Year	_		Link to SOW/resources			Fundamental Skills		SMSC/Fundamental		Computing/Literacy/Numeracy
Group	Term	Key Themes (Intent) Life at War: In this term students will study a range of texts and create their own texts under the theme 'Life at War' They will read a range of war poetry from a variety of eras including WWI. Must	(Implementation)	Assessments (Implementation)	Specification Links		Misconceptions	British Values Links	Careers Context/Opportunities	Opportunities Research context of WW1 - opportunities for discussion in class-
	HT1A	study Duice et Decourne Est as will be tested on this. Descriptive Writing exploring WW1, the trenches and no mass land. Explore propaganda to fit in with the context of war. Study a range of non-fiction extracts from a range of wars. One literary focused lesson a week, focused on the needs of the class. U allow students to begind eveloping their literature skills with smaller test/poem/ making it much		Baseline tests and mini poetry analysis pieces which are PA. SA and TA.	been used.	PEE/PEEL skills; comprehension; exploring different contexts; exploring characterisation	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL		Professional writer/poet	proof-reading-Regular SPaG opportunities-Regular reading onnontunities Research context of WW1 - opportunities for discussion in class-
	нтів	to allow students to eggin overloping time i iterature sails with smaller textspoemy i maning it muon more managaebia and accessible. Descriptive writing taughts before narrative sail ligooit narratives will include dealled descriptions os this is a fundamental skill. In addition, teaching of this unit coincides with Remebrance Day which helps the students further appreciate the context shat the poems are set holidays From Hell: Students will explore and create a wide range of transactional writing, such as		Mini description pieces which are PA, SA and TA.	Writing: write at length through stories, scripts, poetry and imaginative writing. Be able to plan, draft, edit and proof read through work.	Planning, writing, editing and proof-reading,	Description can become too narrative.	Learn about WW1 and WW2 through a range of poetry.	Professional writer/forces careers/creative writing competitions/ author visit	opportunities for discussion in class- proof-reading-Regular SPaG opportunities-Regular reading opportunities opportunities for discussion in class-
	HT2A	Homaps From HeI: Students will explore and create a wide range of transactional writing, such as brochures, reviews, letters and travel writing. One literary focused learns a week, focusing on the needs of the class. This is an introduction to transactional writing unit and will embed the basic skills required to write non-fiction texts. They will explore transactional writing written by others to model to them what good transactional writing looks like. Completing this unit will lencourage them to read a		Assessment Week Tests: Descriptive writing (Language) and poetry analysis (Literature). Language: Write a letter of complaint to	through work. Reading: a wide range of texts including poems. Recognising a rang of poetic conventions and understanding how these have been used.	Planning, writing, editing and proot-reading.PEL/PEL skills; comprehension; exploring different contexts; exploring characterisation	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL Description can become too narrative.		Customer service jobs /	proof-reading-Regular SPaG opportunities-Regular reading opportunities
¥7	HT2B	wider range of non-fiction outside of school which traditionally many don't; helping develop them into more rounded readers.	Currently on Sharepoint, will move onto school network when adapted for Sept.	the hotel about your stay. Literature: Bill Bryson extract question using Literature skills.	Writing: write at length through a range of narrative and non narrative texts. Be able to plan, draft, edit and proof read through work. Reading: understand increasingly challenging texts through:	Planning, writing , editing and proof-reading.	Confusing the format of the letter. Unsure of what greeting/salutation to use.	Exploring real-life contexts.	administration jobs / external business person to judge the best	Extended writing-class discussions- proof-reading-improving vocabulary
	НТЗА	Exploring the Gothic Genre: Students will read a range of gothic fiction such as Dracula and		Mini-Assessments: Literature: How is a character presented in a given text. Language: Write a description of a gothic scene.	-learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	PEE/PEEL skills; comprehension; exploring different contexts.	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL.		Professional writer/creative writing competitions/ author visit	Extended writing-class discussions- proof-reading-improving vocabulary
		Franknettein and explore the contexts in which they were written. Using their understanding of what they have read and studied they will create a wide range of fiction and non-ficion texts exploring the gener, such as description, narratives, letters and articles. One literary focused lesson a week, focusing on the needs of the class. Students will be going over some of the key skills that they have already been exposed to, devolong their description verifics allow at transactional writing skills further. Students			-checking their understanding to make sure that what they have read makes sense. Writing: Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Reading: understand increasingly challenging texts through:			Exploring the idea of prejudice in society and how to ensure we don't become prejudiced.		
