



Key Stage 2

Pupil should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

They should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate and ambitious. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary.

Term 1

Transition Unit
Pupils develop inference skills through prose and non-fiction texts.

Gothic Fiction
Pupils explore features of the gothic genre and the importance of plot, character and setting.

Term 2

Gothic Writing
Pupils apply gothic conventions to their own writing to effectively build tension and drama.

Nature Poetry
Pupils explore the effects of figurative language.

Term 3

Society then and now
Pupils read a range of non-fiction texts to critique developments within society.

The Tempest
Pupils gain an understanding of Shakespearean society and explore the conventions of comedy.

Cultural Exposure:

- Roald Dahl Day
- Book Club
- Theatre Trip
- National Poetry Day
- Visit to John Rylands Library
- Visit to Dove Cottage
- World Book Day events
- Shakespeare Day
- Author Visit
- Victorian Town Trip
- Trip to Gawthorpe Hall.

Year 7

Year 8

Year 9

Year 10 (AQA)

Year 11 (Eduqas)

Private Peaceful
Pupils develop an understanding of how a range of perspectives influence mood.

Conflict Non-Fiction
Pupils develop critical thinking in order to form coherent written arguments.

Dystopian Fiction
Pupils read an anthology of dystopian texts, make comparisons and create their own piece of dystopian writing.

Romeo and Juliet
Pupils develop the skills to understand writer's craft and challenging language.

Women in Literature
Pupils compare the presentation of women throughout literature.

Social Injustice
Pupils apply context to form arguments about current issues and controversies within society.

Cultural Exposure:

- Roald Dahl Day
- National Poetry Day
- Book Club
- War Museum Trip
- Author Visit
- World Book Day events
- Trip to Gawthorpe Hall
- Inter-form public speaking competition
- Journalism Talk

Animal Farm
Pupils critically evaluate the text and explore authorial intent.

Power in Society
Pupils explore and compare a range of non-fiction texts to develop understanding of how power is used and misused in society.

Love Poetry
Pupils develop comparative analysis essay skills.

Blood Brothers
Pupils learn about dramatic devices and ways the writer presents social issues through plot and character.

Rhetoric and Speech Writing
Pupils adapt their writing for a specific purpose and audience and apply the art of rhetoric.

Macbeth
Pupils explore the conventions of tragedy and the depiction of the tragic hero

Cultural Exposure:

- Book club
- National Poetry Day
- Book Club
- College seminar
- Shakesphere Day
- Public speaking

Power Poetry
Complex analysis of poetry from the AQA anthology.

Reading Fiction
Pupils analyse the language and structure of unseen texts.

An Inspector Calls (20th Century Play)
Pupils analyse conventions of a play and how the writer presents character and social issues.

Fiction Writing
Pupils to create descriptive and narrative writing.

Conflict Poetry
Comparison of poetry from the AQA anthology.

Non-fiction Reading
Exposure to a wide range of non-fiction texts.

Macbeth
Develop speculative responses focused on author's craft and authorial intent.

Conflict Poetry
Comparison of poetry from the AQA anthology.

Cultural Exposure:

- Visiting Speaker (Ex-Marine)
- Theatre Group Visit (AIC)
- College seminars
- Theatre Company Visit (Macbeth)

Macbeth
Pupils develop speculative responses.

Reading Fiction and Narrative Writing
Pupils analyse the language and structure of unseen fiction and write a plausible story arc.

Love Poetry
Comparison of poetry from the Eduqas anthology.

Places Poetry
Comparison of poetry from the Eduqas anthology.

Non-Fiction Reading
Exposure of a wide range of texts.

Transactional Writing
Write for a specific purpose and audience.

Unseen Poetry
Analyse and compare unseen poems.

Revision of the GCSE English Language and Literature specifications

Exam preparation.

Cultural Exposure:

- Theatre Group Visit (AIC)
- An Inspector Calls theatre trip
- Public examinations