

St. Mary's Catholic High School ,Dubai

YEAR 4 ENGLISH LITERATURE 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
Term 1	Yr.4/1 Poetry - Unit 1 Review and Revision	Yr.4/2 Poetry - Unit 1 Review and Revision	Yr.4/3 Fiction - The Iron Man	Yr.4/4 Fiction - The Iron Man	Yr.4/5 Fiction - The Iron Man	Yr.4/6 Fiction - The Iron Man	Yr.4/7 Fiction - The Iron Man	Yr.4/8 Fiction - The Iron Man
	SL4.2C Participate in discussions, building on contributions of previous speakers. SL4.2E: Present information on a given subject, alone or in a group. R4.2B: Retell three or more main events from a story or sequence in the correct order. (of their choice) R4.2A Recall significant events and pieces of information from texts and explain why they are important.	SL4.2D: Perform as a character in a short dramatic scene. R4.4B: Understand the purpose of a wider range of textual features when directly asked to do so.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	R4.3B Infer characters' motives from information given in a text R4.3C With some guidance, make predictions based on clear evidence in a text. R4.2B Retell three or more main events from a story or sequence in the correct order. R4.3B Infer characters' motives from information given in a text. W3.5C: Recognise that the past tense of verbs is often indicated by the suffix -ed. W4.5C: Use present- and past-tense forms of irregular verbs in writing.	R4.3C With some guidance, make predictions based on clear evidence in a text. R4.2B Retell three or more main events from a story or sequence in the correct order. R4.3B Infer characters' motives from information given in a text.	R4.2A Recall significant events and pieces of information from texts and explain why they are important. SL4.2A With support, give a logically connected description. W4.5C Use present- and past-tense forms of irregular verbs in writing. W4.3A Organise writing so that ideas are sequenced or grouped.	W4.3D Reread own writing, improving it at paragraph level. R4.3B Infer characters' motives from information given in a text. R4.3C With some guidance, make predictions based on clear evidence in a text.	R4.2A Recall significant events and pieces of information from texts and explain why they are important. SL4.2B Use a wider range of more descriptive nouns and powerful verbs.
YEAR 4	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Yr.4/9 Fiction - The Iron Man	Yr.4/10 Poetry - Unit 2	Yr.4/11 Poetry - Unit 2	Yr.4/12 Fiction - The Spiderwick Chronicles	Yr.4/13 Fiction - The Spiderwick Chronicles	Yr.4/14 Fiction - The Spiderwick Chronicles	Yr.4/15 Fiction - The Spiderwick Chronicles	Yr.4/16 Revision
	R4.4B Understand the purpose of a wider range of textual features when directly asked to do so. R4.3C With some guidance, make predictions based on clear evidence in a text. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	SL4.2C participate in discussions, building on contributions of previous speakers. SL4.1B identify a main point after five to seven minutes of listening to teacher-talk supported by pictures. SL4.1A follow detailed oral instructions on tasks close to their experience.	R4.1A read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks. R4.2A: Recall significant events and pieces of information from texts and explain why they are important. SL4.2D perform as a character in a short dramatic scene. W4.3A organise writing so that ideas are sequenced or grouped.	R4.3C With some guidance, make predictions based on clear evidence in a text. R4.3D begin to form and explain preferences about types of stories. SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	R4.3C With some guidance, make predictions based on clear evidence in a text. R4.3D begin to form and explain preferences about types of stories. SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important	SL4.1A follow detailed oral instructions on tasks close to their experience. R4.2A recall significant events and pieces of information from texts, and explain why they are important. 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.	R4.3A infer the meaning of similes using context. SL4.2D perform as a character in a short dramatic scene. R4.3B infer characters' motives from information given in a text. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Revise writing skills. Use present- and past-tense forms of irregular verbs in writing. Organise writing so that ideas are sequenced or grouped.
YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Yr.4/1 Fiction - The 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
	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.	SL4.2A with support, give a logically connected description SL4.2C participate in discussions, building on contributions of previous speakers. R4.2A recall significant events and pieces of information from texts, and explain why they are important R4.2B retell three or more main events from a story or sequence in the correct order	W4.3A: 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.	W4.3B- write short stories (of around 200 words) that include brief descriptions of characters or settings. SL4.2D perform as a character in a short dramatic scene. W4.6C use inverted commas in sentences where the speaker is identified at the end of the sentence. W4.3D- reread own writing, improving it at paragraph level	SL4.2C participate in discussions, building on contributions of previous speakers. 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.	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.	R4.3D Begin to form and explain preferences about types of stories. R4.4B Understand the purpose of a wider range of textual features when directly asked to do so. W4.6C: Use inverted commas in sentences where the speaker is identified at the end of the sentence.	SL4.2B: Use a wider range of more descriptive nouns and powerful verbs. SL4.2C Participate in discussions, building on contributions of previous speakers. SL4.2D Perform as a character in a short dramatic scene.
YEAR 4	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Yr.4/9 Fiction-The Wind in the Willows	Yr.4/10 Fiction-The Wind in the Willows	Yr.4/11 Fiction-The Wind in the Willows	Yr.4/12 Fiction-The Wind in the Willows	Yr.4/13 Fiction-The Wind in the Willows	Yr.4/14 Fiction-The Wind in the Willows	Yr.4/15 Revision	Yr.4/16 Revision
	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. W4.3D Reread own writing, improving it at paragraph level.	R4.3B: Infer characters' motives from information given in a text. R4.3C: With some guidance, make predictions based on clear evidence in a text. R4.2B: Retell three or more main events from a story or sequence in the correct order.	R4.3B: Infer characters' motives from information given in a text. R4.3C: With some guidance, make predictions based on clear evidence in a text. R4.2A: Recall significant events and pieces of information from texts and explain why they are important.	SL4.2C: Participate in discussions, building on contributions of previous speakers. R4.2A: Recall significant events and pieces of information from texts and explain why they are important. R4.3B: Infer characters' motives from information given in a text.	W3.5D: 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 texts and explain why they are important.	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.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.

