



WEEK	KEY STAGE 3	YEAR 10	YEAR 11
1	<p><b>Topic introduction</b> Settle and create bookmark</p>	<p>Settle and create bookmark</p> <p>Non Fiction: <b>Why do we read and write about travel?</b> Introduction to travel writing and non-fiction. What is non-fiction?</p>	<p>Settle and create bookmarks.</p> <p>Overview of the year and intro to paper 1</p>
2	<p><b>Underage soldiers</b> - Propaganda, peer pressure and the media.</p>	<p>Non Fiction: Perspective in non-fiction</p> <p>How does the writer use language to show their perspective?</p>	<p>Intro to Paper 1 &amp; Q1</p> <p>Look at the spec and outline of marks available and timings.</p> <p>Practice Q1 - retrieval of explicit information.</p>
3	<p><b>Newspaper headlines.</b> Letters from the trenches. Letter writing.</p>	<p>Non Fiction: Feelings in non-fiction</p> <p>How does the writer express the feelings of others?</p>	<p>Paper 1 Q2</p> <p>Language analysis. Author's craft. Look at which elements of language use could be commented on/analysed. Practice the use of the paragraph structure What?, + evidence, Why?, How? to answer this question.</p>
4	<p><b>Sensory language</b> Poetry (Suicide in the Trenches)</p>	<p>Non Fiction: Analysing non-fiction</p> <p>How does the writer use language to express their point of view and evoke a reaction from the reader?</p>	<p>Paper 1 Q3</p> <p>Introduction to structural elements in narrative writing. Author's craft. Look at which elements of structure use could be commented on/analysed. Practice the use of the paragraph structure What?, + evidence, Why?, How? to answer this question.</p>
5	<p><b>Debate</b> - what they consider important items. <b>Imperative language.</b> <b>Written instructions</b></p>	<p>Non Fiction: Analysing travel writing.</p> <p>Preparation and assessment</p> <p>Applying the features of non-fiction to their own writing</p>	<p>Paper 1 Q4</p> <p>Prepare for the extended answer. Agree with the Statement</p> <ol style="list-style-type: none"> <li>1. First you need to understand the statement! Highlight key words that the commenter expressed in response to the text.</li> <li>2. Review the section of the extract that is being referred to.</li> <li>3. Highlight several instances that could have affected the commenter.</li> </ol>

			<p>4. Make clear and succinct statements that directly indicate to what extent you agree with the commenter.</p> <p>5. Support your points with evidence.</p>
6	<p><b>Narrative points of view</b> Structure of a novel - introduction</p> <p><i>War Horse</i> extract</p> <p><b>Baseline assessment</b></p>	<p>Non Fiction: Perspective in non-fiction</p> <p>Consolidation of understanding - <b>Reading checkpoint.</b></p> <p>How does the writer use language to express their point of view and evoke a reaction from the reader?</p>	<p><b>Assessment Week</b></p> <p>Paper 1 Q4 &amp; Baseline Assessment</p> <p>Continue Q4 instruction and practice from last week (see above).</p> <p>Students to complete baseline assessment.</p>
7	<p><b>Creative writing</b> based on the Normandy Landings.</p>	<p>Non Fiction: Perspective in non-fiction</p> <p>Becoming a travel writer. Writing an article.</p>	<p><b>Live Marking</b></p> <p>Paper 1 Q4 &amp; Live Marking</p> <p>Continue Q4 instruction and practice from the last two weeks (see above).</p> <p>Sit with each student individually and work through their classwork and Baseline Assessment.</p> <p>Come up with mutually agreed targets.</p>
8	<p><b>Two Weeks with the Queen</b> Topic and character introduction Read scene 1</p>	<p><b>DNA</b></p> <p>To examine the themes of gangs and morality To examine the themes of leadership and peer pressure To examine the introduction of the characters in the play To look closely at how John Tate is introduced</p>	<p>Paper 1 Q5</p> <p>Focus on creative writing skills and techniques.</p>
9	<p><b>Read scenes 2-5</b> Understand emotions between characters Understand how dialogue is used within a prose text</p>	<p><b>DNA</b></p> <p>To explore how the group bullies Adam and how Kelly portrays this through language devices To examine the character of Phil, focusing on his development in the early stages of the play To develop understanding of Phil and Leah's relationship To examine how the characters start to change</p>	<p>Paper 1 Q5</p> <p>Focus on creative writing skills and techniques.</p>

