

KS4 English

Teaching and Learning and Assessment Plan 2024-2025

INTENT:

English is at the heart of the curriculum because it enables students to have the ability to think critically about themselves and the world around them. We want students to read a widely across genres to enhance their cultural capital and give them an increased sense of empathy, self-agency and freedom of imagination. We want to develop students' ability to craft writing, including knowledge and skills for rhetoric and grammar, to express themselves effectively and creatively. We strive to send them out into the world as skilled communicators and confident writers with a rich literary knowledge and lifelong love of reading; as a result, we prepare them for life.

- Essentially, English is a creative and imaginative discipline.
- English is an important academic pursuit; it includes linguistic and literary study.
- English has wider implications as a facilitating subject across the curriculum. It is also a facilitating subject for life in terms of further education, careers, community engagement and mental well-being.
- Our core purpose is to ensure the best possible outcomes for every student, regardless of prior attainment and personal context.
- We seek to ensure a parity of opportunity through rich and diverse experiences and an explicit understanding of how English functions as a subject.
- We have chosen AQA as our awarding body for GCSE study and use an implementation plan which enables students to clearly access the final exams at the end of a two-year course of study as intended by the exam board. The proportion of time allocated to each award has a clear rationale and fits the needs of the children, it is not left to chance but is deliberate.
- The GCSE scheme of learning builds upon the knowledge and skills of KS3 where students have experienced a range of texts and have been explicitly taught knowledge and skills for reading, writing and spoken language as a sequence.
- Students will understand the interconnectedness of the English curriculums (Language and Literature) and see their skills as transferable.
- Each department uses the implementation plan as a scaffold for schemes of learning and it should empower them.
- Our curriculum will inspire and enthuse students with a love of English.

AQA Examination Overview and Question Stems	
Language Paper 1 Explorations in Creative Reading and Writing <ul style="list-style-type: none">• List four things... AO1• How does the writer use language...? AO2• How has the writer structured...? AO2• Another student said... To what extent do you agree? AO4• Write a description... AO5, AO6• Write a story... AO5, AO6	Literature Paper 1 Section A Shakespeare <ul style="list-style-type: none">• Starting with this extract, how does Shakespeare present/write about....? Write about ... in this extract/in the play as a whole. AO1, 2, 3 and 4 Section B 19th Century Novel <ul style="list-style-type: none">• Starting with this extract, how does... present/write about....? Write about ... in this extract/in the novel as a whole. AO1, 2 and 3
Language Paper 2 Writers' Viewpoints and Perspectives	Literature Paper 2

<ul style="list-style-type: none"> Choose four statements... AO1 Write a summary... AO1 How does the writer use language...? AO2 Compare how the two writers convey... AO3 Write an... for a... in which you... AO5, AO6 	<p>Section A Modern Text AO1, 2, 3 and 4</p> <p>Section B Anthology Poetry AO1, 2 and 3</p> <p>Section C Unseen Poetry AO1 and 2</p> <ul style="list-style-type: none"> How does... explore/present...? How does... use... to...? Do you think...? What do you think...? Compare how poets present... in... and in one other poem How does the poet present...? What are the similarities and/or differences between the ways the poets present...?
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Spoken Language
A prepared spoken presentation on a specific topic, followed by questions and feedback

AQA English Language AOs and Levels

Assessment Objectives	AO1	AO2	AO3	AO4	AO5	AO6
Description	Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts	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	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	Evaluate texts critically and support this with appropriate textual references	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	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Overall Weighting %	10	17.5	10	12.5	30	20
	50% of the award				50% of the award	

Reading 50% of marks			
Level 4	Level 3	Level 2	Level 1
<u>Perceptive, detailed:</u> analysis, evaluation, synthesis, interpretation and comparison	<u>Clear, relevant:</u> explanation, evaluation, synthesis, interpretation and comparison	<u>Some, attempts:</u> understanding and comment, evaluation, synthesis, interpretation and comparison	<u>Simple, limited:</u> comment, evaluation, synthesis, interpretation and comparison

