

Date	Exams/ Assess	Unit(s)
1/9/25		Unit 1 – Understanding Prose Unit (in conjunction with Class Reader) Class Reader 1 (Chosen by class teacher) Focus on understanding of writer's methods, narrative structure and inference. There will be one library lesson every fortnight for students to make a personal reading choice, develop pleasure for reading and broaden their vocabulary.
8/9/25		These can be done in any order – depending on the text FORMATIVE TASK- Character study – How does the writer present/create the character of ____? FORMATIVE TASK- Setting study – close textual analysis/language analysis FORMATIVE TASK- Writing in role linked to text FORMATIVE TASK- Speaking and Listening + Mindmap – exploration of themes – ranking exercise FORMATIVE TASK- Writing practice – Write a review of your text
15/9/25		
22/9/25		
29/9/25		
6/10/25		Unit 2 – The Gothic and the Supernatural Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference/analysis. Writing: describe/narrate Styles: creative/summary/note taking/analysis/extended BQ1 – What are the key conventions of the Gothic Genre? FORMATIVE TASK- Make a leaflet for future Year 8 Students explaining the Gothic Genre
13/10/25		BQ2 – What characters are key to Gothic texts CORE READING TASK- What impressions do we get of the character of Dracula from this extract?
20/10/25		BQ3 – What role do location and setting play in the Gothic genre? CORE WRITING TASK – Miss Havisham's Wedding Table description.
3/11/25		BQ4 – What role do mood, atmosphere and pace play in the Gothic Genre? FORMATIVE TASK – How does Purcell build mood and atmosphere in this extract?
10/11/25		BQ5 – Can I write my own Gothic narrative? FORMATIVE TASK – Write the opening section of your gothic narrative.
17/11/25		Unit 3 – The Poetry of War Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference/analysis. Writing: Poetry/narrate/describe/ persuade/argue/ Styles: creative/note taking/analysis/extended Forms including: creative/letter/speech/analysis Grammar: Revision of previous year plus: comparative and superlative, adverbs and adjectives, nouns, plural nouns, genitive case (apostrophe), contraction, compound-complex sentences, noun appositive phrases, conjunctive adverbs, semi colons, connections between sentences, proof reading, drafting and rewriting.
24/11/25		BQ1 – Why might poets write about war? FORMATIVE TASK – What impressions do we get from Bayonet Charge about why the poet is writing about war?
1/12/25		BQ2 – How does war poetry capture human suffering? FORMATIVE TASK S + L – “This house believes there is no justification for war”. Class debate
8/12/25		BQ3 – Is patriotism at the heart of war poetry? CORE WRITING TASK – Battlefield Creative Writing
15/12/25		BQ4 – How do poets use language to portray the horrors of war? CORE READING TASK – Extended analysis – What impressions do you get of the horrors of war in one of the poems you have studied so far?
		BQ5 – How might poetry form a sense of resistance?

