

Curriculum Statement of Intent and Implementation:

“The liberating joy found in Literature can be the source of a students’ inspiration for their view of themselves, and the world, for life” – Miss. L. Hagan
(Director of English, Lyng Hall)

5-year Curriculum:

Our English curriculum is designed to secure the fundamental skills in year 7 to year 9. Students reiteratively look at the backbone reading and writing skills (AO1-AO6). During our course, students focus on establishing the basic skills, then building on their proficiency and ambition in these specific areas.

Intertwined in the skill-focused lessons will be the development of key English Knowledge. Students are taught specific forms and the relevant characteristics that define them. Furthermore, they develop a knowledge bank of word classes, literary devices, rhetoric and so on.

The irrefutable necessity of English now and in the beyond:

At Lyng Hall we believe that students should have equitable access to an understanding of the English Language. Competency in this area, we believe, is the backbone to success in all subject areas, and in their future life paths. English provides one of the most significant forums for young people to learn how to communicate ideas – articulating them both verbally and in the written word. Our primary focus therefore is on raising reading age and basic literacy skills. There are 6 reading stages and 5 literacy stages which feature later in this introduction. Groups move through these to develop the relevant competency to access their target levels and navigate their intended routes.

Literacy is a bridge from misery to hope. —Kofi Annan (Ghanaian diplomat who served as the seventh Secretary-General of the United Nations, co-recipient of the 2001 Nobel Peace Prize)

Once you learn to read, you will be forever free. —Frederick Douglass (American social reformer, abolitionist, orator, writer, and statesman)

Effective Teaching for understanding and recall:

Staff at Lyng Hall have an awareness of cognitive load theory and recognise the importance of isolating the powerful knowledge – in addition to knowing how we can drive this forwards in our curriculum.

The English Directorate have taken particular note of the latest Journal from the *Chartered College of Teaching*. It featured an article which dealt with top tips on avoiding cognitive overload for students with power-points. David Smith (Assistant Head of Teaching and Learning and Teacher of English) outlines the key points to consider in our lessons. Illustrations highlight how this has been embedded within the team so far, and will continue to develop.

1. If you are presenting pictures, diagrams and labels make sure information is in close physical proximity to related information. This avoids split attention deficit.

2. Avoid reading out text that is on a slide. (Unless there is a Tier 3 vocabulary word)

3. Remove any distracting or superfluous images. The only thing on the slide should be linked to powerful knowledge or something that directly supports learning.

**AO1 – What pattern can you observe?
What concept does it present?**

4. Use images to support complex and conceptual ideas.

5. If you are going to explain an

image on a slide don't include written text at the same time. Students won't take both in.

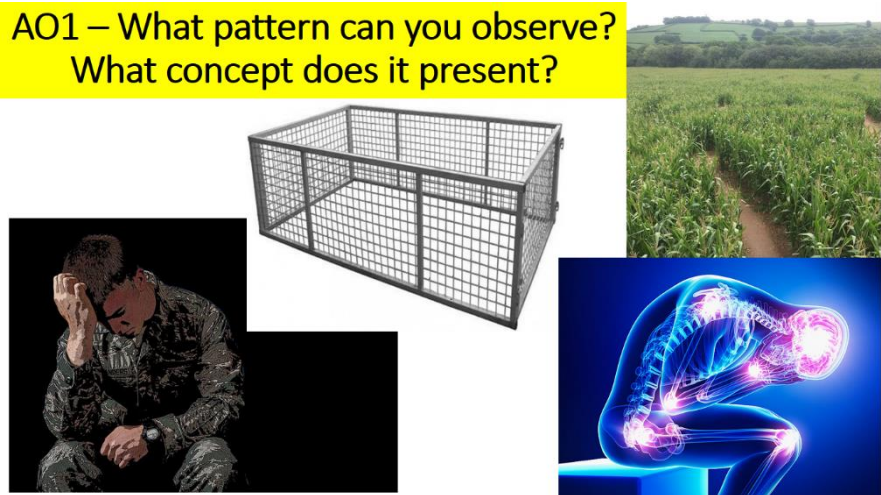
6. Never expect students to be reading the board, or indeed anything, if you are talking at the same time.

7. Reveal tasks, processes or stages one at a time ON THE SAME SLIDE. Not on slide after slide.

8. Remember that spoken words and retention of information on slides is fleeting unless then supporting by work/learning/tasks to embed knowledge.

9. Have you sat at the back of the room and checked information, colours, font size, literacy, where you have used complex vocabulary that needs explaining.

