

Curriculum Overview				
Year Group	Term	Unit of Work	Assessment Content	Type of Report
7	Term 1	Literary Characters Through Time <ul style="list-style-type: none"> • Reading for meaning in fiction texts • Linked writing in varied genres and styles • Revision of commonly misspelt words and homophones 	Baseline test: multiple-choice test based on fiction extracts testing of comprehension, inference, language techniques/usage, vocabulary, homophones, grammar, punctuation	Tutor report
	Terms 2-3	War Literature <ul style="list-style-type: none"> • Reading <i>War Horse</i> (play version) in order to understand and write about plot, character and theme, using suitable evidence from the text • Reading, summarising and understanding unseen poetry and non-fiction linked to the theme of war • Writing engaging stories linked to the play using both narrative and descriptive techniques • Performing a poem and/or an extract from the play 		
			Mid-Year Exams Reading: questions on an unseen fiction or non-fiction extract: comprehension, inference, language, structure Writing: narrative or descriptive prose using <i>War Horse</i> as a stimulus	Mid-Year Exam Data Report
	Terms 4-6	Writers and Cultures <ul style="list-style-type: none"> • Reading a modern novel in order to understand and write about plot, character and theme, using suitable evidence from the text • Reading poetry and non-fiction based around the theme of cultures and traditions • Writing informative texts (letters, articles) linked to the theme of different cultures and the class novel • Presenting to inform the class about a memorable moment or aspect of their own life/culture 		
			End of Year Exams Reading: questions on the novel studied in class (closed book, extract given) with links to the novel as a whole: comprehension, inference, language, structure, character Writing: non-fiction (letter or article) to inform based on the cultures theme	Full reports

8	Terms 1-3	Genres: The Magical and The Mysterious <ul style="list-style-type: none"> • Reading a variety of texts and extracts, fiction, poetry and non-fiction, linked to the traditional Gothic genre including exploration of language, structure, conventions and reading unseen extracts • Reading <i>A Midsummer Night's Dream</i> by William Shakespeare and exploring plot, character change and themes • Writing descriptions and narratives based on texts studied • Performing an extract using suitable dramatic techniques to show character 		
			Mid-Year Exams Reading: questions on <i>A Midsummer Night's Dream</i> play studied in class (closed book, extract given) with links to the play as a whole: comprehension, inference, language, character change Writing: descriptive or narrative writing in the Gothic genre	Full reports
	Terms 4-6	Viewpoints and Perspectives: People and Places <ul style="list-style-type: none"> • Reading a modern novel in order to understand and write about plot, character development and themes, using suitable evidence from the text • Reading a range of travel writing, including developing the ability to analyse unseen texts (including poetry) • Writing formal non-fiction texts based on the theme of travel (including formal letters, articles, reviews, travelogues) • Presenting to the class my review/viewpoints on a poet, poem, author or book I have read and enjoyed OR on an interesting travel experience 		
			End of Year Exams Reading: questions on the novel studied in class (closed book, extract given) with links to the novel as a whole: comprehension, inference, language, structure, character/theme analysis Writing: non-fiction to inform and/or explain based on the travel writing theme e.g. letter of complaint, travelogue, article about a travel experience	End of Year Exam Data Report

9	Terms 1-3	Relationships: Shakespeare and Poetry <ul style="list-style-type: none"> • Reading and comparing a selection of modern and traditional poetry based around the theme of relationships • Reading either <i>Twelfth Night</i> or <i>The Taming of the Shrew</i> William Shakespeare and exploring plot, character relationships and themes across the whole text • Essay writing building skills in analytical writing in order to develop shorter responses written in Y7-8 into literary essays, preparing for GCSE • Writing descriptions and narratives using the texts studied as a stimulus • Performing either an extract from the play or a memorised poem using suitable dramatic techniques 		
			Mid-Year Exams Reading: questions on the Shakespeare play studied in class (closed book, extract given) with links to the play as a whole: comprehension, inference, language, structure, character/theme analysis Writing: short narrative or descriptive prose for a specified audience in a specific genre or style based on one of the poems studied including some knowledge/recall questions	Full-reports
	Terms 4-6	Telling stories; giving viewpoints <ul style="list-style-type: none"> • Reading a variety of texts and extracts, both fiction and non-fiction linked to the crime genre in order to summarise and compare as well as analysing the effectiveness of language and structural choices • Reading a modern novel in order to understand and write in detail about plot, character development and themes, using specific evidence from the text • Writing formal non-fiction texts in order to persuade, argue, inform and explain for specified audiences • Presenting a persuasive speech to the class 		
			End of Year Exams Reading: questions on unseen fiction and non-fiction texts linked to the crime genre: comprehension, summary, language, structure, comparison Writing: non-fiction to argue, persuade, inform or explain linked to the themes of the class novel e.g. <i>equality, social justice, heroism, morality</i>	End of Year Exam Data Report