

**Progression map:** breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Year 7	Year 8	Year 9	Year 10	Year 11
Writer's Craft	HT2 Intro to genre study, HT3 Intro to Shakespeare, HT4 Intro to Imaginative Writing, HT3 Intro to 19th Century Prose, HT6 Intro to 20th Century Prose	HT1 Exploring contemporary fiction, HT2 Exploring historical accounts, HT3 <i>Macbeth</i> , HT4 transactional writing, HT5 <i>Animal Farm</i> , HT6 Poetry: <i>Refugee Boy</i> .	HT1 +2 Ghost Boys HT3+4 <i>The Crucible</i> , HT3 Conflict poetry, HT4 Debating ideas, HT5 Writing for purpose, HT6 Trust Prep	Term 1: <i>Romeo and Juliet</i> , poetry anthology (Love and Relationships) Term 2: Paper 1 and 2 Reading and Writing, poetry anthology (Time and Nature) Term 3: Modern text, Spoken Language presentations.	Term 1: 19th Century text, Unseen Poetry. HT3: Paper 1 revision: Language and Literature HT4: Paper 2 revision: Language and Literature.
Literary Analysis	HT2 Intro to genre study, HT3 Intro to Shakespeare, HT3 Intro to 19th Century Prose, HT6 Intro to 20th Century Prose	HT1 Exploring contemporary fiction , HT3 <i>Macbeth</i> , HT5 <i>Animal Farm</i> , HT6 Poetry: <i>Refugee Boy</i> .	HT1 +2 Ghost Boys HT3+4 <i>The Crucible</i> , HT3 Conflict poetry,	Term 1: <i>Romeo and Juliet</i> , poetry anthology (Love and Relationships) Term 2: poetry anthology (Time and Nature) Term 3: Spoken Language presentations.	Term 1: 19th Century text, Unseen Poetry. HT3: Paper 1 revision: Literature HT4: Paper 2 revision: Literature.
Spelling, Grammar and Vocabulary	HT1 Intro to non-fiction styles, HT2 Intro to genre study, HT3 Intro to Shakespeare, HT4 Imaginative Writing, HT3 Intro to 19th Century Prose, HT6 Intro to 20th Century Prose	HT1 Exploring contemporary fiction , HT2 Exploring historical accounts, HT3 <i>Macbeth</i> , HT4 transactional writing, HT5 <i>Animal Farm</i> , HT6 Poetry: <i>Refugee Boy</i> .	HT1 +2 Ghost Boys HT3+4 <i>The Crucible</i> , HT3 Conflict poetry, HT4 Debating ideas, HT5 Writing for purpose,	Term 1: <i>Romeo and Juliet</i> , poetry anthology (Love and Relationships) Term 2: Paper 1 and 2 Reading and Writing, poetry anthology (Time and Nature) Term 3: Modern text	Term 1: 19th Century text, Unseen Poetry. HT3: Paper 1 revision: Language and Literature HT4: Paper 2 revision: Language and Literature.
Genre	HT2 Intro to genre study, HT3 Intro to Shakespeare, HT4 Imaginative Writing, HT3 Intro to 19th Century Prose	HT1 Exploring contemporary fiction , HT3 <i>Macbeth</i> , HT5 <i>Animal Farm</i> , HT6 Poetry: <i>Refugee Boy</i> .	HT1 +2 Ghost Boys HT3+4 <i>The Crucible</i> , HT3 Conflict poetry, HT5 Writing for purpose	Term 1: <i>Romeo and Juliet</i> , poetry anthology (Love and Relationships) Term 2: Paper 1 and 2 Reading and Writing, poetry anthology (Time and Nature) Term 3: Modern text	Term 1: 19th Century text, HT3: Paper 1 revision: Literature HT4: Paper 2 revision: Literature.