Each medium term scheme sets out the threshold and horizon skill that is the aim for that block of learning. These skills are repeated at least three times through KS3 to ensure the learning is deepened and refined. Within the schemes, bespoke shaped to each group, each lesson has a specific threshold and horizon 'Big Ideas' question. These collectively work together to ensure the overarching skills aim is met. These horizon skills are stepped to constantly challenge the students towards a future goal.



Developing Cultural Capital – an enriching curriculum

A particular concern of the directorate is to promote a cultural understanding of both self, and the world. In order to achieve this complex outcome the curriculum looks to repeatedly explore some challenging concepts, and provide students with the forum not only to begin their understanding of them, but additionally to articulate their individual responses to them. This journey of interpretation is reflected in both the curriculum and the enrichment programme. Why?

“To establish stable schemas in students’ long-term memory that reduce cognitive load” (Mary Myatt, *The Curriculum*, 2018)

“Cultural capital takes one tangible form: a pupil’s vocabulary” (Matthew Bromley, ‘Pupil Premium: closing the vocabulary gap *SecEd*, 2018)

“To provide students with Hirsch’s ‘mental Velcro.’ (Josie Stacks, *Is this presumed knowledge which I see before me?* 2019)

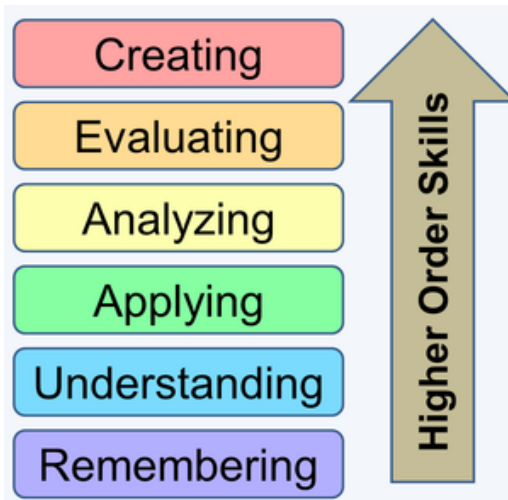
The table highlights one possible journey a student’s understanding can follow on one concept. In different ways, the ideas are revisited to not only concept but to broaden, and deepen, an understanding of how these patterns are observed in the world. More specifically how Literature is essentially a portal we can use to interpret the world through time.

| CURRICULUM COHESION | Unifying concepts | Mental scaffolding | Cultural literacy | Broader vocabulary | Powerful Knowledge to be recalled |
|---------------------------------|---|---|--|--|--|
| Writing Wrongs – Year 9 | Inequality Injustice Totalitarian Communism Oppression Socialism Capitalism | I believe this ... Exposing this idea... Articulating perspectives: State Justify Apply | Develop awareness/shar e opinions of global issues | Perspective Interpretation | Types of conflict Concepts of power Social responsibilities |
| Historical Non-Fiction – Year 8 | Social Injustice Class System Gender equality Inequality Types of war and conflict Racism | I can observe... If we contrast centuries it is possible to see... Observing repeating patterns between different eras... | Cyclical nature of history Develop awareness of injustice for specific races/religions Global issues in different eras of time | Historical significance Patterns in history Observe Perspective | Class systems Political systems Social responsibilities Types of war and conflict |
| 19 th Century – | Inequality Injustice | Patterns/changes in time | Develop understanding | Historical significance | Poverty |

| | | | | | |
|-------------------------------|--|--|---|--|---|
| <p>Year 8</p> | <p>Poverty Class systems Gothic conventions Religion Atheism Evolution of Science Spiritualism Capitalism Socialism Oppression Darwinism Industrial revolution</p> | <p>Since this time beliefs have now changed to... During this era it was believed that ... The text exposes the ... of the time.</p> | <p>of 19th Century British society, culture and norms. Express an understanding of the developments of society, culture and norms. Contrast the society, culture and norms of the 19th century to modern society. Understand the factors that have developed changes in our society, culture and norms.</p> | <p>Impact Interpretation Perspective Patterns in history</p> | <p>Social responsibilities Concepts of power Class systems Understanding of older English language styles Wide contextual understanding for unseen language paper</p> |
| <p>Gothic – Year 7</p> | <p>Romanticism Transgression Gender Supernatural Oppression Religion Science Death and tragedy symbolism</p> | <p>Patterns and changes in time highlight... In this era it was believed... The symbolism which is explored.... The oppressive nature of society is signified...</p> | <p>Develop awareness/ Understanding today's society Understanding the literary movement of the time Identifying how it has impacted later genres Understanding archaic language</p> | <p>Perspective Interpretation Significance Impacts</p> | <p>Social responsibilities Religious conflict Science and technological advances</p> |

How to measure your students' progress journey of Reading Skills?

