

St. Mary's Catholic High School ,Dubai

YEAR 4 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS (2024-2025)

YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Yr.4/1 Poetry - Unit 1	Yr.4/2 Poetry - Unit 1	Yr.4/3 Fiction-The Wind in the Willows	Yr.4/4 Fiction-The Wind in the Willows	Yr.4/5 Fiction-The Wind in the Willows	Yr.4/6 Fiction-The Wind in the Willows	Yr.4/7 Fiction-The Wind in the Willows	Yr.4/8 Fiction-The Wind in the Willows
	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.	Identify and understand main idea/s. Recognise and discuss parts of the poem and poetic features like rhyming words, repetition, comparison. Prepare poems to recite or perform showing thorough intonation, tone, volume and action.	Use inverted commas in sentences where the speaker is identified at the end of the sentence. Say and write compound and complex sentences using conjunctions 'and, but, or, so and because'. Organise writing so that ideas are sequenced or grouped. 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	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	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.	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. Ask relevant questions to extend their understanding and knowledge.	Follow detailed oral instructions on tasks close to their experience. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order	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.
YEAR 4	WEEK 9	WEEK 10	Identify some poetic	imagination	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Yr.4/9 Poetry - Unit 2	Yr.4/10 Poetry Unit 2	Yr.4/11 Fiction - The Spiderwick Chronicles	Yr.4/12 Fiction - The Spiderwick Chronicles	Yr.4/13 Fiction - The Spiderwick Chronicles	Yr.4/14 Fiction - The Spiderwick Chronicles	Yr.4/15 Fiction - The Spiderwick Chronicles	Yr.4/16 Revision
	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.	Identify and understand main idea/s. Recognise and identify parts of the poem and poetic features like rhyming words, repetition, comparison, simile, metaphors, personification and onomatopoeia.	Use inverted commas in sentences where the speaker is identified at the end of the sentence. Say and write compound and complex sentences using conjunctions 'and, but, or, so and because'. Organise writing so that ideas are sequenced or grouped. 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.	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 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. Retell three or more main events from a story or sequence in the correct order	Follow detailed oral instructions on tasks close to their experience. Recall significant events and pieces of information from texts and explain why they are important. Retell three or more main events from a story or sequence in the correct order	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. Retell three or more main events from a story or sequence in the correct order	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 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Yr.4/1 Fiction - The Spiderwick Chronicles	Yr.4/2 Fiction - The Spiderwick Chronicles	Yr.4/3 Poetry Unit 3	Yr.4/4 Poetry Unit 3	Yr.4/5 Fiction - The Iron Man	Yr.4/6 Fiction - The Iron Man	Yr.4/7 Fiction - The Iron Man	Yr.4/8 Fiction - The Iron Man
	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. Retell three or more main events from a story or sequence in the correct order	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.	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.	Identify and understand main idea/s. Recognise and identify parts of the poem and poetic features like rhyming words, repetition, comparison, simile, metaphors, personification and onomatopoeia.	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. Infer character's thoughts, feelings and motives and justify their answers with evidence from the text.	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 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. Retell three or more main events from a story or sequence in the correct order
YEAR 4	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Yr.4/9 Fiction - The Iron Man	Yr.4/10 Fiction - The Iron Man	Yr.4/11 Fiction - The Iron Man	Yr.4/12 Fiction - The Iron Man	Yr.4/13 Poetry Unit 4	Yr.4/14 Poetry Unit 4	Yr.4/15 Revision	Yr.4/16 Revision
	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. Retell three or more main events from a story or sequence in the correct order	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. Retell three or more main events from a story or sequence in the correct order	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.	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. Retell three or more main events from a story or sequence in the correct order	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.	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.	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.	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 2024 - 2025

