

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, nineteenth-century texts 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 utilising whole group lectures, the English department is able to provide targeted academic intervention for our most vulnerable learners, which may include those who are new to English. The department aims to close gaps in the pre-requisite knowledge students require swiftly and responsively so that students can access the wider curriculum. Tier 2 and Tier 3 vocabulary is explicitly 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 Key Stage 2 and Key Stage 3, 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. At Key Stage 4, students are provided with scaffolded opportunities to practise exam questions, underpinned by the metacognition they will need to plan carefully to maximise their outcomes.

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.



- as one of their summits, all students will perform a stretch speech which they have researched for and independently written in front of their peers. A key theme of stretch, explored in Year 7, is 'aspirational,' in which students will consider a profession that they endeavour to attain.
- During World Book Day, students are exposed to a range of authors or spoken word projects who share their journey to becoming professional writers with the students.
- In co-curricular, students have worked with national organisations, like Word Cup, to collaborate with accomplished poets to write and perform their own spoken word pieces.

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 world literature. Students gain an understanding of other cultural concepts such as early twentieth century political literature with *Animal Farm*, as well as literature set in Nigeria with *Purple Hibiscus*. 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.



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	Reading	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
	Writing	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)
	SPaG and Vocabulary	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	Reading	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; I wandered Lonely as a Cloud by William Wordsworth	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
	Writing	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
	SPaG and vocabulary	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	Reading	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	Writing	Key texts: Billy Goats Gruff; The Troll Text structures: conquering the monster tales; non-chronological reports (instruction text)	Key texts: If I had a dinosaur; The BFG Text structures: stories from a familiar setting; non-chronological report (information text)	Key texts: The papaya who spoke Text structure: cumulative stories, chronological report (recount) Poetry focus: Limericks
	SPaG and vocabulary	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	Reading	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: 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
	Writing	Key texts: The boy who cried wolf Text structures: fables, chronological reports (discussion)	Key texts: The Chronicles of Narnia: The Lion, the Witch and the Wardrobe by C.S. Lewis Text structures: dangerous setting stories; non-chronological report (persuasive text)	Key texts: Medusa and Perseus Text structures: Myths; non-chronological report (instruction texts) Poetry Focus: Haiqu
	SPaG and vocabulary	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	Reading	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: Coming to England DTC Reading Spine: War Horse, The Snow Walker's Son Rhyme of the Term: Guess Who by Conrad Burdekin; Witches Chant by William Shakespeare
	Writing	Key texts: The Tunnel; Little Red Riding Hood Text structures: quest stories; dangerous setting stories	Key texts: Beowulf Text structures: Chronological report (discussion); non-chronological report (explanation text)	Key texts: The Magic Brush; Coming to England Text structures: Stories from another culture; non-chronological report (persuasive text) Poetry Focus: Kenning



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 4	SPaG and vocabulary	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	Domain	Differences: Novels told from different points of view <i>Key texts: Wonder</i>	Friendship: Novel addressing important political issues. <i>Key texts: The Boy at the Back of the Class</i>	Time: Modern novels and non-linear narratives <i>Key texts: Holes</i>
	Reading	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.
	Writing	Text structures: character description, discussion, atmosphere descriptions, diary entries	Text structures: information, informal letter, persuasive, story writing (atmosphere focus)	Text Structures: stories with historical settings, interview, stories with flashbacks
	SPaG and vocabulary	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.
YEAR 6	Domain	Perspective: Dual narrative novel <i>Key texts: Fox girl and the white gazelle</i>	Conflict: 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: Macbeth</i> by William Shakespeare	Love <i>Key texts: ?</i>
	Reading	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.
	Writing	Text structures: autobiographies, informal and formal letters, story writing (setting/ atmosphere focus), diary entries	Text structures: story writing with dialogue, information, explanation, story writing (character description focus)	Text structures: stories with flashbacks (including dialogue), discussion, short stories (encompassing setting/ character description/ dialogue)