As a skills based subject, the journey towards progression focuses on the same four areas. These four areas are repeatedly returned to for 5 years. The progress is determined by the depth of these skills – what is the students' level of competency? Their progression is measured by Bloom's Taxonomy which mirrors the journey of students harnessing the skills required to access their English Language specification – a paper that is entirely unseen. Therefore, it is not reliant on knowledge recall but on the independent use of a skillset on an unknown text.



| | EXPECTATION - ANALYSE Threshold Knowledge | ASPIRATION - EVALUATE Horizon Concepts |
|-----|--|---|
| AO1 | <ul style="list-style-type: none"> ✓ Describe a personal comment or inference about a text ✓ Find evidence that can either support or refute ✓ Identify relationship between two pieces of evidence | |
| AO2 | <ul style="list-style-type: none"> ✓ Write what a quotation makes me think ✓ Write what a quotation makes me feel ✓ Recognise a writer's methods ✓ Select inference of specific methods | |
| AO3 | <ul style="list-style-type: none"> ✓ Locate where a relationship exists ✓ Describe a specific link ✓ Find and describe why an author might use a different method | |
| AO4 | <ul style="list-style-type: none"> ✓ Recognise more than one interpretation of a text ✓ Identify different critical perspectives | |

These progress charts (featured left) should be used in the students' assessment books and provides a scaffold to observe their proficiency with the respective skillsets.

The level of their entry onto the Blooms' Scaffold is determined by you as the classroom teacher. There is an

expectation level which is appropriately determined by your set, and sometimes year group. It will not necessarily be a linear pattern as their entry is also determined by their legacy of previous teaching. This can sometimes be at odds with where you would anticipate students should be. Through discussion with DOL and DDOL, determine entry point according to student need rather than wider expectation.

At KS3, the central SoW is broken down into a Bespoke scheme for different ability groups (Image to right from 8M and image below from 8G). The beginning of each scheme will identify which strand of Bloom's scaffold you need to

| Overview of TKAM study – | |
|---|---|
| <i>This scheme enables students to do an extended study of a challenging novel. Furthermore it invites an exploration of context and applying it to the novel's content.</i> | |
| Threshold Skills: to discriminate supporting references in texts and to identify language devices (Level 4) to evaluate language, making comparisons between reference points (Level 5) | |
| Horizon Skills: to evaluate writers' perspective, synthesising with contextual understanding (Level 5/6) | |
| Big Ideas Question: | Suggested Activities: |
| <p>Threshold: What does the concept of morality mean?</p> <p>Horizon: What is my personal interpretation of morality?</p> | <p>Starter: Using images as a stimulus for discussion - K.Q. What is justice? What is morality? <i>Challenge</i> – using video stimulus the students create a collage to develop definition of these concepts.</p> <p>Main: Video scenario, https://www.youtube.com/watch?v=GeZFv5MMR0o, students respond to key questions –</p> <ol style="list-style-type: none"> 1. What would you do? 2. Why? 3. How does this demonstrate morality or justice? <p><i>Creative task</i> – in groups, students are given scenario cards. They have to perform the dramas spontaneously and improvise how they would respond. Leader to prompt discussion about how their actions relate to morality or justice.</p> <p>Plenary: How do these concepts link to our day to day life?</p> |

| |
|--|
| <p>Threshold:</p> <ul style="list-style-type: none"> • To identify supporting references in texts and to identify language devices. • To understand the ways in which language is used to create meaning. |
| <p>Horizon:</p> <ul style="list-style-type: none"> • To apply and transform knowledge into a new form of expression. |
| <p>Big Ideas Questions</p> |
| <p>ACTIVITIES</p> |

address with the group. This aim is the expectation for skills to be acquired in the group.

There will be individual discrepancies in the group; the horizon concepts column allows for students to be individually stretched in different areas. Consequently, it still encourages a movement forwards. Alternatively, a group may be maintained on the same area of the scaffold but the choice of text they are exposed to deepens the challenge of applying the skill instead.

These trackers are then highlighted according to what term they are addressed, or achieved. The skill cannot just be presented once but must be evidenced on at least three consistent occasions, showing the skill is acquired rather than just recalled. Please use colour coding system below – student example

