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| **INTENT:**  In line with the school’s respect, responsibility, and resilience ethos, we strive to provide all students with a **broad ranging**, **enriching**, **academically ambitious** English curriculum to ensure achievement is as high as possible and **life chances** are as wide as possible. Our curriculum offer is **inclusive** and **accessible** to all, offering all our students, regardless of their personal context, the opportunity to enjoy **'the full English'** - a rich and varied diet of texts from different genres and time periods that inspire our students to be **critical, imaginative and independent thinkers and writers who are unafraid to challenge themselves and others, demonstrating respect, responsibility and resilience**. We aim for our students to not only achieve academic excellence but to embrace life-long values of learning, **equality**, **diversity** and **inclusion** through a **passionate** study of language and literature.  **IMPLEMENTATION:**  It is imperative that students are skilled in literacy and English for them to engage in fully in life and achieve personal fulfilment. As English teachers, we do not take on this responsibility lightly. Students at JSTC progress through a **five-year English learning journey** that is built up on the requirements of the **National Curriculum** developing the **knowledge, skills** and **understanding** required to achieve in GCSE examinations at the end of Year 11. Key Stage 3 progress is measured using **Pearson** assessment materials and department steps which are directly linked to final GCSE assessment objectives and success criteria. **Whole-school literacy** strategies are powered by English and shared with other subjects.  We teach a curriculum that goes beyond teaching examination approaches. We have a content-rich curriculum that builds **social and** **cultural capital** by embedding a love of texts in all their forms, from all periods of time and embracing all cultures. We ensure we teach **British values**, and we always **teach texts in context**, encouraging students to appreciate that context includes their **voice**. Our text choices embrace the literary canon but are not limited by it; we actively talk to our students about how books are powerful and how they can change minds and the world we live in. Therefore, we explicitly advocate **equality**, **diversity**, and **inclusion** so that our students learn to not only **respect** difference but celebrate it too. Our teaching of writing is balanced equally with reading and spoken language; we believe the students are inspired to be writers by reading, discussion and debate. We do not shy away from our responsibilities as English teachers to teach social, moral, spiritual, and cultural values **(SMSC)** to the young people in our care; our well-chosen, diverse texts provide the opportunity to have those sensitive discourses. We actively support the mental health and wellbeing of our students by inviting them to talk openly and deeply about what is going on in the world and what matters to them as young people.  English as a subject is in the enviable position of naturally involving others: we look to build **cultural capital** by **connecting literature with other subjects**, especially PSHCEE, history, art, and geography. We aim to further enrich other student’s **life experiences** by offering them opportunities they may not readily have to experience language, literature and the arts through real world writing, competitions, live performances at the theatre and in-house through live streaming and visits.  In both key stages, we provide students with the opportunity to revisit and consolidate knowledge, understanding and skills through the interleaving of content. Students’ **independent learning** is built around a process of interleaving topics, knowledge organisers and self-testing. This places the **responsibility** on students for their home learning and supports the development of long-term memory which is key to learning success.  In English lessons, students are encouraged to take show courage, and accept that the process of learning involves making mistakes. We encourage **reflection** and **metacognitive talk** in the classroom. In this way, students develop personal and group **resilience** as they strive towards the mastery of both the skills and knowledge required to achieve academic excellence.  **IMPACT:**  We are a department in a secondary modern school within a selective area serving some of the most deprived neighbourhoods nationally, but we always have **high expectations** of our students. We strive to realise our intention to deliver **deep social justice** by always aiming to expect more from our students in terms of outcomes.  