

## PRIMARY

## KEY STAGE 3

## KEY STAGE 4

## KEY STAGE 5

### Curriculum Intent

**It is our intention that young people leave KBA with a passion for and understanding of English Language and Literature. We are proud of our ambitious, challenging and diverse curriculum that inspires young minds to be creative, critical readers and writers. Through the rigorous and carefully sequenced curriculum, we equip our young people with the confidence to communicate effectively in life beyond school.**

### **1. How do you ensure consistent delivery of the subject across all key stages?**

- KS5 curriculum is split per teacher and term and specific text/contexts assigned
- KS4 curriculum is broken down into lesson by lesson topics to be covered.
- KS3 curriculum is broken down into weekly map.
- Primary writing uses high quality, engaging texts as a stimulus to write for a range of purposes. Purposes for writing are mapped progressively across primary along with following National Curriculum guidance for SPaG.
- Assessment plans are in place at KS3 and KS4
- Use of knowledge organisers
- Marking policy and stickers
- Collaborative planning at KS3 and KS4
- T & L drop-ins
- CPD sessions
- Moderation and standardisation at all key stages
- KS5 online training sessions
- UL advisor support visits – lessons are observed and feedback acted upon

### **2. How does the curriculum cater for disadvantaged, SEND and other minority group students?**

- Inclusive curriculum which is differentiated and includes scaffolded tasks
- Use of models and live modelling
- Use of provision maps to inform planning

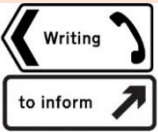

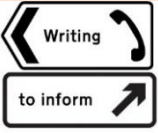

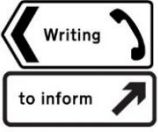


- Use of targeted questioning during discussions
- Writing frames
- Use of topic sentences
- Key vocabulary on PPTs
- Use of knowledge organisers in lessons and for homework
- KS4 and KS5 literature texts are purchased for students so that they can annotate on them and read them at home
- A KS5 literary library and study space is now available
- KS5 lesson ppts are shared with students and students with needs or no internet access can use school laptops
- Subject core texts uploaded to school website

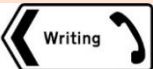


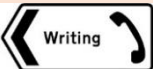



**3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?**

- 7-10 knowledge organisers
- KS3 weekly tasks
- KS3 end of unit KO quiz
- KS4 assessment plan
- KS5 essays, mocks and knowledge tests
- KS5 texts/authors/contexts revisited throughout the year
- Mid-year and end of year tests
- 'Do Now' quizzes
- Lessons include recap tasks
- Interleaving Lang and Literature revision weeks – KS4
- Progressive KS4 curriculum – extracts become more challenging as skills are revisited
- Skills and topics delivered in year 7 are revisited throughout KS3, KS4 and KS5.
- Skills and topics are covered in KS1 and 2 – revisited throughout the year.
- KS5 lecture days with TTP at Warwick university

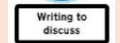
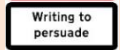
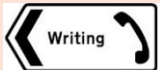
## PRIMARY Writing

Year	Term 1/Term 2	Term 3/Term 4	Term 5/Term 6
<b>EYFS</b>	<p><u>Goldilocks and the Three Bears</u>  <u>The Three Little Pigs</u>            Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels.</p> <p><u>The Little Red Hen</u>  <u>The Three Billy Goats Gruff</u>            Sequence the story            Speech bubbles            Create a wanted poster to catch the troll            Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for cooking            Help children identify the sound that is tricky to spell.            Sequence the story            Write a sentence – more able</p>	<p><u>Owl Babies</u>            CVC words / simple sentence writing using high frequency words            The Sleepy Bumblebee Labels and simple captions            Mini beasts – Animal Fact File – Compare two animals            Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.            Guided writing based around developing short sentences in a meaningful context. Create a story board.</p> <p><u>Jack and the Bean Stalk</u>            – retell parts of the story / repeated refrains / speech bubbles            Hungry Caterpillar - Describe foods / adjectives            Healthy Food – My Menu / Bean Diary            Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.            Labels and captions – life cycles Recount – A trip to the park            Character descriptions.            Write 2 sentences</p>	<p><u>Mr Grumpy’s Outing</u>            Report about the animals falling into the water  <u>Handa’s Surprise</u>            Describe each animals            Write new version            Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.            Acrostic poems  <u>Big Blue Whale</u>  <u>Tiddler</u>            Write facts about whales            Write a postcard / diary writing            My Holiday – recount            Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.            Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description            Write three sentences – B, M &amp; E.</p>

