

Long Term Plan: English Language Reading Focus

Assessment objectives		<p>AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references.</p>				
		<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>	<u>YEAR 10</u>	<u>YEAR 11</u>
English Topic		<i>Private Peaceful</i> by Michael Morpurgo	<i>Refugee Boy</i> by Benjamin Zephaniah	<i>A Christmas Carol</i> by Charles Dickens	<i>The Strange Case of Dr. Jekyll and Mr Hyde</i> by Robert Louis Stevenson	<i>Blood Brothers</i> by Willy Russell
Term 1 Literary Greats	Guided Reading	<p>Text:</p> <ul style="list-style-type: none"> <i>Born to Run</i> by Michael Morpurgo <p>Aim: Students will study <i>Born to Run</i>, alongside reading Michael Morpurgo's novel, <i>Private Peaceful</i>, in English lessons. This gives students the ability to study the author in depth. In Guided Reading sessions, they will learn and implement new vocabulary, identify the main themes within the book, including identity. Towards the end of the module, students will make critical comparisons across texts to analyse the author's writing style and identify contextual differences between Morpurgo's novels.</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>The Hobbit</i> by J. R. R. Tolkien <p>Aim: Students will read <i>The Hobbit</i>, an example of seminal literature in high fantasy fiction. Depending on academic ability, students will either read sections of the novel independently or as part of Guided Reading sessions, watching short snippets of the film immediately after finishing to aid with visualisation of plot, characters and setting. Students will study sentence structure and the effect this has on the reader.</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Dodger</i> by Terry Pratchett <p>Aim: Students will study Victorian London in this novel which follows a typical rags to riches story. Following the Artful Dodger, students will read and learn about Victorian street-slang, historical figures such as Joseph Bazalgate, Benjamin Disraeli and Charles Dickens, and themes of social justice. This modern retelling of an <i>Oliver Twist</i> character will provide contextual knowledge for their class novel, <i>Great Expectations</i>, in English lessons.</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Uncle Montague's Tales of Terror</i> by Chris Priestley <p>Aim: Students will understand how setting, atmosphere and literary techniques create effect in gothic fiction. Through following the short tales of a variety of characters, students will explore gothic tropes and conventions in a more comprehensive text, in line with studying the classic <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> in English lessons.</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Noughts and Crosses</i> by Malorie Blackman <p>Aim: Students will study this young adult novel which explores the themes of racism, division and tragedy. Students will comment on how Malorie Blackman writes about social class and inequality in comparison to Willy Russell's <i>Blood Brothers</i>, drawing on knowledge from wider reading. Students will discuss the effect the story has on its audience learn the idea of literature being used as a political vehicle to evoke change.</p>

English Topic		<i>A Midsummer Night's Dream</i>	<i>Macbeth</i>	<i>Romeo and Juliet</i>	<i>Hamlet</i>	<i>The Tempest</i>
Term 2 William Shakespeare	Guided Reading	Text: <ul style="list-style-type: none"> Shakespeare's <i>A Midsummer Night's Dream: A Graphic Novel (Classics in Graphics)</i> by Steve Barlow and Steve Skidmore Shakespeare's <i>Stories: A Midsummer Night's Dream</i> by Samantha Newman Aim: Students will support their understanding of Shakespeare's most recognised play by reading the retelling and graphic novel. Students will be taught the historical and geographical context of details in the play to support comprehension. They will first explore the themes, language and plot events in the play at a comprehensible reading level, before reading the original text in English lessons.	Text: <ul style="list-style-type: none"> <i>Macbeth – A Graphic Novel (Classics in Graphics)</i> by Steve Barlow and Steve Skidmore Shakespeare's <i>Stories: Macbeth</i> by Samantha Newman Aim: Students will support their understanding of this Shakespeare play by reading the retelling and graphic novel. Students will be taught the historical and geographical context of details in the play to support comprehension. They will first explore the themes, language and plot events in the play at a comprehensible reading level, before reading the original text in English lessons.	Text: <ul style="list-style-type: none"> <i>Romeo and Juliet – A Graphic Novel (Classics in Graphics)</i> by Steve Barlow and Steve Skidmore Shakespeare's <i>Stories: Romeo and Juliet</i> by Samantha Newman Aim: Students will support their understanding of this Shakespeare play by reading the retelling and graphic novel. Students will be taught the historical and geographical context of details in the play to support comprehension. They will first explore the themes, language and plot events in the play at a comprehensible reading level, before reading the original text in English lessons.	Text: <ul style="list-style-type: none"> <i>Hamlet – A Graphic Novel (Classics in Graphics)</i> by Steve Barlow and Steve Skidmore Shakespeare's <i>Stories: Hamlet</i> by Samantha Newman Aim: Students will support their understanding of this Shakespeare play by reading the retelling and graphic novels. Students will be taught the historical and geographical context of details in the play to support comprehension. They will first explore the themes, language and plot events in the play at a comprehensible reading level, before reading the original text in English lessons.	Text: <ul style="list-style-type: none"> <i>The Tempest – A Graphic Novel (Classics in Graphics)</i> by Steve Barlow and Steve Skidmore Shakespeare's <i>Stories: The Tempest</i> by Samantha Newman Aim: Students will support their understanding of this Shakespeare play by reading the retelling and graphic novels. Students will be taught the historical and geographical context of details in the play to support comprehension. They will first explore the themes, language and plot events in the play at a comprehensible reading level, before reading the original text in English lessons.
		English Topic	<i>Culture Poetry</i> Poetry which originates various places across the globe such as Britain, America, Asia, Australia, and Africa.	<i>Diverse Voices</i> 'No Problem' by Benjamin Zephaniah, 'Half-Caste' by John Agard, 'The Class Game' by Mary Casey, 'Caged Bird' by Maya Angelou, 'I Came From' by Dean Atta	<i>War Poetry</i> 'Suicide in the Trenches' and 'The Last Meeting' by Siegfried Sassoon, 'Futility' and 'Anthem for Doomed Youth' by Wilfred Owen, 'In Flanders Fields' by John McCrae, 'The Soldier' by Rupert Brooke, 'My Boy Jack' by Rudyard Kipling, 'Who's for the Game' by Jessie Pope	<i>Conflict and Power</i> 'London' by William Blake, 'Exposure' by Wilfred Owen, 'Storm on the Island' by Seamus Heaney, 'Poppies' by Jane Weir, 'Tissue' by Imtiaz Dharker and 'Remains' by Simon Armitage