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Fiction: Review/Greek Myths	Greek Myths	Poetry: Review	Poetry : Poets' Voices	Oranges in No Man's Land Chapter 1-2	Oranges in No Man's Land Chapter 3-4	Orange in No Man's Land Chapter 5-6	Oranges in No Man's Land Chapter 7-8
	R5.1A: 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 response to events and characters	R5.1A: 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	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2A: Identify words and phrases from more than one place in texts, to support answers. - Make inferences R5.4B: Understand and explain how different text features can convey information. - Express first impressions of a poem	- Read a poem aloud - Identify and understand the poet's use of figurative language - Identify points of view - Express personal response	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	R5.3B: Infers 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. R5.2B: Summarise a story or sequence by retelling the main events in order. - Understand setting, the events and plot development - Understand the development of characters in the story
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK15	WEEK 16
	Orange in No Man's Land Chapter 9-10	Orange in No Man's Land Chapter 11-12	Oranges in No Man's Land Chapter 13-14	Oranges in No Man's Land Chapters 15 - 16	Oranges in No Man's Land Chapter 17-18	Oranges in No Man's Land	Oranges in No Man's Land	REVISION

Term 1	R5.3B: Infers 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. R5.3B: Infers a character's responses to events and other characters.	R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3B: Infers a character's responses to events and other characters. - Compare and discuss characters' and author's attitudes to the war	SL5.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions. R5.2B: Summarise a story or sequence by retelling the main events in order R5.3B: Infers a character's responses to events and other characters.	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. - Understand setting, the events and plot development	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.	- Identify main themes in the story -Link the main themes to relevant events and characters and discuss how the themes contribute in the development of the story - Evaluate how authors use language including figurative language and consider the impact on the reader.	- Plan and write the first draft of a book review. - Proofread for spelling and punctuation errors and edit the book review. -Write a book review -Assess the effectiveness of their own and other's writing ensuring consistent and correct use of tense throughout.	R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.2B: Summarise a story or sequence by retelling the main events in order. FIRST TERM EXAMINATIONS
	YEAR 5	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23
Term 2	Poetry: Tell me a story	Poetry: Tell me a story	Friend or Foe Chapter1-2	Friend or Foe chapters 3-4	Friend or Foe chapter 5	Friend or Foe chapter 6-7	Friend or Foe Chapter 8	Friend or Foe
	SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.	R5.1A: Read aloud an unfamiliar poem - Summarise the poem by retelling the key events - Infer the meaning of figurative language	R5.1A: Research and discuss about the background of the book keeping in mind the socio historical context. -- Make predictions about the key ideas and main themes. - Read aloud an unfamiliar text. SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.	R5.3C: Make predictions based on more obscure evidence in a text. R5.3B: Infers a character's responses to events and other characters. R5.2B: Summarise a story by retelling the main events in order.	R5.2A: Recall details of characters, themes, events or pieces of information from texts, and explain how they are linked. SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. Summarize the main ideas drawn from the text and identify the key details that support main ideas.	Discuss and evaluate how the author's use of language including figurative language has an impact on the reader. R5.2A: Draw inferences from the characters' feelings, thoughts and motives and engage in formal discussion justifying the inference drawn.	Explain and discuss what students have read using a formal presentation or debate maintaining focus on the topic using notes where necessary	Plan and write the first draft of a book review. Proofread for spelling and punctuation errors and edit the book review. -Write a book review -Assess the effectiveness of their own and other's writing ensuring consistent and correct use of tense throughout.
Term 2	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	Greek Myths	Greek Myths	Greek Myths	Greek Myths	Poetry: Compare and Perform	Poetry: Compare and Perform	REVISION	REVISION
R5.2B: Summarise a story or sequence by retelling the main events in order; R5.3B: Infers 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; R5.3B: Infers a character's responses to events and other characters.;	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	R5.3B: Infers 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; Improving fluency using reader's theatre	R5.1A: Read aloud an unfamiliar poem. SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.	R5.1A: Read aloud an unfamiliar text. SL5.2D: Maintain and rehearse the role of a character in a dramatic scene. W5.3E: Read aloud short sections of own writing with some preparation.	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: Infers a character's responses to events and other characters. END TERM EXAMINATIONS

YEAR 6 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2024 - 2025

YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	Y6/U1/PY 1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/ PR1 (3)
	REVIEW- STORIES/FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING	REVIEW- POETRY	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF	FICTION UNIT6.1 EYE OF THE WOLF
	The Glass Cupboard :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 other's opinions	Water,Water,Water! Thank Goodness 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	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.	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.	R6.2B: Distinguish between the order in which events are written and the order in which they occurred.	SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving	R6.3A: Infer the meaning of idiomatic language using context.SL6.2C: Give an opinion in a structured discussion or debate	SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving

Term 1	responding to others' opinions.	purposes, including for expressing feelings and giving opinions about characters, setting of stories such as desert life, etc.			no.24. Identify words and phrases from more than one place in the texts, to support answers. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	feelings and giving opinions. R6.3B: Infers a character's intentions from their actions and dialogue.	discussion or debate, inviting and responding to others' R6.3B: Infers a character's intentions from their actions and dialogue.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	feelings and giving opinions. R6.3B: Infers a character's intentions from their actions and dialogue.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/ PR1 (3)	Y6/U1/ PR1 (3)	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U1/PY 1 (3)	Y6/U2/PR 2 (3)	Y6/U2/PR 2 (3)	REVISION
Term 1	FICTION UNIT6.1 EYE OF THE WOLF 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.	FICTION UNIT6.1 EYE OF THE WOLF R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	POETRY UNIT6.1 POWERFUL LANGUAGE 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 UNIT6.1 POWERFUL LANGUAGE 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 UNIT6.1 POWERFUL LANGUAGE R6.1A: Read aloud an unfamiliar poem.R6.3B: Infers a character's intentions from their thoughts and actions.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Virtually True :R6.1A: Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas.SL6.2C 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	UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Virtually True :R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.SL6.2B: Paraphrase simply, to express a forgotten word or expression	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/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U3/PR3(3)	Y6/U2/PY2(3)	Y6/U2/PY2(3)
YEAR 6	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Moving House :R6.1A Read aloud an unfamiliar text of 500–600 words, observing all punctuation including commas.SL6.2C 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	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Moving House :SL6.2A: 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.	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Nule : 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: Infers a character's intentions from their actions and dialogue	FICTION UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Nule : R6.3B: Infers a character's intentions from their actions and dialogue.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Peacemaker : 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: Infers a character's intentions from their actions and dialogue	UNIT6.2 FANTASTIC,FUNNY,FRIGHTENING Peacemaker :SL6.2A: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.	POETRY UNIT6.2 POETIC VOICE 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 UNIT6.2 POETIC VOICE R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. SR6.2A: Identify words and phrases from more than one place in texts, to support answers.
	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	REVISION	REVISION
Term 2	FICTION UNIT 6.3 SALAMANDER DREAM 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.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others'	FICTION UNIT 6.3 SALAMANDER DREAM R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.	FICTION UNIT 6.3 SALAMANDER DREAM R6.2A: Identify words and phrases from more than one place in the texts, to support answers. R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.	FICTION UNIT 6.3 SALAMANDER DREAM SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.R6.3B: With some guidance, make predictions by interpreting a sequence of clues in the text.	FICTION UNIT 6.3 SALAMANDER DREAM R6.2B Distinguish R6.2A Identify words	FICTION UNIT 6.3 SALAMANDER DREAM R6.2A Identify words	R6.3B: Infers a character's intentions from their actions and dialogue. R6.3B:With some guidance, make	R6.3D: Discuss preferences with others, expressing reasons and giving recommendations. R6.3B: Distinguish
	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	Y6/U4/PR 4 (3)	REVISION	REVISION

Term 2	discussion or debate, inviting and responding to others' opinions.								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.	no.2b. distinguish between the order in which events are written and the order in which they occurred.SL6.2A: Give well-structured descriptions and explanations for different purposes, including for expressing feelings and giving opinions.