<p>1</p>  	<p><b>Fairy Tales</b>  <b>Poetry:</b> list poem, adjectives  <b>Fiction:</b> sentence writing using stories as stimulus</p> <p><b>Sharing a Shell – Julia Donaldson</b>  <b>Poetry:</b> senses  <b>Fiction:</b> sentence writing using stories as stimulus</p>	<p><b>The Perfect Fit – Naomi Jones</b>  <b>Poetry:</b> shape poetry  <b>Fiction:</b> using text as stimulus</p> <p><b>Meerkat Mail – Emily Gravett</b>  <b>Poetry:</b> imagery poetry  <b>Fiction:</b> using text as stimulus</p>	<p><b>Dragon Post - Emma Yarlett</b>  <b>Poetry:</b> collage poem  <b>Fiction:</b>  <b>Non-Fiction:</b> letter writing</p> <p><b>Here I Am – Oliver Jeffers</b>  <b>Poetry:</b> performance poetry  <b>Fiction:</b> using text as stimulus  <b>Non-Fiction:</b> information text</p>
<p>2</p>  	<p><b>The Great Fire of London – Emma Adams &amp; James Western Lewis, Samuel Pepys – Paul Harrison</b>  <b>Poetry:</b> simile poem about fire  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> diary</p> <p><b>Pesky Rat – Lauren Child</b>  <b>Poetry:</b> acrostic – Bonfire Night  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> newspaper report</p>	<p><b>The Deep Dark Wood – Algy Craig Hall</b>  <b>The Man on the Moon – Simon Bartram</b>  <b>Poetry:</b> image poem  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> information text</p> <p><b>Claude in the City – Alex T.Smith</b>  <b>Poetry:</b> haiku  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> postcard/leaflet</p>	<p><b>Bloom (Hope in a Scary World) – Anne Booth</b>  <b>Poetry:</b> In my Magic Box  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> information text</p> <p><b>Where the Wild Things Are – Maurice Sendak</b>  <b>Poetry:</b> rhyme Jabberwocky (performance)  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> letter</p>
<p>3</p>   	<p><b>The Barnabus Project – Eric Fan</b>  <b>Poetry:</b> simile  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> information text</p> <p><b>The miraculous journey of Edward Tulane – Kate DiCamillo</b>  <b>Poetry:</b> acrostic  <b>Fiction:</b> using text as stimulus, adventure story  <b>Non- Fiction:</b> newspaper</p>	<p><b>Stone Age boy – Satoshi Kitamura</b>  <b>Poetry:</b> imagey  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> information text</p> <p><b>Street Beneath My Feet – Charlotte Guillian</b>  <b>Poetry:</b> haiku  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> persuasive</p>	<p><b>On Sudden Hill – Linda Sarah</b>  <b>Poetry:</b>  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> letter</p> <p><b>The Gardener – Sarah Stewart</b>  <b>Poetry:</b>  <b>Fiction:</b> using text as stimulus  <b>Non- Fiction:</b> information text</p>

