town.
Vision and listed: We agree to provide a not and ambitious English curriculum, indiculumly acknowled to the study of English Language and Literature in a systematic and sequential way.

	Vision and Intent: We aspire to provide a rich and ambilious English	curriculum, ir	stroducing student	is to the stud	Jy of English L	anguage a	nd Literature in a	systemati	ic and seque	ential way:																						
	Week 1 Week 2 Week 4 Week 5 Week 6 Week 1	7 Week S	Week 9 Week	430 Wee	ek 11 Week	12 Wes	ek 13 Week 14	Week 1	15 Week	k 16 Wes	rek 17	Week 18 Week	19 Week	20 Week 21	Week 22	Veek 23	Week 24	Week 25 Week 26	Week 27	Week 28	Week 29	Week 30	Meek 21	Neck 32	Week 22	Week 34 V	Week 25	Week 26	Week 27	Week 28	Neek 19 V	leek 40
Year 7-																																
growing up	Transition Module: Persuasive and Creative Writing inspired by Buddy's Rainforest Rescue*	tainforest Poets			Explori	ring Texts: A M	onater Calls			cean	wement Post			nd Growing Up: Then			Childhood Poetr			nal Writing: Mak			-	etry Competitio		An introduct	tion to Shakeap	peare; Midaumm	er Night's Dres	am/Tempest	P	etry Competit upils will know how to
	Puph allibrar		Pupils will know:									Pupils will know: •How to draw out infor	mation, both expl	licit and implicit, through elected for their relevan assive voice and evaluat en texts, using cohesive	using focussed reads	g skills; how to		Pupils will know: -how to write accurately, fix language and style to suit as informal registers; how to es organise ideas and argumen	ently, effectively and a	t length for infor	nation and to pre	ent arguments, ch	osing	how to understand and engage with								now to nderstand and neare with
	 how is not an ordination, how is one administration have to construct with forms correctly have to use purchastion from the KI2 junctions of fine to be constructed in Ministrate, how collected division support effectiveness and impact. hoph, will be able to: 	Pupils will know • how to unders	references to specific er strange of devices to sup	wents in the text pport cohesion; h	t in support of points how to use relative c	is made; how to clauses using a	 use paragraphs to deve wide range of relative pr 	r character from riop and expan- ronouns to clari	in that sext, now t id on points made rify and explain	de; use a Pup • ho	pils will know low to underst	use quotations from the part of analysing effect; responses; how to com	how to use the p pare ideas betwee	elected for their relevan assive voice and evaluat on texts, using cohesive	te; now to use subject live language to struct Sevices and discourse	erminology as re well written narkers to	Pupils will know • how to undere	informal registers; how to ex- crganise ideas and argumen	mence and purpose; t hance the impact of t is and support with fa	ow to use effects heir writing throu tual detail; how t	e vocabulary and gh the use of appi o use colons to in	grammar to suit oc opriate metorical o roduce lists and se	evices; how to mi-colons to	anderstand and engage with poetic writing well enough to write about a key theme or idea; how to	Pupils will kno character from	w: •How to understan that text; how to ma	nd and engage w ske references to	with a test well end a specific events in	ough to be able the text in supp	to write about a key port of points made;	theme or how to use	indentand and ingage with sortic writing well enough to write about a sy theme or dea; how to
	Figure and Times. The last size or combination, from the CES has been seen combination, from the combination than to combined with forms committy than the size purchastion from the CES Figure and the combination of combination combinations and require Figure and the CES of the CES o	 Pupils will be ab write a person write their own 	Pupils will know: How to understand an efferences to specific existrange of devices to supplied in the specific existrange of devices to supplied to the specific existrange of the sp	ideas. sed essay questic	ons demonstrating ti	the skills above.				Pup • wi	pils will be abl urite a person	build cohesion. Sunitruill he shie to:		ge of 19th and 20th cen			Pupils will be ab! • write a persons •write their own	separate items within lists.	alk and formal letter a				.	key theme or idea; how to	paragraphs to clauses using a •Answer chara	w: •How to understan i that text; how to mai develop and expand o wide range of relativ other based essay que	on points made; ve pronouns to c stions demonstr	use a range of de- tarify and explain rating the skills abo	vices to support relationships be ove.	t cohesion; how to u etween ideas. Pupils	e relative will be able to:	y theme or sea; how to
Library Reader	Great Adventuren' by Alastair Humphreys					\perp																										
Year B. When																																
fear 8 - When worlds fall apart	Exploring the Dystopian Genne: Creative Writing	Protest Poetry		Explo	loring Texts: The Bo	by at the Back	of the Class		Завро	oric Poetry			rime and Punish	ment: Then and Now			Samative Poetry		Transaction	d Writing: Chan	ging the World			etry Competitio			Shakes	peare: Romeo an	nd Juliet			rity Competit
			Pupils will know:								pils will know:							Pupis will know:						how to	Annah and bear							upils will know how to indenstand and