<ul style="list-style-type: none"> • Analyses the effects of language and structure (writer’s methods) • Analyses how writer’s methods are used • Judicious references and textual detail • Sophisticated and accurate terminology • Perceptive understanding of writer’s methods • Perceptive inferences and differences between texts • Detailed and perceptive understanding of different ideas and perspectives in texts • Evaluates critically and in detail • Convincing critical response 	<ul style="list-style-type: none"> • Explains the effects of language and structure (writers’ methods) • Explains clearly how writer’s methods and used • Range of references and relevant details • Clear and accurate terminology • Clear understanding of writer’s methods • Clear inferences and differences between texts • Clear understanding of different ideas and perspectives in texts • Evaluates clearly • Clear and relevant response 	<ul style="list-style-type: none"> • Attempts to comment on the effects of language and structure (writers’ methods) • Some comment on how writer’s methods are used • Some appropriate detail • Some use of terminology • Some understanding of writer’s methods • Some inference and some difference between texts • Some ideas about different ideas and perspectives in texts • Some evaluative comment and response 	<ul style="list-style-type: none"> • Simple comment on the effects of language and structure (writers’ methods) • Simple identification of writer’s methods • Simple reference or textual detail • Simple use of terminology (might not be appropriate) • Limited understanding of writer’s methods • Paraphrase as opposed to inference and simple differences between texts • Simple awareness of ideas and/or perspective • Simple, limited evaluative comment and response
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Writing 50% of marks

Level 4 Compelling, convincing communication	Level 3 Consistent, clear communication	Level 2 Some successful communication	Level 1 Simple, limited communication
Upper Level 4	Upper Level 3	Upper Level 2	Upper Level 1
<ul style="list-style-type: none"> • Content: convincing and compelling tone, style and register assuredly matched to PAF, extensive and ambitious vocabulary, sustained crafting of linguistic devices • Organisation: varied and inventive structural features, compelling range of convincing and complex ideas, fluently linked paragraphs, seamlessly integrated discourse markers 	<ul style="list-style-type: none"> • Content: consistently clear communication, tone style and register consistently matched to PAF, increasingly sophisticated vocabulary and phrasing, range of linguistic devices • Organisation: effective use of structural features, engaging range of clear and connected ideas, coherent paragraphs and integrated discourse markers 	<ul style="list-style-type: none"> • Content: communicates with some sustained success, some sustained attempt to match tone, style and register to PAF, conscious use of vocabulary, some use of linguistic devices • Organisation: some use of structural features, increasing variety of linked and relevant ideas, some use of paragraphs and discourse markers 	<ul style="list-style-type: none"> • Content: communicates simply, simple awareness of matching tone, style and register to PAF, simple vocabulary, simple linguistic devices • Organisation: Evidence of simple structural features, one or two relevant ideas, random paragraphs
Lower Level 4 (grades lower 8 - 7)	Lower Level 3 (grades lower 5 - upper 4)	Lower Level 2 (grade 3)	Lower Level 1 (grade 1)
<ul style="list-style-type: none"> • Content: convincing, tone style and register convincingly matched to PAF, extensive vocabulary, conscious crafting of linguistic devices 	<ul style="list-style-type: none"> • Content: communication generally clear, tone and style generally matched to PAF, vocabulary clearly chosen for effect, appropriate use of linguistic devices 	<ul style="list-style-type: none"> • Content; communicates with some success, attempts to match tone and style and register to PAF, begins to vary vocabulary with some use of linguistic devices 	<ul style="list-style-type: none"> • Content: limited communication, occasional sense of matching tone, style and register to PAF, simple vocabulary

<ul style="list-style-type: none"> Organisation: varied and effective structural features, highly engaging, range of developed complex ideas, consistently coherent paragraphs with integrated discourse markers 	<ul style="list-style-type: none"> Organisation: usually effective structural features, engaging with a range of connected ideas, usually coherent paragraphs with a range of discourse markers 	<ul style="list-style-type: none"> Organisation: attempts to use structural features, some linked ideas, attempts paragraphs, some discourse markers, not always appropriate 	<ul style="list-style-type: none"> Organisation: Limited or no structural features, one or two unlinked ideas, no paragraphs
AO6 Technical Accuracy – must constitute 20% of writing marks			
Level 4	Level 3	Level 2	Level 1
<p>Consistently secure, consistently accurate, wide range, high level of accuracy, full range, secure control, complex grammatical structures, Standard English use consistently and securely, ambitious and extensive vocabulary</p>	<p>Mostly secure, mostly accurate, range, mostly with success, variety, Standard English mostly appropriate and controlled grammatical structures, generally accurate spelling, increasingly sophisticated vocabulary</p>	<p>Mostly secure sometimes accurate, some control, attempts, some Standard English, some accurate spelling of complex words, varied vocabulary</p>	<p>Occasional use of Standard English with limited control, accurate basic spelling, simple vocabulary</p>

