

Subject Intent: English

Weeks	Term 1		Term 2		Term 3	
	7	7	6	6	6	7
<p><i>Core Knowledge/ Skills and Concepts</i></p>	<p>Assessment/Myself</p> <p>7.3 c1 Accuracy of punctuation is consistent.</p> <p>7.2 c4. Able to correct spelling and punctuation errors</p> <p>7.2 c5 Use Standard English confidently in writing and speech</p> <p>Review and assess key Year 6 objectives of:</p> <p>Decoding and reading with understanding</p> <p>Ability to predict ahead.</p> <p>Reading to infer and deduce.</p> <p>Understanding how different types of texts are structured and presented</p> <p>Able to use all punctuation accurately</p>	<p>Non – Fiction (Dangerous animals unit.)</p> <p>Reading 7.1 a1 Decoding – seek assistance in understanding new vocabulary encountered.</p> <p>7.2 a.2 Read increasingly challenging material independently: Knowledge of difference between fiction and non-fiction.</p> <p>7.2 e3 Retrieving information form text – develop skim/scanning skills.</p> <p>7.2 i.1 Understanding fact and opinion, identify evidence used to justify an opinion</p> <p>7.2 h2 identify how text structure and organisational features contribute to meaning: Begin to identify presentational and structural aspects of non-fiction.</p> <p>Writing 7.2c1 Match writing to purpose – informational writing.</p> <p>7.2 b5 Summarise and organise points to be made in a piece of writing (e.g. use of bullet points to make information clear)</p> <p>7.3 b2 Knowledge of key vocabulary/use of literary terminology.</p> <p><u>Links to GCSE AOs</u></p> <p>AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts</p>	<p>Writing unit – Ruin Intro to narrative writing.</p> <p>Writing</p> <p>7.2 b2 Consider reader’s journey through text when extending writing including:</p> <p>Knowledge of tense.</p> <p>Knowledge of writer’s viewpoint – first and third person.</p> <p>Understanding of simple, compound and complex sentences, main and subordinate clauses.</p> <p>Developing ability to extend and organise writing using paragraphs</p> <p>Ability to read own work and correct errors</p> <p>7.3 a1 Use developing vocabulary for effect/use figurative language</p> <p>7.2 b1 Creating effective plans to aid writing.</p> <p>7.2 a2 Experiment with a range of literary and rhetorical devices: Use narrative writing techniques such as “flashback.”</p> <p>7.3 b2 Knowledge of key vocabulary /use of literary terminology</p> <p><u>Links to GCSE AOs</u></p> <p>AO6 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Intro to Poetry</p> <p>Reading</p> <p>7.2 h2 Understand difference between poetry and prose</p> <p>Begin to use inference and deduction</p> <p>7.2 a4 Use purpose and audience of texts to aid understanding: Follow a point of view through a poem</p> <p>7.2 c1 Introduction to basic language techniques and poetic conventions (alliteration/simile/onomatopoeia.)</p> <p>7.2h4 Identify some characteristics of a writer’s style</p> <p>Writing</p> <p>7.3 a.1 Begin to use more adventurous vocabulary for effect.</p> <p>7.2 a2 Begin to use literary and rhetorical devices in own writing: Use 5 senses in writing descriptively.</p> <p><u>Links to GCSE AOs</u></p> <ul style="list-style-type: none"> AO2: 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 AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts 	<p>Class novel / extracts “How to train your Dragon”</p> <p>Reading</p> <p>7.1 a1 Able to seek assistance when encountering new vocabulary (use of dictionaries, embed alphabetical order.)</p> <p>7.2 h3 Offer opinions on plot, setting and characters of novel.</p> <p>7.2 a1 Recognise how other’s views on a text may differ from own.</p> <p>7.2 a2 Describe and explain preferences when reading texts.</p> <p>7.2 b2 Identify similarities and differences when reading texts.</p> <p>7.2 f2 Make inferences and justify with evidence from the text.</p> <p>Writing</p> <p>7.2c1 Match writing to purpose and audience – write to instruct/ Write in script form.</p> <p>7.3 b3 Use new grammatical constructions that are given to achieve particular effects: Use novel to further develop sentencing skills/ complex sentences/fronted adverbials/varying sentence structure.</p> <p>7.3 a.1 Use adventurous vocabulary, develop ability to use a thesaurus</p> <p><u>Links to GCSE AOs</u></p> <ul style="list-style-type: none"> AO4: Evaluate texts critically and support 	<p>UFOs unit – short story/descriptive writing Intro to genre</p> <p>Reading</p> <p>7.2 b2 Identify similarities and differences when comparing texts.</p> <p>7.2 b1 increase familiarity with wide range of texts. Develop knowledge of genre</p> <p>7.2 a1 Understand increasingly challenging texts, checking understanding to make sure what they have read makes sense</p> <p>7.2 f2 Make inferences based on evidence from more than one point in text</p> <p>Writing</p> <p>7.2 c2 Improve vocabulary, grammar and structure of writing to better match audience and purpose – writing to argue.</p> <p>7.2 c2 Improve vocabulary, grammar and structure of writing to better match audience and purpose Improve vocabulary and grammar used in writing. – writing to describe</p> <p>7.2 a2 Begin to use literary devices in own writing (adjectival/noun phrases, simile/metaphor, personification.)</p> <p><u>Links to GCSE AOs</u></p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

Year 7

		AO5: 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			this with appropriate textual references	
<i>How will it be assessed?</i>	This unit is designed to run alongside literacy testing in first half-term. Activities assess ability to comprehend, infer and deduce across fiction and non-fiction, and assess ability to organise writing, using information to set initial reading and writing targets. These targets are placed in pupils' books and updated regularly	Use of pupil progress, self and peer assessment forms throughout. Final writing piece: independently create informational text assessed according to key objectives and used to set next term's writing targets	Use of pupil progress, self and peer assessment forms throughout. Reading/writing assessment summaries from Classroom Monitor assessed ongoingly. Narratives created at end of unit used to evidence key writing objectives and update writing targets	Use of pupil progress, self and peer assessment forms throughout. Reading/writing assessment summaries ongoing assessment Use Rising Stars reading poetry assessment paper for formal Easter assessment	Use of pupil progress, self and peer assessment forms throughout. Reading/writing assessment summaries ongoing assessment. Group drama – pupils self-assess according to key objectives	Use of pupil progress, self and peer assessment forms throughout. S and L debate – group peer assessment Reading/writing assessment summaries ongoing assessment Assessment week – Fiction //non-fiction paper 1 Writing paper 2