		FORMATIVE TASK – Write a persuasive letter to the PM calling for an end to war.
5/1/26		Assessment Prep week
		Unit 4 - Shakespeare and Tragedy Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference/analysis. Writing: Script, narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/analysis/extended Forms including: leaflet/analysis Grammar: Revision of previous year plus: Class Reader 2 - Shakespeare 'Romeo and Juliet' Embed understanding of dramatic method and the conventions of Shakespearean tragedy. There will be one library lesson every fortnight for students to make a personal reading choice develop pleasure for reading fiction and non-fiction and broaden their vocabulary.
		BQ1 – What is Tragedy? What is Shakespearian Tragedy? FORMATIVE TASK – How does Shakespeare use the prologue to establish the tragic narrative?
12/1/26	ASSESSMENT FORTNIGHT	ASSESSMENT: WRITING – Creative writing task READING – Poetry analysis
		BQ1 - continued - What is Tragedy? What is Shakespearian Tragedy? FORMATIVE TASK – Make an engaging and interesting information leaflet to explain what Tragedy is.
19/1/26		BQ2 – How does Shakespeare introduce the themes of violence and conflict? FORMATIVE TASK – What are the Prince's thoughts and feelings in his speech?
26/1/26		BQ3 – What is a tragic hero and how does Shakespeare introduce the tragic hero in this play? FORMATIVE TASK – What are our first impressions of the character of Romeo?
2/2/26		BQ4 – How does Shakespeare establish the central theme of love? FORMATIVE TASK – How does Shakespeare use language to reveal the love between Romeo and Juliet?
9/2/26		BQ5 – Can I explore key scenes of Act 3 Scene 1 and Act 3 Scene 5? FORMATIVE TASK – Choose one of these key scenes and argue its importance to the play.
23/2/26		BQ6 – How does Shakespeare present the downfall of the tragic hero and provide catharsis at the end of the tragedy? CORE READING TASK - How does Shakespeare provide catharsis at the end of the play?
2/3/26		Unit 5 - Spoken Language Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference. Analysis. Writing: Narrate/describe/inform/persuade/argue/explain/instruct/advise Styles: summary/note taking/analysis/extended Forms including: speech/review/debate/discussion/group discussion BQ1 – What is Spoken Language? FORMATIVE TASK – S+L – Room 101 soapbox exercise
9/3/26		BQ2 – How do you use language in your everyday life? FORMATIVE TASK – Miller and Armstrong discussion
16/3/26		BQ3 - Can I work in a group to discuss ideas and opinions? FORMATIVE TASK – Group discussion task – Ideal travel destination
23/3/26		BQ4 – How does spoken language contribute to language change over time? CORE WRITING TASK – Write a short informative talk on how spoken language changes language over time

30/3/26		Unit 6 – Writing to express an opinion Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference. Analysis. Writing: persuade/argue Forms including: speech/review/debate/discussion/group discussion/letter/review/article BQ1 – How do writers persuade? FORMATIVE TASK – Write a persuasive letter
20/4/26		BQ2– What is review writing? FORMATIVE TASK – Write a plan for a review of your own
27/4/26		BQ3 – Can I explore the conventions of an opinion piece article? CORE WRITING TASK – WRITE YOUR OWN REVIEW
4/5/26		BQ4 – Can I plan and write my own opinion piece article? CORE READING TASK - How does the writer express their dislike of mobile phones?
11/5/26		BQ5 – Can I express my opinion in travel writing? FORMATIVE TASK- Write a piece of travel writing/review of the holiday from hell.
18/5/26		DIRT TASKS FROM CORE TASKS AND Assessment prep week
1/6/26		ASSESSMENT: WRITING – REVIEW OF PRIMARY SCHOOL FOR PROSPECTIVE PARENTS READING -
8/6/26	ASSESSMENT FORTNIGHT	Unit 6 – Reading and Writing Fiction – Spy and Crime Fiction Writing and reading in a range of genres Reading Strategies: Skim/scan/summary/synthesise/recall/vocabulary/prediction/visualisation/questioning/activate prior knowledge/inference. Analysis. Writing: Narrate/describe/ explain/ Styles: summary/note taking/analysis/extended Forms including: creative writing/description writing/analysis Grammar: Revision of previous year plus: comparative and superlative, adverbs and adjectives, nouns, plural nouns, genitive case (apostrophe), contraction, compound-complex sentences, noun appositive phrases, conjunctive adverbs, semi colons, connections between sentences, proof reading, drafting and rewriting. BQ1 – What is Spy Fiction? FORMATIVE TASK - Write your own first piece of spy fiction
15/6/26		BQ2 – How are spy stories structured? FORMATIVE TASK – What do you notice about verb choices and the effect they have on the reader?
22/6/26		BQ3 – How can language techniques be used to describe a spy? FORMATIVE TASK – Write a short paragraph which describes your own villain using what you’ve learned
29/6/26		BQ4 – What is Detective/Crime Fiction? What are the key themes of crime? FORMATIVE TASK – How does Galbraith create an atmosphere of crime in the opening to Cuckoo’s Calling?
6/7/26		BQ5 – What is a typical crime setting and can I plan my own story? FORMATIVE TASK – Write a short description of a typical crime setting
13/7/26		BQ6 – Can I write my own piece of Crime Fiction? FORMATIVE TASK – Can I write my own piece of crime fiction?