

Year 7

Set text / Scheme of work

Student development

Autumn 1

**Telling Tales** - *short story collection*

Autumn 2

**Private Peaceful** - *Michael Morpurgo*

Spring 1

**Creative Writing**

Spring 2

**Poetry** - *19th and 20th century collection*

Summer 1

**A Midsummer Night's Dream** - *William Shakespeare*

Summer 2

**Review of work and preparation for end of year assessment**  
then

- Exploring different cultures and perspectives through prose.
- Identifying a range of literary techniques that are used by writers.
- Developing reading skills.
- Exploring the context of WW1.
- Understanding how to embed a range of language techniques into creative writing tasks.
- Considering the effect of writers' methods on the reader.
- Exploring themes and characters.
- Identifying poetic techniques and features.
- Understanding the conventions of a comedy.
- Supporting ideas in written work with evidence from the text.

Examples of writing tasks that students complete in year 7 include: diary entries, letters, articles, stories, character profiles and short essays.

**Creative writing**

Year 8

Set text / Scheme of work

Student development

[Autumn 1](#)

**Animal Farm** - *George Orwell*

[Autumn 2](#)

**A Christmas Carol** - *Charles Dickens*

[Spring 1](#)

**Creative writing**

[Spring 2](#)

**WW1 Poetry**

[Summer 1](#)

**The Tempest** - *William Shakespeare*

[Summer 2](#)

**Review of work and preparation for end of year assessment**

then

**Creative writing**

- Understanding how and why writers use a range of language techniques and devices.
- Identifying and exploring different narrative styles.
- Appreciating writer's craft across a range of literature texts from different genres.
- Consistently maintaining impeccable grammar, spelling and punctuation throughout all written work.
- Demonstrating a sound understanding of narrative, plot and characters during discussion and throughout written work.
- Deconstructing characters and considering the journey of a character over the duration of a text.
- Comparing differences between modern, 19th Century and Shakespearean texts.
- Embedding ambitious, complex and varied vocabulary consistently and accurately into creative writing tasks.

Year 9	
Set text / Scheme of work	Student development
<p><a href="#"><u>Autumn 1</u></a></p> <p><b>The Merchant of Venice</b> - <i>William Shakespeare</i></p> <p><a href="#"><u>Autumn 2</u></a></p> <p><b>The Lord of the Flies</b> - <i>William Golding</i></p> <p><a href="#"><u>Spring 1</u></a></p> <p><b>Unseen poetry</b></p> <p><a href="#"><u>Spring 2</u></a></p> <p><b>The Sign of Four</b> - <i>Arthur Conan Doyle</i></p> <p><a href="#"><u>Summer 1</u></a></p> <p><b>Romeo and Juliet</b> - <i>William Shakespeare</i></p> <p><a href="#"><u>Summer 2</u></a></p> <p><b>Review of work and preparation for end of year assessment</b> then <b>Creative writing</b></p>	<ul style="list-style-type: none"> <li>● Consistently embedding the language of Literature and other subject specific terminology into written work.</li> <li>● Drawing clear thematic comparisons across different texts studied in relation to the key concepts of: justice, hierarchy and social power.</li> <li>● Developing a considered, personal response to texts and integrating those ideas into written work.</li> <li>● Discussing and demonstrating an understanding of how texts are socially, politically and historically situated.</li> <li>● Analysing different elements and conventions of a range of non-fiction text types (articles, letters, blogs, leaflets and speeches).</li> <li>● Understanding the conventions of specific genres of Literature.</li> <li>● Tailoring creative writing to specific audiences.</li> <li>● Adapting vocabulary to create meaning and/or emphasis in written work.</li> </ul>

Year 10

Set text / Scheme of work

Student development

Autumn 1

**Power and Conflict poems** - AQA GCSE poetry cluster

Autumn 2

**Jekyll and Hyde** - Robert Louis Stevenson

Spring 1

**Macbeth** - William Shakespeare

Spring 2

**Unseen poetry**

Summer 1

**An Inspector Calls** - J B Priestley

Summer 2

**Review of work and preparation for end of year exams**

then

**Creative writing**

- Demonstrating a complex overview of all of the set texts.
- Supporting assertions and ideas in written work with a range of relevant key moments and examples.
- Producing ambitious and complex essays in response to exam style questions (often GCSE questions from past papers).
- Consistently producing creative writing pieces that are ambitious and engaging.
- Engaging with feedback and showing evidence of this engagement through improvements/revisions to written work.
- Making reference to wider contextual meaning in Literature essays.
- Considering how characters are morally situated and presented in a text.
- Providing the key skills and confidence to write critically in response to poetry from a variety of genres.

The GCSE English Literature syllabus requires all students to have studied the following components: poetry, a 19th century novel, a Shakespeare play and a drama text. At Ipswich Academy the chosen set texts are: Power and Conflict poems, Macbeth, Jekyll and Hyde and An Inspector Calls, respectively.

Year 11

Unit of work and development of key skills

Student development

Autumn 1

**GCSE English Literature Paper 1** - *skills and review*

Autumn 2

**GCSE English Literature mock**

then

**GCSE English Literature Paper 2** - *skills and review*

Spring 1

**GCSE English Language Paper 1** - *skills and review*

Spring 2

**GCSE English Language Paper 2** - *skills and review*

Summer 1

**Preparation and revision period for GCSE examinations**

Summer 2

**GCSE examination period**

- Exposing students to a wide range of 'unseen' extracts in order to expand their language analysis skills.
- Building confidence and developing robust exam skills through weekly formal assessments.
- Promoting autonomy by encouraging students to revise and undertake periods of self-study to support learning that has taken place during class.
- Adapting writing for a variety of specific purposes and audiences.
- Possessing the ability to critique a text in a way that demonstrates an extensive knowledge of the themes, characters and plot.
- Expecting students to action feedback or highlighted areas for improvement immediately.
- Demonstrating knowledge in written work that is considered to be focused, insightful and judicious.
- Producing creative writing pieces that are original, effective and engaging.

In addition, throughout Year 11 the English Department offer intervention and revision sessions that all students are encouraged to attend. These sessions take place before school, after school and some Saturdays.