	нтзв	will also be devioping their literature skills by applying these skills to a new context and looking at extracts which will be more challenging than poetry studied at the start of the year.		END OF YEAR EXAMS: Literature: How is a character presented in a given text. Language: Write a description of a graveyard setting using a picture stimulus.	-learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and making inferences and referring to evidence in the text -making inferences and referring to evidence in this howledge to support comprehension	PEE/PEEL/PEELAIC skills; comprehension; exploring different contexts; exploring characterisation. Planning, writing , editing and proof-reading.	Confusing literay terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL. Description can become too narrative.		Explore pyschology and careers in child development (to link with the Monster)	Extended writing-class discussions- proof-reading-improving vocabulary
	HTIA	Epifoling Other Cultures through posity, short stories and non-fiction: Esploring a range of poems, short-stories and non-fiction from across the world. Students will work on how to availate Uniterative texts using PEENC model where appropriate. They will		Lit: Poetry assessment. Lane: Write a	-checking their understanding to make sure that what they have read makes sense. Reading: a wide range of texts including poems. Recognising a range of poetic conventions and understanding how these	Identify poetic techniques and be able to comment on their use.	Confusing literay terms and applying them incorrectly Being	Explore a vast variety of other cultures through	Could look at poems exploring	Extended writing-class discussions-
	нтів	study eroo fiction tosts such as speeches to brander their understanding of the world and create their own non-fiction tosts included to conserve their fail inspirations. Use lineary focused tasks on a week, focusing in one most of the data. Custing at other cultures here to help them appreciate contexts and cultures outside of their current understanding of the world, enabling them to see gabalises and contexts, rather than just bittic contexts and linears. This they data linear them the they also them they are completing their own creative writing in following units. The speech writing is developing a skill that they will have briefly are completing their own creative writing in following units. The speech writing is developing a skill that they will have briefly		LIT: POETY assessment Lang: Write a speech about someone you find inspirational from another culture.	have been used. Make critical comparisons across texts. Writing: Be able to plan, draft, edit and proof read through work.	Understand and apply the format and content of a speech.	unclear as to what to write for each part of PEE/PEEL Unclear as to how to format speech. Level of formality misjudged.	poetry. What can we learn from other cultures?	different careers	proof-reading-improving vocabulary Extended writing-class discussions- proof-reading-improving vocabulary
	HT2A	Independent Reading Project: Students will complete an extended indpendent reading project on a book of their choice. This will promote a love of reading and independence. They will also complete a spoken language piece as part of this to help boost their confidence when speaking in front of an	Currently on Sharepoint,	Assessment Week Tests: Article Writing (Language) and poetry analysis (Literature).	Reading: a wide range of texts including poems. Recognising a range of poetic conventions and understanding how these have been used. Make critical comparisons across texts.	Decoding texts independently and responding independently to a range of stimuli.	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL Unclear are to how to format article. Level of formality misjudged. How much they need to prepare to hit the required time. They	'well read'.	Author/careers linked to the books they choose.	Extended writing-class discussions- proof-reading-improving vocabulary
YB	нт2в	audience. One literacy focused lesson a week, focusing on the needs of the class. UI: Dystopian Fiction: Exploring a range of texts in the Dystopian genre, analysing language and character based on extracts. The texts will be increasingly challenging depending on the sets. Creating	network when adapted for Sept.	Language: Spoken Language presentation based on their reading project.	Writing: write at length throughnotes and politiked scripts for talks and presentations. Be able to plan, draft, edit and proof read through work. Spoken English: give a short speech expressing their own ideas and keeping to the point. Reading: develop an appreciation and love of reading, and read increasingly challenging material independently through	Understand and apply the format and content of a speech. Note taking and varying tone and expression to engage the audience. Decoding an array of challenging texts by applying strategies	can't just read the specche-must rehears and learn.Lack of eye contact. Not planning their story. Not using a wide range of literay devices. Mixing up teness. Confusing literary terms and applying	create a better world to live in.		Extended writing-class discussions- proof-reading-improving vocabulary Extended writing-class discussions-
	нтза	their own dystopian worlds through a range of creative and transactional writing. One iteracy focused lesson a week, focusing on the needs of the class. Narrative writing here as they can draw on the wide range of texts, both fiction and non-fiction, that they have reads so far to enable them to write good narratives that are set outside of contexts that they are familiar with. They can also use the skills		focused question. END OF YEAR EXAMS: Literature: Character focused Literature question	seminal world literature. Understanding increasingly challenging texts.	taught to do this. Planning, writing at length and proof-reading. PEE/PEEL skills;	them incorrectly Being unclear as to what to write for each part of PEE/PEL Not planning their story. Not using a wide range of literary devices. Mixing up tenses. Confusing literary terms and applying		Link to being a professional	proof-reading-improving vocabulary Extended writing-class discussions-