AQA English Literature AOs and Levels

Assessment Objectives	AO1	AO2	AO3	AO4
<p>Description</p> <p>Read, understand and respond to texts.</p> <p>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>Read, understand and respond to texts.</p> <p>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>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
Weighting %	37.5	42.5	15	5
	80% of the award		20% of the award	

Component	Paper	Weighting %	AOs
Shakespeare	1	21.25	AO1, AO2, AO3

Nineteenth Century Novel	1	18.75	AO1, AO2, AO3
Modern Text	2	21.25	AO1, AO2, AO3
Poetry Anthology	2	18.75	AO1, AO2, AO3
Poetry unseen	2	15.0	AO1, AO2
Poetry comparative response unseen	2	5.0	AO2

Paper 1	40%
Paper 2	60%

Level 6	Level 5	Level 4	Level 3	Level 2	Level 1 (notional grades 2-1)
Convincing, critical analysis and exploration	Thoughtful, developed consideration	Clear understanding	Explained, structured comments	Supported, relevant comment	Simple, explicit comments
<ul style="list-style-type: none"> • Critical, exploratory, conceptualised response to task and whole text • Judicious use of precise references to support interpretation(s) • Analysis of writer's methods with subject terminology used judiciously 	<ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text • Apt references integrated into interpretation(s) • Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods to create meanings 	<ul style="list-style-type: none"> • Clear, explained response to task and whole text • Effective use of references to support explanation • Clear explanation of writer's methods with appropriate use of relevant subject terminology 	<ul style="list-style-type: none"> • Some explained response to task and whole text • References used to support a range of relevant comments • Explained/relevant comments on writer's methods with some relevant use of subject terminology 	<ul style="list-style-type: none"> • Supported response to task and text • Comments on references • Identification of writers' methods • Some reference to subject terminology • Some awareness of implicit ideas/contextual factors 	<ul style="list-style-type: none"> • Simple comments relevant to task and text • Reference to relevant details • Awareness of writer making choices • Possible reference to subject terminology • Simple comment

<ul style="list-style-type: none"> • Exploration of effects of writer's methods to create meanings • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task 	<ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by detailed links between context/text/task 	<ul style="list-style-type: none"> • Understanding of effects of writer's methods to create meanings • Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task 	<ul style="list-style-type: none"> • Identification of effects of writer's methods to create meanings • Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task 		<p>on explicit ideas/contextual factors</p>
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Support Materials and Resources

Resources to support the year plans:

- Fiction extracts: <https://filestore.aqa.org.uk/resources/english/AQA-87001-RSB.PDF>
- Non-fiction extracts: <https://filestore.aqa.org.uk/resources/english/AQA-87002-RSB.PDF>, <https://www.theguardian.com/society/shortcuts/2019/jun/27/if-you-cant-call-a-child-naughty-how-are-you-supposed-to-discipline-them>, <https://www.theguardian.com/commentisfree/2019/jul/19/banning-young-drivers-night-17-rural-new-drivers>
- Comparing texts: <https://filestore.aqa.org.uk/resources/english/AQA-87002-Q2-FI-TS.PDF>
- Teaching structure at extract and whole text level: <https://filestore.aqa.org.uk/resources/english/AQA-87001-Q3-FI-HSA.PDF>
- Teaching forms of writing: <https://filestore.aqa.org.uk/resources/english/AQA-87002-FI-W.PDF>
- Teaching context in literature: <https://filestore.aqa.org.uk/resources/english/AQA-8702-INSIGHT-CONTEXT-LIT.PDF>
- Teaching extract to whole in literature: <https://filestore.aqa.org.uk/resources/english/AQA-8702-INSIGHT-EXTRACT-WHOLE.PDF>
- AQA examiners reports: https://extranet.aqa.org.uk/eAQA_DCR2/viewmaterials/BrowseMaterials.action?selectedLevelId=19391029#level19391029
- Updates from hub meetings can be found here <https://www.aqa.org.uk/subjects/english/hub-schools-network>
- [CLF KS4 Wider Reading Anthology](#)