YEAR 7 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2024-2025

YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Poetry -Pen Rhythm Poetic Form	Poetry- Pen Rhythm Rhyme and Repetition	Prose - Stories From shakespeare Julius Caesar	Prose - Stories From shakespeare A Midsummer Night's Dream	Drama/ Plays of Shadows Act 1 Scene 1	Drama/ Plays Shadows Act 1 Scene 3	Poetry -Pen Rhythm Language Choices	Poetry -Pen Rhythm A writer's point of view
	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 reponse with evidence from poems. Luv Song by Benjamin Zephaniah The Vegans by Benjamin Zephaniah AO1 BASELINE ASSESSMENT	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. The Tourist are Coming by Benjamin Zephaniah For Sale by Benjamin Zephaniah. AO1 AND AO2 PRACTICE QUESTION- POETRY	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. AO1, AO4 PROSE PRACTICE QUESTION-PROSE	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. AO1 , AO4 ASSESSMENT 1	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 the play. Develop skills to interpret questions and write relevant answers. AO1, AO2, AO3	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. Express personal response to the text and support with textual references. AO1, AO2, AO3 PRACTICE QUESTION- DRAMA	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. No Problem by Benjamin Zephaniah AO1 , AO2 ASSESSMENT 2 POETRY	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. Pollution by Jackie Kay
	WEEK 9	WEEK 10	Prose - Stories From shakespeare	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Prose - Stories From shakespeare The Tempest	Prose - Stories From shakespeare Hamlet	Drama/ Plays King of Shadows Act 1 Scene 6,7 and 8	Drama/ Plays King of Shadows Act 1 Scene 9 and 10	Drama/ Plays Shadows Act 1 Scene 1	Drama/ Plays of Shadows Act 1 Scene 2	REVISION etry and King of Shado	REVISION Poetry and Prose
	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. AO1, AO4 PRACTICE QUESTION- PROSE	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. AO1, AO4	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. AO1, AO3	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 AO 1, AO2 ASSESSMENT 3 DRAMA	Close reading of KING OF SHADOWS Act 1 Scene 10 & 11 Understand how the characters, ideas, events, themes and	Explore the events, settings, development of characters and themes in the play. Understand the setting and its relevance to the	Develop skills to interpret questions and write relevant answers. Express personal response to the text and support with	Develop skills to interpret questions and write relevant answers. Express personal response to the

Term 1	PRACTICE QUESTION- PROSE	References: AO1, AO 4	Impressions : AO1, AO3		events, themes and viewpoints develop through the play. Explore the effect of language, form and structure. AO1, AO2	and its relevance to the play. Explore the effect of language, form and structure. Express relevant personal response. AO2, AO3. PRACTICE QUESTION- DRAMA	text and support with textual references. Analyze language, form and structure used to convey character, events, ideas and viewpoints so as to form an impression.	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 form an impression.
	YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7

Term 2	Prose - Stories From shakespeare King Lear	Prose - Stories From shakespeare King Lear/ Macbeth	Prose - Stories From shakespeare Macbeth	Poetry :Comparing poems Understanding the author's craft	Poetry :Comparing poems Understanding the author's craft	Drama/ Plays King of Shadows Act 2 Scene 3	Drama/ Plays King of Shadows Act 2 Scene 3	Drama/ Plays King of Shadows Act 2 Scene 3
	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. AO1, AO2 PRACTICE QUESTION- PROSE	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. AO1, AO2	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. AO1, AO2 ASSESSMENT 4 PROSE	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. I love me Mudder by Benjamin Zephaniah. Mother to Son by Langston Hughes AO 1, AO 2	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. ELECTRONIC BRAIN and I WANT TRAINERS – NORMAN SILVER AO 1, AO 2 PRACTICE QUESTION- POETRY	Close reading of the play King of Shadows Act 2 Scene 1 and 2 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 play. Explain the effect of language, form and structure. AO 1, AO 2 PRACTICE QUESTION- DRAMA	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. AO 1, AO 2 ASSESSMENT 5 DRAMA	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 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. AO 1, AO 2
WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	

Term 2	REVISION King of Shadows	REVISION Prose	REVISION Poetry	Drama/ Plays King of Shadows Act 2 Sc 6-9	Drama/ Plays King of Shadows Act 2 Sc 1	Drama/ Plays King of Shadows Act 1 and 2	Drama/ Plays King of Shadows Act 1 and 2	Poetry Recitation
	Explain the the effect of writer's use of language, form and structure in selected extracts from the play. Explain settings, 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	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 play. Express the understanding of characters. Express relevant personal response. AO1, AO2.	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.	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. AO1, AO2.	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. AO1, AO2.	Read aloud lines from a play in role . 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.	Take on the role of a character and explore thoughts and feelings. Present a memorised performance to an audience. Role play Act 1and 2/Performance of opening song and ending song. A O 7, AO 8.	Draft ,rehearse and perform own compositions of a poem 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. Assess effectiveness of