	нтзв	developed during previous descriptive writing units to ensure that descriptive content is embedded throughout successfully.		Language: Write a story set in a dystopian context/world.	through work.	comprehension; exploring different contexts.	them incorrectly Being unclear as to what to write for each part of PEE/PEEL		author/screen-writer etc.	Extended writing-class discussions-
	HT1A	Plays: Exploring a range of Shakespeare plays and modern plays to introduce them to play scripts and help them appreciate how texts are majorly influenced by the contexts in which they are written in or are about. One literacy focused lesson a week, focusing on the needs of the class. This unit will allow them to develop their literature skills and apply them to a new type of texts; play scripts. They will be		Lit: How does the playwrite present a character in an extract? Lang: Narrative	Writing: . Be able to plan, draft, edit and proof read through work.	Planning, writing at length and proof-reading.	Formatting letter accurately.	Consider Elizabethan attitudes towards women compared to modern attitudes.	Playwrite/professional writer.	proof-reading-improving vocabulary
	HT1B	encouraged to comment on areas that they previously couldn't such as stage directions. Students will be further enhancing their narrative writing skills in this unit and could use the play scripts as inspiration for their own narratives.		Writing - Title Stimulus	-learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and context and context of the writing and drawing on this knowledge to support comprehension -theoring their understanding to make sure that what they have read makes sense.	PEE/PEEL/PEELAIC skills; comprehension; exploring different contexts; exploring characterisation	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL	Looking at issues in the plays studied such as social deprivation.		Extended writing-class discussions- proof-reading-improving vocabulary
	HTZA	Literature contexts: Study a range of literature contexts such as Victorian England, Elizabethan England and the twentieth century to enable them to appreciate how contexts have influenced Literature	Currently on Sharepoint.	Assessment Week Tests: Lang: Narrative Writing - Title Stimulus Lit: How does the playwrite present a character/theme in an extract?	Writing: write at length through a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. Be able to plan, draft, edit and proof read through work. Reading: understand increasingly challenging texts through:	Planning, writing at length and proof-reading. Being able to use persuasive language.PEE/PEEL skills; comprehension; exploring different contexts.	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEE/PEEL Formatting letter accurately.			Extended writing-class discussions- proof-reading-improving vocabulary
Υ9	нт2в	throughout time. Create and study a range of fiction and non-fiction tests in which they can explore the influences of the contexts in which they were created. One iteracy focused lesson a week, focusing on the needs of the class. Left until towards the end of K3 as quite difficult potentially so need more maturity. Essay writing will allow them to draw on their knowledge of the contexts and tests studied earlier at K33 and will be a time where they can shows are their ability to promote their point of view at	Currently on Sharepoint, will move onto school network when adapted for Sept.	extract? Lang: Write an essay where they oppose or agree with a given statement linked to the context of what they have studied. Lit:	-learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and Reading: understand increasingly challenging texts through: -learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries 	PEE/PEEL/PEELAIC skills; comprehension; exploring different contexts; exploring characterisation. Planning, writing at length	Confusing literary terms and applying them incorrectly Being unclear as to what to write for each part of PEL/PEL.	Changing attitudes towards gender and race.	Going to university and critical thinking.	Extended writing-class discussions-
		earlier at KS3 and will be a time where they can showcase their ability to promote their point of view at length.		Essay response to a thematic question linked to one of the studied contexts.	-making inferences and referring to evidence in the text -knowing the purpose, judicence for and context of the writing and drawing on this knowledge to support comprehension -checking their understanding to make sure that what they have read makes sense. -ryper sensors or cappir to: -speak confidently and diffectively, including through:	and proof-reading. Being able to use persuasive language. Planning, writing at length and proof-reading. Being able to use	Formatting essay correctly. How much to write. How much they need to prepare to hit the required time. They			proof-reading-improving vocabulary Extended writing-class discussions-