Additional resources

- [AQA update resources 2020](#)
- Book Trust :www.booktrust.org.uk/
- British Library <https://www.bl.uk/teaching-resources>
- First Story <https://firststory.org.uk/writeday/#resources>
- Into Film: <https://www.intofilm.org/resources>
- NATE: <https://www.nate.org.uk/>
- NATE:<https://www.nate.org.uk/file/2016/04/The-Essentials-of-English.pdf>
- English and Media Centre: <https://www.englishandmedia.co.uk/>
- National Literacy Trust: <https://literacytrust.org.uk/>
- National Poetry Day: <https://nationalpoetryday.co.uk/about-npd/>
- Teachit: <https://www.teachitenglish.co.uk/>

Useful websites for further development and research

- Geoff Barton <http://blog.geoffbarton.co.uk/site/Blog/Blog.html>
- Christine Counsell: <https://thedignityofthethingblog.wordpress.com/>
- Impact: <https://impact.chartered.college/>
- Alex Quigley <https://www.theconfidentteacher.com/>

Year 10 Year Planner 2024-2025

UNIT 1 Term 1 and Term 2	Literature Set Text First Teaching Thematically integrated with wider reading and writing	Reading Texts (Language)	Teaching Reading Term 1, 2 and 3 have fiction focus and terms 4, 5 and 6 non-fiction focus	Teaching Writing Term 1, 2 and 3 have creative and descriptive focus and terms 4, 5 and 6 argument, persuasion and opinion	Teaching Spoken Language NB Term 6 Y10 to complete GCSE NEA	Assessment Opportunities/ Mock Exams Red = Trust wide assessment with CLF data collection
<ul style="list-style-type: none"> • Language: fiction, creative and descriptive • Anthology Poetry • A Christmas Carol 	<p>Poetry Anthology (1) 5 poems Prelude, Kamikaze, Checking out me History, Poppies London. Poems taught within a cluster linked by theme with wider reading. Use Blake's <i>London</i> as a starting point for reading ACC and integrate poems by theme and relevance e.g. <i>Poppies</i> for Remembrance Day</p> <p>19th Century Novel: A Christmas Carol Read the whole text with attention to genre, plot, character, setting and big ideas, context. 'Know the novel.'</p>	<p>Prose fiction extracts that link thematically with Literature texts.</p> <p>Extracts linked explicitly to themes and big ideas in the Anthology poems.</p> <p>Use of short extracts from other 19th C texts such as Rochester in Jane Eyre, Fagin in Oliver Twist, Miss Havisham in Great Expectations.</p> <p>Non-fiction extracts Dickens non-fiction, Stuart Heritage, Guardian, British Library</p>	<ul style="list-style-type: none"> • Forms – poetic and prose • Understanding of writers' methods – voice, speaker, and writers' intentions • Teaching through the big ideas and themes first • Vocabulary and word power: figurative language, poetic and linguistic devices, mood, tone and atmosphere • Reading for meanings: inference and deductions • Personal response to whole text • Context and its impact 	<ul style="list-style-type: none"> • Use of themes and topics emerging from poetry as a springboard for creative writing • Developing the skills of writing in descriptive and narrative styles • Vocabulary choices • Technical accuracy • Narration - taking the reader on a journey • Developing and applying knowledge of writing academic style essays – thesis embedded • Use set texts and reading texts as models 	<ul style="list-style-type: none"> • As pedagogy to drive learning and as preparation for the GCSE speaking and listening endorsement • Exploring personal response in discussion • Expressing opinions and offering evaluation • Sharing and responding to each other's opinions in debate • Exploring personal response in discussion • Expressing opinions and offering evaluation • Sharing and responding to 	<p>Potential for writing assessment at the start of Y10 - departmental choice and tracking</p> <p>Descriptive writing around character and using Scrooge as a model. e.g. Q5 Old man image past paper</p> <p>A short extract analysis in preparation for extract questions and to inform Y10 reports</p>