AUTUMN TERM

SPRING TERM

SUMMER TERM

| | EXPECTATION - ANALYSIS Threshold Knowledge | ASPIRATION - EVALUATE Horizon Concepts |
|-----|--|---|
| AO1 | <ul style="list-style-type: none"> ✓ Make a personal comment or inference about a text ✓ Identify evidence that can either support or refute ✓ Comment on relationship between two pieces of evidence | <p>→ Elaborated on Harper Lee's social message (9/10/13)</p> |
| AO2 | <ul style="list-style-type: none"> ✓ Identify what a quotation makes me think ✓ Explain impact of at least three different writer's methods ✓ Analyse inference of specific methods | <p>→ I have successfully identified what a quote makes me think (9/10/13)</p> |
| AO3 | <ul style="list-style-type: none"> ✓ Explain where a relationship exists ✓ Analyse a specific link ✓ Comment on, make observations, about why an author might use a different method | <p>→ I have managed to make observations and comments about the author using a different method</p> |
| AO4 | <ul style="list-style-type: none"> ✓ Validate more than one interpretation of a text ✓ Justify different critical perspectives | <p>→ I have successfully validated more than one interpretation of a text</p> |

featured beside

To support this development of the curriculum at KS3, we are developing a different approach to MTP for the Language Specification. This centres more on approaches to teaching the skill rather than a prescriptive structure of lessons for the Literature Specification.

Overview of Language Paper 1 study –
 Threshold knowledge/skills they need to have to access the question.
 Potential misconceptions/limitations students have when accessing these questions.

Section A: Reading
 Answer all questions in this section.
 You are advised to spend about 45 minutes on this section.

Q11 Read again the first part of the source, from lines 1 to 6. List four things about Rosabel from this part of the source. (4 marks)

1. _____
2. _____
3. _____
4. _____

Key Concept – AO1
 Identify and interpret explicit and implicit information and ideas.
 Select and synthesise evidence from different texts.
 Ensure students adapt specifically to content of question rather than copying whole sections.

Suggested activities to practice retrieval of evidence:

- Highlighting language choices that link together
- Playing word association across an extract to find a relationship – ultimately linking back round the key word in question
- Reduce extract to four images – Sketch it – how can these images link to key word in question?
- Hot seat key character in question – can they describe themselves? Challenge to link to key words in the question.

Key Concept – 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.

Look in detail at this extract, from lines 6 to 14 of the source:

Rosabel looked out of the windows, the street was blurred and misty, but light striking on the paving burned their dullness to gold and silver, and the jewellers' shops seen through this were fairy palaces. Her feet were horribly wet, and she knew the bottom of her skirt and petticoat would be coated with black, greasy mud. There was a sickening smell of warm

Language Route:

| | | | | | | | | | |
|-------|-------|------|-------|-------|-------|-------|-------|-------|------|
| Q.5. | Q.2. | Q.1. | Q.4. | Q.3. | Q.5. | Q.3. | Q.4. | Q.2. | Q.1. |
| 20hrs | 10hrs | 1hr | 10hrs | 10hrs | 20hrs | 10hrs | 12hrs | 10hrs | 1hr |

On this plan, it indicates how long is expected for each question to take. The activities then generate ways in which these skills can be taught to respond to the question type.

| | |
|-----|---|
| A01 | <ul style="list-style-type: none"> identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts |
| A02 | 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 |
| A03 | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts |
| A04 | Evaluate texts critically and support this with appropriate textual references |
| A05 | 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 |
| A06 | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

These core skills can be clearly traced through the LTP, however the front cover of the MTP is the most significant aspect of our curriculum mapping.

| Year GCSE Exam | Module Title Shakespeare – Macbeth | Duration 50 hours |
|---|--|----------------------|
| <p>Module Overview</p> <p>The emphasis in this unit is on Macbeth – with the aim being to critically explore (in a well-structured approach) the tragic genre. Students will be expected to offer a conceptualised approach to Shakespeare's purpose, supported by judicious reference to text, insightfully analysing language, structure and form.</p> <p>Macbeth appears on Literature Paper 1 (Section A) and is worth 30 marks – weighted at 16% within the qualification as a whole. The suggested timing for this section is 45 minutes. Students will answer one question on an extract and one other part of the play.</p> | | |
| <p>Assessment Objectives</p> <p>A01 Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations <p>A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>A03 Show understanding of the relationships between texts and the contexts in which they were written</p> | | |
| <p>Key Vocabulary</p> <p>Language features – simile, alliteration, metaphor, juxtaposition, imagery, sibilance, personification, assonance, caesura, emotive language, onomatopoeia, repetition</p> <p>Dramatic terms – verse, rhyme, rhythm, meter, iambic pentameter, monosyllabic, polysyllabic, plainness, euphony, cacophony, dialogue, tone, structure, scene, act</p> | | |
| <p>Key Concepts</p> <ul style="list-style-type: none"> Knowledge of plot and recall of significant scenes Identify specific quotations to illustrate key themes Link quotations through themes Annotate 'Macbeth' extract Identify literary techniques Comment on language and structural features Comment on authorial purpose Evaluate impact on audience Apply cultural context Interpreting examination questions Mapping out an essay plan Use of discourse markers Developing an essay response Annotating and critically marking own response | | |
| <p>Teacher Resources (located on the shared drive)</p> <ul style="list-style-type: none"> Lesson Power Point Presentations. Exemplar student responses Annotated anthology (English office) | | |
| <p>Student Resources</p> <p>A variety of multi-modal resources will be used within the scheme. They are located in the Resources folder on the shared drive. GCSE Handbook has the mark schemes and guidelines for this unit, including the style of set question. Poetry terminology grid (all students provided with a copy at the start of the course)</p> <p>Personalised terminology booklets.</p> <p>Revision booklet outlining key themes and contextual information (provided closer to the exam to support revision).</p> | | |

How long should this scheme take me?