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	This is a bridging unit designed to run alongside literacy testing in first half-term. Activities show which KS2 skills still need to be embedded and help to ascertain true starting points and pupil targets for first term.	Developing basic skills of reading for understanding. Making pupils aware of the range of reading skills needed in KS3 and exploring how structure and presentation are important in engaging non-fiction texts	Unit designed to develop basic writing organisation and sentencing skills and allow more able pupils to extend writing, improve paragraphing and structure of writing.	Building on reading for understanding to read with inference and deduction. Poetic techniques taught are basic and accessible and responses largely opinion based (Year 8 will develop and extend responses).	Building on reading skills developed earlier in year this unit extends reading to full class novel where appropriate. Introduce pupils to responding to characters, plot and setting using some degree and inference and selecting of evidence to justify views (this will be developed to more extended character studies and use of P.E.E. in year 8.)	This unit brings together the skills used in year 7, containing a range of fiction and non-fiction materials and opportunities for extended writing.
<i>Weekly Focus</i>	1. Reading assessment – 1. Fiction 2. Non-Fiction: Using Hodder Reading project assessments to set reading targets. 2. Writing assessment – “The Old House” Use to set writing targets. 3. Punctuation challenges – End punctuation, commas and speech marks 4. Facebook profiles – This is me. 5. Reading – real life experiences/recounts. Intro to autobiography 6. Scaffolded writing of a recount. 7. Extending and developing autobiographical writing	1. Reading “Dangerous animals.” Reading comprehension / information retrieval 2. Reading “Personal Injury in the Wild. Presentation in information texts. 3. Reading “Personal Injury in the Wild. Structure in non-fiction texts 4. Fact and opinion 5. Bear Grylls: Hero or Fake? Identifying and evaluating evidence 6. Writing focus - Bear Grylls: Hero or Fake? Extended writing evaluating evidence and explaining opinions. Class debate (S and L focus)	1. Use animation as stimulus to describe a setting. 2. Describe and develop a character. 3. Story structure and sequencing narrative, paragraphing. 4. Sequencing narrative, use of flashback. 5. Tension in narrative 6. Pace in narrative, describing action, using powerful verbs and varying sentence lengths	1. What is poetry? (New English Gold materials.) 2. Alliteration and onomatopoeia poems 3. Performing poetry (S and L focus) 4. Exploring language – Reading and writing own colour and mood poems. 5. Similes and metaphors in poems - comprehension, explaining opinions and creating own simile poems 6. Assessment – Rising Stars Reading paper	1. Ordering a set of instructions “How to catch your dragon.” 2. Expanding vocabulary, figurative writing in descriptive (create your own dragon) 3. Heroes and villains, writing character studies 4. Close reading – making inferences about “Seadragon Maximus.” 5. Scriptwriting/drama – group drama. S and L focus 6. Extending writing, offering opinions, preferences with evidence from novel in book review.	1. Understanding genre 2. Reading and responding short story “Status Extinct” – relating to genre. 3. Descriptive writing “Alien Worlds” Use of extended noun phrases and figurative language 4. Research – UFOs materials, finding info and summarising texts to report back to others. S and L focus 5. Argument writing, “Do Aliens exist?” 6. Speaking and listening – prepare and take part in debate. S and L focus “Do Aliens exist?” 7. Assessment week

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Core Knowledge/ Skills and Concepts	<p>Stormbreaker Anthony Horowitz</p> <p>AO2: comment on and analyse how writers use language and structure to achieve effects and influence readers AO5: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module-both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>	<p>War Poetry</p> <p>AO2: comment on and analyse how writers use language and structure to achieve effects and influence readers AO3: Compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts. AO6: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module-both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>	<ul style="list-style-type: none"> • Horror Stories • Mock Trial (S+L) <p>AO2: comment on and analyse how writers use language and structure to achieve effects and influence readers AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module-both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>	<p>Animal Farm George Orwell</p> <p>AO1: Identify and interpret explicit and implicit information and ideas. AO2: comment on and analyse how writers use language and structure to achieve effects and influence readers AO3: Compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts.</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module-both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>	<ul style="list-style-type: none"> • The Chocolate Project (Non-Fiction) • The Apprentice Project (S+L) <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO5: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module-both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>	<p>Macbeth</p> <p>AO1: Identify and interpret explicit and implicit information and ideas. AO4: Evaluate texts critically and support this with appropriate textual references.</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module-both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>
How will it be assessed?	Students will write their own spy story, which they will be assessed on.	Students will have a reading assessment and a peer-assessed Speaking and Listening task.	Students will write their own gothic story.	Students will respond critically to an extract from the novella they have studied and answer a differentiated exam-style question. Students will also take part in presentations.	Students will be assessed on their product write ups and will be peer assessed in their presentations.	Students will respond critically to an extract from the novella they have studied and answer a differentiated exam-style question.
Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?	<p>This unit will bridge the transition between Y7 and Y8, where students will begin to move towards developing a more sophisticated approach to analysis.</p> <p>They will also be looking at developing their own writing and studying how the author builds suspense and how they can begin to add these to their own writing.</p>	<p>In this unit, they will have to think critically about their own opinions as well as those of the poets' from the primary source material, comparing and contrasting these in relation to each other, and also to propaganda. They will also learn to begin to recognise and use poetic techniques.</p> <p>The segment on propaganda will help them further understand elements in Animal Farm, which they will study in the Spring term</p>	<p>Students will be introduced to some classic horror literature that play with the idea of stereotypes and also gender representation within the genre.</p> <p>They will start with a contemporary story and begin to explore writing gradually going back to the C19th. This will begin to build an awareness of the gothic and the style of writing from this period, which is a step towards building understanding for the C19th aspect of the GCSE.</p>	<p>Students will be able to enjoy this story on a number of levels. The unit will build on prior knowledge of propaganda and through they unit they will explore the ideas of power, corruption and the idea of fair society.</p> <p>Students will analyse language in the novel and be guided to form their own critical opinion on topics on the book.</p>	<p>In this unit, students will cover non-fiction skills such as report writing, selecting and identifying purpose, audience and format, research skills, and evaluation and analysis skills.</p> <p>They will, at points, take a hands-on approach to their learning, for example, taste-testing and interviewing peers and staff.</p>	<p>This Macbeth unit involves students getting to grips with Shakespeare. It starts with an introduction to Shakespearean context and this will be referred back to regularly. It introduces Shakespeare's work from a language learning perspective, giving students tools to decode and decipher meaning from the text, leading to the students (to differentiated degrees) being able to begin to translate some passages themselves, with an overall focus on enabling the students to form and give their own critical opinion on the text.</p> <p>It will cover themes of ambition, power, gender, madness and corruption.</p>

<i>Weekly Focus</i>	<ol style="list-style-type: none"> 1. Introduction to Spy Genre/First Impressions 2. Building Suspense/ Sentence 3. Lengths 4. How to Write a Good Baddie! 5. Spy inventions 6. Effective Descriptions 7. Assessment 	<ol style="list-style-type: none"> 1. Introduction/Context 2. Dulce Et Decorum Est 3. Who's for the Game?/Propaganda 4. TV Debate Mini Project 5. Contemporary Poetry 6. Beginning to Compare 7. Assessment 	<ol style="list-style-type: none"> 1. Intro to Genre/Stereotypes 2. Lamb to the Slaughter 3. Vendetta 4. Tell-Tale Heart 5. Frankenstein/Characterisation 6. Assessment 	<ol style="list-style-type: none"> 1. Context 2. Creating a Utopia 3. Characterisation/Symbolism 4. Speechwriting/Political Debate 5. The Commandments/Injustice 6. Assessment 	<ol style="list-style-type: none"> 1. Introduction to unit/Target Market 2. Market Research 3. Product development 4. Final Write Up 5. Dragons' Den 6. Assessment 	<ol style="list-style-type: none"> 1. Introduction/Context 2. Prophecy/ Foreshadowing 3. Power/Language 4. Lady Macbeth / Madness 5. Imagery and Sibilliance 6. Analysis 7. Assessment
<i>Weeks</i>	7	7	6	6	6	7
<i>Core Knowledge/ Skills and Concepts</i>	<p>Conflict Poetry</p> <p>AO3: Compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references.</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module- both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>	<p>Miss Peregrine's Home for Peculiar Children Ransom Riggs</p> <p>AO1: Identify and interpret explicit and implicit information and ideas.</p> <p>AO2: comment on and analyse how writers use language and structure to achieve effects and influence readers</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module- both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>	<p>Romeo and Juliet William Shakespeare</p> <p>AO1: Identify and interpret explicit and implicit information and ideas.</p> <p>AO2: comment on and analyse how writers use language and structure to achieve effects and influence</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references.</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module- both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>	<p>Don't Get Me Started (Non-Fic & S+L)</p> <p>AO1: Identify and interpret explicit and implicit information and ideas.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts.</p> <p>AO6: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module- both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>	<p>Curious Incident of the Dog in the Night-Time Mark Haddon</p> <p>AO1: Identify and interpret explicit and implicit information and ideas.</p> <p>AO2: comment on and analyse how writers use language and structure to achieve effects and influence.</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module- both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>	<ul style="list-style-type: none"> • Victorian Time Machine Unit • Theme Park <p>AO2: comment on and analyse how writers use language and structure to achieve effects and influence readers</p> <p>AO3: Compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Spelling, punctuation and grammar skills-building will be threaded through the module- both in task success criteria and in starters. These will be bespoke to address the individual learners' skills gaps on a class-by-class basis.</p>
<i>How will it be assessed?</i>	Students will complete a comparative question on two poems that they have studied during the unit.	Students will be assessed on a creative writing task- either a picture or a sentence starter, where they use one or more of the covered narrative structural devices.	Students will be given a differentiated exam-style question on a key quote or scene.	Students will be formally assessed on a debate question, and will peer-assess their Room 101 speeches.	Students will be given a question on a theme that they have studied and will have to provide analysis, discussing their opinions on the narration.	Students will be assessed on a creative writing piece, where they will write a story on time travel to the Victorian period. Students will also peer-assess a TV debate.
