

	Autumn 1 Oliver Twist  Transactional Writing	Autumn 2 Oliver Twist  Transactional Writing	Spring 1 A Midsummer Night's Dream  Narrative Writing	Spring 2 A Midsummer Night's Dream  Narrative Writing	Summer 1 Relationships Poetry  Reading/Writing based on poverty extracts	Summer 2 Relationships Poetry  Reading/Writing based on poverty extracts
<b>Content-</b> WHAT will be learned? What previous learning can be linked? Why this order/ <b>sequence</b> ?	Victorian History – contextual factors which influenced Dickens to write the text. Considering the impact of the social issues on Oliver.  How to write a range of different types of non-fiction text based on a range of contemporary issues. Students need to focus on the audience and purpose as a primary focus here.	The changes in characters and the text whilst embedding APES, narrative, and transactional skills.  How to write a range of different types of non-fiction text based on a range of contemporary issues. Students need to focus on the audience and purpose as a primary focus here.	Students embed APES writing to create analytical responses to quotations from the text. Consider the key messages that Shakespeare wants to instil in his intended audience.  Embedding skills from year 7 as to what makes an effective narrative. Students are encouraged to think of their own memories from different stages of their lives as inspiration	Students embed APES writing to create analytical responses to quotations from the text. Consider the key messages that Shakespeare wants to instil in his intended audience.  Embedding skills from year 7 as to what makes an effective narrative. Students are encouraged to think of their own memories from different stages of their lives as inspiration.	Students embed APES writing to create analytical responses to quotations from the poem. Consider the key messages that the poets want to instil in their intended audience around personality and relationships.  How to write a range of different types of non-fiction text based on a range of extracts focusing on poverty within the UK and how it can be supported and/or prevented. Students need to focus on the audience and purpose as a primary focus here.	Students embed APES writing to create analytical responses to quotations from the poem. Consider the key messages that the poets want to instil in their intended audience around personality and relationships.  How to write a range of different types of non-fiction text based on a range of extracts focusing on poverty within the UK and how it can be supported and/or prevented. Students need to focus on the audience and purpose as a primary focus here.
<b>Skills-</b> What will be developed?	APES writing – simplified analytical responses to quotations from the text. Considering the key messages that Dickens wants to instil in his reader. Students will look at connotations of words and address the importance of them.  Embedding FLAP and persuasive devices from year 7. Students focusing on current topical issues to encourage their own opinion.	APES writing – simplified analytical responses to quotations from the text. Considering the key messages that Dickens wants to instil in his reader. Students will look at connotations of words and address the importance of them.  Embedding FLAP and persuasive devices from year 7. Students focusing on current topical issues to encourage their own opinion.	APES writing – simplified analytical responses to quotations from the text. Considering the key messages that Shakespeare wants to instil in his reader. Students will look at connotations of words and address the importance of them.  Planning of the story mountain. Students are considering their own memories and encouraged to consolidate the planning process and practice writing for a sustained amount of time. SPaG skills.	APES writing – simplified analytical responses to quotations from the text. Considering the key messages that Shakespeare wants to instil in his reader. Students will look at connotations of words and address the importance of them.  Planning of the story mountain. Students are considering their own memories and encouraged to consolidate the planning process and practice writing for a sustained amount of time. SPaG skills.	APES writing – simplified analytical responses to quotations from the poem. Considering the key messages that the poet wants to instil in his reader. Students will look at connotations of words and address the importance of them. Students will consider their own opinion of the poems.  Embedding the Language APE responses as well transactional skills of FLAP and persuasive techniques. Students are building on their understanding of wider problems.	APES writing – simplified analytical responses to quotations from the poem. Considering the key messages that the poet wants to instil in his reader. Students will look at connotations of words and address the importance of them. Students will consider their own opinion of the poems.  Embedding the Language APE responses as well transactional skills of FLAP and persuasive techniques. Students are building on their understanding of wider problems.
Key 'How'/'Why' Questions- What <b>powerful knowledge</b> will be gained? What areas/themes/concepts will be explored?	Historical and social context of Oliver Twist and focusing on how children are treated.	Historical and social context of Oliver Twist and focusing on how children are treated.	Key characters and themes of Shakespeare and considering why he created them. Knowledge of Shakespeare is developed from year 7.	Key characters and themes of Shakespeare and considering why he created them. Knowledge of Shakespeare is developed from year 7.	Why relationships are important to consider and uphold. Focusing on our vocabulary and how people may be affected by it.	Why relationships are important to consider and uphold. Focusing on our vocabulary and how people may be affected by it.

