

A Family Achieving Excellence

English Curriculum Overview 2023 – 2024

Red = Speaking and Listening

Blue = Reading

Green = Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 <u>Autobiography –</u> <u>Writing about</u> <u>Experiences</u> Non-fiction text type		Themed poetry collection – how do poems fit together to form a collection?	Pre-1900 short stories - developing concepts of genre and context Reading knowledge –	Creative reading and writing – read a range of extracts from genres and contexts and use to inspire own writing.	Midsummer Night's Dream – introduction to drama text Research skills:
Comprehension, information retrieval and inference/deduction – knowledge about reading, Form, structure and language, including narrative/authorial voice Using quotations Planning and drafting peer and self- reflection and improvement	 analyse and predict Key issues linked to novels, e.g. social and historical context Using quotations Reading knowledge – passage based Analysis of form, structure and language, including narrative/authorial voice Creating own Fantasy Narrative – developing characters and setting 	Recap poetic terms and devices: terminology and definitions Effects of structure and form Understanding of themes, big ideas and context WHW paragraphing and essay structure – exploring how a single poem fits in with a collection. Using quotations	denotation and connotation Genre and context - Gothic Analysis of form, structure and language, including narrative/authorial voice Structure: tension, suspense, climax and anti-climax, comparison and contrast, tone and	Read a range of extracts: annotating effectively, difference between showing and telling. Conventions of descriptive writing Language and structural features for effect Creative writing: mimicking a style/genre Narrative voice and point of view	Shakespearean England, theatre (The Globe) etc. Structure and plot, characterisation, setting (green world) Viewpoints and perspectives: debate, discussion, empathy WHW paragraphing Explore language, structure and dramatic effects Improvisation and scripted performance

	How to structure an effective autobiographical piece WHW paragraphing – focus on how experiences are described Class discussion, pair and group work; presenting own ideas Presenting a personal anecdote to the class	Planning and drafting: peer and self-reflection and improvement Improvisation and performance - role plays WHW - longer answers, focus on character	Planning and drafting: peer and self-reflection and improvement Improvisation and scripted performances/role play Literary non-fiction writing: diary entry, monologue, script writing	mood – and using in own writing. Using quotations: being precise and judicious Script writing, dramatic monologue and descriptive writing: focus on structure of whole piece Improvisation and performance/role play Journalism – article writing – reporting on the events of the story,	Planning and drafting: peer and self-reflection and improvement – beginning to use techniques used by other writers. END OF YEAR EXAM – a reading and a writing task	Cultural capital: activities week production and creative project work 'Shakespearience'; life in Elizabethan England, empathy exercises and debates
Year 8	Pre-1900 prose: Intro to the Gothic genre Explore and understand a selection of Gothic extracts: Frankenstein, Wuthering Heights, Jane Eyre, Yellow wallpaper; Tell Tale Heart Write own gothic description using techniques and style of authors studied.	<u>'A Christmas Carol' –</u> <u>focus on whole 19th</u> <u>century text.</u> Developing knowledge of context – Dickens' interest in exposing social injustice and how he does this. Analysing theme/character in extract and whole text, leading to essay-style response on a character.	Different Voices – how do writers from a range of cultures and traditions explore ideas about place? Recap poetic terms and devices: terminology and definitions Effects of language form and structure Exploration of themes, big ideas and context (ext. interpretations) Writer's	Travel Writing – non- fiction across the 20th, 21 st and 19 th centuries. Read a range of extracts – identify and analyse non-fiction text features. How an opinion is expressed. Comparing two texts on the same topic from different time periods. Drafting, crafting and peer assessing own travel writing.	Creative reading and writing Comprehension, information retrieval and inference/deduction (Q1) Range of vocab, figurative language, rhetorical, and structural features (paragraphing, sentence structures and punctuation) used for effect (Q2-3/Q5)	Drama text – how to explore and write about a modern play. Structure and plot, characterisation, setting, 'Big Ideas' (themes) WHW paragraphing – developing to include dramatic and theatrical devices and conventions. Introducing essay focus on an extract moving to the whole text (or key

	Reading assessment on Yellow Wallpaper or A Vendetta Mental health, patriarchy, post-natal depression, female oppression	Literary non-fiction writing: diary entry format. Changing perspective – retelling the story from another character's point of view. Debating the issues in the novel – silent debate and speeches.	message/critical commentaries: WHW paragraphing and essay structure Comparing poems: themes, method, context and big ideas Using quotations – comparing texts Planning and drafting: peer and self-reflection and improvement Improvisation and scripted performances/role play/debate Article writing – own views about place.	Travel advertisement for holiday destination – group presentation.	Planning and drafting: peer and self-reflection and improvement Creative writing – structuring and using knowledge gained from texts over the past year. END OF YEAR EXAM – READING AND WRITING TASK	extracts across the whole play) Improvisation and scripted performance – recreate playwright's style. Recap on conventions of drama texts before drafting own script.
Year 9	Texts in context:Animal Farm or OfMice and MenExploring the impactof context(s) ofproduction andreception: WW2 andCold War/1930s andGreat depressionExploring key themesin dystopian literature	WW1 Poetry – comparing perspectives Recap poetic terms and devices: terminology and definitions Analyse how language form and structure create effects – consolidate and build on knowledge.	Shakespeare: Much Ado or Macbeth – gender and context focus Research skills: Elizabethan/Jacobean England with a focus on gender role and patriarchy. Structure and plot, characterisation,	Creative reading and writing Comprehension, information retrieval and inference/deduction (Q1) Range of vocab, figurative language, rhetorical, and structural features	Diverse shorts: non- fiction collection – how are these used to critique society? Explore a selection of literary extracts and poems, and non-fiction articles focusing on viewpoints and perspectives	Spoken Language Endorsement – link to Non-Fiction topic Students use what they have learned in the previous unit to plan, develop and present a speech on a topic of their choice. They will be ready to answer