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	In this unit, students will build on prior learning of poetic techniques and begin to explore the theme of power and conflict. They will recognise more sophisticated poetic techniques and begin to explore meanings. Students will also continue to be encouraged to form their own critical opinions and be scaffolded in arguing their perspectives, as well as those of others.	This book explores the themes of loss, identity, racism, coming of age and exploitation with a science-fiction/fantasy plotline. As a result, students will get to grips with structural devices in their own writing using flashbacks and flashforwards. They will also develop and use their empathy skills to put themselves in the characters' shoes.	Students will further their exploration of Shakespeare. Using decoding skills, students will work through the story using the Livewire graphic novel and selected passages of the original text to be able to give critical opinions and make inferences, synthesising the story with the modern day experiences of a teenager. They will develop their empathy skills in a variety of ways, from diary entries to agony aunt responses.	In this unit, students will begin to approach writing persuasively and using more sophisticated techniques to get their points across, such as humour and irony. They will cover a variety of non-fiction text types that they will experience in the GCSE, including: <ul style="list-style-type: none"> • Letter • Essay • Leaflet • Speech • Article 	Students will explore narration in the book and talk about the experiences and characterisation of the protagonist and his perspective. They will discuss the advantages and disadvantages of a first person narrator and how the author side steps these. They will also look at conventional detective literature and make comparisons. They will be involved in a number of class discussions about topics such as autism, loss, grief and expression.	Time Machine (4 weeks): In this unit, students will be introduced to a wider variety of C19th literature in order to prepare them for the more antiquated unseen language that they will receive in the GCSE exam. They will create their own piece of writing on which they will be assessed. They will experiment with different sentence lengths and build towards using more complex constructions in their writing.

						Theme Park (2 weeks): Students will create and design their own theme park.
<i>Weekly Focus</i>	1. Poetry Techniques/Knowledge Recap 2. Not My Business 3. Stealing 4. John Agard 5. London 6. Comparison Skills 7. Assessment	1. Context 2. Writing from Stimulus 3. Themes and Imagery 4. Characterisation 5. Loops 6. Timelines 7. Assessment	1. Context/Prologue 2. Feuds and Insults 3. Agony Aunt 4. Synthesis 5. Analysis 6. Assessment	1. Using Humour/Charlie Brooker 2. Speech Writing/Room 101 3. Essay 4. Leaflet 5. Two Sides of a Coin: Article 6. Assessment	1. Narrative Perspectives 2. Relationships 3. Detective Boone? 4. Relationships 5. Key Themes 6. Assessment	1. TT: The Warden 2. TT: Hard Times 3. TT: A Tale of Two Cities 4. TT: Assessment 5. TP: Advert Comparison 6. TP: Villager Perspectives 7. TP: Park Design and Write-Up
<i>Weeks</i>	7	7	6	6	6	7
<i>Core Knowledge/ Skills and Concepts</i>	<p>Paper 1 – Explorations in Creative Reading and Writing (A selection of short stories and extracts focused on the theme of ‘Conflict’)</p> <p>AO1: identify and interpret explicit and implicit information and ideas.</p> <p>Using a range of short extracts and film clips, students focus on the difference between explicit and implicit information and build on their knowledge of ‘reading between the lines’</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers.</p> <p>Using short stories and literary extracts, students build on their knowledge of analysing language, showing some understanding of a range of terminology and the intended effect of the reader. Students should be able to apply understanding of ‘connotation.’</p> <p>AO2: Explain, comment on and analyse how writers use structure to achieve effects and influence readers.</p> <p>Recap and development of knowledge of structural techniques. Start to identify techniques and how they add interest to the narrative.</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p>	<p>Paper 2 – Writers’ Viewpoints and Perspectives. We will study a selection of non-fiction texts including documentaries on the theme of ‘Homelessness’</p> <p>AO1: identify and interpret explicit and implicit information and ideas.</p> <p>Students show understanding of a range of non-fiction texts and begin to identify viewpoints.</p> <p>AO1: select and synthesise evidence from different texts</p> <p>Students begin to compare specific similarities and differences between texts.</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers.</p> <p>Using a range of non-fiction short texts, students build on their knowledge of analysing language and the effect on the reader. They start to analyse a writer's choice of individual vocab.</p> <p>AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>Students will begin to develop skills in comparing viewpoints across two texts. They will work on understanding tone and register and will start to identify how techniques such as hyperbole, convey a viewpoint.</p>	<p>Paper 1 – Explorations in Creative Reading and Writing (A selection of short stories and extracts focused on the theme of ‘Emotions’)</p> <p>AO1: identify and interpret explicit and implicit information and ideas.</p> <p>Using a range of novel extracts, students further develop knowledge of using inference to understand and empathise with characters’ experiences and emotional responses.</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers.</p> <p>Students build on their knowledge of analysing language, showing a greater understanding of a range of terminology and the intended effect of the reader. Students should be able to confidently comment on a writer’s choice of language.</p> <p>AO2: Explain, comment on and analyse how writers use structure to achieve effects and influence readers.</p> <p>Develop further knowledge of identifying and analysing structural techniques and how a writer creates interest.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p>	<p>Paper 2 – Writers’ Viewpoints and Perspectives. - Focus on Persuasive Writing.</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>Students build on learning to produce a range of non-fiction writing, considering format, audience and purpose. Students will further develop knowledge of language techniques such as irony.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spelling, vocabulary and punctuation skills will be embedded in all English lessons. Progress will be <u>assessed</u> in ‘SPaG’ lessons on Fridays.</p> <p>Students will focus on a range of more sophisticated punctuation and vocabulary. We will expand knowledge of vocabulary through embedded learning, examining the effect of emotive language to create a response.</p>	<p>Paper 1 – Explorations in Creative Reading and Writing – ‘Past, Present and Future’</p> <p>AO1: identify and interpret explicit and implicit information and ideas.</p> <p>Students further develop knowledge of interpreting implicit information in a range of short texts dealing with more complex/unfamiliar concepts.</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers.</p> <p>Students will learn skills to look for contextual clues to decode unfamiliar vocabulary and concepts. Students will continue to analyse the use of language an effect on the reader.</p> <p>AO2: Explain, comment on and analyse how writers use structure to achieve effects and influence readers.</p> <p>Develop further knowledge of identifying and analysing structural techniques and how a writer creates interest.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>Students will further develop skills in evaluating texts through a range of activities. They will be able to select appropriate evidence to support their opinions. They will develop skills</p>	<p>Paper 2 – Writers’ Viewpoints and Perspectives: ‘Extremes’</p> <p>AO1: identify and interpret explicit and implicit information and ideas.</p> <p>Students further develop understanding of a range of texts and concepts.</p> <p>AO1: select and synthesise evidence from different texts</p> <p>Students develop skills in summarising similarities and differences in a range of texts.</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers.</p> <p>Students will further develop skills to look for contextual clues to decode unfamiliar vocabulary and concepts. Students will be more confident in analysing the use of language an effect on the reader in more detail.</p> <p>AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>Students will begin to develop skills in comparing viewpoints across two texts. They will develop an understanding of tone and register and will learn how to analyse the effect of more sophisticated language techniques.</p>

	<p>Students build on skills and knowledge from KS3 learning to produce creative writing. Students will start to include structural techniques such as foreshadowing and withholding information to engage the reader. Students will start to incorporate a more sophisticated range of language techniques e.g.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spelling, vocabulary and punctuation skills will be embedded in all English lessons. Progress will be <u>assessed</u> in 'SPaG' lessons on Fridays.</p>	<p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>Students build on KS3 learning to produce a range of non-fiction writing, considering format, audience and purpose. Students will further develop knowledge of language techniques such as irony.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spelling, vocabulary and punctuation skills will be embedded in all English lessons. Progress will be <u>assessed</u> in 'SPaG' lessons on Fridays.</p> <p>Focus and recap on sentence types e.g. complex and compound. Build skills in starting sentences in an interesting way.</p>	<p>Students will start to evaluate using film trailers and short texts. They will be able to support their thoughts with appropriate evidence. This will also be done through regular peer assessment of creative writing.</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>Students will apply their knowledge of using structural and language techniques to produce creative writing focusing on a character's emotions etc. Students will focus on including dialogue to show relationships between characters.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spelling, vocabulary and punctuation skills will be embedded in all English lessons. Progress will be <u>assessed</u> in 'SPaG' lessons on Fridays.</p> <p>Students will focus on using different sentence lengths and types to convey a character's emotions.</p>		<p>in ensuring that evidence is concise.</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>Students will refer to their analysis of writers' methods this half-term and will use these techniques in their writing. This half-term, we will focus on developing descriptive writing, particularly for describing setting. Students will develop confidence in using a range of imagery in their writing.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spelling, vocabulary and punctuation skills will be embedded in all English lessons. Progress will be <u>assessed</u> in 'SPaG' lessons on Fridays.</p> <p>Students will focus on further developing vocab to describe setting etc.</p>	<p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>Students further develop skills and knowledge in writing a range of non-fiction texts. Students will know how to use a more sophisticated range of language techniques to persuade the reader.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spelling, vocabulary and punctuation skills will be embedded in all English lessons. Progress will be <u>assessed</u> in 'SPaG' lessons on Fridays.</p> <p>Focus on paragraphs and connectives.</p>
<p><i>How will it be assessed? What is the rationale?</i></p>	<p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers. At the end of this half-term students will be given an exam-style question to assess understanding of analysing language e.g. <i>How does the writer use language to describe the effects of the weather?</i> This will assess understanding of recognising and commenting on a writer's methods and the intended effect on the reader. This will give a clear indication of individual areas for development.</p>	<p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Students will respond to a given statement e.g. <i>'Teenagers get a bad reputation; we are all seen as thugs and layabouts.'</i> and write a web article to argue their point. This will assess AO5 and AO6 and will give a clear indication of individual areas for development.</p>	<p>AO2: Explain, comment on and analyse how writers use structure to achieve effects and influence readers.</p> <p>'How does the writer structure the text to interest the reader?' Text TBC</p> <p>Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work.</p>	<p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Students respond to the following statement; <i>'Social media is dangerous and is numbing the minds of our young people.'</i></p>	<p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>Text and question TBC</p> <p>'In this part of the text, the writerTo what extent do you agree?'</p> <p>Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work.</p>	<p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>Texts: <i>The Death Zone</i> by Matt Dickinson and <i>London Snow</i> by Arthur Munby.</p> <p>Compare how the writers convey their different perspectives on the extreme weather conditions.</p> <p>In your answer, you could:</p> <ul style="list-style-type: none"> • compare their different perspectives on the extreme weather conditions

	Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work.	Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work.		Write an article arguing your point of view on this subject. Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work.		<ul style="list-style-type: none"> compare the methods the writers use to convey their different perspectives support your response with references to both texts. <p>Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work.</p>