			<ul style="list-style-type: none"> • Authorial intent – authors as social commentators • Explicit instruction for vocabulary • Exploration of character • Some close reading and the interrogation of extracts • Tracking an idea from extract to whole text • See - AQA Further Insights and Focus on Success series 	<ul style="list-style-type: none"> • The writing process: <ul style="list-style-type: none"> • Generating ideas • Developing detail • Thesis • Topic sentences • Organising and planning • Drafting • Crafting • Proofreading • Editing • Developing and applying knowledge of writing academic style essays: thesis, quotation, conclusion • Note taking and annotation for revision 	<p>each other's opinions</p> <ul style="list-style-type: none"> • Hot seating to explore characters' voices • Using media to engage in debate 	
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UNIT 2 Term 3 and Term 4	Literature Set Text First Teaching Thematically integrated with wider reading and writing	Reading Texts (Language)	Teaching Reading Term 1, 2 and 3 have fiction focus and terms 4, 5 and 6 non-fiction focus	Teaching Writing Term 1, 2 and 3 have creative and descriptive focus and terms 4, 5 and 6 argument, persuasion and opinion	Teaching Spoken Language NB Term 6 Y10 to complete GCSE NEA	Assessment Opportunities/ Mock Exams Red = Trust wide assessment with CLF data collection
<ul style="list-style-type: none"> • Language: Term 3 fiction, creative, narrative, and descriptive. Term 4 viewpoints, perspectives, and writing argument. • Anthology Poetry • Macbeth 	<p>Poetry Anthology (2)- 5 Poems Storm on the Island, Ozymandias, My Last Duchess, Charge of the Light Brigade, Remains. Poems taught within a cluster linked by theme with Literature and wider reading.</p> <p>Shakespeare: Macbeth Read the text with efficiency: focus on plot, characters and key ideas.</p>	<p>Prose fiction extracts 20th/21st C texts. AQA resource and papers (Paper 1)</p> <p>Non-fiction extracts 20th/21st C texts (after Y10 assessment) AQA resource and papers (Paper 2)</p>	<ul style="list-style-type: none"> • Forms – poetic and script – understanding the impact of form on methods • Understanding of writers’ methods – voice, speaker, and writers’ intentions, drama • Teaching through the big ideas and themes first • Vocabulary and word power: figurative language, poetic and linguistic devices, mood, tone and atmosphere • Reading for meanings: inference and deductions • Personal response to whole text • Context and its impact • Authorial intent • Structure and knowledge of whole text – plot, character, themes, motif, context 	<ul style="list-style-type: none"> • Developing knowledge and skills for writing argument and opinion • Use of themes and topics emerging from poetry as a springboard for transactional writing • Writing for purpose and audience • Rhetoric – ethos, pathos, logos, kairos • The writing process: <ul style="list-style-type: none"> • Generating ideas • Developing detail • Thesis • Topic sentences • Organising and planning • Drafting • Crafting • Proofreading • Editing 	<ul style="list-style-type: none"> • Making the most of drama and the significance of dramatic moments • Discussion emerging from text, practising opinion and evaluation and developing response as a reader • Practising strong opening sentences for writing and reading responses • Practising discourse markers 	<p>CLF Y10 Assessment (Core) Assessment window 13.01.24 - 24.01.25 Data entry 07.02.25 AQA Language Paper 1 November 2020 whole paper (The Silk Factory-ghost child- mysterious place, unexplained event) Paper chosen to link thematically and conceptually with ACC and Macbeth – ghosts, supernatural etc.</p>