range of dystopian novels/typical features of American writing of the early	Exploration of themes, big ideas and context. Context: WW1, propaganda v reality,	setting, 'Big Ideas' (themes) WHW paragraphing – writing about extract	(paragraphing, sentence structures and punctuation) used for effect (Q2-4/Q5)	Foster understanding and awareness of: diversity and community; tolerance rights and respect;	questions at length on their chosen topic.
20 th century. Using quotations and linking to context – authorial intent Reading knowledge, linked explicitly to GCSE criteria.	conscription, conscientious objectors, Owen's experiences WHW paragraphing and essay structure - how to compare two poems and develop an argument - themes,	whole play) Explore Shakespeare's method: language,	Planning and drafting: peer and self-reflection and improvement Creative writing – structuring and using knowledge gained from texts over the past	justice change and action; democracy equality and responsivity; power, freedom and control Reading knowledge and application of knowledge	
Analysis of form, structure and language, including narrative/authorial voice Language analysis: exploding quotations, terminology and specific effects (linked to context etc) Planning and drafting: peer and self-	method, context and big ideas. Improvisation and scripted performances/role play – developed from the poems studied and reflecting opposing views. Literary non-fiction writing: letter from the	structure and dramatic effects Improvisation and scripted performance, adapted from an extract. Review writing – a review of a performed version and features of that genre.	year. <u>END OF YEAR EXAM -</u> <u>READING AND</u> <u>WRITING FICTION</u> <u>TASKS</u>	Writing to persuade, advise and argue: the differences Range of vocab, figurative language, rhetorical, and structural features (paragraphing, sentence structures and punctuation) used for effect	
reflection and	front. Features of this form.			Planning and drafting: peer and self-reflection and improvement Structuring arguments and persuasive writing: order and sequencing for effect	

an m co an th ex	leas' (key themes nd writer's nessage/critical ommentary) - nalysing neme/character in ktract and whole ext				Comparing how writers convey their points of view: focus on voice and method Synthesising a point of view/argument (inference/deduction) Speaking and Listening: Arguing and Debating	
th In: Pa Co kn wl pr Au an Co eit an us Sti Ian us Sti Ian te At	he Flies/An Ispector Calls – Lit aper 2 ontextual howledge about hen text roduced/set uthor's intention hd viewpoint onventions of text, ther novel or play hd how these are sed. cructuring of text; nguage and other echnical features. bility to write onfidently about	Poetry – Lit Paper 2 Poetic techniques and strategies for analysing a poem Writers' ideas and	Eng Lang Paper 1 Practice Strategies for reading and responding to fiction extracts Reading skills: info retrieval, inference and deduction, structural and language analysis, evaluating texts. Developing confidence in own critical response to texts.	Romeo and Juliet – Lit Paper 1 Contextual background of play when written and how it relates to modern life Conventions of dramatic texts and genres Ability to write confidently about character, plot and theme Develop own 'big ideas' about texts and express them confidently and effectively in writing and speaking. Building confidence from paragraph writing	Preparation for EOY assessment – Lang P1 and Lit P2 Revision skills and ways of revising for different areas Revision of character, theme and plot Planning and writing longer answers – writing stamina Timings in the exam and how to use these. EXAMS: LANG P1 and LIT P2	Romeo and Juliet – Lit Paper 1 Finish study of the play Knowledge of overarching themes and ideas Linking extract to rest of play and context

	character, plot and themes.	image relating to power/conflict		to whole essay development		
	Developing 'big ideas' and supporting with textual evidence and analysis. Academic language	Structuring a piece of creative writing for effect Using techniques and evaluating their effectiveness in own				
	and writing an essay. Discussion and debate of ideas – how is text relevant for today?	writing				
	Lang P2 Q5 – opinion piece linked to themes of modern text.					
	Features of non- fiction writing.					
	Using structural and language techniques to persuade/argue.					
	Planning, proofreading and responding to feedback.					
Year 11	<u>Speaking and</u> Listening	Revision for mock (Lit P1 R and J) and Eng Lang P2	<u>Jekyll and Hyde – Lit</u> <u>Paper 1</u>	<u>Unseen poetry – Lit</u> <u>Paper 1</u>	Revision and practice	Exams