Form	HT1 Introduction to non-fiction texts, HT3 Intro to Shakespeare, HT4 Imaginative Writing, HT3 Intro to 19th Century Prose, HT6 Intro to 20th Century Prose	HT2 Exploring historical accounts, HT3 <i>Macbeth</i> , HT4 transactional writing, HT5 <i>Animal Farm</i> , HT6 Poetry: <i>Refugee Boy</i> .	HT1 +2 Ghost Boys HT3+4 <i>The Crucible</i> , HT3 Conflict poetry, HT4 Debating ideas, HT5 Writing for purpose,	Term 1: <i>Romeo and Juliet</i> , poetry anthology (Love and Relationships) Term 2: Paper 1 and 2 Reading and Writing, poetry anthology (Time and Nature) Term 3: Modern text, Spoken Language presentations.	Term 1: 19th Century text, Unseen Poetry. HT3: Paper 1 revision: Language and Literature HT4: Paper 2 revision: Language and Literature.
Spoken Language	HT1 Introduction to non-fiction texts, HT2 Intro to genre study, HT6 Intro to 20th Century Prose	HT1 Exploring contemporary fiction , HT3 <i>Macbeth</i> , HT4 transactional writing, HT5 <i>Animal Farm</i> , HT6 Poetry: <i>Refugee Boy</i> .	HT1 +2 Ghost Boys HT3+4 <i>The Crucible</i> , HT4 Debating ideas, HT5 Writing for purpose,	Term 1: <i>Romeo and Juliet</i> , Term 3: Spoken Language presentations.	Term 1: 19th Century text, Unseen Poetry. HT3: Paper 1 revision: Language and Literature HT4: Paper 2 revision: Language and Literature.

Key Concepts	Domains of Knowledge
The Craft of the Writer (both that of an author and student as a writer)	Figurative Language (Imagery, similes and metaphors, adjectives, adverb, verb, idioms, colloquialisms, personification), dialect, accent, Standard English, slang, humour, irony, symbolism, tone, juxtaposition, vocabulary, synonym, antonym, use of senses, language for effect, dialogue, direct and indirect speech, alliteration, hyperbole, assonance, rhetorical questions, idiom, pathetic fallacy, allusion, PEARFOREST, paragraphing, perspective, narrative voice, narrative arc.
Literary Analysis The Response of the Reader	Quotations, evaluation, authorial intent, characterisation, character arc, context, planning an essay, essay structure, opinions, bildungsroman, plot device, plot structures, narrative perspective, setting, symbolism
Spelling, Grammar and Vocabulary	Homophones, synonym, antonym, spelling rules, prefixes, suffixes, apostrophe of possession and omission, plurals, vowel, consonant, etymology, syllable, phoneme, grapheme, split diagraph, syllable, plurals, verb, adverb, noun, noun, phrases, sentence types, pronoun, tenses, preposition, direct and indirect speech, clauses, standard English, adverbials, modal, syntax

The Nature of Literary Study (genre)	<p>Fiction - Horror, fantasy, science fiction, romance, thriller, mystery, detective, dystopia, fable, allegory, myths, legends, historical fiction, non-linear narrative, short story, epistolary, bildungsroman</p> <p>Non-Fiction - autobiography, biography, memoir, anecdote, travel writing, essays, articles, reading and writing to: inform, argue, persuade, inform, entertain.</p> <p>Speeches, propaganda, journalism.</p> <p>Poetry - sonnet, blank verse, limerick, haiku, narrative, epic, acrostic, stanza</p> <p>Drama - tragedy, comedy, history, chorus, modern, monologues, soliloquy.</p>
Spoken Language	<p>Debate, discussion, presentation, speech, role play, formal, informal, slang, accent, dialect, formal English, fillers, pauses, role, gesticulations, intonation.</p>

**Long-term plan:** organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 7					
Autumn Term		Spring Term		Summer Term	
Unit Title: HT1: Intro to non-fiction styles (autobiography) HT2 Autobiography/Global Poetry Spoken Language: Rhetoric	Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)	Unit Title: HT3 Myths and Legends, HT4: Intro to genre study ( <i>Perijee and Me</i> )	Unit length: HT3: Half term (6x9 lessons) HT4: Half-term (6x9 lessons)	Unit Title: HT5: A Midsummer Night's Dream Imaginative Writing HT6 Dickensian Villains	Unit length: HT5: Half term (6x9 lessons) HT6: Half-term (6x9 lessons)  Spoken Language: Debate
Domains of Knowledge:  Figurative Language, quotations, evaluation, authorial intent, characterisation, Non-Fiction - autobiography, biography, memoir, anecdote, science-fiction, spelling rules, discussion.		Domains of Knowledge:  Sonnet, blank verse, fantasy genre, comedy, soliloquy, role-play. Figurative Language (as a writer), paragraphing, perspective, narrative voice, narrative arc, planning an essay, essay structure, opinions.		Domains of Knowledge:  Science-fiction, thriller, evaluation, authorial intent, characterisation, bildungsroman, planning an essay, essay structure, opinions, perspective, narrative voice, narrative arc	
Relevant Key Concepts:		Key Concepts:		Key Concepts:	

Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.	Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.	Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.