YEAR 8 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2024 - 2025

YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	POETRY -POETRY SINCE 1789	POETRY -POETRY SINCE 1789	PROSE	PROSE	DRAMA	DRAMA	DRAMA	DRAMA

Term 1	<p>The Mouse and the Cake by Eliza Cook & Sharing by Barbara Vance</p> <p>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.</p> <p>Practice Question- Poetry Critical analysis of poets' use of ideas, language and poetic devices, form and structure.</p> <p>Baseline Test</p>		<p>Pluck by Eva Dobell & Home they Brou</p> <p>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.</p>		<p>THE MAN WITH THE TWISTED LIP</p> <p>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.</p>		<p>THE MAN WITH THE TWISTED LIP</p> <p>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</p> <p>Practice Question- Prose Critical Reading and Writing .</p> <p>ASSESSMENT 2 PROSE</p>		<p>THE MERCHANT OF VENICE ACT1 (SCENE i and ii)</p> <p>RESEARCH on William Shakespeare: Life and Works. Explore the features of comedy and the social, cultural and historical context of The Merchant of</p>	<p>THE MERCHANT OF VENICE ACT1 (SCENE iii)</p> <p>To interpret the playwright's craft in developing the plot, characters and themes. Use appropriate drama terminology. Relevant themes: role of women; usury; stereotypes and prejudice.</p> <p>ASSESSMENT 1 Prose</p>	<p>THE MERCHANT OF VENICE ACT 2 (SCENES i - iv)</p> <p>To interpret the playwright's craft in developing the plot, characters and themes - appearances and deception. Use appropriate drama terminology. Explore Shakespeare's use of comic elements and dramatic irony in Scene (i) Bonds and obligations. Scene (ii) Launcelot's comic speech and clowning. Scene</p>		<p>THE MERCHANT OF VENICE ACT 2 (SCENES v - vi)</p> <p>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 in Act 1 and II. Explore Shylock's actions, thoughts ; and feelings of despair. Comment on the emerging themes of prejudice, racism and equality.</p>	
	WEEK 9		WEEK 10		WEEK 11		WEEK 12		WEEK 13	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
	DRAMA		PROSE		PROSE		DRAMA			DRAMA		DRAMA		
THE MERCHANT OF VENICE ACT 2 (SCENES vii - ix)		THE SCANDAL IN BOHEMIA		THE SPECKLED BAND		THE MERCHANT OF VENICE ACT 3 (SCENES i - ii)		THE MERCHANT OF VENICE ACT 3 (SCENE iii - iv)	THE MERCHANT OF VENICE ACT 3 (SCENE v)		REVISION DRAMA & POETRY		REVISION	PROSE

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 interpret the playwright's craft in developing the plot, characters and themes from ACT I to III Stereotypes and prejudice; Appearances and deception Explore comical elements and dramatic irony presented in scenes. Use appropriate drama terminology. ASSESSMENT 3 Drama	To interpret the playwright's craft in developing the plot, characters and themes - revenge. appearances and deception. Use appropriate drama terminology. Explore comic elements and dramatic irony presented in scenes.	Guidance on interpreting questions, mind mapping key points,timing answers . Revise exam style questions on unseen poems - (Critical analysis and interpretation) comparing poets' ideas, events; poets' use of language and poetic techniques; poets' use of form and structure Revise exam	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			
	YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	POETRY- POETRY SINCE 1789	POETRY POETRY SINCE 1789	DRAMA	DRAMA		PROSE	PROSE	PROSE		POETRY SINCE 1789
	The Song of the Bee by Marian Douglas & The Seedling by Laurence Dunbar	Ageing Schoolmaster by Vernon Scannell & 'The Village Schoolmaster' by Oliver Goldsmith	THE MERCHANT OF VENICE ACT 4 (SCENE i)	THE MERCHANT OF VENICE ACT 4 (SCENES i - ii)		THE ENGINEER'S THUMB	THE RED - HEADED LEAGUE	RED - HEADED LEAGUE		The Wild Swans at Coole by William Butler Yeats & Autumn Song by Dante Gabriel Rossetti

