

English Curriculum Overview

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	People and their Stories		Heroes and Villains		Islands and Adventures	
Topic Objectives	To explore the key ideas and begin to analyse: • 'I Am Malala' - Malala Yousafzai • 'I am Mark Beaumont' – Mark Beaumont • 'Once' – Morris Gleitzman • 'Twist!' – Andrew Alty (play) • Assorted Christmas Poetry – Various Poets As a tool to: • Create a newspaper article • Create an identity poem • Create a scene written from two perspectives • Create a chapter from an autobiography • Create a Christmas Poem		To explore the key ideas and begin to analyse: • 'The Odyssey' – Geraldine McCaughrean • 'Richard III – A Shakespeare Stories' – Andrew Matthews and Tony Ross • Heroes and Villains Poetry – Various Poets • 'Montmorency' – Eleanor Updale • 'The Twelve Labours of Herakles' and 'Theseus and the Minotaur' – adapted by Mrs Mant As a tool to: • Create an evaluative essay • Design and explain set design • Analyse poetry • Create a letter • Compare characters using language analysis		To explore the key ideas and begin to analyse: • 'Kensuke's Kingdom' – Michael Morpurgo • 'Trash' – Andy Mulligan • Adventure Poetry – Various Poets As a tool to: • Create the opening to an adventure story • Create a convincing character • Analyse poetry • Create a diary entry	
Acquired Knowledge/ Skills	Newspaper writing: • Genre conventions • Five Ws • Active vs passive voice • Simple sentences • Standard English and Register Identity poem: • Analysis of poetry		Essay writing: • Pathos, ethos, logos • Modal and imperative verbs • AFOREST devices • Modifying and modifiers Explanation of set design: • Mise-en-scene – general overview and colour		Opening to adventure story: • Narrative voice • Flashbacks • Pathetic Fallacy • Dialogue • Instruction Character description: • Opening dialogue	

	• Anaphora • Performance skills Perspective writing: • Types of perspective • Adjectives and adverbs • Synonyms and antonyms • Subordinate clauses • Upgrading vocabulary Autobiography writing: • Temporal connectives • Punctuation – commas, colons and semi-colons • Similes and Metaphors • Feelings- Vocabulary • Talking about the future Christmas Poetry: • Poetry Analysis		• Costume and make up • Setting and props • How to present ideas (Oracy skills) • Poetry analysis Letter writing: • Genre conventions • Cohesive devices/cohesions • ISPACE sentence starters • Punctuation -ellipsis, exclamation marks, apostrophes, question marks • Extended metaphors Greek Myth Comparison: • Comprehension • Inference and supporting evidence • Forming opinions • Key word analysis		• Setting • Complex sentences • Character's backstory • Physical description Adventure poetry/diary entry: • Poetry analysis • Genre conventions • Emotive language • Structure – chronological order • Conjunctions	
Assessments	Baseline assessment Writing Burst 1 – Newspaper Article Writing Burst 2 – Performance Poetry Writing Burst 3 – Scene written from two perspectives	Writing Burst 4 – Chapter from an autobiography of Oliver Twist Writing Burst 5 – Christmas Poem	Writing Burst 6 -Essay Writing – Is Odysseus a hero? Writing Burst 7 – Verbal Explanation for staging of Richard III Spring Term Assessment	Writing Burst 8 – Letter to Montmorency Writing Burst 9 – Comparison of Greek Heroes	Writing Burst 10 – Opening to an adventure story	Writing Burst 11 – Convincing character description Writing Burst 12 – Diary entry from the perspective of a character in a poem
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener curriculum: Places around the world, overcrowding. SMSC: religions, kindness, understanding, acceptance, ethics, communication, heritage, traditions, Holocaust, religion. FBV: Respect, tolerance, democracy, individual liberty, the rule of law.		Greener curriculum: overcrowding and living conditions in the past, journeys around the world. SMSC: ethics, laws, morality, pride, resilience, respect, spirituality. FBV: individual liberty, diversity, the rule of law, mutual respect.		Greener curriculum: islands and the world. SMSC: Influences, integrity, lifestyle, relationships, communication, ethics, kindness. FBV: tolerance, the rule of law, mutual respect, individual liberty.	

