

# English Curriculum Overview

## Year 7

Autumn 1 (6.5)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (7)	Summer 2 (7)
<b>ENRICHMENT</b>					
	Lion King		WBD		
<b>SUMMATIVE ASSESSMENTS</b>					
Writing – Gothic Horror Story	Reading – Advert Analysis/Comparison Spoken Language – Product Pitch	Writing – Shakespeare, The Globe and A Midsummer Night’s Dream Leaflet	Reading - Structured Poetry Analysis	Reading - Novel - Extract Assessment	Spoken Language – Group Discussion
<b>GOTHIC HORROR (6)</b>	<b>ADVERTISING / DRAGONS’ DEN (7)</b>	<b>SHAKESPEARE (6)</b>	<b>POETRY THROUGH TIME (6)</b>	<b>THE NOVEL (6)</b> Intergrate Exam Prep and Exam (3)	<b>TRAVEL WRITING (4)</b>
AO1, AO2, AO4, AO5, AO6,	AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9	AO1, AO2, AO4, AO5 and AO6	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4
<b>Knowlegde:</b> <ul style="list-style-type: none"> <li>Genre</li> <li>Gothic tropes</li> <li>Plot</li> <li>Setting</li> <li>Characterisation</li> <li>Narrative Hooks</li> <li>Vocabulary choice</li> <li>Figurative language</li> <li>Spelling/ Word classes</li> <li>Sentence structures</li> <li>Connectives</li> <li>Punctuation variety</li> <li>Features/structure of writing</li> <li>Paragraphs/connectives</li> </ul>	<b>Knowlegde:</b> <p><b>Part A</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Form</li> <li>Vocabulary choices- Persuasion</li> <li>DAFOREST</li> <li>Connectives / Comparison</li> <li>Sentence structures</li> <li>Paragraphs and organisational features</li> <li>Punctuation variety</li> <li>Vocabulary for effect</li> <li>Features/structure of writing</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>Features of speech writing</li> <li>Structure – openings and endings</li> <li>Formal vs informal</li> <li>Identifying audience and purpose</li> <li>DAFOREST techniques</li> <li>Punctuation</li> <li>Ambitious vocabulary</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Genre – Love and comedy, themes etc.</li> <li>Jacobean and Elizabethan theatre</li> <li>Staging and audience</li> <li>Shakespeare’s life</li> <li>Role of women</li> <li>Characterisation</li> <li>Soliloquy</li> <li>Asides</li> <li>Vocabulary choices.</li> <li>Figurative language</li> <li>Spelling/ Word classes</li> <li>Sentence structures</li> <li>Connectives</li> <li>Punctuation variety</li> <li>Features/structure of writing</li> <li>Paragraphs/connectives</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Genre and poetic form</li> <li>Rhythm/rhyme schemes</li> <li>Figurative language</li> <li>Structure and form</li> <li>Vocabulary for effect/spelling</li> <li>Word classes</li> <li>Romantic period</li> <li>Poetry vs blank verse</li> <li>Iambic pentameter</li> <li>Poetic form/sonnets</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Genre</li> <li>Plot</li> <li>Setting</li> <li>Characterisation</li> <li>Vocabulary choice</li> <li>Figurative language</li> <li>Spelling</li> <li>Word classes</li> <li>Punctuation variety</li> <li>Connectives</li> <li>Paragraphs and organisational features</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Different cultures</li> <li>Non-fiction writing</li> <li>Genre</li> <li>Form</li> <li>Vocabulary choices- Persuasion</li> <li>DAFOREST</li> <li>Connectives / Comparison</li> <li>Sentence structures</li> <li>Paragraphs and organisational features</li> <li>Punctuation variety</li> <li>Vocabulary for effect</li> <li>Features/structure of writing</li> </ul>