St. Mary's Catholic High 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
Term 1	Y5/U1/PY1(3) Poetry: Review	Y5/U1/PY1(3) Poetry: Poet's Voices	Y5/U1/PY1(3) Poetry : Poets' Voices	Y5/U2/PR1(3) Oranges in No Man's Land Chapter 1-2	Y5/U2/PR1(3) Oranges in No Man's Land Chapter 3-4	Y5/U2/PR1(3) Orange in No Man's Land Chapter 5-6	Y5/U2/PR1(3) Orange in No Man's Land Chapter 7-8	Y5/U2/PR1(3) Oranges in No Man's Land Chapter 9&10
	R5.1A: Read aloud an unfamiliar poem. R5.4B: Understand and explain how different text features can convey information. SL5.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	SL5.2C: Ask questions, make suggestions and make predictions during 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.	R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.2A: Summarise a story or sequence by retelling the main events in order. R5.4B: Understand and explain how different text features can convey information.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.3B: Infers a character's responses to events and other characters.	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. 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) Oranges in No Man's Land Chapters 11 - 12	Y5/U2/PR1(3) Oranges in No Man's Land Chapter 13 14 15	Y5/U2/PR1(3) Oranges in No Man's Land Chapter 16,17,18	Y5/U3/PY2-2(3) Poetry: Tell me a story	Y5/U3/PY2-2(3) Poetry: Tell me a story	Y5/U4/PR2(3) Friend or Foe Chapter1-2	Y5/U4/PR2(3) Friend or Foe chapters 3 - 4	Y5/U1-4/PR1-2 PY1-2(3) REVISION

Term 1	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.	R5.1A: Read aloud an unfamiliar text. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	R5.1A: Read aloud an unfamiliar poem 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.	R5.1A: Read aloud an unfamiliar text. SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.	R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infers a character's responses to events and other characters. R5.3C: Make predictions based on more obscure evidence in a text.	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.2B: Summarise a story or sequence by retelling the main events in order. FIRST TERM EXAMINATIONS
	YEAR 5	WEEK 17 Y5/U4/PR2(3) Friend or Foe chapter 5	WEEK 18 Y5/U4/PR2(3) Friend or Foe chapter 6-7	WEEK 19 Y5/U4/PR2(3) Friend or Foe Chapter 8	WEEK 20 Y5/U5/PY3(3) Poetry: Compare and Perform	WEEK 21 Y5/U5/PY3(3) Poetry: Compare and Perform	WEEK 22 Y5/U6/PR3(3) Greek Myths	WEEK 23 Y5/U6/PR3(3) Greek Myths
Term 2	SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.3B: Infers a character's responses to events and other characters.; R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.3B: Infers a character's responses to events and other characters.; R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	R5.1A: Read aloud an unfamiliar text. SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.	R5.1A: Read aloud an unfamiliar text. SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. W5.3E: Read aloud short sections of own writing with some preparation.	R5.1A: Read aloud an unfamiliar text. SL5.2C: Ask questions, make suggestions and make predictions during structured discussions	R5.3C: Make predictions based on more obscure evidence in a text. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.	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.
	YEAR 5	WEEK 25 Y5/U6/PR3(3) Greek Myths	WEEK 26 Y5/U6/PR3(3) Greek Myths	WEEK 27 Y5/U6/PR3(3) Greek Myths	WEEK 28 Y5/U6/PR3(3) Greek Myths	WEEK 29 Y5/U6/PR3(3) Greek Myths	WEEK 30 Y5/U7/PY4(3) Poetry: Review	WEEK 31 Y5/U1-6/PR1-3 PY1-3(3) REVISION
Term 2	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;R5.3B: Infers a character's responses to events and other characters.;	R5.3C: Make predictions based on more obscure evidence in a text.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked	R5.3B: Infers a character's responses to events and other characters.; R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked	R5.1A: Read aloud an unfamiliar poem. R5.4B: Understand and explain how different text features can convey information. SL5.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	R5.3B: Infer a character's responses to events and other characters. R5.3C: Make predictions based on more obscure evidence in a text.	R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infers a character's responses to events and other characters. END TERM EXAMINATIONS