<p>Gateway knowledge:</p> <p>Etymology (see KS2 appendix 1)</p> <p>Identification of genre, form and themes</p> <p>Drawing inferences using text based evidence</p> <p>Distinguish between fact and opinion</p> <p>Independent reading</p>	<p>Gateway knowledge:</p> <p>Narrative structures and devices including blurb, perspective and character development.</p> <p>Understanding of genre (e.g. Alien/mystery)</p> <p>Links to science: eg. through Mariana Trench, Perijee, Marine Biologist etc.</p>	<p>Gateway knowledge:</p> <p>AMND:</p> <p>Shakespeare and the Globe</p> <p>Conventions of drama</p> <p>Development of character and plot in own writing</p> <p>selecting appropriate and ambitious grammar and vocabulary.</p> <p>Using a wide range of devices to create interest and meaning.</p> <p>Dickens:</p> <p>Non-linear structure</p> <p>Victorian Context</p> <p>Familiarity with wide range of fiction and literary heritage</p> <p>making comparisons within and across texts</p> <p>Challenge views courteously.</p>
<p>Assessment:</p> <p>a) Knowledge Test 1 (Autobiography)</p> <p>b) Write in an autobiographical way about your first day at school.</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>- Write descriptively about your experiences within school and your journey to school</li> </ul>	<p>Assessment:</p> <p>A range of assessment opportunities including regular pitstops after block of reading, peer and self assessed longer writing tasks and reading comprehension.</p>	<p>Assessment:</p> <p>a) Knowledge Test (Perijee and Me)</p> <p>b) End of year test: Reading and Writing</p> <p>Comprehension based on Perijee and Me extract. Assessment involves multiple choice questions, longer answer PEE chains and a creative writing section using a picture prompt. Assessment is classroom based but</p>

<ul style="list-style-type: none"> <li>- Include details about your day. For example, your feelings/emotions, description of people you have met, interactions with other people, lessons etc.</li> <li>- It should at least 4 paragraphs long</li> <li>- You should use the conventions of autobiographical writing to help you.</li> <li>- Accuracy of SPG</li> </ul>		formal, and mirrors the structure of the end of Key Stage Trust Test.
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Year 8					
Autumn Term		Spring Term		Summer Term	
Unit Title: Novel: <i>Boy in the Striped Pyjamas</i> Non Fiction Reading Titanic	Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)	Unit Title: <i>Macbeth</i> Transactional Writing  Spoken Language: Exploratory Talk	Unit length: HT3: Half term (6x9 lessons) HT4: Half-term (6x9 lessons)	Unit Title: Novel: <i>Animal Farm</i> Poetry: Craft of the Writer (Haiku/Ballads/Brian Bilston)	Unit length: HT5: Half term (6x9 lessons) HT6: Half-term (6x9 lessons)
Domains of Knowledge:  Bildungsroman, debate, quotations, evaluation, authorial intent, characterisation. Planning an essay, essay structure. Non-Fiction - articles/reports		Domains of Knowledge:  Drama - tragedy. Narrative perspective, setting, symbolism Writing to: inform, argue, persuade, inform, entertain. Speeches, propaganda, journalism. science-fiction, spelling rules, discussion		Domains of Knowledge:  Science-fiction, fable, allegory, evaluation, authorial intent, characterisation, bildungsroman, planning an essay, essay structure, opinions, perspective, narrative voice, narrative arc Poetry - sonnet, blank verse, limerick, haiku, narrative, epic, acrostic, stanza	
Relevant Key Concepts:  Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.		Key Concepts:  Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.		Key Concepts:  Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.	
