	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Private Peaceful	Private Peaceful	Private Peaceful	Private Peaceful	Introduction to Shakespeare	Introduction to Shakespeare
	Narrative writing	Transactional writing – speech	Transactional writing –	Transactional writing	Short stories	Short stories
		focus of personal topic of choice.	embedding FLAP and persuasive features			
Content- WHAT will be	Studying Private Peaceful as a	Studying Private Peaceful as a	Studying Private Peaceful as a	Studying Private Peaceful as a	Exploring Shakespeare's lovers,	Exploring Shakespeare's lovers,
learned? What previous	basis for looking at narrative	basis for looking at narrative	basis for looking at narrative	basis for looking at narrative	villains, and tragic heroes through	villains, and tragic heroes through
learning can be linked?	voice, APE writing skills and	voice, APE writing skills and	voice, APE writing skills and	voice, APE writing skills and	extracts. Students can adopt the	extracts. Students can adopt the
Why this	sequencing.	sequencing.	sequencing. Poetry skills are	transactional letter writing to	knowledge of the types of character	knowledge of the types of character
order/ sequence ?			adopted when looking at war	support the embedding of the transactional unit from Minority	and theme that Shakespeare created and utilised in his plays which	and theme that Shakespeare created and utilised in his plays which
			poetry. This feeds into GCSE war poetry in Year 9 and identity	Teacher.	supports Year 8 and Year 10.	supports Year 8 and Year 10. Students
			poetry in Year 8.		Students embed the APE(S) writing	embed the APE(S) writing style from
			,		style from Private Peaceful.	Private Peaceful.
	Identifying what makes an	Writing a range of speeches	How to write a range of different	How to write a range of different	Students read a range of short	Students read a range of short stories
	effective narrative. Basic skills	using modern, educational	types of non-fiction text based	types of non-fiction text based on	stories from authors such as Roald	from authors such as Roald Dahl to
	being utilised from primary (mainly feeder schools).	speeches based on topical issues. This is new learning, so	on a theme park being created. Students need to focus on the	a theme park being created. Students need to focus on the	Dahl to construct tension and ambiguous vocabulary in their	construct tension and ambiguous vocabulary in their narrative writing.
	(mainly recuer schools).	basic skills are adopted focusing	audience and purpose as a	audience and purpose as a	narrative writing. Students are	Students are embedding and
		on students creating a voice.	primary focus here.	primary focus here.	embedding and developing narrative	developing narrative skills adopted in
					skills adopted in Autumn 1 through	Autumn 1 through reading.
Skills- What will be	APE writing – simplified analytical	APE writing – simplified	APE writing – simplified	APE writing – simplified analytical	reading. Students embed APE writing –	Students embed APE writing –
developed?	responses to quotations from the	analytical responses to	analytical responses to	responses to quotations from the	simplified analytical responses to	simplified analytical responses to
	text. Considering the key	quotations from the text.	quotations from the text.	text. Considering the key	quotations from the text. Consider	quotations from the text. Consider the
	messages that Morpurgo wants	Considering the key messages	Considering the key messages	messages that Morpurgo wants	the key messages that Shakespeare	key messages that Shakespeare wants
	to instil in his reader. Students	that Morpurgo wants to instil in	that Morpurgo wants to instil in	to instil in his reader.	wants to instil in his intended	to instil in his intended audience.
	will look at connotations of	his reader.	his reader.	Poetic skills – key messages,	audience. Students create	Students create comparisons between
	words and address the importance of them.		Poetic skills – key messages, techniques, structural features.	techniques, structural features. Analysis of language to write in	comparisons between a variety of villains to discover who is the most	a variety of villains to discover who is the most villainous. Students embed
	importance of them.		Analysis of language to write in	an academic register (APES).	villainous.	oracy skills from the transactional
			an academic register (APES).	Embedding FLAP and persuasive		SOW in Autumn 2 minority SOW.
				features from Minority Teacher SOW.		
