

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Term  Half Term 1	<b>Love and Relationships Poetry Anthology</b>  Literature Paper 2	Pupils will complete an <b>in-class assessment</b> comparing two of the poems studied during this half term: Before you were mine and a poem of the pupils' choice.	<b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>Poems are divided into stanzas</li> <li>Poems should be compared by looking at the themes and ideas that they explore</li> <li>Pupils should create a thesis statement and develop that idea throughout their essay writing.</li> </ul>	Pupils are analysing poems. Tier three vocabulary that is used to teach poetry is explicitly taught and revised here as well as vocabulary linked to comparison. Reading strategies, including examination literacy skills are built into the scheme of work. Writing academically is also a huge focus of the scheme with lessons throughout dedicated to the teaching of essay writing skills and building tier 2 vocabulary.
	<b>Language Paper 1: writing section mini unit</b>  Focus now is on narrative writing (the second option for Q5)	Pupils are not formally assessed at this point. The focus is on honing their craft during their lessons and consolidating this learning over half-term.	<b>Disciplinary Knowledge: for creative writing</b> <ul style="list-style-type: none"> <li>Stories are well-designed structures with a beginning, middle and end.</li> <li>When we write a short story, it should have one main character. In a short story, the main character is the person who does the action. Secondary characters do not do the action.</li> <li>Stories have 4 main ingredients – Place, Time, Character and Action</li> <li>In a short story, the action should happen in one place and over a short time.</li> </ul>	Pupils will study a high-quality short story by Alice Walker called 'The Flowers'. The unit is focused on effective narrative writing based around the theme of loss of innocence.  Pupils are encouraged to magpie ideas and vocabulary from a range of high quality writing, including teacher live modelling.

<p><b>Autumn Term</b></p> <p><b>Half Term 2</b></p>	<p><b>Language Paper 2: writing section mini unit</b></p> <p>Focus now is on Points of View writing using the concept of Celebrity.</p>	<p>Pupils are not formally assessed at this point. The focus is on honing their craft during their lessons and consolidating this learning over half-term.</p>	<p><b>Disciplinary Knowledge: for points of view writing</b></p> <ul style="list-style-type: none"> <li>• Pieces of Points of View are well-designed structures with a beginning, middle and end.</li> <li>• When we write a piece of points of writing, it should have clear and well-developed ideas that all support one main point of view.</li> </ul> <p>It is good practise to include a counter argument that explores other points of view as well</p>	<p>Pupils will study a selection of high quality non-fiction texts about the concept of Celebrity. This unit focusses on explicit writing skills such as the features of rhetoric, structuring a piece of writing by linking paragraphs together and linking the beginnings and endings of writing together.</p>
	<p><b>Romeo and Juliet - Literature Paper 1 Revision.</b></p> <p>Revision lessons focused on essay planning for key characters and themes.</p>	<p>Pupils will complete an in-class assessment based on a theme of death from Romeo and Juliet. Pupils will be more formally assessed on this text during the next mock window.</p>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Plays are divided into acts and scenes.</li> <li>• Pupils should create a thesis statement and develop that idea throughout their essay writing.</li> </ul>	<p>Pupils are analysing a play and analysing dramatic devices which is a skill that needs to be explicitly taught. Reading strategies, including examination literacy skills are built into the scheme of work. Writing academically is also a huge focus of the scheme with lessons throughout dedicated to the teaching of essay writing skills and building tier 2 vocabulary.</p>

<p><b>Spring Term</b></p> <p><b>Half Term 3</b></p>	<p><b>Revision for Lit Paper 2 mocks</b> - pupils will focus on essay writing skills and retrieval of key quotes for poetry and exam skills for unseen poetry</p> <p><b>Language Paper 2, Q5</b> – pupils will revise how to structure a piece of Points of View</p>	<p><b>Mock examination</b> - Lit Paper 2- Section B and C. Language Paper 2, Q5- narrative writing In-depth Knowledge Test Poetry.</p> <p>Pupils will reflect on their mock performance and their teacher feedback and work on improving their responses as well as applying the new knowledge and skills that they have learnt to new material.</p>		
<p><b>Spring Term</b></p> <p><b>Half Term 4</b></p>	<p><b>A Christmas Carol (Literature Paper 1)</b></p> <p>Lesson focused on essay planning for key characters and themes.</p>	<p>Pupils will complete an in-class assessment based on a the theme of Christmas Spirit</p>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Characters are not real people. They are constructed by the writer.</li> <li>• Pupils should create a thesis statement and develop that idea throughout their essay writing.</li> <li>• Pupils should choose relevant quotations from the text to support topic sentences.</li> <li>• Essays are composed of a series of analytical paragraphs</li> <li>• We use a range of strategies to support our comprehension of a text and prior knowledge is very important.</li> </ul>	<p>As well as aiming to improve their knowledge of the texts, pupils will work on their exam skills, focusing on developing tier 2 vocabulary and academic writing and refining their essay writing skills. essay writing skills and building tier 2 vocabulary.</p>

<b>Summer Term</b>  <b>Half Term 5</b>	<b>Language Paper 1: writing section mini unit.</b>  Focus now is on descriptive writing (the second option for Q5)	Pupils are not formally assessed at this point. The focus is on honing their craft during their lessons and consolidating this learning over half-term.	<b>Disciplinary Knowledge:</b> for creative writing <ul style="list-style-type: none"> <li>Descriptive writing are well-designed structures where we zoom in and out of different details.</li> </ul>	Pupils are encouraged to magpie ideas and vocabulary from a range of high-quality writing, including teacher live modelling.
	<b>Spoken Language GCSE prep.</b>  Pupils are to prepare for the Spoken Language component of their Language GCSE that assesses their speech writing and presentation skills. This is also another opportunity to practise the skills needed for P2, Q5.	Spoken Language is assessed outside of lesson times, following AQA guidelines. Date for this is TBC.  <b>Y10 exam week</b> across two weeks next term- see details below.	<b>Disciplinary Knowledge:</b> for points of view writing <ul style="list-style-type: none"> <li>Pieces of Points of View are well-designed structures with a beginning, middle and end.</li> <li>When we write a piece of points of writing, it should have clear and well-developed ideas that all support one main point of view.</li> <li>It is good practise to include a counter argument that explores other points of view as well.</li> <li>Prosody is important in the delivery of speeches- pupils should consider pace pause volume and emphasis.</li> </ul>	The unit of work is focused initially on writing skills and then heavily focused on oracy. Pupils learn how to deliver an effective presentation and answer questions in a formal way.
<b>Summer Term</b>  <b>Half Term 6</b>	<b>Intro to Language Paper 1</b> focused on introducing the pupils to each of the exam questions, both for reading and writing.	<b>Y10 Examination Week:</b> Literature P1- A Christmas Carol An Inspector Calls knowledge test Love and Relationships Poetry Knowledge Test Language Paper 1 – Mr Fisher 2018 ACC knowledge Test Spoken Language  <b>Whole Language Paper 1 assessment</b>	This is a more comprehensive introduction to the specific questions on the exam.  Final weeks on feedback from end of year exams. Feedback to be taken forward into Year 11.	The unit of work uses multiple exam-length extracts that are challenging in nature to mimic the requirements of the exam. Reading skills are a key focus and active reading strategies have been built into the scheme. Writing is also supported through writing frames and sentence starters.