YEAR 7 ENGLISH – LEARNING JOURNEY

Building confidence. Developing skills. Becoming communicators.

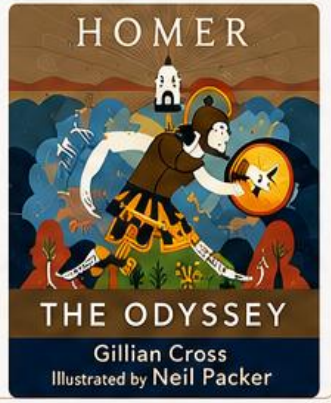
TERM 1 – GREAT JOURNEYS AND TRAVEL WRITING

1 UNIT 1 8 WEEKS (+2 FROM HT2)

The Odyssey Class Reader

CONTENT:

A transitional unit using 'The Odyssey' by Gillian Cross to recall, embed and enhance skills from Y6 and develop creative writing skills.



ASSESSMENTS

1. NGRT (New Group Reading Test)
2. Write the opening of a story (Baseline writing) Individual Feedback

2 UNIT 2 7 WEEKS (5 WEEKS FOR THE UNIT)

Travel Writing

CONTENT:

A non-fiction unit using a range of extracts from the travel writing genre.



ASSESSMENTS

1. Mid unit: 1 PEE paragraph on how a place/journey is presented (Baseline reading) Individual Feedback
2. End unit: Write a persuasive leaflet about a place aimed at tourists Whole Class Feedback

TERM 2 – MYTH AND FANTASY SHAKESPEARE AND POETRY

3 UNIT 3 6 WEEKS (+2 WEEKS FROM HT4)

A Midsummer Night's Dream

CONTENT:

An introduction to Shakespeare, the comedy genre and Elizabethan context through the play.



ASSESSMENTS

1. Mid unit: How a character is presented – 1 PEE paragraph. Individual Feedback
2. End unit: Speaking and Listening assessment – perform a scene from the play in groups

4 UNIT 4 5 WEEKS (3 WEEKS FOR THE UNIT)

Myths and Legends – Poetry

CONTENT:

Reading and exploring a small range of poems inspired by myths and legends.



ASSESSMENT

Write a fantasy poem about a mythical creature. Whole Class Feedback

TERM 3 – THE MODERN NOVEL (FICTION)

5 UNIT 5 7 WEEKS

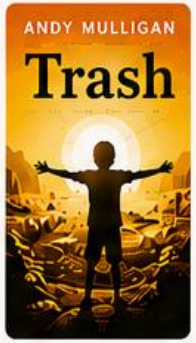
The Modern Novel – Part 1

CONTENT:

Reading 'Trash' by Andy Mulligan or 'The Black Book of Secrets' by F.E. Higgins with a focus on developing transactional writing skills.

ASSESSMENTS

1. Mid unit: Write the opening to an article linked to a theme in the novel. Whole Class Feedback
2. End unit: Write a full article linked to a theme in the novel. Individual Feedback





6 UNIT 6 6 WEEKS

The Modern Novel – Part 2

CONTENT:

Continue reading the novel with a focus on consolidating, embedding and developing reading skills.



ASSESSMENT

Write 2 PEE paragraphs based on how a character/theme is presented in the novel. Individual Feedback

END OF YEAR

READING & UNDERSTANDING | WRITING & CREATIVITY | SPEAKING & LISTENING | ASSESSMENT POINTS

YEAR 8 ENGLISH – LEARNING JOURNEY

Developing readers. Confident writers. Critical thinkers.

TERM 1 – THE STRANGE AND SUPERNATURAL – GOTHIC FICTION AND FAIRYTALES

1 UNIT 1 8 WEEKS

Gothic Fiction



CONTENT:
Reading a range of extracts from Gothic literature to develop key reading skills including comprehension, inference, vocabulary development and close language analysis.

ASSESSMENTS

1. Mid-unit: how is a character/setting presented in an extract from the Gothic booklet? 1 PEEZ paragraph. Whole class feedback.
2. End of unit: how is a character/setting presented in an extract from the Gothic booklet? 2 PEEZ paragraphs. Individual feedback.

2 UNIT 2 7 WEEKS

Fairytales



CONTENT:
Reading a range of fairytales as inspiration for a piece of narrative writing.

ASSESSMENTS

1. Mid-unit: write an opening to a fairytale. Whole class feedback.
2. End of unit: write a full fairytale. Students should use ½ or part of Freytag's pyramid to help them with this e.g., starting at the exposition and ending at the climax on a cliffhanger or beginning at the climax and ending at the denouement/ resolution. Individual feedback.

TERM 2 – HUMANITY AND NATURE – SHAKESPEARE, SPEECHES AND POETRY

3 UNIT 3 6 WEEKS (+1 FROM HT 4)

Shakespearean Speeches



CONTENT:
Reading and studying a range of speeches from Shakespearean plays as inspiration for our own speech: 'Richard III', 'Henry V', 'Julius Caesar', 'Macbeth'.

ASSESSMENTS

1. Mid-unit: write the opening of a persuasive, motivational speech (done independently). Whole class feedback.
2. End of unit: write a full persuasive, motivational speech (written and performed in pairs as a speaking and listening assessment).

4 UNIT 4 5 WEEKS (4 WEEKS FOR THE UNIT)

Poetry – Humanity and Nature



CONTENT:
Reading a range of poems linked to the theme of humanity and nature to consolidate, embed and develop reading skills.

ASSESSMENT
How is a theme/concept presented in a poem from the resource booklet? 2 PEEZ paragraphs. Individual feedback.