<b>Skills:</b> <ul style="list-style-type: none"> <li>Inference/comprehension</li> <li>Point/Evidence/Explanation / PEA</li> <li>What, How, Why</li> <li>Using a thesaurus and dictionary</li> <li>Exam timings</li> <li>Extended writing</li> <li>Writing for purpose, audience, context</li> <li>Proof-reading</li> <li>Thinking and retrieval</li> </ul> <p><b>Resources:</b> Gothic Horror Booklet Frankenstein Dracula Woman in Black</p> <p style="background-color: yellow; display: inline-block;">Spelling and Reading Age Tests</p>	<b>Skills:</b> <p><b>Part A:</b></p> <ul style="list-style-type: none"> <li>Inference/comprehension</li> <li>Point/Evidence/Explanation</li> <li>What, How, Why</li> </ul> <p><b>Part B:</b></p> <ul style="list-style-type: none"> <li>Writing an advert scripts</li> <li>Oracy skills – presentation skills/speeches</li> <li>Writing for purpose, context, audience</li> <li>Proof-reading</li> <li>Planning</li> <li>Writing in formal style</li> <li>Varying sentences</li> <li>Vocabulary for effect</li> <li>Presentation aids - flashcards</li> </ul> <p><b>Resources:</b> Advertising Booklet Dragon’s Den Booklet</p>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Inference/comprehension</li> <li>Performing scripts</li> <li>Stand and speak – oracy</li> <li>Proof-reading</li> <li>Research Skills</li> <li>Role play</li> <li>Thinking and retrieval</li> <li>Communication and organisation for effect</li> <li>Range of sentence structures for effect</li> <li>Ambitious vocabulary for effect</li> <li>SPAG and proofreading</li> <li>Timing</li> </ul> <p><b>Key Text</b> A Midsummer Night’s Dream</p> <p><b>Resources:</b> Spelling and Reading Age Tests</p>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Using a thesaurus and dictionary</li> <li>Inference/comprehension</li> <li>Point/Evidence/Explanation</li> <li>What, How, Why</li> <li>Performing poetry</li> <li>Dialogic talk</li> <li>Thinking and retrieval</li> <li>Comparing texts and contexts–</li> </ul> <p><b>Resources:</b> Poetry Through Time Anthology</p>	<b>Skills</b> <ul style="list-style-type: none"> <li>Reading for meaning and context</li> <li>Inference – PEA / WHW</li> <li>Skimming and scanning</li> <li>Using a thesaurus and dictionary</li> <li>Stand and speak – oracy</li> <li>Proof-reading</li> <li>Independent reading</li> <li>Thinking and retrieval</li> </ul> <p><b>Key Text</b> Boy in the striped pyjamas Room 13 Wonder</p> <p><b>Resources to use and for books:</b></p>	<b>Skills:</b> <p><b>Part A:</b></p> <ul style="list-style-type: none"> <li>Inference/comprehension</li> <li>Point/Evidence/Explanation</li> <li>What, How, Why</li> <li>Writing for purpose, context, audience</li> <li>Proof-reading</li> <li>Planning</li> <li>Writing in formal style</li> <li>Varying sentences</li> <li>Vocabulary for effect</li> </ul> <p><b>Part B:</b></p> <ul style="list-style-type: none"> <li>Writing an holiday advert</li> <li>Oracy skills – Group Discussion</li> <li>Presentation aids - flashcards</li> </ul> <p><b>Resources:</b> Various articles</p> <p style="background-color: yellow; display: inline-block;">Spelling and Reading Age Tests</p>