Knowledge Recall of prior lesson to embed skillset.
Staged Healthy 5 is the frame of each English lesson in each year.

Specific relationship with G.C.S.E. Assessment Objectives.
What's the purpose of the scheme in the larger journey?

Knowledge and Skill Concept Expectations – extrapolated from LTP.

Core vocabulary to be covered as a basic expectation to ensure access to scheme and development of skillset.

G.C.S.E. Preparation Curriculum and Assessment Map 2018-19:

| | | | |
|--|------------------|--|--------------------|
| | Language Paper 1 | | Literature Paper 1 |
| | Language Paper 2 | | Literature Paper 2 |

| LITERATURE ASSESSMENT OBJECTIVES | | LANGUAGE ASSESSMENT OBJECTIVES | |
|----------------------------------|---|--------------------------------|---|
| AO1 | Read, understand and respond to texts: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. | AO1 | <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts |
| AO2 | Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. | 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 | Show understanding of the relationships between texts and the contexts in which they were written. | AO3 | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts |
| AO4 | Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | AO4 | Evaluate texts critically and support this with appropriate textual references |
| | | 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 |
| | | AO6 | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

| | Year 7 | | | | Year 8 | | | | Year 9 | | | |
|----------|--------|--|--|--|--------|--|--|--|--------|--|--|--|
| Lang AO1 | | | | | | | | | | | | |
| Lang AO2 | | | | | | | | | | | | |
| Lang AO3 | | | | | | | | | | | | |
| Lang AO4 | | | | | | | | | | | | |
| Lang AO5 | | | | | | | | | | | | |
| Lang AO6 | | | | | | | | | | | | |
| Lit AO1 | | | | | | | | | | | | |
| Lit AO2 | | | | | | | | | | | | |
| Lit AO3 | | | | | | | | | | | | |
| Lit AO4 | | | | | | | | | | | | |

Year 7 Route:

| | | | | | |
|-----------|--------|------------|----------------------|--------------------|-------------|
| Borrowers | Gothic | Roald Dahl | Bespoke Class Reader | An Intro to Poetry | Shakespeare |
|-----------|--------|------------|----------------------|--------------------|-------------|

| Schemes of work: | AO Focus: | Specific Skill focus: |
|---|-----------------------|---|
| Borrowers – writing assessment focus 8 weeks | Language AO5/AO6 | <ul style="list-style-type: none"> - Knowledge of basic sentence types (simple, compound and complex) - Application of basic punctuation (full stop and comma) - Consistent use of paragraphing (TIPTOP) - Varied use of sentence starters, e.g. fronted adverbial clause |
| Gothic – reading assessment focus 7 weeks | Language AO1/AO2 | <ul style="list-style-type: none"> - Knowledge of stage 1 literary techniques - Write a summary - Write a comparison - Use of discourse markers - Introduction to PEAL structure |
| Roald Dahl – writing assessment focus 8 weeks | Language AO5/AO6 | <ul style="list-style-type: none"> - Features of a narration - Stage 2 Descriptive Techniques - Developed paragraphing - Varied range of punctuation - Full range of sentence forms |
| Bespoke class reader – reading assessment focus 6 weeks | Language AO1-AO4 | <ul style="list-style-type: none"> - Annotating an extract - Knowledge of stage 2 literary techniques - Knowledge of structural techniques - Developed bank of discourse markers - Developed use of PEAL structure - Increased reading pace |
| An Introduction to Poetry – literature assessment focus 4 weeks | Literature AO1/AO2 | <ul style="list-style-type: none"> - Knowledge of poetic forms - Identify rhyme scheme - Comment on impact of poetic techniques - Knowledge of SAMJI |
| An Introduction to Shakespeare – creative assessment 7 weeks | Literature AO1/AO3 | <ul style="list-style-type: none"> - Introduction to Shakespearean Language - Knowledge of cultural beliefs during Shakespeare’s writing years - Forming an interpretation of a text |