Using/embedding quotations effectively.	 Expectations for Spoken Language Endorsement Generating ideas, planning and structuring an effective speech Listening and responding to questions Paper 2 Reading Section Recap on features of non-fiction texts AOs for each question Strategies for responding to 19th century and modern extracts Reminder of exam technique and timings. 	Revision skills and ways of revising for different areas Revision of character, theme and plot Planning and writing longer answers – writing stamina Timings in the exam and how to use these Jekyll and Hyde – Lit Paper 1 Context of novel – 19 th century preoccupations and Stevenson's life. Study of novel, exploring character, plot and theme. How to respond to an extract and link it to context and whole text.	Responding to an unseen poem – link to strategies used with anthology poems last year. How to meet AOs for the two different parts of the question. <u>Lit Revision – Papers 1</u> and 2 Revision of character, theme and plot Practice essay questions	Revision skills and ways of revising for different areas Revision of character, theme and plot Planning and writing longer answers – writing stamina Timings in the exam and how to use these	
		Using/embedding			
	Different colours denote Teacher 1 or Teacher 2				

Year 12	Teacher 1: Rossetti –	Teacher 1: Rossetti	Teacher 1: Doll's	Teacher 1: Doll's House	Teacher 1: Preparation	Both teachers:
Literature	Collected Poems –	Soo Autumn 1 - Danor	House/Ideal Husband –	<u>– Paper 1</u>	for KSAS exams – Paper	contextual/critical
	Paper 1		Paper 1, Comparative	Finish study of play	1	enrichment on
	Paper 1Context of VictorianEngland andRossetti's lifePolitical, social,historical.Critical perspectiveson her poetry,including namedcritics and specificperspectives e.g.Marxist, Feminist.Study, discuss,annotate all poems inthe collection.Generating ideas andformulating a thesis.Use of Cornell Notestemplates.Essay planningtechniques.Identifying commonthemes across thecollection.	See Autumn 1 – Paper 1 <u>Teacher 2:</u> <u>Shakespeare – 'Richard</u> <u>III' or 'Twelfth Night' –</u> <u>Paper 1</u> Recap knowledge of Shakespeare and his time. Relevant context, e.g. Twelfth Night, historical background. Study of the play, including focus on characters, plot development, themes. Critical perspectives across time and performed versions. Passage question – how to approach, planning, writing.	Paper 1, Comparative with RossettiContext: 19th century England/Norway – start to compare/contrast with Rossetti.Study of play, exploring character, theme, plot development.Critical perspectives and performed versions and how these inform our readings.Teacher 2: Shakespeare – Paper 1 Continue studying play.Focus on essay question – using critical perspectives/performe d versions.Ideas about the play across time.	Finish study of play. Comparative essay writing – addressing all of the AOs. <u>Teacher 2:</u> <u>Shakespeare (Paper 1)</u> <u>then Streetcar (NEA)</u> Finish Shakespeare. Introduce NEA part 2 – comparative essay. AOs and expectations. Study of play, exploring character, theme and plot and considering potential questions.	1 Contextual/critical enrichment in preparation for KSAS. Essay practice. Teacher 2: Streetcar (NEA) Exploration of context and critical perspectives.	enrichment on respective texts for KSAS KSAS – whole Paper 1
	<u>Teacher 2: Close</u> <u>Reading Coursework</u> <u>– Duffy 'The</u>					

	Feminine Gospels' - NEAExpectations of NEA - close reading - AOs which need to be addressed.Study a range of Duffy poems from a single collection - identify key themes and preoccupations.Creating a question and planning a response.					
Year 13 Literature	Teacher 1: The Great Gatsby – Paper 2 Context of American History/Society and Fitzgerald's life. Critical perspectives on his work, including named critics and specific perspectives e.g. Marxist, Feminist. Study, discuss, annotate novel. Generating ideas and formulating a thesis – meeting the AOs.	Teacher 1: Gatsby/unseen/start Grapes – Paper 2 As Autumn 1, but beginning to develop a concrete sense of the key themes and preoccupations in American Literature. Grapes of Wrath – how is America different by this point? Identifying similarities and differences in themes, characters and approach.	Teacher 1: Grapes – Paper 2Finish study of novel, focusing on comparative points with Gatsby and other American Literature.Practising comparative essay planning and writing.Teacher 2: Unseen extracts – Paper 2 Part a	MOCKS – Paper 2 <u>Teacher 1: Paper 2</u> <u>revision</u> Revision for Paper 2 – revise character, theme, plot, context and critical reception plus comparative points. <u>Teacher 2: Paper 1</u> <u>Revision</u> Revision for Paper 1. Revise character, theme, plot, context	<u>Revision for final</u> <u>exams and essay</u> <u>practice</u>	EXAMS