We achieve pleasing measurable outcomes as demonstrated in our **five-year trend of improving outcomes.** Our internal, department assessment, standardisation and moderation processes are robust. Since the return of mainstream assessment systems, the 2024 cohort of students achieved almost 10% higher at GCSE than their Mock 2 result in February – demonstrating that continuous progress is being made. The GCSE results in 2024 were the highest achieved since 2019.  English has a **strong, leading profile** throughout the school; students have a positive regard for the subject and their respect is visible on our external literary visits and in online book events ; they are regularly praised by the external organisers for their **high-level engagement**, **passion** and **intelligent questions.**  It is important to mention that our students generally don’t want to leave us. They know that we care about them and value them not for their GCSE results but as **well-rounded young people** with a firm moral compass demonstrating the school ethos of respect, responsibility and resilience. Leave us they must, for they are confident and ready to walk their chosen pathways and make a success of their lives. |

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| All department staff to integrate these Tier 2 key words into their teaching materials to support student and academic learning.  All key words are specific in their links to the assessment objectives being taught and blue are words taken from our exam board: Pearson  Opportunities for assessment will be built in through our termly departmental Progress Checks |

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| **Year/Term** | **Knowledge Skills and Understanding including Challenge Focus** | **Summative Assessment** | **Independent Learning and Key Vocabulary** | **Max No of Lessons** | **Social and Cultural Capital**  (inc. safeguarding and Mental Health and Emotional Wellbeing) |
| **Year 7**  **Term 1/2**  **‘Writing from Life’** | **Key Reading and Writing Skills**  **By the end of Terms 1 and 2, evidence of the following will be seen:**   * Reading literary non-fiction and analysis - **AO1, AO2** * Comprehension and inference of writer’s perspective **AO5, AO6** * **Challenge:** Personal response with evidence to support and underpin   Interpretation and analysis of language including use of methods **(AO2)**   * Writing to imagine and entertain **AO5, AO6** * Figurative methods including be able to use within a piece of writing * Planning and proofreading   Technical accuracy including accurate use of: full stops, capital letters, exclamation marks and question marks **AO6**  *Skills assessed through ‘check points’ during lessons.* | **PROGRESS POINT 1 SEPTEMBER**  Edexcel Baseline reading: Heidi Comprehension Analysis **(AO1 – 2)**  Edexcel Baseline Imaginative Writing paper **(AO5/6)**  **CHECK POINTS TO BE COMPLETED IN READING LESSONS / INTERVENTION LESSONS**  SLE opportunities during class time teaching for students to read their diary or letters **(AO8 AO9) Please department learning journey for specific learning types.**  **In addition to Progress Point 1, students should have in their red profiles:**   * A letter or diary * An example (Reading and Writing) of work that demonstrates progress being made against the skills targets * Check points completed in class | Educake Lessons to be set linking to their topic of learning which will extend their ‘in class’ discussions and provide greater depth of knowledge and understanding.  ***Key vocabulary being taught through unit of learning:***  *• identify*  *• analysis*  *• annotation*  *• inference*  *• language*  *• explain* | **TWO WEEKS:**  **2 Reading Lessons – Library with JWC/LAM**  **2 Class Based Intervention Lessons**  **3 Curriculum based skills lessons** | *Diversity and inclusion in prose and extract texts relating to personal history and locality, e.g. rural life in Wales, boarding school, Africa, East End of London or a trailer park in USA. Students will be enriched by the life of a writer and explore how diverse backgrounds can underpin personal perspective.*  *Class teachers may wish to integrate the Reading and Writing skills together by using extracts from:*  *Extracts from My Father is a Polar Bear*  *I am Malala*  *Anne Frank’s Diary*  *My Family and Other Animals*  *Portrait of the artist as a young dog*  *Extracts from ‘Boy’ by Roald Dahl – The Great Mouse Plot, The Headmaster*  *Or a chosen extract of choice linking to theme and topic.