

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn Term</b>  <b>Half Term 1 and 2</b>	<b>Oliver Twist</b>  Pupils read a combination of the classic starts edition and extracts from the original text, working towards an analytical essay on Bill Sykes.  Focus on the following literary themes: <ul style="list-style-type: none"> <li>• Good vs. evil</li> <li>• The plight of the working classes</li> <li>• Crime and punishment</li> <li>• Morals and morality</li> </ul> Engagement with the following types of texts: <ul style="list-style-type: none"> <li>• Novel</li> <li>• Victorian literature</li> <li>• Information sheets · Biography · Autobiography</li> <li>• Diary · Author's introduction · Criminal record</li> </ul> <b>In Half term 2, students will complete a mini unit on creative writing (focused on crime fiction). This unit is currently in progress.</b>	What kind of Character is Bill Sikes? (extract and whole-text response)  Pupils are assessed on a range of deliberate sentences and skills that they have been taught throughout the scheme of work. This will include: thesis writing, use of epithets, use of quotations and inference skills.  Retrieval practice built into each lesson.	<b>Disciplinary Knowledge:</b> foundations for literature study in future years <ul style="list-style-type: none"> <li>• Characters are not real people. They are constructed by the writer.</li> <li>• A correct topic sentence should say something relevant, accurate, and contain a single point.</li> <li>• Relevant quotations from the text support topic sentences.</li> <li>• We use a range of strategies to support our comprehension of a text and prior knowledge is very important.</li> </ul> <b>Disciplinary Knowledge:</b> foundations for creative writing in future years <ul style="list-style-type: none"> <li>• All creative writing follows a well-designed structure with a beginning, middle and end.</li> <li>• When we write a description, it should have one main character or one main focal point. In a short story, the main character is the person who does the action. Secondary characters do not do the action.</li> <li>• In a description, the action should happen in one place and over a short time.</li> <li>• In a description, we can use symbolism to create the structural progression in the piece of writing.</li> <li>• When we write creatively, the way we structure our sentences can have a huge impact on the reader's experience.</li> </ul>	<b>Challenging Texts:</b> Oliver Twist and other 19 <sup>th</sup> Century texts Blake poetry  <b>Key Vocabulary</b> Poverty Inequality Corrupt / Corruption Vulnerable Innocent Exploit / exploitation Naïve Villain / villainous Dominant Brutal Point Evidence Analysis Topic Sentence Quotation  <b>Oracy opportunities</b> Structured pair-talk is built into our lessons. Voice 21 talk tactics are used to structure group discussion.  <b>Disciplinary Writing</b> <ul style="list-style-type: none"> <li>• Writing for inference</li> </ul>