Gateway knowledge:  Narrative structure and voice		Gateway knowledge:  Shakespeare and the Globe		Gateway knowledge:  Awareness of role of government	

<p>Identification of genre, form and themes Drawing inferences using text based evidence Using Quotations to support opinions Independent reading</p>	<p>Conventions of drama Development of voice and interest in own writing selecting appropriate and ambitious grammar and vocabulary. Using a wide range of devices to create interest and meaning.</p>	<p>Strategies to access challenging texts Identifying and interpreting themes, ideas and information</p>
<p>Assessment: a) Knowledge Test (BISP) b)What impressions do you get of Bruno's father?</p> <p>Assessment end-points: Use a quotation as evidence Make some inferences about character Use P.E.T.A.L with brief explanations Offer personal opinions Consider layers of meaning Write points independently Discuss use of specific language at word level Show justifications for father's actions.</p>	<p>Assessment: a)Knowledge Test (Macbeth)  b) What is the relationship like between Macbeth and Lady Macbeth?</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>- Awareness of form (set out as a letter)</li> <li>- Awareness of themes (masculinity etc)</li> <li>- Use of flattery</li> <li>- You must suggest he is a coward if he does not do this</li> <li>- You must say why you see it as a good thing: list 3 reasons why you want to be Queen and why he would want to be King.</li> <li>- Include a rhetorical question.</li> <li>- Accuracy of SPG</li> </ul>	<p>Assessment: a) Knowledge Test (Animal Farm) b) What makes Old Major's speech effective in persuading the animals to rebel?</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>- You show an understanding of what Old Major is saying in his speech.</li> <li>- You start to pick out specific quotations and identify techniques in Old Major's speech.</li> <li>- You start to consider why the techniques have been used and how they influence the animals.</li> <li>- Identify and comment on: <ul style="list-style-type: none"> <li>- creates sympathy for himself</li> <li>- speaks directly to the audience</li> <li>- introduces an enemy</li> <li>- uses personal pronouns uses emotive language</li> <li>- rhetorical questions</li> <li>- exaggeration ( hyperbole)</li> </ul> </li> </ul> <p>Comprehension based on <i>Animal Farm</i> extract. Assessment involves multiple choice questions, longer answer PEE chains and a creative writing section using a picture prompt. Assessment is classroom based but formal, and mirrors the structure of the end of Key Stage Trust Test.</p>

Year 9					
Autumn Term		Spring Term		Summer Term	
Unit Title: The Modern Novel: Ghost Boys Debating Ideas Spoken Language: Persuasive speech	Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)	Unit Title: Post 19th Century Drama: <i>The Crucible</i> Non-Fiction: McCarthyism/Salem Witch Trials Conflict Poetry pre and post 1914	Unit length: HT3: Half term (6x9 lessons) HT4: Half-term (6x9 lessons)	Unit Title: Dystopian Fiction Imaginative/Transactional writing  Trust Test Preparation	Unit length: HT5: Half term (6x9 lessons) HT6: Half-term (6x9 lessons)
Domains of Knowledge:  Debate, discussion, Drama - modern tragedy. Opinions, setting, symbolism, evaluation, authorial intent. Non-fiction - articles, reports		Domains of Knowledge:  Figurative Language, poetic conventions, opinions, planning an essay, essay structure, authorial intent Debate, discussion, presentation, speech, role play, formal, informal, formal English, fillers, pauses, role, gesticulations, intonation.		Domains of Knowledge:  Reading and writing to: inform, argue, persuade, inform, entertain. Speeches, propaganda, journalism. Quotations, evaluation, authorial intent, characterisation, character arc, context, planning an essay, essay structure, opinions, bildungsroman, plot device, plot structures, narrative perspective, setting, symbolism	
Relevant Key Concepts:  Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.		Key Concepts:  Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.		Key Concepts:  Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.	