*  ***Discussions around safeguarding and MHEW –*** *historical context of corporal punishment; parental separation and divorce, prejudice, family relationships and platonic friendships; anger management; stereotyping and prejudice.*  **Safeguarding Update:** All department staff to have awareness and acknowledge that when teaching ‘Writing from Life’ that students may share their own personal experiences which may flag concern. It is our shared and collective responsibility to ensure we explicitly teach appropriate relationships and shape a shared understanding of what neglect may look like in everyday life.  **Examples of where we can address important safeguarding concerns; however, the list is not limited to just these:**   * *Mrs Pratchett’s dirty and unkempt appearance in ‘Boy’* * *Use of physical violence against children in ‘Boy’* * *Dylan Thomas’ experience of violence in ‘The Fight’* * *Human rights and protection of children in ‘I am Malala’* * *Escaping conflict and protecting children from antisemitic conflict in ‘Anne Frank’s Diary’* * *Diversity and Freedom in ‘I am Malala’* |
| **Year 8**  **Term 1/2**  **‘Tales of Terror’** | **Key Reading and Writing Skills**  **By the end of Terms 1 and 2, evidence of the following will be seen:**   * Reading 19c fiction **AO1, AO2** * Victorian society and stereotypes and the introduction of detective fiction * **Challenge:** Analyse the Critical style * Gothic setting, tropes, and symbolism * Focus on quotations use including: word level prescription, accuracy and presentation, use of ellipsis and integration. Challenge the following: quotations copied wrongly, no inverted commas, and introduced with 'in this quote', 'in the quotation', 'the writer says', 'the writer talks about' * Writing to imagine and entertain **AO5 AO6** * Language features for effect * Sentence style for effect * Technical accuracy   *Skills assessed through ‘check points’ during lessons.*  By the end of Terms 1 and 2, students should be able to:   * Read, understand and comprehend. * Analyse and Explain the effects. * Write and understand fictional narratives for effect | **PROGRESS POINT 1 NOVEMBER**  **Post-teaching**: pre-release extract from a 19c gothic fiction text (Sawbones) AO1/2  **Post teaching**: Gothic Writing - Creating setting, atmosphere and mood in a narrative AO5/6  **CHECK POINTS TO BE COMPLETED IN READING LESSONS / INTERVENTION LESSONS**  SLE opportunities during class time teaching **(AO8 AO9) Please department learning journey for specific learning types**  **In addition to Progress Point 1, students should have in their red profiles:**   * A narrative piece * An example (Reading and Writing) of work that demonstrates progress being made against the skills targets * Check points completed in class | Educake Lessons to be set linking to their topic of learning which will extend their ‘in class’ discussions and provide greater depth of knowledge and understanding.  ***Key vocabulary being taught through unit of learning:***  • *gothic*  *• intended effect*  *• symbolism*  *• tropes*  *• atmosphere*  *• context* | **TWO WEEKS:**  **2 Reading Lessons – Reading Sawbones**  **2 Class Based Intervention Lessons**  **3 Curriculum based skills lessons** | *Class reader* *or short stories Diversity and inclusion in prose and extract texts relating to personal history and the gothic in during 19C. Introduction of detective fiction will heighten student understanding in readiness for their GCSE journey in Year 9 – This is a part of the progression on our curriculum map.*  *Exploration of the theme of horror as a genre and its underpinning effect on culture within 19C Britain.*  *All Department Staff will teach the class reader ‘Sawbones’ and in addition, may also wish to teach extracts from the following:*   * *A Monster Calls* * *Tell Tale Heart* * *A Christmas Carol* * *Frankenstein* * *Great Expectations*   ***Discussions around safeguarding and MHEW – as appropriate to text choice – e.g.*** *loss, grief and bereavement, negative feelings, positive feelings such as hope, redemption, restorative power of nature, charity.*  **Safeguarding Update:** All department staff to have awareness and acknowledge that when teaching ‘Tales of Terror’ that students may share their own personal experiences which may flag concern. It is our shared and collective responsibility to ensure we explicitly teach appropriate relationships and shape a shared understanding of what neglect may look like in everyday life.  **Examples of where we can address important safeguarding concerns; however, the list is not limited to just these:**   * *Mental instability in ‘Tell Tale Heart’* * *Perjury and murder in ‘Tell Tale Heart’* * *Violence against those who are vulnerable in ‘Frankenstein’* * *Isolation and withdrawal of those who are perceived as different in ‘Frankenstein’* * *Feelings of Loss and bereavement in ‘Frankenstein’* * *Escaping conflict and protecting children from violence in ‘A Christmas Carol’* * *Neglect of children in ‘A Christmas Carol’* |
