

	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 Transactional Writing- focus on speeches	Summer 2 Relationships Poetry Transactional Writing – focus on speeches
Content- WHAT will be learned? What previous learning can be linked? Why this order/ sequence ?	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 speech focusing on authorial voice, metaphorical language, engaging an audience and ambitious vocabulary.	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. Developing oracy through speech writing. Students will develop their rhetoric skills and focus on elements to develop their presentational skills.
Skills- 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 FLAP and persuasive techniques. Students will develop their own authorial voice, metaphorical language, engaging an audience and ambitious vocabulary.	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 FLAP and persuasive techniques. Students will develop their own authorial voice, metaphorical language, engaging an audience and ambitious vocabulary.
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Historical and social context of Oliver Twist and focusing on how children are treated. Students gain knowledge of FLAP and persuasive features. Students adopt how to write for a specific audience and how to vary their vocabulary	Historical and social context of Oliver Twist and focusing on how children are treated. Students gain knowledge of FLAP and persuasive features. Students adopt how to write for a specific audience and how to vary their vocabulary	Key characters and themes of Shakespeare and considering why he created them. Knowledge of Shakespeare is developed from year 7. Planning a successful narrative including all features of the 5-part structure. Focusing on developing the skills for tension.	Key characters and themes of Shakespeare and considering why he created them. Knowledge of Shakespeare is developed from year 7. Planning a successful narrative including all features of the 5-part structure. Focusing on developing the skills for tension.	Why relationships are important to consider and uphold. Focusing on our vocabulary and how people may be affected by it. Students develop and embed knowledge of FLAP and persuasive features. Students adopt how to write for a specific audience and how to	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.	to suit the target audience and the purpose.			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.	to suit the target audience and the purpose. Students are focusing on specific vocabulary choices to ensure that they are informing and persuading.	
SEND- 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.	
Assessment- What? Why?	LITERATURE: Oliver Twist extract APES writing question in line with GCSE extract questions. Simplified through giving students the quotations to write academically about. No more than 30 minutes given for this. LANGUAGE: Transactional writing of a letter. Students are able to show the planning, writing and proofreading process. One task to be completed in 30-minute time frame.		LITERATURE – A Midsummer Night’s Dream extract analysis based on the presentations of characters. Embedding APES skills from Oliver Twist and year 7. No more than 30 minutes given for this. LANGUAGE – Narrative writing – use of the story mountain to create a narrative with a choice of title to replicate GCSE exam style. No more than 45 minutes given for this.		LITERATURE – 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. No more than 30 minutes given for this. LANGUAGE – Transactional – writing a lively article. Students are able to show the planning, writing and proofreading process. One task to be completed in a 45-minute time frame.		
What memory for learning 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. 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.	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. 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.	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. 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	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. Knowledge of the story mountain and developing narratives through memories. Modelling through short stories e.g. Roald Dahl to support autobiographical	Retrieval of poetry techniques possibly adopted in the Private Peaceful SOW. Students to be quizzed through homework tasks. Embedding the skills of term 1 non-fiction speech writing. Students to develop an understanding of adapting tone and register for a particular audience and	Embedding poetic techniques as students progress through the SOW. Students developing their oracy skills and independent research to create a speech top present to their peers.	

			continuously developed throughout the SOW and through feedback.	memories. SPaG skills are continuously developed throughout the SOW and through feedback.	purpose. Develop ambitious SPaG		
Literacy - 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. <i>Students writing for a minimum of 30 minutes to complete a piece of transactional writing.</i>	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. <i>Students writing for a minimum of 30 minutes to complete a piece of transactional writing.</i>	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. <i>Students writing for a minimum of 45 minutes to complete a piece of narrative writing.</i>	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. <i>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.</i>	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. <i>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.</i>	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.	
Numeracy /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	
Character development	How to treat children in 18 th Century England. The idea of theft. <i>Pupils need to be able express their views clearly on a range of different topics within the transactional SOW.</i>	How to treat people respectfully. <i>Pupils need to be able express their views clearly on a range of different topical topics within the transactional SOW.</i>	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. <i>Personal topic of interest to build own cultural understanding</i>	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. <i>Personal topic of interest to build own cultural understanding</i>	
Equality /Diversity opportunities			<i>Use of personal memories and what they have learnt from past experiences.</i>	<i>Use of personal memories and what they have learnt from past experiences.</i>			
Homework /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	
CIAG coverage/links	Personal opinion Analytical skills Balanced views <i>Topical issues around the world.</i> <i>Personal opinions.</i>	<i>Topical issues around the world.</i> <i>Personal opinions.</i>	Analytical skills <i>Creative thinking</i> <i>Reflection on personal experiences</i>	Analytical skills <i>Creative thinking</i> <i>Reflection on personal experiences</i>	Personal opinion Analytical skills	Personal opinion Analytical skills	