

De Lacy: Five-Year Plan English

Year 7	Term 1: September-December	Term 2: January-April	Term 3: April-July
Reading assessment	Baseline: GL Reading Age Test [Written Accuracy Audit /50]	GL Reading Age Test	GL Reading Age Test [Written Accuracy Audit /50]
End of term assessment	Common Assessment: Fiction reading and descriptive writing	Common Assessment: Non-fiction reading and formal letter	Shakespeare – Much Ado About Nothing Analysis of extract
BIG question	‘How can conflict shape our experiences?’	‘What qualities allow people to survive in difficult circumstances?’	When is there a difference between appearance and reality?
Reading ‘Know how to...’	‘Private Peaceful’ by Michael Morpurgo NON-LINEAR NARRATIVE with poems Dulce/Remains plus non-fiction articles on trenches/letters from soldiers. Novel study: extract main points; inference; personal response; make relevant notes; historical context (WW1); rhetorical features for effect; organisation and structure of text.	‘Boys in the Boat’ by Daniel James Brown NON-FICTION with poems, plus non-fiction articles. Autobiography: Extract main points and information; inference and deduction; historical context; literary and grammatical features for effect; organisation and structure of text.	‘Much Ado About Nothing’ by William Shakespeare (extract based- tracking the theme of love and relationships). ARCHAIC with: Sonnet 130 and Sonnet 292 plus non-fiction articles on Elizabethan theatre conventions/extracts from Bill Bryson’s ‘Shakespeare’ Play: identify and understand main ideas and themes; social, cultural and historical context; layout, form and presentation in texts.
Spoken language ‘Know how to...’	Persuasive speech: Identify key features of speech; Verbal and non-verbal techniques; tailor and structure vocabulary of talk	Debate in small groups: ‘What doesn’t kill you makes you stronger. Adversity is good for you.’: clear and relevant contributions; sift and summarise points; Standard English; different roles in discussion	Paired role play: Benedick and Beatrice Reciting poetry (Trust competition): dramatic approaches and develop dramatic performances
Writing ‘Know how to...’	Informal letter: Plan; Paragraph; Topic sentence 3rd person description: Range of vocabulary; Redrafting and editing; zooming in Persuasive speech: Persuasive devices; Linking	Formal letter: Format; Standard English; develop detailed paragraphs, accurate punctuation 1st person description: character voice, word families, roots and spelling patterns.	Diary: point of view; sequencing; tenses Writing Poetry: (Trust competition): figurative language; editing and proofreading Report on Beatrice and Benedick’s wedding: imaginative vocabulary, sequence and organisation and punctuation for effect
Written accuracy	Capital letters & Your/You’re	Was/were & There/They’re/Their	Possessive apostrophe and Contraction
Technical vocabulary	Adjective, adverb, autobiography, clause, cohesion, conjunction, first person, future, main clause, metaphor, noun, past tense, pronouns, synonym, tense, third person, verb	person, future, main clause, metaphor, noun, past tense, pronouns, present tense, sentence, Standard English, subordinate clause,	present tense, sentence, Standard English, subordinate clause,
Writing consolidation	Description of a market – 3 rd person	Formal letter to a newspaper	Writing about character
Enrichment focus	Charity in the community	Environment	Delta Poetry Competition
Year 8	Term 1: September-December	Term 2: January-April	Term 3: April-July
Reading assessment	Baseline: GL Reading Age Test [Written Accuracy Audit /50]	GL Reading Age Test	GL Reading Age Test as appropriate to need [Written Accuracy Audit /50]
End of term assessment	Common Assessment: Fiction reading and creative writing	Common Assessment: Non-fiction reading and speech writing	Modern play – Curious Incident Analysis of whole play
BIG question	‘How can power corrupt?’	‘How can you overcome adversity?’	‘What makes us different?’
Reading text ‘Know how to...’	‘Animal Farm’ by George Orwell: RESISTANT TEXT - analogy and political commentary with extracts from ‘Tale of Two Cities’ & ‘Brave New World’, poem ‘Vultures’ by Chinua Achebe plus non-fiction on ‘Windmills’/Russian history Novel study: Retrieve information and distinguish between fact and opinion; inference and deduction to explore layers of meaning; precise points with textual support; literary heritage; form, layout and presentation create effects; effect of literary texts.	‘I Am Malala’ by Malala Yousafzai: NON-FICTION: AUTOBIOGRAPHY/RESISTANT TEXT CULTURAL DIFFERENCE with extract from ‘A Thousand Splendid Suns’, poems: ‘Nothing’s Changed’ by Tatamkhulu Afrika, ‘Search for my Tongue’ by Sujata Bhatt plus non-fiction from MY at UN and ‘He For She’ Emma Watson Autobiography: Notes from different sources; trace development of writer’s ideas, viewpoint and themes; precise points with textual support; structural and organisational choices create effects.	‘Curious Incident...’: MULTIPLE NARRATORS & PLOTS with extracts from book about autism and parenting, plus poems The Missing Heart and The Walking Wounded at Lid by Henry Normal and a non-fiction article on the traits of autism Play: Inference/layers of meaning; make relevant notes; writer’s ideas/themes; context; explain how specific choices create effect.
