



CURRICULUM OVERVIEW - ENGLISH

	Seminal World Literature	Poetry	Canonical classic	Shakespeare
	Cirque du Freak	Relationships	A Christmas Carol	The Tempest
Year 7	<p>Transition Unit Students will study Cirque du Freak and a range of thematically linked fiction extracts.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Understand key ideas, themes and concepts in Cirque du Freak Begin to develop an understanding of the genre Develop an appreciation and love of reading through a range of texts. Introduce a variety of myths, legends and allusions linked to the text <p><u>Reading:</u></p> <ul style="list-style-type: none"> Decode explicit meanings from a text. Begin to form implicit inferences from a text. Form an opinion on a wide range of texts and ideas. Develop knowledge of key words, phrases and references from the texts. Begin to explain effect of language and connotations of particular words. Identify aspects of structure Introduce summary skills focused on a single text. Select and retrieve important evidence from texts studied. Build Tier 2 vocabulary linked to text Identify and comment on writers' methods Understand the purpose, audience and context of all texts studied. Begin to read a text critically by understanding some of the effects of setting, plot and character <p><u>Writing:</u></p>	<p>Poetry and Prose Poems studied in this unit include: Valentine; Out Out! Nettles; I Wanna Be Yours; Sonnet 18; Sonnet 130; This Room; Brothers, Love after Love, The Door, Grandfather, Flag.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Introduce poetic conventions Understand key ideas, themes and concepts explored in the poetry anthology Explore the use of new myths, legends and allusions linked to the poems. <p><u>Reading:</u></p> <ul style="list-style-type: none"> Form explicit and implicit inferences and opinions about the texts studied. Introduce ideas on the shape and simple rhyme schemes within the poems Single poem analysis in written form. Comparison of poetry through discussion only. Explain the use of language in the poems Identify a range of poetic conventions. Read and understand different forms of poetry Identify some structural devices <p><u>Writing:</u></p> <ul style="list-style-type: none"> Introduce students to experimenting with and writing their own poetry. Begin to use some poetic conventions in their own poetry Introduce motifs and extended metaphors in creative writing. Further develop effective use of figurative language Embed Show Not Tell 	<p>19th-Century Study Students will study A Christmas Carol and a range of thematically linked non-fiction extracts.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Develop an understanding of life in the 19th century. Develop an understanding of key ideas, themes and concepts explored within the text Learn about Charles Dickens Develop an understanding of new myths, legends and allusions linked to the text <p><u>Reading:</u></p> <ul style="list-style-type: none"> Deepen knowledge of writers' methods Develop explicit and implicit inferences about the texts studied. Analyse the effect of language and connotations of particular words. Select and retrieve important evidence from texts studied. Develop knowledge of structural features from different points of a text, not just beginning or end. Build Tier 2 vocabulary linked to text <p><u>Writing:</u></p> <ul style="list-style-type: none"> Introduce rhetorical and stylistic features. Recognise and apply features of a letter, speech and article. Begin to use some rhetorical devices effectively when writing non-fiction responses Construct a persuasive speech Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Character and wider development:</u></p>	<p>Shakespeare Students will study The Tempest by William Shakespeare</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Gain an understanding of Shakespeare and the Jacobean era Revisit knowledge of The Globe theatre from KS2 education. Introduce dramatic conventions and how these support meaning and concepts of a text. Develop understanding of key ideas, themes and concepts in the text Develop an understanding of how the play is communicated through performance. Develop understanding of new myths, legends and allusions linked to the text <p><u>Reading:</u></p> <ul style="list-style-type: none"> Introduce setting, plot and characterisation and the effects of these. Introduce dramatic conventions such as soliloquy, stage directions and the importance of costume. Select and retrieve important evidence from texts studied. Analyse the effect of language and connotations of particular words. Introduce critical viewpoint. To what extent do you agree? <p><u>Writing:</u></p> <ul style="list-style-type: none"> Develop an understanding of the use of a range of rhetorical and stylistic features. Embed motifs and extended metaphors into narrative and descriptive writing.