St. Mary's Catholic High School , Dubai

YEAR 6 ENGLISH LITERATURE LONG TERM PLAN (2022-2023)

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y6/U1/PY 1 (3) 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) FICTION UNIT6.1 EYE OF THE WOLF	Y6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF	Y6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF
	R6.1A: Read aloud an unfamiliar poem R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	R6.2A: Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	R6.1A: 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 the text.R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	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. R6.2A: Identify words and phrases from more than one place in texts, to support answers.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	R6.3A: Infer the meaning of idiomatic language using context.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3B: Infers a character's intentions from their actions and dialogue. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.3B: 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 responding to others' opinions.
Term 1	Y6/U1/ PR1 (3) FICTION UNIT6.1 EYE OF THE WOLF	Y6/U2/PR 2 (3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	Y6/U2/PR 2 (3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	Y6/U1/PY 1 (3) POETRY UNIT6.1 POWERFUL LANGUAGE	Y6/U1/PY 1 (3) POETRY UNIT6.1 POWERFUL LANGUAGE	Y6/U1/PY 1 (3) POETRY UNIT6.1 POWERFUL LANGUAGE	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	REVISION
	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.R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.	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 structured discussion or debate, inviting and responding to others' opinions.	Water,Water,Water! Thank Goodness ;R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.SL6.2B: Paraphrase simply, to express a forgotten word or expression.	R6.1A: Read aloud an unfamiliar poem.R6.3B: Infers a character's intentions from their thoughts and actions.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R6.2A: Identify words and phrases from more than one place in texts, to support answers.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	R6.1A: Read aloud an unfamiliar poem.R6.3B: Infers a character's intentions from their thoughts and actions.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	Virtually True;R6.1A Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas.SL6.2C Give an opinion in a structured discussion or debate, inviting and responding to others' opinions. R6.3B Infer a character's intentions from their actions and dialogue	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.2B: Distinguish between the order in which events are written and the order in which they occurred.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	Y6/U3/PR3(3) FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	Y6/U2/PY2(3) POETRY UNIT6.2 POETIC VOICE	Y6/U2/PY2(3) POETRY UNIT6.2 POETIC VOICE

