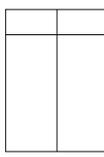


St. Mary's Catholic High School, Dubai								
YEAR 4 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS (2025-2026)								
YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Yr.4/1	Yr.4/2	Yr.4/3	Yr.4/4	Yr.4/5	Yr.4/6	Yr.4/7	Yr.4/8
	Poetry - Unit 1 Garden Shed	Poetry - Unit 1 Electric Guitars	Fiction-The Wind in the Willows Ch 1	Fiction-The Wind in the Willows Ch 2	Fiction-The Wind in the Willows Ch 3	Fiction-The Wind in the Willows Ch 4	Fiction-The Wind in the Willows Ch 5	Fiction-The Wind in the Willows Ch 6
YEAR 4	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Yr.4/9	Yr.4/10	Yr.4/11	Yr.4/12	Yr.4/13	Yr.4/14	Yr.4/15	Yr.4/16
	Fiction-The Wind in the Willows Chapter 7&8	Fiction-The Wind in the Willows Chapter 9	Fiction-The Wind in the Willows Chapter 10	Poetry - Unit 2 Morning	Poetry - Unit 2 Sun is Laughing	Fiction - The Spiderwick Chronicles Chapter 1	Fiction - The Spiderwick Chronicles Chapter 2	Revision
YEAR 4	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Yr.4/17	Yr.4/18	Yr.4/19	Yr.4/20	Yr.4/21	Yr.4/22	Yr.4/23	Yr.4/24
	Fiction - The Spiderwick Chronicles Chapter 3	Fiction - The Spiderwick Chronicles Chapter 4	Fiction - The Spiderwick Chronicles Chapter 5	Fiction - The Spiderwick Chronicles Chapter 5	Fiction - The Spiderwick Chronicles Chapter 6	Fiction - The Spiderwick Chronicles Chapter 7	Poetry - Unit 3 Fuss Fuss Fuss	Poetry Unit 4
YEAR 4	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Yr.4/25	Yr.4/26	Yr.4/27	Yr.4/28	Yr.4/29	Yr.4/30	Yr.4/31	Yr.4/32
	Fiction - The Iron Man Chapter 8 & 7	Fiction - The Iron Man Chapter 8 & 7	Fiction - The Iron Man Chapter 8 & 5	Revision - The Iron Man Chapter 8 & 5	Revision - The Iron Man Chapter 8 & 5	Poetry Unit 4	What	The Shooting Stars/What Stars Are
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	Yr.5/2	Yr.5/3	Yr.5/4	Yr.5/5	Yr.5/6	Yr.5/7	Yr.5/8
	Fiction: Review/Greek Myths In the beginning and Pandora's Box	Fiction: Review/Greek Myths In the beginning and Pandora's Box	Greek Myths Persephone and the Pomegranate seeds	Poetry: Review By St Thomas Waters	Poetry Miller's End	Friend or Foe Chapter 1-2	Friend or Foe Chapter 1-2	Friend or Foe Chapters 3-4
Term 1	Yr.5/9	Yr.5/10	Yr.5/11	Yr.5/12	Yr.5/13	Yr.5/14	Yr.5/15	Yr.5/16
	Friend or Foe Chapter 5	Friend or Foe Chapter 6-7	Friend or Foe Chapter 8	Friend or Foe	Skellig Chapters 1-5	Skellig Chapters 6-10	Skellig Chapters 11-15	REVISION
Term 2	Yr.5/17	Yr.5/18	Yr.5/19	Yr.5/20	Yr.5/21	Yr.5/22	Yr.5/23	Yr.5/24
	Skellig Chapters 16-20	Skellig Chapters 21-25	Skellig Chapters 26-30	Skellig Chapters 31-35	Poetry Robert the Bruce and the Spider	Poetry Colonel Fazzockery Butterworth Toast	Poetry What Has Happened to Lulu	Greek Myths Daedalus and Icarus
Term 1	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	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	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	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.	Read a poem aloud Identify and understand the poet's use of figurative language Identify points of view Express personal response W: Short questions	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.	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	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
Term 1	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.	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.	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.	Plan and write a book review Identify main themes in the story W: Long Questions	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	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	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/	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>
Term 2	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	- Comment on how authors use language, including figurative language, considering the impact on the reader. (Similes, Metaphors)	Compare Setting (home and School) Identify the author's purpose Analyse how the author's language contributes to the tone, mood and atmosphere of the story.	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	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	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	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	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