Spoken language ‘Know how to...’	Various group discussions: sustained contributions to group discussions, explain ideas and ask pertinent questions. Debate in role: ‘Should we build the windmill’: develop and evaluate dramatic performances through dramatic conventions, techniques and styles. Structure speech effectively for clarity and effect, sustain contributions to group discussion, adapt SE for purpose and audience.	Speech: ‘Prepare a speech about why life is hard for teenagers’ Sustain effective contributions, Explain speakers’ intentions from a range of contexts, use a range of verbal and non-verbal techniques.	Performance based reading – linked to the story competition: range of verbal and non-verbal techniques, develop & evaluate dramatic performance and roles, explain effect of features of speech and strategies of speakers.
Writing ‘Know how to...’	Diary entry after rebellion: distinctive character and viewpoint; sentence lengths and structures; vocabulary Talk through the eyes of a character: connect and shape ideas; punctuation to aid cohesion and clarify meaning. Books Review of AF: editing and proofreading, sentence construction, correct spelling	Descriptive writing about market: editing and proofreading; cohesive devices to connect ideas and between paragraphs; vocabulary. Speech about life of a teenager: understand and use SE; spell complex and polysyllabic words accurately; connect and shape ideas when planning writing. Article on inspirational role models: range of punctuation, develop viewpoint, extended vocabulary.	Script writing: Format & planning; character voice; experimenting with sentence lengths. Letter to a director: Planning & organising; precise vocabulary for a specific effect; standard English and tenses. Poem from Christopher’s point of view: punctuation for effect, develop distinctive character voice, spelling skills
Written accuracy	Capital letters & Your/You’re	Was/were & There/They’re/Their	Possessive apostrophe and Contraction
Technical vocabulary building on Year 7	Allegory, regime, persecution, mythology, apostrophe, article, ellipsis, register.	homophone, modal verbs, noun phrase, active/passive voice, object, plural, possessive, root word, subject, synonym, prefix, suffix,	plural, possessive, root word, subject, synonym, prefix, suffix,
Writing consolidation	Creative writing – A time you made a mistake	Speech to your class on school lunches	Writing about whole play
Enrichment focus	Local manifestos about community issues	Unsung heroes	Delta Competition- Narrative poetry
Year 9	Term 1: September-December	Term 2: January-April	Term 3: April-July
Reading assessment	Baseline: GL Reading Age Test [Written Accuracy Audit /50]	GL Reading Age Test	GL Reading Age Test as appropriate to need [Written Accuracy Audit /50]
End of term assessment	Common Assessment: Reading and Narrative	Common Assessment: non-fiction reading/article writing	Literature – Whole play essay – How is _____ presented in R&J?
BIG question	‘How do relationships shape us as people?’	‘Can we make a difference?’	‘Are our lives guided by fate or choice?’
Reading Text:	‘The Supreme Lie’ by Geraldine McCaughrean: RESISTANT TEXT/SOCIAL/CULTURAL and HISTORICAL CONTEXT Novel study: explore different layers of meaning; make notes; analyse and respond to viewpoints, purposes and themes; interpret texts with textual evidence; different cultures; literary, grammatical and rhetorical features and effects.	‘The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives’ NON-FICTION with extracts: Reading Fiction on prison life, plus poem ‘Invictus’ by William Ernest Henley and non-fiction texts on Asperger’s Syndrome, 2019 London bus attack, gay bashing and newspaper clippings linked to media bias Non-fiction study: make relevant notes to aid in development of detailed interpretation of ideas; analyse in detail use of literary, rhetorical and grammatical devices; analyse in detail how structural/organisational choices affect a range of readers.	‘Romeo and Juliet’ by William Shakespeare ARCHAIC plus study of author and poem ‘To His Coy Mistress’ by Andrew Marvell Play: retrieve information; make notes; analyse and respond to themes; analyse how meaning is conveyed in different forms and layouts; analyse structural and organisational choices.
