

St. Mary's Catholic High School, Dubai								
YEAR 4 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS (2025-2026)								
YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Yr.4/1 <b>Poetry - Unit 1 Garden Shed</b>  Review knowledge of poetry. Read poems aloud. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge.	Yr.4/2 <b>Poetry - Unit 1 Electric Guitars</b>  Review knowledge of poetry. Read poems aloud. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge.  <i>Writing Task: Create and write their own poem.</i>	Yr.4/3 <b>Fiction-The Wind in the Willows Ch 1</b>  With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important. Infer characters' motives from information given in a text. Identify and sequence key events in a literary text.	Yr.4/4 <b>Fiction-The Wind in the Willows Ch 2</b>  Begin to form and explain preferences about types of stories. Participate in discussions, building on contributions of previous speakers. Recall significant events and pieces of information from texts, and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/5 <b>Fiction-The Wind in the Willows Ch 3</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.  <i>Comprehension Task: Answer short response questions based on the text.</i>	Yr.4/6 <b>Fiction-The Wind in the Willows Ch 4</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/7 <b>Fiction-The Wind in the Willows Ch 5</b>  Follow detailed oral instructions on tasks close to their experience. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts, and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/8 <b>Fiction-The Wind in the Willows Ch 6</b>  Perform as a character in a short dramatic scene. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Ask relevant questions to extend their understanding and knowledge. Discuss central theme and analyse character's actions. <i>Comprehension Task: Answer short response questions based on the text.</i>
	Yr.4/9 <b>Fiction-The Wind in the Willows Chapter 7&amp;8</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/10 <b>Fiction-The Wind in the Willows Chapter 9</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.  <i>Writing Task: Retell a key scene from the perspective of a different character.</i>	Yr.4/11 <b>Fiction-The Wind in the Willows Chapter 10</b>  Identify and understand main idea/s. Recognise and identify parts of the poem and poetic features like rhyming words, repetition, comparison. Identify the central theme of the poems and support it with textual evidence.	Yr.4/12 <b>Poetry - Unit 2 Morning</b>  Review knowledge of poetry. Read poems aloud. Identify the theme. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge. Identify figurative language in the poem. <i>Writing Task: Create a poem demonstrating of theme, structure and poetic devices.</i>	Yr.4/13 <b>Poetry - Unit 2 Sun is Laughing</b>  Review knowledge of poetry. Read poems aloud. Identify the theme. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge. Identify figurative language in the poem. <i>Writing Task: Write your own poem about type of weather or prominent element</i>	Yr.4/14 <b>Fiction - The Spiderwick Chronicles Chapter 1</b>  Follow detailed oral instructions on tasks close to their experience. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts, and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/15 <b>Fiction - The Spiderwick Chronicles Chapter 2</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text. <i>Writing Task: Retell chapter 2 from a different character's perspective. Include thoughts and feelings.</i>	Yr.4/16 <b>Revision</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts, feelings and actions. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.
YEAR 4	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Yr.4/9 <b>Fiction-The Wind in the Willows Chapter 7&amp;8</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/10 <b>Fiction-The Wind in the Willows Chapter 9</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.  <i>Writing Task: Retell a key scene from the perspective of a different character.</i>	Yr.4/11 <b>Fiction-The Wind in the Willows Chapter 10</b>  Identify and understand main idea/s. Recognise and identify parts of the poem and poetic features like rhyming words, repetition, comparison. Identify the central theme of the poems and support it with textual evidence.	Yr.4/12 <b>Poetry - Unit 2 Morning</b>  Review knowledge of poetry. Read poems aloud. Identify the theme. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge. Identify figurative language in the poem. <i>Writing Task: Create a poem demonstrating of theme, structure and poetic devices.</i>	Yr.4/13 <b>Poetry - Unit 2 Sun is Laughing</b>  Review knowledge of poetry. Read poems aloud. Identify the theme. Listen to and give personal response to poems read. Ask relevant questions to extend their understanding and knowledge. Identify figurative language in the poem. <i>Writing Task: Write your own poem about type of weather or prominent element</i>	Yr.4/14 <b>Fiction - The Spiderwick Chronicles Chapter 1</b>  Follow detailed oral instructions on tasks close to their experience. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts, and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/15 <b>Fiction - The Spiderwick Chronicles Chapter 2</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text. <i>Writing Task: Retell chapter 2 from a different character's perspective. Include thoughts and feelings.</i>	Yr.4/16 <b>Revision</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts, feelings and actions. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.
	Yr.4/17 <b>Fiction - The Spiderwick Chronicles Chapter 3</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/18 <b>Fiction - The Spiderwick Chronicles Chapter 4</b>  Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/19 <b>Fiction - The Spiderwick Chronicles Chapter 5</b>  Recall significant events and pieces of information from texts and explain why they are important. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text. <i>Writing task: Create a comic strip summarising the main events in Chapter 5 in correct order, including dialogues and thought bubbles show characters' feelings.</i>	Yr.4/20 <b>Fiction - The Spiderwick Chronicles Chapter 5</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/21 <b>Fiction - The Spiderwick Chronicles Chapter 6</b>  Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Identify and sequence key events in a literary text.	Yr.4/22 <b>Fiction - The Spiderwick Chronicles Chapter 7</b>  Recall significant events and pieces of information from texts and explain why they are important. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/23 <b>Poetry - Unit 3 Fuss Fuss Fuss</b>  Review knowledge of poetry. Read poems aloud. Listen to and give personal response to poems read. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text. <i>Writing Task: Write a new scene using clues to imagine what might have happened.</i>	Yr.4/24 <b>Poetry Unit 4 Shirts and Cat Value</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts, feelings and actions. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech. <i>Writing Task: Short questions on poetic devices. Compare key ideas.</i>
YEAR 4	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Yr.4/25 <b>Fiction - The Iron Man Chapter 1 &amp; 2</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text. <i>Writing Task: Retell the Iron Man's arrival from the perspective of (Liam or a stranger) Pgs (21-34)</i>	Yr.4/26 <b>Fiction - The Iron Man Chapter 3&amp;4</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/27 <b>Fiction - The Iron Man Chapter 4&amp;5</b>  Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/28 <b>Review of the skills learnt</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	Yr.4/29 <b>Review of the skills learnt</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	Yr.4/30 <b>Poetry Unit 4 Me Muddler</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	Yr.4/31 <b>Cat Rap by Grace Nichols</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	Yr.4/32 <b>The Shooting Stars/ What Stars Are</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.
