

Term 1 19th Century Fiction	Term 2 The Breadwinner	Term 3 Creative Writing- narrative lang and structure	Term 4 Freedom Fighter Biographies: reading and writing	Term 5 Poetry around the world	Term 6 Shakespeare
Prior knowledge: Previously students have explored a range of texts in their primary schools as part of the NC and some may have studied a whole 19 th century text.	Prior knowledge: Last term students looked at extracts as part of their reading skills.	Prior knowledge: Students would have seen a range of modelled writing over the past two terms. This will be both fiction (class texts) and non-fiction (reading booklets). Students will have had experience in writing skills in line with the NC in primary schools.	Prior knowledge: Students may have been introduced to the form of biographies in primary school.	Prior knowledge: Students may have been introduced to poetic terms and different poetic forms.	Prior knowledge: Students may have already studied shortened versions of Shakespeare or extracts from his plays.
Term 1 knowledge	Term 2 knowledge	Term 3 knowledge	Term 4 knowledge	Term 5 knowledge	Term 6 knowledge
This term students will be given extracts to decipher themes and patterns from 19 th century seminal world literature. This will develop their comprehension	This term students will read an entire novel so that they can develop language analysis into a thematic approach, seeing a 'pattern' within the novel and beginning to	This term students will begin to develop their understanding of narrative writing. By the end of the term, students will have applied the structural and	This term students will begin to revise biographical form and be introduced to identifying/ understanding perspective/viewpoint.	This term students will revise the poetic terms and a range of different forms. Their knowledge will expand from Haikus and shape poetry/sonnets to a	This term students will begin to grapple with Shakespearean language and develop the skills of understanding difficult themes, devices and 'patterns' within a

<p>of unfamiliar words as well as understanding how language creates meaning. They will also be reminded how to support ideas with evidence and introduced to linking contextual knowledge of the 19th century. For example, they will begin to consider why the author has made certain choices.</p>	<p>understand and identify structural features as well as revise the language analysis from last term.</p> <p>Students will also focus on embedding quotations/context effectively within their assessments, rather than simply using evidence/context to support.</p>	<p>language methods seen in Term 2's text. They will have developed their narrative writing of beginning, middle and end from primary school to embed Freytag's elements. Their descriptive writing will have a focus on revisiting 'show don't tell' from primary school and refining this skill.</p>	<p>They will again, be asked to practice embedding evidence and context as part of their assessment.</p> <p>Students will also be assessed on spoken language in this term. Delivering speeches/presentations on a key person of their choice will allow them to showcase their knowledge of perspective as well as practicing spoken language skills.</p>	<p>wide variety of verse and forms.</p> <p>They will have the opportunity to be inspired to write their own poetry and apply the poetic techniques learnt from famous poets around the world.</p> <p>The assessment will ask students to analyse a poem, embedding the skills learnt in Terms 1-4.</p>	<p>text. By Term 6 students will be revising the topics from Terms 1-5 using Shakespeare as a basis: Structure of the play, it's themes throughout and embedding context/relevant evidence to support ideas.</p>
<p>Future knowledge: The knowledge in Term 1 links into the ability to use a range of reading strategies to understand and decipher unfamiliar texts as well as begin to realise the importance and</p>	<p>Future knowledge: Developing these skills over KS3 will enable students to deepen structural and language analysis as part of their A02 as they enter KS4. They will be introduced to the idea of What, How</p>	<p>Future knowledge: Students are developing the writing skills needed for A05 and A06 as part of their language GCSE. Each element will be built upon over the course of KS3 and KS4.</p>	<p>Future knowledge: Students are developing their understanding of a range of textual forms for Language Paper 2, Q5.</p> <p>Their spoken language skills of presenting to a class and practice in</p>	<p>Future knowledge: Students are beginning to practice unseen analysis skills which will aid Language GCSE extracts but also their Literature GCSE where they must analyse unseen poems.</p>	<p>Future knowledge: A Shakespearean text must be analysed and is included on the Literature GCSE.</p> <p>Their ability to read a whole play and track patterns/themes will</p>

<p>influence of context on a text.</p> <p>The above skills are developed and refined over KS3 to prepare students for unseen texts for both their literature and language GCSE as well as the A03 component of Literature.</p>	<p>and Why which will be a change to structures such as PEE from primary school.</p> <p>In Year 7 they will understand basic structural elements within this novel. By Year 9 they will begin to understand the development of narrative perspective and narrative shifts.</p>	<p>Each of the writing skills needed will be developed throughout Year 8 and 9 and (depending on class ability) key skills/areas will be revisited based on assessment feedback.</p>	<p>public speaking will be built upon over KS3 ready for their spoken language assessment as part of their language GCSE.</p>		<p>be developed over the course of Year 8 and 9.</p>
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