	<b>Greek Myths</b> Theseus	<b>Greek Myths</b> Jason	<b>REVISION</b>	<b>REVISION</b>	<b>Greek Myths</b> King Midas	<b>Skellig</b> Chapters 36-40	<b>Skellig</b> Chapters 41-46	
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. <b>END TERM EXAMINATIONS</b>	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	R5.2A: Summarise a story or sequence by retelling the main events in order. R5.3B: Infer a character's responses to events and other characters. W: letter - Mina/Michael to Skellig	- Discuss themes of growth and growing up. W: Short questions	- Plan and write a book review. 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) REVIEW- STORIES/ FICTION UNITS 2 FANTASTIC/FUNNY/FRIGHTENING <b>The Glass Curbroad</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.	Y6/U2/PR 2 (3) FICTION UNITS 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.	Y6/U1/PY 1 (3) 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>	Y6/U1/PR 1 (3) FICTION UNITS 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.	Y6/U1/PR 1 (3) FICTION UNITS 1 EYE OF THE WOLF <b>Pages 14-37 (The Eye of the Wolf)</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.	Y6/U1/PR 1 (3) FICTION UNITS 1 EYE OF THE WOLF <b>Pages 38-51 (The Eye of the Wolf)</b> R6.2A: Give well-structured descriptions and explanations for different purposes, observing all punctuation including commas.	Y6/U1/PR 1 (3) FICTION UNITS 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.	Y6/U1/PR 1 (3) FICTION UNITS 1 EYE OF THE WOLF <b>Pages 80-99 (The Human Eye)</b> R6.2A: Give well-structured descriptions and explanations for different purposes, observing all punctuation including commas.	Y6/U1/PR 1 (3) FICTION UNITS 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>
Term 1	Y6/U1/PR 1 (3) FICTION UNITS 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>	Y6/U1/PR 1 (3) FICTION UNITS 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>	Y6/U1/PY 1 (3) POETRY UNITS 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.	Y6/U1/PY 1 (3) POETRY UNITS 2 FANTASTIC/FUNNY/FRIGHTENING <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.	Y6/U1/PR 1 (3) POETRY UNITS 2 FANTASTIC/FUNNY/FRIGHTENING <b>Rat Race and Goldfish</b> R6.1A: Read aloud an unfamiliar poem. R6.3B: Infer a character's intentions from their actions and dialogue.	Y6/U2/PR 2 (3) POETRY UNITS 2 FANTASTIC/FUNNY/FRIGHTENING <b>Virtually True</b> R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas.	Y6/U3/PR 3 (3) FICTION UNITS 2 FANTASTIC/FUNNY/FRIGHTENING <b>Moving House</b> R6.1A: Read aloud an unfamiliar text of 500-600 words, observing all punctuation including commas.	REVISION	REVISION
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	
Term 2	Y6/U3/PR 3 (3) FICTION UNITS 2 FANTASTIC/FUNNY/FRIGHTENING <b>Rule</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. R6.3C: Infer a character's intentions from their actions and dialogue. <b>Writing Task- Short and Long Questions</b>	Y6/U1/PY 1 (3) FICTION UNITS 2 FANTASTIC/FUNNY/FRIGHTENING <b>Rule</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. R6.3C: Infer a character's intentions from their actions and dialogue. <b>Writing Task- Short and Long Questions</b>	Y6/U3/PR 3 (3) FICTION UNITS 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.	Y6/U1/PY 1 (3) FICTION UNITS 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. R6.3C: Infer a character's intentions from their actions and dialogue. <b>Writing Task- Short and Long Questions</b>	Y6/U1/PR 1 (3) POETRY UNITS 1 POWERFUL LANGUAGE <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. 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.	Y6/U1/PR 1 (3) POETRY UNITS 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. 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.	Y6/U2/PY 2 (3) POETRY UNITS 2 POETIC VOICES <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. SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	Y6/U2/PY 2 (3) POETRY UNITS 2 POETIC VOICES <b>Autumn and Hard Frost</b> R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.2B: Distinguish preferences with others, expressing reasons and giving recommendations. R6.2B: Distinguish preferences with others, expressing reasons and giving recommendations. R6.2B: Distinguish preferences with others, expressing reasons and giving recommendations.	