Gateway knowledge:  Etymology from 7, 8 Reading Drama Basic understanding of witchcraft, propaganda		Gateway knowledge: The Crucible: Conventions of play form/stagecraft Witches/witchcraft/hysteria/patriarchy. Conflict Poetry: Contextual understanding of WW1 and WW2 Reading in different ways for different purposes drawing inferences and justifying these with evidence; Supporting a point of view by referring to evidence within the text		Gateway knowledge:  Writing effectively for different purposes and audiences using language imaginatively and creatively; using information provided by others to write (in different forms	

<p>Assessment:</p> <ul style="list-style-type: none"> <li>a) Knowledge Test (The Crucible)</li> <li>b) <b><i>The Crucible</i> essay, How does John Proctor change across the text?</b></li> </ul> <p>Assessment End Point:</p> <ul style="list-style-type: none"> <li>- The concept of a tragic hero and some ability to debate whether John Proctor matches this;</li> <li>- An overview of the play and the ability to form plausible opinions on character which can be supported by apt textual references;</li> <li>- Application of relevant contextual factors to deepen understanding of the play and the author's intentions. .</li> </ul>	<p>Assessment:</p> <ul style="list-style-type: none"> <li>a) Knowledge Test (Conflict Poetry)</li> <li>b) How does Tennyson present war in <i>Charge Of The Light Brigade</i>?</li> </ul> <p>Assessment end points:</p> <ul style="list-style-type: none"> <li>- Relevant and plausible comments made about explicit and implicit meanings of texts. Responses are likely to still be explanatory in parts. References are secure and used to support a range of relevant comments.</li> <li>- Secure and relevant comments about a writer's use of language, form and structure with some relevant use of subject terminology. There will be explanations about writer's methods throughout responses.</li> <li>- Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text and task. Beginning to consider how contexts shapes texts and responses to texts.</li> <li>- Gives an evaluation of a text and its effects, supported by appropriate textual references. These responses will show some critical awareness of the text.</li> </ul>	<p>Assessment:</p> <p>Coop Trust English Language Exams:</p> <p>Paper 1 - Explorations in Creative Reading and Writing Paper 2 – Writers' Viewpoints and Perspectives</p> <p>Comprehension based on non-fiction extract. Test created in collaboration with other Co-op secundaries.</p> <p>Assessment involves multiple choice questions, longer answer PEE chains and a creative writing section using a picture prompt. Assessment is formal and takes place in the sports hall.</p> <p>Assessment end points:</p> <p>To provide an accurate summative assessment at the end of Key Stage 3. See trust mark scheme</p>
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Year 10					
Autumn Term		Spring Term		Summer Term	
Unit Title: <i>Romeo and Juliet</i> Poetry Anthology: Love and Relationships	Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)	Unit Title: Paper 1 and 2: Reading and Writing Poetry Anthology: Time and Nature	Unit length: HT3: Half term (6x9 lessons) HT4: Half-term (6x9 lessons)	Unit Title: Modern Text: <i>An Inspector Calls</i> Spoken Language Presentations poetry: Power and conflict	Unit length: HT5: Half term (6x9 lessons) HT6: Half-term (6x9 lessons)
Domains of Knowledge:  Drama - Tragedy, chorus, monologue, soliloquy Quotations, evaluation, authorial intent, characterisation, character arc, context, planning an essay, essay structure, opinions, bildungsroman, plot device, plot structures, narrative perspective, setting, symbolism Figurative Language, poetic conventions, opinions, planning an essay, essay structure, authorial intent		Domains of Knowledge:  Figurative Language (as a writer), paragraphing, perspective, narrative voice, narrative arc, planning an essay, essay structure, opinions. Reading and writing to: inform, argue, persuade, inform, entertain. Speeches, propaganda, journalism. Figurative Language, poetic conventions, opinions, planning an essay, essay structure, authorial intent		Domains of Knowledge:  Debate, discussion, presentation, speech, role play, formal, informal, slang, accent, dialect, formal English, fillers, pauses, role, gesticulations, intonation. Quotations, evaluation, authorial intent, characterisation, character arc, context, planning an essay, essay structure, opinions, bildungsroman, plot device, plot structures, narrative perspective, setting, symbolism	
Relevant Key Concepts:  Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.		Key Concepts:  Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.		Key Concepts:  Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.	