<p>Term 3.1 Poetry</p>	<p>Guided Reading</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>This is Our World: From Alaska to the Amazon</i> by Tracey Turner <p>Aim: Students will follow the stories of the daily lives of children from twenty different countries around the world. They will become familiar with vocabulary and practices specific to each country's culture, as well as partake in discussion surrounding the wider world, travel, diversity and conversation. This will feed into the study students will carry out on various poems which have originated across the globe.</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Long Way Down</i> – Jason Reynolds <p>Aim: Students will follow Will, a black American teenager, in this powerful verse novel about gang crime, toxic masculinity and the cycle of violence. Written in free verse, students will identify techniques the author has used to create effect and discuss the challenges the protagonist faces throughout the novel.</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Prisoner B-3087</i> – Alan Gratz <p>Aim: Students will study this historical fiction novel to support their contextual knowledge of war poems in English. Themes of resilience, determination, identity, cruelty vs humanity and connection are explored throughout the book. Students will be able to identify examples of each of these as they progress and closely analyse how the writer has created effect through the language used in the text.</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Kick</i> by Mitch Johnson <p>Aim: Students will follow Bud through the streets of Jakarta whilst interpreting themes of conflict, power, corruption, human rights and poverty. A contextual understanding of these themes will provide a backdrop to be applied to the poems studied in English lessons.</p>	<p>(Revision)</p>
<p>English Topic</p>		<p>Introduction to Non-Fiction Texts (newspapers, blogs, reviews, diaries, and letters)</p>	<p>Travel (<i>Small Island</i> by Bill Bryson, <i>Pictures From Italy</i> by Charles Dickens, and <i>Love Letters from the Great War</i>)</p>	<p>Evoking Change (Martin Luther King's 'I Have a Dream' speech, Greta Thunberg's speech to the UN in 2018, and a letter by Marcus Rashford on free school meals in England)</p>	<p>The Language of Poverty and Crime (news report on the increasing crime rate in Japan; <i>A Visit to Newgate Prison</i> by Charles Dickens; and extracts from speeches by Barack Obama and Winston Churchill)</p>	<p>(Revision)</p>
<p>Term 3.2 Non-Fiction</p>	<p>Guided Reading</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Survivors</i> by David Long <p>Aim: Students will learn about the incredible real-life stories of extreme survival, exploring themes of resilience, heroism and self-belief. They will be able to identify the purpose, audience and context of the writing and draw on pre-existing knowledge to support comprehension, reflecting on similar tropes throughout each of the tales.</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>The Passport Project</i> by Kellie McIntyre <p>Aim: In this memoir, students will see how two sisters navigate new countries, cultures and religions, whilst also navigating adolescence. Through studying maps and graphics alongside the text, students will gather contextual knowledge to apply to short stories in English lessons on the topic of travel.</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Shackled: A Tale of Wronged Kids, Rogue Judges and a Town That Looked Away</i> by Candy J. Cooper <p>Aim: Students will read about the judicial justice miscarriage in this non-fiction text which follows the story of the Kids for Cash scandal in Pennsylvania. Students will identify the features used in the non-fiction text and read factual interviews with some of the victims.</p>	<p>Text:</p> <ul style="list-style-type: none"> <i>Money Skills for Teen: A Beginner's Guide to Budgeting, Saving and Investing</i> by Ferne Bowe <p>Aim: Students will understand the basics of money and how to manage it effectively in everyday life. They will be able to use and apply this contextual knowledge to topics and themes such as poverty in English when they come across social issues regarding money in a text. Students will summarise information from the book to show what they have learnt surrounding the subject and can implement the information to their personal lives after school.</p>	<p>(Revision)</p>