10	<p><b>Read scenes 6-9</b> Understand how stage directions are used Be able to create own short scene between two characters</p>	<p><b>DNA</b></p> <p>To explore the use of rhetorical questions in Kelly's use of language</p> <p>To determine how Kelly reveals the narrative</p> <p>To determine how Kelly reveals the narrative</p> <p>To explore the character of Leah</p>	<p>Paper 1 Q5</p> <p>Focus on creative writing skills and techniques.</p>
11	<p><b>Read scenes 10-16</b> Persuasive language Formal letter writing</p>	<p><b>DNA</b></p> <p>To explore the use of rhetorical questions in Kelly's use of language</p> <p>To develop understanding of the role of Cathy</p> <p>To explore the character of Adam and the theme of bullying</p> <p>To explore the use of language in the play</p>	<p>Paper 1 Q5</p> <p>Focus on creative writing skills and techniques.</p>
12	<p><b>Read scenes 17-20</b> Understand character emotions and relationships</p>	<p><b>DNA</b></p> <p>To understand how the play ends</p>	<p>Paper 1 Q5</p> <p>Focus on creative writing skills and techniques.</p>
13	<p>Assessment week <b>Read scenes 21 - 29</b> Understand character emotions and relationships</p>	<p><b>Assessment Week</b></p> <p>To develop our understanding of language devices used in a text To plan and write an assessment based on DNA</p>	<p>Assessment Week</p> <p>Paper 1 Q5</p> <p>Focus on creative writing skills and techniques.</p>
14	<p><b>Read scenes 30-34</b> Effective endings Create own short scene/play</p>	<p><b>DNA</b></p> <p>To develop our understanding of character voice in a text</p>	<p>Paper 1 Mock Review &amp; Live Marking</p> <p>Sit with each student individually and work through their classwork and Mock Paper 1.</p> <p>Review targets from previous live marking.</p> <p>Come up with mutually agreed targets.</p>
15	<p><b>Non-fiction Reading &amp; Writing</b> Topic introduction Purpose, Audience, Tone Protests vs riots</p>	<p><b>Lord of the Flies. Novel Study</b></p> <p>Can I gain an understanding of what context, why it's important when studying Lord of the Flies and how it shows Golding's big ideas? Getting ready to read: building background knowledge Getting to know the setting, characters, and conflict. Chapter 1</p>	<p>Intro to Paper 2 &amp; Q1</p> <p>Look at the structure of the paper. Consider the difference between fiction and non-fiction. Practice explicit information retrieval using True or False - Q1. Work on decoding unfamiliar vocabulary - emphasis on older extract "Source B".</p>

16	<p><b>Media vs Social Media</b> Bias Newspaper articles</p>	<p><b>Lord of the Flies. Novel Study</b></p> <p>Do I understand the writer's views of the class system? Am I able to understand the significance of the main characters?</p> <p>Chapters 2 and 3</p> <p>Do I understand the writer's views of the class system?</p> <p>Am I able to understand the significance of the main characters?</p> <p>Chapter 4</p>	<p>Paper 2 Q2</p> <p>Focus on summarising main points in sources.</p>
17	<p><b>Speeches -</b> layout/structure language</p>	<p><b>Lord of the Flies. Novel Study</b> mid-point assessment</p> <p>Am I able to formulate a clear and well-structured analysis of the novel and its impact on the reader?</p> <p>Planning and prep for the reading assessment - Ralph as a leader</p> <p>Can I explore the different characters within the novel and understand what they each symbolise?</p> <p>Chapters 5 and 6</p>	<p>Paper 2 Q3</p> <p>Focus on identification of rhetorical techniques, use the "PERSUADER" as a tool for teaching a variety of techniques.</p> <p>Recap the use of What?, + evidence, Why?, How? paragraph structure.</p>
18	<p><b>Formal and informal letters</b> Persuasive language</p>	<p><b>Lord of the Flies. Novel Study</b></p> <p>Can I explore the different characters within the novel and understand what they each symbolise?</p> <p>Chapter 7</p> <p>Can I examine Golding's view of the inner-self?</p> <p>Can I show my understanding in analysis paragraphs? Chapters 8 and 9</p>	<p>Paper 2 Q4</p> <p>Focus on understanding the perspective of the writer. Demonstrate this understanding using textual evidence.</p>
19	<p><b>Assessment Week</b> - write a formal letter</p>	<p><b>Lord of the Flies. Novel Study</b></p> <p>How does Golding convey a sense of guilt and shame in chapter 10?</p> <p>Chapter 11</p> <p>How does Golding use structure to impact the reader? Chapter 12</p>	<p><b>Assessment week</b></p> <p>Planning and prep</p> <p>Assessment - Paper 2 Qs 1 - 4</p>

