

## English

### Curriculum Principles

**By the end of their all-through education, a student of English at Dixons Trinity Chapeltown will:**

- encounter and appreciate a wide variety of high quality literature and literary non-fiction involving the best that has been thought and said. Students will be well-versed in a range of fictional forms such as poetry, plays, novels and short stories; non-fictional forms studied will include letters, speeches, diaries, essays and articles. This enriching and challenging experience of the world of English is sequenced and arranged thematically by key moral and philosophical concepts, ensuring that students encounter a wide variety of perspectives, cultures and historical contexts.
- know how to be able to craft their writing to match the conventions of a wide variety of forms. Students will be able to make judicious choices regarding voice, language, structure and grammar to manipulate readers in a variety of contexts.

**Our uniting 'sentence' is "the English Department inspired the students of Dixons Trinity Chapeltown to be enthusiastic, insightful readers; skilful, creative writers and confident, competent orators".**

**In order to achieve a true understanding of English, topics have been intelligently sequenced based on the following rationale:**

- each academic year, students are exposed to high quality 'core texts' which build on the strong foundations of the previous year or Key Stage. Students will be gradually exposed further to the challenging world of English, ensuring mastery of the important knowledge and processes involved in their reading and writing. The sequencing of core texts involves the mastering of key concepts, time periods and writers including classical works, Shakespeare, Victorian literature and twentieth-century novels.
- within each scheme of work, key knowledge is taught and re-visited on a regular basis through interleaved 'Do Now' quizzes, Morning Mastery quizzes and repetition of key skills. All schemes of work allow for key schema to be added to whereby teachers carefully select new knowledge to teach based on the changing needs of the students each time they re-visit an area of a key concept or knowledge.

**The English curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- by providing opportunities for all students to appreciate a very broad variety of texts written in a very broad variety of contexts with situated purposes, we intend to increase the cultural capital of all students allowing them to access concepts and moral standpoints at least as well as their more advantaged peers.
- by providing double and triple staffing for the lowest ability learners, and those who are new to English, the department aims to close gaps in the pre-requisite knowledge students require swiftly and responsively in order for students to access the wider curriculum. Fresh Start phonics and highly tailored vocabulary driven writing lessons are taught by trained, specialist teachers.

**We fully believe English can contribute to the personal development of students at DTC:**

- by selecting a wide variety of texts which provide contrasting viewpoints regarding a range of moral issues, the English curriculum provides a wealth of opportunities for students' moral development through understanding perspectives that differ from those shared by their own communities; thus, promoting cohesion and empathy.
- through selecting texts from a wide variety of cultural contexts and time periods, students' understanding and empathy for a plethora of cultures, historical periods and social / moral issues is deepened.
- through selecting a variety of non-fiction texts in all year groups, ranging from topics such as social media use and healthy eating to sustainability and environmental issues, many opportunities for personal development are provided.
- pupils will have the opportunity to question how texts enter into the canon / think critically about the perspectives presented in texts from different time periods.

**At KS2, KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- each topic taught in the Secondary Phase has a 'careers spotlight', where students will explore a profession linked to that particular unit of work.
- through taking part in several national writing competitions, students will be given the opportunity to become published authors gaining insight into this career path and the process and competition involved in becoming a published writer.



- as one of their summits, all students will take a role in the performance of a play written by Shakespeare gaining insight into the processes required to produce an effective performance.
- through use of tutors from the Tutor Trust, targeted students work with English undergraduates who are given the opportunity to share their intended career paths with the students they tutor.

**A true love of English involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- students are given the opportunity to appreciate narratives from a variety of time periods and cultures ranging from Ancient Greece to modern word literature. Students gain an understanding of other cultural concepts such as early twentieth century political literature with Animal Farm, as well as American literature with Of Mice and Men. Students will understand English as a 'world' full of ideas and opportunity beyond the exam specification.
- students will be given the opportunity to probe how playwrights, poets, novelists and journalists utilise nuanced language to convey moral, spiritual and political messages with increasing sophistication each year.
- each year, students will be given the opportunity to read the books shortlisted for the Carnegie Medal as an extra-curricular option.
- within the drama co- curricular elective, students are given the opportunity to perform a variety of plays from Shakespeare's works to contemporary plays such as Romeo and Juliet, A Midsummer Night's Dream, Macbeth and Fame.



## Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	<b>Reading</b>	Read Write Inc: sound acquisition and oral blending DTC Reading Spine: Starting School, The Tiger Who Came to Tea, Owl Babies, The Owl Who was Afraid of the Dark Rhyme of the Term: Head, Shoulders, Knees and Toes	Read Write Inc: word reading DTC Reading Spine: Cops and Robbers, We're Going on a Bear Hunt, Farmer Duck, Millie's Chickens Rhyme of the Term: Humpty Dumpty	Read Write Inc: sentence and story reading DTC Reading Spine: The Very Hungry Caterpillar, The Gruffalo, Whatever Next!, Goodnight Moon Rhyme of the Term: Mary, Mary Quite Contrary
	<b>Writing</b>	Key texts: The Tiger Who Came to Tea; The Gingerbread Man Text structures: resolution stories; cumulative tales	Key texts: Supertato; Millie's Chickens Text structures: stories from a familiar setting; non-chronological report (information text)	Key texts: Little Red Hen; Giant Jam Sandwich Text structures: cumulative tales; non-chronological report (instruction texts)
	<b>SPaG and Vocabulary</b>	Segmenting CVC / CCVC / CVCC words, identifying and writing initial sounds in words, verbal construction of a simple sentence	Segmenting words containing some diagraphs / trigraphs, writing CVC / diagraph words and phrases, writing some irregular common exception words, using finger spaces between words, verbal construction of a complex sentence	Writing words containing some diagraphs / trigraphs, write some irregular common exception words, write a simple sentence to be read by themselves and others, using capital letters and full stops to start and end a sentence
YEAR 1	<b>Reading</b>	Read Write Inc. DTC Reading Spine: Lost and Found, Beegu, The Emperor's Egg, The Magic Porridge Pot, Elmer Rhyme of the Term: Calling names by Irene Rawnsley; Happy Poem by James Carter	Read Write Inc. DTC Reading Spine: Jack and the Beanstalk, Meerkat Mail, Handa's Surprise, Avocado Baby Rhyme of the Term: The Owl and the Pussy-cat by Edward Lear; Seasons of Trees by Julie Holder	Read Write Inc. DTC Reading Spine: Stuck, Nibbles the Book Monster, Peace at Last Rhyme of the Term: Ring-a-ring o' roses by Anon; Peter Piper by Anon
	<b>Writing</b>	Key texts: Lost and found; The Magic Porridge Pot Text structures: journey stories; non-chronological reports (Instruction texts); losing and finding stories	Key texts: Jack and the beanstalk, Meerkat Mail, Handa's Surprise. Text structures: conquering the monster tale; non-chronological report (persuasive texts); chronological report (recount texts)	Key texts: Stuck; Nibbles the Book Monster Text structures: cumulative stories; non-chronological report (information text) Poetry focus: poetry recital and performance
	<b>SPaG and vocabulary</b>	Spelling using regular plural suffixes, using capital letters, full stops and finger spaces, combining words to form simple sentences	Spelling using some suffixes (ing, ed, er, est), understanding the impact of the prefix 'un' on root words, using question marks, exclamation marks and the conjunction, sequencing sentences to form short narratives	Consolidation, re-teaching or deepening understanding of previously taught SPAG rules.
YEAR 2	<b>Reading</b>	Read Write Inc. DTC Reading Spine: The Three Billy Goat's Gruff, Who's Afraid of the Big Bad Book?, Dr Xargle's Book of Earthlets, Not Now Bernard Rhyme of the Term: London Bridge is Falling Down by Anon; The Day the Zoo Escaped by Michaela Morgan and Sue Palmer	Read Write Inc. DTC Reading Spine: The Lorax, Gorilla, Emily Brown and the Thing Rhyme of the Term: The Dinosaur's Dinner by June Crabb; Don't be such a Fusspot by Brain Moses	Read Write Inc. DTC Reading Spine: The Papaya that spoke, Amazing Grace, Traction Man Rhyme of the Term: A sailor went to sea sea sea by Anon; A Smile by Jez Alborough



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 2	<b>Writing</b>	Key texts: Billy Goats Gruff; The Tortoise and The Hare Text structures: conquering the monster tales; non-chronological reports (instruction text); fables	Key texts: If I had a dinosaur; The BFG; The Lorax Text structures: stories from a familiar setting; non-chronological report (information text); warning tales	Key texts: The papaya who spoke Text structure: cumulative stories, chronological report (recount) Poetry focus: Limericks
	<b>SPaG and vocabulary</b>	Using and applying spelling rules, applying suffixes to a root words which do not change the last letter, using capital letters, full stops, exclamation sentences and question marks, using expanded noun phrases and adverbs within writing, consistently using the accurate tense within writing (past and present)	Applying suffixes to a root word which changes the last letter, spelling homophones, using and applying spelling rules, using commas in a list, apostrophes for contractions, apostrophes for possession.	Consolidation, re-teaching or deepening understanding of previously taught SPAG rules.
YEAR 3	<b>Reading</b>	Reading Reconsidered: Aesop's Fables, Stone Age Boy and non-fiction texts to link. DTC Reading Spine: The Boy Who Cried Wolf, Hansel and Gretel, The Abominables, Emil And The Detectives Rhyme of the Term: My Shadow by Robert Louis Stevenson; The End by A.A.Milne	Reading Reconsidered: The Lion, The Witch and The Wardrobe, The Iron Man and non-fiction texts to link. DTC Reading Spine: The Lion, the Witch and the Wardrobe, Rumpelstiltskin, Tom's Midnight Garden Rhyme of the Term: The Ladybird by Enid Blyton; 10 Dancing Dinosaurs by John Foster	Reading Reconsidered: The Railway Children, Greek Myths and non-fiction texts to link. DTC Reading Spine: Medusa and Perseus, The Iron Man Rhyme of the Term: How many seconds in a minute? By Christina Rossetti; Who's who by Benjamin Zephaniah
	<b>Writing</b>	Key texts: The boy who cried wolf, Little Red Riding Hood Text structures: fables, chronological reports (newspaper report); quest tales	Key texts: The Chronicles of Narnia: The Lion, the Witch and the Wardrobe by C.S. Lewis; Rumpelstiltskin Text structures: quest tales; non-chronological report (persuasive text); conquering the monster tale	Key texts: Medusa and Perseus Text structures: Myths / Legends; non-chronological report (instruction texts) Poetry Focus: Haiku
	<b>SPaG and vocabulary</b>	Applying prefixes and suffixes to root words, spelling further homophones, spelling common irregular exception words, using apostrophes for regular plurals, apostrophes for contractions and possession, using commas in a list, using the present perfect form of verbs, using conjunctions to express time, place or cause, using expanded noun phrases to add extra description	Applying prefixes and suffixes to root words, spelling further homophones, spelling common irregular exception words, using apostrophes for regular plurals, using inverted commas to punctuate direct speech, using adverbs to indicate time, using prepositions to add additional information, using paragraphs to group related sentences	Consolidation, re-teaching or deepening understanding of previously taught SPAG rules.
YEAR 4	<b>Reading</b>	Reading Reconsidered: Charlotte's Webb DTC Reading Spine: The Firework-Maker's Daughter, Charlotte's Web, Why the Whales Came Rhyme of the Term: Lines written by a bear with very little brain by A.A. Milne; Autumn Fires by Robert Louis Stevenson	Reading Reconsidered: Beowulf DTC Reading Spine: Beowulf, Voices in the Park Rhyme of the Term: The Tyger by William Blake; The Magic Box by Kit Wright	Reading Reconsidered: War Horse DTC Reading Spine: War Horse, The Snow Walker's Son Rhyme of the Term: Guess Who by Conrad Burdekin; Witches Chant by William Shakespeare
	<b>Writing</b>	Key texts: Charlotte's Webb; Little Red Riding Hood Text structures: losing and finding stories; non-chronological report (persuasive text); quest stories	Key texts: Beowulf; The Tunnel Text structures: conquering the monster legend; non-chronological report (explanation text); dangerous setting story	Key texts: War Horse Text structures: tale of fear stories; chronological report (recount text) Poetry Focus: Kenning