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 6	SPaG and vocabulary	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	Domain	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</i> 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.
	Reading	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
	Writing	Revision of accurate, basic sentence construction and use of figurative language to create effective descriptions inspired by the stories studied. Grammar for writing.	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 Grammar for writing.	A consolidation of writing and grammar from throughout Year 7, before a consideration of using structure to form narratives.
	CEAIG	Careers Spotlight: Writer (importance of creativity), historian	Careers Spotlight: Film/Theatre Director (entertainment industry)	Careers Spotlight: Politician/MP (importance of communication, written and spoken word)
YEAR 8 Development and expansion	Domain	Students will study poetry linked to social justice and voices of rebellion . Grouped through the concepts of social justice and injustice, the topic aims to expose students to a range of poetry from a range of contexts and poets across multiple eras. This unit begins to build poetry disciplinary knowledge of poetry, exposing students to concepts such as enjambment and volta that are later studied at GCSE.	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.
	Reading	Analysis of the poet's craft and poetic structure and form. Development or analysis from Year 7 around how to write about literature (what, how, why).	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
	Writing	Building on the foundational writing established in Year 7 – Exposing students to further imaginative writing and transactional linked to the concepts explored. Repetition and practice of grammar for writing.	A focus on transactional writing tied into the themes of Romeo and Juliet. Grammar for writing.	Revision of writing knowledge taught in Year 7 and 8. Grammar for writing.
	CEAIG	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 'The Gothic' through a range of texts centred around this concept. Students will encounter language and contexts from the 18 th , 19 th and 20 th centuries. Students will also study identity poetry through a range of 20 and 21 st century texts.	Students will study a modern novel ' <i>Purple Hibiscus</i> ' by . They will explore the modern context of Nigeria as a way into the text before analysing important themes and techniques used to structure a 20 th Century novel.	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. Analysis of poetic structure and form.	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	Narrative and descriptive writing incorporating gothic conventions focusing on consolidation of students' repertoire of organisational features, sentence structures and descriptive techniques . Mastery of grammar.	Revisiting of descriptive / narrative writing through settings linked to the novel. Mastery of grammar.	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	https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702 Mastery of knowledge required for AQA English Literature Paper 2 Section B and C	https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702 Mastery of knowledge required for AQA English Literature Paper 1 Section B	https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF Mastery of knowledge required for AQA English Language Paper 1
	Domain	Shakespeare text - <i>Macbeth</i>	Poetry anthology: Power and Conflict	Mastering the interpretation of a range of 20 th and 21 st 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	Exam specification Appreciation of 19 th century novel (A Christmas Carol) 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	Exam specification 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.



Reception 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	Induction									Planning days			
	Induction	Starting School Janet & Allen Ahlberg	Starting School Janet & Allen Ahlberg	Resolution Stories Imitation Phase The Tiger Who Came to Tea Judith Kerr	Resolution Stories Imitation Phase The Tiger Who Came to Tea Judith Kerr	Resolution Stories Innovation Phase The Tiger Who Came to Tea Judith Kerr	Resolution Stories Innovation Phase The Tiger Who Came to Tea Judith Kerr	Resolution Stories Innovation Phase The Tiger Who Came to Tea Judith Kerr	Cumulative tales Imitation Phase The Gingerbread Man Pie Corbett	Cumulative tales Imitation Phase The Gingerbread Man Pie Corbett	Cumulative tales Innovation Phase The Gingerbread Man Pie Corbett	Cumulative tales Innovation Phase The Gingerbread Man Pie Corbett	Cumulative tales Independent Application Phase The Gingerbread Man Pie Corbett
Cycle 2							Cycle assessment weeks		Data input	Planning days			
	Short Burst Writing Descriptive Writing	Stories from a familiar setting Imitation Phase Supertato Sue Hendra	Stories from a familiar setting Imitation Phase Supertato Sue Hendra	Stories from a familiar setting Innovation Phase Supertato Sue Hendra	Stories from a familiar setting Innovation Phase Supertato Sue Hendra	Stories from a familiar setting Independent Application Phase Supertato Sue Hendra	Stories from a familiar setting Independent Application Phase Supertato Sue Hendra	Stories from a familiar setting Independent Application Phase Supertato Sue Hendra	Short Burst Writing Descriptive Writing	Information text Imitation Phase Millie's Chickens Brenda Williams	Information text Imitation Phase Millie's Chickens Brenda Williams	Information text Innovation Phase Millie's Chickens Brenda Williams	Information text Innovation Phase Millie's Chickens Brenda Williams
Cycle 3									Cycle assessment weeks				Recognition
	Cumulative Stories Imitation Phase The Little Red Hen Pie Corbett	Cumulative Stories Imitation Phase The Little Red Hen Pie Corbett	Cumulative Stories Innovation Phase The Little Red Hen Pie Corbett	Cumulative Stories Innovation Phase The Little Red Hen Pie Corbett	Cumulative Stories Independent Application The Little Red Hen Pie Corbett	Cumulative Stories Independent Application The Little Red Hen Pie Corbett	Cumulative Stories Independent Application The Little Red Hen Pie Corbett	Instructions Imitation Phase The Giant Jam Sandwich JV Lord	Instructions Imitation Phase The Giant Jam Sandwich JV Lord	Instructions Innovation Phase The Giant Jam Sandwich JV Lord	Instructions Innovation Phase The Giant Jam Sandwich JV Lord	Transition Week	Instructions Independent Application The Giant Jam Sandwich JV Lord

