

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
(Subject Lead for 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 forward 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 Whole School Reading 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.

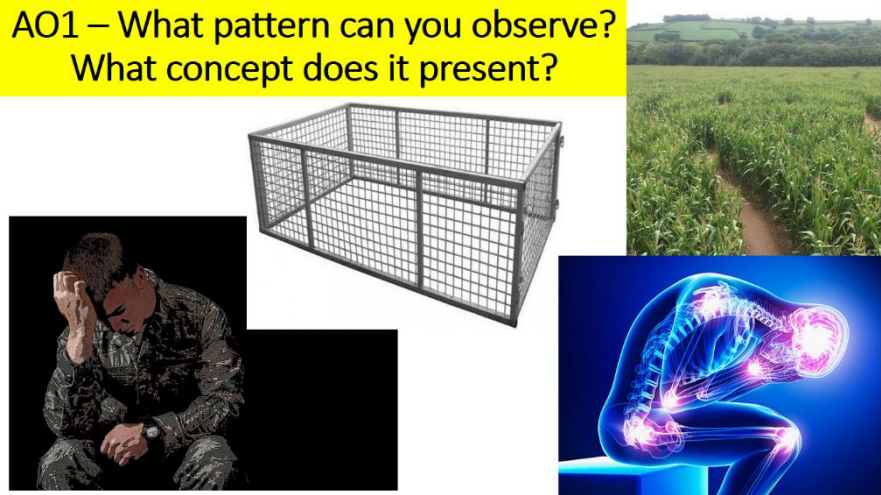
6. Never expect students to be reading the board, or indeed anything, if you are talking at the same time.

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)

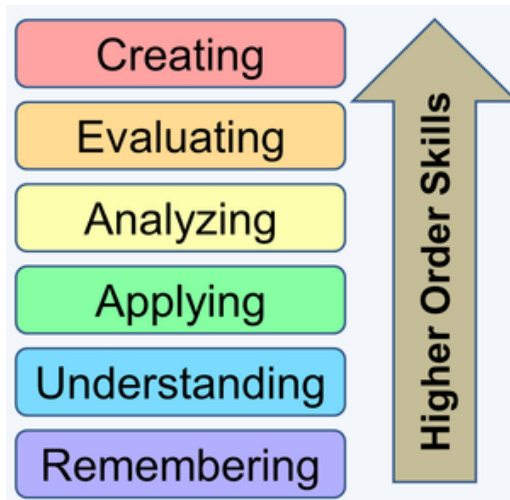
The table highlights one possible journey a student’s understanding can follow on one concept. In different ways, the ideas are revisited to not only concept but to broaden, and deepen, an understanding of how these patterns are observed in the world. More specifically how Literature is essentially a 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
Unseen Poetry – 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 – Year 8	Inequality Injustice	Patterns/changes in time	Develop understanding	Historical significance	Poverty

	<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.



This progress is tracked through the MAT co-constructed assessment framework, which focuses on the application of skills across multiple contexts. Students' skills are determined to be working towards, meeting expectation, or beyond expectation. Therefore, formative and summative assessment points won't necessarily be a linear journey but more about repetition and re-exposure in multiple contexts. The below is the student-version of this criteria, and you can observe it tracks the progressive skills from Y6-Y9; enabling students to consistently monitor their progress forwards.

	YEAR 6	YEAR 7	YEAR 8	YEAR 9
At age related expectations	<p><i>With some guidance:</i></p> <p>KNOWLEDGE:</p> <ol style="list-style-type: none"> 1) I can read fluently and decode with increasing speed: I have understanding of reading skills, including phonics, root words and morphology 2) I can use skim and scan to retrieve information 3) I know and can identify themes and conventions of text types <p>INFERENCE AND RETRIEVE:</p> <ol style="list-style-type: none"> 4) I can recall some specific, straightforward information 5) I can select supporting references 6) I can make inferences, including inferring characters' feelings <p>ANALYSIS:</p> <ol style="list-style-type: none"> 7) I can make predictions based on evidence and details 8) I give a personal response to texts, forming opinions 9) I can explain how language, structure and presentation can contribute to the meaning of a text 10) I present my own opinions about a text 	<p><i>In some age-appropriate texts:</i></p> <p>KNOWLEDGE:</p> <ol style="list-style-type: none"> 1) I understand key reading skills such as root words, etymology and decoding skills 2) I use skim and scan to recall 3) I use the WHY (or equivalent) paragraph structure with support <p>INFERENCE AND RETRIEVE:</p> <ol style="list-style-type: none"> 4) I refer to the question 5) I know how to support comments with some generally relevant references 6) I make simple comments about purpose and writer's viewpoint <p>ANALYSIS:</p> <ol style="list-style-type: none"> 7) I know and can identify some effective language choices and / or methods used by writers 8) I make simple comments about how these choices may affect a reader 9) I make comments explaining, using words such as "because" and "so" 10) I have an awareness of how 	<p><i>Across age-appropriate texts:</i></p> <p>KNOWLEDGE:</p> <ol style="list-style-type: none"> 1) I independently use my knowledge of strategies for decoding and recall 2) I have secure knowledge of different forms / genres 3) I use analytical phrases to explain (such as words for "shows" / "suggests") <p>INFERENCE AND RETRIEVE:</p> <ol style="list-style-type: none"> 4) I make some relevant points (more than one paragraph and without scaffolding) 5) I support my ideas with relevant references 6) I know what the main purposes and viewpoints of a text are and can give some explanation 7) I give a range of comments on implicit ideas / context, but sometimes repeat my ideas <p>ANALYSIS:</p> <ol style="list-style-type: none"> 8) I know and can identify some structural choices and make some comments 9) I know and can identify writers' 	<p><i>Across a range of texts:</i></p> <p>KNOWLEDGE:</p> <ol style="list-style-type: none"> 1) I know form and genre conventions 2) I understand how to link my ideas together (possibly to show different interpretations) 3) I know and use a variety of words to explain my ideas (e.g. more than just "shows" and "suggests") 4) I understand what an essay is and how to construct it <p>INFERENCE AND RETRIEVE:</p> <ol style="list-style-type: none"> 5) I am able to identify the most relevant points clearly, including from different places in a text 6) I support all my points with relevant references 7) I can clearly identify the main purpose or viewpoint in a text and give some explanation <p>ANALYSIS:</p> <ol style="list-style-type: none"> 8) I can identify structural and language choices with some explanation and some appropriate terms