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 4	<b>SPaG and vocabulary</b>	Applying prefixes and suffixes to root words, spelling further homophones, spelling common irregular exception words, using apostrophes for regular plurals, using apostrophes to mark plural possession, expanding noun phrases by use of adjectives or prepositional phrases, using coordinating and subordinating conjunctions, using the past and present progressive tense, using the past and present perfect tense	Applying prefixes and suffixes to root words, spelling further homophones, spelling common irregular exception words, using apostrophes for regular plurals, use of commas after fronted adverbials, using inverted commas and other punctuation to indicate direct speech	Consolidation, re-teaching or deepening understanding of previously taught SPAG rules.
YEAR 5	<b>Domain</b>	Graphic novels and narratives with modern issues <i>Key texts: The Arrival by Shaun Tan</i>	An introduction to Shakespeare's world and his plays. Consideration of historical context and exploration of the play form on a key canonical writer.  <i>Key texts: A Midsummer Night's Dream by William Shakespeare</i>	Modern novels and non-linear narratives  <i>Key texts: A Boy at the Back of the Class / Holes</i>
	<b>Reading</b>	Fluently reading of novels using a tone of voice that demonstrates understanding and making comparisons with and across other books.	Understanding meaning of words in the correct context, explain understanding of what has been read, drawing inferences and justifying these with evidence from a text.	Predict and retrieve information from both fiction and non-fiction texts, summarising and identifying main ideas using quotations for illustration, evaluating use of language and considering the impact on the reader.
	<b>Writing</b>	Text structures: descriptive narrative for setting and atmosphere; non-chronological report (persuasive text)	Text structures: narrative story; non-chronological report (discussion text)	Text Structures: chronological report (biographical writing); formal/informal letter writing; non-chronological report (explanation text)
YEAR 6	<b>SPaG and vocabulary</b>	Applying prefixes and suffixes to root words, spelling further homophones, spelling common irregular exception words, using a dictionary and / or thesaurus, using commas to clarify meaning Using a variety of conjunctions, using prefixes / suffixes to convert nouns or adjectives into verbs, using relative clauses within writing	Applying prefixes and suffixes to root words, spelling further homophones Spelling common irregular exception words, using a dictionary and / or thesaurus, using brackets, dashes or commas to indicate parenthesis, using adverbials of time, place, number or tense, indicating degrees of possibility using adverbs or modal verbs	Consolidation, re-teaching or deepening understanding of previously taught SPAG rules.
	<b>Domain</b>	Establishing awareness of Victorian context and social issues in nineteenth century literature <i>Key texts: Oliver Twist by Charles Dickens</i>	Developing students' knowledge of Shakespeare and the literary canon as well as the concept of Shakespearean Comedy <i>Key texts: The Tempest by William Shakespeare</i>	Exploration of a challenging classic novel with important political and moral messages <i>Key texts: Roll of Thunder, Hear my Cry</i>
	<b>Reading</b>	Consolidation reading of novels using a tone of voice that demonstrates understanding and making comparisons with and across other books.	Consolidation of understanding meaning of words in the correct context, explaining own understanding of what has been read, drawing inferences and justifying these with evidence from a text.	Consolidation of prediction and retrieval information from both fiction and non-fiction texts. Along with consolidation of summarising and identifying main ideas using quotations for illustration, evaluating use of language (including figurative language) and considering the impact on the reader.
	<b>Writing</b>	Text structures: descriptive narrative for setting and character; chronological report (recount in the form of a diary).	Text structures: narrative story; formal/informal letters; non-chronological report (persuasive text)	Text structures: Narrative story; non-chronological report (discussion text and information text)