	<ul style="list-style-type: none"> Introduce figurative language through descriptive writing. Introduction to Show Not Tell. Create an effective narrative opening. Understand different narrative perspectives Understand how to create dialogue in creative writing. Understand basic plot structures. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Character and wider development:</u></p> <ul style="list-style-type: none"> To know the difference between NSE and Standard English Participate in informal debates and structured discussions. Plan and deliver short speeches and presentations expressing personal ideas and opinions. Work collaboratively on a particular area of research 	<ul style="list-style-type: none"> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Character and wider development:</u></p> <ul style="list-style-type: none"> Develop understanding of NSE and Standard English Participate in Informal debates and structured discussions. Plan and deliver short speeches and presentations expressing personal ideas and opinions.. Work collaboratively on a particular area of research 	<ul style="list-style-type: none"> To know when and how to code-switch Participate in informal and formal debates and structured discussions. Plan and deliver short speeches and presentations expressing personal ideas and opinions. Work collaboratively on a particular area of research To learn how to build on the ideas of others 	<ul style="list-style-type: none"> Further developing effective cyclical structure. Deepen student planning skills for both creative and non-fiction writing. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Character and wider development:</u></p> <ul style="list-style-type: none"> Experiment with intonation, tone and volume during drama activities. Participate in informal and formal debates and structured discussions. Plan and deliver short speeches and presentations expressing personal ideas and opinions.. Work collaboratively on a particular area of research To learn how to build on the ideas of others
	<p>Of Mice and Men</p>	<p>Cultural Identity</p>	<p>Animal Farm</p>	<p>Romeo & Juliet</p>
<p>Year 8</p>	<p>American Literature Students will study Of Mice and Men and a range of thematically linked fiction extracts.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Gain a knowledge and understanding of Steinbeck’s big ideas, messages and concepts Develop an understanding of American Literature <p><u>Reading:</u></p> <ul style="list-style-type: none"> Begin to read the text critically by knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning 	<p>Poetry and Prose Poems covered in the Cultural Identity anthology include: Half-Caste; No Problem; Give; Island Man; Search for My Tongue; Unrelated Incidents.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Explore poems from other cultures Develop an understanding of culture and cultural identity Gain a knowledge and understanding of the poets’ big ideas and messages Understanding and appreciating the marginalised voices of characters within the poems. Recognise and understand a wider range of poetic conventions and how they have been used. 	<p>Modern Prose Students will study Animal Farm and a range of thematically linked non-fiction extracts</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Gain a knowledge and understanding of Orwell’s big ideas, messages and concepts. Develop an understanding of critical perspectives: Communist, Socialist, Marxist. Develop an understanding of new myths, legends and allusions linked to the text. <p><u>Reading:</u></p> <ul style="list-style-type: none"> Read the text critically by knowing how language, including figurative language, vocabulary choice, grammar, text 	<p>Shakespeare Students will study Romeo and Juliet by William Shakespeare</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Develop knowledge and understanding of Shakespeare’s big ideas, messages and concepts Understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. Develop understanding of new myths, legends and allusions linked to the text. Begin to understand the etymology of Shakespeare’s language Explore new dramatic conventions



<ul style="list-style-type: none"> Apply and transfer Tier 2 Vocabulary from previous units Develop an understanding of setting, plot, and characterisation, and the effects of these. Develop knowledge of writers' methods Begin to make links between key extracts within the same text Explore implicit inferences and use appropriate evidence to support developing ideas. Apply knowledge of summary skills across a single text Analyse key words, phrases and references from the texts. Select and retrieve important evidence from texts studied and know how to use it effectively to support choices. Understand how writers make structural decisions to engage the reader <p><u>Writing:</u></p> <ul style="list-style-type: none"> Continue to develop creative writing skills Edit, proof-read and re-draft examples of writing by recognising own gaps and misconceptions in performance. Understand how to create different character types and their function in a text. Use dialogue effectively Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Character and wider development:</u></p> <ul style="list-style-type: none"> Be able to adapt speech to purpose, audience and form Participate in formal debates and structured discussions on controversial and relevant themes linked to the text studied. Paired and group presentations expressing own ideas. Work collaboratively on a particular area of research 	<ul style="list-style-type: none"> Develop knowledge of new myths, legends and allusions linked to the text. Identify a wider range of poetic conventions. <p><u>Reading</u></p> <ul style="list-style-type: none"> Recognise