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
Cycle 1	Induction									Planning days	Y8 expedition		
	Induction / Poetry Imitation Phase Feelings	Poetry Imitation Phase Hey Diddle Diddle	Poetry Imitation Phase Jump!	Cumulative Stories Cold Task Little Red Hen	Cumulative Stories Imitation Phase Oi Dog	Cumulative Stories Innovation Phase Oi Dog	Cumulative Stories Invention Phase Oi Dog	Cumulative Stories Independent Application Oi Cat	Instructions Cold Task How to look after a Pet	Instructions Imitation Phase How to look after a Pet	Instructions Innovation Phase How to look after a Pet	Instructions Invention Phase How to look after a Pet	Instructions Independent Application Phase How to look after a Pet
Cycle 2							Cycle assessment weeks		Data input	Planning days	Y7 expedition		
	Persuasive Letters Cold Task Meerkat Mail Emily Gravett	Persuasive Letters Imitation Phase Meerkat Mail Emily Gravett	Persuasive Letters Innovation Phase Meerkat Mail Emily Gravett	Persuasive Letters Independent Application Phase Meerkat Mail Emily Gravett	Persuasive Letters Invention Phase Meerkat Mail Emily Gravett	Short Burst Writing	Recounts Cold Task Handa's Surprise Eileen Browne	Recounts Imitation Phase Handa's Surprise Eileen Browne	Recounts Imitation Phase Handa's Surprise Eileen Browne	Recounts Innovation Phase Handa's Surprise Eileen Browne	Recounts Independent Application Phase Handa's Surprise Eileen Browne	Recounts Invention Phase Alice in Wonderland Lesley Sims	Short Burst Writing
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Cumulative Stories Cold Task Stuck Oliver Jeffers	Cumulative Stories Imitation Phase Stuck Oliver Jeffers	Cumulative Stories Innovation Phase Stuck Oliver Jeffers	Cumulative Stories Independent Application Phase Stuck Oliver Jeffers	Cumulative Stories Invention Phase Stuck Oliver Jeffers	Short Burst Writing	Information Text Imitation Phase Nibbles the Book Monster Emma Yarlett	Information Text Imitation Phase Nibbles the Book Monster Emma Yarlett	Non-Chronological Report Information Innovation Phase Nibbles the Book Monster Emma Yarlett	Non-Chronological Report Information Independent Application Phase Nibbles the Book Monster Emma Yarlett	Non-Chronological Report Information Invention Phase Nibbles the Book Monster Emma Yarlett	Short Burst Writing	End of Year Celebration