<p style="text-align: center;"><b>4</b></p>  <p style="text-align: center;">to inform</p>  <p style="text-align: center;">Writing to entertain</p>  <p style="text-align: center;">Writing to persuade</p>	<p><b><u>Charlie and the Chocolate Factory – Roald Dahl</u></b>  <u>Poetry:</u> simile  <u>Fiction:</u> using text as stimulus, recount  <u>Non- Fiction:</u> information text</p> <p><b><u>How to Train a Dragon – Cressida Cowell</u></b>  <u>Poetry:</u> haiku  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> instructions</p>	<p><b><u>The Secret Garden – Francis Hodgson Burnett</u></b>  <u>Poetry:</u> The Owl and the Pussycat  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> information text</p> <p><b><u>Escape from Pompeii - Christina Balit</u></b>  <u>Poetry:</u> kenning  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> explanation</p>	<p><b><u>Frost Heart – Jamie Littler</u></b>  <u>Poetry:</u> rhythm and sound  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> newspaper</p> <p><b><u>The Great Kapok Tree – Lynne Cherry</u></b>  <u>Poetry:</u> cinquain  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> persuasive</p>
<p style="text-align: center;"><b>5</b></p>  <p style="text-align: center;">to inform</p>  <p style="text-align: center;">Writing to entertain</p>  <p style="text-align: center;">Writing to persuade</p>  <p style="text-align: center;">Writing to discuss</p>	<p><b><u>Beowulf – Michael Morpurgo</u></b>  <u>Poetry:</u> metaphor  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> information text</p> <p><b><u>Kick – Mitch Johnson</u></b>  <u>Poetry:</u> haiku  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> discussion text</p>	<p><b><u>Arthur and the Golden Rope – Joe Stanton</u></b>  <u>Poetry:</u> imagery  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> newspaper</p> <p><b><u>The Water Tower – Gary Crew</u></b>  <u>Poetry:</u> personification  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> persuasive text</p>	<p><b><u>Treason -Berlie Doherty</u></b>  <u>Poetry:</u> description  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> instructions</p> <p><b><u>Curiosity: Story of a Mars Rover – Marus Motum</u></b>  <u>Poetry:</u> song – Space Oddity  <u>Fiction:</u> using text as stimulus  <u>Non- Fiction:</u> information text</p>

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**Far From Home – Berlie Doherty**

**Poetry:** personification

**Fiction:** using text as stimulus

**Non- Fiction:** information text

**Darwin’s Dragons – Lindsay Galvin**

**Poetry:** tyger tyger, the tale of the custard dragon, the highway man

**Fiction:** using text as stimulus

**Non- Fiction:** information text

**Piano – Literacy Shed**

**Poetry:** The book of wonder – based on magic box

**Fiction:** using text as stimulus

**Non- Fiction:** newspaper

**The Boy in the Girl’s Bathroom – Louis Sachar**

**Poetry:** alphabet poem

**Fiction:** using text as stimulus

**Non- Fiction:** balanced argument

**Holes – Louise Sachar**

**Poetry:** imagery

**Fiction:** using text as stimulus

**Non- Fiction:** discussion




**Holes – Louise Sachar**


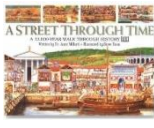
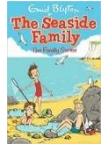
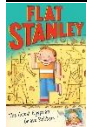



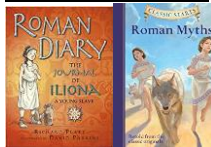
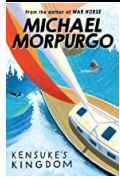
**Poetry:** rap/rhyme

**Fiction:** using text as stimulus

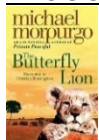



**Non- Fiction:** persuasive

## PRIMARY Reading

Year	Term 1/Term 2	Term 3/Term 4	Term 5/Term 6
<p align="center"><b>EYFS</b></p>	<p align="center"><b>Little Wandle revised Letters and Sounds – Reading Program</b></p> <ul style="list-style-type: none"> <li>*Joining in with rhymes and showing an interest in stories with repeated refrains. *Environment print.</li> <li>*Having a favourite story/rhyme.</li> <li>*Understand the five key concepts about print</li> <li>*Sequencing familiar stories through the use of pictures to tell the story.</li> <li>*Recognising initial sounds. *Name Reading activities. *Engage in extended conversations about stories, learning new vocabulary.</li> <li>*Retell stories related to events through acting/role play.</li> <li>*Look at Christmas letters/lists.</li> <li>* Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. *Editing of story maps and orally retelling new stories.</li> <li>*Non-Fiction Focus Retelling of stories.</li> <li>*Sequence story – use vocabulary of beginning, middle and end.</li> <li>*Enjoys an increasing range of books</li> </ul>	<p align="center"><b>Little Wandle revised Letters and Sounds – Reading Program</b></p> <ul style="list-style-type: none"> <li>*Making up stories with themselves as the main character</li> <li>*Encourage children to record stories through picture drawing/mark making for LAs.</li> <li>*Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>*Read a few common exception words matched to Little Wandle’s</li> <li>* Make the books available for children to share at school and at home.</li> <li>*Information leaflets about animals in the garden/plants and growing.</li> <li>*Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>*World Book Day</li> <li>*Timeline of how plants grow.</li> <li>*Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>*They develop their own narratives and explanations by connecting ideas or events</li> </ul>	<p align="center"><b>Little Wandle revised Letters and Sounds – Reading Program</b></p> <ul style="list-style-type: none"> <li>*Stories from other cultures and traditions</li> <li>*Retell a story with actions and / or picture prompts as part of a group –</li> <li>*Use story language when acting out a narrative.</li> <li>*Rhyming words.</li> <li>*Parents reading stories</li> </ul> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <ul style="list-style-type: none"> <li>*Role play area – book characters</li> <li>*Can draw pictures of characters/ event / setting in a story</li> <li>*Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</li> <li>*Make predictions</li> </ul> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. *Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <ul style="list-style-type: none"> <li>*Sort books into categories.</li> </ul>
<p align="center"><b>1</b></p>	<p align="center"><b>Little Wandle revised Letters and Sounds – Reading Program</b></p> <p align="center"><b>Texts linked to Topics:</b></p> 	<p align="center"><b>Little Wandle revised Letters and Sounds – Reading Program</b></p> <p align="center"><b>Texts linked to Topics:</b></p> 	<p align="center"><b>Little Wandle revised Letters and Sounds – Reading Program</b></p> <p align="center"><b>Texts linked to Topics:</b></p> 