English Curriculum Overview

Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Suspense and the Supernatural		Causes and Campaigns		People and their Places	
Topic Objectives	To explore the key ideas and begin to analyse: 'Frankenstein, a play' By Phillip Pullman 'Cirque du Freak' By Darren O'Shaughnessy 'Macbeth' By William Shakespeare 'The Little Match Girl' By Hans Christian Andersen As a tool to: - Create a newspaper article - Create an evaluative essay - Create and justify an appropriate set design - Create a description of a winter setting		To explore the key ideas and begin to analyse: 'Animal Rights Leaflets' by various writers 'Political Speeches' by Obama, Gandhi, Mary Prince, Martin Luther King and Malala 'Of Mice and Men' By John Steinbeck 'Slam Poetry' by Prince Ea and Taylor Mali As a tool to: - Create a persuasive leaflet - Create and deliver a persuasive speech - Create an evaluative essay, linking to Context - Deliver a Slam Poetry performance		To explore the key ideas and begin to analyse: 'Asha and the Spirit Bird' By Jasbinder Bilan 'African and Asian Poetry' Various poets 'Travel Writing' Various writers As a tool to: - Create a description of a Journey - Create a poetry analysis essay - Create a travel guide	
Acquired Knowledge/ Skills	Newspaper writing: - Facts and Statistics - Accurately quoting others - Using formal English - Being impartial - Parenthesis Evaluative Essay: - Selecting relevant quotes and accurate citation - Forming opinions based on evidence - Explaining nuanced opinions		Persuasive Leaflet: - Triples - Rhetorical Questions - Emotive Language - Hyperbole & superlative - Colons to introduce Lists Persuasive Speech: - Picture This: paragraphs (revisiting colon) - Extended Metaphors - Cyclical structure		Journey Description: - Story Hill Structure 1st person narratives - Internal monologues - Show not tell emotions - Effective & accurate Dialogue Poetry essay, featuring Analysis of: 'Search for my tongue' by Sujata Bhatt 'Presents from my Aunts in Pakistan' Moniza Alvi 'Night of the Scorpion' by Nissim Exekiel	

	- Explaining words in isolation - Explaining words and whole quotations Set Design: - Colour connotations - Mise-en-scene - Proxemics to show relationships - Levels to show hierarchy - Developing reasoning (giving multiple reasons for decisions) Setting Description: - Pathetic Fallacy - Sensory Language - Semi-colons to build complex sentences		- Anaphora - Range of persuasive devices Evaluative Essay: - Linking to context: Great Depression - Linking to context: African Americans - Linking to context: Women - Linking to Context: treatment elderly & disabled - Understanding writer's perspective Slam Poetry Performance: - Tone of voice - Use of metaphor - Punctuation to add emphasis when spoken - hyphens for pauses etc.		'Nothing's changed' by Tatamkhulu Afrika 'Telephone Conversation' by Wole Soyinka 'Not My Business' by Nuyi Osundare Travel Writing: - Conversational tone - past tense & 1st person narrator - How to provide hints and tips - use of modal verbs - Revisit use of senses & facts - Writer's emotions - Dramatic Language	
Assessments	Writing Burst 1 – Newspaper Article Writing Burst 2 – Evaluative Essay	Writing Burst 3 – Set Design Writing Burst 4 – Winter description Autumn Assessment	Writing Burst 5 – text for a persuasive leaflet Writing Burst 6 – Speech writing and delivery	Writing Burst 7 – Evaluative Essay Writing Burst 8 – Slam Poetry performance Spring Assessment	Writing Burst 9 – Journey Description	Writing Burst 10 – Poetry Essay Writing Burst 11 – Travel writing
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener curriculum: The impact of the environment, living conditions in the past. SMSC: ethics, traditions, understanding, heritage. FBV: Respect, individual liberty, the rule of law.		Greener curriculum: texts from across the globe, animals and the environment, living conditions in the past. SMSC: ethics, laws, politics, confidence, ambition. FBV: democracy, tolerance, kindness.		Greener curriculum: texts from around the world. SMSC: religions, spirituality, kindness, acceptance, relationships, heritage, traditions. FBV: tolerance, learning about diversity, learning about different faiths and cultures.	