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
Cycle 1	Induction									Planning days	Y8 expedition		
	Induction	Instructions Imitation Phase How to catch a troll	Instructions Imitation Phase How to catch a troll	Instructions Innovation Phase How to catch a troll	Instructions Innovation Phase How to catch a troll	Instructions Independent Application Phase How to catch a troll	Instructions Invention Phase How to catch a troll	Instructions Invention Phase How to catch a troll	Conquering the monster tales Imitation Phase The Three Billy Goats Gruff	Conquering the monster tales Imitation Phase The Three Billy Goats Gruff	Conquering the monster tales Innovation Phase The Three Billy Goats Gruff	Conquering the monster tales Innovation Phase The Three Billy Goats Gruff	Conquering the monster tales Independent Application Phase The Three Billy Goats Gruff
Cycle 2							Cycle assessment weeks		Data input	Planning days	Y7 expedition		
	Stories from a familiar setting Imitation Phase If I had a dinosaur Gabby Dawney	Stories from a familiar setting Imitation Phase If I had a dinosaur Gabby Dawney	Stories from a familiar setting Innovation Phase If I had a dinosaur Gabby Dawney	Stories from a familiar setting Innovation Phase If I had a dinosaur Gabby Dawney	Stories from a familiar setting Independent Application Phase If I had a dinosaur Gabby Dawney	Stories from a familiar setting Invention Phase If I had a dinosaur Gabby Dawney Milbourne	Information text Imitation Phase BFG Roald Dahl	Information text Imitation Phase BFG Roald Dahl	Information text Innovation Phase BFG Roald Dahl	Information text Innovation Phase BFG Roald Dahl	Information text Independent Application Phase BFG Roald Dahl	Information text Invention Phase BFG Roald Dahl	Information text Invention Phase BFG Roald Dahl
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Cumulative Stories Imitation Phase The Papaya who spoke Pie Corbett	Cumulative Stories Innovation Phase The Papaya who spoke Pie Corbett	Cumulative Stories Independent Application Phase The Papaya who spoke Pie Corbett	Cumulative Stories Invention Phase The Papaya who spoke Pie Corbett	Recount Imitation Phase The Papaya who spoke Pie Corbett	Recount Innovation Phase The Papaya who spoke Pie Corbett	Recount Independent Application Phase The Papaya who spoke Pie Corbett	Recount Invention Phase The Papaya who spoke Pie Corbett	Poetry Imitation Phase Limericks	Poetry Innovation Phase Limericks	Poetry Independent Application Phase Limericks	Poetry Invention Phase Limericks	End of Year Celebration



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	Induction									Planning days	Y8 expedition		
	Induction	Fables Imitation phase The boy who cried wolf	Fables Imitation phase The boy who cried wolf	Fables Imitation phase The boy who cried wolf	Fables Imitation phase The boy who cried wolf	Fables Imitation phase The boy who cried wolf	Fables Innovation phase The boy who cried wolf	Fables Independent application phase The boy who cried wolf	Fables Invention phase The boy who cried wolf	Chronological Report Imitation phase The boy who cried wolf	Chronological Report Imitation phase The boy who cried wolf	Chronological Report Innovation phase The boy who cried wolf	Induction
Cycle 2						Cycle assessment weeks		Data input	Planning days	Y7 expedition			
	Chronological Report Independent application phase The boy who cried wolf	Chronological Report Invention phase The boy who cried wolf	Dangerous setting story Imitation phase The Lion, the Witch and the Wardrobe	Dangerous setting story Imitation phase The Lion, the Witch and the Wardrobe	Dangerous setting story Imitation phase The Lion, the Witch and the Wardrobe	Dangerous setting story Innovation phase The Lion, the Witch and the Wardrobe	Dangerous setting story Independent application phase The Lion, the Witch and the Wardrobe	_Dangerous setting story Invention phase The Lion, the Witch and the Wardrobe	Non-chronological Report - letter Imitation phase The Lion, the Witch and the Wardrobe	Non-chronological Report - letter Imitation phase The Lion, the Witch and the Wardrobe	_Non-chronological Report - letter Imitation phase The Lion, the Witch and the Wardrobe	_Non-chronological Report - letter Innovation phase The Lion, the Witch and the Wardrobe	_Non-chronological Report - letter Independent application phase The Lion, the Witch and the Wardrobe
Cycle 3								Cycle assessment weeks		Y9 expedition		Recognition	
	_Non-chronological Report - letter Invention phase The Lion, the Witch and the Wardrobe	Myths Imitation phase Medusa and Perseus	Myths Innovation phase Medusa and Perseus	Myths Independent application phase Medusa and Perseus	Myths Invention phase Medusa and Perseus	Non-chronological report - Instructions Imitation phase Medusa and Perseus	Non-chronological report - Instructions Innovation phase Medusa and Perseus	Non-chronological report - Instructions Independent application phase Medusa and Perseus	Non-chronological report - Instructions Invention phase Medusa and Perseus	Poetry Imitation Haiku	Poetry Innovation Haiku	Poetry Independent Application Haiku	End of Year Celebration