a wide range of poetic conventions and understand how these have been used. Learn how to express opinions clearly Develop language analysis through single word analysis and connotations/exploding quotations. Further develop knowledge of structure Further develop knowledge of shape and rhyme schemes within the poems Construct thesis statements comparing ideas and themes in two poems Form more implicit inferences and opinions about the texts studied. Apply knowledge of summary skills across more than one poem through writing and discussion. Select and retrieve important evidence from texts studied and know how to use it effectively to support choices. <p><u>Writing</u></p> <ul style="list-style-type: none"> Develop writing of poetry in different forms such as dramatic monologue or sonnet. Apply the use of a range of poetic conventions Further develop narrative structure by revisiting cyclical structure, embedded motifs and extended metaphors, figurative language and Show not Tell Edit, proof-read and re-draft examples of writing by recognising own gaps and misconceptions in performance. Understand and apply different narrative perspectives. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>structure and organisational features, presents meaning.</p> <ul style="list-style-type: none"> Develop knowledge of new writers' methods such as: Anthropomorphism, symbolism, allegory, microcosm, fable, satire, irony, omniscient narrator. Make critical comparisons across texts Apply and transfer Tier 2 Vocabulary from this unit and previous units for improved ambitious vocabulary choices. Further develop knowledge of writers' methods Develop an understanding of setting, plot, and characterisation, and the effects of these. Develop understanding of links between key extracts within the same text Explore implicit inferences and use appropriate evidence to support developing ideas. Apply knowledge of summary skills across different texts. Analyse key words, phrases and references from the texts. Select and retrieve important evidence from texts studied and know how to use it effectively to support choices. Understand how writers use structure for purpose and effect <p><u>Writing Skills</u></p> <ul style="list-style-type: none"> Develop Purpose, Audience and Form to different types of non-fiction texts: letter, speech and article. Further develop use of rhetorical and stylistic features. Apply Purpose, Audience and Form to different types of non-fiction texts: letter, speech and article. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Character and wider development:</u></p> <ul style="list-style-type: none"> Work collaboratively on a particular area of research 	<ul style="list-style-type: none"> Develop ideas on the use of staging, costume and lighting for effect <p><u>Reading:</u></p> <ul style="list-style-type: none"> Develop an understanding of how the play is communicated through performance. Revisit learning of previous dramatic conventions such as soliloquy, stage directions, asides, iambic pentameter, sonnet. Begin to make links between key extracts Explore implicit inferences and use appropriate evidence to support developing ideas. Analyse key words, phrases and references from the texts. Select and retrieve important evidence from texts studied and know how to use it effectively to support choices. Develop understanding of a wider range of structural features <p><u>Writing:</u></p> <ul style="list-style-type: none"> Edit, proof-read and re-draft examples of writing by recognising own gaps and misconceptions Create an effective narrative opening Further develop figurative language through descriptive writing linked to imagery of the ranch and local settings. Apply Purpose, Audience and Form to different types of non-fiction texts: letter, speech and article. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Character and wider development:</u></p> <ul style="list-style-type: none"> Further develop exam resilience and stamina. Work collaboratively in a group situation. Conduct home learning research projects and fact-files. Be able to adapt speech to context
---	--	---	--



	<ul style="list-style-type: none"> Participate in extended reading and writing activities in a classroom and exam setting 	<p><u>Character and wider development:</u></p> <ul style="list-style-type: none"> Be able to adapt speech to context Participate in formal debates and structured discussions on controversial and relevant themes linked to the text studied. Paired and group presentations expressing own ideas. Work collaboratively on a particular area of research Participate in extended reading and writing activities in a classroom and exam setting 	<ul style="list-style-type: none"> Participate in extended reading and writing activities in a classroom and exam setting to gain more resilience. Participate in whole class debates, drama activities and discussions on key themes and ideas explored within the text. 	<ul style="list-style-type: none"> Participate in formal and informal debates, drama activities and structured discussions linked to the text studied. Work collaboratively on a particular area of research Participate in extended reading and writing activities in a classroom and exam setting
	Never Let Me Go	Power	A View from the Bridge	King Lear