	Pugli sellinose:	Pupils will know	How to focus on a key which are embedded in	y question and shinto sentences; by	rape an answer using low to make commer	og a breadth of ents on the mea	evidence; how to use quality and effects of write	otations from en' choices; ho	the text ow to Pupils	•Ho s will know from	ow to draw ou m the text whi	t information, both expl ch are selected for their	lcit and implicit, to relevance; how to	hrough using focussed r o use subject terminolo well written responses; esion.	rading skills; how to u ty as part of analysing	quotations ffect; how to	Pupils will know	whow to write accurately, flu- language and style to suit as informal registers; how to ex- organise ideas and argumen Pupils will be able to:	ently, effectively and a dience and purpose; I	t length for infor ow to use effecti	nation and to pre we vocabulary and	ent arguments, chi grammar to suit bo	osing th formal and	ancerstand and engage with poetic writing well enough to write about a key theme or dea; how to	·How to focus which are emb	on a key question and sedded into sentences devices to support co lationships between in the to:	d shape an answ s; how to make s	ver using a breadth comments on the r	n of evidence; h meaning and ef	haw to use quotation ffects of writers' choi	s from the text res; how to	ngage with sortic writing well enough to
	ryage me mones: It is considered diplaquian melling; has is not co-molecular, have is not subministration has is construct with functionarily; losses journey melling melling; have be not considered to the provision of melling mel	Pupils will be ab write a person	Juse a range of devices to Jand explain relationship of Pupils will be able to:	o support cohesi os between idea	Jon; how to use rela	Aive clauses usi	ing a wide range of relat	tive pronouns t	to clarify - how Pupils - write	v to understuse s will be abliusin te a persona Pup	the passive wing cohesive de pils will be able	sice and evaluative lang vices and discourse ma s to:	uage to structure ricers to build cohe	well-written responses; esion.	how to compare idea	between texts,	 how to underst Pupils will be able write a persons 	linformal registers; how to ex lorganise ideas and argumen Pupils will be able to:	hance the impact of t is and support with fa	heir writing throu tual detail; how t	gh the use of appo o use dashes to in	opriate metorical o dicate parenthesis.	evices; how to	write about a key theme or	and explain rei Pupils will be a	devices to support co lationships between it ble to:	thesion; how to ideas.	use relative clause	s using a wide r	range of relative pro	nouns to clarify is	write about a ay theme or dea; how to
Library Reader	effectively kulling on the CO SCOCK was expressive and figurative imaging in order broken and regist in their writing. The Hunger Gaznes' by Suzzanne Collins							$\overline{}$		*Read, understand and write about a range of 19th and 20th century tests.					1		write their own	• Produce a review, formal sp	tter addressing real global issues demonstrating the						Account theme based essay questions demonstrating the skills above			î i			0; now 10	
	ner manger taxees by assesse Lucino											1		-																		
Year 9 - What gets in your head?	Exploring the Gothic Genre: Creative Writing				vel: A Christmas Car							n: Interrogating Write							Modern Novel: A									sase Introductor				
	exploring the Genic Genie: Creave Writing			Victorian Nove	E A COMBINAL CAL	ros		Pupit y	will know:						-				MODERN NOVEL A	no ine scara vve	ite onining angr	Ty.		etry Competitio Pupils will know • how to understand and			элакеври	sare: introducing	Macoem			apils will kno how to
	Popli allinos	Pupils will know • How to unders	c stand and engage with a t	nd and engage with a text well enough to be able to write about a key theme or character from that a postations from the text which are embedded into perhaneur how to make comments or the			+How to hat of large	to draw out inform page form and str	rmation, including tructure; how to	ling ideas about intention and bias, through using focussed reading skills; how to m to compane ideas between texts, using cohesive devices and discourse markers to I			make comments on to build cohesion; how	e writers' use o write		Pupils will know: • How to focus on a key question and shape an answ		wer using a bread	th of evidence; ho	w to use quotation	s from the test	understand and engage with poetic writing well enough to write about a key theme or dea; how to								identand an igage with notic uniting		
