

Area of study

Your child will ... (Knowledge)

Your child will be able to... (Skills)

Autumn Term 1

Story Like the Wind

- The plot of SLTW
- Characters: Rami, Suke, the Stallion, Nor, Mustafa, Bashar, Hassan, Mohammad, Youssef, the Dark Lord.
- The conventions of fables: obstacles to overcome; contains a moral; teaches a lesson; traditionally passed down through generations, often verbally.
- Key themes: refugees, the power of hope and love, resilience, memory.
- The importance of music

- Decoding, close reading, comprehension, inference, understanding connotations of colour, "Graze on a phrase", annotations
- To form opinions on issues that are faced by characters, to empathise with situations characters are in and to relate these situations to real world issues.

Autumn Term 2

The Declaration

- Knowledge of the Aristotelian Triad: Pathos, Ethos, Logos
- Writer's use of rhetorical devices (see skills for details as students will apply these in their own writing)
- Plot of The Declaration
- Characters: Anna, Mrs Pincent, Peter, Sheila, Maisy, Mrs Sharp
- Form: dystopian fiction
- Themes: dystopian themes - segregation, social divisions, liberation

- Writing to persuade – rhetoric toolbox, personal pronouns, facts, anecdotes, emotive language, anaphora, tricolon, verbal irony.
- To form opinions on issues that are faced by characters, to empathise with situations characters are in and to relate these situations to real world issues.

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Spring Term 1

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Spring Term 2

Much Ado About Nothing

- Writer's intention - Writer's Intentions: Who was Shakespeare? Why did Shakespeare write Much Ado About Nothing?
- Plot events
- Characters: Beatrice, Benedick
- Themes: deception and honour
- Context: Introduction to Shakespearean language
Love, relationships and marriage in Shakespearean times; representation of women.
- Shakespeare's use of humour.

- Close reading, comprehension, annotations, retrieval of quotes, "Graze on a phrase", language analysis – 'What, How, Why' response; analytical writing.
- To build on arguments presented by others and to challenge where appropriate.

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Summer Term 1

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Summer Term 2

Who We Are (poetry, fiction, non-fiction)

- Writer's Intentions: Why do writers write their stories and poems?
- Onjali Q. Raúf, extract from The Boy at the Back of the Class; Gulwali Passarlay, extract from The Lightless Sky; Home, by Warsan Shire
- Structure: what is structure and how do writers use it?

- Showing, not telling, in writing.
- Make vocabulary choices focusing on the impact they have on writing.
- Use dialogue – what can dialogue add to a narrative?
- Consciously structure a narrative.
- To form opinions on issues that are faced by characters, to empathise with situations characters are in and to relate these situations to real world issues.

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Autumn Term

A Christmas Carol

- Knowledge of language and structural techniques used by Dickens in ACC (see list in skills). Students will identify these in the text and then apply them in their own descriptive writing.
- Plot and themes of ACC
- Characters: Scrooge, Marley, Bob Cratchit, Tiny Tim, the spirits
- Context: 19th Century Britain – Victorian London; poverty and its impact; Dickens' reasons for writing ACC.

- Writing to describe – descriptive writing toolbox, imagery, connotations, metaphors, personification, atmosphere, conventions of different writing forms; accurate use of a variety of sentence forms; deliberate and meaningful use of vocabulary; understanding and using the active voice; use of rhetorical devices; planning and structure.
- To share ideas about events in texts and develop confidence in articulating them.

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Spring Term

Romeo and Juliet

- Plot of R&J
- Themes: family expectations, love, rivalry.
- Writer's Intention: Build on knowledge of Shakespeare from Yr7. why did he write R&J?
- Characters: Romeo and Juliet.
- Context: Consolidation of understanding of Shakespearean language
Conventions of a tragedy

Spring Term 2

- Close reading of specific extracts; comprehension questions to show understanding; annotation of texts; inference; "Graze on a phrase" analysis; language analysis - 'What, How, Why' response.
- To share ideas about events in texts and develop confidence in articulating them.

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Summer Term 1

I Am Malala

- Conventions of autobiographical and memoir writing;
- Writer's Intention - key messages that Malala was communicating to her audience
- Contextual knowledge of Malala Yousafzai's life, the Taliban;
- Themes: discrimination; oppression; the power of education.

Summer Term 2

- Writing to persuade – Rhetoric writing toolbox, Pathos, Logos, Ethos - rhetorical questions, anecdote, list of three, conventions of different writing forms; accurate use of a variety of sentence forms; deliberate and meaningful use of vocabulary; understanding and using the active voice; use of rhetorical devices; planning and structure.
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AutumnTerm

Lord of the
Flies

- Writer's intention – Who was Golding? Why did he write Lord of the Flies?
- Plot events;
- Characters: Ralph, Jack and Piggy;
- Themes: civilisation, leadership and anarchy;
- Writer's use of language and structural devices;
- The use of symbolism to develop characters throughout the story;
- Context of the text: 20th Century Britain – World War 2 and the Atomic Bomb.

- Close reading of extracts
- Comprehension to demonstrate understanding of the text
- Effective annotations to support understanding of the text
- Retrieval of quotes and “Graze on a phrase” to explore the use of language within the text, leading to language analysis: 'What, How, Why' response (analytical writing).
- To build on arguments presented by others and to challenge where appropriate.

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Spring Term

Noughts and
Crosses

- Writer's intention and context: Who is Malorie Blackman? Why did she write Noughts and Crosses?
- Plot events.
- Characters: Sephy and Callum
- Themes: discrimination, segregation, friendship, relationships
- Big ideas: Racism, discrimination, prejudice and privilege.

- Use dual narrative in their writing.
- Retrieve and apply techniques from the descriptive writing toolbox:
- Dialogue
- Planning effectively for writing,
- Crafting sentences,
- Use punctuation accurately and for particular effects.
- To build on arguments presented by others and to challenge where appropriate.

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Summer Term 2

Poetry
(selection from Conflict cluster)

- Students will read and explore a range of poems from the Edexcel Conflict cluster
- Themes: conflict, memory, war, discrimination, nature
- Writer's Intentions: Why did the poets write their poems? What are the big ideas the poets are conveying to the reader?
- Context: Historical and social context
- Knowledge of poetic devices used by the poets, and their effects. Including (but not limited to): rhyme, rhythm, form, simile, metaphor, verbs, nouns, emotive language, enjambment, stanza, caesura.

Interpretation, comprehension, annotations, language and structure analysis, exploring thematic links between poems, critical thinking.