

Key Stage Three September 2016	Year 7 September 2016 Early entry GCSE Literature (optional) – summer 2020 GCSE English Language – summer 2021	Year 8 September 2016 Early entry GCSE Literature (optional) – summer 2019 GCSE English Language – summer 2020	Year 9 September 2016 Early entry GCSE Literature (optional)– summer 2018 GCSE English Language – summer 2019
<p>Semester 1: September - November (10 weeks)</p> <p>Modern Texts</p> <p>LINKS:</p> <p>Reading Assessment: GCSE English Literature Paper 2: Modern Texts and Poetry</p> <p>Writing Assessment: GCSE English Language Paper 2: Writers' Viewpoints and Perspectives</p> <p>Key Skills (minimum):</p> <ul style="list-style-type: none"> • PEED • Types of sentences • Punctuation (. , ! ?) • Spelling (common/regular words) • Extending vocabulary • Using different sentences in writing for different purposes • Punctuation (. , ! ? : ;) • Spelling (homophones, plurals) • Using different vocabulary 	<p>Our Day Out</p> <p>Reading Assessment – Literature Paper 2 (Week 6): Explore how Russell presents the changes in Briggs' character throughout the play. Marked for GCSE Literature Reading (out of 30)</p> <p>Writing Assessment – Q5 Language Paper 2 (Week 2): NON-FICTION WRITING Imagine you are the head teacher. Write your speech to Mr Briggs in which you explain to him why you want him to accompany Mrs Kay on the trip. Or: Imagine you are Mrs Kay. Write a letter to the head teacher to persuade him to let your class go on the school trip. Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • True or false statements (Q1, Language paper 2) • Comparing Mr Briggs and Mrs Kay (Q4, Language paper 2) • Summarising different attitudes towards zoos (non-fiction extracts) (Q2, Language paper 2) • Comparison of how writers present zoos (Q4 Language paper 2) • How Russell uses language to present Briggs/Dotheboys Hall (Dickens extract) (Q2, Language paper1 and Q3, Language paper 2) • 19th texts extracts – comparison of school/teachers (Jane Eyre and Our Day Out) (Q4, Language paper 2) <p>LTM: Kes – how is school presented in Kes? Comparisons with Our Day Out and the 19th century texts (Q1-4 Language Paper 2)</p> <p>Homework Project – School of the future</p> <p>End of semester test (Week 10): English Language Paper 2: Writers' viewpoints and perspectives (1 hour 45 minutes)</p>	<p>Of Mice and Men</p> <p>Reading Assessment – Literature Paper 2 (Week 4): Explore how Steinbeck presents the theme of isolation through one of the characters in Of Mice and Men. Marked for GCSE Literature Reading (out of 30)</p> <p>Writing Assessment – Q5 Language Paper 2 (Week 8): NON-FICTION WRITING "This book is appallingly written, is sexist and glorifies racism. It should be banned from British schools." Write an article for your school newsletter in which you argue for or against this viewpoint. Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List 4 things you learn about Lennie from chapter 1 (Q1, Language paper 1) • True/false statements chapter 1 (Q1, Language paper 2) • How does the writer use language to present the bunkhouse in chapter 2? (Q2, Language paper 1 and Q3, Language paper 2) • Compare how Hardy presents the setting in the extract from Tess of the D'Urbervilles and chapter 1 of OMAM (Q4, Language paper 2) • How does the writer use language to present Curley's Wife in chapter 2 (extract) - (Q2, Language paper 1 and Q3, Language paper 2) • Write a summary of George and Lennie's dream in chapter 3 (Q2, Language paper 2) • How does Steinbeck use language to present Crooks' loneliness at the start of chapter 4? (Q2, Language paper 1 and Q3, Language paper 2) • Compare the opening of the novel with the ending (Q4, Language paper 2) • How does Steinbeck structure the ending to prepare the reader for the death of Lennie? (Q3, paper 1) <p>LTM: Slumdog Millionaire</p> <p>Homework Project:</p> <p>End of semester test (Week 10): English Language Paper 2: Writers' viewpoints and perspectives (1 hour 45 minutes)</p>	<p>The Woman in Black</p> <p>Reading Assessment – Literature Paper 2 (Week 3): How effective is the first chapter, 'Christmas Eve' in introducing characters and ideas which are important to the novel as a whole? Marked for GCSE Literature Reading (out of 30)</p> <p>Writing Assessment – Q5 Language Paper 2 (Week 7): NON-FICTION WRITING Compare the ending of the novel <i>The Woman in Black</i> with the ending of the film version. Explain how effective each ending is and why you think that the film makers chose to change the original ending? Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List 4 things you learn about... (Q1, Language paper 1) • True/False statements (Q1, Language paper 2) • How does the writer use language to present... (Q2, Language paper 1 and Q3, Language paper 2) • Compare the gothic extract to chapter... (Q4, Language paper 2) • Write a summary of the attitudes towards... in the two extracts (Q2, Language paper 2) • Compare article about ghosts to the extract from chapter... (Q4, Language paper 2) <p>LTM: Dracula</p> <p>Homework project – Haunted Holidays</p> <p>End of semester test (Week 10): English Language Paper 2: Writers' viewpoints and perspectives (1 hour 45 minutes)</p>

<p>Semester 2: November – February (10 weeks)</p> <p>Poetry</p> <p>LINKS: Reading Assessment: GCSE English Literature Paper 2: Modern Texts and Poetry</p> <p>Writing Assessment: GCSE English Language Paper 1: Explorations in creative reading and writing</p> <p>Key Skills (minimum):</p> <ul style="list-style-type: none"> • PEEDA • Different sentences to achieve a particular effect • Punctuation (. ,! ? : ; ...) • Spelling (irregular words) • Varying vocabulary 	<p>Heaney and Clarke’s Poetry (and unseen collection)</p> <p>Reading Assessment Literature Paper 2 (Week 4): Explore how Heaney presents the relationship between himself and his father in Follower and Digging. Marked for GCSE English Literature Reading (out of 30)</p> <p>Writing Assessment Q5 Language Paper 1 (Week 8): NARRATIVE WRITING Write a story inspired by the line: “Snowdrops and candles soothed the bedside” (Mid Term Break) Or: “ We once watched a crowd pulled a child from the lake” (Cold Knap Lake) Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List four things we learn about Heaney’s love of nature from Blackberry Picking (Q1 Language paper 1) • Writing about one aspect of imagery in an unseen poem and comparing with another unseen poem (Literature Paper 2) • Writing about an unseen poem as a whole (Literature Paper 2) • Comparing an unseen with another (Literature Paper 2) • Extract from The Kite Runner – Q1 & Q3 – Language Paper 1 and Q3 Language Paper 2) <p>LTM: Matilda</p> <p>Homework Project – The Wormwood Files</p> <p>End of semester test (Week 10): English Literature Paper 2: Modern Texts and Poetry (Our Day Out, Heaney, Unseen) (2 hours)</p>	<p>Poetry from other cultures (and unseen collection)</p> <p>Reading Assessment Literature Paper 2 (Week 6): Compare how poets present different cultures in “Presents from my Aunts in Pakistan” and one other poem from the collection. Marked for GCSE English Literature Reading (out of 30)</p> <p>Writing Assessment Q5 Language Paper 1 (Week 2): DESCRIPTIVE WRITING Write a description using one of the images as stimulus. Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List four things we learn about the speaker’s feelings in... (Q1 Language paper 1) • Writing about one aspect of imagery in an unseen poem and comparing with another unseen poem (Literature Paper 2) • Writing about an unseen poem as a whole (Literature Paper 2) • Comparing an unseen with another (Literature Paper 2) • Extract from <i>In the Sea there are Crocodiles</i> – Q1 & Q3 – Language Paper 1 and Q3 Language Paper 2) <p>LTM: The Life of Pi Homework Project -</p> <p>End of semester test (Week 10): English Literature Paper 2: Modern Texts and Poetry (Of Mice and Men, Cultures Poems, Unseen) (2 hours)</p>	<p>Relationships poetry (and unseen collection)</p> <p>Reading Assessment Literature Paper 2 (Week 7): Compare how poets present relationships in two poems from the collection. Marked for GCSE English Literature Reading (out of 30)</p> <p>Writing Assessment Q5 Language Paper 1 (Week 3): DESCRIPTIVE WRITING Write a description using one of the images as stimulus. Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List four things we learn about the speaker in ... (Q1 Language paper 1) • Writing about one aspect of imagery in an unseen poem and comparing with another unseen poem (Literature Paper 2) • Writing about an unseen poem as a whole (Literature Paper 2) • Comparing an unseen with another (Literature Paper 2) • Extract from Captain Corelli’s Mandolin – Q1 & Q3 – Language Paper 1 and Q3 Language Paper 2) <p>LTM: Homework Project -</p> <p>End of semester test (Week 10): English Literature Paper 2: Modern Texts and Poetry (The Woman in Black, Relationships poems, Unseen) (2 hours)</p>