	 For contention to given, tening note or far a minimality, note as are users under contention or retrieval to the content of the	Figure in source. Whose to understand and engage with a text will enough to be able to write about a lawy themse or character from that if all sequence is to be a second or the second of the second					ing the language of will be able to:	rom and structure, but our groupes dates between test as un, in rudge shelp is included refuse grouper. Now te co- tempor and structure, but our groupes dates in the refuse test and in the structure and discourse markets on the great enablished as I length for information and to present a generate, theologic language and pile to i language annial published tractic triby have a statisfy those to use a range of discourse markets to steer reader table to:				ers through their work	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	to use evaluative language and modal verbs effect and phrases fitting to critical writing.			never using a breadth of evidence; how to use qui e comments on the writer's use of language, form tively to allow for tentative and nuanced analysis			sis; how to use words well en- write a		to Pupils will know: New to understand and engage with a test well enough to be Pupils will be able to:			ough to be able to	ble to write about a key theme or character from that te			petry Competition Pupils will know • how to understand and engage with poets writing well enough to see write about a key theme or			
	effectively sudding on the KSZ NC2CEL use expressive and figurative language is create atmosphere and impact in their writing.	Pupils will be ab •Answer theme	ble to: e based essay questions de	demonstrating th	se skills above.			•Read, •Write:	understand and a a polemic speech	f write about a n ch and a lively or	range of 19th : opinion article	and 20th century texts. engaging with the issue	s we have read ab	out				Pupils will be able to: • Answer character and then	se based essay questio	ns demonstrating	the skills above.			key theme or idea; how to	•Answer chars	ble to: icter based essay ques	stions demonstr	rating the skills abo	ove.		k	/ theme or ea; how to
Library Reader	A collection of short stories from the gorbic genre Internazation writers' interesions: Althonistan																													1		—
1	A salesticat del residente del programme del		A Christmas Carol						Foetry Anthol	y slogy - An I is linked to	Inspector Calls						Poetry Archology					Macbeth										
Year 10	Amiguage variage effit 4, Section is Spoken Language Pupit will know:		Sunit will know:						ACC.	n vitige to	nit will kee						ALC STREET	Language Component 1, Sec	tion & (Narrative Writi	wi	Anthology Pupils will know	Dunit will in							Poetry Anthology Pupils will know	Unseen Poetry w:		
1	How to select explick and implicit information from unseen texts How to select implicit information from unseen texts How to select implicit information from unseen texts How to select implicit information from unseen texts		the plot of A Christme the relationships bety	sas Carol sween characters	s in the play					• th	he plot of A Ch he relationship	ristmas Carol s between characters in	the play	is key events in the play ter in the play ay whole play, and use thes				Pupils will know: how to structure as en	gaging narrative		the context of the writers' m	the plot of Mac the relationship	beth s between charac	ters in the play					the context o the writers' n the relevant	of i ne the Dunit will be ****		
	How to make a brief but precise inference Word classifications and language devices, and how they can be used to manipulate our reactions		 what Priestley's intent key events and quote the requirements of t 	pions were, and I as related to each the GCSE Expiri	now these relate to n theme and charact	sey events in the play	se play			- in	enat Priestley's ay events and he requiremen	intentions were, and hi quotes related to each t its of the GCSE Exam	ow these relate to heme and charact	sey events in the play ter in the play				how to build tension in how to use contrasts in	rising action	Million out	key quotes for Pupils will be ab	 what Shakespea key events and the requiremen 	ne's intentions we puotes related to is of the GCSE Exa	re, and how ther each theme and o m	se relate to key character in the	events in the play oplay			key quotes for Pupils will be all	or • How to approa	h unseen poetry e a response	
	How to use executive tanguage when responding to a statement How to compare specific elements of non-fiction texts The language and layout conventions of a range of non-fiction texts		Pupils will be able to: • respond to answers re	requiring knowles	rdge of the whole pla	day		Laboratoria :		Pup • re	pils will be able espond to anse	to: vers requiring knowleds	ge of the whole pl	ay				 now to use longer sent how to write a swift, e Pupils will be able to: 	ences to slow pace in Sective resolution	raning action	 analyse each p apply relevant Use short, em 	Pupils will be able respond to answ	to: ers requiring kno	wiedge of the wi	hale play	or and one these to wo	and a second of		 analyse each apply relevan Use short, en 	i pa rupils will be able nt : • identify key lan mb relation to an uni	to: puage or structural sen poem	features in