English Curriculum Overview

Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Conflict and Class		Gender and Society		GCSE Text (Modern Text: Lord of The Flies)	
Topic Objectives	To explore the key ideas and begin to analyse: • Various war poetry to include Dulce et Decorum est & War Photographer • News articles on Just War Theory, discrimination of: soldiers, class system accentism and Grenfell Tower. • 'Journey's End' – R.C.Sherriff • 'Stone Cold' – Robert Swindells • 'An Inspector Calls' – J.B.Priestly As a tool to: • Create a descriptive piece of writing from first person perspective • Analysis of language in poetry/non-fiction • Create a speech • Create an evaluative essay • Create a dramatic monologue		To explore the key ideas and begin to analyse: • Various non-fiction articles regarding feminism/gender inequality/misogyny • Gender poetry to include: Salome, Havisham & Phenomenal Woman • Extracts from Emmeline Pankhurst's 'My Own Story' • Extract from Shakespeare's 'Much Ado About Nothing' As a tool to: • Analyse poetry (comparison essay) • Create a letter • Compare characters soliloquies • 60 Second Shakespeare/Script writing		• To develop understanding of writer's methods within the set text. • To develop essay writing skills and exam technique. • To develop how contextual influence affects the text. • To develop analysis of writer's methods (including quotation analysis). • To develop use of high level vocabulary in order to develop conceptual understanding. • To become familiar with KS4 expectations and the GCSE English Literature syllabus.	
Acquired Knowledge/ Skills	First person perspective writing: • Five senses • Topic specific vocabulary • Varying sentence lengths Language analysis: • Exploring meaning/connotations		Poetry analysis: • Inference and supporting evidence • Structural analysis • Poetic techniques • Comparative vocabulary Letter: • Vocabulary		• Who was William Golding? • Who Ralph? • Who is Jack? • Who are Piggy, Simon and Roger? • Civilisation vs. Savagery • Who are Samneric? • What is more important: fire or hunting? • Innate evil	

	- Effect of language Speech writing: - Emotive language - Sentence structures - Aristotelian triad Evaluative essay: - Comprehension - Inference and supporting evidence - Forming opinions - Key word analysis Dramatic monologue: - Expressing points of view - Engaging openings		- Cohesion/cohesive devices - ARIPEFOREST - Aristotelian triad Comparing Shakespeare's soliloquies: - Comprehension - Inference and supporting evidence - Forming opinions - Key word analysis 60 Second Shakespeare/Script writing: - Understanding the features of a drama text - Rules of dialogue - Movement/positioning		- The importance of the 'Beast' - The 'littluns' as a collective - Hobbes vs. Locke - What is the role of: the conch, the fire, the shelters, the LOTF, the island, violence, hunting, Piggy's Glasses, uniform, language - What becomes of the boys? - Exam technique	
Assessments	Writing Burst 1 – Creative Writing (first person perspective as soldier) Writing Burst 2 – Language analysis Autumn Term Assessment Writing Burst 3 Speech	Writing Burst 4 Evaluative essay Writing Burst 5 – Dramatic Monologue	Writing Burst 6 - Poetry analysis – Salome vs. Havisham Writing Burst 7 – Letter writing from the perspective of a suffragette Spring Term Assessment	Writing Burst 8 – Comparing Shakespeare's soliloquies Writing Burst 9 – 60 Second Shakespeare	Writing Burst 10 – Descriptive writing of the island Writing Burst 11 - Evaluative essay	Summer Term Assessment Writing Burst 12 – Essay – in class feedback.
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener curriculum: living conditions in the trenches/WWI/homelessness in UK. SMSC: ethics, laws, morality, pride, resilience, respect, socialism. FBV: individual liberty, diversity, the rule of law, mutual respect.		Greener curriculum: living conditions for women in the past, journeys around the world (MAAN: Italy). SMSC: ethics, laws, morality, pride, resilience, respect, gender equality, feminism. FBV: individual liberty, diversity, the rule of law, mutual respect.		Greener curriculum: island living – respect for nature – the island as a utopia/dystopia. SMSC: spirituality, kindness, acceptance, ethics, laws, communication, relationships, assertiveness, lifestyle. FBV: tolerance, democracy, mutual respect, the rule of law, individual liberty.	