	Identifying common themes and preoccupations in American Literature. Teacher 2: Comparative Coursework (Atonement) Context of novel and how this differs from Streetcar. Study of novel considering plot, character and theme and potential areas of focus for NEA. Critical perspectives on the novel – compare/contrast with Streetcar.	Reading extracts from other American texts on OCR list. <u>Teacher 2:</u> <u>Comparative</u> <u>coursework</u> Researching, generating ideas, planning and drafting, with teacher support.	Demands/expectations of unseen task. Plenty of practice of unseens.	and critical reception, plus comparative points (Wilde/Rossetti).		
Year 12 Language & Literature	Teacher 1 : Non- fiction – Paper 1 Speeches Learning / building on knowledge of the generic conventions of Speeches	<u>Teacher 1: Non-fiction</u> <u>– Paper 1</u> <u>Interviews</u> Learning / building on knowledge of the generic conventions of Interviews	Teacher 1: Non-fiction – Paper 1 Reportage Learning / building on knowledge of the generic conventions of Reportage	Teacher 1: Non-fiction – Paper 1 Travelogue Learning / building on knowledge of the generic conventions of Travelogue	Teacher 1: Non-fiction – Paper 1 Radio Drama Revising & building on knowledge of the generic conventions of Radio drama / Screenplay	Teacher 1: Non-fiction – Paper 1 Reviews Revising & building on knowledge of the generic conventions of Reviews

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 Investigating the ways which different writers convey their thoughts, attitudes and values across similar themes in literary and non- fiction writing. Investigating the multiple dimensions of voice – verbal and non-verbal – that contribute to voice Investigating the general background of the author of the speech Exploring: the importance of contextual factors in shaping the content of the speech and the voices it conveys: cold war; Cuban missile crisis; space 	Investigating the ways which different writers convey their thoughts, attitudes and values across similar themes in literary and non- fiction writing Conducting an analytical investigation of the language and contextual features of Obama's interview that make it suitable for its particular audience, purpose and medium. Investigating the multiple dimensions of voice – verbal and non- verbal – that contribute to voice Exploring: the importance of contextual factors in shaping the content of the interview and the voices it converse War	Investigating the ways which different writers convey their thoughts, attitudes and values across similar themes in literary and non-fiction writing – by comparing this written reportage with an extract from Geography text book. Comparing the use of voices in the reportage with the texts studied so far Exploring how the reportage is structured to meet the conventions of genre, the expectations of the audience and Rainier's objectives Exploring: the importance of contextual factors in shaping the content of the reportage and the	Investigating the ways which different writers convey their thoughts, attitudes and values across similar themes in literary and non- fiction writing – by comparing this Travelogue to extracts from Bryson Exploring how the travelogue is structured to meet the conventions of genre, the expectations of the audience and Theroux's objectives Exploring: the importance of contextual factors in shaping the content of the reportage and the voices it conveys: Worldwide travel, tourist expectations, American history,	Investigating the ways which different writers convey their thoughts, attitudes and values across similar themes in literary and non- fiction writing – by comparing this spoken text to screenplay previously studied Exploring how the script is structured to meet the conventions of genre and the expectations of the aural audience Exploring the context of radio drama and its development Developing a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response.	Investigating the ways which different writers convey their thoughts, attitudes and values across similar themes in literary and non- fiction writing – by comparing this to Webb's review Exploring how the review is structured to meet the conventions of genre and the expectations of the broadsheet audience Exploring the context of Swedish Noire Developing a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response. Teacher 2 : Fiction
contextual factors in shaping the content of the speech and the voices it conveys: cold war; Cuban	Exploring: the importance of contextual factors in shaping the content of	objectives Exploring: the importance of contextual factors in	shaping the content of the reportage and the voices it conveys: Worldwide travel, tourist expectations,	literary/linguistic terms and integrating this effectively into a critical and analytical	and integrating this effectively into a critical and analytical written response.

