

	Autumn	Spring	Summer
Year 7 LTE* <i>fortnightly, 2 unseen poems a term</i>	<p>Study a Whole Novel</p> <ul style="list-style-type: none"> what to annotate and how to annotate exploring writer’s choices and intentions narrative – character, theme, narrative structure introducing analysis creative writing piece <p>Annotation + Personal Response/Analysis</p>	<p>Short Stories: Reading and Writing</p> <ul style="list-style-type: none"> how does a short story structure differ from a novel? what are the success criteria for a short story? comparing short stories expressing opinions about texts/being evaluative crafting a short story <p>Annotation + Analysis + Comparison + Evaluation</p>	<p>Shakespearean Comedy</p> <ul style="list-style-type: none"> ways of reading Shakespeare for meaning, performing the text Renaissance comedy how are gender roles and expectations presented in the play through language, plot and character? Social/historical context and gender opportunities for creative writing in character <p>Annotation + Analysis + Evaluation + Genre + Context</p>
Year 8 LTE* <i>fortnightly, 2 unseen poems a term</i>	<p>The Evolution of the Fictional Detective</p> <ul style="list-style-type: none"> what is genre and genre subversion? What are the conventions of Detective Fiction? comparing extracts from Detective Fiction (early, Victorian, Golden Age, Hard-boiled, modern) crafting a piece of writing in the style of Conan Doyle and Chandler <p>Genre + Comparison + Analysis + Annotation</p>	<p>Rhetoric and Revolution</p> <ul style="list-style-type: none"> what are the core principles and features of rhetoric? (Aristotle, rhetorical devices) Satire, propaganda and rhetoric Study of Animal Farm/Lord of the Flies, analysing rhetorical language Placing texts in their political context Comparison of two non-fiction sources Produce own rhetorical writing <p>Comparison (applied to non-fiction) + Context + Analysis (applied to non-fiction)</p>	<p>The Tempest</p> <ul style="list-style-type: none"> Colonialism and Post-Colonial readings of texts Caliban’s portrayal as monstrous or as a victim justifying different interpretations of a text understanding how contexts of reception affect how a character is viewed understanding how stage craft or film adaptation shapes how a character is portrayed opportunities for Creative Writing <p>Annotation + Analysis + Interpretation and Critical Reading + Contexts (of production and of reception)</p>
Year 9 LTE* <i>fortnightly, 2 unseen poems a term</i>	<p>Rhetoric and Revolution SAME AS ABOVE (FOR 2018-2019 ONLY)</p>	<p>Discrimination in American Literature</p> <ul style="list-style-type: none"> American Dream, racism and the Civil Rights movement – influence on Literature/culture discrimination in To Kill a Mockingbird or Of Mice and Men analysis of language and structure in a significant moment and across the text how characters can be used to reflect social changes and issues <p>Analysis (applied to structure) + Context</p>	<p>Modern Drama</p> <ul style="list-style-type: none"> analysis specific to drama e.g. stage directions how is analysing a play different from analysing a novel? how are the characters and their character arc used to explore social and political concerns and issues? writing about audience response/writer’s intentions <p>Analysis (applied to features of modern drama)</p>

*LTE = Let’s Think in English