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<p>Semester 3: February – April (10 weeks)</p> <p>19th Century Literature</p> <p>LINKS: GCSE English Literature Paper 1: Shakespeare and the 19th Century Novel</p> <p>Key Skills (minimum):</p> <ul style="list-style-type: none"> • PEEA • Using a variety of sentence forms for effect • Punctuation (. , ! ? : ; ... -) • Spelling (complex words) • Using a range of vocabulary • 	<p>Introduction to pre 19th Century literature</p> <p>Reading Assessment Literature Paper 1 (Week 4): Explore how Tennyson makes the Lady of Shalott a lonely and sad figure. Marked for GCSE English Literature Reading (out of 30)</p> <p>Writing Assessment Q5 Language Paper 1 (Week 7): NARRATIVE WRITING Write a dramatic monologue as if you are Bess in The Highwayman. Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List four things we learn about: Curley’s Wife, The Wife of Bath, The Lady of Shalott etc (all extract based) – (Q1, Language paper 1) • How does the writer use language to present the Wife of Bath (extract based) – (Q2 Language paper 1). • Extract from Of Mice and Men (Curley’s Wife) – how does the writer structure the text to interest the reader? (Q3, Language paper 1) and How does the writer use language to present Curley’s Wife as lonely? (Q2, Language paper 1) • Compare The Lady of Shalott and Curley’s Wife as lonely figures (Q4, Language paper 2) • To what extent do you agree question (Q4, Language paper 1) <p>LTM: Beowulf – How is Beowulf presented as a hero? (Literature Paper 1 – extract based)</p> <p>Homework Project – Knight’s Quest</p> <p>End of semester test (Week 10): English Language Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes)</p>	<p>Gothic Literature</p> <p>Reading Assessment Literature Paper 1 (Week 6): Compare how the gothic is presented in two extracts (choices available). Marked for GCSE English Literature Reading (out of 30)</p> <p>Writing Assessment Q5 Language Paper 1 (Week 3): DESCRIPTIVE WRITING Write the opening to your own gothic story. Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List four things we learn about...(all extract based) – (Q1, Language paper 1) • How does the writer use language to present ...(extract based) – (Q2 Language paper 1). • Extract from one of the gothic texts from the pre 19th century pack – how does the writer structure the text to interest the reader? (Q3, Language paper 1) and How does the writer use language to present the idea of dreams and reality in the extract from Wuthering Heights? (Q2, Language paper 1, Q3, Language paper 2) • Compare the features of the gothic in Northanger Abbey and The Hound of the Baskervilles (Q4, Language paper 2) • To what extent do you agree question (Q4, Language paper 1) <p>LTM: Frankenstein Homework Project -</p> <p>End of semester test (Week 10): English Language Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes)</p>	<p>Sherlock Holmes Stories</p> <p>Reading Assessment Literature Paper 1 (Week 5): Read the extract taken from “The Speckled Band”. Explore how Conan Doyle presents mystery in this extract and in the story as a whole? Marked for GCSE English Literature Reading (out of 30)</p> <p>Writing Assessment Q5 Language Paper 1 (Week 8): NARRATIVE WRITING Write a short story based on the detective genre. Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List four things we learn about the character of Roylott from the extract (Q1, Language paper 1) • The Sign of Four – extract: How does Conan Doyle use language to present the female character in this passage. (Q2, Language paper 1, Q3, Language paper 2) • How does the writer structure the text to provide clues for Sherlock Holmes and for the reader? (all extract based) – (Q3, Language paper 1) • How does the writer use language to present Holmes? (extract based) – (Q2 Language paper 1). • To what extent do you agree question (Q4, Language paper 1) <p>LTM: Homework Project -</p> <p>End of semester test (Week 10): English Language Paper 1: Explorations in Creative Reading and Writing (1 hour 45 minutes)</p>