Developing a range	threats and attack on	Developing a range of	critical and analytical	generic conventions of	in terms of different
of literary/linguistic	Benghazi compound.	literary/linguistic terms	written response.	Articles	character pairings
terms and integrating	Developing a range of	and integrating this	Anthology: Reviews	Investigating the ways	Focus on audience and
this effectively into a critical and analytical	literary/linguistic terms	effectively into a critical and analytical written	Webb's Review	which different writers	response to Claudius
written response.	and integrating this	response.		convey their thoughts,	Exploration of
	effectively into a		Learning / building on	attitudes and values	relationship between
Teacher 2: Fiction –	critical and analytical	Anthology: Memoirs	knowledge of the	across similar themes	Gertrude and Hamlet
Paper 1	written response.	WWI eye-witness	generic conventions of	in literary and non-	(parent/child
Streetcar Named	Anthology - Scripts		Travelogue	fiction writing – by	encounters)
<mark>Desire</mark>	Learning / building on	Learning / building on knowledge of the	Investigating the ways	comparing this article	A Streetcar Named
	knowledge of the	generic conventions of	which different writers	to Brooker's	Desire
	generic conventions of	Memoirs	convey their thoughts,	Exploring how the	
Exploring the	Scripts		attitudes and values	article is structured to	Return to A Streetcar
historical/social/politi		Investigating the ways	across similar themes	meet the conventions	named Desire in
cal situation in 1940s	Investigating the ways	which different writers	in literary and non-	of genre and the	preparation for KSAS
New Orleans and the	in which writers	convey their thoughts, attitudes and values	fiction writing – by	expectations of its	examinations
Southern States	develop characters that are shaped by,	across similar themes in	comparing this Travelogue to extracts	broadsheet audience	
Exploring the	and react to, the	literary and non-fiction	from Bryson	Exploring the context	
autobiographical		writing – by comparing		of equal rights in the	- 1
factors influencing	they find themselves	this memoir with other	Exploring how the	UK.	Plus:
Williams		WWI accounts	travelogue is	Anthology: Speeches	<u>9ELO3</u>
	Exploring the role of the dramatist and the	Investigating the	structured to meet the conventions of genre,	Collins Speech	Coursework – both
Researching critical	conventions that shape	Investigating the multiple dimensions of	the expectations of the	·	fiction and non-fiction
reviews of the text	the production of a	voice – verbal and non-	audience and	Revising & building on	tasks
	film	verbal – that contribute	Theroux's objectives	knowledge of the	Students study two
Identifying how this		to voice	-	Serierie conventions of	Students study two texts, one fiction and
meets the concepts of the context of	Investigating the		Exploring: the	Speeches	one non-fiction in order
production and	multiple dimensions of voice – verbal and non-	Exploring how the memoir is structured to	importance of contextual factors in	Investigating the ways	to produce two pieces
reception	voice – verbai and non- verbal – that	memoir is structured to meet the conventions	shaping the content of	which different writers	of original writing, one
	contribute to a	of genre, the	the reportage and the	convey their thoughts,	fiction and one non-
Building on and	dramatic persona	expectations of the	voices it conveys:	attitudes and values	fiction. Students will
developing				across similar themes	

	owledge gained	Exploring how Seidler	audience and the	Worldwide travel,	in literary and non-	also produce one
	om GCSE English	uses literary and	editors' objectives	tourist expectations,	fiction writing – by	commentary reflecting
	nguage and GCSE	language techniques to	Exploring: the	American history,	comparing this spoken	on both of their
	glish Literature.	develop voice,	importance of	Beckett, Brutalist	text to JFK's	creative pieces and how
Stu	udy of spoken word	character, theme, and	contextual factors in	architecture	Exploring how the	these reflect the
fea	atures specific to	how he creates	shaping the content of	Developing a range of	script is structured to	influence of their
dra	ama texts.	characters' distinctive	the interview and the	literary/linguistic terms	meet the conventions	studied texts.
Ru	uilding on and	voices	voices it conveys: WWI,	and integrating this	of genre and the	Introducing
	eveloping	Exploring: the	travel, conscription,	effectively into a	expectations of the	coursework: texts and
	owledge gained	importance of	class structure	critical and analytical	aural audience	topics, and how to keep
	om KS2/3/4 about	contextual factors in		written response.		working notebooks to
	xis, Phrases,	shaping the content of	Developing a range of		Exploring the context	record initial ideas,
	auses & Sentences,	The King's Speech and	literary/linguistic terms	Anthology: Podcasts	of radio drama and its	texts, sources and
	ructure and	the voices portrayed	and integrating this	Past Master's Podcast	development	details of references for
	itterns.	within the film	effectively into a critical		Developing a range of	commentaries.
Pa			and analytical written	Learning / building on	literary/linguistic terms	commentaries.
Bu	ilding on and	Exploration of the	response.	knowledge of the	and integrating this	Interest group
	eveloping	ways Seidler conveys	Anthology: Articles	generic conventions of	effectively into a	discussions on possible
	owledge gained	conflict		Digital texts	critical and analytical	approaches and ways
	om GCSE English	Developing a range of	Brooker's Article	Investigating the ways	written response.	into coursework.
	nguage and GCSE	literary/linguistic terms	Learning / building on	which different writers		Advice on research
En	glish Literature –	and integrating this	knowledge of the	convey their thoughts	<u> Teacher 2 : Fiction –</u>	techniques.
foo	cusing on features	effectively into a	generic conventions of	attitudes and values	Paper 2	conniques.
spe	ecific to generic	critical and analytical	Articles	across similar themes	Encounters	
сог	nventions.	written response.		in literary and non-		KSAS exams
C+-	udy of Grice's	written response.	Investigating the ways	fiction writing – by	Hamlet	None Crums
		Anthology:	which different writers	comparing this spoken	Acts 2-part of 3	
	axims, Bernstein's	Autobiographies	convey their thoughts,	text to the written		
	aborated/Restricted	Mom & Me & Mom	attitudes and values	ones studied of late	Developing context –	
			across similar themes in		exploration of	
	vinson's Politeness	Learning / building on	literary and non-fiction	Exploring how the	Elizabethan views on	
	inciples, Giles'	knowledge of the	writing – by comparing	podcast is structured	melancholy and	
	commodation	generic conventions of	this article with current,	to meet the	integration into essay	
The	eory.	Autobiographies	topical ones	conventions of genre,	response.	