English Language Curriculum Overview

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Medicine	Christmas	Disaster	Titanic	Exploration and Adventure	Revision and Feedback
Topic Objectives	To explore the theme above through unseen texts, using Reciprocal Reading Strategies. Use this vocabulary and knowledge to explore each question on the English Language exams.					To revise for the end of Year 10 mock exams and reflect on feedback.
Acquired Knowledge/ Skills	Language analysis: - Denotation, connotation, effect on reader – whole phrase - Developing key word analysis Structure analysis: - Identifying changes in time, person, topic and place Evaluation: - Giving evidence to support opinions Summary of differences:	Language analysis: - Identifying ARIPEFOREST devices Summary of differences: - Difference, evidence, inferences Comparison of viewpoint: - Explaining how method links to viewpoint Non-fiction writing: - PWAARL	Language analysis: - Embedding a quotation - WHAT-HOW-WHY paragraphs Structure analysis: - WHAT-HOW-WHY paragraphs Evaluation: - Planning responses Summary of differences: - DEICDEI paragraphs Fiction writing: - WCDFW planning	Language analysis: - WHAT-HOW-WHY paragraphs Structure analysis: - WHAT-HOW-WHY paragraphs Evaluation: - Full paragraph responses Summary of differences: - DEICDEI paragraph Comparison of viewpoint: - Table planning	Language analysis: - Focus on the how – developing explanations - Building of previous effect of language Structure analysis: - Effect of structural choices Evaluation: - Ensuring quotations well matched to reasoning Summary of differences:	As appropriate for the class in lead up to year 10 PPE. Feedback and teacher 'DTT' dependent on class teacher.

	• Clear inferences and evidence Comparison of viewpoint: • Identifying perspective • Linking perspectives to evidence • Short explanations Fiction writing: • Colour vocabulary Non-fiction writing: • ARIPEFOREST devices		Non-fiction writing: • ISPACE sentence starters	Fiction writing: • Variety of punctuation Non-fiction writing: • Sentence types	• DEICDEI paragraph Fiction writing: • Cohesion - prepositions	
Assessments	Class work assessed: • P2Q5 Class mini assessment	Class work assessed: • P2Q5	Assessment – Paper 2	Class work assessed: • P2Q3 • P1Q2		Year 10 PPE – Paper 1
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: ethics, respect, integrity, kindness. FBV: mutual respect, tolerance, democracy.	SMSC: lifestyle, pride, religions, traditions. FBV: tolerance, mutual respect.	Greener curriculum: manmade/natural disaster. SMSC: spirituality, understanding, kindness, resilience. FBV: the rule of law, mutual respect.	Greener curriculum: manmade/natural disaster, icecaps. SMSC: spirituality, understanding, kindness, resilience. FBV: mutual respect.	Greener curriculum: travel and the earth. SMSC: lifestyle, influences, respect. FBV: individual liberty, mutual respect.	

English Literature Curriculum Overview

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	'A Christmas Carol' – Charles Dickens		'Lord of the Flies' – William Golding	'Romeo and Juliet' - Shakespeare		Revision
Topic Objectives	- To develop understanding of writer's methods within the set text. - To develop essay writing skills and exam technique. - To develop how contextual influence affects the text. - To develop analysis of writer's methods (including quotation analysis). - To make links between the set texts and ideas from elsewhere in the study of literature. - To develop use of high level vocabulary in order to develop conceptual understanding.		- To revise key points of the set text from year 9. - To explore the use of symbols in the novel. - To develop essay writing skills and exam technique. - To develop conceptual understanding of key themes.	- To develop understanding of writer's methods within the set text. - To develop essay writing skills and exam technique. - To develop how contextual influence affects the text. - To develop analysis of writer's methods (including quotation analysis). - To make links between the set texts and ideas from elsewhere in the study of literature. - To develop use of high level vocabulary in order to develop conceptual understanding.		To revise for the end of year 10 mock exams and reflect on feedback.
Acquired Knowledge/ Skills	- Who was Charles Dickens? - Who is Scrooge? - Who is Fred? - Malthusian Theory - Who is Jacob Marley? - Who is the Ghost of Christmas Past? - What does the Ghost of Christmas Past show Scrooge? - Who is Fezziwig? - Which event affects Scrooge the most? - Who is the Ghost of Christmas Present? - Who are the Cratchits?		- Who is Ralph? - Who is Jack? - Who is Piggy? - Who is Simon? - Who is Roger? - Who are the Littl'uns? - What is the role of: the conch, the fire, the shelters, the LOTF, the island, violence,	- Who was William Shakespeare? - Context of Elizabethan theatre - The Prologue - Fate - Motagues vs Capulets - Who is Romeo? - How is Romeo presented compared with other male characters? - What is the role of women in the play? - What are the relationships between women in the play like? - What are the main themes of the novel?		As appropriate for the class in lead up to year 10 PPE. Feedback and teacher 'DTT' dependent on class teacher.