	Yr.4/33 <b>Fiction - The Iron Man Chapter 5</b>  Recall significant events and pieces of information from texts and explain why they are important. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/34 <b>Fiction - The Iron Man Chapter 6</b>  Discuss Characters' thoughts and feeling. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/35 <b>Fiction - The Iron Man Chapter 7</b>  Recall significant events and pieces of information from texts and explain why they are important. Infer characters' motives from information given in a text. Recall significant events and pieces of information from texts and explain why they are important. Identify and sequence key events in a literary text.	Yr.4/36 <b>Review of the skills learnt</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	Yr.4/37 <b>Review of the skills learnt</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	Yr.4/38 <b>Poetry Unit 4 Me Muddler</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	Yr.4/39 <b>Cat Rap by Grace Nichols</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.	Yr.4/40 <b>The Shooting Stars/ What Stars Are</b>  Review of the skills learnt. Draw inferences and interpret characters' thoughts and feelings. Identify how the language contributes to the meaning. Summarise the main ideas. Identify themes. Explore the figures of speech.
YEAR 5 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2025 - 2026								
YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Yr.5/1 <b>Fiction: Review/Greek Myths In the beginning and Pandora's Box</b>  RS.1A: Read aloud an unfamiliar text. - Ask questions, make suggestions and make predictions - Understand features of Greek myths. Summarise the story by retelling the main events - Express personal responses to events and characters	Yr.5/2 <b>Fiction: Review/Greek Myths In the beginning and Pandora's Box</b>  RS.1A: Read aloud an unfamiliar text. - Ask questions, make suggestions and make predictions - Express personal response to events and characters - Summarise the story by retelling the main events - Justify own opinions with suitable evidence W: Short Questions	Yr.5/3 <b>Greek Myths Persephone and the Pomegranate seeds</b>  RS.1A: Read aloud an unfamiliar text. Ask questions, make suggestions and make predictions - Express personal response to events and characters - Summarise the story by retelling the main events - Justify own opinions with suitable evidence W: Short Questions	Yr.5/4 <b>Poetry: Review By St Thomas Waters</b>  RS.4B: Understand and explain how different text features can convey information. Express first impressions of a poem Make inferences Identify and understand the poet's use of figurative language W: Short questions SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. RS.2A: Identify words and phrases and poetic devices from more than one place in poem, to support answers.	Yr.5/5 <b>Poetry Miller's End</b>  Read a poem aloud Identify and understand the poet's use of figurative language Identify points of view Express personal response W: Short questions	Yr.5/6 <b>Friend or Foe Chapter 1-2</b>  Discuss book title and cover Understand the historical context of WWII evacuations. Identify and describe the main settings in the novel Understand the influence of the setting on the story and the characters. Make predictions. Read aloud an unfamiliar text. Ask questions, make suggestions and make predictions during structured discussions. Recognise on sight common words, including those with various prefixes and suffixes.	Yr.5/7 <b>Friend or Foe Chapter 1-2</b>  Understand increasingly challenging texts through making inferences and referring to evidence in the text. Identify main characters and setting. Discuss themes in the story. Explore feelings of the main character (leaving home). W: Diary entry in role	Yr.5/8 <b>Friend or Foe Chapters 3-4</b>  RS.2B: Summarise a story by retelling the main events in order. RS.3B: Infer a character's responses to events and other characters. Identify and discuss main themes in the story RS.3C: Make predictions based on more obscure evidence in a text. W: Short Questions
	Yr.5/9 <b>Friend or Foe Chapter 5</b>  SLS.2D: Maintain and rehearse the role of a character in a dramatic scene. Identify and discuss themes in the story. Connect character actions and responses to main themes of the story. Present your own opinion about a character and support with evidence from the text. RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	Yr.5/10 <b>Friend or Foe Chapter 6-7</b>  SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. RS.3B: Infer a character's responses to events and other characters; Encourage the identification and articulation of key themes by associating them with specific character actions and reactions, making abstract concepts tangible. RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	Yr.5/11 <b>Friend or Foe Chapter 8</b>  SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. RS.3B: Infer a character's responses to events and other characters; RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. Identify and describe key character traits using evidence from the text.	Yr.5/12 <b>Friend or Foe Chapter 9</b>  Plan and write a book review Identify main themes in the story. SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. W: Long Questions	Yr.5/13 <b>Skellig Chapters 1-5</b>  Discuss book title, cover Ask questions, make suggestions and make predictions during structured discussions. Understand narrative voice. SLS.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. Explain feelings of the main character	Yr.5/14 <b>Skellig Chapters 6-10</b>  RS.3B: Infer a character's responses to events and other characters; Connect character actions and responses to main themes of the story. Present your own opinion about a character and support with evidence from the text. - Understand increasingly challenging texts through making inferences and referring to evidence in the text. W: Diary Entry in role	Yr.5/15 <b>Skellig Chapters 11-15</b>  RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. SLS.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. W: Describing the creature/	Yr.5/16 <b>REVISION</b>  RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. RS.2B: Summarise a story or sequence by retelling the main events in order. <b>FIRST TERM EXAMINATIONS</b>
YEAR 5	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Yr.5/17 <b>Skellig Chapters 16-20</b>  RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. - Understand the development of characters in the story W: Compare Mina and Michael	Yr.5/18 <b>Skellig Chapters 21-25</b>  - Comment on how authors use language, including figurative language, considering the impact on the reader (Similes, Metaphors)	Yr.5/19 <b>Skellig Chapters 26-30</b>  Compare Setting (home and School) Identify the author's purpose Analyse how the author's language contribute to the tone, mood and atmosphere of the story.	Yr.5/20 <b>Skellig Chapters 31-35</b>  RS.3B: Infer a character's responses to events and other characters. - Discuss the themes of Friendship and isolation. - Describe the motivations, and relationships of the main character using evidence from the text W: Long questions	Yr.5/21 <b>Poetry Colonel Fozzokerly Butterworth Toast</b>  SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. RS.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. W: Short questions	Yr.5/22 <b>Poetry Colonel Fozzokerly Butterworth Toast</b>  RS.1A: Read the poem aloud. SLS.2D: Maintain and rehearse the role of a character in a dramatic scene. Identify and understand the poet's use of figurative language Identify points of view Express personal response W: Short questions and long questions based on poetic features and personal opinion	Yr.5/23 <b>Poetry What Has Happened to Lulu</b>  RS.1A: Read aloud an unfamiliar poem. SLS.2D: Maintain and rehearse the role of a character in a dramatic scene. Identify and understand the poet's use of figurative language Identify points of view Express personal response W: Short questions and long questions based on poetic features and personal opinion	Yr.5/24 <b>Greek Myths Daedalus and Icarus</b>  RS.2B: Summarise a story or sequence by retelling the main events in order; RS.3B: Infer a character's responses to events and other characters.


		WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
		Greek Myths <i>Theseus</i>	Greek Myths <i>Jason</i>	REVISION	REVISION	Greek Myths <i>King Midas</i>	Skellig <i>Chapters 36-40</i>	Skellig <i>Chapters 41-46</i>	Skellig
Term 2		R5.3C: Make predictions based on more obscure evidence in a text.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked W: Short questions	R5.3B: Infer a character's responses to events and other characters; R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked; W: Long questions	R5.3B: Infer a character's responses to events and other characters. R5.3C: Make predictions based on more obscure evidence in a text.	R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infer a character's responses to events and other characters. END TERM EXAMINATIONS	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked;R5.3B: Infer a character's responses to events and other characters. W: Alternate ending	R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infer a character's responses to events and other characters. - Discuss theme of empathy W: letter - Mina/Michael to Skellig	- Discuss themes of growth and growing up W: Short questions	- Plan and write a book review - Plan and write an alternate ending W: Long questions
YEAR 6 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2025 - 2026									
YEAR 6		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1		Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	Y6/U1/PY 1 (3)	Y6/U1/PR 1 (3)	Y6/U1/PR 1 (3)	Y6/U1/PR 1 (3)	Y6/U1/PR 1 (3)	Y6/U1/PR 1 (3)
		REVIEW- STORIES/ FICTION UNIT 2 FANTASTIC, FUNNY, FRIGHTENING <b>The Glass Cupboard</b> : R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas; R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	FICTION UNIT 2 FANTASTIC, FUNNY, FRIGHTENING <b>Water,Water,Water! Thank Goodness</b> : R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.SL6.2B: Paraphrase simply, to express a forgotten word or expression. SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions about characters, events or pieces of information from texts, and explain how they are linked.	REVIEW- POETRY <b>Woodpecker</b> : R6.1A: Read aloud an unfamiliar poem. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. <b>Writing Task- Short Questions</b>	FICTION UNIT 6.1 EYE OF THE WOLF <b>Pages 1-13 (How they Met)</b> : R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas; R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	POETRY UNIT 6.1 EYE OF THE WOLF <b>Pages 14-37 (The Eye of the Wolf)</b> : SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions about characters, events or pieces of information from texts, and explain how they are linked.	FICTION UNIT 6.1 EYE OF THE WOLF <b>Pages 38-51 (The Eye of the Wolf)</b> : SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions about characters, events or pieces of information from texts, and explain how they are linked.	FICTION UNIT 6.1 EYE OF THE WOLF <b>Pages 52-79 (The Human Eye)</b> : R6.3A: Infer the meaning of idiomatic language using context.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	FICTION UNIT 6.1 EYE OF THE WOLF <b>Pages 80-99 (The Human Eye)</b> : R6.3A: Infer the meaning of idiomatic language using context.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.
Term 1		Y6/U1/PR 1 (3)	Y6/U1/PR 1 (3)	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U2/PR 2 (3)	Y6/U3/PR3(3)	REVISION
		FICTION UNIT 6.1 EYE OF THE WOLF <b>Pages 100-112 (The Other World)</b> : R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text. <b>Writing Task - Short and Long Questions</b>	FICTION UNIT 6.1 EYE OF THE WOLF <b>Book Review</b> : R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations about nature, wildlife preservation. <b>Writing Task: Writing a book review</b>	POETRY UNIT 6.1 POWERFUL LANGUAGE <b>The Warm and Cold</b> : R6.2A: Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	POETRY UNIT 6.1 POWERFUL LANGUAGE <b>The Way through the Woods</b> : R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	POETRY UNIT 6.1 POWERFUL LANGUAGE <b>Bat Race and Goldfish</b> : R6.1A: Read aloud an unfamiliar poem.R6.3B: Infer a character's intentions from their actions and dialogue.	POETRY UNIT 6.1 POWERFUL LANGUAGE <b>Virtually True</b> : R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas; R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	POETRY UNIT 6.1 POWERFUL LANGUAGE <b>Moving House</b> : R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas; R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	POETRY UNIT 6.1 POWERFUL LANGUAGE <b>R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.2B: Distinguish between the order in which events are written and the order in which they occurred.</b>
YEAR 6		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2		Y6/U3/PR3(3)	Y6/U1/PY 1 (3)	Y6/U3/PR3(3)	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U2/PY2(3)	Y6/U2/PY2(3)
		FICTION UNIT 6.2 FANTASTIC, FUNNY, FRIGHTENING <b>Nile</b> : R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3B: Infer a character's intentions from their actions and dialogue.R6.3B: Infer a character's intentions from their actions and dialogue.	FICTION UNIT 6.2 FANTASTIC, FUNNY, FRIGHTENING <b>Nile</b> : R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3B: Infer a character's intentions from their actions and dialogue.R6.3B: Infer a character's intentions from their actions and dialogue. <b>Writing Task- Short and Long Questions</b>	FICTION UNIT 6.2 FANTASTIC, FUNNY, FRIGHTENING <b>Peacemaker</b> : R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	FICTION UNIT 6.2 FANTASTIC, FUNNY, FRIGHTENING <b>Peacemaker</b> : Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3B: Infer a character's intentions from their actions and dialogue.R6.3B: Infer a character's intentions from their actions and dialogue. <b>Writing Task- Short and Long Questions</b>	FICTION UNIT 6.2 FANTASTIC, FUNNY, FRIGHTENING <b>Bed in Summer and Spring has Finally Arrived</b> : R6.2A: Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	POETRY UNIT 6.1 POWERFUL LANGUAGE <b>Cat and Dog</b> : R6.2A: Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	POETRY UNIT 6.1 POWERFUL LANGUAGE <b>Work and Play</b> : SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	POETRY UNIT 6.2 POETIC VOICE <b>Autumn and Hard Frost</b> : R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.