Year 8 Route:

| | | | | | |
|----------------------|------------------------------------|-------------------------------|--------------|-----------------------|-------------|
| Bespoke Class Reader | An Intro to 19 th Texts | An Intro to Non-Fiction Texts | Unseen Texts | Development of Poetry | Shakespeare |
|----------------------|------------------------------------|-------------------------------|--------------|-----------------------|-------------|

| Schemes of work: | AO Focus: | Specific Skill focus: |
|---|---------------------------|--|
| Bespoke class reader – reading assessment focus 7 weeks | Language AO1/AO2 | <ul style="list-style-type: none"> - Annotating an extract - Knowledge of stage 2 literary techniques - Knowledge of structural techniques - Developed bank of discourse markers - Developed use of PEAL structure - Increased reading pace |
| An Intro to 19th Texts – Lit Paper 1 Assessment Introduction 8 weeks | Literature AO1/AO2/AO3 | <ul style="list-style-type: none"> - Knowledge of Victorian London - Development of 19th century language - Independent annotation of a 19th century extract - Links between texts to develop cultural understanding |
| An Intro to Non-Fiction Texts – Creative assessment response 6 weeks | Literature AO1-AO3 | <ul style="list-style-type: none"> - Form critical interpretations of a text - Contrast contexts and explain how it influences a text - Independent annotation of a non-fiction text - Write a summary of a text’s purpose |
| Unseen Texts – Language Paper 1 Assessment response 7 weeks | Language AO1-AO6 | <ul style="list-style-type: none"> - Independent annotation of an unseen text - Identification of language patterns - Write a summary of text’s purpose - Confidently discuss a reader’s response to a text - Development of PEAL structure - Develop knowledge of structural features |
| Development of Poetry – creative assessment response 4 weeks | Literature AO1/AO2 | <ul style="list-style-type: none"> - Knowledge of poetic forms - Identify rhyme scheme - Comment on impact of poetic techniques - Knowledge of SAMJI SPACEORE |
| Shakespeare – creative assessment 7 weeks | Literature AO1-AO3 | <ul style="list-style-type: none"> - Introduction to Shakespearean Language - Knowledge of cultural beliefs during Shakespeare’s writing years - Forming an interpretation of a text |

Year 9 Route:

| | | | | | |
|----------------|----------------|-----------------|-----------------|-------------|-------------|
| Writing Styles | Social Justice | Poetry Syllabus | Poetry Syllabus | Modern Text | Modern Text |
|----------------|----------------|-----------------|-----------------|-------------|-------------|

| Schemes of work: | AO Focus: | Specific Skill focus: |
|--|-----------------------|---|
| Writing Styles – language paper 1 and paper 2 Q.5. 7 weeks | Language AO5/AO6 | <ul style="list-style-type: none"> - Adapt language to write both a narration and a description - Adapt language to write a speech, article and formal letter - Developed paragraphing - Varied range of punctuation - Full range of sentence forms |
| Social Justice – Reading and Writing – Independent choice for writing response – submitted to Warwick Uni 8 weeks | Language AO1-AO6 | <ul style="list-style-type: none"> - Independent annotation of unseen texts - Links between texts to develop cultural understanding - Form critical interpretations of a text - Produce either a non-fiction, or creative, response |
| BEGIN GCSE COURSE – POETRY SYLLABUS – POWER AND CONFLICT – single poem analysis 6 weeks | Literature AO1/AO2 | <ul style="list-style-type: none"> - Knowledge of 8 poems from the cluster - Explain the central themes and purpose - Identify significant evidence - Analyse key methods used by poet - Confidently discuss poetic voice |
| POETRY SYLLABUS – POWER AND CONFLICT – Lit Paper 2 Section A question 7 weeks | Literature AO1-AO3 | <ul style="list-style-type: none"> - Knowledge of 7 poems from the cluster - Confidently discuss a reader’s response to a text - Securely make links between poems from the cluster - Develop a comparison PEAL |
| MODERN TEXT – AN INSPECTOR CALLS 4 weeks | Literature AO1/AO2 | <ul style="list-style-type: none"> - Knowledge of <i>An Inspector Calls</i> plot - Recall of key characters - Identify beginning, middle and end of character journeys - Knowledge, and recall, of social context |
| MODERN TEXT – AN INSPECTOR CALLS – Literature Paper 2 Section A 7 weeks | Literature AO1-AO4 | <ul style="list-style-type: none"> - Recall key quotations for each character to show their transformation - Analyse central methods used by Priestley - Be able to explain the importance of key themes - Link character events to social context - Developing a response into an essay structure |

G.C.S.E. Curriculum and Assessment Map 2018-19:

| | | | |
|--|------------------|--|--------------------|
| | Language Paper 1 | | Literature Paper 1 |
| | Language Paper 2 | | Literature Paper 2 |