	How to develop detail to support arguments How to use a range of techniques to engage and persuade a reader Management Support and Artificial Artificial Confedence		Pupils will know: • the plot of A Christma • the relationships been • what Privately intend • lay events and quates • the requirements of 15 Pupils will be able to: • respond to answers re • understand key chara- play response • use a range of short, e • analyse quotes, and te	embedded quot	equotes from the wi	www.e pray, and	are chese to write a wel	-structured wi	nadi-	play • us	-werstand key y response use a range of s	characters, events and hort, embedded quotes and techniques	sputes from the v	www.e pray, and use thes	write a well-struct	red whole-		Pupils will know: bow to structure as ec. how to make a reader how to build sension in how to use contrasts: how to use contrasts: how to use contrasts: how to use contrasts: a way tentence lengths: use a trage of vocabule accurately punctuate is	or effect ary with precision		Make tentativ Make compan	undentand key play response use a range of s analyse quotes,	ort, embedded o	uotes	one whole pla	events in the play oplay rg, and use these to w	nne a well-strac	swed whole-	Make tentation Make compare	consider Poetry with Pupils will know: or - How to approa- bit - How to shaces to - Lidentity key lan- to relation to an una ris - Use short, emb or - Make comparis - Make comparis	edded quotes inferences	unan nor
	- Plant of Continues (See Stay and Was) Continues (See See See See See See See See See Se	1	analyse quotes, and te	echniques						• 30	nalyse quotes,	and techniques			1			- accuracy parcount	eterte.			analyse quotes,	and techniques							- mans company	an severe i ma	nem poems
	Macbeth	Language							An Insp	spector Calls					A Christmas Caro																	
Year 11		Pupils will revise																		Usseen Poetry												
		How to select How to select	explicit and implicit information from	rmation from uns in unseen texts	seen texts																											
		How to use short, embedded quotes How to make a brief but precise interesce Wand classifications and language devices, and how they can be used to manipulate our reactions																														
		How to use ev How to compa	How to use evaluative language when responding to a statement. How to compare specific elements of non-fiction tests.							<u> </u>																						
	Pupils will know: • the plot of Macbeth • the plot of Macbeth • the relief or the plant of the plant • the relief or the plant • the pla	integrange men unpose, softwettents of a target of non-excisin texts. If was develop detail to support arguments, or an excision texts. If was to use a range of techniques to engage and persuade a reader.					Pupils :	Pupils will know: • the plot of An inspector Calls				• the plot of A C	ristmas Carol hetween charac	rters in the olay																		
	 what Shakespeare's intentions were, and how these relate to key events in the play key events and quotes related to each theme and character in the play 	How to comm How to struct When to make	unicate fluently and with ture an engaging narrative a a reader insert in their a	fluently and with confidence engaging narrative are insent in their amonation			• the n • what • key e	relationships be at Prieudey's inte events and quor	ubigs between characters in the play way's intentions were, and how these relate to key events in the play and quotes related to each theme and character in the play		 what Priestley) key events and 	what Priestley's intentions were, an key events and quotes related to e		, and how these relate to key events in the play a each theme and character in the play																		
	Figure and Time of the property of the propert	Again and marine The control of the						• the n Pupils	Maph of the Page and Art Supporter Calls **In the district Art Supporter Calls **In the Art Supporter				 the requirement Pupils will be able identify where 	s of the GCSE Exc to: I the play key ext	tests in the play and flow these relate to key exects in the play each theme and character in the play each theme and character in the play and tests appear except to the whole play quests from the whole play, and use these to write a well-																	
	 respond to key extracts from the play recall key characters, events and quotes from the whole play, and use these to write a well-structured whole- 							• ident • recall • write					respond to anu recall key chara	ers requiring kno ters, events and																		
	play response • remember a range of short, embedded quotes • analyse quotes, and techniques, commenting on Shakespeare's purpose	 judiciously make brief 	/ select quotes if inferences		- m - pr			memmber a range of short, embedded quotes provide in-depth, tentative analysis, commenting on writer's' purpose				structured whole-play response remember a range of short, embed provide in-depth, tentative analysis			i quotes from the whole play, and use these to write a well- bedded quotes you, commenting on writer's' purpose																	
		bring tagether information from two texts way sentence lengths for effect was y sentence lengths for effect was y sentence for what the precision.																	Pupils will know: • How to approach unseen poetry • How to structure a response Pupils will be able so: • Identify key language or structural features in reli • Use thort, embedded quotes • Make tentative inferences													
		were a ranger or transmission y With Perceions accurately punctuate sentences how to develop detail to support arguments																	Pupils will be able to: Identify key language or structural features in Use short, embedded quotes.													