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| | | | <ul style="list-style-type: none">• Line of argument in response to reading – a personal thesis.• Responding to the whole text and developing personal ideas in response to a question. Then being able to extract relevant ideas to develop the thesis or line of argument.• Reading for viewpoints and perspectives• Reading for argument persuasion. | | | |
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UNIT 3 Term 5 and Term 6	Literature Set Text First Teaching Revision Thematically integrated with wider reading and writing	Reading Texts (Language)	Teaching Reading Term 1, 2 and 3 have fiction focus and terms 4, 5 and 6 non-fiction focus	Teaching Writing Term 1, 2 and 3 have creative and descriptive focus and terms 4, 5 and 6 argument, persuasion and opinion	Teaching Spoken Language NB Term 6 Y10 to complete GCSE NEA	Assessment Opportunities/ Mock Exams Red = Trust wide assessment with CLF data collection
<ul style="list-style-type: none"> • Anthology Poetry • Macbeth and ACC revision • Language: viewpoints, perspectives, and writing argument. preparation • Language GCSE NEA Spoken Language Endorsement 	<p>Poetry Anthology (3) 5 Poems Exposure, Bayonet Charge, War Photographer, Emigree, Tissue. Poems taught within a cluster linked by theme with Literature and wider reading.</p> <p>ACC revision Through big ideas and characters – extract to whole preparation.</p> <p>Macbeth revision Through big ideas and characters – extract to whole preparation.</p>	Non-fiction extracts 20 th /21 st C texts linked thematically as preparation for Paper 2.	<ul style="list-style-type: none"> • Confidence with Shakespearean language • Soliloquys and monologues – significant features of reading playscript and Shakespearean drama • Close reading and some analysis • Tracking an idea from an extract to whole text • Unseen skills for language and literature through Shakespeare • Unseen poetry skills through Shakespeare and Anthology Poems 	<ul style="list-style-type: none"> • Developing the skills of writing in descriptive and narrative styles • Speech writing in preparation for spoken language • The writing process: <ul style="list-style-type: none"> • Generating ideas • Developing detail • Thesis • Topic sentences • Organising and planning • Drafting • Crafting • Proofreading • Editing 	<ul style="list-style-type: none"> • Use of drama, role play, hot-seating based on the play • Spoken Language Endorsement 	<p>Term 6 - CLF Y10 Mocks Assessment window 23.06.25 – 03.07.25 Data deadline 16.07.25 English Language Paper 2 June 2024 English Literature Paper 1 June 2018 Act 1 Scene 3 Macbeth, Banquo and the supernatural Ch 4 ACC Scrooge’s fears</p> <p>AQA GCSE Language: Spoken Language Endorsement</p>
Summer Holiday	Use of Seneca to revise Wider reading – see resource links above Bridging work for Term 1 Y11					

**Year 11
Year Planner 2024-2025**

<p style="text-align: center;">Unit 1 Term 1 and Term 2</p>	<p>Literature Set Text Focus First Teaching Further Teaching / Revision</p>	<p>Reading Texts: Linked by theme or topic; a springboard for co-teachability of Language and Literature</p>	<p>Teaching Reading</p>	<p>Teaching Writing</p>	<p>Teaching Spoken Language (As pedagogy to drive learning, as preparation for writing and for GCSE award)</p>	<p>Assessment Opportunities/ Mock Exams Red = Trust wide assessment with CLF data collection</p>
<p>Literature teaching and revision for P2 texts and questions.</p> <p>Language P1 type preparation</p>	<p>An Inspector Calls Read the text with efficiency: focus on plot, characters, key ideas, contextual factors. Read with attention to form and methods in the context of drama. NB 5 weeks until Lit mock Paper 2 and opportunity to return to teaching and re-teach after the mock exam.</p> <p>Anthology Poetry Anthology Poetry Some revision and some first teaching. What's not been taught yet? NB War Photographer in the mock exam Poems taught individually and within a cluster linked by theme and with</p>	<p>Prose fiction extracts 19th /20th /21st C texts See HODs resources and pedagogy folder for shared resources. See also resource links in this document. Use of past papers HODs resources and pedagogy.</p> <p>Unseen Poetry Integrated and linked with Anthology poetry. Consider Worlds and Lives Anthology as options for unseen poems.</p>	<ul style="list-style-type: none"> • Confidence with playscript, Anthology poems and unseen texts (poetry and prose) • Confidence with whole text – the plot, characters, themes and motif, context. • Literature P2 and Language P1 reading strategies. • Writers' methods to create effect. • Note taking and annotation for revision. • Creativity – writer's purpose • Comparison of poems • Close reading and the interrogation of extracts. 	<ul style="list-style-type: none"> • Further developing the skills of writing in descriptive and narrative styles • Return narration and description from Y10 teaching • AIC and poetry as a springboard for creative writing • Writing literature essays: thesis, topic sentences. • The writing process: <ul style="list-style-type: none"> • Generating ideas • Developing detail • Thesis • Topic sentences • Organising and planning • Drafting • Crafting 	<ul style="list-style-type: none"> • Making the most of the drama – the significance of dramatic moments • Discussion arising from texts, developing response as a reader • Practising strong opening sentences for writing and reading responses • Practising discourse markers • Sharing ideas for unseen text, prior to short bursts of writing 	<p>Term 1/2: CLF Y11 Mocks Mock Window 14.10.24 – 15.11.24 Data deadline 29.11.24 English Language Paper 1 June 2024 English Literature Paper 2 June 2019 AIC – Selfishness – Sheila - War Photographer – Unseen: Nobody and Richest Poor Man</p> <p>Complete Spoken Language Endorsement</p>

