

Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Intent of study year 5	In year 5, at TWA, students will be given opportunities to study the use of language in books, promoting a love for reading, as well as developing their reading skills to ensure they are successful in accessing the content of lessons and reading materials in life. Through the exploration of the chosen books, they will begin by exploring narrative writing and discover the purpose of written language and how language is used for descriptive and entertainment purposes. They will also be given opportunities to practice skills to mastery level to ensure they have a secure foundation on which to build.					
5	Scribble Boy Personal narrative, introduction to characters, setting and plot		Danny Champion of the world Structure of a story/ writing and how language and structure can be used to engage a reader through mediums such as storytelling, newspaper articles etc.		Boy in the Tower Practice writing short stories and personal narrative and include description to engage a reader.	
	READING	WRITING	READING	WRITING	READING	WRITING
	<ul style="list-style-type: none"> Decoding Comprehension Selecting relevant information Reading for pleasure 	<ul style="list-style-type: none"> Capital letters, full stops Simple Sentences First person Write in chronological order Use sensory language and adjectives to describe Create character and setting Understand plot 	<ul style="list-style-type: none"> Decoding Comprehension Selecting relevant information Structure Reading for pleasure 	<ul style="list-style-type: none"> Capital letters, full stops, question marks Simple and compound sentences First person Write using beginning, middle and end structure for plot Paragraphs Sensory language and adjectives to describe Create character and setting Headings, sub-headings for organisation 	<ul style="list-style-type: none"> Decoding Comprehension Selecting relevant information Structure Reading for pleasure 	<ul style="list-style-type: none"> Capital letters, full stops, question marks, commas for a list Simple and compound sentences First person Write story using beginning, build up, problem, resolution, end structure for plot Paragraphs Sensory language and adjectives and adverbs to describe Create character and setting
Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Intent of study year 6	In year 6 at TWA students will continue to practice the skills acquired in year 5, in both reading and writing, as well as learning new skills that will prepare them for external assessment and the transition to KS3. Through the exploration of the chosen texts, they will begin to develop their understanding of how language has an impact on the reader whilst continuing to nourish their love and enjoyment of reading. They will continue to practice narrative and descriptive writing skills whilst being introduced to new techniques that can enhance and improve these styles of writing. Throughout the year they will have many opportunities to practice both reading, writing and speaking skills, in order to embed them ready to build upon further into KS3.					
6	Harry Potter and the Chamber of Secrets Writing from different perspectives and time zones and increasing level of descriptive language.		Boy at the Back of the Class Longer story writing, using description to create imagery and begin to understand and use persuasion in speeches/letters.		Because of Mr Terupt Developed story writing focusing on character and plot whilst implementing descriptive skills.	
	READING	WRITING	READING	WRITING	READING	WRITING
	<ul style="list-style-type: none"> Decoding Comprehension Selecting relevant information Structure Reading for pleasure 	<ul style="list-style-type: none"> Capital letters, full stops, question marks, commas for a list. Dialogue Simple and compound sentences First and Third person Write using beginning, middle, end and flashback structure Paragraphs for organisation Sensory language and adjectives, adverbs and similes to describe Create character and setting 	<ul style="list-style-type: none"> Decoding Comprehension Selecting relevant information Discussing impact on reader Structure Reading for pleasure 	<ul style="list-style-type: none"> Capital letters, full stops, question marks, commas for a list and clauses. Dialogue Simple, compound and complex sentences First and Third person Write story using beginning, build up, problem, resolution, end structure for plot Paragraphs for organisation Sensory language and adjectives, adverbs, personification, similes to describe Create detailed character and setting AFOREST- Rhetorical question and opinion focus 	<ul style="list-style-type: none"> Decoding Comprehension Selecting relevant information Discussing impact on reader Structure Reading for pleasure 	<ul style="list-style-type: none"> Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks. Dialogue Simple, compound and complex sentences First and Third person Write story using beginning, build up, problem, resolution, end and flashback structure for plot Paragraphs for organisation Sensory language and adjectives, adverbs, personification, similes to describe Create detailed character descriptions that focus on change in mood or personality Detailed setting
Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two

Intent of study	In year 7 at TWA students will build upon the skills learnt at KS2, using the chosen books to support this and continue to encourage reading for pleasure. They will begin to explore how they can adapt their writing to fit certain genres and mimic writing styles. Additionally, they will start to look more deeply at how informative essays can be written to show understanding of what they have read as well as beginning to comment more on the effect language has on a reader. Ample opportunity will be given to practice reading, writing and speaking skills acquired throughout the years learning so that students are equipped with a deep knowledge, and ability, to continue to develop further into year 8.					