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	<p>Identifying and interpreting information from texts is essential for accessing the learning throughout the GCSE English curriculum. Analysis of language is also important at this stage as it is specifically assessed on both papers; this also informs other assessment objectives such as evaluation. An understanding of the effects of language on the reader is also essential for AO5 writing which makes up 50% of the overall marks.</p> <p>The theme of 'Conflict' provides ample opportunity for students to explore and discuss a range of issues including war, bullying and familial conflict.</p>	<p>This will build on knowledge and skills learned in the 'Don't Get me Started' module in Year 9 e.g. an increasing range of sophisticated techniques to engage the reader such as humour and irony.</p> <p>The context of this module will give the students opportunities to convey their opinions about homelessness, to learn about real-life experiences and develop empathy when thinking about others.</p>	<p>This unit will build on skills and knowledge learned in KS3 from reading and analysing a range of fiction. The use of short stories and extracts from novels will prepare students for the unseen texts on the exam papers.</p> <p>The extracts in this module focus on significant events and the emotional aftermath. This provides plenty of opportunity for class discussion about emotional responses. The breadth of references e.g. LGBT+ stories will also enrich students' knowledge of other cultures and life experiences.</p>	<p>This unit will focus on writing skills, including sentence structure, vocabulary, punctuation and structuring a text to engage the reader. These skills will inform all the assessment objectives as a greater understanding of using effective language leads to greater understanding in analysing texts.</p> <p>The range of topics covered are relevant to our students' interests and will be used in informal and formal class discussion (Functional skills and practice for GCSE spoken language endorsement.) We will also watch clips from documentaries to enhance the knowledge and experience of our students e.g. learning about perspectives from different cultural points of view.</p>	<p>This unit will build on all the skills and knowledge learnt so far in both the reading and writing sections of Paper 1. This will give students an opportunity to consolidate learning so far and to identify areas for development. At this point, students will know how to produce more sophisticated and engaging creative writing.</p> <p>The topic of Past, Present and Future presents lots of opportunity for learning about historical and events, situations and cultural impact on society. Fiction around the idea of 'Present' and 'Future' gives students opportunities to discuss current events and to express their views on Covid 19, Black Lives Matter etc through creative writing. Visits to galleries and museums could be linked to texts and ideas studied.</p>	<p>This unit covers all the assessment objectives in Paper 2 and consolidates learning from Year 10. Students are able to recap on learning, develop prior skills and knowledge and identify areas for development.</p> <p>There is lots of scope for discussion and debate, particularly the dilemmas presented in the 'extreme situations' texts. There is also opportunity for debate regarding personal choices and media influence when examining 'extreme appearances.'</p>
<i>Weekly Focus</i>	<ol style="list-style-type: none"> Understanding explicit and implicit information – how to 'read between the lines' (Film & TV clips, extracts from War Horse) Identifying and analysing language techniques – focus on positive/negative language and connotation. Further work on analysing effect of language in extracts from The Book Thief etc Students begin to answer exam style questions in 	<ol style="list-style-type: none"> Understanding different Viewpoints and Perspectives Implicit and explicit information – studying a range of texts relating to homelessness in Manchester (first and third person etc) Analysing how a writer uses language to convey a viewpoint – Peter Hitchens article Writing a persuasive letter – respond to the Hitchens article using 	<ol style="list-style-type: none"> Brother in the Land – analysing emotive language and the effect on the reader. King of the Castle – analysing language and structure. Dunkirk trailer and extracts tbc – Evaluation skills Crow Lake – Structure and creative writing Focus on creating character in narrative writing. Write a story focusing on character and 	<ol style="list-style-type: none"> Exploring persuasive techniques in the media Write a persuasive article for parents about Reality TV Writing to Argue – Teenager's Issues Room 101 – Persuade and Argue Writing to Explain – Travel Blog about Manchester Writing to persuade – Social Media (assessment) 	<p>Texts to be confirmed e.g. Brave New World, Ali Smith – Seasons quartet</p> <ol style="list-style-type: none"> Exploring ideas of Past, Present and Future 'The Past' - Context, language and structure 'The Present' - Context, language and structure 'The Future' - Context, language and structure Descriptive Writing – Creating images Assessment – Evaluation 	<ol style="list-style-type: none"> Exploring the theme of 'Extremes' Extreme Sports – Analysing language 'Extreme Appearances' – Evaluation and Writing Extreme situations – Summarising differences and comparing viewpoints Touching the Void – Language and Evaluation Touching the Void – Writing to explain/argue

	<p>paragraphs with scaffolding</p> <ol style="list-style-type: none"> Introduction to paper 1 structure question. Understand and identify structural techniques using short extracts from fiction texts. Begin to analyse how structural techniques build tension and create interest for the reader Use knowledge of language and structure to create interest in a piece of creative writing (Assessment Q5 - use image of war aftermath for inspiration) Assessment Q2 - 'How does the writer use language in this part of the text to describe the aftermath of the explosion?' 	<p>evidence and effective language techniques.</p> <ol style="list-style-type: none"> Summarising differences in articles, letters documentary clips etc Comparing viewpoints and perspectives in 21st and 19th century articles. Persuasive writing – use evidence and skills from this half-term's learning to write a letter to Manchester City council to improve the situation for homeless people. 	<p>emotional response based on an image.</p>			<p>7. Assessment – Comparing viewpoints and Perspectives (Texts tbc)</p>
Weeks	7	7	6	6	6	7
Core Knowledge/ Skills and Concepts	<p>Paper 2 – Writers’ Viewpoints and Perspectives. We will study a range of non-fiction texts on the theme of ‘Class and Masculinity’</p> <p>AO1: identify and interpret explicit and implicit information and ideas. Using a range of articles and film clips, students will further develop skills in interpreting implicit information in order to understand a writer’s viewpoint.</p> <p>AO1: select and synthesise evidence from different texts Students will build on their knowledge of summarising differences in a text.</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers. Using a range of articles, letters etc, students will further develop skills in analysing a writer’s</p>	<p>Paper 1 – Explorations in Creative Reading and Writing (Extract from City of the Beasts by Isabel Allende etc)</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers. Using a specific part of the text, students annotate, identify and analyse the effect of the language used. Students should be confident with analysing individual vocab and ‘writing a lot about a little.’</p> <p>AO2: Explain, comment on and analyse how writers use structure to achieve effects and influence readers. Using the whole text, students will annotate, identify structural features and comment on how the writer builds the text to create interest.