	Planning of the story mountain.	Oracy skills are adopted and	Students embed skills of FLAP	Students embed skills of FLAP and	Students focus on the development	Students focus on the development of
	Students are considering their	embedded in line with GCSE	and persuasive features learnt	persuasive features learnt from	of the story mountain and how to be	the story mountain and how to be
	own memories and encouraged to consolidate the planning	Speaking and Listening assessment. Students do	from Autumn 2 into their writing. SPaG skills.	Autumn 2 into their writing. SPaG skills.	concise with their writing. SPaG skills focusing on ambitious vocabulary.	concise with their writing. SPaG skills focusing on ambitious vocabulary.
	process and practice writing for a	complete this style of task in	writing. Srad skills.	SKIIIS.	Tocusing on ambitious vocabulary.	Tocusing on ambicious vocabulary.
	sustained amount of time. SPaG	their primary schools. SPaG				
Key 'How'/'Why'	skills. First World War history –	skills. First World War history – trench	First World War history – trench	First World War history – trench	Key characters and themes of	Key characters and themes of
Questions- What	conscription and trench life.	life.	life.	life.	villainy, love, and relationships which	Shakespeare and considering why he
powerful knowledge will	Effective narrative writing using	Effective narrative writing using	Effective narrative writing using	Effective narrative writing using	Shakespeare created.	created them. Students learn how to
be gained? What	flashback technique used in	flashback technique used in	flashback technique used in	flashback technique used in		debate and embed their transactional
areas/themes/concepts	Private Peaceful.	Private Peaceful.	Private Peaceful. Students	Private Peaceful. Students		writing skill of speech writing and
will be explored?			understand the motive for writing war poetry and begin to	understand the motive for writing war poetry and begin to analyse it		presentation.
			analyse it using subject specific	using subject specific language.		
			language.	, , , , , , , , , , , , , , , , , , ,		
	Planning a successful narrative	Oracy skills – performing in front	Students gain knowledge of	Students gain knowledge of FLAP	Embedding the knowledge of	Embedding the knowledge of planning
	including all features of the 5-	of an audience, practising	FLAP and persuasive features.	and persuasive features. Students	planning a successful narrative	a successful narrative including all
	part structure.	speeches as a revision skill.	Students adopt how to write for	adopt how to write for a specific	including all features of the 5-part	features of the 5-part structure.
			a specific audience and how to	audience and how to vary their	structure. Students focus on building	Students focus on building in tension

			vary their vocabulary to suit the	vocabulary to suit the target	in tension and cohesion in their	and cohesion in their writing using the
			target audience and the	audience and the purpose.	writing using the short stories as	short stories as models.
			purpose.		models.	
SEND- how will support	Scaffolded sheets – developed by	Scaffolded sheets – developed	Scaffolded sheets – developed	Scaffolded sheets – developed by	Shakespearean language defined	Shakespearean language defined
be seen? Seating plans?	staff as they see fit.	by staff as they see fit.	by staff as they see fit.	staff as they see fit.	throughout SOW.	throughout SOW.
Simplified questions?	Utilising the APE structure. Clear	Scaffolded sentence starters	Scaffolded sentence starters	Scaffolded sentence starters	Use of images and videos to embed	Use of images and videos to embed
	sentence starters/colours used to	provided at all opportunities for	provided at all opportunities for	provided at all opportunities for	learning.	learning.
	distinguish the difference.	independent writing.	independent writing.	independent writing.	Scaffolded sheets – developed by	Scaffolded sheets – developed by staff
	Scaffolded sentence starters	Modelled responses provided at	Modelled responses provided at	Modelled responses provided at	staff as they see fit.	as they see fit.
	provided at all opportunities for	the beginning/end of a piece of	the beginning/end of a piece of	the beginning/end of a piece of	Scaffolded sentence starters	Scaffolded sentence starters provided
	independent writing.	writing.	writing.	writing.	provided at all opportunities for	at all opportunities for independent
	Modelled responses provided at				independent writing.	writing.
	the beginning/end of a piece of				Modelled responses provided at the	Modelled responses provided at the
	writing.				beginning/end of a piece of writing.	beginning/end of a piece of writing.
Assessment- What?	LITERATURE: APE writing		LITERATURE: APE writing		LITERATURE: APE writing question -	
Why?	question in line with GCSE extract		question – 'How is war		How is love presented between	
	questions. Simplified through		presented in this extract?'		Romeo and Juliet in the extract?	
	giving students the quotations to		Students given a whole extract		Students given a whole extract to	
	write academically about. No		to replicate the GCSE		replicate the GCSE specification. No	
	more than 30 minutes given for		specification. No more than 30		more than 30 minutes given.	
	this.		minutes given.			
	LANGUAGE: Narrative writing –		LANGUAGE: transactional		LANGUAGE: Narrative writing – use	
	use of the story mountain to		writing. Students to write a		of the story mountain to create a	
	create a narrative with a choice		speech to a group of Year 6		narrative with a choice of title to	
	of title to replicate GCSE exam		students about homework at		replicate GCSE exam style. No more	
	style. No more than 45 minutes		secondary school and how to		than 45 minutes given for this.	
	given for this.		manage their workload.			