7	<p style="text-align: center;">Shadow of the Minotaur</p> <p style="text-align: center;">Genre specific use of language in reading and writing.</p>		<p style="text-align: center;">Holes</p> <p style="text-align: center;">Develop understanding of writing from other perspectives and writing descriptively and emotionally.</p>		<p style="text-align: center;">Oliver Twist</p> <p style="text-align: center;">Narrative voice, style of other writers and practice writing more detailed descriptions within this. Build on informative essay writing.</p>	
	READING	WRITING	READING	WRITING	READING	WRITING
	<ul style="list-style-type: none"> • Comprehension • Selecting relevant information • Commenting on the effect on reader • Structure • Reading for pleasure 	<ul style="list-style-type: none"> • Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks. • Dialogue • Simple, compound and complex sentences • First and Third person • Write story using beginning, build up, problem, resolution, end structure for plot • Paragraphs for organisation • Sensory language and adjectives, adverbs, personification, similes to describe • Create detailed character descriptions that focus on genre specific traits, and appearance • Detailed setting specific to genre and time zone 	<ul style="list-style-type: none"> • Comprehension • Selecting relevant information • Commenting on the effect on reader • Structure • Reading for pleasure 	<ul style="list-style-type: none"> • Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks. • Simple, compound and complex sentences • First person and Third person • Writing to inform • Using fact and opinion • Paragraphs for organisation • Using emotion • Writing in role • Paragraphs for organisation • Sensory language and adjectives, adverbs, personification, similes to describe 	<ul style="list-style-type: none"> • Comprehension • Selecting relevant information • Commenting on the effect on reader • Structure • Reading for pleasure 	<ul style="list-style-type: none"> • Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks. • Dialogue • Simple, compound and complex sentences for effect • First person and third person • Writing to inform • Using fact and opinion • Paragraphs for organisation • Using emotion • Writing in role • Paragraphs for organisation • Sensory language and adjectives, adverbs, personification, similes to describe • AFOREST- Rhetorical question, opinion, emotive language
Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Intent of study	During year 8 at TWA students will further practice the reading and writing skills acquired in earlier years and will continue to add to these skills by being introduced to the next steps in learning. The introduction of the study of a Shakespeare play to the curriculum, as outlined in the National Curriculum, provides students with new opportunities to explore how written language, when translated to spoken language, can hold different purposes and can be used for several different reasons, i.e. to entertain, inform or persuade. Narrative and descriptive writing skills are worked on further and new skills taught to further develop their writing; as well and beginning to write to persuade. The books studied have been selected to encourage a love of reading as well as explore topics that expand on the students understanding of themselves and the world around them.					
8	<p style="text-align: center;">Coraline</p> <p style="text-align: center;">Develop genre specific writing and think analytically about use of language.</p>		<p style="text-align: center;">Romeo and Juliet</p> <p style="text-align: center;">Exploring Shakespeare and transferring understanding into forms of writing-focus on organisation and persuasive techniques. Use of Drama within English linked to speaking a listening skill.</p>		<p style="text-align: center;">The Bone Sparrow</p> <p style="text-align: center;">Develop the use of persuasive techniques and focus on organisation of speeches, and writing from another’s perspective Continue to encourage analytical thinking alongside citing sources.</p>	
	READING	WRITING	READING	WRITING	READING	WRITING
	<ul style="list-style-type: none"> • Selecting relevant information • Commenting on the effect on reader • Discussing the effect of language techniques • Inference • Analytical thinking • Reading for pleasure 	<ul style="list-style-type: none"> • Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks, ellipsis. • Dialogue • Simple, compound and complex sentences for effect • First and Third person • Write story using beginning, build up, problem, resolution, end structure for plot • Paragraphs for organisation and effect • Sensory language and adjectives, adverbs, personification, similes, pathetic fallacy to describe • Create detailed character descriptions that focus on genre specific traits, and appearance • Detailed setting specific to genre • Writing to inform • Using fact and opinion 	<ul style="list-style-type: none"> • Selecting relevant information • Commenting on the effect on audience • Structure • Inference • Exposure to different text types • Reading for pleasure 	<ul style="list-style-type: none"> • Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks, ellipsis. • Simple, compound and complex sentences for effect • Paragraphs for organisation and effect • Headings, sub-headings for organisation • Writing to inform • Using fact and opinion • Writing to persuade • AFOREST- Rhetorical question, opinion, emotive language, fact 	<ul style="list-style-type: none"> • Selecting relevant information • Commenting on the effect on reader • Commenting on the effect of language techniques • Structure • Inference • Exposure to different text types • Analytical thinking Reading for pleasure 	<ul style="list-style-type: none"> • Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks, ellipsis. • Simple, compound and complex sentences for effect • Paragraphs for organisation and effect • Headings, sub-headings for organisation • Writing to inform • Writing to persuade • Using fact and opinion • AFOREST- Rhetorical question, opinion, emotive language, fact, triples, statistics • Using emotion • Writing in role • Sensory language and adjectives, adverbs, personification, similes to describe

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Intent of study	Year 9 at TWA sees students developing their reading and writing skills further and specifically encourages students to think and write analytically and critically about the language used in the texts explored. Alongside this they continue to further practice the narrative, descriptive and persuasive writing skills they have used in earlier years so that they are able to produce extended and more detailed pieces of writing. They explore two plays in this year which continues to work on the effect that written, to spoken, language can have an effect on an audience as well as beginning to explore the deeper meaning of the effects writing and plays can have on the wider community: thus linking this to societal issues. Additionally, through the studies of all texts students build on their ability to write and structure informative essays. The combined study of skills in KS3 come to fruition in this year and prepare students fully for a variety of paths at KS4.					