	Students gain knowledge of FLAP and persuasive features. Students adopt how to write for a specific audience and how to vary their vocabulary to suit the target audience and the purpose.	Students gain knowledge of FLAP and persuasive features. Students adopt how to write for a specific audience and how to vary their vocabulary to suit the target audience and the purpose.	Planning a successful narrative including all features of the 5-part structure. Focusing on developing the skills for tension.	Planning a successful narrative including all features of the 5-part structure. Focusing on developing the skills for tension.	Students develop and embed knowledge of FLAP and persuasive features. Students adopt how to write for a specific audience and how to vary their vocabulary to suit the target audience and the purpose. Students are focusing on specific vocabulary choices to ensure that they are informing and persuading.	Students gain knowledge of FLAP and persuasive features. Students adopt how to write for a specific audience and how to vary their vocabulary to suit the target audience and the purpose. Students are focusing on specific vocabulary choices to ensure that they are informing and persuading.	
<b>SEND-</b> how will support be seen? Seating plans? Simplified questions?	Scaffolded lessons with regular retrieval quizzes. Use of summaries used throughout. A simpler text – Classic Starts has been used. Repetition of skills are embedded throughout the SOW and sentence starters are included. Scaffolded sheets are used when necessary.	Scaffolded lessons with regular retrieval quizzes. Use of summaries used throughout. A simpler text – Classic Starts has been used. Repetition of skills are embedded throughout the SOW and sentence starters are included. Scaffolded sheets are used when necessary.	Scaffolded lessons with regular retrieval quizzes. Use of summaries used throughout. Repetition of skills are embedded throughout the SOW and sentence starters are included. Scaffolded sheets are used when necessary.	Scaffolded lessons with regular retrieval quizzes. Use of summaries used throughout. Repetition of skills are embedded throughout the SOW and sentence starters are included. Scaffolded sheets are used when necessary.	Simple poems with a key focus of relationships and how they are presented. Scaffolded lessons with regular retrieval quizzes. Repetition of skills are embedded throughout the SOW and sentence starters are included. Scaffolded sheets are used when necessary.	Simple poems with a key focus of relationships and how they are presented. Scaffolded lessons with regular retrieval quizzes. Repetition of skills are embedded throughout the SOW and sentence starters are included. Scaffolded sheets are used when necessary.	
<b>Assessment-</b> What? Why?	<b>LITERATURE:</b> Oliver Twist extract APES writing question in line with GCSE extract questions. Simplified through giving students the quotations to write academically about. <b>No more than 30 minutes given for this.</b>  <b>LANGUAGE:</b> Transactional writing of a letter. Students are able to show the planning, writing and proofreading process. <b>One task to be completed in 30-minute time frame.</b>		<b>LITERATURE – A</b> Midsummer Night’s Dream extract analysis based on the presentations of characters. Embedding APES skills from Oliver Twist and year 7. <b>No more than 30 minutes given for this.</b>  <b>LANGUAGE –</b> Narrative writing – use of the story mountain to create a narrative with a choice of title to replicate GCSE exam style. <b>No more than 45 minutes given for this.</b>		<b>LITERATURE –</b> Poetry analysis based on the presentations of emotions presented in the poem. Embedding APES skills from Oliver Twist, A Midsummer Night’s Dream, and year 7. <b>No more than 30 minutes given for this.</b>  <b>LANGUAGE –</b> Transactional – writing a lively article. Students are able to show the planning, writing and proofreading process. <b>One task to be completed in 30-minute time frame.</b>		
What <b>memory for learning</b> skills will be required- modelling? Concrete answers? Retrieval?		Embedding the APE structure through models on the main SOW. Students starting to use the ‘S’ to spotlight to develop analytical discussions.  Retrieval quizzes for plot summary.	Embedding the APE structure through models on the main SOW. Students starting to use the ‘S’ to spotlight to develop analytical discussions.  Retrieval quizzes for plot summary.	Embedding the APE structure through models on the main SOW. Students embedding the ‘S’ to spotlight to develop analytical discussions.  Retrieval quizzes for plot summary.	Embedding the APE structure through models on the main SOW. Students embedding the ‘S’ to spotlight to develop analytical discussions.  Retrieval quizzes for plot summary.	Retrieval of poetry techniques possibly adopted in the Private Peaceful SOW. Students to be quizzed through homework tasks.	Embedding poetic techniques as students progress through the SOW.