Study of conventions of features and terminology specific to drama textsInvestigating the ways which different writers convey their thoughts, attitudes and values across similar themes in literary and non- fiction writing - by comparing this written that are shaped by, and react to, the environments in which they find themselvesInvestigating the ways written the hitherto spoken pieces.Exploring the user of genre, the expectations of the audience and Brooker's objectivesExploring: the importance of contextual factors in shaping the content of the hitherto spoken pieces.Exploring: the importance of contextual factors in shaping the content of the interview and the voices it conveys:Exploring: the importance of contextual factors in shaping the content of the interview and the voices it conveys:Exploring: the importance of contextual factors in shaping the content of the interview and the orices it conveys:Exploring: the importance of contextual factors in shaping the content of the interview and the orices it conveys:Exploring: the importance of contextual factors in shaping the content of the interview and the orices it conveys:Developing a range of literary/linguistic terms and integrating this effectively into a critical and analytical writher response.Exploration of theme audience and analytical writher response.The role of the dramatis and the subioligraphical account that make it shape the production of a stage playComparing the use of voices in the autobigraphy with the spoken texts studied so farExcers 3-11Tacher 2: Fiction - Paper 1Exploration of tamele's soliloguy Vs						_ _	
terminology specific to drama textsconvey their thoughts, attitudes and values across similar themes in literary and non- fiction writing - by comparing this written representation with the hitherto spoken pieces.meet the conventions of genre, the expectations of the audience and Brooker's objectivesJo's objectiveswith A01&2 focusWays in which writers develop characters that are shaped by, and react to, the environments in which they find themeslvesConducting an analytical investigation in the hitherto spoken pieces.meet the conventions of genre, the expectations of the audience and Brooker's contextual factors in shaping the content of the podcast and the voices it conveys: UFOS, National Archives, WWIDivine right of kings - further A03 developmentThe role of the dramatist and the conventions that shape the production of a stage playComparing the use of voices in the autobiographical account that make it suitable for its particular audience, purpose and medium.Developing a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response.Developing a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response.Eacher 2: Fiction - Paper 1Developing a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response.Developing a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response.Eacher 2: Fiction - Paper 1Developing a range of literary/linguistic terms a							
to drama textsattitudes and values across similar themes in literary and non- fiction writing – by comparing this written representation with the hitherto spoken pieces.of genre, the expectations of the audience and Brooker's objectivesExploring: the importance of contextual factors in shaping the content of the interview and the ocies it conveys: UFOs, National Archives, WWIIDivine right of kings – further AO3 develop ment soliloquy focus – develop analytical skills considering procrastination/reveng eThe role of the dramatist and the convertions that adramatis trant the dramatist persona Arabet powerson of a stage playComparing thus us of voices in the autobiographical account that make it suitable for its particular audience, purpose and medium.Comparing the us of voices in the autobiography with the spoken texts studied so farComparing the us of voices in the autobiography with the spoken texts studied so farComparing the us of voices in the autobiography with the spoken texts studied so farDeveloping a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response.Developing a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response.Developing a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response.Developing a range of literary/linguistic terms and integrating this effectively into a critical and analytical written response.Developing a range of literary/linguistic terms and integrating this effectively into							
Streetcar Named Desireacross similar themes in literary and non- fiction writing - by comparing this writter develop characters that are shaped by, and react to, the environments in which they find themeslvesacross similar themes in literary ind non- inction writing - by comparing this writter ipeces.expectations of the audience and Brooker's contextual factors in shaping the content of the intheror spoken pieces.Divine right of kings - further AO3 develop mentWays in which writers dareact to, the which they find themselvesConducting an analytical investigation of the language and contextual features of autobiographical account that make it shape the production of a stage playComparing the use of voices in the autobiography with the spoken texts studied so farComparing the use of voices in the autobiography with the spoken texts studied so farTeacher 2: Fiction - Paper 1Exploring: the importance of contextual factors in shaping the content of the interary/linguistic terms and integrating this effectively into a critical and analytical written response.Divine right of kings - further AO3 develop analytical skills contextual factors in shaping the content of the interary/linguistic terms and integrating this effectively into a critical and analytical written response.Divine right of kings - further AO3 development of AO3 contextual factors in shaping the content of the interary/linguistic terms and integrating this effectively into a critical and analytical written response.Divine right of kings - development of AO3 contextual factors in shaping the content of the interary/linguistic terms and i					Jo's objectives	with AO1&2 focus	
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dialogue	Film/stage		
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Year 13 Language	Teacher 1 : Non- fiction	Teacher 1: Non-Fiction – Paper 1	Teacher 1 : Non-Fiction – Paper 1	Teacher 1 : Non-Fiction – Paper 1	Teacher 1 : Non-Fiction – Paper 2	EXAMS
& Literature	Anthology: Diaries	Anthology: Interviews	Anthology: Blogs	Anthology:	Anthology work	
	Bennett's Diary Revise knowledge of the generic conventions of Memoirs/Diaries Investigating the ways which different writers convey their thoughts, attitudes and values across similar themes in literary and non- fiction writing – by	Bashir & Diana interview Learning / building on knowledge of the generic conventions of Interviews Investigating the ways which different writers convey their thoughts, attitudes and values across similar themes in literary and non- fiction writing – by comparing this	Scott's blog Reading widely across a range of non-fiction genres in preparation for responding to an unseen extract in Section A of the examination. Exploration and speculation, building on the literary and linguistic skills learned in Year 12. Exploring and evaluating the ways different writers	Autobiography Wilde's Autobiography Reading widely across a range of non-fiction genres in preparation for responding to an unseen extract in Section A of the examination. Exploration and speculation, building on the literary and linguistic skills learned in Year 12. Exploring and evaluating the ways	Reading widely across a range of non-fiction genres in preparation for responding to an unseen extract in Section A of the examination. Exploration and speculation, building on the literary and linguistic skills learned in Year 12. Exploring and evaluating the ways different writers	

