Darkness Part I (I leftthe opportunity) (3)  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.  WEEK 9  Reading - Shakespeare  Hamlet Act  IVScenes 5 - 7 (3)	Reading - Prose-Colonisation and After  Heart of Darkness Part I (He blew the candlewhen there) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  WEEK 10  Reading - Shakespearean Drama  Hamlet Act V Scene I (3)	Reading - Post 1900 Poetry  Unseen Poetry -(3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  TERM 1 ASSESSMENT 3 (UNSEEN POETRY)  WEEK 11  Reading - Shakespearean Drama  Hamlet Act V Scene- 2  (3)  Learning Obj  * Analyse characterisation,theme, language and dramatic techniques. AO2.*Express informed	Reading - Prose-Colonisation and After  Heart of Darkness Part II (One eveningpower of meddling) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  WEEK 12  Reading - Pre 1900 Poetry  Introdection to Victorian Verse. Christina Rossetti(3)	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 45-61- During themdon't care anymore)-3  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.  WEEK 13  Reading - Pre 1900 Poetry  Chritina Rossetti andThomas Hardy (3)	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 61-75-It have aworry in the world)-3  Learning Obj  To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response. TERM 1 ASSESSMENT 4 (COMPARATIVE STUDY OF NOVELS)  WEEK 14  Reading - Pre 1900 Poetry  Thomas Hardy and Emily Bronte	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 15  Reading - Pre 1900 Poetry  Revision Victorian Verse(3)	Reading - Prose & Revision  Lonely Londoners (Pages 91-105- Now whenpeople here) & Review Study (3)  Learning Obj  To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices.  WEEK 16  Reading - Revision  Revision Shakespeare (3)
Year 13	WEEK 9  Reading - Prose-Colonisation and After  Heart of Darkness Part I (I leftthe opportunity) (3)  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.  WEEK 9  Reading - Shakespeare  Hamlet Act IVScenes 5 - 7 (3)  Learning Obj  * Analyse characterisation.theme, language and dramatic techniques. AO2.*Express informed critical response. AO1.* Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical response AO5	Reading - Prose-Colonisation and After  Heart of Darkness Part I (He blew the candlewhen there) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  WEEK 10  Reading -Shakespearean Drama  Hamlet Act V Scene I (3)  Learning Obj  * Analyse characterisation,theme, language and dramatic techniques. AO2.* Express informed critical response. AO1.* Explore the significance and influence of different contexts AO3. *Integrate	Unseen Poetry -(3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  TERM 1 ASSESSMENT 3 (UNSEEN POETRY)  WEEK 11  Reading - Shakespearean Drama Hamlet Act V Scene- 2 (3)  Learning Obj  * Analyse characterisation,theme, language and dramatic techniques. AO2.* Express informed critical response. AO1.* Explore the significance and influence of different contexts AO3. *Integrate different interpretaions in critical	Reading - Prose-Colonisation and After  Heart of Darkness Part II (One eveningpower of meddling) (3)  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.  WEEK 12  Reading - Pre 1900 Poetry  Introduction to Victorian Verse. Christina Rossetti(3)  Learning Obj  Introduction to social cultural background of the Victorian Age.Express informed critical response to poems.AOl.Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Rossetti's	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 45-61- During themdon't care anymore)-3  Learning Obj  To give personal insight and show understanding of the writer's craft and purpose.  WEEK 13  Reading - Pre 1900 Poetry  Chritina Rossetti andThomas Hardy (3)  Learning Obj  Express informed critical response to poems.AO1.Analyse themes, language and poetic techniques.AO2 Explore the significance and	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 61-75-It have aworry in the world)-3  Learning Obj  To conisder the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response. TERM 1 ASSESSMENT 4 (COMPARATIVE STUDY OF NOVELS)  WEEK 14  Reading - Pre 1900 Poetry  Thomas Hardy and Emily Bronte  Learning Obj  Express informed critical response to poems.AO1.Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different .Assessment on contexts.AO3. Integrate different	Reading - Prose-Colonisation and After  Lonely Londoners (Pages 76-90- Is one ofa good licking) (3)  Learning Obj  To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.  WEEK 15  Reading - Pre 1900 Poetry  Revision Victorian Verse(3)  Learning Obj  Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing, embedding	Reading - Prose & Revision  Lonely Londoners (Pages 91-105- Now whenpeople here) & Review Study (3)  Learning Obj  To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices.  WEEK 16  Reading - Revision  Revision Shakespeare (3)  Learning Obj  Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs,

	Heart of Darkness Part II (Towards the eveningwater was steep) (3)  Learning Obj	Heart of Darkness Part II (We tore slowly alonghad found time for!) (3)  Learning Obj	Heart of Darkness Part II-III (But this must have beenthe eternal slumber) (3)  Learning Obj	Heart of Darkness Part III (I'm not disclosingKrutz's friend-in a way) (3)  Learning Obj	Heart of Darkness Part III ("He said with a good dealnothing more for smoke) (3)  Learning Obj	Heart of Darkness Part III (The brown currentimmense darkness) (3)  Learning Obj	Lonely Londoners (Pages 106-120- "Ah, you does sayturn down the gas a little) (3)  Learning Obj	Lonely Londoners (Pages 121-139-"You all righttill the end) (3)  Learning Obj
Term 2	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. TERM II ASSESSMENT I (UNSEEN POETRY)	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 develpoment and how these are used to create literary effects TERM II ASSESSMENT 2 (COMPARATIVE STUDY OF NOVELS)	. 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.