Term 2		Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	REVISION	REVISION	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)
		FICTION UNIT 6.3 SALAMANDER DREAM <b>Pages 1-21</b> : R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas; R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	FICTION UNIT 6.3 SALAMANDER DREAM <b>Pages 22-46</b> : R6.2A Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	FICTION UNIT 6.3 SALAMANDER DREAM <b>Pages 46-63</b> : R6.3B: Infer a character's intentions from their actions and dialogue.	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. <b>Writing Task- Short and Long Questions</b>	R6.2A Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	R6.2A Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	R6.2A Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	R6.2A Identify words and phrases from more than one place in texts, to support answers.SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.
YEAR 7 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2025-2026									
YEAR 7		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1		Poetry -Pen Rhythm <b>Poetic Form</b>	Poetry- Pen Rhythm <b>Rhyme and Repetition</b>	Prose - Stories From shakespeare <b>Julius Caesar</b>	Prose - Stories From shakespeare <b>A Midsummer Night's Dream</b>	Drama/ Plays <b>Visible Man Act 1 Scene 1</b>	Drama/ Plays <b>Visible Man Act 1 Scene 1</b>	Poetry -Pen Rhythm <b>Language Choices</b>	Poetry -Pen Rhythm <b>A writer's point of view</b>
		Read aloud and respond to a range of poems. Identify the form of a poem and how it creates visual impact in the reader's mind. Identify and understand the main ideas and viewpoints in a poem. Identify and describe the effect of a writer's use of language. Express personal response with evidence from poems. <b>Lux Song by Benjamin Zephaniah</b> <b>The Vegans by Benjamin Zephaniah</b> <b>AO1</b> <b>BASELINE ASSESSMENT</b>	Read and respond to a range of poems. Show awareness of poet's use of language to convey ideas and viewpoints. Explain poetic devices, structure and their effect. Express personal response with evidence from poems. Interpret poet's attitude with evidence of language. <b>The Tourist are Coming by Benjamin Zephaniah</b> <b>For Sale by Benjamin Zephaniah</b> <b>AO1 AND AO2</b> <b>PRACTICE QUESTION- POETRY</b>	Explore the elements of the story. Read and annotate meaningfully Julius Caesar. Explore the opening of Julius Caesar. Explore the key ideas, events, characters. Express viewpoints. <b>AO1, AO4</b> <b>PROSE PRACTICE QUESTION-PROSE</b>	Adopt active reading approaches to engage with and make sense of text. Explore setting and development of characters and plot. Explain the main ideas, events, themes and viewpoints in a text and how they are sequenced and developed by the writer. Explore narrative structure. Express personal response to the text and support with textual references. <b>AO1, AO4</b> <b>ASSESSMENT 1</b>	Explore the title. Familiarise with key drama terms. Establish an understanding of the setting, characters, events, ideas, issues, relationships, structural and language features of the text. Explore how characters, ideas, issues, conflicts, and relationships can be presented. Explore viewpoints, themes, plot and playwright's purposes in the play. Express personal response with evidence from the play. Develop skills to interpret questions and write relevant answers. <b>AO1, AO2, AO3</b> <b>PRACTICE QUESTION- DRAMA</b>	Adopt active reading approaches to engage with and make sense of text. Read in role to avoid student's confusion of time shift. Explore setting and development of character and plot. Identify the main ideas in the play and how they are sequenced and developed by the playwright. Understand and respond ideas, viewpoints, themes and purposes in text. Interpret playwright's purpose. Interpret characters. Express personal response to the text and support with textual references. <b>AO1, AO2, AO3</b> <b>ASSESSMENT 2 POETRY</b>	Identify and comment on writer's purpose and viewpoint, and the overall effect of the text on the reader. Read and analyse a poem. Discuss the writer's purpose for writing this poem and the reasons he made certain language choices. Explore how structure and presentation create meaning. <b>Pollution by Jackie Kay</b>	
Term 1		WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
		Prose - Stories From shakespeare <b>The Tempest</b>	Prose - Stories From shakespeare <b>Hamlet</b>	Drama/ Plays <b>The Invisible Man Act 1 scene 7, 8, and 9</b>	Drama/ Plays <b>The Invisible Man Act 1 Scene 10, and 11</b>	Drama/ Plays <b>Je Man Act 1 Scene 10, and 11</b>	Drama/ Plays <b>Je Man Act 1 Scene 10, and 11</b>	REVISION	REVISION
	Read 'The Tempest' effectively for meaning. Explore the settings, characters and themes in the story. Identify the main points or ideas in a text and how they are sequenced and developed by the writer. Express relevant personal response. <b>AO1, AO4</b> <b>PRACTICE QUESTION- PROSE</b>	Adopt active reading approaches to engage with and understand the story. Explain the main ideas, events, characters with textual references. Express personal response and support with textual references. <b>AO1, AO 4</b>	Make a text based interpretation of the plot with explanation of references. Explore more information about key events, characters. Interpret importance of setting, events, role of characters. Make more informed notes about settings, events and character impressions. <b>AO1, AO3</b>	Explore setting, key events, and characters' interactions. Make notes of one's deductions of events, characters' ideas and settings. Explore the effect of language, form and structure. <b>AO 1, AO2</b> <b>ASSESSMENT 3 DRAMA</b>	Explore the setting, key events, and characters' interactions. Make notes of one's deductions of events, characters' ideas and settings. Explore the effect of language, form and structure. <b>AO1, AO2</b>	Explore the setting, key events, and characters' interactions. Make notes of one's deductions of events, characters' ideas and settings. Explore the effect of language, form and structure. <b>AO1, AO2</b>	Close reading of the play. Interpret character's actions, thoughts and feelings. Express personal response with evidence identify different viewpoints. Understand how the characters, ideas, events and themes develop through the text.	Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with textual references. Analyze language, form and structure used to convey character, events, ideas and viewpoints so as to understand the overall effect of the text on the reader.	