	нтза	Language and Power: Study a wide range of speeches and non-fiction based texts on famous historical figures such as Martin Luther King, Malaia Yousafral, Gerta Thunberg etc. Students will create their own speeches and other non-fiction texts after studying how a range of speeches have been successfully constructed. They will be honing their speech writing skills studied in year 8 to help them create a well more and with the speeches and the studying how a range of speeches have been successfully and the studying the speech writing skills studied in year 8 to help them create a well more studying the speech writing skills studied in year 8 to help them create a well speeches and the speeches and the speec		END OF YEAR EXAMS : GLS Assessments. After GLS Formally assess spoken	 using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point 	persuasive language. Building up confidence to perform in front of peers.	can't just read the speech-must rehearse and learn.Lack of eye contact.	Look at how inspirational figures	Link to volunteering careers/jobs with a social and moral purpose/the importance of job	proof-reading-improving vocabulary
	нтзв	constructed. They will be homing their speech writing skills studied in years 8 to help them create a well thought out and politied speech that they will preaent to their pream. This will cours not heir realisore in terms of presenting and being able to manage an audience and respond thoughtfully to questions pozed. One literacy focused lesson a week, focusing on the needs of the class.		language.	participating in formal debates and structured discussions, summarising and/or building on what has been said improving, reharing and geforming play scripts and poetry in order to generate language and discus language use and meaning, using role, innovation, reharing to the structure of the	Be able to independently comprehend and decode textss.	Timings.	have changed the world.	purpose/the importance of job satisfaction vs monetary gain.	Extended writing-class discussions- proof-reading-improving vocabulary
					none volume mood silence stillness and action to add innost Reading: sead critically through II knowing how language					
	HT1A			Mini assessments linking to ACC and Language P1 and P2.	Literature.• read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas					Extended writing-class discussions- proof-reading-improving vocabulary- encourage to use online resources for revision and retention, such as Seneca
					develop the habit of reading widely and often expercise the depth and power of the English literary heritage write accurately, effectively and analytically about their reading, using Standard English acquire and use a wide vocabulary, including the grammatical terminology and other literary and	PEE/PEEL/PEELAIC skills; comprehension; exploring different	Literature: Confusing who says what in regards to quotations.			and Youtube.
		Uterature: All students study A Christmas Carol. This is done here as it is arguably the easiest text and it fits in with the term leading up to Christmas so will engage them through this too. In addition, if any students need to move sets then as they are all starting with the same text we have over a term to identify if they require movement without It being an sine. Students that move to our school after the same text we have over a term to any students of the same text we have over a term to any students the same text we have over a term to any students the same text we have over a term to any students the same text we have over a term to any students the same text we have over a term to any students the same text we have over a term to any students the same text we have over a term to any students the same text we have over a term to any students the same text we have over a term to any students the same text we have over a term to any students the same text we have over a term to any students the same text we have over a term to any students term text and the same text we have over a term to any students term text and term term term term term term term term			Inguistic terms they need to criticize and analyse what they read. Language- critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of Ikerature and other high-quality writing reading in different ways for different purpose, and comparing and evaluating the use/user, relevance and	contexts; exploring characterisation and themes.	Mixing up the ghosts. Linking the context to their work.	Consider how we can be kinder and more charitable more	Charity work/ volunteering work/jobs with a social	
		Internet in uner require involvement without in being an issue. Students that more to our school and HT2A will need to be placed in the correct sets immediately as set 1 and 2 study different prose and Shakespeare texts to sets 3, 4 and 5. Introduce students to GCSE Literature. Students will study 7 poems form the Power and Conflict Anthology in preparation for Literature Paper 2. There are 15 poems of in we do roughly half per half year this should mean they have studied them all by the end of			unimentin papores, and companing and revisioning on the executions, terevisite and presentation of contest for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the test; ""videntifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those but are not/DO WE TEACH THIS? BIT STATESTOPPI'reflecting critically and evidatively on test, using			regularly.	conscience	Extended writing-class discussions-
	HT1B	the year. ***Students will become familiar with all texts studied and will develop detailed responses to Uiterature questions using all four assessment objectives in their responses where appropriate. IS THIS NEEDED HERE?*** Language: Students work on the reading sections of AQA Paper 1 and AQA Paper 2. Students will explore a range of fiction and non-fiction texts and apply the skills required for each		Lit:A Christmas Carol literature extract question. Language: Paper 1 and Paper 2 question 1- 4 questions.	the context of the text and ***drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text DD WE TEACH THIS? ISI TASSESSED?*** • summary and synthesis: identifying the main theme or themes; summaring ideas and					proof-reading-improving vocabulary- encourage to use online resources for revision and retention, such as Seneca and Youtube.