Term 2	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		To explore and analyse plot, characters, themes, viewpoints and narrative style. Relate text to the social, cultural and historical context. Understand and use appropriate		Discuss Q.a. sample answers. 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		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 poems		
	WEEK 9 PROSE		WEEK 10 PROSE		WEEK 11 POETRY/DRAMA		WEEK 12 PROSE		13 DRAMA PROSE/WEEK 14 DRAMA		WK 15 DRAMA		WK 16 DRAMA				
THE FIVE ORANGE PIPS		REVISION - FINAL EXAM		REVISION - FINAL EXAM		THE MERCHANT OF VENICE ACT 5 (SCENE i)		THE MERCHANT OF VENICE Role Play/ Hot/ Seating/ Quiz		E OF IDEONAN DOYLE/Agatha Christie		ARTHUR CONAN DOYLE/ Agatha Christie					
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 closing scene and its bearing on the plot.		Interview characters in role; ask and answer questions. Present a review of the play Express informed personal response. Role play		To read, understand and express informed personal response to the story. To explore and analyse plot, characters, themes, viewpoints and narrative style.		Group Discussion on success of Detective Stories - range and variety of crime; element of mystery; setting; characters.		Create collage of themes, settings in modern poetry. Write poems, illustrate and present		Presentation of research work.	

YEAR 9 ENGLISH LITERATURE LONG TERM PLAN with CURRICULUM STANDARDS 2024-2025

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	POETRY (RELATIONSHIP)	POETRY (RELATIONSHIP)	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	THE TEMPEST	THE TEMPEST
	UNSEEN POETRY / NETTLES	VALENTINE & I WANNA BE YOURS	(INTRODUCTION AND BACKGROUND) PREFACE AND LETTER 1	LETTERS 2-4	VOLUME I CHAPTERS 1-2	VOLUME I CHAPTERS 3-4	INTRODUCTION THE TEMPEST ACT-1, SCENE 1	THE TEMPEST ACT 1, SCENE 2 (Lines 1-320)

Term 1	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) BASELINE TEST	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	To introduce setting and explore the socio/cultural, historical/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) Assessment-1 - Comparison of poetry (AO1, AO2, AO3)	To introduce setting and explore the socio/cultural, historical/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- Frankenstein	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.	To explore aspects of plot, characterisation, events and settings, and their effects. To make critical comparisons, referring to the contexts, themes, characterisation, style. (AO1, AO2, AO3) Assessment 2 - Frankenstein Q1a, Q1b (AO1, AO2, AO3)	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)
	WEEK 9 THE TEMPEST	WEEK 10 THE TEMPEST	WEEK 11 THE TEMPEST	WEEK 12 THE TEMPEST	WEEK 13 FRANKENSTEIN	WEEK 14 FRANKENSTEIN	WEEK 15 POETRY (RELATIONSHIP)	WEEK 16 REVISION
Term 1	THE TEMPEST ACT 1, SCENE 2 (Lines 321-505)	THE TEMPEST ACT 2, SCENE 1 (Lines 1-190)	THE TEMPEST ACT 2, SCENE 1 (Lines 191-321)	THE TEMPEST ACT 2, SCENE 2	VOLUME I CHAPTERS 5-8 VOLUME II - CHAPTER 1	VOLUME II CHAPTERS 2-5	ONE FLESH & MY FATHER WOULD NOT SHOW	FRANKENSTEIN LETTERS AND VOLUME I AND VOLUME II & THE TEMPEST ACT 1-2