Literature Route:

| | | | | |
|------------------|--------------------------------------|---------------|---|---------|
| Poetry Anthology | An Inspector Calls/Lord of the Flies | Unseen Poetry | A Christmas Carol/ Dr. Jekyll and Mr. Hyde | Macbeth |
| 40hrs | 30hrs | 10hrs | | 50hrs |

| | |
|------------|--|
| AO1 | Read, understand and respond to texts: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. |
| AO2 | Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. |
| AO3 | Show understanding of the relationships between texts and the contexts in which they were written. |
| AO4 | Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

| Schemes of work: | AO Focus: | Specific Skill focus: |
|--|--------------------|---|
| Macbeth – stages of study Assessment – Literature Paper 1 Section A | AO1 – 10hrs | <ul style="list-style-type: none"> - Knowledge of plot - Recall of significant scenes - Identify specific quotations to illustrate key themes - Link quotations through themes |
| | AO2 – 10hrs | <ul style="list-style-type: none"> - Annotate ‘Macbeth’ extract - Identify literary techniques - Comment on language and structural features |
| | AO1 – 5hrs | <ul style="list-style-type: none"> - Comment on authorial purpose - Evaluate impact on audience |
| | AO3 – 5hrs - | <ul style="list-style-type: none"> - Apply cultural context |
| | Integrated – 20hrs | <ul style="list-style-type: none"> - Interpreting examination questions - Mapping out an essay plan - Use of discourse markers - Developing an essay response - Annotating and critically marking own response |
| A Christmas Carol Assessment – Literature Paper 1 – Section B | AO1 – 10hrs | <ul style="list-style-type: none"> - Knowledge of plot - Recall of significant scenes - Identify specific quotations to illustrate key themes - Link quotations through themes |
| | AO2 – 10hrs | <ul style="list-style-type: none"> - Annotate ‘A Christmas Carol’ extract - Identify literary techniques - Comment on language and structural features |
| | AO1 – 5hrs | <ul style="list-style-type: none"> - Comment on authorial purpose - Evaluate impact on audience |

| | | |
|--|-----------------------|--|
| | AO3 – 5hrs - | - Apply cultural context |
| | Integrated – 20hrs | - Interpreting examination questions - Mapping out an essay plan - Use of discourse markers - Developing an essay response - Annotating and critically marking own response |
| Dr. Jekyll and Mr. Hyde Assessment – Literature Paper 1 – Section B | AO1 – 10hrs | - Knowledge of plot - Recall of significant scenes - Identify specific quotations to illustrate key themes - Link quotations through themes |
| | AO2 – 10hrs | - Annotate ‘Dr. Jekyll and Mr. Hyde’ extract - Identify literary techniques - Comment on language and structural features |
| | AO1 – 5hrs | - Comment on authorial purpose - Evaluate impact on audience |
| | AO3 – 5hrs - | - Apply cultural context |
| | Integrated – 20hrs | - Interpreting examination questions - Mapping out an essay plan - Use of discourse markers - Developing an essay response - Annotating and critically marking own response |
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| Lord of the Flies Assessment – Literature Paper 2 Section A | AO1 – 10hrs | - Knowledge of plot - Recall of significant scenes - Identify specific quotations to illustrate key themes - Link quotations through themes |
| | AO2 – 10hrs | - ‘Lord of the Flies’ – identify beginning, middle and end of key characters and themes - Explain significant literary techniques utilised for significant events - Comment on language and structural features for key characters |
| | AO1 – 5hrs | - Comment on authorial purpose - Evaluate impact on audience |
| | AO3 – 5hrs - | - Apply cultural context |
| | Integrated – 20hrs | - Interpreting examination questions - Mapping out an essay plan - Use of discourse markers - Developing an essay response - Annotating and critically marking own response |
| | | |
| An Inspector Calls Assessment – Literature Paper 2 Section A | AO1 – 10hrs | - Knowledge of plot - Recall of significant scenes - Identify specific quotations to illustrate key themes - Link quotations through themes |
| | AO2 – 10hrs | - ‘Lord of the Flies’ – identify beginning, middle and end of key characters and themes |