Year 4 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	Induction									Planning days	Y8 expedition		
	Induction Cold Tasks	Quest Stories Imitation Phase Little Red by Bethan Woolvin	Quest Stories Imitation Phase Little Red by Bethan Woolvin	Quest Stories Innovation Phase Little Red by Bethan Woolvin	Quest Stories Innovation Phase Little Red by Bethan Woolvin	Quest Stories Independent Application Phase Little Red by Bethan Woolvin	Quest Stories Independent Application Phase / Target Practice Little Red by Bethan Woolvin	Quest Stories Independent Application Phase / Target Practice Little Red by Bethan Woolvin	Reinduction Quest Stories Invention Phase A Kid's Life in Ancient Rome by Chae Strathie	Dangrous Settings Cold Tasks / Imitation Phase The Tunnel by Anthony Browne	Dangrous Settings Imitation Phase The Tunnel by Anthony Browne	Dangerous Setting Innovation Phase The Tunnel by Anthony Browne	Dangerous Setting Independent Application Phase The Tunnel by Anthony Browne
Cycle 2							Cycle assessment weeks		Data input	Planning days	Y7 expedition		
	Pantomime Dangerous Setting Invention Phase The Snow-Walker's Son by Catherine Fisher	Reinduction Explanation Text Cold Task / Imitation Phase Beowulf by Micheal Morpurgo	Explanation Text Imitation Phase Beowulf by Micheal Morpurgo	Explanation Text Innovation Phase Beowulf by Micheal Morpurgo	Explanation Text Innovation Phase Beowulf by Micheal Morpurgo	Explanation Text Independent Application Phase Beowulf by Micheal Morpurgo	Explanation Text Invention Phase Boundless Sky by Amanda Addison	Discussion Text Cold Tasks / Imitation Phase Beowulf by Micheal Morpurgo	Reinduction Discussion Text Imitation Phase Beowulf by Micheal Morpurgo	Discussion Text Innovation Phase Beowulf by Micheal Morpurgo	Discussion Text Independent Application Phase Beowulf by Micheal Morpurgo	Discussion Text Invention Phase Why the Whales Came by Micheal Morpurgo	Discussion Text Independent Application Phase Why the Whales Came by Micheal Morpurgo
Cycle 3									Cycle assessment weeks		Y9 expedition		Recognition
	Other Cultures Imitation Phase The Magic Brush by Pie Corbett	Reinduction Other Cultures Innovation Phase The Magic Brush by Pie Corbett	Other Cultures Independent Application Phase The Magic Brush by Pie Corbett	Other Cultures Invention Phase Let's Celebrate by Kate DePalma	Persuasive Text Cold Tasks / Imitation Phase Coming to England by Floella Benjamin	Persuasive Text Imitation Phase Coming to England by Floella Benjamin	Reinduction Persuasive Text Innovation Phase Coming to England by Floella Benjamin	Persuasive Text Independent Application Phase Coming to England by Floella Benjamin	Invention Phase The Firework-maker's Daughter by Phillip Pullman	Invention Phase The Firework-maker's Daughter by Phillip Pullman	Transition Week Poetry: Kennings	Poetry: Kennings	End of Year Celebration