<p>2</p>	<p>Little Wandle revised Letters and Sounds – Reading Program Texts linked to topics:</p> 	<p>Little Wandle revised Letters and Sounds – Reading Program Texts linked to topics:</p> 	<p>Little Wandle revised Letters and Sounds – Reading Program Texts linked to topics</p> 
<p>3</p>	<p><u>Whole Class Read:</u></p>  <p><u>Non-Fiction</u> Egyptian Gods All about Wolves Nintendo (history)</p>	<p><u>Whole Class Read:</u></p>  <p><u>Non-Fiction</u> Stone Age <u>Poetry</u> Julia Donaldson study</p>	<p><u>Whole Class Read:</u></p>  <p><u>Non-Fiction</u> Inventors History of inventions VE day</p>
<p>4</p>	<p><u>Whole Class Read:</u></p>  <p><u>Non-Fiction</u> Maya Bullying <u>Poetry</u> <i>Flanders Field</i> (WWI) AA Milne Owl and The Pussy Cat</p>	<p><u>Whole Class Read:</u></p>  <p><u>Non-Fiction</u> Chinese New Year Robert Burns <u>Poetry</u> Burns Night</p>	<p><u>Whole Class Read:</u></p>  <p><u>Non-Fiction</u> Ramadan Recycling <u>Poetry</u></p>



<p>5</p>	<p><b>Whole Class Read:</b></p>  <p><b>Non-Fiction</b>          Diwali          Christmas Around the World          Walter Tull</p>	<p><b>Whole Class Read:</b></p>  <p><b>Non-Fiction</b>          Chinese New Year          Vikings  <b>Poetry</b>  <i>Burns night</i></p>	<p><b>Whole Class Read:</b></p>  <p><b>Non-Fiction</b>          Space          Planets          Olympics  <b>Poetry</b>          Space poetry – Pie Corbett</p>
<p>6</p>	<p><b>Fiction</b></p>  <p><b>Non-Fiction</b>          Workhouse          Victorians          Diwali          Christmas Around the World  <b>Poetry</b>  <i>Flanders Field (WWI)</i>  <i>Christmas Truce (WWI)</i></p>	<p><b>Fiction</b></p>  <p><b>Non-Fiction</b>          International Women's day          Democracy          Anne Frank's Diary          WW2 Causes          D-Day Landings  <b>Poetry</b>  <i>If</i> by Rudyard Kipling</p>	<p><b>Fiction</b></p>  <p><b>Non-Fiction</b>          Rule of Law  <b>Poetry</b>  <i>Firework</i></p>