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 6	<b>SPaG and vocabulary</b>	Applying prefixes and suffixes to root words, spelling further homophones, spelling common irregular exception words, using a dictionary and / or thesaurus, use of semi-colons, colons or dashes to mark boundaries between independent clauses, using bullet points in a list or for information Using hyphens to avoid ambiguity Use of paragraphs to link ideas, understanding words of related meanings, such as synonyms and antonyms, understanding the difference between informal and formal speech	Applying prefixes and suffixes to root words, spelling further homophones, spelling common irregular exception words, using a dictionary and / or thesaurus, using the active and passive voice to affect the presentation of information, use of subjunctive forms	Consolidation, re-teaching or deepening understanding of previously taught SPAG rules.
YEAR 7 Revision, introduction and expansion	<b>Domain</b>	This cycle will be centred around the origins of literature and Greek Mythology. Students will encounter a range of myths and early literary concepts that will help to establish a foundational understanding of literature through time. Students will also learn how to craft their own mythological descriptions.	Students will explore <i>The Tempest (Julius Caesar</i> when all-through) in order to develop their understanding of Shakespearean plays as well as the English literary canon. In the second half of this cycle, students will study The History of Rhetoric, including the art of persuasion from great historical orators. This will lead onto discursive writing.	In Cycle 3, students will study Narrative Poetry Through Time, starting with Norse Mythology – Beowulf, and building to a modern day understanding of themes and issues in twenty-first century poems. Students will then cover narrative writing skills.
	<b>Reading</b>	Revision of comprehension strategies and an introduction to analysis of the writer's craft	Introduction to decoding strategies for archaic language and deduction of writers' varied viewpoints with revision of summarising and analysis of the writer's craft	Developing an understanding of historical contexts in relation to analysing literature. A foundation of knowledge around poetic techniques will also be built
	<b>Writing</b>	Revision of accurate, basic sentence construction and use of figurative language to create effective descriptions inspired by the stories studied	Introduction to writing in a variety of non-fiction forms from letters to speeches focusing on expansion of students' repertoire of organisational features, sentence structures and use of persuasive techniques	A consolidation of writing and grammar from throughout Year 7, before a consideration of using structure to form narratives.
	<b>CEAIG</b>	Careers Spotlight: Writer (importance of creativity)	Careers Spotlight: Film/Theatre Director (entertainment industry)	Careers Spotlight: Politician/MP (importance of communication, written and spoken word)
YEAR 8 Development and expansion	<b>Domain</b>	Students will study Victorian Literature, focusing on the impact of historical context on Writers' choices of language, structure and form. Students will explore the core texts of <i>Sherlock Holmes short stories</i> and <i>Oliver Twist</i> . Students will gain a foundational understanding of the Victorian era as a literary context through a range of non-fiction texts	Students will be introduced to Shakespearean Tragedy through <i>Romeo and Juliet</i> . They will explore the concept of Greek Tragedy as a precursor to Shakespeare, and make links to related literature and non-fiction such as sonnets and modern day crime issues.	Students will explore a modern British novel with <i>Animal Farm</i> by George Orwell. Here, students will appreciate the writer's craft in a political context, and learn concepts such as allegory and diatribe.
	<b>Reading</b>	Development of analysis of the writer's craft, including more complex choices such as juxtaposition and use of semantic fields as well as key structural features such as withheld information	Development of the understanding of Shakespeare's world and craft, including Shakespearean techniques and stage craft. Students will also explore how poets create tone and mood through language and form	Students will be able to make detailed links between texts and their historical contexts, as well as their structural features. Revision of reading knowledge taught in Year 7 and 8
	<b>Writing</b>	Murder mystery narrative writing focusing on expansion of students' repertoire of organisational features, sentence structures and descriptive techniques such as anaphora and anthropomorphism	Students should now begin to shape their writing using whole text structure, themes and ideas in order to manipulate readers	Revision of writing knowledge taught in Year 7 and 8
	<b>CEAIG</b>	Careers Spotlight: Journalist (newspaper, magazine, online, TV – how information can be presented)	Careers Spotlight: Advertising/the media (connection to illusions, how the world is presented, how to use creativity for good)	Careers Spotlight: Lawyer (how an understanding of the world, ability to write and ability to communicate can help foster a fair and safe society for all)



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 9 Consolidation	Domain	Students will study modern American fiction through John Steinbeck's <i>Of Mice and Men</i> where they will consolidate reading skills such as language and structural analysis. They will develop their analytical craft by tracking key themes and characters through the novella.	Students will study 'The Gothic' through a core Gothic novel such as <i>Frankenstein</i> or <i>Dracula</i> , as well as appreciating typical Gothic conventions through a range of narratives including, <i>The Tell Tale Heart</i> , <i>The Signal Man</i> and <i>The Red Room</i> , focusing on gothic conventions and the writers' choices of language, structure and form	Students will start by exploring a culturally diverse poetry anthology focusing on identity. Here students will learn to track particular themes amongst a group of poems as well as develop an understanding of poetic devices. Students will then study a challenging text linked to the idea of 'Society and Inequality' with <i>An Inspector Calls</i> by J.B. Priestley. There will be an appreciation of how writers' construct plays to convey a political message and linked context including socialist and capitalist ideology and gender inequality
	Reading	Consolidation of writers' craft including language analysis, structural analysis and theme tracking	Consolidation of analysis of the writer's craft, including the writer's use of increasingly complex choices, such as subtle differences in narrative voice and perspective whilst providing multiple interpretations	Consolidation of reading analysis skills with an introduction to analysis of stage craft and how this is used to create meaning. Poetic devices and understanding.
	Writing	Descriptive writing about settings and narrative writing using themes.	Narrative and descriptive writing incorporating gothic conventions focusing on consolidation of students' repertoire of organisational features, sentence structures and descriptive techniques	Consolidation of knowledge of writing a range of non-fiction forms focusing on crafting compelling arguments about linked themes to ' <i>An Inspector Calls</i> '
	CEAIG	Careers Spotlight: Marketing (how English, creativity and knowledge can be used in business)	Careers Spotlight: Actor (importance of expressing ideas in a variety of forms)	Careers Spotlight: Social Worker (how empathy and understanding of human nature can lead to a fairer society)
YEAR 10 Sophisticated mastery	Exam Spec	<a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a> Mastery of knowledge required for AQA English Literature Paper 2 Section B and C	<a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a> Mastery of knowledge required for AQA English Literature Paper 1 Section B	<a href="https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF">https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF</a> Mastery of knowledge required for AQA English Language Paper 1
	Domain	Appreciation of a range of poems linked to the theme of 'Power and Conflict' with detailed, sophisticated consideration of how different contexts influence poets' choices	Appreciation of increasingly sophisticated stage craft choices and the genre of tragedy with a focus on sophisticated, alternative interpretations of Shakespeare's <i>Macbeth</i>	Mastering the interpretation of a range of 20 <sup>th</sup> and 21 <sup>st</sup> century fiction with a focus on sophisticated interpretations Evaluation of language and structure with a focus on applying these devices with sophistication and originality in students' own work
YEAR 11 Nuanced manipulation	Exam Spec	<a href="#">Exam specification</a> Appreciation of 19 <sup>th</sup> century novel ( <i>Jekyll and Hyde</i> or <i>A Christmas Carol</i> ) forming conceptualised responses regarding how context and language interact to create meaning Mastery of knowledge required for English Language Paper 2 and English Literature Paper 2 Section A	<a href="#">Exam specification</a> Revision of all GCSE English Literature and Language knowledge with a focus on creating conceptualised, nuanced responses to texts and manipulation of linguistic and structural choices in students' own work	