	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	Interpret plot development, character development and related themes. Analyse Shakespeare's use of language form and structure. Interpret social, cultural, historical context. Classwork: Question based on an extract (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) Assessment-3- The Tempest	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) Practice Question- Frankenstein	Analyse the underlying themes or issues in a range of different contexts. (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	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	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	FRANKENSTEIN	THE TEMPEST	THE TEMPEST	THE TEMPEST	THE TEMPEST
	VOLUME II CHAPTERS 6-8 VOLUME III CHAPTER 1	VOLUME III CHAPTERS 2-4	VOLUME III CHAPTERS 5-6	VOLUME III CHAPTER 7	THE TEMPEST ACT 3, SCENE 1-2	THE TEMPEST ACT 3, SCENE 3	THE TEMPEST ACT 4 SCENE 1 (Lines-1-139)	THE TEMPEST ACT 4 SCENE 1 (Lines-139-262)
Interpretation 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, identifying implied and explicit meanings (AO1, AO2, AO3) Practice Question- Frankenstein	To read, understand and respond to text while maintaining a critical style and develop an informed personal response Assessment 1- Frankenstein 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)	Develop interpretations of whole texts, recognising links between ideas, themes or characters and supporting points with detailed textual evidence. Assessment 2 - The Tempest- Q1a and Q1b (AO1, AO2, AO3)	
Term 2	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	POETRY (BELONGING)	POETRY (BELONGING)/ REVIEW	PROSE / DRAMA - REVIEW	DRAMA	DRAMA	DRAMA	DRAMA	DRAMA
PECKHAM LANE, US & REFUGEES . UNSEEN POETRY	IN WALES, WANTING TO BE, & KUMUKANDA. UNSEEN POETRY	REVIEW FRANKENSTEIN, and THE TEMPEST	THE TEMPEST ACT 5 SCENE 1 (Lines 1-170)	THE TEMPEST ACT 5 SCENE 1 (Lines 172-315)	THE TEMPEST ACT 1 - 5	EPILOGUE & THE TEMPEST ACT 1-5	THE TEMPEST ACT 1-5	
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 Assessment 3-Comparison of studied poetry (AO1, AO2, AO3)	Evaluate how specific words and phrases 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; (AO1, AO2, AO3)	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. Express informed personal response (AO1, AO2, AO3) Practice Question- The Tempest	To read, understand and respond to ideas, viewpoints, themes and purposes in texts. Perform selected parts of the play	To read, understand and respond to ideas, viewpoints, themes and purposes in texts. Role-play - Hot seating characters; Interview author; Prospero; Miranda; Ferdinand; Alonso; Antonio.	
YEAR 10 LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS 2024-2025								
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Prose	Reading - Prose	Reading - Prose
	Introduction to Shakespeare & Shakespearean Tragedy Act 1 Scene 1 (4)	Macbeth-Act 1 Sc 1 & 2 (4)	Macbeth-Act 1 Sc 3 (4)	Macbeth-Act 1 Sc 4-5 (4)	Macbeth-Act 1 Sc 6 & 7 (4)	Introduction to DJ&MH & 19th Century Literary Traditions (4) Chapter -1	DJAMH Chapter 1 (Contd.) and Chapter 2 (4)	DJAMH Chapter 3 (4)