## KEY STAGE 3

	1 <sup>st</sup> Half of the year (Sep – Jan)	2 <sup>nd</sup> Half of the year (Jan-July)
7 Conflict	<ul style="list-style-type: none"> <li>• <b>Prose</b> Myths and legends (baseline NMM)</li> <li>• <b>Prose:</b> <i>Wolves of Willoughby Chase</i></li> <li>• <b>Non-Fiction:</b> <i>War &amp; Conflict</i> Anchor text: <i>The Diary of Anne Frank</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Poetry:</b> <i>War &amp; Conflict</i></li> <li>• <b>Shakespeare:</b> <i>Midsummer Night's Dream</i></li> <li>• <b>Drama:</b> <i>Frankenstein (play)</i></li> </ul>
	<p style="text-align: center;"><b>Mid-Year Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Prose:</b> <i>Wolves of Willoughby Chase</i></li> <li>• <b>Writing:</b> Narrative/descriptive</li> </ul>	<p style="text-align: center;"><b>End of Year Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Prose:</b> 'Midsummer Night's dream'</li> <li>• <b>Writing:</b> Non fiction NMM</li> </ul>
8 Social Injustice	<ul style="list-style-type: none"> <li>• <b>Prose:</b> <i>Gothic Extracts</i></li> <li>• <b>Shakespeare:</b> <i>The Tempest</i></li> <li>• <b>Non-Fiction:</b> <i>Social Justice</i> Anchor text: <i>I am Malala</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prose:</b> <i>Dystopian short stories</i></li> <li>• <b>Poetry:</b> <i>Social Justice</i></li> <li>• <b>Drama:</b> Noughts and Crosses</li> </ul>
	<p style="text-align: center;"><b>Mid-Year Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Shakespeare:</b> The Tempest</li> <li>• <b>Writing:</b> Narrative/descriptive</li> </ul>	<p style="text-align: center;"><b>End of Year Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Prose:</b> <i>Dystopian stories</i> (from cluster)</li> <li>• <b>Writing:</b> Narrative/descriptive</li> </ul>
9 Relationships	<ul style="list-style-type: none"> <li>• <b>Prose:</b> <i>Of Mice and Men</i></li> <li>• <b>Drama:</b> <i>The Crucible</i></li> <li>• <b>Non-Fiction:</b> <i>Relationships</i> Anchor text: <i>We Should All Be Feminists</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prose:</b> <i>Sherlock Holmes</i></li> <li>• <b>Poetry:</b> <i>Relationships</i></li> <li>• <b>Shakespeare:</b> <i>Romeo and Juliet</i></li> </ul>
	<p style="text-align: center;"><b>Mid-Year Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Drama:</b> <i>The Crucible</i></li> <li>• <b>Writing:</b> Non-Fiction</li> </ul>	<p style="text-align: center;"><b>End of Year Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Prose:</b> <i>The Adventure of the Speckled Band</i></li> <li>• <b>Writing:</b> Non-Fiction</li> </ul>

## KEY STAGE 4

Language	1 <sup>st</sup> Half of the year (Sep – Jan)	2 <sup>nd</sup> Half of the year (Jan-July)
10	Language Paper 1 – <i>Explorations in Creative Reading and Writing</i> Q1,2,3 Reading and Q5 writing	Language Paper 1 – Qs 3-5 Language Paper 2 – Qs 2,4 and 5  GCSE Spoken language Endorsement – speech writing/ delivering.
	Mid-Year Assessment Language Paper 1 (2019)	End of Year Assessment Language Paper 1 – <i>Explorations in Creative Reading and Writing</i>
11	Language Paper 2 – <i>Writer’s Viewpoints and Perspectives Q1234</i> Key focus on analysing language and effects	Language Paper 2 – <i>Writer’s Viewpoints and Perspectives Q4 and 5</i>  <u>Term 3:</u> Paper 1 & 2 revision based on QLA from November mocks Paper 1 & 2 revision of extended writing skills – narrative, descriptive, expressing a viewpoint
		Feb/March Mock Exams Language Paper 2
		<u>Term 4:</u> Paper 1 & 2 revision based on QLA from Feb/March mocks <u>Term 5:</u> Paper 1 & 2 revision of high tariff reading questions and extended writing skills– narrative, descriptive, expressing a viewpoint
	November Mock Exams Language Paper 2	<b>ACTUAL GCSE EXAMS.</b>