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

YEAR 7 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2022-2023								
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Poetry -Pen Rhythm Poetic Form Read aloud and respond to a range of poems. Identify the form of a poem and how it creates visual impact in the reader’s mind. Identify and understand the main ideas and viewpoints in a poem. Identify and describe the effect of a writer’s use of language. Express personal response with evidence from poems. Luv Song by Benjamin Zephaniah The Vegans by Benjamin Zephaniah AO1	Poetry- Pen Rhythm Rhyme and Repetition Read and respond to a range of poems. Show awareness of poet’s use of language to convey ideas and viewpoints. Explain poetic devices, structure and their effect. Express personal response with evidence from poems. . Interpret poet’s attitude with evidence of language. The Tourist are Coming by Benjamin Zephaniah For Sale by Benjamin Zephaniah. AO1 AND AO2	Prose - Stories From shakespeare Henry The Fifth Adopt active reading approaches to engage with and make sense of text. Explore setting and development of characters and plot. Explain the main ideas, events, themes and viewpoints in a text and how they are sequenced and developed by the writer. Explore narrative structure. Express personal response to the text and support with textual references. AO1 , AO4	Prose - Stories From shakespeare Julius Caesar Explore the elements of the story. Read and annotate meaningfully Julius Caesar. Explore the opening of Julius Caesar. Explore the key ideas, events, characters. Express viewpoints. AO1, AO4	Drama/ Plays King of Shadows Act 1 Scene 1-2 Explore the title. Familiarise with key drama terms. Establish an understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes , plot and playwright’s purposes in the play. Express personal response with evidence from the play. Develop skills to interpret questions and write relevant answers. AO1, AO2, AO3	Drama/ Plays King of Shadows Act 1 Scene 3,4 and 5 Adopt active reading approaches to engage with and make sense of text. Read in role to avoid student’s confusion of time shift. Explore setting and development of character and plot. Identify the main ideas in the play and how they are sequenced and developed by the playwright. Understand and respond ideas, viewpoints, themes and purposes in text Interpret playwright’s purpose. Interpret characters. Express personal response to the text and support with textual references. AO1, AO2, AO3	Poetry -Pen Rhythm Language Choices Look closely at a writer’s language choices and explore their effect. Understand how audiences and readers choose and respond to texts. Identify and explain main ideas with evidence of related words and phrases. Express personal response with evidence from the poem. No Problem by Benjamin Zephaniah AO1 , AO2	Poetry -Pen Rhythm A writer’s point of view Identify and comment on writer’s purpose and viewpoint,and the overall effect of the text on the reader. Read and analyse a poem. Discuss the writer’s purpose for writing this poem and the reasons he made certain language choices. EXplore how structure and presentation create meaning. Pollution by Jackie Kay
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Prose - Stories From shakespeare The Tempest Read ‘The Tempest’ effectively for meaning. Explore the settings, characters and themes in the story. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Express relevant personal response. AO1, AO4	Prose - Stories From shakespeare Hamlet Adopt active reading approaches to engage with and understand the story. Explain the main ideas, events, characters with textual references. Express personal response and support with textual references. AO1, AO 4	Drama/ Plays King of Shadows Act 1 Scene 6,7 and 8 Make a text based interpretation of the plot with explanation of references. Explore more information about key events, characters. Interpret importance of setting, events, role of characters. Make more informed notes about settings, events and character impressions . AO1, AO3	Drama/ Plays King of Shadows Act 1 Scene 9 and 10 Explore setting, key events, and characters’ interactions. Make notes of one’s deductions of events,characters ,ideas and settings. Explore the effect of language ,form and structure AO 1, AO2	Drama/ Plays King of Shadows Act 1 Scene 10 and 11 Close reading of KING OF SHADOWS Act 1 Scene 10 & 11 Understand how the characters, ideas, events, themes and viewpoints develop through the play. Explore the effect of language, form and structure. AO1, AO2	Drama/ Plays King of Shadows Act 1 Scene 12 Explore the events, settings, development of characters and themes in the play. Understand the setting and its relevance to the play. Explore the effect of language, form and structure. Express relevant personal response. AO2, AO3.	REVISION Poetry and King of Shadows Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual references. Analyze language, form and structure used to convey character, events, ideas and viewpoints so as to form an impression.	REVISION Poetry and Prose Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual references. Analyze language, form and structure used to convey character, events, ideas and viewpoints so as to form an impression.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Prose - Stories From shakespeare King Lear Read and annotate meaningfully King Lear. Explore the opening of King Lear. Identify settings, events, characters and interactions. Predict storyline. Identify the main points or ideas in ‘King Lear’ and how ideas are sequenced and developed by the writer. Express relevant personal response. AO 1, AO 4	Prose - Stories From shakespeare King Lear/ Macbeth Read ‘Macbeth’, effectively for meaning. Understand and respond to ideas, events and characters. Discuss characters and themes in the story with evidence. Express personal response to the events, characters, themes in the story. AO 1, AO 4	Prose - Stories From shakespeare Macbeth Express viewpoints. Explain the theme and plot of the story Explore the character’s actions and setting of the story Interpret questions and respond appropriately showing evidence of knowledge and understanding of the story. AO 1, AO 4	Poetry :Comparing poems Understanding the author’s craft Understand the poet’s feelings and ideas. Express relevant personal response. Explore how poetic techniques are used to create visual and sound effects and to help readers understand the poet’s feelings and ideas. Read closely the poet’s language choices and explore their effect. Compare the two poems on ideas ; the poets’ choice of language and poetic devices; the poets’ use of form and structure. I love me Mudder by Benjamin Zephaniah. Mother to Son by Benjamin Zephaniah. AO 1, AO 2	Poetry :Comparing poems Understanding the author’s craft Explore the poet’s point of view. Comparing main ideas; viewpoints; effect of writer’s use of language and poetic techniques in both the poems. Comparison of how form and structure create meaning. ELECTRONIC BRAIN and I WANT TRAINERS – NORMAN SILVER AO 1, AO 2	Drama/ Plays King of Shadows Act 2 Scene 1-2 Close reading of the play King of Shadows Act 2 Scene 1 and 2 Interpret character’s actions, thoughts and feelings. Express personal response with evidence Identify different viewpoints. Understand how the characters, ideas, events and themes develop through the play. Explain the effect of language, form and structure. AO 1, AO 2	Drama/ Plays King of Shadows Act 2 Scene 3,4 and 5 Identify and interpret the view points of characters. Explore writer’s perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. AO 1, AO 2	Drama/ Plays King of Shadows Act 2 Scene 6 Interpret character’s actions, thoughts and feelings. Identify and explain the settings, events and main ideas. Identify the key ideas. Identify and express the view points from character’s, reader’s and writer’s perspective. Make more informed notes about settings, events and character impressions .. Explain the effect of language, form and structure. AO 1, AO 2
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	REVISION King of Shadows	REVISION Prose	REVISION Poetry	Drama/ Plays King of Shadows Act 2 Sc 6-9	Drama/ Plays King of Shadows Act 2Sc 10-12	Drama/ Plays King of Shadows Act 1 and 2	Drama/ Plays King of Shadows Act 1 and 2	Poetry Recitation