		Pupils will need to remember the conventions for each style of writing e.g., how to set out a formal letter, to use subheadings in a report etc.	Pupils will need to remember the conventions for each style of writing e.g., how to set out a formal letter, to use subheadings in a report etc.	Knowledge of the story mountain and developing narratives through memories. Modelling through short stories e.g. Roald Dahl to support autobiographical memories. SPaG skills are continuously developed throughout the SOW and through feedback.	Knowledge of the story mountain and developing narratives through memories. Modelling through short stories e.g. Roald Dahl to support autobiographical memories. SPaG skills are continuously developed throughout the SOW and through feedback.	Embedding the narrative structure using models to be more creative. Students focus on showing not telling and ambitious vocabulary.	Embedding the narrative structure using models to be more creative. Students focus on showing not telling and ambitious vocabulary.
<b>Literacy</b> - reading, extended accurate writing and oracy opportunities	Reading fluency through teacher led reading. Oracy skills through students reading aloud either in class or through library lessons. Extended writing opportunities through regular APE(S) writing throughout the SOW to practice for assessments. Students writing for a minimum of 30 minutes to complete a piece of transactional writing.	Reading fluency through teacher led reading. Oracy skills through students reading aloud either in class or through library lessons. Extended writing opportunities through regular APE(S) writing throughout the SOW to practice for assessments. Students writing for a minimum of 30 minutes to complete a piece of transactional writing.	Reading fluency through teacher led reading. Oracy skills through students reading aloud either in class or through library lessons. Extended writing opportunities through regular APE(S) writing throughout the SOW to practice for assessments. Students writing for a minimum of 45 minutes to complete a piece of narrative writing.	Reading fluency through teacher led reading. Oracy skills through students reading aloud either in class or through library lessons. Extended writing opportunities through regular APE(S) writing throughout the SOW to practice for assessments. Students writing for a minimum of 45 minutes to complete a piece of narrative writing. There may be focus on a specific part of the story mountain to hone in on skills.	Reading fluency through teacher led reading of poetry. Oracy skills through students reading aloud either in class or through library lessons. Extended writing opportunities through regular APE(S) writing throughout the SOW to practice for assessments. Students writing for a minimum of 45 minutes to complete a piece of narrative writing. There may be focus on a specific part of the story mountain to hone in on skills.	Reading fluency through teacher led reading of poetry. Oracy skills through students reading aloud either in class or through library lessons. Extended writing opportunities through regular APE(S) writing throughout the SOW to practice for assessments. Students writing for a minimum of 45 minutes to complete a piece of narrative writing. There may be focus on a specific part of the story mountain to hone in on skills.	
<b>Numeracy</b> /computing skills	Computing - Satchel quizzes N/A	Computing - Satchel quizzes N/A	Computing – research tasks N/A	Computing – research tasks N/A	Computing - Satchel quizzes N/A	Computing - Satchel quizzes N/A	
<b>Character</b> development	How to treat children in 18 <sup>th</sup> Century England. The idea of theft. Pupils need to be able express their views clearly on a range of different topics within the transactional SOW.	How to treat people respectfully. Pupils need to be able express their views clearly on a range of different topical topics within the transactional SOW.	Gender stereotyping.	Gender stereotyping.	Making personal judgements about the poetry – consideration of issues around relationships, gender and growing up. Addressing emotions and suitable ways which they can be dealt with.  Living in poverty. Considering what can be done to support people struggling in our local and wider community.	Making personal judgements about the poetry – consideration of issues around relationships, gender and growing up. Addressing emotions and suitable ways which they can be dealt with.  Living in poverty. Considering what can be done to support people struggling in our local and wider community.	
<b>Equality</b> /Diversity opportunities			Use of personal memories and what they have learnt from past experiences.	Use of personal memories and what they have learnt from past experiences.			
<b>Homework</b> /Independent learning	Oliver Twist quizzes – Satchel	Victorian era fiction quizzes – Satchel	A Midsummer Night’s Dream takeaway tasks	A Midsummer Night’s Dream takeaway tasks	Poetry quizzes – Satchel	Poetry quizzes – Satchel	
<b>CIAG</b> coverage/links	Personal opinion Analytical skills Balanced views Topical issues around the world.	Topical issues around the world. Personal opinions.	Analytical skills  Creative thinking	Analytical skills  Creative thinking	Personal opinion Analytical skills	Personal opinion Analytical skills	

	Personal opinions.		Reflection on personal experiences	Reflection on personal experiences		
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