# Year 8

Autumn 1 (6.5)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (7)	Summer 2 (7)
<b>ENRICHMENT</b>					
<b>SUMMATIVE ASSESSMENTS</b>					
Reading - Extract Assessment	Writing - Article Writing.	Reading - Analytical Response To Shakespeare's Language	Reading - Structured Poetry Analysis And Comparison.	Writing - Argumentative Letter	Writing - Short Narrative S & L – Gadget Presentation
The Novel (6.5)	Making the News (5)	Macbeth (6)	Poetry (5.5)	Argumentative Writing (6)	Spy Thrillers (6) Intergrate Exam Prep and Exam (3)
A01, A02, A03, A04	A04, A05, A06	A01, A02, A03, A04	A01, A02, A03, A04	A01, A02, A04	A04, A05, A06, A07, A08,A08
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Plot</li> <li>Setting</li> <li>Characterisation</li> <li>Vocabulary choice</li> <li>Figurative language</li> <li>Spelling</li> <li>Word classes</li> <li>Punctuation variety</li> <li>Connectives</li> <li>Paragraphs and organisational features</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Non-fiction texts</li> <li>Word origins</li> <li>Vocabulary choice</li> <li>Figurative language/spelling/word classes</li> <li>AFOREST</li> <li>Sentence structures</li> <li>Punctuation variety</li> <li>Formal vs informal</li> <li>Paragraphs/connectives</li> <li>Features/structure of writing</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Genre – tragedy and, history</li> <li>Characterisation</li> <li>Role of women</li> <li>Soliloquy</li> <li>Stage Directions</li> <li>Mood and atmosphere</li> <li>Asides</li> <li>Vocabulary choices</li> <li>Subject terminology</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Genre and poetic form</li> <li>Rhythm/rhyme schemes</li> <li>Figurative language</li> <li>Structure and form</li> <li>Vocabulary choice</li> <li>Spelling/word classes</li> <li>Nature Poetry</li> <li>Romantic poetry</li> <li>Contemporary poetry</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Non-fiction texts</li> <li>Word origins</li> <li>Vocabulary choice</li> <li>Figurative language/spelling/word classes</li> <li>AFOREST</li> <li>Sentence structures</li> <li>Punctuation variety</li> <li>Paragraphs/connectives</li> <li>Features/structure of writing</li> </ul>	<p><b>Knowlegde:</b></p> <p><b>Part A:</b></p> <ul style="list-style-type: none"> <li>Genre, Plot, Setting and Characterisation</li> <li>Narrative Hooks</li> <li>Vocabulary choice</li> <li>Figurative language</li> <li>Spelling/ Word classes</li> <li>Sentence structures</li> <li>Connectives</li> <li>Punctuation variety</li> <li>Features/structure of writing</li> <li>Paragraphs/connectives</li> </ul> <p><b>Part B</b></p> <ul style="list-style-type: none"> <li>Features of speech writing</li> <li>Structure – openings and endings</li> <li>Formal vs informal</li> <li>Identifying audience and purpose</li> <li>DAFOREST techniques</li> <li>Punctuation</li> <li>Ambitious vocabulary</li> </ul>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Reading for meaning and context</li> <li>Inference – PEA / WHW</li> <li>Skimming and scanning</li> <li>Using a thesaurus and dictionary</li> <li>Stand and speak – oracy</li> <li>Proof-reading</li> <li>Independent reading</li> <li>Thinking and retrieval</li> </ul> <p><b>Key Text</b>  <span style="color: green;">Cirque du Freak</span>  <span style="color: green;">Animal Farm</span></p> <p><b>Resources to use and for books:</b></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Writing for purpose, audience and context</li> <li>Comparing texts</li> <li>Proof reading</li> <li>Reading skills: reading for meaning, skimming and scanning, inference skills, summarisings</li> <li>PEA</li> <li>Persuasive language devices</li> </ul> <p><b>Resources:</b>  <span style="color: green;">Making the News Booklet</span></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Inference/comprehension</li> <li>PEA / WHW</li> <li>Exam timings</li> <li>Tracking an extract</li> <li>Stand and speak / Role Play – oracy</li> <li>Proof-reading</li> <li>Thinking and retrieval</li> <li>Revision Aids</li> <li>Flashcards/templates/ mind maps</li> </ul> <p><b>Resources:</b></p> <p style="text-align: center; background-color: yellow;"><b>Spelling and Reading Age Tests</b></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Using a thesaurus and dictionary</li> <li>Inference/comprehension</li> <li>Point/Evidence/Explanation</li> <li>What, How, Why</li> <li>Thinking and retrieval</li> <li>Comparing texts and contexts–</li> <li>Revision Aids</li> <li>Flashcards/templates/ mind maps</li> </ul> <p><b>Resources:</b>  <span style="color: green;">Poetry Anthology</span></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Writing for purpose, audience and context</li> <li>Comparing texts</li> <li>Proof reading</li> <li>Reading skills: reading for meaning, skimming and scanning, inference skills, summarisings</li> <li>PEA / WHW</li> <li>Persuasive language devices</li> </ul>	<p><b>Skills:</b></p> <p><b>Part A:</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Writing in formal style</li> <li>Varying sentences</li> <li>Vocabulary for effect</li> </ul> <p><b>Part B:</b></p> <ul style="list-style-type: none"> <li>Writing an persuasive speech</li> <li>Oracy skills – presentation skills/speeches</li> <li>Writing for purpose, context, audience</li> <li>Proof-reading</li> <li>Planning</li> <li>Writing in formal style</li> <li>Varying sentences</li> <li>Vocabulary for effect</li> <li>Presentation aids - flashcards</li> </ul> <p><b>Resources:</b>  <span style="color: green;">Spy Thrillers Booklet</span></p> <p style="text-align: center; background-color: yellow;"><b>Spelling and Reading Age Tests</b></p>