Term 2	<p>Explain the effect of writer's use of language, form and structure in selected extracts from the play. Explain settings, events and main ideas.</p> <p>Interpret character's actions, thoughts and feelings.</p> <p>Express personal response with evidence.</p> <p>Understand different view points.</p> <p>Understand how the characters, ideas, events and themes develop through the play.</p> <p>AO 1, AO2, AO3</p>	<p>Identify and express the view points from character's, reader's and writer's perspective.</p> <p>Explore the events, settings and development of characters and themes in the play.</p> <p>Express the understanding of characters.</p> <p>Express relevant personal response. AO 1, AO 4.</p>	<p>Compare how language, form and structure are used to convey ideas, themes, feelings, thoughts, themes and attitudes in poems.</p> <p>Understand poetic devices such as similes, metaphors, and explain how these add to the theme.</p> <p>Express personal response with evidence. AO 1, AO 2.</p>	<p>Identify and interpret the view points of characters.</p> <p>Explore writer's perspective.</p> <p>Express viewpoints.</p> <p>Identify and explore the stage directions that help in analyzing the characters, events, setting.</p> <p>Read and make notes of plot development.</p> <p>Express personal response to the text and support with textual references. AO 1, AO 2.</p>	<p>Identify and interpret the view points of characters.</p> <p>Explore writer's perspective.</p> <p>Express viewpoints.</p> <p>Identify and explore the stage directions that help in analyzing the characters, events, setting.</p> <p>Read and make notes of plot development.</p> <p>Express personal response to the text and support with textual references.</p> <p>AO 1, AO 2.</p>	<p>Read aloud lines from a play in role.</p> <p>Ask and answer questions in role - hot seating characters; conducting interviews;</p> <p>Reading in role; role play Act 1 and 2; peer assessment AO 7, AO 8.</p>	<p>Take on the role of a character and explore thoughts and feelings.</p> <p>Present a memorised performance to an audience.</p> <p>Role play Act 1 and 2/Performance of opening song and ending song.</p> <p>AO 7, AO 8.</p>	<p>Draft, rehearse and perform own compositions of a poem showing understanding through volume, gesture, expression and eye contact.</p> <p>Identify audience/purpose of writing and select appropriate form.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Assess effectiveness of own and others' writing.</p> <p>Recitation and Writing own poems. AO7, AO 8.</p>
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St. Mary's Catholic High School (2022-2023)

YEAR 8 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2022 - 2023

YEAR 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
	THE RED - HEADED LEAGUE	THE RED - HEADED LEAGUE	THE MERCHANT OF VENICE ACT1 (SCENE i and ii)	THE MERCHANT OF VENICE ACT1 (SCENES iii & iv)	THE MERCHANT OF VENICE ACT2 (SCENES i to iv)	THE MERCHANT OF VENICE ACT2 (SCENES v & vi)	THE MERCHANT OF VENICE ACT 2 (SCENES vii & viii)	POETRY SINCE 1789 The Mouse and the Cake
Term 1	<p>A brief Introduction to the key features of 19th century detective fiction.</p> <p>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.</p> <p>Understand and use appropriate prose terminology.</p>	<p>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.</p> <p>Understand and use appropriate prose terminology.</p> <p>To read, understand and respond to text while maintaining a critical style and develop an informed personal response</p> <p>Critical Reading and Writing - CW ASSESSMENT</p>	<p>RESEARCH on William Shakespeare: Life and Works.</p> <p>Explore the features of comedy and the social, cultural and historical context of The Merchant of Venice.</p> <p>Understand setting/; interpret the main event/s, characters' actions and reactions.</p> <p>Express response to text: opening, mood and atmosphere with reasons and appropriate evidence.</p> <p>Explore Shakespeare's use of language devices and drama techniques to convey ideas, events (plot), characters'</p>			<p>To interpret playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Explore Shakespeare's use of comic elements and dramatic irony in Act 1 and II. Explore Shylock's actions, thoughts ; and feelings of despair.</p>	<p>To interpret playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Explore Shakespeare's use of comic elements and dramatic irony presented in scene (vii) Scene (viii) Shylock's feelings of despair. Scene (ix) Arragon's self - importance; appearances and deception.</p>	<p>To read, understand and interpret key ideas. To analyse the language, poetic techniques, form and structure used by the poets to create meanings and effects, using relevant poetry terminology where appropriate. Express informed personal response to poems.</p> <p>CLASSWORK- Critical analysis of poets' use of ideas, language and poetic devices, form and structure</p>