		 how to use how to cor 	e a range of techniques to immunicate fluently and s	o engage and per with confidence	,rsuade a reader															Make tentati Make compa	ve inferences risons between tw	o unseen poems										
		1													-					,												
Year 12 English	Mindelik	T								\neg																						
	Pupils will know: a wide range of spoken and written texts from different times including six substantial texts drawn from po																															
	Pupils will force. I walker range of updates and written tests from different times including six substantial tests down from por low to strikitien over specifying their perceptions about bearing and so-ellowary test, was in which collected man are integrated by different sender or cleaners, lower logistic and items or perceptional professor and long six or lower logistic and items or perceptional contents and with their perspection of less, ways in which test than the such other and the successor and which they are produced and received, the updates and command from a test perspection and receiption of less, when it is public perfect and these productions and companion of less makes and distinguish was in spill people and diverse questions and companion in the other makes in a perspection of less and was in public people and different personal persons.								Pupils will know: • the plot of Chrise in Neuse on Rin* • hew to apply concepts at additionary mode, as appropriate, and distracy mode, as appropriate, and the pupils are served. - the concepts as a mode in the concepts and apply and apply and apply and apply apply and apply apply and apply apply apply and apply app				r to apply concepts and	nethods from integral	d linguistic	Pupils will know: range of texts, to	how to explore connections participate in extensive wide	scross a wide r reading of spoken as	ıd													
	 how linguistic and literary approaches can inform interpretations of texts, ways in which texts relate to each other and to the contexts in which they are produced and received, 												net;			written texts from appropriate meth	m different, to select hods of analysis when explor	ng non-liberary texts s	uch as: spoken													
	 how to apply linguistic and literacy methodologies and concepts to inform their responses to and interpret 	tat Pupils will know Shakespeare, m	c - a wide range of spoker sodern drama, and non-lif	n and written ter- iterary texts, - ho	ats from different tir aw to articulate more	mes including ri re precisely their	is substantial texts draw ir perceptions about libe	on from poetry, rary and non-lit	prose fiction, terary texts, - how	- ho the	ow to explore a A Level Exam	connections across texts Pupils will be able to: •	, informed by ling to demonstrate k	pulctic and literary conce nowledge and understa	pts and methods the inding of plot, character	quirements of and key	journalism, informations. Pup	mation texts, instructional te pils will be able to:	čs, letters, reports, sp	reches, specialist		Pupils will know h terminology and o	ow to: -apply con oherent written e	cepts and metho signession, -show	ods from integra v understanding	rted linguistic and liter of the ways in which	rary study, using texts relate to a	gassociated each other and				
	rupes was on agen on: develop and apply their knowledge of literary analysis and evaluation develop and apply their understanding of the concepts and methods appropriate for the applicate and service of	unguage crooses raspe meanings in test, - ways in which individual tests are interpreted by different readers or liteners, - how linguistic approaches can inform interpretations of tests, - ways in which tests relate to each other and to the contexts in which they are produced by of lette significance of contextual factors in the production and reception of tests, - how to apply linguistic and itemus methodologies and or							unguistic and liter roduced and receils s and concepts ***	erary ther elved, - to to inform	thereo; to principle their understanding though within analysis -analyse closely the language analyse consists related to the water's cost, in particular with regard to exploring of the presentation of viewpoints demonstrate such invasidage of the text through selecting supporting evidence show understanding of the significance and influence of the context in which the last was written and reclaimed.				uage of the extract		 use integrated to explore connect analyse how ~ 	inguistic and literary approach zions between the three unsi- earlings are shaped in terms.	es as appropriate en texts scluding how variation	s in language.		and reflect on the use English agree	wruch they are po ir knowledge and priately and acres	oduced and rece understanding o stely and engree	eved, -analyse t of linguistic and e in a clear ar~	me ways in which med literary concepts in th femic style and regime	anings are shape he study of their er, - make acc-m	ed, - synthesise r genre texts, - ate references				
