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| YEAR 7Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1 - 2 | Roald Dahl’s autobiography *‘Boy’* | Students will be using this non-fiction text to revise persuasive and descriptive language techniques to use when analysing and writing texts. Students will be revising grammar and spelling techniques. | Reading and understanding non-fiction texts. Writing creatively and persuasively. | Share reading of non-fiction articles and books.Encourage proofreading of homework tasks. |
| 3 - 4 | Philip Pullman’s *‘Frankenstein’* play | Students will be learning about the context of the original novel before reading a play version. They will study the themes of power, ambition, friendship and loneliness.  | Reading and understanding a fiction text. Writing creatively and persuasively. Extended writing based on a theme from the play. | Share reading of classic texts.Discuss topics to do with ethics and morality in scientific advances. |
| 5 | Poetry from Different Cultures | Students will study a range of poetry and explore the cultures of each poet. They will learn more about specific poetic techniques and apply them to their own writing. | Extended writing in response to a poem. | Share reading of poetry from around the world.Discuss how different cultures have influenced us. |
| 6 | Introduction to Shakespeare | Students will learn about the historical and social context of 16th Century England and will read speeches and extracts from some of Shakespeare’s most popular plays. | Reading and responding to a Shakespeare extract. Writing creatively and persuasively. | Share positive experiences of Shakespeare.Watch a play in performance. |

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| Year 8Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1 - 2 | Gothic Literature  | Students will read a range of extracts from classic gothic texts and use the conventions of gothic literature to write creatively. They will learn about the historical and social contexts of these texts and apply this knowledge to their understanding of themes. | Reading and responding to a gothic extract. Writing creatively. | Share reading of a range of genres.Encourage proofreading of homework tasks. |
| 3 - 4 | *Touching the Void* by Joe Simpson | Students will read and respond to a literary non-fiction text and a range of shorter non-fiction texts. They will practise close analysis of language techniques and use these methods to improve their own descriptive writing and to express their own opinion. | Reading and responding to non-fiction texts, comparing writers’ techniques.Writing to express a point of view. | Share reading of interesting magazine articles and editorials.Encourage verbally expressing points of view effectively on a range of topics. |
| 5 | Poetry  | Students will read and respond to a range of poetry, using the ideas and language techniques explored to improve their own writing. | Extended writing, comparing how poets explore ideas using a range of different techniques. | Share and discuss favourite poems.Watch poetry in performance. |
| 6 | Shakespeare: *Romeo and Juliet* | Students will read the play and watch extracts from different adaptations. They will learn more about the historical issues regarding gender roles in the 16th Century.  | Extended written response to an extract from Romeo and Juliet.Creative writing. | Share opinions about the choices that Romeo and Juliet made. Watch a play in performance.Visit the Globe theatre in London. |

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| Year 9Term | Theme | What students will learn | Key assessment | How you can support your child |
| 1 - 2 | *Animal Farm* by George Orwell | Students will learn about the context of the novel, about Orwell and his politics and the allegorical significance of the book as a criticism of Communism in the USSR. They will explore how language and structural features are used and practise writing persuasively. | Read and compare non-fiction texts linking to the novel by theme.Write to express a point of view persuasively. | Discuss current events and political issues.Encourage proofreading of homework tasks. |
| 3 - 4 | *A Christmas Carol* by Charles Dickens | Students will learn about the Victorian context of the novel and Dickens’ purpose. They will study Dickens’ style and use their understanding of literary techniques to write creatively. | Reading and responding to an extract from the novel.Creative writing. | Encourage reading of classic texts, including short stories.Students will need to learn quotations from the novel as this topic will be revisited in the next term. |
| 5 | GCSE English Literature Course Start: Poetry from the GCSE Anthology | Students will read a range of poems with the theme of power and conflict, exploring writers’ methods. | GCSE English Literature: Poetry comparison.GCSE English Literature style: A Christmas Carol essay. | The Anthologies will be used at GCSE so need to be taken care of and brought back into school in September for Year 10. |
| 6 | GCSE English Language preparation: Reading and responding to a range of fiction extracts. | Students will apply their knowledge of writers’ methods to read and respond to a range of new fiction extracts.  | GCSE English Language Paper 1 (Fiction: Reading and Writing) | Sharing short extracts / chapters from fiction novels Encouraging independent creative writing |