				To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Relevant themes: role of women; usury; stereotypes 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
	To read, understand and interpret key ideas. To analyse the language, poetic techniques, form and structure used by the poets to create meanings and effects, using relevant poetry terminology where appropriate. Express informed personal response to poems. CLASSWORK ASSIGNMENT- Critical analysis of poets' use of ideas, language and poetic devices, form and structure	To explore and analyse plot, characters, themes and the writer's viewpoints and style. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology. To read, understand and respond to text while maintaining a critical style and develop an informed personal response	To explore and analyse plot, characters, themes and the writer's viewpoints and style. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology. To read, understand and respond to text while maintaining a critical style and develop an informed personal response. CLASSWORK ASSESSMENT - Long answer/essay question on theme.	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 context. --Revise 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 style --Revise 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	DRAMA	POETRY	POETRY	POETRY	PROSE	PROSE	PROSE
	THE MERCHANT OF VENICE ACT 4 (SCENE 1)	THE M O V ACT 4 (SCENES 1 & 2)	POETRY SINCE 1789	POETRY SINCE 1789	POETRY SINCE 1789	THE ENGINEER'S THUMB	THE FIVE ORANGE PIPS	THE FIVE ORANGE PIPS

Term 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 analyse 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 maintaining 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.	Discuss Q.b. 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. Guidance on interpretation of questions, timing the answer, and revising the answer. PROSE ASSESSMENT - Q a. and Q.b
	WEEK 10 PROSE THE BLUE CARBUNCLE	WEEK 10 PROSE REVISION - FINAL EXAM	WEEK 11 POETRY/DRAM REVISION - FINAL EXAM	WEEK 12 PROSE HUR CONAN DOYLE/Agatha Chr	WEEK 13 PROSE/POETRY MODERN POETRY	WEEK 14 DRAMA THE MERCHANT OF VENICE	WK 15 DRAMA THE M O V ACT 5 (SCENE i)	WK 16 DRAMA 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 style --Revise 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								
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	POETRY UNSEEN POETRY /	POETRY	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	THE TEMPEST	THE TEMPEST
	NETTLES BY VERNON SCANNELL	VALENTINE DUFFY BY CAROL ANN 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 1	THE TEMPEST ACT 1, SCENE 2 (Lines 1-320)

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

YEAR 10 ENGLISH LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2022-2023								
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Prose	Reading - Prose	Reading - Prose	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 To explore the features of tragedy and the social historical background Compare historical perspectives on the supernatural. Understand how Shakespeare uses this in Macbeth.	Learning Objectives To understand the setting and the main conflict that sets the action. (Baseline Assessment)	Learning Objectives To explore character traits & the evident thematic aspects. To explore plot and character development.	Learning Objectives 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)	Learning Objectives 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.	Learning Objectives To explore plot, character , analyse themes & comment on aspects of style. Context question 2a	Learning Objectives To explore character traits, analyse themes & comment on aspects of style. (Assessment-2)	Learning Objectives 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

Term 1	Reading - Poetry (Relationship)	Reading - Poetry (Relationship)	Reading - Poetry (Relationship)	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama
	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
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects.	To examine the poetic language and techniques; form and structure used to enhance the meaning & convey the writers' attitude.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects. (Assessment-3)	To explore the social historical background and to understand the setting and the main conflict that sets the action Context Question	To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions	To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions (Assessment-4)	To read with insight and engagement, understanding the writer's use of themes, structural devices characters and plot.	To analyse the language, form and structure used by Shakespeare to create meanings and effects.
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Reading - 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)
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	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)
YEAR 10	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Reading - Poetry (Relationship)	Reading - Poetry (Relationship)	Reading - Poetry (Relationship)	Reading - Drama	Reading - Drama	Reading - Drama	Revision - Prose	Revision - Poetry
	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)
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	To examine the poetic devices used to enhance the meaning & convey the writers' attitude.	To examine the poetic devices used to enhance the meaning & convey the writers' attitude. (Comparison Assessment 7)	To examine the poetic devices used to enhance the meaning & convey the writers' attitude. (Unseen Poetry Assessment-8)	To read with insight and engagement, understanding the writer's use of dramatic irony, linguistic and structural devices.	To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions	To explore characters,analyse themes & comment on style. (Assessment-9)	To explore characters, analyse themes and comment on style.	To compare the poets' portrayals of the theme through their use of language, form and structure.

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

Term 2	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings.							
		MOCK EXAMS followed by BOARD EXAMINATIONS 2023						