Term 2	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.	Y6/U4/PR 4 (3) 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.	Y6/U4/PR 4 (3) FICTION UNIT 6.3 SALAMANDER DREAM <b>Pages 46-63</b> R6.3B: Infer a character's intentions from their actions and dialogue.	REVISION	REVISION	REVISION	REVISION	REVISION	

**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	<b>Poetry -Pen Rhythm</b> <b>Poetic Form</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>Luv Song by Benjamin Zephaniah</b> <b>The Vegans by Benjamin Zephaniah</b> <b>AO1 BASELINE ASSESSMENT</b>	<b>Poetry -Pen Rhythm</b> <b>Rhyme and Repetition</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 PRACTICE QUESTION- POETRY</b>	<b>Prose -Stories From shakespeare</b> <b>Julius Caesar</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 PROSE PRACTICE QUESTION-PROSE</b>	<b>Prose -Stories From shakespeare</b> <b>A Midsummer Night's Dream</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 ASSESSMENT 1</b>	<b>Drama/ Plays</b> <b>Visible Man Act 1 Scene 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 PRACTICE QUESTION- DRAMA</b>	<b>Drama/ Plays</b> <b>Visible Man Act 1 Scene 2</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 main ideas in the play and how they are sequenced and developed by the playwright. Understand and respond to ideas, themes and purposes in text. Interpret playwright's purpose. Interpret characters. Develop skills to respond to the text and support with textual references. <b>AO1, AO2, AO3 PRACTICE QUESTION- DRAMA</b>	<b>Poetry -Pen Rhythm</b> <b>Language Choices</b> Look closely at a writer's language choices and explore their effect. Understand how audiences and readers choose and respond to texts. Identify and explain main ideas with evidence of related words and phrases. Express personal response with evidence from the poem. <b>No Problem by Benjamin Zephaniah</b> <b>AO1, AO2 ASSESSMENT 2 POETRY</b>	<b>Poetry -Pen Rhythm</b> <b>A writer's point of view</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 <b>Prose -Stories From shakespeare</b> <b>The Tempest</b> 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 PRACTICE QUESTION- PROSE</b>	WEEK 10 <b>Prose -Stories From shakespeare</b> <b>Hamlet</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>	WEEK 11 <b>Drama/ Plays</b> <b>The Invisible Man Act 1 scene 7,8, and 9</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>	WEEK 12 <b>Drama/ Plays</b> <b>The Invisible Man Act 1 Scene 10, and 11</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 ASSESSMENT 3 DRAMA</b>	WEEK 13 <b>Drama/ Plays</b> <b>Visible Man Act 1 Scene 12</b> Close reading of scenes. Understand how the characters, ideas, events, themes and viewpoints develop through the play. Explore the effect of language, form and structure. <b>AO1, AO2</b>	WEEK 14 <b>Drama/ Plays</b> <b>Visible Man Act 1 Scene 13</b> Explore the events, settings, development of characters and themes in the play. Understand the setting and its relevance to the play. Explore the effect of language, form and structure. Express relevant personal response. <b>AO2, AO3</b>	WEEK 15 <b>REVISION</b>	WEEK 16 <b>REVISION</b>
Term 2	WEEK 1 <b>Prose -Stories From shakespeare</b> <b>King Lear</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 PRACTICE QUESTION- PROSE</b>	WEEK 2 <b>Prose -Stories From shakespeare</b> <b>King Lear/ Macbeth</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>	WEEK 3 <b>Prose -Stories From shakespeare</b> <b>Macbeth</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 ASSESSMENT 4 PROSE</b>	WEEK 4 <b>Poetry -Comparing poems</b> <b>Understanding the author's craft</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>	WEEK 5 <b>Poetry -Comparing poems</b> <b>Understanding the author's craft</b> Identify and interpret the 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>	WEEK 6 <b>Drama/ Plays</b> <b>Visible Man Act 2 Scene 1</b> 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 characters, events, setting. Read and make notes of plot development. Express personal response to the text and support with textual references. <b>AO 1, AO 2</b>	WEEK 7 <b>Drama/ Plays</b> <b>Visible Man Act 2 Scene 2</b> Interpret character's actions, thoughts and feelings. Identify and explain the settings, events and main ideas. Identify the key ideas. Identify and express the view points from 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. <b>AO1</b>	WEEK 8 <b>Drama/ Plays</b> <b>Visible Man Act 2 Scene 3</b> 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, reader's and writer's perspective. Read and make notes of plot development. Express personal response to the text and support with textual references. <b>AO1, AO2</b>