English Long Term Plan

• Y7

	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
Cycl e 1							Cycle assessment weeks			Planning days			
	Re-induction Y7 01/09 All 02/09	Greek Myths: Origins Context of Greek myths, the myth of Prometheus How were the gods and human kind presented?	Greek Myths: Origins The Myth of Pandora How is Pandora presented as alluring?	Greek Myths: Malevolent Monsters: Myth of Medusa How does the writer structure the myth?	Greek Myths: Malevolent Monsters: The Myth of the Minotaur Evaluating Theseus (reading checkpoint)	Greek Myths: Monsters / Mythical Heroes (reading checkpoint) DIRT on reading / evaluation	Greek Myths: Mythical Heroes What was the Odyssey? The Odyssey 1: Introducing Odysseus	Greek Myths: Mythical Heroes The Odyssey 2: Poseidon Describe the storm that shipwrecks Odysseus	Greek Myths: Mythical Heroes The Odyssey 3: Cyclops Varying sentences	Greek Myths: Mythical Heroes The Odyssey 4: Scylla and Charybdis	Greek Myths: Mythical Heroes Describing images (writing checkpoint)	Greek Myths: Mythical Heroes DIRT and redrafting (writing checkpoint)	Greek Myths: Mythical Heroes DIRT and redrafting (writing checkpoint)
Cycl e 2							Cycle assessment weeks			Planning days			
	The Tempest Context & Story	The Tempest Act 1: Opening, Prospero and Ariel language analysis	The Tempest Act 2: coming ashore, Trinculo and Stephano	The Tempest Caliban – victim or villain evaluation	The Tempest Ferdinand and Miranda character analysis	The Tempest Climax and resolution – tension and drama Tempest Assessment	The Tempest Evaluation Question & DIRT Tempest Assessment	History of Rhetoric What is Rhetoric? Aristotelian Triad	History of Rhetoric Ethos: Alexander the Great	History of Rhetoric Logos and Pathos; Churchill	History of Rhetoric Analysing viewpoints: MLK & Kapatcha	History of Rhetoric Rhetorical Writing	History of Rhetoric Rhetorical writing
Cycl e 3							Cycle assessment weeks						
	History of Rhetoric Rhetorical Writing	Narrative Poetry Key features/timeline/poetic terminology	Narrative Poetry 'Beowulf': literary context, Comprehension, language analysis	Narrative Poetry 'Idylls of the King': literary context, Comprehension, language analysis	Narrative Poetry Character description	Narrative Poetry 'The Lion and Albert': literary context, Comprehension, language analysis	Assessment Prep	Assessment / revision	Assessment / revision	Narrative Poetry – closing gaps 'In Mrs Tilscher's Class': literary context, Comprehension, language analysis	Narrative Poetry – Closing gaps Descriptive writing: creating imagery/varying sentence structures	Narrative poetry – closing gaps The Ballad of Frankie and Johnnie: literary context, Comprehension, language analysis	Narrative poetry – closing gaps The Ballad of Charlotte Diamond: literary context, Comprehension, language analysis



English Long Term Plan

• Y8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1							Cycle assessment weeks			Planning days			
	Induction	Social Justice Poetry Social inequality: The 19th century/ William Blake, The Chimney Sweeper	Social Justice Poetry 'the orphan in 19 th Century literature' Great Expectations: analysing structural decisions (reading checkpoint and extended DIRT opportunity)	Social Justice Poetry Percy Shelley, A song: Men of England/ workhouses and The Poor law	Social Justice Poetry Elizabeth Barrett Browning, The Cry of the Children	Social Justice Poetry Descriptive writing	Social Justice Poetry Imtiaz Dharker, living Space/ Rebellious women and feminine voice	Social Justice Poetry Emily Dickinson, They shut me up in Prose/ The Suffragette Movement/ Emmeline Pankhurst's 'Freedom or Death/ Sylvia Plath	Social Justice Poetry Writing from a viewpoint/ Mary Seacole/ Alice Walker/Martin Cole	Social Justice Poetry: The Civil Rights Movement	Social Justice Poetry Descriptive Writing	Social Justice Poetry Writing from a viewpoint	Social Justice Poetry Writing from a viewpoint
Cycle 2							Cycle assessment weeks			Planning days			
	Romeo and Juliet Conventions of tragedy/context	Romeo and Juliet Conventions of tragedy/context Prelude/opening fight; comprehension and language analysis	Romeo and Juliet Prince Escalus' speech language analysis/ non fiction/ transactional writing	Romeo and Juliet Romeo's melancholy/ language analysis/patriarchal society NF/ language analysis	Romeo and Juliet Juliet and the Nurse/Sonnets/ comprehension	Romeo and Juliet meet/comprehension/ language analysis	Romeo and Juliet Lovers' realisation/ Act 2 Prologue/ comprehension/ language analysis	Romeo and Juliet The Balcony Scene: comprehension/ language analysis	Romeo and Juliet Friar Lawrence and Romeo/ The Fight/ comprehension/ structural analysis	Romeo and Juliet Gap Closing/ Grammar Lectures	Romeo and Juliet Romeo's Grief/ comprehension/ language analysis/ writing from a viewpoint on assessment gaps	Animal Farm Cold Read	Animal Farm Cold Read
Cycle 3							Cycle assessment weeks						
	Context/ Cold Read text Do Now: Comprehension and reading	Animal Farm / Cold Read Animal Farm Do Now: Comprehension and reading	Animal Farm Plot Summary/ Chapter One: retrieval and broken down language analysis	Animal Farm Chapter Two: broken down language analysis/ Chapter 3 evaluation	Animal Farm Chapter Four structural analysis and descriptive writing	Animal Farm Chapter five: language analysis/ Chapter eight retrieval/context	Animal Farm Linked Non-Fiction Summarising viewpoints, summarising the differences in viewpoint	Animal Farm Linked on-Fiction Writing Persuasively	Animal Farm Continue lined NF/ Assessment Prep/ Assessment	Animal Farm Chapter nine: structural analysis/ Chapter ten evaluation	Animal Farm DIRT: Summarising viewpoints, summarising differences	Animal Farm DIRT: Language Analysis/ Writing persuasively	End of Year Celebration Writing persuasively