## KEY STAGE 4

<b>Literature</b> *We await to hear gov guidelines on actual units needed for the 2022 exam	1 <sup>st</sup> Half of the year (Sep – Jan)	2 <sup>nd</sup> Half of the year (Jan-July)
10	Literature Paper 2 – Power and conflict Anthology <i>Ozymandias, London, Prelude, Storm on the Island, MLD, COLB, Exposure, Bayonet Charge</i>  Literature- A Christmas Carol cold read	Literature Paper 1 – <i>English Literature &amp; the Nineteenth Century Novel A Christmas Carol</i> - key moment analysis  Literature Paper 1 – <i>Macbeth</i> cold read / key moment analysis
		End of Year Assessment Literature Paper – two questions (essays) from texts studied in accordance with UL and gov guidelines
11	<i>Literature – Macbeth / revision of high value moments</i> <i>Poetry P and C revision- comparison</i>  <i>Period 7 - Poetry lectures provided by staff in lecture theatre and Paper 2 revision</i> <i>A Christmas Carol - revision quotations</i>	Literature Paper 1 – <i>English Literature &amp; the Nineteenth Century Novel</i> Literature Paper 2 – <i>Modern texts and Poetry</i> Rotation of examination texts for revision throughout the year based on QLA. 1. <i>Macbeth</i> 2. <i>A Christmas Carol</i> 3. <i>Poetry</i>
		Feb/March Mock Exams Language Paper 2 – <i>Modern texts and Poetry</i>
		Literature Paper 1 – <i>English Literature &amp; the Nineteenth Century Novel</i> Literature Paper 2 – <i>Modern texts and Poetry</i>
	November Mock Exams Literature Paper : <i>Macbeth and Poetry P and C</i>	<b>ACTUAL GCSE EXAMS.</b>

## KEY STAGE 5

Language and Literature	September – November	December – March	March - June
12	<p>Introduction to narrative fiction, poetic voice and essay writing.</p> <p><i>The Handmaid's Tale</i> – Margaret Atwood</p> <ul style="list-style-type: none"> <li>• Reading the novel, dominant focus is narratology</li> </ul> <p>Poetic Voices. Reading John Donne through the lenses of:</p> <ul style="list-style-type: none"> <li>• Place</li> <li>• Relationships</li> <li>• Events</li> <li>• Time</li> </ul> <p>Reading the poetry, dominant focus is poetics</p>	<p>Imagined Worlds. Reading Margaret Atwood through the lenses of:</p> <ul style="list-style-type: none"> <li>• point of view</li> <li>• characterisation</li> <li>• presentation of time and space/place</li> <li>• narrative structure</li> </ul> <p>Introduction to stylistics, spoken language, genre and essay writing.</p> <p>Remembered Places.</p> <ul style="list-style-type: none"> <li>• Reading texts 1-15 in anthology</li> </ul> <p>Regular spoken presentations and essays to support exam readiness</p>	<p>Poetic Voices and Imagined Worlds. Revision and exam preparation</p> <p>Remembered Places.</p> <ul style="list-style-type: none"> <li>• Developing essay skills in response to texts 1-15 in anthology</li> </ul> <p>Regular essays to support exam readiness</p> <p>Start NEA – Complete process of choosing texts, selecting secondary reading and writing draft of introduction, research and analysis sections</p>
	<p><b>November Mock Exam</b></p> <p>1 x Imagined Worlds essay 1x Poetic Voices essay</p>	<p><b>March Mock Exam</b></p> <p>1x Imagined Worlds essay 1x Remembered Places essay</p>	<p><b>End of Year Exam</b> complete A-Level Paper 1</p>
13	<p>Remembered Places</p> <ul style="list-style-type: none"> <li>• Reading texts 16-30 in Paris anthology – regular assessment and exam practice</li> </ul> <p>Reading <i>The Kite Runner</i> by Khaled Hosseini through the lenses of:</p> <ul style="list-style-type: none"> <li>• Narrative perspective</li> <li>• Narrative structure</li> <li>• Representing conflict</li> </ul>	<p>Reading <i>The Herd</i> by Rory Kinnear through the lenses of:</p> <ul style="list-style-type: none"> <li>• Representation of speech</li> <li>• Characterisation through language</li> <li>• Power through language and behaviour</li> <li>• Conflict through narrative and themes</li> </ul> <p>Remembered Places and Imagined Worlds. Revisit, revise, enhance understanding of Paris and Atwood</p>	