# Year 9

Autumn 1 (6.5)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (7)
<b>ENRICHMENT</b>				
<b>SUMMATIVE ASSESSMENTS</b>				
I Reading assessment	Report writing	Character extract into essay	Reading - Structured Poetry Analysis And Comparison.	Writing – Letter Writing and Presentation
<b>Power and Conflict</b>	<b>Non-fiction from past to present</b>	<b>The Novel - Of Mice and Men (7.5wks)</b>	<b>War and Conflict Poetry (8wks)</b>	<b>Transactional Writing and Presentations</b>
<b>A01, A02, A03, A04</b>	<b>A01, A02, A03, A04 , A05, A06, A07</b>	<b>A01, A02, A03, A04</b>	<b>A01, A02, A03, A04</b>	<b>A05, A06, A07, A08, A09</b>
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Different cultures</li> <li>• Role of different minority groups in society</li> <li>• Global issues</li> <li>• Discrimination and prejudice in society</li> <li>• Human Rights</li> <li>• Equality and Inequality</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Non-fiction texts</li> <li>• Victorian England</li> <li>• Word origins</li> <li>• Vocabulary choice</li> <li>• Figurative language/spelling/word classes</li> <li>• AFOREST</li> <li>• Sentence structures</li> <li>• Punctuation variety</li> <li>• Paragraphs/connectives</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 1930's America - Dust Bowl, Great Depression and prejudice.</li> <li>• Plot</li> <li>• Setting</li> <li>• Characterisation</li> <li>• Vocabulary choice</li> <li>• Figurative language</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Genre and poetic form</li> <li>• Rhythm/rhyme schemes</li> <li>• Iambic pentameter</li> <li>• Figurative language</li> <li>• Word classes</li> <li>• Poetic form and structure/sonnets</li> <li>• Boer War</li> <li>• WWI</li> <li>• Bosnian War</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Non-fiction texts</li> <li>• Vocabulary choice – persuasion</li> <li>• AFOREST</li> <li>• Sentence structures</li> <li>• Punctuation variety</li> <li>• Paragraphs/connectives</li> <li>• Standard English</li> <li>• Different cultures</li> <li>• Role of different minority groups in society</li> <li>• Global issues</li> <li>• Non-fiction writing</li> <li>• Discrimination and prejudice in society</li> <li>• Equality and Inequality</li> </ul>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Reading skills: reading for meaning, skimming and scanning, inference skills, summarising</li> <li>• PEE</li> <li>• Persuasive language devices</li> </ul> <p><b>Resources:</b></p> <p><b>Power and Conflict Booklet</b></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Writing for purpose, audience and context</li> <li>• Comparing texts</li> <li>• Proof reading</li> <li>• Reading skills: reading for meaning, skimming and scanning, inference skills, summarising</li> <li>• PEE</li> <li>• Persuasive language devices</li> </ul> <p><b>Resources:</b></p> <p><b>Unit Booklet</b></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Reading for meaning and context</li> <li>• Inference - PEA</li> <li>• Skimming and scanning</li> <li>• Revision Aids - flashcards/templates/ mind maps</li> <li>• Extract into essay structure</li> <li>• Standard introductions</li> <li>• Thinking and retrieval</li> </ul> <p style="text-align: center; background-color: yellow;"><b>Spelling and Reading Age Tests</b></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• PEAS</li> <li>• Exam timings</li> <li>• Thinking and retrieval</li> <li>• Comparing texts and contexts</li> <li>• Revision aids - flashcards/templates/ mind maps</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Reading skills: reading for meaning, skimming and scanning, inference skills</li> <li>• PEAS</li> <li>• Oracy skills – presentation skills, speeches</li> <li>• Structuring a speech</li> <li>• Persuasive language devices</li> <li>• Writing for purpose, audience and context</li> <li>• Proof reading</li> </ul>