YEAR 12 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2022-2023								
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	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 Lammis Hiringling (3)	Ode on a Grayson Perry Urn & An Easy Passage (3)
	Learning Obj To introduce setting and the socio-cultural background, to explore characters & themes	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes.	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. TERM 1 ASSESSMENT 1 (PROSE)	Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM 1 ASSESSMENT 2 (POETRY)	Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama
	Dr. Faustus- Background & 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 To explore the features of a political satire and relate to the conflict caused by the Tudor reign	Learning Obj To understand and analyse the times and purpose of Marlowe's work. Writer's use of structure and form and how these are used to create literary effects	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 integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. TERM 1 ASSESSMENT 1 (Dr. Faustus)	Learning Obj To explore the changes in America after WW2, decline of aristocracy and effect of industrialisation on agriculture	Learning Obj To interpret the playwright Tennessee William's craft in developing the plot, characters and themes.	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To explore the development and show critical appreciation of the plot, characters and themes. TERM 1 ASSESSMENT 2 (ASND)
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	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 To give personal insight and show understanding of the writer's craft and purpose.	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.	Learning Obj To give personal insight and show understanding of the writer's craft and purpose. TERM 1 ASSESSMENT 3 (PROSE)	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.	Learning Obj To evaluate the writers' craft and relate to the use of literary and stylistic devices.	Learning Obj To evaluate the writers' craft and relate to the use of literary and stylistic devices.	Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM 1 ASSESSMENT 4 (POETRY)	Learning Obj To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. To compare mood, tone, structure and use of poetic devices
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900 Drama	Reading - Pre 1900 Drama Revision	Reading - Post 1900 Drama & Revision
	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 Street Car Named Desire (3)
	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.	Learning Obj Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry
	Kite Runner Ch. 20-21 (3)	Kite Runner Ch. 21-23 (3)	Kite Runner Ch. 24 (3)	Kite Runner 25 (3)	The Furthest Distances I've Travelled & Giuseppe (3)	Out of the Bag & Effects (3)	Genetics (3)	From the Journal of a Disappointed Man & Look We Have Coming to Dover (3)
	Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM II ASSESSMENT 1 (PROSE)	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 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 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	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	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	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 Sc 8-9 (3)	Dr. Faustus Sc 10 (3)	Dr. Faustus Sc 11-12 (3)	Dr. Faustus Sc 13 (3)	A Street Car Named Desire- Sc 7-8 (3)	A Street Car Named Desire- Sc 9 (3)	A Street Car Named Desire- Sc 10 (3)	A Street Car Named Desire- Sc 11 (3)
	Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	Learning Obj To understand and analyse writers' use of language, structure and plot development and how these are used to create literary effects	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes. TERM 2 ASSESSMENT 1 (Dr. Faustus)	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 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 To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response	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)
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Reading - Prose/Poetry							
	Kite Runner & Anthology Poems (3)							
	Learning Obj							

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
Term 2	Reading - Pre/Post 1900 Drama							
	Dr. Faustus & A Street Car Named Desire (3)							
	Learning Obj							
	To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response							
MOCK EXAMS followed by BOARD EXAMINATIONS 2023								

YEAR 13 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2022-2023								
Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading - Prose- Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose- Colonisation and After	Reading - Prose- Colonisation and After & Poetry	Reading - Prose- Colonisation and After	Reading - Prose- Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After
	Heart of Darkness Background (3)	Heart of Darkness Part I (The Nellie...if such was my fancy) (3)	Heart of Darkness Part I (I got my appointment...and got up shirtfronts) (3)	Heart of Darkness Part I (He had been out...grove of death) & Unseen Poetry (3)	Lonely Londoners Background & Introduction (3)	Lonely Londoners (Pages 1-15-Shopping for rations) (3)	Lonely Londoners (Pages 15-29- The only thing...the room) (3)	Lonely Londoners (Pages 29-45- When Moses ... right way)& Unseen Poetry (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To introduce setting and the socio-cultural background;to explore characters & themes	To explore the development and show critical appreciation of the plot,characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. TERM 1 ASSESSMENT 1 (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
Term 1	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare	Reading - Shakespeare
	Hamlet Overviewn of Syllabus Act 1 Scene I (3)	Hamlet Act 1 Scenes 2 and 3 (3)	Hamlet Act I Scenes 4, 5 & Act II Scene 1 (3)	Hamlet Act II Scene 2 (3)	Hamlet Act III Scenes 1 -2 (3)	Hamlet Act III Scene 3 (3)	Hamlet Act III Scene- 4 (3)	Hamlet Act IV Scenes 1- 4 (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	*Discuss research findings on historical, political,social, cultural context of Elizabethan age and the influences on Shakespeare's plays.*Understand features of shakespearean tragedy.* Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2.Baseline Assessment.	* 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 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	* 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
Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Post 1900 Poetry	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose & Revision
	Heart of Darkness Part I (I left...the opportunity) (3)	Heart of Darkness Part I (He blew the candle...when there) (3)	Unseen Poetry -(3)	Heart of Darkness Part II (One evening...power of meddling) (3)	Lonely Londoners (Pages 45-61- During them...don't care anymore)-3	Lonely Londoners (Pages 61-75-It have a ...worry in the world)-3	Lonely Londoners (Pages 76-90- Is one of...a good licking) (3)	Lonely Londoners (Pages 91-105- Now when...people here) & Review Study (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To give personal insight and show understanding of the writer's craft and purpose.	To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response. TERM 1 ASSESSMENT 3 (UNSEEN POETRY)	To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	To give personal insight and show understanding of the writer's craft and purpose.	To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response. TERM 1 ASSESSMENT 4 (COMPARATIVE STUDY OF NOVELS)	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices.
Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Reading - Shakespeare	Reading -Shakespearean Drama	Reading - Shakespearean Drama	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Pre 1900 Poetry	Reading - Revision
	Hamlet Act IVScenes 5 - 7 (3)	Hamlet Act V Scene I (3)	Hamlet Act V Scene- 2 (3)	Introduction to Victorian Verse. Christina Rossetti(3)	Chritina Rossetti andThomas Hardy (3)	Thomas Hardy and Emily Bronte	Revision Victorian Verse(3)	Revision Shakespeare (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	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 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	* 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	Introduction to social cultural background of the Victorian Age.Express informed critical response to poems.AO1.Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts AO3	Express informed critical response to poems.AO1.Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts.AO3	Express informed critical response to poems.AO1.Analyse themes,language and poetic techniques.AO2 Explore the significance and influence ofdifferent .Assessment on contexts.AO3. Integrate different interpretationsAO5.Assessment -Poetry	Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations.Assessment -Poetry	Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations
Year 13	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	Reading - Prose- Colonisation and After	Reading - Prose- Colonisation and After	Reading - Prose- Colonisation and After	Reading - Prose-Colonisation and After