YEAR 7	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	<b>Drama/ Plays</b> <b>The Invisible Man Act 2 Scene 9 and 10</b> Identify and interpret the view points of characters. Explore writer's perspective. Express viewpoints.	<b>REVISION</b> <b>The Invisible Man</b>	<b>REVISION</b> <b>Prose/Poetry</b>	<b>Prose -Stories From shakespeare</b> <b>Romeo and Juliet</b> Read 'Romeo and Juliet', effectively for meaning. Understand and respond to ideas, events and characters. Discuss characters and themes in the story with evidence.	<b>REVISION</b> <b>Othello</b>	<b>Drama/ Plays</b> <b>Visible Man Act 1 and 2</b> Read aloud lines from a play in role	<b>Drama/ Plays</b> <b>Visible Man Act 1 and 2</b> Take on the role of a character and explore thoughts and feelings.	<b>Poetry</b> <b>Recitation</b>

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. AO 1, 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 AO 7, AO 8.	Present a memorised performance to an audience. Role play Act 1 and 2. AO 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 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	Pluck by Eva Dobell & 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.	THE MAN WITH THE TWISTED LIP 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.	THE MAN WITH THE TWISTED LIP 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. 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	THE To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Relevant themes: role of women; usury; stereotypes	THE To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Explore Shakespeare's use of	THE To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Explore Shakespeare's use of
Term 1	WEEK 9 DRAMA	WEEK 10 PROSE	WEEK 11 PROSE	WEEK 12 DRAMA	WEEK 13 DRAMA	WEEK 14 DRAMA	WEEK 15	WEEK 16
	THE MERCHANT OF VENICE 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.	THE SCANDAL IN BOHEMIA 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	THE SCANDAL IN BOHEMIA (2) 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	THE SPECKLED BAND 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	THE To interpret the playwright's craft in developing the plot, characters and themes from ACT I to III Stereotypes and prejudice; Appearances and deception Explore	THE To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology.	REVISION	REVISION
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 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	Cut Grass by Phillip Larkin & 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)	THE MERCHANT OF VENICE To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology.	THE MERCHANT OF VENICE To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. ASSESSMENT 4 Drama	THE 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	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	THE RED - 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	The Wild 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	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. Baseline Test	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. Baseline Test	Guidance on interpreting questions, mind mapping key points,timing answers. Revise exam style extract questions sharply focusing on significance of incidents, characters' actions, thoughts and feelings, narrative style --Revise exam style essay question focusing on themes, viewpoints and narrative style in each story.	Revise exam style extract questions sharply focusing on Shakespeare's use of language devices and drama techniques to present incidents, characters' actions, thoughts and feelings. Revise relevance of social, cultural and historical context. -Revise exam style essay question focusing on themes across all the ACTS. Revise exam style questions on unseen poems - comparing poets' ideas, events; poets' use of language and poetic techniques; poets' use of form and structure	To interpret playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology . To comment on the significance of the	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 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	Create collage of themes, settings in modern poetry. Write poems, illustrate and present

**YEAR 9 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2025-2026**

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	POETRY (RELATIONSHIP) UNSEEN POETRY / VALENTINE	POETRY (RELATIONSHIP) NETTLES & I WANNA BE YOURS	A CHRISTMAS CAROL (INTRODUCTION AND BACKGROUND) PREFACE	A CHRISTMAS CAROL CHAPTER 1	A CHRISTMAS CAROL CHAPTER 1	THE TEMPEST INTRODUCTION THE TEMPEST ACT-1, SCENE 1	THE TEMPEST THE TEMPEST ACT 1, SCENE 2 (Lines 1-320)	THE TEMPEST THE TEMPEST ACT 1, SCENE 2 (Lines 321-505)
