



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Consolidation and assessment of pupils skills.	Consolidate and assess pupils reading and writing skills.	purpose audience format and tone punctuation. meaning	The writing assessment will take place within the first week of the half term. Pupils will write a letter to their year 6 teacher about their experience so far at B.T.R.C.C. The Accelerated Reader Star test will take place via computer in the term.	G.C.S.E language paper 2.	The layout of a formal letter. Pupils will generate the different ideas that you can write about to the year 6 teacher. Practise drafting the ideas and developing them as much as you can. Pupils can ensure that punctuation and sentences are varied and controlled. Pupils will their own poetry anthology. Pupils should be reading for a minimum of twenty minutes each day.
Poetry and 'power'.	What is 'power'? Understanding the meaning of a poem and its themes. Exploring a poet's use of language and methods to create meaning and an effect on the reader. Exploring the context of a poem to understand poetic intention. Using P.E,E to respond to a question.	stanza, structure language rhyme enjambment. Point, evidence and explanation. (P.E.E.)	Pupils will study numerous poems and how they present power. Pupils will write an essay on one of them.	G.C.S.E Literature paper 2.	Pupils can read the poems at home. Pupils can practise P.E.E.
Reading question	How does the poet create Power in the poem?		Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.	G.C.S.E language paper 1	Locate similar questions (see the teacher) to practise with.



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<p>The History of English.</p> <p>Article writing</p>	<p>Features of an article.</p> <p>How to use a range of punctuation and sentence variety.</p>	<p>Purpose, audience format and tone.</p>	<p>Pupils will use a range of literature to chart the history of English and its literary periods: Romantic, Elizabethan, Victorian and War.</p> <p>Pupils will write an article on the Elizabethan period.</p> <p>Pupils will prepare a presentation/ scene about life in Elizabethan England.</p>	<p>G.C.S.E Language paper 2.</p> <p>G.C.S.E Literature paper 2.</p> <p>G.C.S.E Speaking and Listening.</p>	<p>Pupils can research Elizabethan context and how it is different from the modern world.</p> <p>Pupils can ensure that a range of punctuation is secure and sentences are varied and controlled.</p> <p>Pupils should be reading for a minimum of twenty minutes each day.</p>
<p>Reading question</p>	<p>Compare how the two articles present child poverty?</p>		<p>Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.</p>	<p>G.C.S.E language paper 2.</p>	<p>Locate similar questions (see the teacher) to practise with.</p>



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Post 1914 novel.	How to write in P.E.E. Looking at the use of writer methods and how they create meaning.	Themes writer methods	Pupils will respond to a question about a character in the text. Pupils will write an informal letter as one of the characters. Pupils will present an area of the author's life to the class/peer groups.	G.C.S.E Literature paper 2. G.C.S.E Language paper 2.	Pupils can practise the P.E.E, skills using extracts from the text or texts from home. Pupils should be reading for a minimum of twenty minutes each day.
Reading question	What impressions do you make of the relationships between xx and XX (two characters in the text that the class are studying).		Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.	G.C.S.E Language paper 1.	Locate similar questions (see the teacher) to practise with.



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The Class System	<p>Using persuasive features.</p> <p>Features of an article.</p> <p>Explore and be able to recall features of the class system in 1912.</p> <p>How to answer the different style of reading questions.</p>	Purpose, audience format and tone.	<p>Pupils will use the Titanic as a stiulus to explore the class system in 1912.</p> <p>Pupils will respond to a series of questions from an extract about the Titanic.</p> <p>Write an article about the class system was wrong in 1912.</p> <p>Pupils will create a monologue or duologue as a survivor.</p>	<p>G.C.S.E Literature paper 2.</p> <p>G.C.S.E language paper 2.</p>	<p>Pupils can research the class system and 1912.</p> <p>Pupils can develop ideas for their assessments.</p> <p>Pupils can learn the requirements for the different types of reading questions and practise them..</p> <p>Pupil can research and develop their understanding about what is was like for a survivor of the Titanic.</p> <p>Pupil can practise vocal delivery to build confidence for the Speaking and Listening assessment.</p> <p>Pupils should be reading for a minimum of twenty minutes each day.</p>
Reading question	To what extent do you agree. ?		Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.	G.C.S.E Language paper 2	Locate similar questions (see the teacher) to practise with.



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Shakespearean extracts	Consolidate and develop P.E.E. skills.	character theme violence revision	Pupils to write an essay about a character from one of the extracts. Pupils will write a speech persuading their year group to go on a school trip to Stratford.	G.C.S.E Literature paper 2. G.C.S.E Language paper 2. G.C.S.E Speaking and Listening.	Pupils can revise the features of a speech. Pupils can ensure that S.P.A.G is accurate and that they can use a range of punctuation. Pupils can practise P.E.E. Pupils can select random extracts from the Shakespearean plays being studied and create their own P.E.E questions. Pupils should be reading for a minimum of twenty minutes each day.
Reading question	Evaluate the writer's argument of Shakespeare's validity in the modern world		Pupils to sit this question in timed conditions to develop the skills required for G.C.S.E.	G.C.S.E Language paper 2	Locate similar questions (see the teacher) to practise with



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<p>Creative writing</p> <p>End of year exams.</p>	<p>How to structure a short story.</p> <p>How to create an effective opening and ending.</p> <p>How to create imagery.</p> <p>Prepare pupils for the end of year exams.</p>	<p>Coherence</p> <p>clarity</p> <p>control</p> <p>accuracy</p>	<p>Pupils to write their own short story.</p> <p>Year 7 end of year exam.</p>	<p>G.C.S.E Language paper 1.</p> <p>G.C.S.E preparation and exam technique.</p>	<p>Pupils can revise the features of a short story; plot structure, openings, development and endings.</p> <p>Pupils can practise writing descriptively using different techniques such as similes, personification etc.</p> <p>Pupils can ensure that S.P.A.G is accurate and that they can use a range of punctuation.</p> <p>Pupils should be reading for a minimum of twenty minutes each day.</p>