Spoken language ‘Know how to...’	Discuss in role- ‘Kovet has changed and deserves a chance to make things right’: sustain range of performances & roles; analyse themes and ideas in a range of contexts; develop and draw on range of verbal and non-verbal techniques.	Judge sentencing and class debate on what the purpose of prison is – to punish or rehabilitate (restorative justice)? : actively involve listeners through selection of techniques; analyse underlying themes or issues in a range of contexts; use SE suitable for range of listeners.	Spoken language- Speak about an issue that is important to you.: actively involve listeners through selection of techniques; analyse underlying themes or issues in a range of contexts; use SE suitable for range of listeners. respond to recognise strengths and improvements.
Writing ‘Know how to...’	Lively Newspaper Article: sentence structures and lengths; shape and link paragraphs; spell ambitious and polysyllabic words correctly. sustain distinctive character voice; select appropriate format and layout; write fluently and sustain SE; range of punctuation. Writing a Narrative Opening/Ending of a Chapter: Shaping & crafting ideas; vocabulary beyond normal range; developing range of sentence structure.	Agony Aunt formal letter to advise: format/planning for PAF; develop clear and logical viewpoint; shaping and crafting language within paragraphs. 1st Person Descriptive Writing - A Day in My Life on the Inside: vocabulary beyond usual range; use punctuation to shape meaning; shape and craft ideas. Judge sentencing statement: Distinctive character voice, impact on reading – editing and proofreading, spell correctly	Create an extra/hidden scene: plan explicitly for clear sense of form and purpose; create a distinctive character voice, shape and craft ideas through language. Review of film version: plan for specific purpose and audience; establish clear and logical viewpoint; shape and sequence ideas within paragraphs. Formal Letter from Paris to Juliet’s father: Fluently sustain SE; sustain character voice and logical viewpoint; use archaic and relevant vocabulary beyond usual range.
Written accuracy	Capital letters & Your/You’re	Was/were & There/They’re/Their	Possessive apostrophe and Contraction
Technical vocabulary + adding to Year 7 + 8 vocabulary	Inclusion, exclusion, prejudice, soliloquy, aside, prologue, feud, fate, predestined, vengeance, kin, sonnet, elopement, adverb, cohesion, conjunction, homophone, metaphor, past tense, plural, prefix, present tense, Received Pronunciation, root word, Standard English, subordinate clause, suffix, syllable, synonym, third person, word class.	present tense, Received Pronunciation, root word, Standard English, subordinate clause, suffix, syllable, synonym, third person, word class.	

Writing consolidation	Narrative writing	Article Writing	Literature – theme based question Responding to whole text.
Enrichment focus	Combatting loneliness in the community	Celebrating youth and achievement	Speech writing – topical issues (recorded)
Constantly revisiting capital letters, full stops, commas (list, subordination), apostrophes; question marks; exclamation marks; speech marks; simple sentences, complex sentences, compound sentences, spelling patterns.			

Year 10	Half Term 1: September-December	Term 2: January-April	Term 3: April-July
Assessment	Term 1A - Drama – An Inspector Calls - knowledge test (56 marks) Term 1B - Prose – A Christmas Carol - knowledge test (56 marks)	Term 2A Shakespeare - Macbeth knowledge test (56 marks) Term 2B: Anthology Knowledge Test – War and Nature	Term 3B Fiction Reading – C1 Trial Spoken Language Assessment Anthology Knowledge Test - Love
BIG question	What are we responsible for? What makes people change?	Is violence ever justified?	Is loss a significant part of life?