| **Year 9**  **Term 1/2**  **‘Lit in Colour’**  **Literature sequence** | **Key Literature Skills taught**   * Fiction / fact / literary non-fiction / the ‘novel’ * Introduction to **AO3** * Reader expectations * Narrative structure tropes * Conversational voice and poetic description * Language and structure for influence **AO2** * **Challenge:** Evaluate the writer’s structure **AO4**   By the end of Terms 1 and 2, students should be able to:   * Read, understand and comprehend. * Analyse and Explain the effects. * Contextually understand | **PROGRESS POINT 1 DECEMBER / JANUARY**  Edexcel Language style Paper One on a pre-released extract  – Jane Eyre (with Invisible Man Walkthrough)  Edexcel Style Narrative Writing  **CHECK POINTS TO BE COMPLETED IN READING LESSONS / INTERVENTION LESSONS**  **In addition to Progress Point 1, students should have in their red profiles:**   * Extended Tasks completed during Edexcel Walkthrough * An example (Reading and Writing + Literature) of work that demonstrates progress being made against the skills targets * Check points completed in class   **Post teaching**: assessment – staff members to assess improvement on narrative through informal check point within class. | Educake Lessons to be set linking to their topic of learning which will extend their ‘in class’ discussions and provide greater depth of knowledge and understanding.  ***Key vocabulary being taught through unit of learning:***    * *Influence* * *Purpose* * *Analysis* * *Language* * *Coherence* * *Narrative structure* | **TWO WEEKS:**  4 Literature Lessons  4 Language Lessons | *Class Teachers to teach a range of exemplars from Edexcel KS3 materials for Narrative Writing.*  *Students may also be shown short extracts from 19/20/21stC Fiction extracts to explore ‘how’ a writer crafts a narrative.*  *All Department Staff will teach the class reader* ***‘Refugee Boy’*** *and in addition, may also wish to teach short extracts from 19/20/21stC Fiction extracts to explore ‘how’ a writer crafts a narrative.*  ***Discussions around safeguarding and MHEW*** *– as appropriate to text choice.*  **Safeguarding Update:** All department staff to have awareness and acknowledge that when teaching ‘Narrative Writing’ and ‘Refugee Boy’ that students may share their own personal experiences which may flag concern. It is our shared and collective responsibility to ensure we explicitly teach appropriate relationships and shape a shared understanding of what neglect may look like in everyday life.  **Examples of where we can address important safeguarding concerns; however, the list is not limited to just these:**  **Refugee Boy**   1. **-** World conflict 2. - Persecution 3. - Refuge Status and asylum 4. - injustice and freedom 5. - Isolation 6. - discrimination and dehumanisation |
| **Year 9**  **Term 1/2**  **‘Narrative Writing’**  **Language**  **sequence** | * Edexcel 10 Week Walkthrough. ALL staff must teach **Week 1, 2 and 3 – resources already prepared** * Language to influence **AO5** * Whole text narrative structure for purpose * **Challenge:** Evaluation of a fictional text **AO4** * Sentence structure for effect (Narrative Back to Basics) * Punctuation for meaning and effect **AO6** * Language and structure to engage **AO5/AO6** * Building a Narrative Voice Workshop   By the end of Terms 1 and 2, students should be able to:   * Have exposure to Pearson exam board; including completing at least the first sequence of learning in the Pearson 10 Week Walkthrough * Undertake a Narrative Voice Writing workshop |