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	comparing this with	interview with	convey encounters in	different writers	convey encounters in
	topical pieces	Obama's	different texts.	convey encounters in	different texts.
	Investigating the		Building and	different texts.	Building and
	multiple dimensions	Investigating the	reinforcing knowledge	Building and	reinforcing knowledge
	of voice – verbal and	Investigating the multiple dimensions of	gained in Year 12 - of	reinforcing knowledge	gained in Year 12 - of
	non-verbal – that	voice – verbal and non-	the genre conventions,	gained in Year 12 - of	the genre conventions,
	contribute to voice	verbal – that	language techniques	the genre conventions,	language techniques
	Exploring how the	contribute to voice	and literary devices;	language techniques	and literary devices;
	diary is structured to		how audience informs	and literary devices;	how audience informs
	meet the conventions		the text, and how	how audience informs	the text, and how
	of genre, the	Exploring how the	attitudes and values	the text, and how	attitudes and values
	expectations of the	interview is structured	are displayed by the	attitudes and values	are displayed by the
	audience and	to meet the	writer.	are displayed by the	writer.
	Bennett's objectives	conventions of genre,	Building on the	writer.	Building on the
	Exploring: contextual	the expectations of the	contextual knowledge	Building on the	contextual knowledge
	factors of fame,	audience and the	built in Year 12,	contextual knowledge	built in Year 12,
	academia	objectives of Bashir	exploring how to make	built in Year 12,	exploring how to make
		and Diana	inferences about the	exploring how to make	inferences about the
	Developing a range of		contexts of non-fiction	inferences about the	contexts of non-fiction
	literary/linguistic terms and integrating	Exploring: the	texts.	contexts of non-fiction	texts.
	this effectively into a	importance of	Use Scott's blog and	texts.	Revision of 10 text
	critical and analytical	contextual factors in	Lawrence's Travelogue	Use Wilde's	types and approach to
	written response.	shaping the content of	to explore the idea of	Autobiography to	comparison of voice for
		the interview and the	Encounter within an	explore the idea of	non-literary texts.
	<u>Teacher 2 : Fiction –</u>	voices it conveys: Royal	unseen text.	Encounter within an	Teacher 2 : Fiction -
	Paper 2	Family, Diana,		unseen text.	Paper 2
	Hamlet	Conspiracy theories	Anthology:	Revise knowledge of	A Room With A View
	Acts 4 & 5		Travelogues	the generic	A ROOM WITH A VIEW
				conventions of	
		Developing a range of	Lawrence's Travelogue	Autobiography	A Streetcar Named
	Consolidating/develo	literary/linguistic terms	Revise knowledge of	Investigating the ways	Desire
	ping the AO	and integrating this	the generic	which different writers	

and the second sec	effectively inter-	and the second		Finish weating A Dears
requirements for the	effectively into a	conventions of	convey their thoughts,	Finish reading A Room
Varieties paper as	critical and analytical	Blogs/Autobiography	attitudes and values	With a View and
identified in Year 12	written response.	and Travelogue	across similar themes	continue with lessons
and additionally:		Investigating the ways	in literary and non-	on connections with
		which different writers	fiction writing	Hamlet in preparation
	Anthology: reportage	convey their thoughts,	Investigating the	for Paper 2 Section B
Exploration of all	Read's reportage	attitudes and values	multiple dimensions of	assessment
soliloquies with	Dovision of generic	across similar themes	voice – verbal and non-	
integrated focus on	Revision of generic	in literary and non-	verbal – that	Return to text and
context and methods	conventions of	, fiction writing	contribute to voice	revision of generic
Tracing line of	Reportage	C C		conventions
thought in soliloquies	Investigating the ways	Investigating the	Exploring how the	
with integration of	which different writers	multiple dimensions of	Autobiography is	Practice examination
Bright's Treatise on	convey their thoughts,	voice – verbal and non-	structured to meet the	technique using my
Melancholie.	attitudes and values	verbal – that	conventions of genre,	exemplars and past
	across similar themes	contribute to voice	the expectations of the	student responses.
	in literary and non-	Exploring how the Blog	audience and writer's	
Focus on presentation	fiction writing – by	/ Travelogue are	objectives	
of Ophelia	comparing this written	structured to meet the	Exploring: contextual	
	reportage with	conventions of genre,	factors re	
	Rainier's.	the expectations of the	Homosexuality / Wilde	
Focus on endings and	Exploring how the	audience and writer's	as writer / UK Law /	
audience response;	reportage is structured	objectives	Prison conditions	
explore concept of	to meet the	in the state of the state of the	De alesta a consta	
'silence' in readiness	conventions of genre,	Exploring: contextual	Developing a range of	
for comparison	the expectations of the	factors pertinent to the	literary/linguistic terms	
development with	audience and Read's	pieces as studied texts,	and integrating this	
anchor text A Room	objectives	Developing a range of	effectively into a	
With a View		literary/linguistic terms	critical and analytical	
	Exploring: the	and integrating this	written response.	
	importance of	effectively into a	Teacher 2 : Fiction -	
	contextual factors in	critical and analytical	Paper 2	
Both : 9ELO3:	shaping the content of	written response.	A Room With A View	
	the reportage and the		A ROOM WITH A VIEW	