Reading 'Know how to...'	TERM 1A: An Inspector Calls by J. B. Priestley: Drama - MODERN PLAY. Analyse character, theme and playwrights /poet's message, layers of meaning, subtlety and allusion. Using precise analysis and evaluating the change in character. Shape and craft responses. Summarise and synthesise to show understanding. Comparing characters, personas and events. Annotate, track and plan to respond. Write with accuracy and fluency. TERM 1B: 'A Christmas Carol' by Charles Dickens Prose - PRE 1914 Literature novella plus context extracts linked to author and Thomas Malthus: Analyse character, theme and writer's/poet's message. Apply to context and social developments of era. Make connections to culture. Comment on literary features, compare and contrast organisational features. Build interpretations of whole text.	TERM 2A: 'Macbeth' by William Shakespeare ARCHAIC whole play study plus context extracts (Witches, theatre and warrior culture in Scotland) Analyse character, theme and playwrights/poet's message, layers of meaning, subtlety and allusion. Using precise analysis and evaluating the change in character and of tone in text or poem. Shape and craft responses. Summarise and synthesise to show understanding. Comparing characters, personas and events. Annotate, track and plan to respond. TERM 2B: Fiction Reading: Birds, Frank and Jack, Sadie's Party. (theme links of family, responsibility, struggle, the horror of war). Identify evidence, selecting effectively, analyse impressions of character, theme and writer's /poet's message, layers of meaning, subtlety and allusion. Using precise analysis and evaluating the change in character and of tone in text or poem. Shape and craft responses. Summarise and synthesise to show understanding. Comparing characters, personas and events. Annotate, track and plan to respond. Write with accuracy and fluency. Anthology Poetry: – Conflict and Power Poems - The Soldier, Dulce et Decorum Est, Mamez Wood, Ozymandias, Hawk Roosting, A Wife in London, The Manhunt. Love and Relationships Poems – Cozy Apologia and She Walks in Beauty.	TERM 3A: Obed, Jenny's Dilemma, Mma Ramotswe (theme links of family, responsibility, struggle). Identify evidence, selecting effectively, analyse impressions of character, theme and writer's /poet's message, layers of meaning, subtlety and allusion. Using precise analysis and evaluating the change in character and of tone in text or poem. Shape and craft responses. Summarise and synthesise to show understanding. Comparing characters, personas and events. Annotate, track and plan to respond. Write with accuracy and fluency. Anthology Poetry – Love Poetry - Sonnet 43 and Valentine. Anthology Poetry – Time/Place/Nature/Change Poems - Excerpt from the Prelude, London, Living Space, As Imperceptibly as Grief, Death of a Naturalist, To Autumn TERM 3B: Ruby Paper (theme links of family, responsibility, struggle, disaster). Identify evidence, selecting effectively, analyse impressions of character, theme and writer's /poet's message, layers of meaning, subtlety and allusion. Using precise analysis and evaluating the change in character and of tone in text or poem. Shape and craft responses. Summarise and synthesise to show understanding. Comparing characters, personas and events. Annotate, track and plan to respond. Write with accuracy and fluency. Unseen Poetry – Home and Coming Home.
Spoken language 'Know how to...'	Class debate on responsibility – court case: actively involve listeners through selection of techniques; analyse underlying themes or issues in a range of contexts; use SE suitable for range of listeners. Debate on views of Malthus: compare, contrast and synthesis of what they hear; compare and take into account different points and judgements.	Dramatic monologue as Macbeth/Lady Macbeth/ Bob Cratchit/Belle: sustain range of performances & roles; analyse themes and ideas in a range of contexts; develop and draw on range of verbal and non-verbal techniques, respond to audience questions.	TERM 3B: Opportunity to reflect on Y9 recordings: Independently create an engaging speech on 'Room 101': sustain range of performances & roles; respond and give constructive feedback; respond to recognise strengths and improvements. Actively engage in questions. Use non-verbal communication skills.
Writing 'Know how to...'	Creative writing Diary entry: from the perspective of Eva Smith about the struggles in her life. Write a speech from the perspective of Bob Cratchit/Charity workers about the importance of charity at Christmas. Establish character voice, structure and shape using different formats, embed techniques to engage reader and promote viewpoints.	Fiction/non-fiction writing Report on living conditions of the poor link to Living Space Review of film or book: focus on Macbeth Shape ideas for impact through planning, use punctuation effectively, review and revise writing, use standard English with fluency.	TERM 3B: Narrative Writing - a) Write a story with the title: One School Day, b) Write a story about a time when you made an enemy, c) Write a story which begins: Have you ever felt angry? Well, I have. d) Write a story which ends with the line: I hope I never make that mistake again. Plan and adapt to show flexibility in writing, develop character voice to elicit emotion, select ambitious vocabulary with purpose
Written accuracy	Constantly revisiting capital letters, full stops, commas (list, subordination), apostrophes; question marks; exclamation marks; speech marks; simple sentences, complex sentences, compound sentences, spelling patterns.		