# Year 10

Autumn 1: 5th September - 19th October	Autumn 2: 31st October - 16th December	Spring 1: 3rd January - 9th February	Spring 2: 20th February - 31st March	Summer 1: 17th April - 26th May	Summer 2: 5th June - 21st July
<b>Summative Assessments</b>					
1. Shakespeare extract and essay (in class)	2. Extract into essay (EOYE)	3. EOYE – Comp 1 Sect A		3. Single poem analysis and comparison essay	
Romeo and Juliet (10 wks)	A Christmas Carol (9 wks)	Eng Language Component 1 Section A fiction reading and B – creative writing (7 wks)		Literature Component 1 Section B Poetry Anthology Nature/Place Poetry (9wks) and Prep (4 wks) <span style="float: right;">EOYE</span>	
A01, A02, A03, A04	A01, A02, A03, A04	A01, A02, A03, A04, A05, A06		A01, A02, A03, A04	
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Genre – what makes a tragedy</li> <li>• Shakespeare’s life</li> <li>• Role of women</li> <li>• Characterisation</li> <li>• Poetry vs blank verse</li> <li>• Iambic pentameter                             <ul style="list-style-type: none"> <li>• Soliloquy</li> <li>• Asides</li> </ul> </li> <li>• Subject terminology</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Victorian England</li> <li>• The Poor Laws</li> <li>• Industrialisation</li> <li>• Social class and social responsibility</li> <li>• Role of the church, monarchy and government</li> </ul>	<b>Knowledge:</b> <p>Language to:</p> <ul style="list-style-type: none"> <li>✓ Evaluate</li> <li>✓ Explain</li> <li>✓ Analyse</li> <li>• Subject terminology</li> <li>• Skimming and scanning</li> <li>• Sentence types</li> <li>• Range of structures used in narrative texts</li> </ul>		<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Genre and poetic form</li> <li>• Rhythm/rhyme schemes</li> <li>• Iambic pentameter/ tetrameter                             <ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Word classes</li> </ul> </li> <li>• Poetic form and structure/sonnets                             <ul style="list-style-type: none"> <li>• Society</li> <li>• The Romantics</li> </ul> </li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Inference/comprehension</li> <li>• PEAS</li> <li>• Tracking an extract</li> <li>• Proof-reading</li> <li>• Thinking and retrieval                             <ul style="list-style-type: none"> <li>• Revision aids - flashcards/templates/ mind maps</li> <li>• Exam timings</li> </ul> </li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Reading for meaning and context</li> <li>• Inference - PEAS</li> <li>• Skimming and scanning</li> <li>• Understanding unfamiliar words</li> <li>• Proof-reading</li> <li>• Thinking and retrieval</li> <li>• Revision aids - flashcards/template s/ mind maps</li> <li>• Exam timing</li> </ul>	<b>Skills for reading focus:</b> <ul style="list-style-type: none"> <li>• Identifying explicit/implicit information - List five reasons why..</li> <li>• Language / writer’s effects / terminology - How does the writer show..</li> <li>• Language / writer’s effects / terminology / how writers influence readers - What impressions do you get..</li> <li>• Language / structure / writer’s effects / terminology / how writers influence readers - How does the writer make these lines...</li> <li>• Evaluating – In the last twenty lines..considering the passage as a whole...                             <ul style="list-style-type: none"> <li>• Timing</li> </ul> </li> </ul> <b>Skills for writing focus:</b> <ul style="list-style-type: none"> <li>• Communication and organisation for effect</li> <li>• Range of sentence structures for effect                             <ul style="list-style-type: none"> <li>• Ambitious vocabulary for effect</li> <li>• SPAG and proofreading</li> <li>• Timing</li> </ul> </li> </ul>		<b>Skills:</b> <ul style="list-style-type: none"> <li>• PEAS</li> <li>• Exam timings</li> <li>• Proof-reading</li> <li>• Thinking and retrieval</li> <li>• Comparing texts and contexts</li> <li>• Revision aids - flashcards/templates/ mind maps</li> </ul>	
<b>Interleave lessons</b>					
Lessons interleaved linked to the co-teachability of Language and Literature					
<b>Quote Quest</b>					
War Poetry (5 wks)	Romeo and Juliet (10 wks)	A Christmas Carol (6 weeks)	TBC		