YEAR 7		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2		Prose - Stories From shakespeare <b>King Lear</b>	Prose - Stories From shakespeare <b>King Lear/ Macbeth</b>	Prose - Stories From shakespeare <b>Macbeth</b>	Poetry -Comparing poems <b>Understanding the author's craft</b>	Poetry -Comparing poems <b>Understanding the author's craft</b>	Drama/ Plays <b>Visible Man Act 2 Scene 1</b>	Drama/ Plays <b>Visible Man Act 2 Scene 1</b>	Drama/ Plays <b>Visible Man Act 2 Scene 1</b>
		Read and annotate meaningfully King Lear. Explore the opening of King Lear. Identify settings, events, characters and interactions. Predict storyline. Identify the main points or ideas in 'King Lear' and how ideas are sequenced and developed by the writer. Express relevant personal response. <b>AO1, AO2</b> <b>PRACTICE QUESTION- PROSE</b>	Read 'Macbeth', effectively for meaning. Understand and respond to ideas, events and characters. Discuss characters and themes in the story with evidence. Express personal response to the events, characters, themes in the story. <b>AO1, AO2</b>	Express viewpoints. Explain the theme and plot of the story. Explore the character's actions and setting of the story. Interpret questions and respond appropriately showing evidence of knowledge and understanding of the story. <b>AO1, AO2</b> <b>ASSESSMENT 4 PROSE</b>	Understand the poet's feelings and ideas. Express relevant personal response. Explore how poetic techniques are used to create visual and sound effects and to help readers understand the poet's feelings and ideas. Read closely the poet's language choices and explore their effect. Compare the two poems on ideas; the poets' choice of language and poetic devices; the poets' use of form and structure. <b>I love me Mudder by Benjamin Zephaniah.</b> <b>Mother to Son by Langston Hughes</b> <b>AO 1, AO 2</b>	Explore the poet's point of view. Comparing main ideas; viewpoints; effect of writer's use of language and poetic techniques in both the poems. Comparison of how form and structure create meaning. <b>ELECTRONIC BRAIN and I WANT TRAINERS – NORMAN SILVER</b> <b>AO 1, AO 2</b>	Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify the key ideas. Identify and express the view points from the character's, reader's and writer's perspective. Make more informed notes about settings, events and character impressions. Explain the effect of language, form and structure used to convey character, events, ideas and viewpoints so as to understand the overall effect of the text on the reader.	Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints. Identify and explore the stage directions that help in analyzing the character's, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. <b>AO1, AO2</b>	
		WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2		Drama/ Plays <b>The Invisible Man Act 2 Scene 9 and 10</b>	REVISION <b>The Invisible Man</b>	REVISION <b>Prose/Poetry</b>	Prose - Stories From shakespeare <b>Romeo and Juliet</b>	Prose - Stories From shakespeare <b>Othello</b>	Drama/ Plays <b>Invisible Man Act 1 and 2</b>	Drama/ Plays <b>Invisible Man Act 1 and 2</b>	Poetry <b>Recitation</b>
		Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints.	Explain the effect of writer's use of language, form and structure in selected extracts from the play. Explain settings, events, characters and themes in the story with evidence.	Identify and express the view points from character's, reader's and writer's perspective. Explore the events, settings and development of characters and themes in the story with evidence.	Read 'Romeo and Juliet', effectively for meaning. Understand and respond to ideas, events and characters. Discuss characters and themes in the story with evidence.	Read 'Othello', effectively for meaning. Understand and respond to ideas, events and characters. Discuss characters and themes in the story with evidence.	Take on the role of a character and explore their thoughts and feelings.	Take on the role of a character and explore their thoughts and feelings.	Draft, rehearse and perform own compositions of a poem or a play.

Term 2	Identify and explore the stage directions that help in analyzing the characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. AO1, AO2.	events and main ideas. Interpret character's actions, thoughts and feelings. Express personal response with evidence. Understand different view points. Understand how the characters, ideas, events and themes develop through the play. AO1, AO2, AO3	In the play. Express the understanding of characters. Compare how language, form and structure are used to convey ideas, themes, feelings, thoughts, themes and attitudes in poems. Understand poetic devices such as similes, metaphors, and explain how these add to the theme. Express personal response with evidence. AO1, AO2.	play -characters	plot of the story Explore the character's actions and setting of the story Ask and answer questions in role - hot seating characters.	Ask and answer questions in role - hot seating characters; conducting interviews; Reading in role; role play Act 1 and 2; peer assessment A O 7, AO 8.	Present a memorised performance to an audience. Role play Act 1and 2. A O 7, AO 8.	showing understanding through volume, gesture, expression and eye contact . Identify audience/purpose of writing and select appropriate form. Selecting appropriate grammar and vocabulary; understanding how such choices can change and enhance meaning.