	<p>Writing re-creative pieces in response to Hosseini's text through:</p> <ul style="list-style-type: none"> <li>• The nature of monologue and dialogue</li> <li>• Developing undeveloped elements of narrative and character</li> </ul> <p>The importance of specific moments of time and place</p> <p>Finish NEA – write conclusion and complete detailed redrafting process</p>	<p>Writing about Society and Dramatic Encounters</p> <p>Continuing work on Kinnear and Hosseini</p>	
	<p><b>November Mock Exam</b> Exam – Full paper 1 &amp; Partial paper 2</p>	<p><b>March Mock Exam</b> Full exam – papers 1 &amp; 2</p>	<p><b>ACTUAL A LEVEL EXAMINATION</b></p>

## KEY STAGE 5

Literature	September – November	December – March	March - June
12	<p><b>Unit 1 -Love through the Ages</b> . This unit takes a historicist approach to the study of literature. Love Through the Ages takes a diachronic approach to the given theme.</p> <ul style="list-style-type: none"> <li><b><i>The Great Gatsby</i> by Fitzgerald (novel, post 1900)</b></li> <li><b><i>Pre 1900 Poetry Anthology</i> taught initially as unseen</b> <i>Focus: representations of love across time, poetic form and methods, typicality and relevant context, making links.</i> Thematic essays and presentations to prepare for exams</li> </ul> <p><b>Unit 2- Texts in Shared Contexts: Modern Identity Texts.</b> This unit takes a synchronic approach to literature produced since 1945.</p> <ul style="list-style-type: none"> <li><b>Introduction to unseen prose extracts (post 1945)</b> Booklet of extracts to annotate and write essays <i>Focus: narrative perspective, genre, representations of identity and methods used to convey this theme. Includes essays and oral presentations on texts</i></li> <li><b><i>Skirrid Hill</i> by Sheers (post 2000 poetry)</b> Guided annotation <i>Focus: themes of separation, identity, nature, masculinity and relationships also poetic form, methods, typicality and relevant context, making links. Includes oral presentations and essays.</i></li> </ul>	<p><b>Unit 1 -Love through the Ages</b></p> <ul style="list-style-type: none"> <li><b><i>Othello</i> by Shakespeare (Tragedy, pre 1900)</b> Detailed reading of play and annotation of pivotal scenes <i>Focus: representations of love across time, tragedy form, methods, typicality in relation to context and Shakespeare’s oeuvre, making links and alternate interpretations.</i> Essays based on extract to whole text and presentations to prepare for exams</li> </ul> <p><b>Unit 2 Texts in Shared Contexts: Modern Identity Texts.</b></p> <ul style="list-style-type: none"> <li><b><i>Cat on a Hot Tin Roof</i> by Williams (play, post 1900)</b> <i>Focus: modernism and post war society, play genre, setting, representations of identity and methods used to convey this theme.</i> Thematic essays and presentations to prepare for exams</li> </ul> <p><b>Unit 1 -Love through the Ages Revision</b></p> <ul style="list-style-type: none"> <li><b><i>Pre 1900 Poetry Anthology</i> taught initially as unseen</b></li> <li><b><i>The Great Gatsby</i> by Fitzgerald (novel, post 1900)</b></li> </ul>	<p><b>Unit 2 -Texts in Shared Contexts: Modern Identity</b></p> <ul style="list-style-type: none"> <li><b>Additional Sheers poetry yet to be covered (post 2000)</b> <i>Focus: themes of separation, family, nature, growing up and relationships also poetic form, methods, typicality and relevant context, making links to previously studied poems.</i> Thematic essays and presentations to prepare for exams</li> </ul> <p><b>Unit 2 Texts in Shared Contexts: Modern Identity Texts.</b></p> <ul style="list-style-type: none"> <li><b>Introduction to NEA (one pre 1900 and one post 1900 text)</b> Core text teaching based around theme, genre and character Students work independently, negotiating their own text and question <b>Focus:</b> Detailed annotations, notes and group work to prepare for NEA topic focus and other text choice</li> </ul> <p><b>Unit 1 -Love through the Ages Revision</b> <b>Unit 2 -Texts in Shared Contexts: Modern Identity Texts Revision</b></p> <ul style="list-style-type: none"> <li>Revise all texts- prioritise based on student need</li> <li>Creation of revision resources</li> </ul>
	<b>November Mock Exam (open book)</b>	<b>March Mock Exam</b>	<b>End of Year Exam</b>