\*A powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.



**Year 1 Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Cycle 1</b>	<b>W/C 24/08</b> Term 1	<b>W/C 31/08</b> Baseline	<b>W/C 07/09</b> Baseline	<b>W/C 14/09</b>	<b>W/C 21/09</b>	<b>W/C 28/09</b>	<b>W/C 05/10</b> Assessment	<b>W/C 12/10</b> Assessment	<b>W/C 02/11</b> Term 2	<b>W/C 09/11</b> Data/Planning day	<b>W/C 16/11</b>	<b>W/C 23/11</b>	<b>W/C 30/11</b>
	<b>Induction</b> Y7 25/08 All 26/08	<b>Journey Stories</b> Cold Task Lost & Found Oliver Jeffers	<b>Journey Stories</b> Imitation Phase Lost & Found Oliver Jeffers	<b>Journey Stories</b> Imitation / Innovation Phase Lost & Found Oliver Jeffers	<b>Journey Stories</b> Innovation Phase Lost & Found Oliver Jeffers	<b>Journey Stories</b> Independent Application Phase Lost & Found Oliver Jeffers	<b>Non- Chronological Report: Instructions</b> Imitation Phase How to look after a Penguin	<b>Non- Chronological Report: Instructions</b> Innovation Phase How to look after a Penguin	<b>Non- Chronological Report: Instructions</b> Independent Application Phase How to look after a Penguin	<b>Losing/Finding stories</b> Imitation Phase The Magic Porridge Pot Pie Corbett	<b>Losing/Finding stories</b> Imitation Phase The Magic Porridge Pot Pie Corbett	<b>Losing/Finding Stories</b> Innovation Phase The Magic Porridge Pot Pie Corbett	<b>Losing/Finding Stories</b> Independent Application Phase The Magic Porridge Pot Pie Corbett
<b>Cycle 2</b>	<b>W/C 07/12</b>	<b>W/C 14/12</b>	<b>W/C 04/01</b> Term 3	<b>W/C 11/01</b>	<b>W/C 18/01</b>	<b>W/C 25/01</b>	<b>W/C 01/02</b> Assessment	<b>W/C 08/02</b> Assessment	<b>W/C 22/02</b> Term 4	<b>W/C 01/03</b> Data/Planning 4/5	<b>W/C 08/03</b>	<b>W/C 15/03</b>	<b>W/C 22/03</b>
	<b>Conquering the monster tale</b> Imitation Phase Jack and the Beanstalk Anna Milbourne	<b>Conquering the monster tale</b> Innovation Phase Jack and the Beanstalk Anna Milbourne	<b>Conquering the monster tale</b> Independent Application Phase Jack and the Beanstalk Anna Milbourne	<b>Conquering the monster tale</b> Independent Application/ Invention Phase Jack and the Beanstalk Anna Milbourne	<b>Conquering the monster tale</b> Invention Phase Jack and the Beanstalk Anna Milbourne	<b>Non- Chronological Report: Persuasive Letters</b> Imitation Phase Meerkat Mail Emily Gravett	<b>Non- Chronological Report: Persuasive Letters</b> Innovation Phase Meerkat Mail Emily Gravett	<b>Non- Chronological Report: Persuasive Letters</b> Independent Application Phase Meerkat Mail Emily Gravett	<b>Non- Chronological Report: Persuasive Letters</b> Invention Phase Meerkat Mail Emily Gravett	<b>Short Burst Writing</b> Descriptive Writing	<b>Chronological Report: Recounts</b> Imitation Phase Handa's Surprise Eileen Browne	<b>Chronological Report: Recounts</b> Innovation Phase Handa's Surprise Eileen Browne	<b>Chronological Report: Recounts</b> Independent Application Phase Handa's Surprise Eileen Browne
<b>Cycle 3</b>	<b>W/C 29/03</b>	<b>W/C 19/04</b> Term 5	<b>W/C 26/04</b>	<b>W/C 03/05</b> School closed 3/05	<b>W/C 10/05</b>	<b>W/C 17/05</b>	<b>W/C 24/05</b>	<b>W/C 07/06</b> Term 6	<b>W/C 14/06</b> Assessment	<b>W/C 21/06</b> Data Input 2	<b>W/C 28/06</b>	<b>W/C 05/07</b>	<b>W/C 12/07</b> Data Day 15/07
	<b>Chronological Report: Recounts</b> Invention Phase Alice in Wonderland Lesley Sims	<b>Cumulative Stories</b> Imitation Phase Stuck Oliver Jeffers	<b>Cumulative Stories</b> Innovation Phase Stuck Oliver Jeffers	<b>Cumulative Stories</b> Independent Application Phase Stuck Oliver Jeffers	<b>Cumulative Stories</b> Invention Phase Stuck Oliver Jeffers	<b>Non- Chronological Report Information</b> Imitation Phase Nibbles the Book Monster Emma Yarlett	<b>Non- Chronological Report Information</b> Innovation Phase Nibbles the Book Monster Emma Yarlett	<b>Non- Chronological Report Information</b> Independent Application Phase Nibbles the Book Monster Emma Yarlett	<b>Non- Chronological Report Information</b> Invention Phase Nibbles the Book Monster Emma Yarlett	<b>Poetry Recital</b>	<b>Poetry Recital</b>	<b>Poetry Recital</b>	<b>End of Year Celebration</b>