Gateway knowledge: Intro/Recap of Shakespearean Language Shakespearean methods and techniques Elizabethan context		Gateway knowledge: Reading in different ways for different purposes drawing inferences and justifying these with evidence; Supporting a point of view by referring to evidence within the text Producing clear and coherent text: writing effectively about literature for a range of purposes Accurate Standard English: accurate spelling, punctuation and grammar.		Gateway knowledge: Approaching Drama Narrative structure and voice Identification of genre, form and themes Drawing inferences using text based evidence Using Quotations to support opinions Independent reading	
Assessment:		Assessment:		Assessment:	

<p>Knowledge Test (Romeo and Juliet)</p> <p>How is Romeo presented in Act 1?</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>- A clear, consistent and sustained response to task. Responses will be focused on the full task and demonstrate a clear understanding. A range of references will be effectively used to illustrate and justify explanation.</li> <li>- Clear explanations made about writer's methods with appropriate use of relevant subject terminology. Clear awareness demonstrated of writer's choices and their impact on readers.</li> <li>- Clearly explains and understands how contextual factors shape texts. Begins to make thoughtful comments about ideas/perspectives and contextual factors.</li> <li>- A critical evaluation of a text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with a text.</li> </ul> <p><b>Literature Assessment Objectives:</b></p> <p>AO1 Read, understand and respond to texts. Students should be able to: · maintain a critical style and develop an informed personal response · use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3 Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>English Language Paper 1 – Narrative Writing</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>- Use of narrative hook;</li> <li>- Past tense throughout;</li> <li>- Use of ambitious vocabulary;</li> <li>- Describe setting using adjectives, similes, metaphors and sensuous language;</li> <li>- Vary sentence structure and sentence openings;</li> <li>- Describe setting;</li> <li>- Show what characters are like using dialogue;</li> <li>- Consideration of narrative structure;</li> </ul>	<p><b>English Language trial exam - paper 1 reading</b>  <b>English Literature trial exam - (modern text extract)</b></p> <p><b>Exam series to be decided at Trust level.</b>  <b>Language reading assessment objectives:</b></p> <p>(AO1 1a and b) tests the ability to identify explicit and implicit information and ideas.</p> <p>(AO2 1a, b, c and d) tests the ability to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology where appropriate.</p> <p>(AO4) tests the ability to evaluate texts critically and support this with appropriate textual reference.</p> <p>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</p> <p>AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.</p> <p><b><u>Lang Paper 2</u></b></p> <p>(AO1 1a) tests the ability to identify explicit information.</p> <p>(AO2 1a, b, c and d) tests the ability to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers,</p>
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AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		<p>using relevant subject terminology to support their views.</p> <p>(AO1 1a, b, c, d) tests the ability to identify and interpret explicit and implicit information and ideas.</p> <p>(AO4) tests the ability to evaluate texts critically and support this with appropriate textual references.</p> <p>(AO1 2a and b) tests the ability to select and synthesise evidence from different texts</p> <p>(AO3) tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.</p>
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Year 11					
Autumn Term		Spring Term		Summer Term	
Unit Title: 19th Century Literature: <i>Jekyll and Hyde</i> Unseen Poetry	Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)	Unit Title: Paper 1 revision: Language and Literature Paper 2 revision: Language and Literature	Unit length: HT1: Half term (6x9 lessons) HT2: Half-term (6x9 lessons)	Unit Title: Exam preparedness	Unit length: HT1: Half term (6x9 lessons)