Building on the KS3 curriculum, we are developing a different approach to MTP for the Language Specification at KS4. 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 allowed to spend about 45 minutes on this section.

[81] Read again the first part of the source, from lines 1 to 5.
 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

[92] 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 panes turned their dullness to opal and silver, and the jewellers' shops seem through the waxy panes. 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

AO1	<ul style="list-style-type: none"> identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
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.

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.

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 30 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 56% 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>AO1 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>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>Poetry Healthy 5 Assessment Questions</p> <ol style="list-style-type: none"> KNOWLEDGE Who does Macbeth first murder? KNOWLEDGE Which murders does Lady Macbeth not know about? CONTEXT How is Lady Macbeth atypical? QUOTATION "Look like the innocent flower but be the serpent underneath!" – what does this imply about his attitude? IMAGES WE THINK Macbeth chooses to defy God makes me think that the human condition...
<p>Differentiation and Challenge</p> <ul style="list-style-type: none"> Essay writing prompts provided for student to focus their discussions on the set comparative essay question. Detailed discussion of the AOs at the start of the course will help to ensure all students are relevant with the language terminology required. Differentiation is achieved by the personalised terminology books, the terminology grid of key terms and extensive modeling. The scaffolding structure with leading questions linked to each AO is also provided to students when they begin writing exam-style questions. 		<p>Teacher Resources <i>(Based on the shared drive)</i></p> <ul style="list-style-type: none"> Lesson Plans Pre-questions 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) Personalised terminology booklets. Revision booklet outlining key themes and contextual information (provided closer to the exam to support revision).</p>		
<p>Key Vocabulary</p> <p>Language features – simile, alliteration, metaphor, juxtaposition, imagery, allusion, personification, assonance, caesura, emotive language, onomatopoeia, repetition</p> <p>Dramatic terms – verse, rhyme, rhythm, meter, iambic pentameter, monosyllabic, polysyllabic, pauses, epithets, caesurae, dialogues, 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

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.

KS3 Curriculum Journey 2023-24: Why is Literature important to understand our own context

Big questions:

How can belief systems inform our understanding of literary genres?

What factors influence a writer's point of view?

How do the affordances and constraints of a form impact our experience?

Why do the voices of literature matter



G.C.S.E. Curriculum and Assessment Map 2023-24:

	Language Paper 1		Literature Paper 1
	Language Paper 2		Literature Paper 2

	YEAR 9		YEAR 10		YEAR 11	
	Lit	Lang	Lit	Lang	Lit	Lang
Winter Term			Worlds and Lives Poetry	Revisit Lang Paper 1	Macbeth	Revisit reading
						Revisit writing
Assessment Point			Paper 1 Section B	Full Paper 1	Lit Paper 2	Lang Paper 2
Spring Term	An Inspector Calls		A Christmas Carol	Revisit Lang Paper 2	Revisit Macbeth	Revisit P1 Reading
					Revisit ACC	Revisit P1 Writing
Assessment Point	Paper 2 Section A	Paper 2 Section A	Lit Paper 1	Full Paper 2	Lit Paper 1 & 2	Lang Paper 1 & 2
Summer Term	Language Paper 1 - Reading as Writers		Unseen poetry	Revision for Seen Poetry		
			Revision for An Inspector Calls			
Assessment Point	Lit Paper 2	Lang Paper 1	Lit Paper 1 and 2	Lang Paper 1 and 2		

Literature Route:

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 –	<ul style="list-style-type: none"> - Comment on authorial purpose

	5hrs	- 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
A Christmas Carol 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 ‘A Christmas Carol’ 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
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 - 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

		<ul style="list-style-type: none"> - 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 PEAL
	c	<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:

AO1	<ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

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.

Schemes of work:	AO Focus:	Specific Skill focus:
Language Paper 1 Reading	AO2 – 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
	AO1 – Q.1. 1 hour	<ul style="list-style-type: none"> - Reading unseen texts - Interpreting question - Identify relevant evidence
	AO4 – 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
	AO2 – 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	AO5	<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
	AO6	<ul style="list-style-type: none"> - Develop use of paragraphing - Adapt range of varied punctuation - Varied use of sentence forms
Language Paper 2 Reading	AO2 – Q.3. 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

	AO3 – 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
	AO1 – 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
	AO1 – 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	AO5	<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
	AO6	<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