9	Lord of the Flies		Macbeth		An inspector Calls	
	Increase use of descriptive techniques with a focus on adapting writing for different purposes/genres and audiences. Add further analysis to critical essays.		Practice use of critical essays, informative essays etc. as well as the opportunity to write in different writing styles.		Practice analysing literary texts through critical essays and non-fiction writing, use persuasive techniques and organisation. Use of Drama within English linked to speaking a listening skill.	
	READING	WRITING	READING	WRITING	READING	WRITING
<ul style="list-style-type: none"> Selecting relevant information Commenting on the effect on reader Commenting on the effect of language techniques Inference Analytical/critical thinking Reading for pleasure 	<ul style="list-style-type: none"> Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks, ellipsis. Dialogue Simple, compound and complex sentences for effect First and Third person Write story using beginning, build up, problem, resolution, end structure for plot Paragraphs for organisation and effect Sensory language and adjectives, adverbs, personification, similes, pathetic fallacy, metaphor to describe Create detailed character descriptions that focus on genre specific traits, and appearance Detailed setting specific to genre and time zone Writing to inform Using fact and opinion 	<ul style="list-style-type: none"> Selecting relevant information Commenting on the effect on reader Commenting on the effect of language techniques Inference Analytical/critical thinking Exposure to different text types Reading for pleasure 	<ul style="list-style-type: none"> Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks, ellipsis. Simple, compound and complex sentences for effect Paragraphs for organisation and effect Headings, sub-headings for organisation Writing to inform Using fact and opinion Writing to persuade AFOREST- Rhetorical question, opinion, emotive language, fact, triples, statistics 	<ul style="list-style-type: none"> Selecting relevant information Commenting on the effect on reader Commenting on the effect of language techniques Inference Analytical/critical thinking Exposure to different text types Make comparisons across texts Reading for pleasure 	<ul style="list-style-type: none"> Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks, ellipsis. Simple, compound and complex sentences for effect Paragraphs for organisation and effect Headings, sub-headings for organisation Writing to inform Using fact and opinion Writing to persuade AFOREST- Rhetorical question, opinion, emotive language, fact, triples, statistics Sensory language and adjectives, adverbs, personification, similes, pathetic fallacy, metaphor to describe Create detailed character descriptions that focus on genre specific traits, and appearance Detailed setting specific to genre and time zone Writing to inform Using fact and opinion 	

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Intent of study	<p>The intent of English for Year 10 is to begin the GCSE English Literature course (AQA). They will specifically begin working on skills to ensure they can meet the following Assessment Objectives (AO):</p> <ul style="list-style-type: none"> • AO1: Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> ○ maintain a critical style and develop an informed personal response ○ use textual references, including quotations, to support and illustrate interpretations. • AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • AO3: Show understanding of the relationships between texts and the contexts in which they were written. • AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p>Later in the year students will begin studying for the GCSE English Language course (AQA) They will specifically begin working on skills to ensure they can meet the following Assessment Objectives (AO):</p> <ul style="list-style-type: none"> • AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts • AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts • AO4: Evaluate texts critically and support this with appropriate textual references • AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts • AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 					
10	<p>A Christmas Carol Writing critical essays, analysing language, character and themes, linking to context</p>		<p>Poetry Writing critical essays, analysing language, comparing use of language</p>		<p>Language Paper 1 Selecting evidence, writing critical essays, writing to describe</p>	
	<p>READING</p> <ul style="list-style-type: none"> • Selecting relevant information • Commenting on the effect on reader • Commenting on the effect of language techniques • Inference • Analytical/critical thinking • Reading for pleasure 	<p>WRITING</p> <ul style="list-style-type: none"> • Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks, ellipsis. • Simple, compound and complex sentences • Paragraphs for organisation • Writing to inform • Using fact and opinion • P.E.E.L paragraphs for analytical writing 	<p>READING</p> <ul style="list-style-type: none"> • Selecting relevant information • Commenting on the effect on reader • Commenting on the effect of language techniques • Inference • Analytical/critical thinking • Exposure to different text types • Reading for pleasure 	<p>WRITING</p> <ul style="list-style-type: none"> • Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks, ellipsis. • Simple, compound and complex sentences for • Paragraphs for organisation • Writing to inform • Using fact and opinion • P.E.E.L paragraphs for analytical writing 	<p>READING</p> <ul style="list-style-type: none"> • Selecting relevant information • Commenting on the effect on reader • Commenting on the effect of language techniques • Inference • Analytical/critical thinking • Exposure to different text types • Make comparisons across texts • Reading for pleasure 	<p>WRITING</p> <ul style="list-style-type: none"> • Capital letters, full stops, question marks, commas for a list and clauses, exclamation marks, ellipsis. • Simple, compound and complex sentences for effect • Paragraphs for organisation and effect • Headings, sub-headings for organisation • Writing to inform • Using fact and opinion • e, fact, triples, statistics • Sensory language and adjectives, adverbs, personification, similes, pathetic fallacy, metaphor to describe • Create detailed character descriptions that focus on genre specific traits, and appearance • Detailed setting specific to genre and time zone