		question focus. Students will see the overlap of some of the skills which will help them respond to the reading sections. ***Literature extracts and non-fiction texts linking to the Literature texts will be used to teach the Language skills. More exposure to the Literature texts will help them develop their understanding of these texts. The extracts we use will come from elsewhere in the text to what has been studied in Uterature lessons. This will allow more coverage of ACC but will allow show students with the student of Uterature lessons. This will allow more coverage of ACC but will allow show students with the student of Uterature lessons. This will allow more coverage of ACC but will allow show students and the student of Uterature lessons. This will allow more coverage of ACC but will allow show students and the student of Uterature lessons. The student students are students and the student students and the student students are students and the students are students and the students are			Information from a single text; synthesising from more than one text; evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact; using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and					
		ueen suureu in citerature resons. Inis wir altori more coverage of Acc. Ou it wir also stow suurens comprehension of unseen extracts.***			detau; analysing and evaluating now form and structure contribute to the effectiveness and inpact of a text	Decoding texts independently and responding independently to a range of stimuli.	Forget the focus of questions and apply wrong methods to the wrong questions. Spend too long on many questions.			
	HTZA			Assessment Week Tests:Language:Full section A from Paper 1 and Paper 2.	Literature:• read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their				Acting/playwrite/theatre jobs	Extended writing-class discussions- proof-reading-improving vocabulary- encourage to use online resources for
				Literature: A Christmas Carol extract question-both from sample papers.	understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and and wijkcilar) shout their reading, using Standard English	PEE/PEEL/PEELAIC skills: comprehension: exploring different	Unclear as to how much to write for each response. Forget the	Attitudes towards gender/gender stereotypes/ violence in	Pacing proprinted contacts page	revision and retention, such as Seneca and Youtube.
¥10			Currently on Sharepoint, will move onto school network when adapted for Sept.	Lit:Power and Conflict Anthology question ***ARE WE GOING TO FIT THIS INTO OUR TEACHING TO BE ABLE TO ASSESS IT	 acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they need. describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organizational features judiciously to reflect. 	PEL/PEL/VELUUL sources; comprehension; exploring different contexts; exploring characterisation and themes.	focus of questions and apply wrong methods to the wrong questions. Spend too long on many questions.	society/ monarchy		Extended writing-class discussions-
	HT2B			ACCURATELY AS THEIR LIT ASSESSMENT?***. Lang:Question 5 description/narrative on Language Paper 1 sample paper and Question 5 transactional	aydience, purpose and context, using language imaginatively and creatively, using information provided by others to write in different forms; maintaining a consistent point of view, maintaining coherence and consistency arons a test evites for imagest: selecting, cognations and emphasizing fasts, ideas and key points, citing evidence and quotations effectively and perimentive to support thew, creating emotional	Planning, writing at length and proof-reading.	Lit: Forget the context of poems. Wrongly apply poetic terms. Don't explain their responses fully.		Author	proof-reading-improving vocabulary- encourage to use online resources for revision and retention, such as Seneca and Youtube.
				Lit: An Inspector Calls or Blood Brothers	evidence and quotation energy and perturbing to support views, treating enousning <u>Literature</u> • read a wide range of classic literature fluently and with good understanding, and make connections across their reading	Panning, writing at rengen and proorreading.	bon respan dien responses runy.			Extended writing-class discussions-
	НТЗА			question from sample paper Lang: Question 5 narrative/ description on Language paper 1 sample paper and transactional on Language Paper 2 sample	read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas edvelop the habit of reading widely and often e appreciate the depth and power of the English literary heritage					proof-reading-improving vocabulary- encourage to use online resources for revision and retention, such as Seneca and Youtube.