English Long Term Plan

• Y9

	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							Cycle assessment weeks			Planning days			
	Induction with advisory – separate schedule	The Gothic – context: defining the Gothic, Gothic art, architecture and conventions	The Gothic – foreshadowing in descriptive writing and The Tell-Tale Heart language analysis and structural analysis	The Gothic – The Uncanny, Frankenstein and language analysis	The Gothic – Gothic monsters: Frankenstein: evaluation and using semantic fields in fictional writing	The Gothic – The Woman in Black language analysis and ‘show don’t tell’ descriptive writing	The Gothic – The Bloody Chamber structure and evaluation analysis, descriptive writing	Identity Poetry Identity and Chimamanda Ngozi Adichie’s Thoughts on Identity	Identity Poetry Identity Poems: Early Life and Childhood	Identity Poetry Identity Poems: Early Life and Childhood	Identity Poetry Identity Poems: Language and Pride	Identity Poetry Identity Poems: Overcoming Adversity	Identity Poetry Identity Poems: Overcoming Adversity
Cycle 2							Cycle assessment weeks			Planning days			
	Purple Hibiscus <u>Section A:</u> Teach: Context Read: Pg3-16 Booklet: Pg9-10	Purple Hibiscus <u>Section A:</u> Read: Pg19-109 Booklet: Pg 11-12 (Kambili)	Purple Hibiscus <u>Section A:</u> Read: Pg19-109 Booklet: Pg 13-14 (Papa)	Purple Hibiscus <u>Section B:</u> Read: Pg110-205 Booklet: Pg 15-16 (Jaja)	Purple Hibiscus <u>Section B:</u> Read: Pg110-205 Booklet: Pg 15-16 (Jaja)	Purple Hibiscus <u>Section B:</u> Read: Pg110-205 Booklet: Pg 18 (Mama)	Purple Hibiscus <u>Section C:</u> Read: Pg 206-253 Booklet: Pg 19-20 (Evaluation)	Purple Hibiscus <u>Section C:</u> Read: Pg 206-253 Booklet: Pg 19-20 (Evaluation)	Purple Hibiscus <u>Section C:</u> Read: Pg 257-307 Booklet: Pg 21-22 (Analysing Cousins)	Purple Hibiscus <u>Section C:</u> Read: Pg 257-307 Booklet: Pg 21-22 (Analysing Cousins)	Purple Hibiscus <u>Section C:</u> Read: Pg 257-307 Booklet: Pg 28 (Imaginative Writing)	Purple Hibiscus <u>Section D:</u> Themes and Evaluation Booklet: Pg 23-25	Purple Hibiscus <u>Section D:</u> Themes and Evaluation Booklet: Pg 23-25
Cycle 3							Cycle assessment weeks						
	An Inspector Calls – Cold Read	An Inspector Calls – Cold Read	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	Assessment preparation	Assessments	Assessments	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play	An Inspector Calls – Big Ideas and Analysis of the play