Coursework	voices it conveys:	<u>Teacher 2 : Fiction –</u>	Making connections	
Students continue to	holiday culture,	Paper 2	across texts for AO4 –	
be supported through	westerner in an	A Room With A View	focus on encounters	
the coursework	Eastern world		involving repression in	
process including	Developing a range of	The structure and	both texts	
study sessions on:	literary/linguistic terms	nature of the novel as a	Focus on	
study sessions on.	and integrating this	Bildungsroman	linguistic/literary	
Peer presentations to	effectively into a	Links to Hamlet with		
introduce each		focus on AO4	methods in Chapter 9	
student's portfolio	critical and analytical	TOCUS OTLAO4	and link to themes:	
and to monitor work	written response.	Exploration of divisions	love, relationships,	
in progress.	Teacher 2: Fiction –	in encounters: class	indoor and outdoor	
	Paper 2	and gender focus	worlds. Introduction to	
Explaining structure		Demontie en countere	effects of taciturnity	
and organisation of	<u>A Room With A View</u>	Romantic encounters –	and prolixity.	
portfolio.	Exploring the opening	Forster's presentation	Focus on encounters	
Looking through	of A Room with a View	of George and Lucy	involving class and	
<u> </u>	and the initial meetings	Comparison of Lucy	gender – revision of	
focus ideas and	that occur. How the	and Ophelia with	Forster's perspective as	
forward planning for	novel features	specific	a Humanist.	
commentaries.	encounters between	, Medieval/Renaissance	Introduction to	
	members of different	focus	women's suffrage (AO3	
Teacher help with	classes. Exploring the		context)	
planning – e.g. key	techniques that Forster	<u>9ELO3:</u>	CONTEXT	
milestones and	deploys to signify class	Coursework	Use of symbol across	
deadlines for title,	difference and		both texts – violets in	
plan, draft, final.		Students continue to be	RWAV and Hamlet	
Individual tutorials on	prejudice.	supported through the	Internal cotton of some	
drafts for fiction, non-	Exploring how events in	coursework process	Introduction of new	
	A Room With a View	including study sessions	context – socialism and	
fiction, commentary.	unfold; how national	on:	comradeship	
	distinctions are	Peer presentations to	Connections across	
	presented; how	introduce each	texts (AO4) focus on	
	characters react when	student's portfolio and		
	confronted with	student's portiono and		

attitudes, values, languages and physical appearances that differ from their own. Analysing the literary and linguistic features that Forster uses to capture such reactions. Analysing and	to monitor work in progress. Explaining structure and organisation of portfolio. Looking through working notebooks to focus ideas and forward planning for	melancholy. Revision of Bright's Treatise (AO3) Focus on theme of supernatural and links to Hamlet MOCKS – 2022 Paper	
social factors shape their attitude to death. Exploring how characters respond to their encounters with mysterious and inscrutable events, (e.g. Lucy Honeychurch's mysterious 'gift' left by George Emerson) and how Forster depicts this with his choices of literary and linguistic devices. in Section B, students make connections across and between texts.	deadlines for title, plan, draft, final. Individual tutorials on drafts for fiction, non-fiction, commentary		

Exploring the factors that influence Forster's choice of narrative perspective (including, the omniscient	
choice of narrative perspective (including, the omniscient	
perspective (including, the omniscient	
the omniscient description of the operation of the operat	
parrater involved	
narrator, involved voice, intrusion, the	
ironic narrative voice	
and free indirect style)	
9ELO3:Coursework	
Students continue to be	
supported through the	
coursework process	
including study sessions	
on:	
Peer presentations to	
introduce each	
student's portfolio and	
to monitor work in	
progress.	
Explaining structure	
and organisation of	
portfolio.	
Looking through	
working notebooks to	
focus ideas and forward	
planning for	
commentaries.	
Teacher help with	
planning – e.g. key	
milestones and	

deadlines for title, plan, draft, final. Individual tutorials on drafts for fiction, non-fiction,		
commentary		