Term 2	Heart of Darkness Part II (Towards the evening...water was steep) (3)	Heart of Darkness Part II (We tore slowly along...had found time for!) (3)	Heart of Darkness Part II-III (But this must have been...the eternal slumber) (3)	Heart of Darkness Part III (I'm not disclosing...Krutz's friend-in a way) (3)	Heart of Darkness Part III ("He said with a good deal...nothing more for smoke) (3)	Heart of Darkness Part III (The brown current...immense darkness) (3)	Lonely Londoners (Pages 106-120- "Ah, you does say...turn down the gas a little) (3)	Lonely Londoners (Pages 121-139-"You all right...till the end) (3)
	Learning Obj To interpret the playwright's craft in developing the plot, characters and themes.	Learning Obj To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. TERM II ASSESSMENT 1 (UNSEEN POETRY)	Learning Obj To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	Learning Obj To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	Learning Obj To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	Learning Obj To understand and analyse writers' use of language, structure and plot development and how these are used to create literary effects TERM II ASSESSMENT 2 (COMPARATIVE STUDY OF NOVELS)	Learning Obj To consider the writer's point of view by linking to the social and historical background, characters and themes making contextual references.	Learning Obj To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.
Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Reading - Pre 1900 Poetry Elizabeth Barret Browning (3)	Reading - Pre 1900 Poetry Robert Browning (3)	Reading - Pre 1900 Poetry Tennyson -From <i>In Memoriam</i>	Reading - Pre 1900 Poetry Tennyson - From <i>In Memoriam / From Maud</i> (3)	Reading - Pre 1900 Poetry Tennyson - From <i>In Memoriam / From Maud</i> (3)	Reading - Pre 1900 Poetry Revision - Victorian Verse (3)	Reading - Pre 1900 Poetry Revision - Victorian Verse (3)	Reading - Shakespeare (3) Hamlet (3)
	Learning Obj Express informed critical response to poems.AO1.Analyse themes,language and poetic techniques.AO2 Explore the significance and influence ofdifferent contexts.AO3. Integrate different interpretations in critical response AO5	Learning Obj Express informed critical response to poems.AO1.Analyse themes,language and poetic techniques.AO2 Explore the significance and influence ofdifferent contexts.AO3. Integrate different interpretations in critical response AO5	Learning Obj Express informed critical response to poems.AO1.Analyse themes,language and poetic techniques.AO2 Explore the significance and influence ofdifferent contexts.AO3. Integrate different interpretations in critical response AO5.Assessment -Poetry	Learning Obj Express informed critical response to poems.AO1.Analyse themes,language and poetic techniques.AO2 Explore the significance and influence ofdifferent contexts.AO3. Integrate different interpretations in critical response AO5	Learning Obj * Analyse theme, language and poetic techniques AO2.*Express informed critical response to poems AO1.* Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse	Learning Obj * Analyse theme, language and poetic techniques AO2.*Express informed critical response to poems AO1.* Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse	Learning Obj * Analyse theme, language and poetic techniques AO2.*Express informed critical response to poems AO1.* Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse	Learning Obj *Express informed critical response. AO1 Analyse characterisation,theme, language and dramatic techniques. AO2.* Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on <i>Hamlet</i> .
	Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
Term 2	Reading - Prose- Colonisation and After/Poetry Revision HOD, Lonely Londoners and UnseenPoems (3) Learning Obj To show knowledge and depth in exploring the writer's purpose and craft. To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings							
	Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
Term 2	Revision - Shakespeare Hamlet (3) Learning Obj *Express informed critical response. AO1 Analyse characterisation,theme, language and dramatic techniques. AO2.* Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5.							
	Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15

MOCK EXAMS followed by BOARD EXAMINATIONS 2022