English Long Term Plan

• **Y10**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1							Cycle assessment weeks			Planning days			
	Induction with advisory – separate schedule	An Inspector Calls – knowledge checks / responsive teaching to gaps	An Inspector Calls – responsive teaching to gaps/ big questions and analysis	An Inspector Calls – big questions and analysis	An Inspector Calls – big questions and analysis	An Inspector Calls – big questions and analysis	An Inspector Calls – big questions and analysis	An Inspector Calls – Essay teaching – social responsibility	Macbeth (Cold watch) Context and plot	Macbeth Reading and responding to key concepts in Act One	Macbeth Reading and responding to key concepts in Act One	Macbeth Reading and responding to key concepts in Act Two	Macbeth Reading and responding to key concepts in Act Two
Cycle 2							Cycle assessment weeks			Planning days			
	Macbeth Reading and responding to key concepts in Act Three	Macbeth Reading and responding to key concepts in Act Four	Macbeth Reading and responding to key concepts in Act Five	Macbeth Reading and responding to key concepts in Act Five	Macbeth Essay	Power and Conflict Poetry – The hubris of tyrants; oppressive societies: London, Ozymandias, COMH	Power and Conflict Poetry – The hubris of tyrants; oppressive societies: London, Ozymandias, COMH	Power and Conflict poetry – Domestic tyranny – My Last Duchess ; fragility of societal constructs and cultural displacements: The Emigree; Tissue	Power and Conflict Poetry – Conflict and its representations: COLB; Bayonet Charge; Exposure	Power and Conflict Poetry – Conflict and its representations: COLB; Bayonet Charge; Exposure	Power and Conflict Poetry – ideological and domestic experiences of war: Poppies, Kamikaze, War Photographer, Remains	Power and Conflict Poetry – ideological and domestic experiences of war: Poppies, Kamikaze, War Photographer, Remains	Power and Conflict Poetry – Nature’s relationship with the human condition: Prelude and Storm on the Island
Cycle 3							Cycle assessment weeks						
	Language Paper 1 - Question 1 and Question 2	Language Paper 1 Question 3 and Question 4	Language Paper 1 Writing	Language Paper 1 Writing	Revision	Revision	Potential Mock Exam Period (Literature revision)	Potential Mock Exam Period (Literature revision)	Potential Mock Exam Period (Literature revision)	Power and Conflict Poetry – Conflict and its representations: COLB; Bayonet Charge; Exposure	Power and Conflict Poetry – ideological and domestic experiences of war: Poppies, Kamikaze, War Photographer, Remains	Power and Conflict Poetry – Nature’s relationship with the human condition: Prelude and Storm on the Island	Power and Conflict Poetry Mop up

English Long Term Plan

• Y11

	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	Induction with advisory – separate schedule	Language Paper 2 L5: Poetry mop up	Language Paper 2 L5: Poetry mop up	Language Paper 2 L5: Poetry mop up	Language Paper 2 L5: Poetry mop up/ poetry essays	Language Paper 2 L5: Poetry mop up/ poetry essays	A Christmas Carol L5: Poetry mop up/ poetry essays	A Christmas Carol L5: Poetry mop up/ poetry essays Spoken Language Set Up (one lesson set up)	Revision / mock preparation L5: Poetry mop up/ poetry essays	Mocks Lessons after exams: ACC L5: Poetry mop up/ poetry essays	Mocks Lessons after exams: ACC L5: Poetry mop up/ poetry essays	A Christmas Carol L5: Poetry mop up/ poetry essays	A Christmas Carol Spoken Language Assessment (one lesson set up)
							Cycle assessment weeks			Planning days			
Cycle 2	A Christmas Carol L5: poetry essays	A Christmas Carol L5: poetry essays	A Christmas Carol L5: poetry essays	A Christmas Carol/ Unseen Poetry L5: poetry essays	Revision/ Unseen Poetry	Revision/ Unseen Poetry	Revision	Revision	Revision	Revision	Revision	Revision	Revision
							Cycle assessment weeks			Planning days			
Cycle 3	Revision	Revision	Revision	Revision	Revision	Revision	Revision	Revision	Revision				
							Cycle assessment weeks			Planning days			