		Literature: Students to study modern prose texts either An Inspector Calls or Blood Brothers ***ARE WE STILL TEACHING BB? I KNOW THERE WERE DISCUSSIONS ABOUT THIS BEING TOD DIFFICULT FOR LOWER SETS TO ACCESS AND STUDENTS FINDING IT DIFFICULT TO TEACH TO THE LOWER SETS*** from Literature Paper 1 applying and Impriving on the skills that they covered whilt studying A Christmas		paper.	 write accurately, effectively and analytically about their reading, using Standard English acquire and use a wide occubalary, including the grammatical terminology and other literary and inguistic terms they need to criticise and analyse what they read. <u>Loncuracy</u>-critical reading and comprehension.identifying and interpreting themes, ideas and 	PEE/PEEL/PEELAIC skills; comprehension; exploring different contexts; exploring characterisation and themes.	Confuse contexts with other texts studied. Mix up characters. Misread question so they focus on the wrong character,			
		Carol-ensuring that they are improving in confidence in demonstrating the skills required for the four assessment objectives required for Literature. Students will study 8 poems from the Power and Conflict Anthology in preparation for Literature Pager 2. ****Teachers to teach how to respond to an anthology comparison question. WILL WE FIT THIS IN? USUALLY IN YEAR 10, THIS ISN'T COVERED - JUST THE			Information in a range of literature and other high-quality writing, reading in different purposes, and comparing and evaluating the use/unlense, relearance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias					
		POEMS AND THE OTHER TEXTS ***Language: students to study writing sections of Paper 1 and Paper 2, which are both equally weighted at 40 marks. ***Students will study the differences between writing fiction and non-fiction texts and the different skills they will need to demonstrate for each exam. They will learn the form and structure of both fiction and non-fiction texts but also the different non- fiction texts.***Students will study attrategies to make their writing fluent and engaging. Students will advent will student students will advent will advent will student students will advent will student students will advent will advent will advent will advent will student students will advent will advent will student students will advent w			and missio of originance, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading: recognizing the possibility of different responses to a text • summary and synthesis: identifying the main them or theme; summarking ideas and			Social deprivation/politics/ class	Social work/police	
	нтзв	Incomittens. ²¹ Scotenics will study solutions to make timel writing intent and engiging. Scotenics will read a diverse range of fiction and non-fiction texts to model to them what good writing looks like.		End of Year Exams (Mocks) Lit: Full English Literature exams P1 and P2 (last academic year) Lang: Full English Language	Information from a single text, synthesising from more than one text evaluation of a writer's choice of vocabulary, form, grammatical and structural feature: explaining and illustrating how vocabulary and grammar contribute to offectiveness and impact, using linguistical millerny terminology securately to do sand paying structmont to the structure of the struct					Extended writing-class discussions- proof-reading-improving vocabulary- encourage to use online resources for
				year) Lang: Full English Language exams P1 and P2 (last academic year).	detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text • comparing texts: comparing two or more texts critically with respect to the above. • producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, epidani, instruct, give and respect to the induced and agues; selecting					revision and retention, such as Seneca and Youtube.
					describe, narzate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; unig language imaginatavity and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency arcons text and set of the set	Literature-PEE/PEEL/PEELAIC skills; comprehension; exploring				
					 writing for impact: selectical, organiting and emphasizing fact, is also and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (Lor du s rhetorical questions, antithesis, parenthesis). 	<u>Literature</u> *PEL/PELI/PELIAL suis; comprehension; exploring different context; exploring characterisation and themes.Effective time management. <u>Language</u> /decoding texts independently. Create a variety of different texts, Effective time management.	As above for Language and Literature.			
					Literature • read a wide range of classic literature fluently and with good understanding, and make connections across their reading					Extended writing-class discussions-
	HTIA			Lit: Shakespeare Extract. Lang: Paper 2 question 5 (a transactional text not assessed on at GCSE yet).	read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and lidess develop the habit of reading widely and often operate the depth and power of the English literay heritage	<u>Literature</u> :PEE/PEEL/PEELAIC skills; comprehension; exploring different contexts; exploring characterisation and				proof-reading-improving vocabulary- encourage to use online resources for revision and retention, such as Seneca and Youtube.