**Year 2 Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Cycle 1</b>	<b>W/C 24/08</b> Term 1	<b>W/C 31/08</b> Baseline	<b>W/C 07/09</b> Baseline	<b>W/C 14/09</b>	<b>W/C 21/09</b>	<b>W/C 28/09</b>	<b>W/C 05/10</b>	<b>W/C 12/10</b>	<b>W/C 02/11</b> Term 2	<b>W/C 09/11</b> Assessment	<b>W/C 16/11</b>	<b>W/C 23/11</b>	<b>W/C 30/11</b>
	<b>Induction</b> Y7 25/08 All 26/08	<b>Conquering the monster tales</b> Imitation Phase The Three Billy Goats Gruff	<b>Conquering the monster tales</b> Innovation Phase The Three Billy Goats Gruff	<b>Conquering the monster tales</b> Independent Application Phase The Three Billy Goats Gruff	<b>Conquering the monster tales</b> Invention Phase The Three Billy Goats Gruff	<b>Conquering the monster tales</b> Invention Phase The Three Billy Goats Gruff	<b>Non-Chronological Report: Instructions</b> Imitation Phase How to catch a troll	<b>Non-Chronological Report: Instructions</b> Innovation Phase How to catch a troll	<b>Non-Chronological Report: Instructions</b> Independent Application Phase How to catch a troll	<b>Non-Chronological Report: Instructions</b> Invention Phase How to catch a troll	<b>Short Burst Writing</b> Descriptive Writing	<b>Fables</b> Imitation Phase The tortoise and the hare	<b>Fables</b> Innovation Phase The tortoise and the hare
<b>Cycle 2</b>	<b>W/C 07/12</b>	<b>W/C 14/12</b>	<b>W/C 04/01</b> Term 3	<b>W/C 11/01</b>	<b>W/C 18/01</b>	<b>W/C 25/01</b>	<b>W/C 01/02</b> Assessment	<b>W/C 08/02</b> Assessment	<b>W/C 22/02</b> Term 4	<b>W/C 01/03</b> Data/Planning 4/5	<b>W/C 08/03</b>	<b>W/C 15/03</b>	<b>W/C 22/03</b>
	<b>Stories from a familiar setting</b> Imitation Phase If I had a dinosaur – Gabby Dawnay	<b>Stories from a familiar setting</b> Innovation Phase If I had a dinosaur – Gabby Dawnay	<b>Stories from a familiar setting</b> Independent Application Phase If I had a dinosaur – Gabby Dawnay	<b>Stories from a familiar setting</b> Invention Phase If I had a dinosaur – Gabby Dawnay Milbourne	<b>Non-Chronological Report: Information text</b> Imitation Phase BFG – Roald Dahl	<b>Non-Chronological Report: Information text</b> Innovation Phase BFG – Roald Dahl	<b>Non-Chronological Report: Information text</b> Independent Application Phase BFG – Roald Dahl	<b>Non-Chronological Report: Information text</b> Invention Phase BFG – Roald Dahl	<b>Non-Chronological Report: Information text</b> Invention Phase BFG – Roald Dahl	<b>Short Burst Writing</b> Descriptive Writing	<b>Short Burst Writing</b> Descriptive Writing	<b>Warning tales</b> Imitation Phase The Lorax – Dr Seuss	<b>Warning tales</b> Innovation Phase The Lorax – Dr Seuss
<b>Cycle 3</b>	<b>W/C 29/03</b>	<b>W/C 19/04</b> Term 5	<b>W/C 26/04</b>	<b>W/C 03/05</b> School closed 3/05	<b>W/C 10/05</b>	<b>W/C 17/05</b>	<b>W/C 24/05</b>	<b>W/C 07/06</b> Term 6	<b>W/C 14/06</b> Assessment	<b>W/C 21/06</b> Data Input 2	<b>W/C 28/06</b>	<b>W/C 05/07</b>	<b>W/C 12/07</b> Data Day 15/07
	<b>Cumulative Stories</b> Imitation Phase The Papaya who spoke – Pie Corbett	<b>Cumulative Stories</b> Innovation Phase The Papaya who spoke – Pie Corbett	<b>Cumulative Stories</b> Independent Application Phase The Papaya who spoke – Pie Corbett	<b>Cumulative Stories</b> Invention Phase The Papaya who spoke – Pie Corbett	<b>Chronological Report</b> <b>Recount</b> Imitation Phase The Papaya who spoke – Pie Corbett	<b>Chronological Report</b> <b>Recount</b> Innovation Phase The Papaya who spoke – Pie Corbett	<b>Chronological Report</b> <b>Recount</b> Independent Application Phase The Papaya who spoke – Pie Corbett	<b>Chronological Report</b> <b>Recount</b> Independent Application Phase The Papaya who spoke – Pie Corbett	<b>Chronological Report</b> <b>Recount</b> Invention Phase The Papaya who spoke – Pie Corbett	<b>Poetry</b> Imitation Phase Limericks	<b>Poetry</b> Innovation Phase Limericks	<b>Poetry</b> Independent Application Phase Limericks	<b>Poetry</b> Invention Phase Limericks