To read with insight and engagement, understanding the writer's use of dramatic irony, linguistic and structural devices. (An Inspector Calls Practice Question)	To examine the use of Writer's craft, literary and linguistic devices, dramatic irony and stage directions	To explore characters, analyse themes and comment on style.	To compare the poets' portrayals of the theme through their use of language, form and structure.	To explore characters, analyse themes & comment on style.	To explore and trace the development of conflict in Acts 1 to 3.	To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.	To explore & trace the conflict devt through the 3 acts
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GRADE 11 - LITERATURE LONG TERM PLAN WITH CURRICULUM STANDARDS (2024-2025)

GRADE 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Reading-Poetry (Unseen)	Reading - Poetry (Relationships - Contemporary)	Reading - Poetry (Relationships -Contemporary)	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Drama	Reading - Prose
	Unseen poetry Comparative study (4)	A Child to his Sick Grandfather & 1st Date – She and 1st Date – He (4)	The Manhunt & Love's Dog (4)	Macbeth Recap upto Act 2 (4)	Macbeth Recap upto Act 3 (4)	Macbeth Act 4 Scene 1 &2 (4)	Macbeth Act 4 Scene 3 (4)	DJAMH Recap of chs. 1 to 6 (4)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives. <i>TERM I DIAGNOSTIC ASSESSMENT (UNSEEN POEMS COMPARATIVE STUDY)</i>	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 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. <i>TERM I ASSESSMENT 1 (ANTHOLOGY POEMS COMPARATIVE STUDY)</i>	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. <i>TERM I ASSESSMENT 2 (DRAMA-MACBETH)</i>
Term 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Reading - Prose	Reading - Prose	Reading - Play	Reading - Play	Reading - Play	Reading - Poetry (Belonging)	Reading - Prose	DJAMH / Poetry / Play
	DJAMH Ch- 7 (4)	DJAMH Ch- 8 (4)	An Inspector Calls Act 1&Act 11 (Pages 1- 49) (4)	An Inspector Calls Act III (Pages 50- 62) (4)	An Inspector Calls Act III (Pages 63- 72) (4)	To My Sister & Sunday Dip (4)	DJAMH Ch- 9 (4)	Review Study (4)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
To explore the development and show critical appreciation of the plot,characters and themes.	To explore the development and show critical appreciation of the plot,characters and themes.	To explore the development and show critical appreciation of the plot,characters and themes. <i>TERM I ASSESSMENT 3 (PROSE- DJAMH)</i>	To explore the development and show critical appreciation of the plot,characters and themes.	To explore the development and show critical appreciation of the plot,characters and themes.	To explore the development and show critical appreciation of the plot,characters and themes.	To understand and analyse writers' use of language, structure and form and how these are used to create literary effects	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. <i>TERM I ASSESSMENT 4 (PROSE- DJAMH)</i>	To explore characters, themes, incidents and writer's craft through use of literary and linguistic devices. To compare mood, tone, structure and use of poetic devices
Term 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading - Prose	Reading - Poetry (Belonging)	Reading - Drama	Reading- Drama	Reading- Drama	Reading - Prose	Reading - Poetry	Reading - Drama
	DJAMH Ch- 10 (4)	Mild the Mist Upon the Hill & Captain Cook (4)	Macbeth Act 5 Scenes 1 - 3 (4)	Macbeth Act 5 Scenes 4 - 6 (4)	Macbeth Act 5 Scenes 7 - 9 (4)	Review Study DJAMH (4)	Review Study DJAMH (4)	Macbeth Acts 1-5 & AIC Acts 1-3
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
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. <i>TERM II ASSESSMENT 1 (P1)</i>	To integrate and interpret the plot, characters, themes and the writer's craft and give a 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 setting <i>TERM II ASSESSMENT 2 (P2)</i>	To integrate and interpret the plot, characters, themes and the writer's craft and give a 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	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)							

	<p>* 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</p>	<p>* 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</p>	<p>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</p>	<p>* 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</p>	<p>* 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</p>	<p>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</p>	<p>* 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</p>	<p>Discuss Exam Style Questions - interpretation of question words, introductory and concluding paragraphs, developing,embedding quotations.Assessment - Poetry</p>
Year 13	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose- Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After	Reading - Prose-Colonisation and After
	Heart of Darkness Part II (Towards the evening...water was steep) (3)	Heart of Darkness Part II (We tore slowly along...had found time for!) (3)	Heart of Darkness Part II-III (But this must have been...the eternal slumber) (3)	Heart of Darkness Part III (I'm not disclosing...Krutz's friend-in-a way) (3)	Heart of Darkness Part III ("He said with a good deal...nothing more for smoke) (3)	Heart of Darkness Part III (The brown current...immense darkness) (3)	Lonely Londoners (Pages 106-120- "Ah, you does say...turn down the gas a little) (3)	Lonely Londoners (Pages 121-139-"You all right...till the end) (3)
	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. TERM II ASSESSMENT 1 (UNSEEN POETRY)	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 TERM II ASSESSMENT 2 (COMPARATIVE STUDY OF NOVELS)	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	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading
	Hamlet Act IV Scene V-VII (3)	Hamlet Act V Scene I (3)	Hamlet Act V Scene II (3)	Tennyson - From In Memoriam / From Maud (3)	Tennyson - From In Memoriam / From Maud (3)	Tennyson - From In Memoriam / From Maud (3)	Revision - Victorian Verse (3)	Revision- Shakespeare (3)
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	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	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 different contexts.AO3. Integrate different interpretations in critical response AO5	* 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	* 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	* 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	*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 Assessment on Hamlet.
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 UnseenPoems (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	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16

	Reading
	Revision- Shakespeare (3)
	Learning Obj
	<p>*Express informed critical response. AO1 Analyse characterisation, theme, language and dramatic techniques. AO2.</p> <p>* Explore the significance and influence of different contexts AO3.</p> <p>*Integrate different interpretations in critical response AO5</p>
MOCK EXAMS followed by BOARD EXAMINATIONS 2024	