YEAR 8 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2025 - 2026								
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	POETRY -POETRY SINCE 1789	POETRY -POETRY SINCE 1789	PROSE	PROSE	DRAMA	DRAMA	DRAMA	DRAMA
	The Mouse and the Cake by Eliza	Pluck by Eva Dobell &	THE MAN WITH THE TWISTED LIP	THE MAN WITH THE TWISTED LIP	THE	THE	THE	THE MERCHANT OF
	To read, understand and interpret key ideas. To analyse the language, poetic techniques, form and structure used by the poets to create meanings and effects, using relevant poetry terminology where appropriate. Express informed personal response to poems. Practice Question: Poetry Critical analysis of poets' use of ideas, language and poetic devices, form and structure. Baseline Test	To read, understand and interpret key ideas. To analyse the language, poetic techniques, form and structure used by the poets to create meanings and effects, using relevant poetry terminology where appropriate. Express informed personal response to poems.	A brief Introduction to the key features of 19th century detective fiction. To read, understand and express informed personal response to the story. To explore and analyse plot,characters, themes, viewpoints and narrative style. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology.	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology. To read, understand and respond to text while maintaining a critical style and develop an informed personal response Practice Question: Prose Critical Reading and WRITING ASSESSMENT 2 PROSE	RESEARCH on William Shakespeare: Life and Works. Explore the features of comedy and the social, cultural and historical context of The Merchant of Venice. Understand setting;/ interpret	To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology . Relevant themes: role of women; usury; stereotypes	To interpret the playwright's craft in developing the plot, characters and themes - appearance s and deception Use appropriate drama terminology . Explore Shakespeare's use of	To interpret playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology . Explore Shakespeare's use of comic elements and
Term 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	DRAMA	PROSE	PROSE	DRAMA	DRAMA	DRAMA		
	THE MERCHANT OF VENICE	THE SCANDAL IN BOHEMIA	THE SCANDAL IN BOHEMIA (2)	THE SPECKLED BAND	THE	THE	REVISION	REVISION
Term 1	To interpret playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Explore Shakespeare's use of comic elements and dramatic irony presented in scene (vii) Scene (viii) Shylock's despair. Scene (ix) Arragon's self - importance; appearances and deception.	To explore and analyse plot, characters, themes and the writer's viewpoints and style. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology. To read, understand and respond to text while maintaining a critical style and develop an informed personal response Practice Question: Prose Critical Reading and Writing	To explore and analyse plot, characters, themes and the writer's viewpoints and style. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology. To read, understand and respond to text while maintaining a critical style and develop an informed personal response. Practice Question: Prose Critical Reading and Writing	To explore and analyse plot, characters, themes and the writer's viewpoints and style. Relate text to the social, cultural and historical context. Understand and use appropriate prose terminology. To read, understand and respond to text while maintaining a critical style and develop an informed personal response. Practice Question: Prose Critical Reading and Writing	To interpret the playwright's craft in developing the plot, characters and themes from ACT I to III Stereotypes and prejudice; Appearance s and deception Explore	To interpret the playwright's craft in developing the plot, characters and themes - revenge, appearance s and deception. Use appropriate drama terminology .	Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on unseen poems - ( Critical analysis and interpretati	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style questions sharply focusing on significance of
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	POETRY- POETRY SINCE 1789	POETRY POETRY SINCE 1789	DRAMA	DRAMA	PROSE	PROSE	PROSE	ETRY- POETRY SINCE 17
	The Song of the Bee by Marian	Cut Grass by Phillip Larkin &	THE MERCHANT OF VENICE	THE MERCHANT OF VENICE	THE	THE	THE RED -	The Wild
	To read, understand and interpret poems. Compare poets' use of ideas, language and poetic devices, form and structure to create meanings and effects, using appropriate evidence Practice Question: Poetry Writing Comparison of poems with guidance and support	Discuss sample answers of comparison of poems. To read, understand and interpret key ideas. To analyse the language, form and structure used by the poets to create meanings and effects. Practice Question: Writing Comparison of poems (MINIMAL SUPPORT)	To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology.	To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. ASSESSMENT 4 Drama	To read, understand and express informed personal response to the story. To explore and analyse plot,characters, themes, viewpoints and narrative style. Relate text to the	To explore and analyse plot,characters, themes and the writer's use of language to convey meanings and create effect. Relate text to the social, cultural and historical context. Understand	Discuss Q.b. sample answers. To read, understand and express informed personal response to the story. To explore and analyse plot,characters, themes, viewpoints and narrative	Discuss sample answers of comparison of poems. Guidance on interpretation of questions, timing the answer and revising the answer. ASSESSMENT 5 POETRY: Comparing theme(specified) in two
	WEEK 9 PROSE	WEEK 10 PROSE	WEEK 11 POETRY/DRAMA	WEEK 12 PROSE	WK 13 DRAMA	WEEK 14 DRAMA	WK 15 DRAMA	WK 16 DRAMA
	THE FIVE ORANGE PIPS	THE FIVE ORANGE PIPS	REVISION - FINAL EXAM (4)	REVISION - FINAL EXAM (4)	THE	A CASE OF	A CASE OF	DERN POET







Term 2	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.
Term 2	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading-Poetry (Unseen)							
	Unseen poetry Comparative study (4)							
	Learning Obj							
	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.							
MOCK EXAMS followed by BOARD EXAMINATIONS 2026								
YEAR 12 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2025-2026								
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry
	Kite Runner Background & Ch. 1 (3)	Kite Runner Ch. 2-4 (3)	Kite Runner Ch. 5-7 (3)	Kite Runner Ch.8-9 (3)	Eat Me & Chainsaw	Material & On Her	History & The Lannans	Ode on a Grayson Perry
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To introduce setting and the socio-cultural background;to explore characters & themes <b>BASELINE ASSESSMENT</b>	To explore the development and show critical appreciation of the plot,characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. <b>TERM I ASSESSMENT 1 ( PROSE)</b>	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. <b>TERM I ASSESSMENT 2 ( POETRY)</b>	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Post 1900	Reading - Post 1900	Reading - Post 1900	Reading - Post 1900
	Dr. Faustus- Background & Chorus (3)	Dr. Faustus-Sc. 1 (3)	Dr. Faustus- Sc. 2-3 (3)	Dr. Faustus- Sc.4 (3)	A Street Car Named	A Street Car Named	A Street Car Named	A Street Car Named
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To explore the features of a political satire and relate to the conflict caused by the Tudor reign <b>BASELINE ASSESSMENT</b>	To understand and analyse the times and purpose or Marlowe's work. Writer's use of structure and form and how these are used to create literary effects	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. <b>TERM 1 ASSESSMENT 1 (Dr. Faustus)</b>	To explore the changes in America after WW2, decline of aristocracy and effect of industrialisation on agriculture	To interpret the playwright Tennessee William's craft in developing the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To explore the development and show critical appreciation of the plot,characters and themes. <b>TERM 1 ASSESSMENT 2 (ASND)</b>
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry &
	Kite Runner Ch. 10-11 (3)	Kite Runner Ch.12-13 (3)	Kite Runner Ch. 14-16 (3)	Kite Runner Ch. 17-19 (3)	The Deliverer & The	A Minor Role & To My	Please Hold & The Gun	Review Study (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To give personal insight and show understanding of the writer's craft and purpose.	To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	To give personal insight and show understanding of the writer's craft and purpose. <b>TERM 1 ASSESSMENT 3 ( PROSE)</b>	To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.	To evaluate the writers' craft and relate to the use of literary and stylistic devices.	To evaluate the writers' craft and relate to the use of literary and stylistic devices.	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. <b>TERM 1 ASSESSMENT 4 (POETRY)</b>	Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations, providing critical viewpoints
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Pre 1900 Drama	Reading - Post 1900 Drama	Reading - Post 1900	Reading - Post 1900	Reading - Pre 1900	Reading - Post 1900
	Dr. Faustus- Sc. 5 (3)	Dr. Faustus- Sc. 6-7 (3)	Dr. Faustus- Sc.7 <i>Contd.</i> (3)	A Street Car Named Desire- Sc.4 (3)	A Street Car Named	A Street Car Named	Dr. Faustus Sc. 1-7 (3)	A Streetcar Named
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To explore the development and show critical appreciation of the plot,characters and themes.	To understand and analyse the purpose and attitudes of the writers. <b>TERM 1 ASSESSMENT 3 (Dr. Faustus)</b>	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To show knowledge and depth in exploring the writer's purpose and craft	To consider the writer's point of view by linking to the social and historical background, characters and themes <b>TERM 1 ASSESSMENT 4 (ASND)</b>	Explore significant themes in the play. Understand and analyse the use of comic scenes by Marlowe. Discuss Marlowe's character and plot development.	Explore Williams' exposition of characters. Discussion on significant themes and motifs and how deftly has Williams used them.