### Year 3 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1						Assessment	Assessment	Term 2	Data/Planning day 12/13			
		<b>Induction</b>	<b>Fables</b> Imitation phase The boy who cried wolf	<b>Fables</b> Imitation phase The boy who cried wolf	<b>Fables</b> Innovation phase The boy who cried wolf	<b>Fables</b> Independent application phase The boy who cried wolf	<b>Fables</b> Invention phase The boy who cried wolf	<b>Chronological Report Newspaper</b> Imitation phase The boy who cried wolf	<b>Chronological Report Newspaper</b> Innovation phase The boy who cried wolf	<b>Chronological Report Newspaper</b> Innovation phase The boy who cried wolf	<b>Chronological Report Newspaper</b> Independent application phase The boy who cried wolf	<b>Chronological Report Newspaper</b> Invention phase The boy who cried wolf	<b>Quest tales</b> Imitation phase Little Red
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
		KS1 Pantomime	Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5 World Book Day		KS1 Music For Youth expedition	
	<b>Quest tales</b> Innovation phase Little Red	<b>Quest tales</b> Independent application phase Little Red	<b>Reinduction</b> <b>Discussion text</b> Imitation phase The Lion, the Witch and the Wardrobe	<b>Discussion text</b> Innovation phase The Lion, the Witch and the Wardrobe	<b>Discussion text</b> Independent application phase The Lion, the Witch and the Wardrobe	<b>Discussion text</b> Invention phase The Lion, the Witch and the Wardrobe	<b>Non-chronological Report - letter</b> Imitation phase The Lion, the Witch and the Wardrobe	<b>Non-chronological Report - letter</b> Innovation phase The Lion, the Witch and the Wardrobe	<b>Non-chronological Report - letter</b> Independent application phase The Lion, the Witch and the Wardrobe	<b>Non-chronological Report - letter</b> Invention phase The Lion, the Witch and the Wardrobe	<b>Conquering tales</b> Imitation phase Rumpelstiltskin	<b>Conquering tales</b> Innovation phase Rumpelstiltskin	<b>Conquering tales</b> Independent application phase Rumpelstiltskin
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 24/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 3/05				Term 6 Assessment	Assessment	Data Input 2			Data Day 15/07
	<b>Conquering tales</b> Invention phase Rumpelstiltskin	<b>Reinduction</b> <b>Myths</b> Imitation phase Medusa and Perseus	<b>Myths</b> Innovation phase Medusa and Perseus	<b>Myths</b> Independent application phase Medusa and Perseus	<b>Myths</b> Invention phase Medusa and Perseus	<b>Non-chronological report</b> <b>Instructions</b> Imitation phase Medusa and Perseus	<b>Non-chronological report</b> <b>Instructions</b> Innovation phase Medusa and Perseus	<b>Non-chronological report</b> <b>Instructions</b> Independent application phase Medusa and Perseus	<b>Non-chronological report</b> <b>Instructions</b> Invention phase Medusa and Perseus	<b>Poetry</b> Imitation Haiku	<b>Poetry</b> Innovation Haiku	<b>Poetry</b> Independent Application Haiku	<b>End of Year Celebration</b>



## Year 7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
Cycle 1	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	Staff Induction	Student Induction Y7 25/08 All 26/08	Baseline <b>Greek Myths</b> Background and Context (Ovid, Zeus)	<b>Greek Myths</b> Comprehension / Reading for Meaning (Prometheus, Pandora, Baucis)	<b>Greek Myths</b> Reading for Meaning / word class and language techniques (The Minotaur)	<b>Greek Myths</b> Descriptive Writing: ideas, sentences, punctuation	<b>Greek Myths</b> Descriptive Writing: redraft / reading for meaning and comprehension (Daedalus and Icarus)	<b>Greek Myths</b> Comprehension / Reading for Meaning (Daedalus and Icarus, Medusa)	<b>Reinduction</b> <b>Greek Myths</b> Reading for Meaning / language analysis (Troy, Achilles & Hector)	<b>Greek Myths</b> The Odyssey: Reading for Meaning / language (Background, Odysseus)	<b>Greek Myths</b> The Odyssey: Reading for Meaning / language (Poseidon, Cyclopes) The	<b>Greek Myths</b> The Odyssey: Reading for Meaning / language / structure (Cyclopes, Scylla and Charybdis)	<b>Greek Myths</b> The Odyssey: Reading for meaning / structure / evaluation (Odysseus as archetypal hero)
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	The Tempest Comprehension and retrieval of contextual knowledge	The Tempest Reading for meaning, comprehension	<b>Reinduction</b> <b>The Tempest</b> Broken down language analysis, reading for meaning, comprehension	The Tempest Language analysis, comprehension	The Tempest Evaluative writing, comprehension	The Tempest Evaluative writing, comprehension, language analysis	History of Rhetoric - reading	History of Rhetoric - reading	History of Rhetoric - reading	History of Rhetoric - reading	History of Rhetoric - reading / writing	History of Rhetoric - writing	History of Rhetoric - writing
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoF Expedition		Data Day 15/07
	Narrative Poetry	<b>Reinduction</b> Narrative Poetry	Narrative Poetry	Narrative Poetry	Narrative Poetry	Narrative Poetry	Narrative Poetry	Narrative Poetry	<b>Reinduction</b> Narrative Poetry	Narrative Writing	Narrative Writing	Narrative Writing	<b>End of Year Celebration</b>