Year 9	<p>Dystopian Science Fiction Unit Students will study Never Let Me Go and a range of thematically linked fiction extracts.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Gain a knowledge and understanding of the big ideas, messages and concepts in the text Learn the conventions of the genre Develop an understanding of new myths, legends and allusions linked to the text <p><u>Reading:</u></p> <ul style="list-style-type: none"> Explain, comment on and analyse how writers use language to achieve effects and influence readers Use relevant subject terminology to support points Apply and transfer Tier 2 Vocabulary from this unit and previous units for improved ambitious vocabulary choices. Develop understanding of critical perspectives Explore implicit inferences and use appropriate evidence to support developing ideas. 	<p>Poetry and Prose Poems covered in the Power anthology: Ballad of a Hero; Out of the Blue; Manhunt; My Boy Jack; Not My Business; The Mower; The Soldier; The Hero; What Were They Like?</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Gain a knowledge and understanding of the poets' big ideas, messages and concepts Develop knowledge of new myths, legends and allusions linked to the text. <p><u>Reading:</u></p> <ul style="list-style-type: none"> Build essay writing skills Compare the use of language and structure in the poems studied Develop language analysis through single word analysis and connotations/exploding quotations. Deepen knowledge of shape and rhyme schemes within the poems Identify a wider range of poetic conventions. Form more implicit inferences and opinions about the texts studied. Develop knowledge of writers' methods 	<p>Modern Drama Students will study A View from the Bridge and a range of thematically linked non-fiction extracts.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Gain a knowledge and understanding of the writers' big ideas, messages and concepts Explore new dramatic conventions Develop ideas on the use of staging, costume and lighting for effect <p><u>Reading:</u></p> <ul style="list-style-type: none"> Summarise and synthesis ideas and information Explore implicit inferences and use appropriate evidence to support developing ideas. Develop knowledge of writers' methods Develop understanding of links between key extracts Deepen understanding of critical perspectives Apply and transfer Tier 2 Vocabulary Develop an understanding of setting, plot, and characterisation, and the effects of these. Begin to make links between key extracts 	<p>Shakespeare Students will study King Lear by William Shakespeare</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Gain a knowledge and understanding of Shakespeare's big ideas, messages and concepts Further develop dramatic conventions from Year 8 and how these support meaning within a text. Develop an understanding of how the play is communicated through performance. Develop understanding of new myths, legends and allusions linked to the text Further develop an understanding of a range of dramatic conventions <p><u>Reading:</u></p> <ul style="list-style-type: none"> Develop knowledge of writers' methods Apply and transfer Tier 2 Vocabulary from this unit and previous units for improved ambitious vocabulary choices. Further develop links between key extracts Explore and further deepen implicit inferences and use appropriate evidence to support developing ideas.



<ul style="list-style-type: none">• Select and retrieve important evidence from texts studied and know how to use it effectively to support choices.• Apply knowledge of structural features of a text <p><u>Writing:</u></p> <ul style="list-style-type: none">• Edit, proof-read and re-draft examples of writing by recognising own gaps and misconceptions• Further develop figurative language through descriptive writing linked to imagery within the text• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Character and wider development:</u></p> <ul style="list-style-type: none">• Participate in extended reading and writing activities• Participate in whole class debates and discussions on key themes and ideas explored within the text.• Answer questions maturely and responsibly in classroom settings.• Encourage individuals to build on ideas from class discussions• Adapt spoken language to suit purpose, audience and form	<ul style="list-style-type: none">• Develop and deepen understanding between poems• Apply knowledge of summary skills across more than one poem through writing and discussion.• Recognise a widening range of poetic conventions and understand how these have been used.• Select and retrieve important evidence from texts studied and know how to use it effectively to support choices. <p><u>Writing:</u></p> <ul style="list-style-type: none">• Develop writing of poetry in different forms• Use a range of poetic conventions effectively• Apply and develop motifs and extended metaphors in creative writing.• Edit, proof-read and re-draft examples of writing by recognising own gaps and misconceptions• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Character and wider development:</u></p> <ul style="list-style-type: none">• Work collaboratively on a particular area of research• Participate in extended reading and writing activities• Participate in whole class debates and discussions on key themes and ideas explored within the text.• Encourage individuals to build on ideas from class discussions• Adapt spoken language to suit purpose, audience and form	<ul style="list-style-type: none">• Analyse key words, phrases and references from the texts.• Select and retrieve important evidence from texts studied and know how to use it effectively to support choices.• Apply knowledge of structural features of a text• Develop evaluative comparison skills• Consider how their writing reflects the audiences and purposes for which it was intended. <p><u>Writing:</u></p> <ul style="list-style-type: none">• Further develop use of rhetorical and stylistic features• Edit, proof-read and re-draft examples of writing by recognising own gaps and misconceptions• Apply Purpose, Audience and Form to different types of non-fiction texts: letter, speech and article.• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different purposes• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Character and wider development:</u></p> <ul style="list-style-type: none">• Plan and deliver short speeches and presentations expressing personal ideas and opinions.• Participate in extended reading and writing activities• Engage with a wide range of drama activities• Speak confidently, audibly and effectively	<ul style="list-style-type: none">• Apply knowledge of summary skills across more than one text through key extracts or chapters of the text.• Analyse key words, phrases and references from the texts.• Explain with confidence effects of language and connotations of particular words.• Select and retrieve important evidence from texts studied and know how to use it effectively to support choices.• Further develop understanding of structural devices• Understand and critically evaluate texts. <p><u>Writing:</u></p> <ul style="list-style-type: none">• Adapt writing for a wide range of purposes and audiences• Edit, proof-read and re-draft examples of writing by recognising own gaps and misconceptions• Further develop Show Not Tell/ Show Tell 3.• Apply Purpose, Audience and Form to different types of non-fiction texts: letter, speech and article. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p><u>Character and wider development:</u></p> <ul style="list-style-type: none">• Participate in informal and formal debates, structured discussions, drama activities and presentations• Partake in regular extended reading and writing activities• Encourage individuals to build on ideas from class discussions• Speak confidently, audibly and effectively
--	---	--	---



	An Inspector Calls/ Creative Reading and Writing	Power & Conflict	Jekyll and Hyde/ Writers' viewpoints and perspectives	Language Revision / Introduction to Macbeth
Year 10	<p>Modern Drama Students will study An Inspector Calls and a range of thematically linked fiction extracts.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Gain a knowledge and understanding of big ideas, messages and concepts within the text. Understand life in Britain during the Edwardian era. <p><u>Assessment Objectives</u></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts 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 Evaluate texts critically and support this with appropriate textual references <p><u>Writing:</u></p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Literature:</u></p>	<p>Poetry Students will study the AQA Power and Conflict anthology</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Gain a knowledge and understanding of the poets' big ideas, messages and concepts <p><u>Assessment Objectives</u></p> <p><u>Literature:</u></p> <ul style="list-style-type: none"> Show understanding of the relationships between texts and the contexts in which they were written. Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Writing:</u></p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural 	<p>19th-Century Unit Students will study The Strange Case of Dr Jekyll & Mr Hyde and a range of thematically linked non-fiction extracts.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> Strengthen and further develop key ideas, themes, characters and concepts of Stevenson and compare and contrast to those of previous writers studied. <p><u>Assessment Objectives</u></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts 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 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Evaluate texts critically and support this with appropriate textual references <p><u>Writing:</u></p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Shakespeare Students will study Macbeth and a range of thematically linked fiction and non-fiction extracts.</p> <p><u>Knowledge and Context</u></p> <ul style="list-style-type: none"> Gain a deeper knowledge and understanding of Shakespeare's big ideas, messages and concepts. <p><u>Assessment Objectives</u></p> <p><u>Literature:</u></p> <ul style="list-style-type: none"> Show understanding of the relationships between texts and the contexts in which they were written. Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Reading:</u></p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts Explain, comment on and analyse how writers use language and structure to



	<ul style="list-style-type: none"> Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> Demonstrate presentation skills in a formal setting Listen and respond appropriately to spoken language, including to questions and feedback on presentations Use spoken Standard English effectively in speeches and presentations. 	<p>and grammatical features to support coherence and cohesion of texts</p> <ul style="list-style-type: none"> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> Listen and respond appropriately to spoken language, including to questions and feedback on presentations Use spoken Standard English effectively in speeches, discussions and presentations. 	<p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> Listen and respond appropriately to spoken language, including to questions and feedback on presentations Use spoken Standard English effectively in speeches, discussions and presentations. 	<p>achieve effects and influence readers, using relevant subject terminology to support their views</p> <ul style="list-style-type: none"> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Evaluate texts critically and support this with appropriate textual references <p><u>Writing:</u></p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> Demonstrate presentation skills in a formal setting Listen and respond appropriately to spoken language, including to questions and feedback on presentations Use spoken Standard English effectively in speeches and presentations.