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Prose	Reading - Poetry	Reading - Poetry	Reading - Poetry	Reading - Poetry
	Kite Runner Ch. 20-21 (3)	Kite Runner Ch. 21-23 (3)	Kite Runner Ch. 24 (3)	Kite Runner Ch. 25 (3)	The Furthest Distances	Out of the Bag & Effects	Genetics (3)	From the Journal of a
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To interpret the playwright's craft in developing the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. <b>TERM II ASSESSMENT 1 ( PROSE)</b>	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings. <b>TERM II ASSESSMENT 2 ( POETRY)</b>	To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings	To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings
Year 12	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8

	<div>Reading - Pre 1900 Drama</div> <div>Dr. Faustus Sc 8-9 (3)</div> <div>Learning Obj</div> <div>To interpret the playwright's craft in developing the plot, characters and themes.</div>	<div>Reading - Pre 1900 Drama</div> <div>Dr. Faustus Sc 10 (3)</div> <div>Learning Obj</div> <div>To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.</div>	<div>Reading - Pre 1900 Drama</div> <div>Dr. Faustus Sc 11-12 (3)</div> <div>Learning Obj</div> <div>To understand and analyse writers' use of language, structure and plot development and how these are used to create literary effects</div>	<div>Reading - Pre 1900 Drama</div> <div>Dr. Faustus Sc 13 (3)</div> <div>Learning Obj</div> <div>.To consider the writer's point of view by linking to the social and historical background, characters and themes. <b>TERM 2 ASSESSMENT 1 (Dr. Faustus)</b></div>	<div>Reading - Post 1900</div> <div>A Street Car Named</div> <div>Learning Obj</div> <div>To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.</div>	<div>Reading - Post 1900</div> <div>A Street Car Named</div> <div>Learning Obj</div> <div>To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.</div>	<div>Reading - Post 1900</div> <div>A Street Car Named</div> <div>Learning Obj</div> <div>To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response</div>	<div>Reading - Post 1900</div> <div>A Street Car Named</div> <div>Learning Obj</div> <div>To review and analyse the writer's use of characterization / themes / plot / setting for literary effect and show critical appreciation of the writer's craft <b>TERM 2 ASSESSMENT 2 (ASN'd)</b></div>	
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
Term 2	<div>Reading - Prose/Poetry</div> <div>Kite Runner &amp; Anthology Poems (3)</div> <div>Learning Obj</div> <div>Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations, providing critical viewpoints</div>								
Year 12	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
	<div>Reading - Pre/Post 1900 Drama</div> <div>Dr. Faustus &amp; A Street Car Named Desire (3)</div> <div>Learning Obj</div> <div>To consider the point of view perceptively by linking to the writer's purpose and times and giving an informed personal response</div>								
MOCK EXAMS followed by BOARD EXAMINATIONS 2024									
YEAR 13 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2025-2026									
YEAR 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 1	<div>Reading - Prose- Colonisation and After</div> <div>Heart of Darkness Background (3)</div> <div>Learning Obj</div> <div>To introduce setting and the socio-cultural background,to explore characters &amp; themes <b>BASELINE ASSESSMENT</b></div>	<div>Reading - Prose-Colonisation and After</div> <div>Heart of Darkness Part I (The Nellie...if such was my fancy) (3)</div> <div>Learning Obj</div> <div>To explore the development and show critical appreciation of the plot,characters and themes.</div>	<div>Reading - Prose- Colonisation and After</div> <div>Heart of Darkness Part I (I got my appointment...and got up shirtfronts)</div> <div>Learning Obj</div> <div>To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.</div>	<div>Reading - Prose- Colonisation and After &amp; Poetry</div> <div>Heart of Darkness Part I (He had been out...grave of death) &amp; Unseen Poetry</div> <div>Learning Obj</div> <div>To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. <b>TERM 1 ASSESSMENT 1 (UNSEEN POETRY)</b></div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div>To introduce setting and the socio-cultural background,to explore characters &amp; themes</div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div>To explore the development and show critical appreciation of the plot,characters and themes.</div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div>To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.To understand and analyse writers' use of linguistic</div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div>To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.To understand and analyse writers' use of linguistic</div>	
	Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
		<div>Reading - Shakespearean Drama</div> <div>Hamlet</div> <div>Learning Obj</div> <div>*Discuss research findings on historical, political,social, cultural context of Elizabethan age and the influences on Shakespeare's plays. *Understand features of shakespearean tragedy. * Read opening scene, and analyse characterisation, theme, language and dramatic techniques. AO2. Baseline Assessment.</div>	<div>Reading - Shakespearean Drama</div> <div>Hamlet</div> <div>Learning Obj</div> <div>* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3.</div>	<div>Reading - Shakespearean Drama</div> <div>Hamlet</div> <div>Learning Obj</div> <div>#NAME?</div>	<div>Reading - Shakespearean Drama</div> <div>Hamlet</div> <div>Learning Obj</div> <div>To integrate and interpret the plot, characters, themes , writer's craft and contextual factors Term 1 Shakespeare Assessment 1 - AO1, AO 2, AO3, AO5</div>	<div>Reading - Pre 1900</div> <div>Introduction to English</div> <div>Learning Obj</div> <div>Introduction to social cultural background of the Victorian Age. Express informed critical response to poems AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Tennyson's poems.AO3</div>	<div>Reading - Pre 1900</div> <div>William Blake</div> <div>Learning Obj</div> <div>* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse</div>	<div>Reading - Pre 1900</div> <div>Introduction to William</div> <div>Learning Obj</div> <div>* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse</div>	<div>Reading - Pre 1900</div> <div>William Wordsworth</div> <div>Learning Obj</div> <div>* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse</div>
	Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	<div>Reading - Prose- Colonisation and After</div> <div>Heart of Darkness Part I (I left...the opportunity) (3)</div> <div>Learning Obj</div> <div>To give personal insight and show understanding of the writer's craft and purpose.</div>	<div>Reading - Prose-Colonisation and After</div> <div>Heart of Darkness Part I (He blew the candle...when there) (3)</div> <div>Learning Obj</div> <div>To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.</div>	<div>Reading - Post 1900 Poetry</div> <div>Unseen Poetry &lt;3)</div> <div>Learning Obj</div> <div>To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response. <b>TERM 1 ASSESSMENT 3 (UNSEEN POETRY)</b></div>	<div>Reading - Prose- Colonisation and After</div> <div>Heart of Darkness Part II (One evening...power of meddling) (3)</div> <div>Learning Obj</div> <div>To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response.</div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div>To give personal insight and show understanding of the writer's craft and purpose.</div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div>To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes. Informed personal response. <b>TERM 1 ASSESSMENT 4 (COMPARATIVE STUDY OF NOVELS)</b></div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div>To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.</div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div>To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations, providing critical comments.</div>	
	Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
		<div>Reading - Shakespearean Drama</div> <div>Hamlet</div> <div>Learning Obj</div> <div>* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5</div>	<div>Reading - Shakespearean Drama</div> <div>Hamlet</div> <div>Learning Obj</div> <div>* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5</div>	<div>Reading - Shakespearean Drama</div> <div>Hamlet</div> <div>Learning Obj</div> <div>* Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment 2 - AO1, AO 2, AO3, AO5</div>	<div>Reading - Pre 1900 Poetry</div> <div>William Wordsworth</div> <div>Learning Obj</div> <div>* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse</div>	<div>Reading - Pre 1900</div> <div>Introduction to George</div> <div>Learning Obj</div> <div>* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse</div>	<div>Reading - Pre 1900</div> <div>George Gordon, Lord</div> <div>Learning Obj</div> <div>Express informed critical response to poems AO1. Analyse themes, language and poetic techniques.AO2 Explore the significance and influence of different contexts on Rossetti's poems.AO3</div>	<div>Reading - Pre 1900</div> <div>Introduction to Percy</div> <div>Learning Obj</div> <div>* Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5 Assessment on Victorian Verse</div>	<div>Reading - Drama</div> <div>Revision Shakespeare</div> <div>Learning Obj</div> <div>Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations,Assessment -Poetry</div>
	Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<div>Reading - Prose- Colonisation and After</div> <div>Heart of Darkness Part II (Towards the evening...water was steep) (3)</div> <div>Learning Obj</div> <div></div>	<div>Reading - Prose-Colonisation and After</div> <div>Heart of Darkness Part II (We tore slowly along...had found time for!) (3)</div> <div>Learning Obj</div> <div></div>	<div>Reading - Prose- Colonisation and After</div> <div>Heart of Darkness Part II:III (But this must have been...the eternal slumber) (3)</div> <div>Learning Obj</div> <div></div>	<div>Reading - Prose- Colonisation and After</div> <div>Heart of Darkness Part III (I'm not disclosing...Kurtz's friend-in a way) (3)</div> <div>Learning Obj</div> <div></div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div></div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div></div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div></div>	<div>Reading - Prose-</div> <div>Lonely Londoners</div> <div>Learning Obj</div> <div></div>	

Term 2	To interpret the playwright's craft in developing the plot, characters and themes.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response. <b>TERM II ASSESSMENT 1 (UNSEEN POETRY)</b>	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.	To integrate and interpret the conflict through the text, comment on the writer's purpose/craft and give an informed personal response.	To understand and analyse writers' use of language, structure and plot development and how these are used to create literary effects <b>TERM II ASSESSMENT 2 (COMPARATIVE STUDY OF NOVELS)</b>	To consider the writer's point of view by linking to the social and historical background, characters and themes making contextual references.	To review and analyse the writer's use of characterization/ theme/plot/setting for literary effect and show critical appreciation of the writer's craft.
Year 13	WEEK 1 Reading - Shakespearean Drama Hamlet Act 4 Scenes I-IV (3)	WEEK 2 Reading Hamlet Act IV Scene V-VII (3)	WEEK 3 Reading Hamlet Act V Scene I (3)	WEEK 4 Reading Hamlet Act V Scene II (3)	WEEK 5 Reading Percy Bysshe Shelley Ode to the West Wind & The Question (3)	WEEK 6 Reading Introduction to John Keats Ode to a Nightingale (3)	WEEK 7 Reading John Keats Ode on a Grecian Urn (3)	WEEK 8 Reading John Keats Ode on Melancholy Sonnet on the Sea (3)
	Learning Obj To integrate and interpret the plot, characters, themes , writer's craft , contextual factors and different interpretations Term 1 Shakespeare Assessment 2 - AO1, AO 2, AO3, AO5	Learning Obj * Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5	Learning Obj To integrate and interpret the plot, characters, themes , writer's craft , contextual factors and different interpretations	Learning Obj * Analyse characterisation,theme, language and dramatic techniques. AO2. *Express informed critical response. AO1. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5	Learning Obj Express informed critical response to poems AO1. Analyse themes,language and poetic techniques.AO2 Explore the significance and influence of	Learning Obj * Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of	Learning Obj * Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of	Learning Obj * Analyse theme, language and poetic techniques AO2. *Express informed critical response to poems AO1. * Explore the significance and influence of
Year 13	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Reading - Prose: Colonisation and After/Poetry HOD, Lonely Londoners and Unseen Poems (3) Learning Obj Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing/embedding quotations, providing critical comments.							
Year 13	WEEK 9 Reading Revision- Shakespeare (3) Learning Obj *Express informed critical response. AO1 Analyse characterisation,theme, language and dramatic techniques. AO2. * Explore the significance and influence of different contexts AO3. *Integrate different interpretations in critical response AO5	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16

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