## Year 8 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	<b>Induction</b> Y7 25/08 All 26/08	Baseline <b>Victorian Literature</b> Comprehension and retrieval of contextual knowledge and Fiction extract	Baseline <b>Victorian Literature</b> Structural analysis, broken down language analysis and comprehension	<b>Victorian Literature</b> Comprehension, broken down language analysis and comprehension and retrieval of Non-Fiction	<b>Victorian Literature</b> Comprehension and retrieval of Non-Fiction, Transactional writing	<b>Victorian Literature</b> Transactional writing, comprehension and retrieval	<b>Victorian Literature</b> Language analysis, comprehension and retrieval	<b>Victorian Literature</b> Language analysis, evaluative writing, comprehension and retrieval	<b>Reinduction</b> <b>Female Voices in Victorian Literature</b> Comprehension and retrieval of contextual knowledge, and Non-Fiction	<b>Female Voices</b> comprehension and retrieval of Non-Fiction Extract, summarising viewpoints, comparing viewpoints	<b>Female Voices</b> Transactional writing, comprehension and retrieval of fiction extract	<b>Female Voices</b> Thematic analysis, broken down language analysis, comprehension and retrieval	<b>Female Voices</b> Thematic and language analysis of poetry, comparing presentation of ideas across poetry
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Romeo and Juliet	Romeo and Juliet	<b>Reinduction</b> Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	<b>Reinduction</b> Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet	Romeo and Juliet
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DofE Expedition		Data Day 15/07
	<b>Animal Farm</b> Comprehension and retrieval of contextual knowledge	<b>Reinduction</b> <b>Animal Farm</b> Comprehension and reading	<b>Animal Farm</b> Comprehension and broken down language analysis	<b>Animal Farm</b> Summarising viewpoints, summarising the differences in viewpoint	<b>Animal Farm</b> Writing persuasively, comprehension and retrieval	<b>Animal Farm</b> Comprehension, retrieval and evaluative writing	<b>Animal Farm</b> Analysing structure, retrieval and comprehension, broken down language analysis	<b>Animal Farm</b> Comprehension, retrieval, thematic analysis and language analysis	<b>Reinduction</b> <b>Animal Farm</b> language analysis, thematic analysis and comprehension, retrieval poetry	<b>Animal Farm</b> Summarising viewpoints, summarising the differences in viewpoint	<b>Animal Farm</b> Broken down language analysis in poetry, analysis of language and themes across two poems	<b>Animal Farm</b> Writing descriptively	<b>End of Year Celebration</b>



**Year 9 Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 24/08	W/C 31/08	W/C 07/09	W/C 14/09	W/C 21/09	W/C 28/09	W/C 05/10	W/C 12/10	W/C 02/11	W/C 09/11	W/C 16/11	W/C 23/11	W/C 30/11
	Term 1	School closed 31/08 and 1/09							Term 2	Data/Planning Day 12/13	Y8 Oxford Expedition		
	<b>Induction</b> Y7 25/08 All 26/08	Baseline <b>Of Mice and Men</b> Comprehension and retrieval of contextual knowledge	Baseline <b>Of Mice and Men</b> Comprehension, retrieval, and poetry	<b>Of Mice and Men</b> Language analysis, comprehension, and retrieval	<b>Of Mice and Men</b> Understanding, retrieval of Non-Fiction	<b>Of Mice and Men</b> Understanding, retrieval, and structural analysis	<b>Of Mice and Men</b> Understanding, retrieval of Non-Fiction, thematic analysis	<b>Of Mice and Men</b> Understanding, retrieval of Non-Fiction, language analysis	<b>Of Mice and Men</b> Understanding, retrieval of Non-Fiction, language analysis	<b>Reinduction</b> <b>Of Mice and Men</b> Understanding, retrieval of Non-Fiction	<b>Of Mice and Men</b> Descriptive writing, grammar for writing	<b>Of Mice and Men</b> Evaluative writing, comprehension/ retrieval of Non-fiction	<b>Of Mice and Men</b> Comprehension and retrieval of Poetry
Cycle 2	W/C 07/12	W/C 14/12	W/C 04/01	W/C 11/01	W/C 18/01	W/C 25/01	W/C 01/02	W/C 08/02	W/C 22/02	W/C 01/03	W/C 08/03	W/C 15/03	W/C 22/03
			Term 3				Assessment	Assessment	Term 4 Data Input 1	Data/Planning Day 4/5	Y7 Ullswater Expedition		
	Gothic Literature	Gothic Literature Comprehension and retrieval of contextual knowledge	<b>Reinduction</b> <b>Gothic Literature</b> Comprehension and retrieval of contextual knowledge, structural analysis	Gothic Literature Comprehension and retrieval, language analysis, poetry	Gothic Literature Comprehension of Non-Fiction, authorial intention	Gothic Literature Comprehension and retrieval of Non-Fiction	Gothic Literature Language and thematic analysis, narrative writing	Gothic Literature Comprehension of Non-Fiction, language analysis, authorial intention	<b>Reinduction</b> <b>Gothic Literature</b> Thematic and language analysis, descriptive writing	Gothic Literature Comprehension and retrieval of Non-fiction, comparing viewpoints	Gothic Literature Transactional writing, grammar for writing, thematic analysis	Gothic Literature Comprehension and retrieval in of poetry, language analysis	Gothic Literature Comparing viewpoints, poetry, descriptive writing
Cycle 3	W/C 29/03	W/C 19/04	W/C 26/04	W/C 03/05	W/C 10/05	W/C 17/05	W/C 25/05	W/C 07/06	W/C 14/06	W/C 21/06	W/C 28/06	W/C 05/07	W/C 12/07
		Term 5		School closed 1/05				Term 6 Assessment	Assessment	Data Input 2	Y9 DoF Expedition		Data Day 15/07
	Poetry and Identity	<b>Reinduction</b> Poetry and Identity	Poetry and Identity	Poetry and Identity	Poetry and Identity	Poetry and Identity	Poetry and Identity	Poetry and Identity	Poetry and Identity	<b>Reinduction</b> Poetry and Identity	Poetry and Identity	Poetry and Identity	Poetry and Identity