		<b>Assessment week - writing focus.</b> Adopting Golding's style.	
20	<b>2011 riots</b> - how were they portrayed in the media?	<b>Lord of the Flies. Novel Study Live Marking</b>  Do I have a good understanding of Golding's big ideas and apply them to today's society?  Debate Golding's intentions Speaking and listening presentations	<b>Live Marking</b>  Review of Assessment - Paper 2 Qs 1 - 4  Sit with each student individually and work through their classwork and Paper 2 Q1 - 4 Assessment  Review targets from previous live marking.  Come up with mutually agreed targets.
21	<b>Stone Cold</b> Topic introduction. Homelessness	Short Stories "Survivors"  <b>Survival against the elements</b> <ul style="list-style-type: none"> <li>• Introduction to topic</li> <li>• Differences between fiction and non-fiction</li> <li>• Understanding of "survival"</li> <li>• Discussion around survival stories</li> </ul> <i>The Girl Who Fell from the Sky</i> <ul style="list-style-type: none"> <li>• Qualities needed to survive</li> <li>• Stereotyping of the youth in the media. Analysing newspapers.</li> </ul>	Paper 2 - Q5  How do I approach non-fiction writing?  Recall and develop: topic sentences, paragraphs, audience, form  Introduce: formality, structure for Q5 and PAFT
22	<b>Character introduction</b> - what do we know? Pages 1 - 36	Short Stories "Survivors"  <b>Survival against the regime</b>  <b>Germany in WWII and Patriarchal society</b> - <i>The friends who crossed the border by balloon.</i>  Diary entries	How can I use language to create an effective opening and ending to my work? Recall and develop: hyperbole, rule of three  Introduce: anecdote,
23	<b>Inference</b> How to use quotes from a text for an answer. Pages 37 -52	Short Stories "Survivors"  <b>Survival against instinct</b>  Focus on self-preservation. <i>127 Hours</i>	How can I use language to make my audience engage with the issue? Can I apply my understanding of language techniques to a task? Recall and develop: hyperbole, rule of three,  Introduce: emotive language, modal verbs, anaphora, connectives, hypophora
24	<b>Creative writing piece</b> - theme of homelessness	Short Stories "Survivors"	Can I show I am able to plan effectively?

	Pages 53 - 75 - Storyboards	<b>Survival</b> <i>The desert runner who drank his own wee.</i>  Conventions of letter writing	How can I vary my sentences and punctuation to make my work more effective? Recall and develop: paragraphs, topic sentence, rule of three, hypophora, anaphora, connectives  Introduce: embedded clause, brackets, colon, plural pronouns
25	<b>Assessment Week</b> - Pages 76 - 100 Create a diary extracts	Short Stories "Survivors"  <b>Assessment week</b>  Planning and prep Assessment	<b>Assessment Week</b>  Revision and preparation  Mock Paper 2
26	Pages 101 - 132 Questions based on what has been read - using evidence from novel	Short Stories "Survivors" <b>Survival Underground</b> <b>Live Marking</b> Research skills and class presentations	<b>Live Marking</b> Paper 2 Mock Review & Live Marking Sit with each student individually and work through their classwork and Mock Paper 2. Review targets from previous live marking. Come up with mutually agreed targets for both papers.
27	<b>Spoken Language (Oracy)</b> Topic Introduction Look at cases - do they agree? discussion + writing task.	Horror Writing <b>Origins and conventions of horror writing.</b> How are characters created? How are settings created and what role do they play in narratives?	Revision of Paper 1
28	<b>Jon Venables + Robert Thompson.</b> Debate - Should criminals be given new identities?	Horror Writing <b>Plot:</b> <i>Frankenstein</i> by Mary Shelley (1818) <i>Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson (1886)	Revision of Paper 1
29	<b>UK Laws</b> Discussion - what laws would they add/ change?	Horror Writing <b>Creation of character:</b> <i>Dracula</i> by Bram Stoker (1897) <i>The Robber Bridegroom</i> by Brothers Grimm (1812)	Revision of Paper 2
30	<b>UK prisons vs prisons abroad.</b> Creative writing	Horror Writing <b>Analysing techniques to create tension and suspense:</b> <i>Psycho</i> by Robert Bloch (1959) <i>The Exorcist</i> by William Peter Blatty (1971) <b>Themes and motifs in horror writing</b> Horror Writing <b>How to write a gothic story.</b> <b>Consolidating their learning</b>	Revision of Paper 2
31	Assessment Week - News article	<b>Assessment Week</b>	<b>Assessment Week</b>  Walking talking mocks of

		<b>Writing a horror story using the skills learned.</b> Creating your own character and settings.	Papers 1 and 2.
32	<b>Research project</b> - information leaflet Murder Mystery	Horror Writing Live Marking <b>Using the big screen to study the conventions of horror.</b> <i>The Blair Witch Project Movie</i> <i>It</i> by Stephen King (1986)	Targeted revision sessions and interventions.
33	<b>Nottingham Fame</b> Topic introduction Local dialect/ slang	Functional Skills: An Introduction	Targeted revision sessions and interventions.
34	<b>Nottingham Football</b> - Creative writing	Functional Skills: Approaching the questions	Targeted revision sessions and interventions.
35	<b>Famous people from Nottingham</b> - research task. Presentation, Letter writing.	Functional Skills: Approaching the questions	
36	<b>Robin Hood. Myth vs Facts</b> Newspaper articles	Functional Skills: Past papers/questions. Class Feedback.	
37	<b>Nottingham tourism</b> Review writing	Functional Skills: exam	
38	<b>Assessments</b> Crime in Nottingham Discussions Presentations	Functional Skills: exam	
39	<b>Nottingham Hauntings.</b> Writing emails.	Project Week	