	• The Lost Generation • Who are Ignorance and Want and what is their message? • Who is the Ghost of Christmas Yet to Come and what does it shows Scrooge? • What makes Scrooge's feelings change? • What becomes of Scrooge? • Exam technique		hunting, Piggy's Glasses, uniform, language • Exam technique	• How does Shakespeare use his characters to present ideas about gender? • Is Romeo and Juliet's love superficial? • Who is Friar Lawrence? • Who is Juliet Capulet? • What is the impact of violence in the play? • What part does Friar Lawrence play in the play? • What becomes of Romeo and Juliet? • Exam technique		
Assessments	In class feedback – essays x 2 Mini-assessment essay	In class feedback – essays x 3	In class feedback – essays x 2 Classroom assessment	In class feedback – essay x 1	In class feedback – essay x 2	Year 10 Mock exam – Paper 1
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener curriculum: Industrial revolution and impact on population, climate. SMSC: religion, spirituality, kindness, acceptance, law, pride, relationships, traditions. FBV: mutual respect, tolerance, individual liberty, the rule of law.		Greener curriculum: island living – respect for nature – the island as a utopia/dystopia. SMSC: spirituality, kindness, acceptance, ethics, laws, communication, relationships, assertiveness, lifestyle. FBV: tolerance, democracy, mutual respect, the rule of law, individual liberty.	SMSC: religion, acceptance, ethics, laws, pride, relationships, respect, lifestyle, heritage. FBV: rule of law, democracy, tolerance, mutual respect, individual liberty.		

English Language Curriculum Overview

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Crime and Punishment	Rich and Poor, World of Work	School and Childhood, Science and Wonder	Science and Wonder, Revision	Revision	
Topic Objectives	To explore the theme above through unseen texts, using Reciprocal Reading Strategies. Use this vocabulary and knowledge to explore each question on the English Language exams.	To explore the theme above through unseen texts, using Reciprocal Reading Strategies. Use this vocabulary and knowledge to explore each question on the English Language exams.	To explore the theme above through unseen texts, using Reciprocal Reading Strategies. Use this vocabulary and knowledge to explore each question on the English Language exams.	To explore the theme above through unseen texts, using Reciprocal Reading Strategies. Use this vocabulary and knowledge to explore each question on the English Language exams.	To revise for GCSE exams.	
Acquired Knowledge/ Skills	Targeted development of the key skills below, based on the class's emerging needs: • Language analysis • Structure analysis • Evaluation • Summary of differences • Fiction writing • Non-fiction writing.	Targeted development of the key skills below, based on the class's emerging needs: • Language analysis • Structure analysis • Evaluation • Summary of differences • Fiction writing • Non-fiction writing.	Targeted development of the key skills below, based on the class's emerging needs: • Language analysis • Structure analysis • Evaluation • Summary of differences • Fiction writing • Non-fiction writing.	Targeted development of the key skills below, based on the class's emerging needs: • Language analysis • Structure analysis • Evaluation • Summary of differences • Fiction writing • Non-fiction writing.	Full responses for: • Language analysis • Structure analysis • Evaluation • Summary of differences • Fiction writing • Non-fiction writing.	