# Year 11

1. Extract into essay		2. Component 2 Section A and B		3. Single poem analysis and comparison essay (class)	
<b>Blood Brothers (6 wks)</b>		<b>Mock exams (2 wks) BB/Narrative</b>		<b>Comp 2 Language (6 weeks)</b>	
				<b>Anthology - Love and Relationships (6 wks) Mock exams (2 wks) - Lang Comp 2/Nature Poetry</b>	
				<b>Unseen Poetry (5 weeks)</b>	
				<b>Revision Block (4 weeks)</b>	
A01, A02, A03, A04		A01, A02, A03, A04, AO5, AO6		A01, A02, A03, A04	
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Setting – Thatcherite Britain, the 1980s</li> <li>• Setting – Liverpool in the 60s</li> <li>• Genre – features of a play</li> <li>• Themes – class, education, families, society, superstition, gender, role of women, inequality</li> <li>• Staging</li> <li>• Characterisation – accent and dialect, RP and informal language</li> </ul>		<b>Knowledge:</b> Language to: <ul style="list-style-type: none"> <li>✓ Compare</li> <li>✓ Evaluate</li> <li>✓ Contrast</li> <li>✓ Explain</li> <li>✓ Analyse</li> </ul> <ul style="list-style-type: none"> <li>• Subject terminology</li> <li>• Skimming and scanning</li> <li>• Sentence types</li> <li>• Range of structures used in transactional texts</li> <li>• Different audiences and purposes</li> <li>• Different text types</li> </ul>		<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Genre and poetic form</li> <li>• Rhythm/rhyme schemes</li> <li>• Iambic pentameter</li> <li>• Figurative language</li> <li>• Word classes</li> <li>• Poetic form and structure/sonnets</li> <li>• Role of women</li> <li>• Society – expectations</li> </ul>	
<b>Skills</b> <ul style="list-style-type: none"> <li>• PEAS</li> <li>• Subject terminology</li> <li>• Proof-reading</li> <li>• Thinking and retrieval</li> <li>• Extract into essay structure</li> <li>• Standard introductions</li> <li>• Revision aids - flashcards/templates/ mind maps</li> </ul>		<b>Skills for reading focus:</b> <ul style="list-style-type: none"> <li>• Identifying explicit/implicit information – How old...what date...how many...</li> <li>• Language / writer's effects / terminology - How does the writer show..persuade...</li> <li>• Language / writer's effects / terminology / how writers influence readers</li> <li>- What impressions do you get.... To what extent do you agree with the view....</li> <li>• Language / structure / writer's effects / terminology / how writers influence readers - How does the writer make these lines...</li> <li>• Compare – the impressions given by each writer/text</li> <li>• Timing</li> </ul> <b>Skills for writing focus:</b> <ul style="list-style-type: none"> <li>• Communication and organisation for effect</li> <li>• Range of sentence structures for effect</li> <li>• Ambitious vocabulary for effect</li> <li>• SPAG and proofreading</li> <li>• Timing</li> </ul>		<b>Skills:</b> <ul style="list-style-type: none"> <li>• PEAS</li> <li>• Exam timings</li> <li>• Proof-reading</li> <li>• Thinking and retrieval</li> <li>• Comparing texts and contexts</li> <li>• Revision aids - flashcards/templates/ mind maps</li> </ul>	
<b>Interleave Lessons</b>					
Language Component 1		Literature		Language Comp 2	
<b>Quote Quest</b>					
Romeo and Juliet		Poetry Anthology		A Christmas Carol	
				Blood Brothers	