

	Theme	Topics	Knowledge
Autumn 1	The Victorian Narrative	The nineteenth-century society's styles of storytelling during the rise of industry.	<p>Assessment and DIRT Marking Response: Narrative Writing and Extract Reading</p> <p>A: the theme of the supernatural and the use of setting in a gothic novel to create mood and atmosphere. Examples: The Red Room, H G Wells / The Signalman, Charles Dickens / Dracula, Bram Stoker / Jayne Eyre, Charlotte Brontë/ The Adventures of Sherlock Holmes, Arthur Conan Doyle / Rebecca, Daphne Du Maurier.</p> <p>B: the use of fictional worlds and technology in a science fiction novel. Examples: The Strange Case of Dr. Jekyll and Mr. Hyde, Robert Louis Stevenson / The Time Machine, H G Wells / Frankenstein, Mary Wollstonecraft Shelley / The War of the Worlds, H G Wells / Around the World in Eighty Days, Jules Verne.</p> <p>C: the use of character description and extremes in children's literature. Examples: Oliver Twist, Charles Dickens / The Wonderful Wizard of Oz, L. Frank Baum / Alice's Adventures in Wonderland, Lewis Carroll / The Old Curiosity Shop, Charles Dickens / Treasure Island, Robert Louis Stevenson.</p>
Literacy Focus	<p>Words:</p> <ul style="list-style-type: none"> • Literacy MOT • verbs • concrete and abstract nouns • adjectives • phonics • Frayer model. <p>Structure and Coherence:</p> <ul style="list-style-type: none"> • accurate use of capital letters, full stops and commas • introduction, PEC structure, point/argument development and conclusion. 		

Rationale	<p>This scheme of learning develops the students' knowledge and understanding of the classic storytelling genre. It allows learners to advance on prior knowledge of how effective techniques are used by writers. This helps scaffold transferable skills and how they can be used.</p>		<p>This component is taught now because it builds on the descriptive and narrative techniques used in KS2 but moves students towards deliberately creating tension, mood and atmosphere. Learners have the opportunity to use their knowledge of archetypal figures and scenarios and apply some of these ideas.</p>
Autumn 2	<p>The Art of Rhetoric</p>	<p>The techniques that speakers or writers use to inform, persuade and motivate their audiences.</p>	<p>Assessment and DIRT Marking Response: Persuasive Writing</p> <p>A: the use of language, structure and tone in an advert / charity appeal. Examples: inequality, Shelter, UNICEF / power and conflict, Red Cross / environment, Climate Emergency, Water Aid.</p> <p>B: the use of language, structure and tone in a speech. Examples: Barack Obama / Boris Johnson / Kamala Harris / Greta Thunberg.</p> <p>C: the use of persuasive language, structure and tone in an article. Examples: the benefits of exercise / community provision / positives and negatives of social media.</p>
Literacy Focus	<p>Words:</p> <ul style="list-style-type: none"> • adverbs • articles • subject-verb agreement • phonics • Frayer model. <p>Sentences:</p> <ul style="list-style-type: none"> • connectives • simple, compound and complex sentences 		
Rationale	<p>This scheme of learning develops the students' knowledge and an understanding of how to form an effective argument. It helps learners to develop an understanding of the structure of persuasive writing and how to develop a</p>		<p>This component is taught now because it develops non-fiction reading and writing, and provides a balance of skills in the scheme of learning. The learning provides the opportunity for emotive and personal responses. It encourages students to express views and opinions. It also develops the skills of how to shape non-fiction</p>

	use of linguistic techniques. It is a powerful teaching tool to enhance learning and the development of oracy.	responses in a purposeful and engaging manner. Additionally, it is a good opportunity for the development of spoken presentational skills These skills are gradually directing students towards what they need for future life skills.
Spring 1	Dystopian Novels and Seminal Literature	<p>The genre that makes challenging topics of injustice, authoritarianism, pandemics and climate change accessible.</p> <p>Assessment and DIRT Marking Response: Extract Reading and Analysis</p> <p>A: the use of individuality in a dystopian novel. Examples: Miss Peregrine's Home for Peculiar Children, Ransom Riggs / The Hunger Games, Suzanne Collins / Nineteen Eighty-Four, George Orwell. Extracts: DC Comics.</p> <p>B: the use of contrast in a dystopian novel and comparison with different societies. Examples: Northern Lights, Philip Pullman / Divergent, Veronica Roth /The Maze Runner, James Dashner / The Chrysalids, John Wyndham. Extracts: Marvel Comics</p> <p>C: the use of hierarchy in a dystopian novel. Examples: Noughts and Crosses, Malory Blackman / Hitchhiker's Guide to the Galaxy, Douglas Adams / Animal Farm, George Orwell / Mockingjay, Suzanne Collins. Extracts: Dark Horse Comics.</p>
Literacy Focus	<p>Words:</p> <ul style="list-style-type: none"> • Literacy MOT • apostrophes • tense agreement • phonics • Frayer model. <p>Sentences:</p> <ul style="list-style-type: none"> • colons • punctuating speech. 	
Rationale	This scheme of learning develops the students' knowledge of canonical and modern writers who have	This component is taught now because it allows learners to continue to experience and analyse places and experiences which