			One task to be completed in 30-			
			minute time frame.			
What memory for	Embedding the APE structure	Embedding the APE structure	Interleaving and embedding the	Interleaving and embedding the	Modelling of literature responses in	Modelling of literature responses in a
learning skills will be	through models on the main	through models on the main	APE structure through models	APE structure through models on	a simplified form (APES) to a play of	simplified form (APES) to a play of a
required- modelling?	SOW.	SOW.	on the main SOW.	the main SOW.	a different era.	different era.
Concrete answers?	Retrieval quizzes for plot					
Retrieval?	summary.	summary.	summary.	summary.		
			Learning poetic terminology.	Embedding poetic terminology.		
	Knowledge of the story mountain	Focusing on the conventions of a	Retrieval quizzes for FLAP and	Pupils will need to remember the	Knowledge of the story mountain	Knowledge of the story mountain and
	and effective story openings	speech and reading for meaning	persuasive features.	conventions for each style of	and effective story openings.	effective story openings
		to create a wider cultural capital		writing e.g., how to set out a		
		and understanding of		formal letter, to use subheadings		
		contemporary issues.		in a report etc.		
Literacy- reading,	Reading fluency through teacher	Reading fluency through teacher led	Reading fluency through teacher led			
extended accurate	led reading.	led reading.	led reading.	led reading.	reading.	reading.
writing and oracy	Oracy skills through students	Oracy skills through students reading	Oracy skills through students reading a			
opportunities	reading aloud.	reading aloud.	reading aloud.	reading aloud.	WHOOSH! Aloud and creating a	WHOOSH! aloud.
	Extended writing opportunities	Extended writing opportunities	Extended writing opportunities	Extended writing opportunities	speech.	Extended writing opportunities
	through regular APE writing	Extended writing opportunities	through regular APE writing			
	throughout the SOW to practice	through regular APE writing	throughout the SOW to practice for			
	for assessments.	for assessments.	for assessments.	for assessments.	throughout the SOW to practice for	assessments.
			I .	I .	Laccoccments	İ
					assessments.	
Numeracy/computing skills	Computing – homework quizzes. Main lessons – N/A	Computing – homework quizzes. Main lessons – N/A	Computing – homework quizzes. Main lessons – N/A	Computing – homework quizzes. Main lessons – N/A	Computing – homework quizzes. Main lessons – N/A	Computing – homework quizzes. Main lessons – N/A

Character development	Personal judgements based on ideas in the main SOW e.g. consider your thoughts of Grandma Wolfe. Is she a pleasant character? Would you like her to be your Grandma? Should we treat people equally (Big Joe).	Focusing on propaganda – is it appropriate? Considering relationships between characters – are they behaving appropriately? Writing a speech based on something that students are passionate about. Speeches should evoke a sense of change.	Making personal judgements about the poetry – consideration of issues around relationships, gender, growing up and poverty. Pupils need to be able express their views clearly on a range of different topics within the transactional SOW.	Considering the impact war has on an individual and the reality of war. Ending topic focusing on cowardice – is it right or wrong? Pupils need to be able express their views clearly on a range of different topics within the transactional SOW.	Considering what constitutes as a villain focusing on the moral compass and actions of key characters Shakespeare has created.	Focusing on key theme of love and the ideologies of relationships.
Equality /Diversity opportunities	The presentation of Big Joe who has learning difficulties. Use of personal memories and what they have learnt from past experiences.	Speeches from Malala, Greta Thunburg and Emma Watson shown as models and for students to generate oracy skills.	Consideration of adapting writing for different audiences.	Consideration of adapting writing for different audiences.	Use of personal memories and what they have learnt from past experiences.	A focus on Richard III – disability. Gender representations within Macbeth – who is to blame for the King's death?
Homework/Independent learning	Spelling quizzes – Satchel	General SPaG quizzes Last 2 weeks of term Super Curriculum task — read/write/watch and produce a speech.	Private Peaceful quizzes – revision of the key aspects of the text to embed learning.	Private Peaceful quizzes - revision of the key aspects of the text to embed learning. Super Curriculum task — read/write/watch and produce a speech.	Shakespeare quizzes.	Reading project. Super Curriculum task — read/write/watch and produce a speech.
CIAG coverage/links	Personal opinion Analytical skills Balanced views	Analytical skills	Analytical skills	Analytical skills	Personal opinion.	Personal opinion.
	Creative thinking Reflection on personal experiences	Educational issues around the world. Personal opinions.	Text types have real world uses.	Text types have real world uses.	Creative thinking Reflection on personal experiences	Creative thinking Reflection on personal experiences