	Paper 1 (Comparison : Pre 1900 <i>Poetry Anthology and The Great Gatsby</i> ) Paper 2 (Sheers poetry)	Full Paper 1 for unit 1 (open book-section C only) Paper 2 for unit 2 (Sheers, Unseen Prose and <i>Cat on a Hot Tin Roof- open book</i> )	Full Paper 1 for unit 1 (open book-section C only) Paper 2 for unit 2 (Sheers, Unseen Prose and <i>Cat on a Hot Tin Roof- open book</i> )
	<p><b>Unit 2- Texts in Shared Contexts: Modern Identity Texts.</b></p> <ul style="list-style-type: none"> <li>• <b>NEA planning/writing</b> Students work independently, negotiating their own text and task focus with teacher Structured planning based on negotiated essay <b>Focus:</b> theme, character, genre, method First draft of comparative critical study NEA</li> </ul> <p><b>Unit 2 -Texts in Shared Contexts: Modern Identity Texts.</b></p> <ul style="list-style-type: none"> <li>• <b><i>The Help</i> by Stockett</b> <b>Focus:</b> narrative perspective, context and setting 1960s USA, representations of identity and segregation methods used to convey this theme. Thematic essays and presentations to prepare for exams</li> </ul> <p><b>Unit 1 -Love through the Ages Revision</b></p> <ul style="list-style-type: none"> <li>• <b><i>Othello</i> by Shakespeare (Tragedy, pre 1900)</b> Detailed rereading of pivotal scenes, essay planning and thesis statements <b>Focus:</b> representations of love across time, tragedy form, methods, typicality in relation to context and Shakespeare's oeuvre, making links and alternate interpretations. Essays on extract to whole text and presentations to prepare for exams</li> </ul>	<p><b>Unit 2- Texts in Shared Contexts: Modern Identity Texts.</b></p> <ul style="list-style-type: none"> <li>• <b>Complete NEA</b></li> <li>• <b><i>The Help</i> by Stockett compared to <i>Cat on a Hot Tin Roof</i> by Williams</b> <b>Focus:</b> Making links between texts on key aspects- narrative perspective, exposition, characters and themes: isolation, class, conflict, cultural difference, difference, identity etc. Comparative essays to prepare for exams</li> <li>• <b>Additional Sheers poetry yet to be covered (post 2000)</b> <b>Focus:</b> themes of: separation, family, nature, growing up and relationships and poetic form, methods, typicality and relevant context, making links to previously studied poems. Thematic essays and presentations to prepare for exams</li> </ul> <p><b>Unit 1 -Love through the Ages Revision</b></p> <ul style="list-style-type: none"> <li>• <b><i>Pre 1900 Poetry Anthology</i></b></li> <li>• <b><i>The Great Gatsby</i> by Fitzgerald (novel, post 1900)</b> <b>Focus:</b> representations of love across time, poetic form and methods, typicality and relevant context, making links Comparative, thematic essays and presentations to prepare for exams</li> </ul>	<p><b>Unit 2 -Texts in Shared Contexts: Modern Identity Revision</b></p> <ul style="list-style-type: none"> <li>• <b>Unseen prose</b> <b>Focus:</b> narrative perspective, genre, representations of identity and methods used to convey this theme. Includes oral presentations on texts</li> </ul> <p><b>Unit 1 -Love through the Ages Revision</b></p> <ul style="list-style-type: none"> <li>• <b>Unseen poetry about love through the ages</b> <b>Focus:</b> representations of love across time, poetic form and methods, typicality and relevant context, making links. Thematic essays and presentations to prepare for exams</li> </ul> <p><b>Unit 1 -Love through the Ages Revision</b> <b>Unit 2 -Texts in Shared Contexts: Modern Identity Texts Revision</b></p> <ul style="list-style-type: none"> <li>• Revise all texts- prioritise based on student need</li> <li>• Creation of revision resources</li> <li>• Exam technique</li> </ul>
	<b>November Mock Exam</b> <b>Complete Paper 1 and Paper 2</b>	<b>March Mock Exam</b> <b>Complete Paper 1 and Paper 2</b>	<b>ACTUAL A LEVEL EXAMINATION</b>