	contributed to this captivating, yet accessible, genre and allows students to discover why the genre continues to be so popular. This is another opportunity for learners to make the link between text, context and authorial intent.	are different from their own. The imagined futures challenge students to be creative in their thinking. It also encourages an analysis of the consequences of failing to appreciate and look after the planet, people and society. This follows on clearly from the topics explored in the previous scheme of learning.
Spring 2	The Conventions of Non-Fiction	The different text types or forms that include structure, language and tone.
		<p>Assessment and DIRT Marking Response:</p> <p>Non-Fiction Writing</p> <p>A: the use of language, structure, purpose and tone in a formal letter of complaint. Examples: train journey / bus journey / restaurant experience / holiday / visit.</p> <p>B: the use of language, structure, purpose and tone in a review. Examples: film / television programme / stage show / music / book.</p> <p>C: the use of language, structure, purpose and tone in an information article. Examples: hobby / famous person / sport / travel.</p>
Literacy	<p>Words:</p> <ul style="list-style-type: none"> • comparative and superlative adjectives • phonics • Frayer model. <p>Sentences:</p> <ul style="list-style-type: none"> • hyphens • dashes • topic sentences. 	
Rationale	This scheme of learning develops the students' knowledge and understanding of non-fiction writing techniques. It helps to develop an understanding of purpose and audience. The knowledge of techniques, language and structure scaffolds purposeful, suitable and engaging writing.	This component is taught now because it is a contrast with the fictional dystopian scheme. It helps students develop the functional writing skills that they will require in future life. This unit fits suitably after a study that focusses on making it possible to see what is happening in the world today, because dystopian literature is a lesson for the future, from the past.

Summer 1	Shakespeare and the Modern Drama	The study of plays in the historical and modern context. The influence of Shakespeare's Globe Theatre and the exploration of timeless themes.	Assessment and DIRT Marking Response: Extract Reading and Analysis A: the use of language, structure and tone to convey justice, authority and chaos in King Lear. B: the use of language, structure and tone to portray racial prejudice, manipulation, and jealousy in Othello. C: the use of language, structure, tone to portray loyalty, prejudice and revenge in The Merchant of Venice.
Literacy Focus	Words: <ul style="list-style-type: none"> • Literacy MOT • phonics • Frayer model. Structure and Coherence: <ul style="list-style-type: none"> • effective paragraph development • development of introduction, PEC structure, point/argument development and conclusion. 		
Rationale	This scheme of learning develops the students' knowledge and appreciation of a range of seminal works. It is a contrast with the previous dystopian component. Learners study the context and the conventions of Shakespeare's plays. It permits the exploration of character, theme, plot, language in a dramatic format. The modern play contrast encourages further development of ideas.	This component is taught now because the work of Shakespeare is challenging and it encourages our learners to expand on their prior knowledge of gothic and dystopian texts. The language and structure provide a challenge but Shakespeare's plays deal with universal themes and this makes the works accessible for learners: life, love, death and betrayal. The characters, written centuries ago, continue to be relatable for learners. The plays are easily placed in a modern setting and that links to the combined study with a modern play.	
Summer 2	Poetry and Other Cultures	This powerful teaching tool helps literacy, permits a connection to emotions and gives an exploration of the world.	Assessment and DIRT Marking Response: Poetry Reading Analysis and Creative Writing

		<p>A: the use of language, theme and structure in War Poems. Examples: Flag, John Agard / Last Post, Carol Ann Duffy / Strange Meeting, Wilfred Owen / Pluck, Eva Dobell.</p> <p>B: the use of language, theme and structure in Nature Poems. Examples: The Tyger, William Blake / The Hyena, Edwin Morgan / Forest, Carol Ann Duffy / An Earth Song, Langston Hughes.</p> <p>C: the use of language, theme and structure in Ballads. Examples: The Lady of Shallot, Alfred Tennyson / The Rime of the Ancient Mariner, Samuel Taylor Coleridge / The Highwayman, Alfred Noyes / The Unquiet Grave, Anonymous.</p>
Literacy Focus	<p>Words:</p> <ul style="list-style-type: none"> • subject, verb, object • participles • modal verbs • phonics • Frayer model. <p>Sentences</p> <ul style="list-style-type: none"> • colons • hyphens • dashes • punctuating speech. 	
Rationale	<p>This scheme of learning develops an understanding and exploration of a selection of poetry to add to the prose work and variety of genres they have covered so far in this programme of study.</p>	<p>This component is taught now because poetry allows for a different level of creativity and follows on fittingly from the structure within Shakespearean plays. Poetry helps students understand the meaning of words in context. It supports a learners' understanding of sound on many levels. Poetry can empower students and makes challenging texts and ideas more accessible. It encourages students to think about the world and life-issues in different ways. It helps support reading and writing confidence. This concludes the learning journey aptly.</p>