

The role of independent extended writing	Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.
The role of maths/ numeracy	Using number to help identify meter/rhythm.		<i>Using number to help identify meter/rhythm.</i>						
Links to careers/ aspirations	Theatre/ Politics		Exploring Military service.		Writing-based roles		Journalism/publishing		Science based roles
Core skills	To be able to: understand a tragedy through comprehension skills; identify language and structural features and analyse their effect; understand the significance of contextual factors; to understand the importance of generic features of a tragedy; critically evaluate texts; use a range of descriptive writing features; use a range of rhetorical features; spell accurately, punctuate accurately and for effect, use a range of sentence types, paragraph accurately, vary sentence starters.		♣ learning and using new vocabulary ♣ making inferences and referring to evidence in the text ♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension ♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ♣ making critical comparisons across texts ♣ recognising a range of poetic conventions and understanding how these have been used ♣ write accurately, fluently, effectively and at length for pleasure and information ♣ plan, draft, edit and proof-read ♣ consolidate and build on their knowledge of grammar and vocabulary ♣ speak confidently and effectively		♣ learning and using new vocabulary ♣ making inferences and referring to evidence in the text ♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension ♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ♣ making critical comparisons across texts ♣ studying setting, plot, and characterisation, and the effects of these ♣ write accurately, fluently, effectively and at length for pleasure and information ♣ plan, draft, edit and proof-read ♣ consolidate and build on their knowledge of grammar and vocabulary ♣ speak confidently and effectively		♣ learning and using new vocabulary ♣ making inferences and referring to evidence in the text ♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension ♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ♣ making critical comparisons across texts ♣ studying setting, plot, and characterisation, and the effects of these ♣ write accurately, fluently, effectively and at length for pleasure and information ♣ plan, draft, edit and proof-read ♣ consolidate and build on their knowledge of grammar and vocabulary ♣ speak confidently and effectively		♣ learning and using new vocabulary ♣ making inferences and referring to evidence in the text ♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension ♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning ♣ making critical comparisons across texts ♣ studying setting, plot, and characterisation, and the effects of these ♣ write accurately, fluently, effectively and at length for pleasure and information ♣ plan, draft, edit and proof-read ♣ consolidate and build on their knowledge of grammar and vocabulary ♣ speak confidently and effectively
Dept. enrichment activities	Link to Shakespeare drama group Watching the play performed		Poetry competition Poet visit Poetry Slam		Cross-reference with reading curriculum		Oracy – debate and speeches		Cross-reference with reading curriculum
Home learning opportunities	Specific activities targeted to needs of students and related to the unit of study Private independent reading Research tasks Learning the vocabulary - revision flashcards on key terms See a Shakespeare play performed at a local theatre or watch a film adaptation of the play. Go to the Globe theatre		Watch 'My Boy Jack' by David Hague. About Rudyard Kipling. Specific activities targeted to needs of students and related to the unit of study Private independent reading Keep a (creative writing) journal Read a range of poetry independently Watch performance poetry live or on the internet		Specific activities targeted to needs of students and related to the unit of study Private independent reading Reading other 19 th century texts		Specific activities targeted to needs of students and related to the unit of study Private independent reading Reading other 20 th century texts		Specific activities targeted to needs of students and related to the unit of study Private independent reading Keep a (creative writing) journal Research the author and read another of his/her texts. Independent exploration of the context