<p>Domains of Knowledge:</p> <p>Quotations, evaluation, authorial intent, characterisation, character arc, context, planning an essay, essay structure, opinions, bildungsroman, plot device, plot structures, narrative perspective, setting, symbolism</p> <p>Poetic conventions, planning an essay, essay structure</p>		<p>Domains of Knowledge:</p> <p>Reading and writing to: inform, argue, persuade, inform, entertain. Speeches, propaganda, journalism. Quotations, evaluation, authorial intent, characterisation, character arc, context, planning an essay, essay structure, opinions, bildungsroman, plot device, plot structures, narrative perspective, setting, symbolism</p>		<p>Domains of Knowledge:</p> <p>All covered during curriculum, with particular reference to: Quotations, evaluation, authorial intent, characterisation, character arc, context, planning an essay, essay structure, opinions, bildungsroman, plot device, plot structures, narrative perspective, setting, symbolism</p> <p>Reading and writing to: inform, argue, persuade,</p>	

		inform, entertain. Speeches, propaganda, journalism.
<p>Relevant Key Concepts:</p> <p>Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.</p>	<p>Key Concepts:</p> <p>Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.</p>	<p>Key Concepts:</p> <p>Writer's Craft, literary analysis, spelling, grammar and vocab, genre/form, Spoken Language.</p>
<p>Gateway knowledge:</p> <p>Victorian context and values</p> <p>Ability to evaluate a writer's choice of vocabulary, grammatical and structural features</p> <p>Religion</p> <p>Darwinism</p>	<p>Gateway knowledge:</p> <p>Reading in different ways for different purposes drawing inferences and justifying these with evidence; Supporting a point of view by referring to evidence within the text</p> <p>Producing clear and coherent text: writing effectively about literature for a range of purposes s</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p>	<p>Gateway knowledge:</p> <p>Exam rubric, timings</p> <p>Literature: Victorian context, strategies to approach unseen poetry.</p> <p>Reading in different ways for different purposes drawing inferences and justifying these with evidence; Supporting a point of view by referring to evidence within the text</p> <p>Producing clear and coherent text: writing effectively about literature for a range of purposes s</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar.</p>
<p>Assessment:</p> <p>a) Jekyll &amp; Hyde Knowledge Test</p> <p><b>b) Data Sweep 1 Mock examination</b></p> <p>English Language Paper 1 and 2 Writing (2 hours)</p> <p>English Literature Jekyll and Hyde extract question</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>- writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination) •</li> <li>- writing is clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest)</li> <li>- structure and grammatical features are used ambitiously to give the writing cohesion and coherence</li> <li>- communication is ambitious and consistently conveys precise meaning</li> </ul>	<p>Assessment:</p> <p>a) Unseen poetry/R&amp;J knowledge test (revisited)</p> <p>b) Paper 1 and 2 Reading trial exam</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>- shows sophisticated understanding of the purpose and format of the task •</li> <li>- shows sustained awareness of the reader / intended audience</li> <li>- appropriate register is confidently adapted to purpose / audience</li> <li>- content is ambitious, pertinent and sophisticated</li> <li>- ideas are convincingly developed and supported by a range of relevant details</li> <li>- there is sophistication in the shape and structure of the writing</li> <li>- communication has ambition and sophistication</li> </ul>	<p>Assessment:</p> <p>a) J&amp;H/Lord of the Flies Knowledge test (revisited)</p> <p>b) Paper 1 and 2 Literature Trial exam</p> <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>- sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register;</li> <li>- use a sensitive and evaluative approach to the task and analyse the text critically;</li> <li>- show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the text, including quotations</li> </ul>