	Macbeth/Language	Jekyll & Hyde Revision	Poetry/An Inspector Calls Revision	Language Revision
Year 11	<p>Shakespeare Students will study Macbeth and a range of thematically linked fiction and non-fiction extracts.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> To revise the contextual, social, historical, political and personal viewpoints and scenarios of the text and link these more independently to the author's own voice in the text. Begin to develop, form and shape a more implicit, personalised viewpoint and 	<p>19th-Century Unit Students will revisit The Strange Case of Dr Jekyll & Mr Hyde and study a range of thematically linked fiction and non-fiction extracts.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> To revise the contextual, social, historical, political and personal viewpoints and scenarios of the text and link these more independently to the author's own voice in the text. 	<p>Modern Drama Students will revisit An Inspector Calls and a range of thematically linked fiction and non-fiction extracts.</p> <p><u>Knowledge and Context:</u></p> <ul style="list-style-type: none"> To revisit the key extracts, sections, monologues, soliloquies, sections of dialogue, key referenes and pivotal plot moments for strategic revision and recall. To revise the contextual, social, historical, political and personal viewpoints and 	<p>Explorations in Creative Reading and Writing / Writers' viewpoints and perspectives Students will explore a range of fiction and non-fiction extracts from 19th, 20th and 21st century.</p> <p><u>Assessment Objectives</u></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts



<p>understanding of the writer’s intentions and aims for the text</p> <p><u>Assessment Objective</u></p> <p><u>Literature:</u></p> <ul style="list-style-type: none"> Show understanding of the relationships between texts and the contexts in which they were written. Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. <p><u>Reading:</u></p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts 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 Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts Evaluate texts critically and support this with appropriate textual references <p><u>Writing:</u></p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. 	<ul style="list-style-type: none"> Explore a wider and more challenging range of texts Begin to develop, form and shape a more implicit, personalised viewpoint and understanding of the writer’s intentions and aims of the text <p><u>Assessment Objectives</u></p> <p><u>Literature:</u></p> <ul style="list-style-type: none"> Show understanding of the relationships between texts and the contexts in which they were written. Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. <p><u>Reading:</u></p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts 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 Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts Evaluate texts critically and support this with appropriate textual references <p><u>Writing:</u></p>	<p>scenarios of the text and link these to the author’s own voice in the text.</p> <p><u>Assessment Objectives</u></p> <p><u>Literature:</u></p> <ul style="list-style-type: none"> Show understanding of the relationships between texts and the contexts in which they were written. Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. <p><u>Reading:</u></p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts 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 Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts Evaluate texts critically and support this with appropriate textual references <p><u>Writing:</u></p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. 	<ul style="list-style-type: none"> 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 Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts Evaluate texts critically and support this with appropriate textual references <p><u>Writing:</u></p> <ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> Listen and respond appropriately to spoken language, including to questions and feedback Use spoken Standard English effectively in speeches, discussions and presentations.
---	---	---	---



	<ul style="list-style-type: none">• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none">• Listen and respond appropriately to spoken language, including to questions and feedback on presentations• Use spoken Standard English effectively in speeches and presentations.	<ul style="list-style-type: none">• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none">• Listen and respond appropriately to spoken language, including to questions and feedback on presentations• Use spoken Standard English effectively in speeches and presentations.	<ul style="list-style-type: none">• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Spoken Language:</u></p> <ul style="list-style-type: none">• Listen and respond appropriately to spoken language, including to questions and feedback on presentations• Use spoken Standard English effectively in speeches and presentations.	
--	---	--	---	--