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| | | <ul style="list-style-type: none"> - Explain significant literary techniques utilised for significant events - Comment on language and structural features for key characters |
| | AO1 – 5hrs | <ul style="list-style-type: none"> - Comment on authorial purpose - Evaluate impact on audience |
| | AO3 – 5hrs - | <ul style="list-style-type: none"> - Apply cultural context |
| | Integrated – 20hrs | <ul style="list-style-type: none"> - Interpreting examination questions - Mapping out an essay plan - Use of discourse markers - Developing an essay response - Annotating and critically marking own response |
| Poetry Anthology Assessment – Literature Paper 2 Section B | AO1 – 15hrs | <ul style="list-style-type: none"> - Knowledge of 15 poems from cluster – recall from Y9 - Recall of specific quotations to illustrate key themes and messages - Link quotations through themes |
| | AO2 – 5hrs | <ul style="list-style-type: none"> - Analyse use of literary techniques in poems - Comment on language and structural features in shaping poetic voices |
| | AO3 – 5hrs | <ul style="list-style-type: none"> - Identify specific links between poems - Develop comparative points between poems in cluster - Recall at least 5 patterns between poem pairs |
| | Integrated – 15hrs | <ul style="list-style-type: none"> - Interpreting examination questions - Mapping out an essay plan - Use of discourse markers - Developing an essay response - Annotating and critically marking own response |
| Unseen Poetry Assessment – Literature Paper 2 Section C | AO1 – 4 hours | <ul style="list-style-type: none"> - Read an unseen poem and construct an interpretation - Verbally explain your interpretation with textual references |
| | AO2 – 4 hours | <ul style="list-style-type: none"> - Isolate specific reference points that link - Comment on language, and structural, features used - Develop a personal response using PEAAL |
| | AO3 – 2 hours | <ul style="list-style-type: none"> - Identify links between unseen poems - Be able to explain, in detail, how they compare - Write a summary comparison of two poems |

Language Route:

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|-------|-------|------|-------|-------|-------|-------|-------|-------|------|
| Q.5. | Q.2. | Q.1. | Q.4. | Q.3. | Q.5. | Q.3. | Q.4. | Q.2. | Q.1. |
| 20hrs | 10hrs | 1hr | 10hrs | 10hrs | 20hrs | 10hrs | 12hrs | 10hrs | 1hr |

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| A01 | <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts |
| A02 | 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 |
| A03 | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts |
| A04 | Evaluate texts critically and support this with appropriate textual references |
| A05 | 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 |
| A06 | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

| Schemes of work: | AO Focus: | Specific Skill focus: |
|--|------------------------|--|
| Language Paper 1 Reading | A02 – Q.2. 10 hours | <ul style="list-style-type: none"> - Knowledge of language features - Identifying language features in an unseen text - Linking features in relation to specific theme/character/relationship - Evaluate impact on reader |
| | A01 – Q.1. 1 hour | <ul style="list-style-type: none"> - Reading unseen texts - Interpreting question - Identify relevant evidence |
| | A04 – Q.4. 10 hours | <ul style="list-style-type: none"> - Interpret argument in question - Form a thesis - Identify evidence to support your thesis - Evaluate methods used - Develop impact on reader |
| | A02 – Q.3. 10 hours | <ul style="list-style-type: none"> - Knowledge of structural features - Analyse impact of structural features - Evaluate impact on reader |
| Language Paper 1 Writing Assessment – Language Paper 1 20 hours | A05 | <ul style="list-style-type: none"> - Generate a vocabulary response to imagery stimuli - Shape vocabulary towards a specific narrative voice - Develop use of types of narration: retrospective/analepsis/abstract - Manipulate use of literary features - Develop final response to an image stimuli |
| | A06 | <ul style="list-style-type: none"> - Develop use of paragraphing - Adapt range of varied punctuation - Varied use of sentence forms |
| Language Paper 2 Reading | A02 – Q.3. | <ul style="list-style-type: none"> - Knowledge of language features |

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| | 10 hours | <ul style="list-style-type: none"> - Identifying language features in an unseen text - Linking features in relation to specific theme/character/relationship - Evaluate impact on reader |
| | A03 – Q.4. 12 hours | <ul style="list-style-type: none"> - Reading unseen texts - Interpreting question - Develop a personal response to each text - Identify relevant evidence to support it - Comment on, and compare, how methods are used - Explain impact on reader |
| | A01 – Q.2. 10 hours | <ul style="list-style-type: none"> - Interpret attitude of unseen texts - Verbally explain what each text is about - Write a summary of an unseen text - Write a summary comparison of unseen texts |
| | A01 – Q.1. 1 hour | <ul style="list-style-type: none"> - Interpret unseen text - Identify true and false statements |
| Language Paper 2 Writing Assessment – Language Paper 2 20 hours | A05 | <ul style="list-style-type: none"> - Develop a personal response to controversial, and relevant, topics - Shape evidence to support perspective - Learn, and develop use of, conventions of a letter, speech and article - Develop secure use of rhetoric devices |
| | A06 | <ul style="list-style-type: none"> - Develop use of paragraphing - Adapt range of varied punctuation - Varied use of sentence forms - Secure use of discourse markers to develop a cohesive response |