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<p>Semester 4: May - July (10 weeks)</p> <p>Shakespeare</p> <p>LINKS: GCSE English Literature Paper 1: Shakespeare and the 19th Century Novel</p> <p>Key Skills(minimum):</p> <ul style="list-style-type: none"> • PEEAI • Using a full range of sentence forms for effect • Punctuation (. , ! ? : ; ... - ()) • Spelling (sophisticated words) • Using sophisticated vocabulary 	<p>The Tempest</p> <p>Reading Assessment Literature Paper 1 (Week 4): Act 1, scene 2 Explore the extent to which Antonio is to blame for Prospero’s exile. Marked for GCSE English Literature Reading (out of 30)</p> <p>Writing Assessment Q5 Language Paper 1 (Week 1): NON-FICTION WRITING Either: You have been given three wishes, explain what they are and describe the consequences of your choices (high-middle ability). Or: You have been given three wishes, explain what they are and describe how you would put them to good use (middle-low ability). Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List four things we learn about... (Q1, Language paper 1) • True or false (Q1, Language paper 2) • Compare the presentation of magic in (scene from Tempest and extract from Harry Potter) – (Q4, Language paper 2) • How does Shakespeare use language (in an extract) to present the character of Caliban? (Q2, Language paper 1 and Q3 Language paper 2) • Summarise Act 5 (Q2, Language paper 2) <p>LTM: Castaway/Robinson Crusoe (Literature Paper 1 – extract based)</p> <p>Homework Project – Creating your own country</p> <p>End of semester test (Week 10): English Literature Paper 1: Shakespeare and the 19th Century Novel (The Tempest and The Lady of Shalott) (2 hours)</p>	<p>Othello</p> <p>Reading Assessment Literature Paper 1 (Week 5): “I follow him to serve my turn upon him.” How does Shakespeare present Iago in the two soliloquies (Act 1, scene 1, lines 41-65 and Act 1, scene 3, lines 384-402) Marked for GCSE English Literature Reading (out of 30)</p> <p>Writing Assessment Q5 Language Paper 1 (Week): NON-FICTION WRITING Using Othello’s speech from Act 1, scene 3; write a letter from Desdemona to her father explaining why she eloped with Othello. Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List four things we learn about... (Q1, Language paper 1) • True or false (Q1, Language paper 2) • Compare the presentation of villains (scene with Iago from Othello and extract from Huckleberry Finn) – (Q4, Language paper 2) • How does Shakespeare use language (in an extract) to present the character of Roderigo? (Q2, Language paper 1 and Q3 Language paper 2) • Summarise Act 3 (Q2, Language paper 2) <p>LTM: Homework Project –</p> <p>End of semester test (Week 10): English Literature Paper 1: Shakespeare and the 19th Century Novel (Othello and Gothic Literature) (2 hours)</p>	<p>The Merchant of Venice</p> <p>Reading Assessment Literature Paper 1 (Week 6): Read the extracts from Act 1, scene 3 and Act 3, scene 1. How does Shakespeare create sympathy for Shylock in these extracts? Marked for GCSE English Literature Reading (out of 30)</p> <p>Writing Assessment Q5 Language Paper 1 (Week 2): NON-FICTION WRITING Write a speech to the government asking them to take action in favour of a minority group. Marked for GCSE English Language Writing (out of 40)</p> <p>Other links to GCSE:</p> <ul style="list-style-type: none"> • List four things we learn about... (Q1, Language paper 1) • True or false (Q1, Language paper 2) • Compare the presentation of Shylock as an outsider with Crooks in Of Mice and Men Ch 4) – (Q4, Language paper 2) • How does Shakespeare use language (in an extract) to present the character of Portia? (Q2, Language paper 1 and Q3 Language paper 2) • Summarise Act 2 (Q2, Language paper 2) <p>LTM: The Boy in the Striped Pyjamas</p> <p>Homework Project –</p> <p>End of semester test (Week 10): English Literature Paper 1: Shakespeare and the 19th Century Novel (The Merchant of Venice and The Speckled Band) (2 hours)</p>
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