| **Year 10**  **Term 1/2**  **‘Romeo and Juliet’**  **‘Poetry’**  **Literature**  **sequence** | * Romeo and Juliet analysis building on from rapid read in Y9 * Context **AO3** * Language and structure in key scenes **AO2** * Build subject terminology and analytical skills **AO2** * Develop knowledge of themes across whole text **AO1** * Examination approaches * Focus on quotations use including: word level prescription, accuracy and presentation, use of ellipsis and integration. Challenge the following: quotations copied wrongly, no inverted commas, and introduced with 'in this quote', 'in the quotation', 'the writer says', 'the writer talks about'   Where lessons have a teacher who teaches a single lesson per week, they should take responsibility for the delivery of Poetry:   * Thematic exploration – conflict * Unseen / seen poetry approaches * Poetic terminology **AO2** * Form and structure **AO2** * Language and ideas **AO2** * Context **AO3** * Whole text interpretation **AO1** | **PROGRESS POINT 1**  **SEPTEMBER**   * Edexcel Lit P2 May 2018 – Q3a (Lord Capulet / **Challenge:** 3b Power)   **CHECK POINTS TO BE COMPLETED IN READING LESSONS / INTERVENTION LESSONS**  **In addition to Progress Point 1, students should have in their red profiles:**   * Extended Tasks completed during Edexcel exam Walkthrough * An example (Reading and Writing + Literature) of work that demonstrates progress being made against the skills targets * Check points completed in class | Educake Lessons to be set linking to their topic of learning which will extend their ‘in class’ discussions and provide greater depth of knowledge and understanding.  ***Key vocabulary being taught through unit of learning:***    * *Identification* * *Interpretation* * *Analysis* * *Language* * *Poetic structure* * *Evaluate* * *Context* * *Theme* | **TWO WEEKS:**  4 Literature Lessons including 2 Poetry and 2 Romeo and Juliet  4 Language Lessons | *TeachShakespearesglobe.com: adopt an actor; film, blogs, articles and podcasts, e.g. exploring OP – original (Early Modern English) pronunciation and historical context*  ***Discussions around safeguarding and MHEW*** *- love vs infatuation and lust, relationships, marriage, familial relationships, friendship, power and coercion, mental wellbeing including stress, suicidal thoughts; completing suicide.*  *RSC productions / live streaming.*  *Globe theatre – revisit historical and cultural significance and stage design.*  *Unseen poetry from a variety of cultures, traditions, and times.*  ***Discussions around safeguarding and MHEW*** *– conflict in identity inc. LGBTQ+*  *Edexcel anthologies, Poetry Station and YouTube: performance of poems, including vibrant contemporary poets, discussions and model analyses online*  **Safeguarding Update:** All department staff to have awareness and acknowledge that when teaching ‘Romeo and Juliet’ and ‘Edexcel English Language Paper 1’ that students may share their own personal experiences which may flag concern. It is our shared and collective responsibility to ensure we explicitly teach appropriate relationships and shape a shared understanding of what neglect may look like in everyday life.    **Examples of where we can address important safeguarding concerns; however, the list is not limited to just these:**     * *Age of consent and heterosexuality in ‘Romeo and Juliet’* * *The threats of violence made by Lord Capulet in Act 3, Scene 5 in ‘Romeo and Juliet’* * *Use of physical violence against children in ‘Romeo and Juliet’* * *Suicide in Act 5, Scene 2 of the main characters in ‘Romeo and Juliet’* * *Murder in Act 3, Scene 1 of ‘Romeo and Juliet’* * *Religion and violence in ‘Romeo and Juliet’* * *Treatment and rights of women in ‘Romeo and Juliet’* * *Texts are unseen in English Language Paper 1 and therefore all of the key themes taught throughout Y7-10 can be applied.* |
| **Year 10**  **Term 1/2**  **‘Paper 1’**  **Language**  **sequence** | * AO1 and AO2 – The Diaries of Nella Last / Diary of a Young Girl * AO1, AO2, AO5 and AO6 – **Talking Heads** – the monologue / monodrama form for Q5/6 or **The Damage Done.** * Coteaching writing skills: Language to influence and manipulate the reader; * Whole text structure and sentence   structure in fiction for  purpose and effect.  Includes coteaching dramatic conventions in preparation for An Inspector Calls.  Evidence skills – quotations: accuracy and presentation, use of ellipsis and integration. Comprehension, understanding, synthesis and summary, interpretation of challenging texts and word level analysis.   * Edexcel walkthrough – **SAMS SET 2 Shelley (Mortal Immortal)** before classroom Mock * Practice and consolidation of reading skills and question approach required for Lang P1 (extracts) coteaching of inference, identification, interpretation analysis, evaluation in preparation for Paper 2 mock exam in summer term. | **OCTOBER**   * Edexcel Language Classroom Based Mock (Before Oct Half Term) Vanity Fair November 2019 – **Marked by Class Teacher**   **CHECK POINTS TO BE COMPLETED IN READING LESSONS / INTERVENTION LESSONS**  **In addition to Progress Point 1, students should have in their red profiles:**   * Extended Tasks completed during Edexcel exam Walkthrough * An example (Reading and Writing + Literature) of work that demonstrates progress being made against the skills targets * Check points completed in class | Educake Lessons to be set linking to their topic of learning which will extend their ‘in class’ discussions and provide greater depth of knowledge and understanding.  ***Key vocabulary being taught through unit of learning:***    * *Identification* * *Interpretation* * *Analysis* * *Language* * *Poetic structure* * *Evaluate* * *Context* * *Theme* | *Changing Attitudes – female focus - context of the Second World War and the impact of civilians; the role of women in war*  *Context of the importance of Mary Shelley in the British literary canon.*  *Anne Frank – the Holocaust, the Final Solution; the role of writers in changing attitudes*  *Context and theme of stereotyping, prejudice, discrimination, resilience, and endurance, loneliness.*  *Talking Heads – ‘A Cream Cracker Under the Settee’ – challenging stereotypes about the elderly and women.*  ***Discussions around safeguarding and MHEW*** *– infertility, miscarriage, stillbirth, loss, grief and bereavement.prejudice.*  *Consolidation of dramatic devices, performance, stage craft in preparation for AIC in Y11 and monologue form in Conflict Poetry.*  *Language over place and time – accent and dialectal variations; typical features of 20C usage*  *Poetry Live annual trip.* |
| **Year 11**  **Term 1/2**  **‘Refugee Boy’**  **‘Poetry’**  **Literature**  **sequence** | * Refugee Boy Revision AO1, AO3, AO4 * Rapid read for plot, setting, genre, characters, theme, context * Essay writing skills * Focus on quotations use including: word level prescription, accuracy and presentation, use of ellipsis and integration. Challenge the following: quotations copied wrongly, no inverted commas, and introduced with 'in this quote', 'in the quotation', 'the writer says', 'the writer talks about' * Form and structure AO2 * Language and ideas AO2 * Context AO3 * Whole text interpretation AO1 and comparison | **PROGRESS POINT 1**  **SEPTEMBER**   * Completion of J&H Terror Essay From Term 6 Y10 * Bi-weekly RAP Testing   **NOVEMBER**   * Mock 1 examination Edexcel English Language P1 Dracula | Educake Lessons to be set linking to their topic of learning which will extend their ‘in class’ discussions and provide greater depth of knowledge and understanding.  Poetry RAP Testing – Week 2  ***Key vocabulary being taught through unit of learning:***    * *Perspective* * *Interpretation* * *Analysis* * *Language* * *structure* * *Evaluate* * *Attitude* * *Synthesis* * *Context* * *Theme* | **TWO WEEKS:**  4 Literature Lessons including 2 Poetry RAP (1 Test and 1 Feedback) and 2 Revision Based Learning | *Edwardian social, historical, political, moral and cultural contexts Balanced, non-partisan, discussions of socialism and capitalism*  ***Discussions around safeguarding and MHEW –*** *consent; sexual violence and exploitation; economic poverty and vulnerabilities.*  *Revisit and consolidate dramatic devices such as stage directions, importance of props, upstage / downstage stagecraft visual symbolism, Aristotle’s Three Unities*  *Audio performance by professional actors*  *Trip to the theatre for live performance, or streaming or film*  *Unseen poetry from a variety of cultures, traditions, and times.*  ***Discussions around safeguarding and MHEW*** *– from chosen poems.*  *Exploration of the theme of conflict – inner conflict; mental wellbeing, power of nature, relationships and war*  *Revisit Romantic poetry*  *Poetry Station and YouTube: performance of poems, discussions and model analyses online* |
| **Year 11**  **Term 1/2**  **‘Paper 1’**  **Language sequence** | * Overview and practice of reading skills required for GCSE English Language Paper One * Paper 1 Walkthrough * Narrative Writing AO5 AO6 – articles * Vocabulary and punctuation for effect * Intervention narrative writing: The Damage Done, Woman in Black * Focus on quotations use including: word level prescription, accuracy and presentation, use of ellipsis and integration. Challenge the following: quotations copied wrongly, no inverted commas, and introduced with 'in this quote', 'in the quotation', 'the writer says', 'the writer talks about' | * *Language over time: nineteenth century English vocabulary and grammar in literary non – fiction compared to 20/21st Century non-fiction*   *Enriching understanding of genre, form, purpose and audience.*  *Reading newspaper articles and having the opportunity to openly discuss and debate topical issues.*  ***MHEW – diversity and acceptance within society; comparison of viewpoint of individuals and their perspectives.*** |

