Year 10		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus		Modern Texts (Literature)	Shakespeare (Literature)	Writers' viewpoints and perspectives	Fiction and creative writing	Poetry (Literature)	Unseen poetry (Literature)
Resources		'An inspector Calls'	'Much ado about	(Language) 19 th and 21 st Century	(Language) 20 th Century fiction	Poetry Anthology	Unseen poetry
			nothing'	Non –fiction texts	texts		examples
Knowledge and skills	Reading	A01 – Read and respond to texts A02 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject knowledge where appropriate A03 – Show understanding of the relationship between texts and the context in which they were written	A01 – Read and respond to texts A02 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject knowledge where appropriate A03 – Show understanding of the relationship between texts and the context in which they were written	A01 – Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from difference texts A02 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views A03 – Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts A04 – Evaluate texts critically and support this with textual references	A01 – Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from difference texts A02 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views A03 – Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	A01 – Read and respond to texts A02 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject knowledge where appropriate A03 – Show understanding of the relationship between texts and the context in which they were written	A01 – Read and respond to texts A02 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject knowledge where appropriate A03 – Show understanding of the relationship between texts and the context in which they were written

	Writing	A04 – Use a range of	A04 – Use a range of	A05 – Communicate	A05 – Communicate	A04 – Use a range of	A04 – Use a range of
	J	vocabulary and	vocabulary and	clearly, effectively	clearly, effectively	vocabulary and	vocabulary and
		sentence structures	sentence structures	and imaginatively,	and imaginatively,	sentence structures	sentence structures
		for clarity, purpose	for clarity, purpose	selecting and	selecting and	for clarity, purpose	for clarity, purpose
		and effect, with	and effect, with	adapting tone, style	adapting tone, style	and effect, with	and effect, with
		accurate spelling and	accurate spelling and	and register for	and register for	accurate spelling and	accurate spelling and
		punctuation	punctuation	different forms,	different forms,	punctuation	punctuation
		, , , , , , , , , , , , , , , , , , ,		purposes and	purposes and	, , , , , , , , , , , , , , , , , , ,	
				audiences. Organise	audiences. Organise		
				information and	information and		
				ideas, using structure	ideas, using structure		
				and grammatical	and grammatical		
				features to support	features to support		
				coherence and	coherence and		
				cohesion of texts.	cohesion of texts.		
				A06 – Use a range of	A06 – Use a range of		
				vocabulary and	vocabulary and		
				sentence structures	sentence structures		
				for clarity, with	for clarity, with		
				accurate spelling and	accurate spelling and		
				punctuation.	punctuation.		
	SPaG	Paragraphs	Ambitious vocab	Simple, compound,	Colons and semi-	Hyphen	Paragraph (Stanza)
		Discourse markers	Parentheses	complex sentences	colons	Capitalisation	
Assessment	Reading			Practice assessment	Practice assessment		Practice assessment
	8			(Linked to Paper 2)	(Linked to Paper 1)		(Linked to Paper 2)
				(2ed to rape. 2)	(Linked to Faper 1)		(2.1.med to 1 aper 2)
	Writing	Practice assessment	Practice assessment	Practice assessment	Practice assessment	Practice assessment	Practice assessment
		(Linked to Paper 2)	(Linked to Paper 1)	(Linked to Paper 2	(Linked to Paper 1)	(Linked to Paper 2)	(Linked to Paper 2)
	SP&L	Character	Character				
	Jr QL	Presentation	Presentation				
		riesentation	riesentation				

Assessments							
Year 10		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment	Reading			Q1 'How does the writer use language to describe her experiences of x' Q2 'Compare how the writer's convey their similar perspectives of x'			Q1 'What are the similarities and differences between'
	Writing	Q1 'How far Priestley present x as a character who changes his attitudes'	Q1 'How Shakespeare presents the relationship between x and x at this moment in the play'	Q1 'Write a letter to a Government minister arguing against that city centres should be free from traffic'	Q1 'Write a story to describe x'	Q1 'Compare how poets presents ideas about Power and Conflict in poem x and poem x'	Q1 'How does the writer present attitudes of x'
	S & L	Present a character and their influence in a particular chapter	Present a character and their influence in a particular chapter	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
Reading		Reading alone, listening to others read, authors purpose, moral and theme	Reading alone, listening to others read, authors purpose, moral and theme	Reading alone, listening to others read	Reading alone, listening to others read	Reading alone, listening to others read, authors purpose, moral and theme	Reading alone, listening to others read, authors purpose, moral and theme
Personal Development		Trip to Greenbank prison to look at what a real inspector does	Opportunity to watch a showing of the play	Trip to the local council building for support with assessment	Visit from ex gang member to discuss experiences	Entry to a national or local poetry competition	Presentation to other trust schools on poetry written