TERM 3 – THE MODERN NOVEL (FICTION)

5 UNIT 5 7 WEEKS

The Modern Novel – Part 1

CONTENT:
Reading a modern novel, 'The Outsiders' by S.E. Hinton, 'The Ruby in the Smoke' by Philip Pullman or 'The Curious Incident of the Dog in the Night-Time' by Mark Haddon, with a focus on consolidating, embedding and developing reading skills.

ASSESSMENTS

1. Mid-unit: how is a character presented in the novel? 1 PEEZL paragraph (Point, evidence, explain, link). Whole class feedback.
2. End of unit: how is a character presented in the novel? 2 PEEZL paragraphs. Individual feedback.

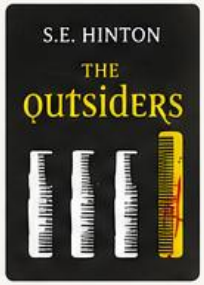
6 UNIT 6 6 WEEKS

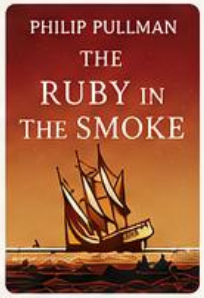
The Modern Novel – Part 2

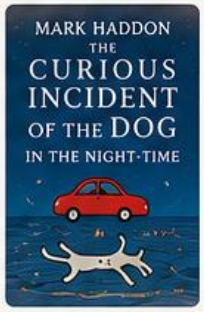


CONTENT:
Continue reading the novel with a focus on consolidating, embedding and developing transactional writing skills.

ASSESSMENT
Write a persuasive formal letter to a Member of Parliament explaining why this book should be taught in schools. Individual feedback.







END OF YEAR

READING & UNDERSTANDING | WRITING & CREATIVITY | SPEAKING & LISTENING | ASSESSMENT POINTS

YEAR 9 ENGLISH – LEARNING JOURNEY

Building critical thinkers. Developing writers. Preparing for GCSE.

TERM 1 – THE HUMAN CONDITION – DYSTOPIAN FICTION

1 UNIT 1 8 WEEKS

Dystopian Fiction

CONTENT:

An exploration of modern dystopian fiction designed to develop students' reading, critical analysis and evaluation skills. Text options include *Hunger Games*, *Animal Farm*, *Lord of the Flies* and *Noughts & Crosses*.



ASSESSMENTS

1. Mid-unit assessment: 1 PEEZL/PEAZL paragraph based on how a character/theme is presented in the novel. Whole class feedback.
2. End of unit assessment: 2 PEAZL paragraphs based on how a character/theme is presented in the novel. Individual feedback - AWOLS

2 UNIT 2 7 WEEKS

Developing Evaluation Skills

CONTENT:

Continue exploring the novel with an emphasis on evaluation, using analytical skills to make informed and supported judgements about the writer's choices and their effects.



ASSESSMENTS

1. Mid unit assessment: an evaluative paragraph based on a given statement, drawing on analysis of a specified extract from the text. Whole class feedback.
2. End of unit assessment: a full evaluative response (2–3 paragraphs) based on a given statement, drawing on analysis of a specified extract from the text. Individual feedback - AWOLS

TERM 2 – INTRODUCTION TO GCSE – LANGUAGE P1, Q5 AND POWER AND CONFLICT POETRY

3 UNIT 3 6 WEEKS

Introduction to GCSE Language Paper 1, Question 5



CONTENT:

Introduction to GCSE Language Paper 1 Question 5, developing descriptive and narrative writing skills through characters, settings and events from the novel studied in Term 1 and the wider dystopian genre, including describing key characters/settings and rewriting openings and endings.

ASSESSMENTS

1. Mid-unit assessment: write either an opening to a description or a narrative. Whole class feedback.
2. End of unit assessment: write either a full description or an opening to a narrative (45 minutes). Individual feedback - AWOLS

4 UNIT 4 5 WEEKS

Power and Conflict Poetry – War Poems



CONTENT:

The focus shifts to GCSE Literature Paper 2 Section B (Power and Conflict poetry), exploring war poems through close annotation and analysis of language, structure, context and themes.

POEMS TO BE COVERED THIS HALF TERM:

1. Charge of the Light Brigade
2. Bayonet Charge
3. Remains
4. War Photographer

ASSESSMENT

1. 1 PEAZL paragraph based on how a theme is presented in a poem covered this half term. Individual feedback - AWOLS

TERM 3 – POWER AND CONFLICT POETRY AND ROMEO AND JULIET

5 UNIT 5 7 WEEKS

Power and Conflict Poetry – Anthology Study



CONTENT:

Anthology poetry study continues with a focus on developing analytical skills and crafting structured written responses/ literature essays.

POEMS TO BE COVERED THIS HALF TERM:

1. Poppies
2. Kamikaze
3. Storm on the Island
4. The Prelude

ASSESSMENTS

1. Mid unit assessment: 2 PEAZL paragraphs based on how a theme is presented in a poem covered this half term. Whole class feedback.
2. End of unit assessment: a full analytical response based on how a theme is presented in a poem studied so far. Individual feedback - GCSE mark scheme.

6 UNIT 6 6 WEEKS

Romeo and Juliet



CONTENT:

An introduction to *Romeo and Juliet*, exploring the plot, characters, prologue, Act 1 and key themes while developing students' understanding of Shakespeare's language and context, culminating in a Speaking and Listening assessment.

ASSESSMENTS

1. Write the opening of a speech for your peers arguing why Shakespeare/ *Romeo and Juliet* should still be studied today. Whole class feedback.
2. Independently plan, write and deliver a 1½–2-minute speech for your peers on why Shakespeare or *Romeo and Juliet* remains relevant today. This Speaking and Listening assessment will also include responding to audience questions following the presentation.

END OF YEAR

READING & UNDERSTANDING | WRITING & CREATIVITY | SPEAKING & LISTENING | ASSESSMENT POINTS