	<u> </u>				 write accurately, effectively and analytically about their reading, using Standard English acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticize and analyse what they read. information in a range of literature and other high-quality writing; reading, in different ways for 	themes.Effective time management. <u>Language</u> :decoding texts independently. Create a variety of different texts, Effective time management.				
		Literature (3 lessons): Shakespeare Text and Unseen Poetry. Students to spend the first four lessons responding to feedback from the year 10 mocks. Students to explore the Shakespeare text appropriate for their class United reveloping their understanding of how to successfully embed all assessment of their class United reveloping their understanding of how to successfully embed all assessment to the successful text of text of the successful text of t			different purposes, and comparing and evaluating inferences and justifying these with presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by refering to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not reflection; including and purposed to the text of text of the text of the text of the text of tex					
		objectives in their responses independently. Students will explore a wide range of unseen poetry and be able to deconstruct poems independently as well as being able to compare them successfully. Language (3 lessons including intervention)Students to spend four lessons responding to mock exam feedback Bespoke lessons working on areas for development. Rest of time spent studying Language			evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and kills galand from wider reading; recognising the possibility of different responses to a straining lease and • summary and synthesis: identifying the main theme or themes; summaring lease and information from a single text, synthesis from more than one text evaluation of a surfix's choice of vocabulary, form,					
	HT1B	Received a start working of metanologic or extraportion from start or miniper is approximately a start of the		CAGs: Lit: Full P1 and P2 last academic year) Lang: Full P1 and P2 (last academic	grammatical and structured features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and					Extended writing-class discussions- proof-reading-improving vocabulary- encourage to use online resources for
				year)	 comparing texts: comparing two or more texts: critically with respect to the above. producing clear and coherent text: writing effectively for different purposes and audiences: to describe, marrate, explain, instruct, give and respond to information, and argue; selecting 					revision and retention, such as Seneca and Youtube.
					 vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively, using information provided by others to write in different forms, maintaining a consistent point of view, maintaining coherence and consistency across a text writing for impact: selecting, organizing and emphasing facts, using and keep and the points, cling 	Literature-PEE/PEEL/PEELAIC skills; comprehension; exploring				
¥11			Currently on Sharepoint, will move onto school network when adapted for Sept.		writing on impact, securing, urganism gain empirisoning (sect), backs and urgan points, cluing evidence and quotation effectively and perimently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antihites); parenthesis); literature: read and due range of classic literature fluently and with good understanding, and make connections across their reading	different contexts; exploring characterisation and themes.Effective time management. Language:decoding texts independently. Create a variety of different texts.Effective time management.		Areas covered in year 10 depending on what they study.	Careers discussed in year 10 depending on the texts or topics they cover.	
										Parameter 1 and 1
	HT2A			Lit: At teacher's discretion. Classes to work on their classes areas of weakness based						Extended writing-class discussions- proof-reading-improving vocabulary
		Language [3] lessons including intervention): Classes to work on areas of development as identified through question level analysis of mock exams. Literature [3] lessons). Classes to work on areas of development as identified from Christmas: CAGs including exam skills and timings.		on their classes areas of weakness based on analysis of CAGs. Lang: At teacher's discretion. Classes to work on their classes areas of weakness based on analysis of CAGs						Present 1 100 1
	нт2в					Literature:PEE/PEEL/PEELAIC skills; comprehension; exploring different contexts; exploring characterisation and				Extended writing-class discussions- proof-reading-improving vocabulary- encourage to use online resources for revision and retention, such as Seneca and Youtube.
	 				As above	themes.Effective time management. Language:decoding texts independently. Create a variety of different texts.Effective time management.				and toutube.
										Extended writing-class discussions-
	НТЗА	Language (3 lessons including intervention) Literature (3 lessons) Final revision lessons. Work on areas of development as identified through in-class assessments.		None.						proof-reading-improving vocabulary- encourage to use online resources for revision and retention, such as Seneca and Youtube.
	1,000			Concerna di Antonio	As above	Literature: PEE/PEEL/PEELAIC skills; comprehension; exploring different contexts; exploring characterisation and themes.				
	n138			externar GCSE exams						