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| **Overview of mandatory Teaching / Access to Resources – Term 1 and 2** | |
| **Year 7**  Writing from Life extract teaching which works in conjunction to the Reading Lessons and Intervention.  ***Curriculum resources: HR***  ***Intervention resources: LAM***  ***Reading and Library Resources: RAH / JWC*** | Curriculum Resources: [1 - Shared Documents](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2007/Term%201%20and%202%20Writing%20from%20Life/1%20-%20Shared%20Documents?csf=1&web=1&e=nTlpPz)  Intervention resources: [Intervention Materials](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2007/Intervention%20Materials?csf=1&web=1&e=eWLipN)  Reading / Library resources: [Reading and Library Lessons](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2007/Reading%20and%20Library%20Lessons?csf=1&web=1&e=Fz2uTt) |
| **Year 8**  Tales of Terror / detective fiction extract teaching; inclusion of class reader ‘Sawbones’ which works in conjunction with intervention.  ***Curriculum resources: LJV/HR (LJV Leading new SoL)***  ***Intervention resources: LAM*** | Curriculum Resources: [1 - Shared Documents](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2008/Term%201%20and%202%20Tales%20of%20Terror/1%20-%20Shared%20Documents?csf=1&web=1&e=5wiSCb) (resources for Post Sawbones teaching have been uploaded)  Intervention resources: [Intervention Materials](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2008/Intervention%20Materials?csf=1&web=1&e=88T7Dr) |
| **Year 9**  Introduction to Edexcel and writing with a narrative voice / Refugee Boy  ***Curriculum Resources Edexcel: LAM/LJV***  ***Curriculum Resources Refugee Boy: ALE/KLG*** | Curriculum Resources Edexcel Introduction. ALL Department Staff **MUST** teach at least the first three weeks of learning before either continuing or moving onto the Narrative Voice workshop: [1 - Shared Documents](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2009/Term%201%20and%202%20An%20Introduction%20to%20Edexcel/1%20-%20Shared%20Documents?csf=1&web=1&e=0zLP4b)  Curriculum Resources Refugee Boy: [1 - Shared Documents](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2009/Term%201%20and%202%20Lit%20in%20Colour/1%20-%20Shared%20Documents?csf=1&web=1&e=cn8myC) |
| **Year 10**  Introduction to Romeo and Juliet / Edexcel Walkthrough  ***Curriculum Resources Edexcel: LAM/LJV/STP***  ***Curriculum Resources Romeo and Juliet/Poetry: LAM*** | Romeo and Juliet Analysis and Teaching: [Term 1 and 2 Romeo and Juliet Analysis](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2010/Term%201%20and%202/1%20-%20Shared%20Documents/Term%201%20and%202%20Romeo%20and%20Juliet%20Analysis?csf=1&web=1&e=vB5rNv)  Poetry: [Term 1 and 2 Poetry](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2010/Term%201%20and%202/1%20-%20Shared%20Documents/Term%201%20and%202%20Poetry?csf=1&web=1&e=G4A2KQ)  Curriculum resources Edexcel including Walkthrough: [Term 1 and 2 Language Paper 1](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2010/Term%201%20and%202/1%20-%20Shared%20Documents/Term%201%20and%202%20Language%20Paper%201?csf=1&web=1&e=N3yEAC) |
| **Year 11**  Analysis and Revision of GCSE Content in preparation for mock exams / please close the gaps and prepare as necessary. Refugee Boy to be prioritised in Term 1/2  ***Refugee Boy: LJV with support of ALE/KLG***  ***Dr Jekyll and Mr Hyde: LAM***  ***Poetry: LAM***  ***Romeo and Juliet: LAM***  ***RAP Tests: LAM***  ***English Language Paper 1 and 2: LAM/LJV*** | Refugee Boy: [Refugee Boy](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2011/Term%201%20and%202/Refugee%20Boy?csf=1&web=1&e=XeqneP)  Dr Jekyll and Mr Hyde: [Dr Jekyll and Mr Hyde](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2011/Term%201%20and%202/Dr%20Jekyll%20and%20Mr%20Hyde?csf=1&web=1&e=httUYf)  Poetry: [Poetry](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2011/Term%201%20and%202/Poetry?csf=1&web=1&e=8xzemE)  Romeo and Juliet: [Romeo and Juliet](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2011/Term%201%20and%202/Romeo%20and%20Juliet?csf=1&web=1&e=OT8Ffu)  RAP Tests: [RAP Tests](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2011/Term%201%20and%202/RAP%20Tests?csf=1&web=1&e=BkNdw0)  Language Paper 1: [Language Paper 1](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2011/Term%201%20and%202/Language%20Paper%201?csf=1&web=1&e=xPZBbK)  Language Paper 2: [Language Paper 2](https://johnspendluffe.sharepoint.com/:f:/r/sites/EnglishDepartment/Shared%20Documents/Curriculum/Planning%20and%20Resources/Year%2011/Term%201%20and%202/Language%20Paper%202?csf=1&web=1&e=h6SKTm) |