</p>	<p>Paper 2 – Writers’ Viewpoints and Perspectives. (Festivals and Fairs)</p> <p>AO1: identify and interpret explicit and implicit information and ideas. Students will show understanding of contemporary and 19th Century texts using contextual clues to help with unfamiliar language or concepts.</p> <p>AO1: select and synthesise evidence from different texts Students will further develop skills in summarising specific similarities and differences between contemporary and 19th Century texts.</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers. Students will analyse the use and effect of language in a 19th Century non-fiction text.</p>	<p>Paper 1 – Explorations in Creative Reading and Writing (Jamaica Inn and text TBC)</p> <p>AO1: identify and interpret explicit and implicit information and ideas. Students further develop knowledge of interpreting implicit information in texts based on historical events.</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers. Using a specific part of the text, students annotate, identify and analyse the effect of the language used. Students should be confident with identifying more complex techniques, analysing individual vocab and the intended effect on the reader in detail.</p> <p>AO2: Explain, comment on and analyse how writers use structure to achieve effects and influence readers.</p>	<p>Paper 1 – Explorations in Creative Reading and Writing (CP to review decision on past paper used)</p> <p>Paper 2 – Writer’s Viewpoints and Perspectives (Aberfan disaster and London earthquake) All assessment objectives will be met by working through each exam question in each paper, building on and consolidating skills learned throughout KS3 and KS4.</p> <p>Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work.</p>	<p>Exams</p> <p>Revision sessions will be available for students in school hours and after school.</p>

	<p>choice of language and the effect on the reader.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>Students build on Year 10 learning to produce a range of non-fiction writing, considering format, audience and purpose. Students will be more confident in using a sophisticated range of language techniques in order to engage the reader.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spelling, vocabulary and punctuation skills will be embedded in all English lessons. Progress will be <u>assessed</u> in 'SPaG' lessons on Fridays.</p>	<p>AO4: Evaluate texts critically and support this with appropriate textual references Students will respond to a given statement about the text and will be able to identify and evaluate the writer's methods. Students should now be confident in using their own judgment to respond to the statement.</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>Using an image as a starting point, students develop their writing skills building on their knowledge of creating character, using structural and language techniques.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Students will further develop skills in varying sentence types using a range of openings e.g. adverbials.</p>	<p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Students will develop skills in comparing viewpoints across two texts. They will be able to use their knowledge of recognising differences in tone and use of language.</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>Students build on Year 10 learning to produce a range of non-fiction writing, considering format, audience and purpose. Students will be more confident in using a sophisticated range of language techniques to persuade, argue etc</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spelling, vocabulary and punctuation skills will be embedded in all English lessons. Progress will be <u>assessed</u> in 'SPaG' lessons on Fridays. Focus on effective sentence structures and starters to engage and persuade the reader.</p>	<p>Using the whole text, students will annotate, identify structural features and comment on how the writer builds the text to create interest.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references Students will respond to a given statement about the text and will be able to identify and evaluate the writer's methods. Students should now be confident in using their own judgment to respond to the statement. Students will be able to select supporting quotes judiciously.</p> <p>AO5: Communicate clearly, effectively and imaginatively.</p> <p>Using an image as a starting point, students develop their writing skills building on their knowledge of creating character, setting, plot etc. Students will develop their skills in using structural and language techniques in their writing.</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Students will further develop skills in varying sentence types using a range of openings e.g. adverbials.</p>		
<p><i>How will it be assessed?</i></p> <p><i>What is the rationale?</i></p>	<p>End of term exam-style question 'Compare how the writers convey their different attitudes to...' (Review nearer time to include topic of current interest.)</p> <p>This will assess students' progress in answering Paper 2 Question 4. This will provide evidence of knowledge of language techniques, tone and other methods used to express a viewpoint. This knowledge will also inform the students ability to produce effective non-fiction writing for Question 5.</p>	<p>Students will complete a mock Paper 1 which will assess all the skills learned and developed this half-term. This will measure all the assessment objectives above.</p> <p>This will help to provide us with current and predicted grades and will identify areas for development in future lessons. There will be immediate feedback to the class after the exam has been completed and marked.</p>	<p>Students will complete a mock Paper 2 which will assess all the skills learned and developed this half-term. This will measure all the assessment objectives above.</p> <p>This will help to provide us with current and predicted grades and will identify areas for development in future lessons. There will be immediate feedback to the class after the exam has been completed and marked.</p>	<p>Students will complete a mock Paper 1 which will assess all the skills learned and developed this half-term. This will measure all the assessment objectives above.</p> <p>This will help to provide us with current and predicted grades and will identify areas for development in future lessons. There will be immediate feedback to the class after the exam has been completed and marked.</p>	<p>Students will work through each question with support from CP and BW where necessary</p>	

	Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work.	Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work. AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9: Use spoken Standard English effectively in speeches and presentations.	Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work. AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9: Use spoken Standard English effectively in speeches and presentations.	Formative teacher, self and peer assessment in every lesson. Pupil Progress forms to be completed and actioned for every three pieces of work. AO7: Demonstrate presentation skills in a formal setting AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations AO9: Use spoken Standard English effectively in speeches and presentations.		