	To analyse the main ideas, the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate; To explore theme of love and the nature of relationships (AO1, AO2, AO3)	To analyse the language, form and structure used by the poets to create meanings and effects, using relevant subject terminology where appropriate. To explore theme of love and the nature of relationships (AO1, AO2, AO3) Practice Question-Poetry Comparison BASELINE TEST	Introduction to the setting, Dickens, Victorian England (the socio-cultural, historical and political background) to the text.	To explore and analyse plot,characters and themes and analyse the language, form and structure used by the writer to create meanings and effects. (AO1, AO2) Practice Question-A Christmas Carol	To explore understanding of the relationships between text and the context in which it is written. To explore aspects of plot, characterisation, events and settings, and their effects. (AO1, AO2) Practice Question-A Christmas Carol	Introduction to the social historical and political background To interpret the significance of the opening scene in introducing the plot, characters and themes. (AO1, AO2, AO3) Practice Question-The Tempest	Summarise the key details of the main event of Prospero losing his position as Duke of Milan. Interpret plot development. Infer characters' feelings, thoughts and motives from their actions. (AO1, AO2, AO3)	Interpret plot development, character development and related themes. Analyse Shakespeare's use of language form and structure. Interpret social, cultural and historical context. (AO1, AO2, AO3) Practice Question-The Tempest
Term 1	WEEK 9 POETRY(RELATIONSHIP) ONE FLESH	WEEK 10 POETRY (RELATIONSHIP) MY FATHER WOULD NOT SHOW US	WEEK 11 THE TEMPEST THE TEMPEST ACT 2, SCENE 1 (Lines 191-321)	WEEK 12 THE TEMPEST THE TEMPEST ACT 2, SCENE 2	WEEK 13 A CHRISTMAS CAROL CHAPTER 2	WEEK 14 A CHRISTMAS CAROL CHAPTER 2	WEEK 15 REVISION POETRY	WEEK 16 REVISION A CHRISTMAS CAROL (INTRODUCTION, CHAPTERS 1 & 2) & THE TEMPEST ACT 1-2
	To read, understand and respond to text while maintaining a critical style and develop an informed personal response. (AO1, AO2, AO3) Practice Question- Poetry	To read, understand and respond to text while maintaining a critical style and develop an informed personal response. (AO1, AO2, AO3) Practice Question- Poetry	Interpret plot development, character development and related themes. Analyse Shakespeare's use of language form and structure. Interpret social, cultural, historical context. (AO1, AO2, AO3)	Interpret plot development, character development and related themes. Analyse Shakespeare's use of language form and structure. Interpret social, cultural, historical context. (AO1, AO2, AO3)	Interpret ideas from the novel Explore links between ideas, themes or characters and support points with precise evidence and explanation (AO1, AO2, AO3)	Analyse the underlying themes or issues in a range of different contexts. (AO1, AO2, AO3) Practice Question	To read, understand and respond to text while maintaining a critical style and develop an informed personal response. To compare poems with regard to poets' use of language, form and structure. To review link between text and context. (AO1, AO2, AO3, AO4)	To interpret the playwright's craft in developing the plot characters and themes. To read, understand and respond to text while maintaining a critical style and develop an informed personal response. (AO1, AO2, AO3)
YEAR 9	WEEK 1 POETRY(CONFLICT) A POISON TREE & NO PROBLEM	WEEK 2 POETRY(CONFLICT) CATRIN	WEEK 3 PROSE A CHRISTMAS CAROL:CHAPTER 3	WEEK 4 PROSE A CHRISTMAS CAROL:CHAPTERS 4 & 5	WEEK 5 DRAMA THE TEMPEST: ACT 3, SCENES 1 & 2	WEEK 6 DRAMA THE TEMPEST: ACT 3, SCENE 3	WEEK 7 DRAMA THE TEMPEST:ACT 4 SCENE 1 (Lines-1-139)	WEEK 8 POETRY (CONFLICT) WAR PHOTOGRAPHER
Term 2	To interpret setting, events and explore the poets' use of language devices and style to convey their purpose. Comparison of seen poetry considering use of language, form, structure, symbols. (AO1, AO2, AO3, AO4)	Evaluate how fiction can have an impact on the reader and how they interpret the poem. To interpret setting, events and explore the poets' use of language devices and style to convey their purpose.	To read, understand and respond to text while maintaining a critical style and develop an informed personal response Practice: Question: A Christmas Carol Q1a and Q1b (AO1, AO2, AO3)	Understand how settings influence the reader's understanding of characters and themes (AO1, AO2, AO3)	Understand and respond to ideas, viewpoints, themes and purposes in texts. (AO1, AO2, AO3)	Analyse how writers' use of linguistic and literary features shapes and influences meaning (AO2, AO3) Practice Question-The Tempest	Understand and respond to ideas, viewpoints, themes and purposes in texts. Analyse how writers' use of linguistic and literary features shapes and influences meaning (AO1, AO2, AO3)	To read, understand and respond to text while maintaining a critical style and develop an informed personal response. (AO1, AO2, AO3) Practice Question- Poetry