Assessments	Class work assessed: • P2Q4 • P2Q5	PPE exam – English Language Paper 2 Spoken Language Endorsement Class work assessed: • P1Q5	Class work assessed: • P1Q4 • P1Q1,2,3	PPE exam – English Language Paper 1	As required to support student in lead up to exams, including Walking Talking Mocks.	
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: ethics, laws, integrity, understanding, acceptance. FBV: mutual respect, rule of law, democracy, individual liberty.	SMSC: ethics, laws, pride, resilience, integrity, respect, acceptance, lifestyle, ambition. FBV: mutual respect, individual liberty, democracy.	SMSC: ethics, laws, pride, resilience, integrity, respect, acceptance, lifestyle, ambition. FBV: mutual respect, individual liberty, democracy.	SMSC: ethics, laws, pride, resilience, integrity, respect, acceptance, lifestyle, ambition. FBV: mutual respect, individual liberty, democracy.		

English Literature Curriculum Overview

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Power and Conflict Poetry	Unseen Poetry and Revision	Revision	Revision	Revision	
Topic Objectives	• To develop understanding of writer’s methods within the set text. • To develop essay writing skills and exam technique. • To develop how contextual influence affects the text. • To develop analysis of writer’s methods (including quotation analysis). • To make links between the set texts and ideas from elsewhere in the study of literature.	• To develop unseen poetry analysis. • To develop metacognitive strategies for approaching an unseen text. • To revise key points of the set texts. • To explore the use of and characters in the set texts. • To develop essay writing skills and exam technique.	As appropriate for the emerging needs of the class in the lead up to PPEs and then Final Exams, covering all the acquired knowledge and skills covered in Year 10 and Year 11.			

Acquired Knowledge/ Skills	Understanding of the 15 Power and Conflict Poems. Poetry analysis. Links between texts.	Unseen Poetry analysis.	Recall of all acquired knowledge and skills of the course so far.		
Assessments	In-class feedback – 2 essays (minimum)	In-class feedback – 1 essay Year 11 PPE 1 – English Literature Paper 2	In-class feedback – 2 essays (minimum)	Year 11 PPE 2 – English Literature Paper 1	
Other Links (e.g. SMSC, FBV, Greener Curriculum)	Greener curriculum: power of nature, mankind's abuse of nature. SMSC and FBV: the majority of SMSC and FBV will be covered due the breadth of poems covered and the nature of poetry as a genre.	Dependent on poems selected by teacher.	As in Year 10.		

Literacy and Sentencing Overview

Key Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Building automaticity in grammar skills developed at KS2. Developing independence and self-checking.	Literacy Basics: Capital letters; end of sentence punctuation; consistent tense Spelling focus: cious and tious; cial and ough	Literacy: Sentence demarcation, clauses and conjunctions Spelling focus: nce/nt/ncy, ible, able and iable	Literacy: Homophones Spelling focus: Homophones and confused words	Literacy: Apostrophes Spelling focus: Silent letters; ough	Literacy: Punctuation Spelling focus: Surplus letters	Literacy: Discourse markers and formality Spelling focus: Surplus letters
Year 8 Varying sentence styles in writing. Further embedding literacy and grammar rules.	Sentence focus: Using adjectives to vary sentencing (13, 14, 15) Spelling focus: Unstressed vowels Literacy refresher: The basics	Sentence focus: Using verbs to vary sentencing (16, 17) Spelling focus: Doubled letters Literacy refresher: Sentence demarcation, clauses and conjunctions	Sentence focus: Using repetition to vary sentencing (18, 19, 20) Spelling focus: Misleading vowels Literacy refresher: Homophones	Sentence focus: Using repetition beyond the sentence (21, 22) Spelling focus: Misleading consonants Literacy refresher: Apostrophes	Sentence focus: Revision of all Spelling focus: Maths key terms Literacy refresher: Punctuation	Sentence focus: Using sentencing to increase your formality (23, 24, 25) Spelling focus: Science key terms Literacy refresher: Discourse markers and formality
Year 9 Sentence crafting for longer, beautiful writing using grammar and punctuation.	Using compound sentences to juxtapose and create contrast Using relative clauses to create an emotional tone Literacy refresher: The basics	Using simple sentences to create hooks and tension Using present participles to create an action sequence Literacy refresher: Sentence demarcation, clauses and conjunctions	Revision and embedding of different sentence styles Literacy refresher: Homophones	Using imperatives to create a call to action Using fragments to create emphasis Literacy refresher: Apostrophes	Using dashes and pairs of dashes to emphasise Using colons to embellish and/or satirise Literacy refresher: Punctuation	Revision & embedding of different sentence styles Literacy refresher: Discourse markers and formality