<i>Why are we doing this now? How does this build on prior knowledge and the knowledge still to come?</i>	This builds upon skills and knowledge relating to Paper 2 AOs in Year 10. Students are now expected to be more confident in comparing viewpoints and recognising differences in tone etc. This topic includes lessons dealing specifically with attitudes to race, class and masculinity, all topics relevant to our students. This gives the opportunity for students to discuss their own experiences and to express their opinions through non-fiction writing. This topic will be linked to Unit 2 PSHE – Diversity, Prejudice and Discrimination	This builds on skills and knowledge of Paper 1 from Year 10. Students should now be more confident with structuring their answers to show a good understanding of the text and the required response. This text deals with the potential loss of a family member. Through studying this text, students are given opportunity to discuss different types of loss and change, and to talk about ways to deal with challenging life events.	This builds on skills and knowledge of Paper 2 from Year 10 and Autumn Term 1. Students should now be more confident with structuring their answers to show a good understanding of the texts and the required responses. Students should have developed more confidence in using contextual evidence to support their understanding.	This builds on skills and knowledge of Paper 1 from Year 10 and Autumn Term 1. Students should now be more confident with structuring their answers to show a good understanding of the texts and the required responses. Students should have developed more confidence in using contextual evidence to support their understanding.	This builds on skills and knowledge of Paper 1 and 2 from Year 10. Students should now be more confident with structuring their answers to show a good understanding of the texts and the required responses. Students should have developed more confidence in using contextual evidence to support their understanding.	
<i>Weekly Focus</i>	<ol style="list-style-type: none"> Identifying perspectives through inference and summarising articles/clips (#BLM Riots) Examination of Richard Littlejohn article about the riots - 'How does the writer use language to influence the readers' attitude towards the 'Black Lives Matter' movement?' Write a letter in response range of effective 	<ol style="list-style-type: none"> Introduction to text, and explicit/implicit information. Analysis of language and the effect on the reader Analysis of structure and how the writer creates interest Evaluating a text and supporting with relevant evidence. Narrative Writing skills Recap on skills and Mock exam 	<ol style="list-style-type: none"> Introduction to texts. Summarising differences. Analysis of language in 19th Century text. Comparing viewpoints and perspectives. Non-Fiction writing skills Recap on skills and Mock paper 2 Feedback and continued recorded assessment for Speaking and Listening endorsement. 	<ol style="list-style-type: none"> Jamaica Inn – Language and structure Jamaica Inn – Evaluation Jamaica Inn- Narrative and Descriptive Writing Text tbc - Language and structure Text tbc - Evaluation Text tbc - Narrative and Descriptive Writing 	<ol style="list-style-type: none"> Paper 1 – Questions 1, 2 and 3 (Retrieval, language and structure) Paper 1 – Question 4 Evaluation Paper 1 – Question 5 Narrative/Descriptive Writing Paper 2 – Questions 1, 2, and 3 (retrieval, summarising differences and language) 	<ol style="list-style-type: none">

<p>language techniques, sentence structures and vocabulary. This task also uses evaluation skills</p> <ol style="list-style-type: none"> 4. Summarise and compare differences in Daily Mail article with Owen Jones extract from 'Chavs.' 5. Compare viewpoints and perspectives in Piers Morgan & Guardian articles related to Gillette/#MeToo 6. Write an article responding to the statement, '<i>It is a confusing and difficult time to be a man in 2019. Expectations of men are different, and masculinity is threatened</i>' 7. Assessment – Q4 exam style questions 'Compare how the writers convey their different attitudes to....' (Review nearer time to include topic of current interest.) 	<ol style="list-style-type: none"> 7. Feedback and addressing areas for development. 			<ol style="list-style-type: none"> 5. Paper 2 – Question 4 – Comparing Viewpoints and Perspectives 6. Paper 2 – Question 5 Non-Fiction Writing 	
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