<p><b>Spring Term</b></p> <p><b>Half Term 3 and 4</b></p>	<p><b>A Midsummer Night's Dream</b></p> <p>Pupils develop their knowledge of the whole play and focus on pivotal moments in the play for close analysis.</p> <p>Focus on the following literary themes:</p> <ul style="list-style-type: none"> <li>• Free will</li> <li>• Love</li> <li>• Family conflict</li> <li>• Women and marriage</li> <li>• Power and its abuse</li> </ul> <p>(all link to themes in R&amp;J in KS4)</p> <p>Engagement with the following types of texts:</p> <ul style="list-style-type: none"> <li>• Play</li> <li>• Information sheets · Biography · Autobiography</li> </ul> <p><b>Creative Writing</b> - During the unit, pupils complete a piece of creative writing linked to an enchanted forest.</p>	<p>Assessment Question: Is the love potion good or bad? (whole-text response)</p> <p>Essay style response, marked for both reading and writing.</p> <p>Low stakes quizzes at regular intervals plus retrieval practice built into each lesson.</p>	<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Plays are divided into acts and scenes.</li> <li>• Essays can explore items, themes or ideas as well as characters.</li> <li>• A correct topic sentence should say something relevant, accurate, and contain a single point.</li> <li>• A good quotation shows that the topic sentence is accurate, avoids repeating the point and lasts no more than two lines of your writing.</li> </ul> <p><b>Disciplinary Knowledge:</b> foundations for creative writing in future years</p> <ul style="list-style-type: none"> <li>• All creative writing follows a well-designed structure with a beginning, middle and end.</li> <li>• When we write a description, it should have one main character or one main focal point. In a short story, the main character is the person who does the action. Secondary characters do not do the action.</li> <li>• In a description, the action should happen in one place and over a short time.</li> <li>• In a description, we can use symbolism to create the structural progression in the piece of writing.</li> <li>• When we write creatively, the way we structure our sentences can have a huge impact on the reader's experience.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Elizabethan</li> <li>• Severe</li> <li>• Vulnerable</li> <li>• Malicious</li> <li>• Victim</li> <li>• Audience</li> <li>• Elizabethan</li> <li>• Severe</li> <li>• Vulnerable</li> <li>• Malicious</li> <li>• Victim</li> <li>• Audience</li> <li>• Patriarchal</li> <li>• Conflict</li> <li>• Unrequited</li> <li>• Mock</li> <li>• Chaos</li> <li>• Resolve</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Soliloquy</li> <li>• Connotation</li> <li>• Personification</li> <li>• Hyperbole</li> </ul> <p><b>Oracy opportunities</b></p> <p>Structured pair-talk is built into our lessons. Voice 21 talk tactics are used to structure group discussion.</p> <p>Disciplinary Writing Analytical writing Essay writing</p>
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<b>Summer Term</b>  <b>Half Term 5 and 6</b>	<b>Fairfield Statue and Grand Designs</b> Pupils begin to find their voice in the world. Who is inspirational to them and why? What would they change about our school site with a cash injection? How do we use presentational talk to express our point of view and persuade others? How do we use rhetoric to aid our purpose? <b>Poetry</b> - During this unit, pupils explore the concept of 'protest poetry' through the poetry of Maya Angelou and Jan Dean before	Write a formal letter expressing a point of view. Oracy opportunity <ul style="list-style-type: none"> <li>• Group debates</li> <li>• Group presentations</li> </ul>	<b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>• How writers use language to persuade</li> <li>• How to structure a formal letter</li> <li>• How to plan, draft and redraft a piece of writing</li> <li>• How to use emotive language to persuade others to share a point of view</li> </ul> <b>Disciplinary Knowledge</b> - poetry: <ul style="list-style-type: none"> <li>• Strategies for analysing a literary technique: metaphor</li> <li>• Strategies for responding to an unseen text</li> <li>• Poems utilise symbolism to explore important ideas</li> </ul>	<b>Key Vocabulary:</b> Rhetorical Question Direct Address Repetition Facts Statistics Alliteration  <b>Oracy opportunities</b> Structured pair-talk is built into our lessons. Voice 21 talk tactics are used to structure group discussion. Voice 21 presentation talk guidance supports pupils with their performance skills  <b>Disciplinary Writing</b> POV writing <ul style="list-style-type: none"> <li>• Poetry</li> </ul>
	<b>Greek Myths</b> Pupils are introduced to foundational literary stories which reappear in literature, time and time again. These stories form the material for a spoken performance. The myths we read contain universal themes which mean that we return to these stories time and again. We focus on the portrayal of women as a foundation for future literary study and as a window into the views held about women in today's society.	Perform a retelling of Medusa's story. <ul style="list-style-type: none"> <li>• Low stakes quizzes at regular intervals plus retrieval practice built into each lesson.</li> <li>• Y7 Powerful Knowledge Test</li> </ul>	<b>Disciplinary Knowledge:</b> <ul style="list-style-type: none"> <li>• How to perform a piece of oral literature</li> <li>• How to present and perform literature</li> <li>• How to make meaning through delivery</li> <li>• Oral culture is an important tradition</li> <li>• To tell a story doesn't mean to read from a book.</li> <li>• Speaking clearly involves speaking at an appropriate volume, pace and enunciating your words; Annotating a piece of text will help guide you when reading aloud</li> <li>• To re-tell a story, you must think about the story from a new perspective.</li> <li>• The universal qualities of certain stories are why they have stood the test of time</li> <li>• Greek myths are referenced in many other forms of literature and art. Gorgons, sirens, female monsters and witches all appear in Greek mythology and then reappear time and again in our literature.</li> <li>• The portrayal of women throughout history influences the way women are treated and viewed in modern society.</li> </ul>	<b>Challenging Texts:</b> Cheeta's Whisper, Hansel and Gretel, Two Dinners  <b>Key Vocabulary</b> Patriarchal society, myth, oral tradition, hero, temptation, mortal, immortal, protagonist, antagonist, narrative arc  <b>Oracy opportunities</b> Structured pair-talk is built into our lessons. Voice 21 talk tactics are used to structure group discussion. Perform a monologue  Disciplinary Writing Explanatory writing Creative writing

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Throughout the year		Reading for Pleasure	No assessment	Texts selected based on reading a range of genres and enjoying a diverse range of writers and story subjects throughout KS3.	<p>Vocabulary training in each lesson with a focus on tier two vocabulary and on supporting pupils to move vocabulary into their expressive vocabulary.</p> <p>Reading is supported with pedagogical strategies that help to support reading fluency, including choral reading, teacher modelling and comprehension through summarising.</p>