Subject vocabulary	Altruistic, Capitalism, Conscience, Didactic, Hypocritical, Impoverish, Innocence, Loss, Omniscient, Penitent, Persona, Portentous, Prejudice, Scruple, Socialism, Theme and Apparition, Avaricious, Beneficent, Charitable, Christian Values, Cyclical, Desperation, Destitute, Benevolent, Charitable, Enmity, Forgiveness, Generosity, Grateful, Ignorance, Indignant, Loneliness, Metamorphosis, Parsimonious, Poverty, Redemption, Remorse, Social Class, Social Injustice, Solitary, Surplus, Transformation	Ambition, Besieged, Duplicitous, Equivocate, Fate, Heinous, Malevolent, Manipulative, Moral, Plagued, Regicide, Treasonous, Tyranny, Usurp, Valour and Adolescence, Alienated, Ardent, Battalion, Boer, Conflict, Cynical, Depression, Grief, Patriotism, Post-Traumatic Stress Disorder, Propaganda, Imperceptibly, Irony, Mourning, Recluse, Reminiscence, Sublime, Trauma, Commercialism, Content, Corruption, Critique, Ephemeral, Infinite, Materialistic, Lothario, Precarious, Sophistry, Transience	Futile, Hubris, Nostalgia, Perspective, Megalomaniac, Narcissistic, Omnipotent, Oppression
Year 11	Term 1: September-December	Term 2: January-April	Term 3: April-July
End of term assessment	Responding to Non-fiction: Reading & Writing	Responding to fiction/non-fiction: Reading & Writing	As appropriate to need (TBC 2021)
Reading text 'Know how to...'	Analyse, compare and contrast with insight into their context and content, evaluating validity and relevance; select effectively and flexibly from a range of reading strategies to explain meaning, subtlety and allusion in increasingly challenging texts; synthesis and summarise relevant information succinctly; evaluate the ways ideas, viewpoints and themes may be interpreted according to perspective; develop and sustain independent interpretations making concise evaluative comments supported by the text; analyse the values and assumptions of writers by making links between texts and their social and historical context; analyse how literary features shape meaning in explicit and implicit ways to create impact; make informed, independent judgements about writers' specific form, layout and presentational choices; make detailed analysis and comparison of the ways writer's manipulate and shape meaning in a range of text Range of non-fiction and fiction extracts which build on apt selection, evaluation, synthesis, how Range of Literature extracts and whole text analysis – strengthening knowledge of plot, key quotations and impact on plot development (character change over time/influences)		
Spoken language 'Know how to...'	Detailed and informed judgements about the effects of features of speech; draw out speakers' intentions, implicit meaning and nuances, make perceptive analysis Possible Literature S&L tasks: You are the inspector at the end of the play. Explain which Birling (or Gerald) was the cruellest towards Eva Smith. Ensure you explain what each person did in your answer. You are Mr Birling and your partner is Mrs Birling. Write down a script of what you would say to each other at the end of the play when you find out the 'real' inspector is on their way. Then perform it. An Inspector Calls - debate with a partner. One of you must argue that the world has become a better place for poor people since 1912. The other must argue that the same problems Eva Smith exist then still exist today. You are Fred at the time of his Christmas party in Stave Three. Give a speech explaining what you think about Scrooge's refusal to attend your annual Christmas party and what that says about him and how you feel. You are Mrs Cratchit in Stave Three at the Cratchit Christmas party. Give a speech explaining why you dislike Ebenezer Scrooge so much.	Create clear, effective and powerful presentations or contributions to discussions; appeal to listeners, challenge their views and assumptions by selecting and deploying a repertoire of verbal and non-verbal techniques Possible Literature S&L tasks: You are Macduff at the end of the play. Give a speech explaining why you felt so strongly about removing the tyrant, Macbeth, from his throne. You are Macbeth at the time of seeing the witches for the second set of prophecies. Give a speech explaining how you feel about becoming king and why you needed more knowledge of the future. Debate on tables - is it right that we keep prisoners in solitary confinement? Ensure the pros and cons are discussed.	Make judicious, flexible and confident use of SE for purpose; negotiate, challenge and build on the views of others by suggesting alternative interpretations Possible Language S&L tasks: "Circuses are cruel and barbaric. The animals are often kept in poor conditions and they should be in the wild, not being used for our entertainment." - present a 120-second speech to your class on the above statement giving your personal viewpoints.
Writing 'Know how to...'	respond flexibly and imaginatively to a range of tasks by selecting and adapting appropriate forms of planning methods; engage a reader in a range of ways through inventive use of voice, point of view or character and establish and sustain clear, credible viewpoints on complex subjects; shape, craft and adapt sentences and punctuation from a wide repertoire of styles and types deployed by writer; exploit the full range, forms and combinations of vocabulary to create levels of meaning form subtle to more explicit; exploit the full range of structures, style and links between paragraphs to achieve specific effects; exploit full range of potential forms, types of organisations in creative and appropriate ways; review and revise work with insight and independence and make considered choices about content and structure; write fluent and sustained SE in a range of familiar and unfamiliar contexts -review and revise spelling strategies for dealing with words in familiar and unfamiliar contexts, or when imaginative and ambitious choices are made, or under time or other constraints Range of non-fiction and fiction writing: variety of formats, audiences, topics, viewpoints		
Written accuracy	Constantly revisiting capital letters, full stops, commas (list, subordination), apostrophes; question marks; exclamation marks; speech marks; simple sentences, complex sentences, compound sentences, spelling patterns.		