	WEEK 9 POETRY(CONFLICT) THE MAN HE KILLED	WEEK 10 DRAMA THE TEMPEST: ACT 4 SCENE 1 (Lines-139-262)	WEEK 11 POETRY REVIEW	WEEK 12 PROSE / DRAMA - REVIEW REVIEW A CHRISTMAS CAROL and THE TEMPEST	WEEK 13 DRAMA ACT 5 SCENE 1 (Lines 1-170)	WEEK 14 DRAMA ACT 5 SCENE 1 (Lines 172-315)	WEEK 15 DRAMA THE TEMPEST ACT 1 - 5	WEEK 16 DRAMA EPILOGUE & THE TEMPEST ACT 1-5
To read, understand and respond to text while maintaining a critical style and develop an informed personal response. Comparison of seen poetry considering use of language, form, structure, symbols. (AO1, AO2, AO3, AO4)	Develop interpretations of whole texts, recognising links between ideas, themes or characters and supporting points with detailed textual evidence. The Tempest- Q1a and Q1b (AO1, AO2, AO3)	To read, understand and respond to text while maintaining a critical style and develop an informed personal response. To compare poems with regard to poets' use of language, form and structure. To review link between text and context. (AO1, AO2, AO3, AO4)	To interpret the playwright's craft in developing the plot characters and themes. To read, understand and respond to text while maintaining a critical style and develop an informed personal response. (AO1, AO2, AO3)	Develop interpretations of whole texts, recognising links between ideas, themes or characters and supporting points with detailed textual evidence. (AO1, AO2, AO3)	Understand and respond to ideas, viewpoints, themes and purposes in texts. Analyse how writers' use of linguistic and literary features shapes and influences meaning (AO1, AO2, AO3)	Understand and respond to ideas, viewpoints, themes and purposes in texts. Perform selected parts of the play	Understand and respond to ideas, viewpoints, themes and purposes in texts. Perform selected parts of the play	

**YEAR 10 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2025-2026**

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Drama Introduction to Shakespeare & Shakespearean Tragedy Act 1 Scene 1 (4) Learning Objectives	Reading - Drama Macbeth-Act 1 Sc 1 & 2 (4) Learning Objectives	Reading - Drama Macbeth-Act 1 Sc 3 (4) Learning Objectives	Reading - Drama Macbeth-Act 1 Sc 4-5 (4) Learning Objectives	Reading - Drama Macbeth-Act 1 Sc 6 & 7 (4) Learning Objectives	Reading - Prose Introduction to DJ&MH & 19th Century Literary Traditions (4) Chapter -1 Learning Objectives	Reading - Prose DIAMH Chapter 1 (Contd.) and Chapter 2 (4) Learning Objectives	Reading - Prose DIAMH Chapter 3 (4) Learning Objectives







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	Year 13	Year 13	Year 13	Year 13	Year 13	Year 13	Year 13
	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8</b>
	<b>Reading - Shakespearean Drama</b> Hamlet Act 4 Scenes I-IV (3)	<b>Reading</b> Hamlet Act IV Scene V-VII (3)	<b>Reading</b> Hamlet Act V Scene I (3)	<b>Reading</b> Hamlet Act V Scene II (3)	<b>Reading</b> Percy Bysshe Shelley Ode to the West Wind & The Question (3)	<b>Reading</b> Introduction to John Keats Ode to a Nightingale (3)	<b>Reading</b> John Keats Ode on a Grecian Urn (3)	<b>Reading</b> John Keats Ode on Melancholy Sonnet on the Sea (3)
	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>	<b>Learning Obj</b>
	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	* 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	To integrate and interpret the plot, characters, themes, writer's craft, contextual factors and different interpretations	* 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	Express informed critical response to poems AO1. Analyse themes, language and poetic techniques AO2. Explore the significance and influence of...	* Analyse theme, language and poetic techniques AO2. * Express informed critical response to poems AO1. * Explore the significance and influence of...	* Analyse theme, language and poetic techniques AO2. * Express informed critical response to poems AO1. * Explore the significance and influence of...	* Analyse theme, language and poetic techniques AO2. * Express informed critical response to poems AO1. * Explore the significance and influence of...
Year 13	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>
Term 2	<b>Reading - Prose- Colonisation and After/Poetry</b> HOD, Lonely Londoners and Unseen Poems (3)							
	<b>Learning Obj</b>							
	Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing, embedding quotations, providing critical comments.							
Year 13	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>	<b>WEEK 16</b>
	<b>Reading</b> Revision- Shakespeare (3)							
	<b>Learning Obj</b>							
	* 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							
<b>MOCK EXAMS followed by BOARD EXAMINATIONS 2026</b>								