	<p>unseen poetry and wider reading</p> <p>A Christmas Carol Potential to move to revision of this text before Christmas</p>		<ul style="list-style-type: none">• Unseen skills for language and literature.• Unseen poetry skills.	<ul style="list-style-type: none">• Proofreading• Editing		
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Unit 2 Term 3 and Term 4	Literature Set Text Focus Further Teaching / Revision	Reading Texts: Linked by theme or topic; a springboard for co-teachability of Language and Literature	Teaching Reading	Teaching Writing	Teaching Spoken Language	Assessment Opportunities/ Mock Exams Red = Trust wide assessment with CLF data collection
<p>Literature revision for P2 texts and questions.</p> <p>Language P1 type preparation</p>	<p>19th Century text: A Christmas Carol Focus on high dividend content, skills and knowledge. Some teaching moments Some teaching at greater depth</p> <p>Shakespeare: Macbeth Focus on high dividend content, skills and knowledge. Clusters and comparison Some teaching moments Some teaching at greater depth</p>	<p>Non-fiction extracts Use of past papers - explicit question by question teaching. See HODs resources and pedagogy folder for shared resources. See also resource links in this document.</p>	<ul style="list-style-type: none"> Return to modern literature text. Return to poetry. Exploration of vocabulary, viewpoint, and style. Writers' methods to create effect. Note taking and annotation for revision. Authorial viewpoint and comparison of perspectives. Unseen skills for language and literature. Unseen poetry skills. 	<ul style="list-style-type: none"> Developing the skills of discursive/opinion-based writing Modern text and poetry as a springboard for writing Revision of all writing types Distinct transactional writing opportunities Conscious teaching / revision of academic essay writing as a craft The writing process: <ul style="list-style-type: none"> Generating ideas Developing detail Thesis Topic sentences Organising and planning Drafting Crafting Proofreading Editing 	<ul style="list-style-type: none"> Discussion from text, practising opinion and evaluation, developing response as a reader. Practising strong opening sentences for writing and reading responses Practising discourse markers Sharing ideas for unseen text, prior to short bursts of writing 	<p>Term 4 CLF Y11 Mock: Mock Window 10.02.25 – 07.03.25 Data deadline 21.03.25</p> <p>English Language Paper 2 June 2024</p> <p>English Literature Paper 1 June 2018 Act 1 Scene 3 Macbeth, Banquo and the supernatural Ch 4 ACC Scrooge's fears</p>

Unit 3 Term 5 4/5 weeks	Literature Set Text Focus Further Teaching / Revision	Reading Texts Linked by theme or topic; a springboard for co-teachability of Language and Literature	Teaching Reading	Teaching Writing	Teaching Spoken Language	Assessment Opportunities/ Mock Exams
ALL Revision!	Revision programme Poetry Anthology An Inspector Calls A Christmas Carol Macbeth Unseen Poetry	Non-fiction extracts Prose fiction extracts Use of past papers - explicit question by question teaching. See HODs resources and pedagogy folder	<ul style="list-style-type: none"> • Revision of Literature texts • Exploration of viewpoint and style. • Writers' methods to create effect. • Authorial viewpoint, comparison of perspectives. • Comparison (19th Century versus modern) • Close reading and the interrogation of extracts. • Tracking an idea from extract to whole text. • Unseen skills for language and literature. 	<ul style="list-style-type: none"> • The writing process: <ul style="list-style-type: none"> • Generating ideas • Developing detail • Thesis • Topic sentences • Organising and planning • Drafting • Crafting • Proofreading • Editing • Revision of all writing types 	<ul style="list-style-type: none"> • Discussion from text, practising opinion and evaluation, developing response as a reader • Practising strong opening sentences for writing and reading responses • Practising discourse markers • Sharing ideas for unseen text, prior to short bursts of writing 	Past Papers practice

Summer exam dates tbc:

- English Language Paper 1
- English Language Paper 2
- English Literature Paper 1
- English Literature Paper 2