ear 13	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	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Shakespeare (3)
<u>/</u>	Elizabeth Barret Browning (3)	Robert Browning (3)	Tennyson -From In Memoriam	Tennyson - From In Memoriam / From Maud (3)	Tennyson - From In Memoriam / From Maud (3)	Revision - Victorian Verse (3)	Revision - Victorian Verse (3)	Hamlet (3)
7	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
. 7	Express informed critical response to	Express informed critical response to	Express informed critical response to	Express informed critical response to	* Analyse theme, language and poetic techniques	* Analyse theme, language and poetic	* Analyse theme, language and poetic techniques	*Express informed critical response. AO1
. <mark>/</mark>	poems.AO1.Analyse themes,language and poetic techniques.AO2 Explore the	poems.AO1.Analyse themes,language and poetic techniques.AO2 Explore the significance and	poems.AO1.Analyse themes,language and poetic techniques.AO2 Explore the significance and	poems.AO1.Analyse themes,language and poetic techniques.AO2 Explore the significance and	AO2.*Express informed critical response to poems AO1.* Explore the significance and influence of	techniques AO2.*Express informed critical response to poems AO1.* Explore the	AO2.*Express informed critical response to poems AO1.* Explore the significance and	Analyse characterisation, theme, language and dramatic techniques, AO2.* Explore
	significance and influence of different	influence of different contexts. AO3. Integrate	influence of different contexts. AO3. Integrate	influence ofdifferent contexts.AO3. Integrate	different contexts AO3. *Integrate different	significance and influence of different contexts	influence of different contexts AO3. *Integrate	the significance and influence of different
	contexts.AO3. Integrate different	different interpretations in critical response	different interpretations in critical response	different interpretations in critical response	interpretaions in critical response AO5 Assessment	AO3. *Integrate different interpretaions in	different interpretaions in critical response AO5	contexts AO3. *Integrate different
	interpretations in critical response	AO5	AO5.Assessment -Poetry	AO5	on Victorian Verse	critical response AO5 Assessment on Victorian	Assessment on Victorian Verse	interpretaions in critical response AO5
ľ	AO5					Verse		Assessment on Hamlet.
r 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
l erm 2	Reading - Prose- Colonisation and After/Poetry Revision  HOD, Lonely Londoners and UnseenPoems (3)  Learning Obj  To show knowledge and depth in							
	exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings							
ar 13	exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
ur 13	exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 9  Revision - Shakespeare	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
ur 13	exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 9  Revision - Shakespeare  Hamlet (3)	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
ar 13	exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 9  Revision - Shakespeare	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
7	exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 9  Revision - Shakespeare  Hamlet (3)  Learning Obj  *Express informed critical response.  AOI Analyse characterisation, theme,	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
7 1	exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 9  Revision - Shakespeare  Hamlet (3)  Learning Obj  *Express informed critical response. AOI Analyse characterisation, theme, language and dramatic techniques.	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 9  Revision - Shakespeare  Hamlet (3)  Learning Obj  *Express informed critical response. AO1 Analyse characterisation, theme, language and dramatic techniques. AO2.* Explore the significance and	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term	exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 9  Revision - Shakespeare  Hamlet (3)  Learning Obj  *Express informed critical response. AOI Analyse characterisation, theme, language and dramatic techniques.	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
I em Z	exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings  WEEK 9  Revision - Shakespeare  Hamlet (3)  Learning Obj  *Express informed critical response. AOI Analyse characterisation, theme, language and dramatic techniques. AO2.* Explore the significance and influence of different contexts AO3.	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16