Postry Antholo	Part application of arminoch faith and in the production of arminoch faith and in the								evaluation • devi	velop and s in their der	presentation smonstrate sou	of viewpoint and knowledge of the te	at through selecti	ing supporting evidence			form and context show knowledge	how to explore connections, participate in extensive wide officerat, to belied: indifferent, to belied: should be analysis when explore whether extensive participate matter text, instructional te pls will be able to: inquietic and library approach consideration of the properties to the participate to the participa	ant language levels, in	duding	rising. Pupils will know how to: -approximation of the control of			sble to: use a ran ly and creatively	nge of technique to communica	es to produce texts int te in different	formed by wide	r reading,				
Planty Analysis and report and such as the second of the control o							suced and received • un	au unticany wit indertake indepe	endent and susta	ained text	t was written a	and received.	amuence of the	ne well the			crownedge of spases forms -use accurately a range of linguistic and literary terminology -organise responses in a clear and effective academic coherent wri			epothesis ten expression (Iterary co			effect on their kno n the study of the	rwiedge and und ir genre texts.	dentanding of I	nguistic and						
Year 13 English	ombined																															
	Pupils will know: • the jots of Jane Syne and King Lear,how to apply knowledge of contretual factors to inform their understanding of the nowli,																															
	The place is a set of the movel, - thou to anticipate their understanding of the novel in an informed and accurate way, - thou to anticipate their understanding of the novel in an informed and accurate way, how to control testind order and anototions on the chapter they have studied, - thou to notice an analysis of infoliational extracts in a clear and concise way, - bou to occur a concident understanding of the novel I wider context.																															
	 how to secure a confident understanding of the novel's wider context. Brooks will be wise to: 																Bunks w ¹⁷ her	hours or contrator	mant collects to 4"	ant compress.	of the exercise."											
	rupes no unruler us. * analyse concepts related to the writer's craft in precenting plot, setting, characterization, relationships, therees and style,	Pupils will know	u: • the plot of Jane Sure :	and King Leachs	aw to apply knowled	dge of contextu	al factors to inform their	understanding	g of the novel, • h	Pup how to term	pils will know h minology and	ow to: -apply concepts spherent written expres	and methods from	m integrated linguistic a rotanding of the ways in	d literary study, using which texts relate to a	essociated ch other and	 how to revi how to exal 	ise the poetry previously stud- size a range of unseen texts.	ied,	en a components	u vie examination	`										
	help and the first that the first th						the chapters they the novel's wider	ey have to to er and	the contexts in direflect on the Coalish or	which they are product in knowledge and unde	ed and received, - intanding of lingui	analyse the ways in whiletic and literary concept	h meanings are shape s in the study of their	l, - synthesise ence texts, -	how to revi how to revi	ise and edit coursework complise both the modern play and	onent, Shakespeare compon	ent. Pupils will be able to: respond to a range of Pr			nge of Pupils will know: • how to apply the assessment criteria to different components of the examination, how to revise the opening previously studied. • how to resilors a more of unseen tests. • how to revise				e examination, •							
Jane Syre and	dow understanding of the significance and influence of the contents in which the demonstrate sound bouwday of the text in writering particular rejisions, conversations, images, for example, to support a coherent and detailed by the exhibits a writer uses, whow understanding of the significance and influence of the contents in which the text use written and reciving the same influence to the contents in which the text use written and reciving the same influences to the contents and other contents in which the text use written and reciving the same influences to the contents and other contents and						rent and detailed and received, -m	nee and style. — Use Seglish appropriately and accurately and engage in a clear academic sple and register, —nake accurate relemences. Intelled account in tests and sources. Pupils will be able to use a range of testing						reading, -use on their	Auglis will becare * how to apply the assessment other is to different components of the examination to the territory previously market, to the provide the sectory previously market, to have been added to comment component, how to review both the modern play and Dakespearer component. Pupils will be able to: * no confident paying sessment Edipolevies; complete their commence follows:				respond to a range of Pupils will know: * how to apply the assessment criteria to different components and the postage previously studied. * how to regions a range that and edit coursework component, * how to revise both the modern play and * Pupils will be able to: * respond to a range of exam questions, * confidently a objective; * complete that commence kidder.				y and Shakespea lently apply asse	are component.								
KingLear	-make accurate reference to tents and sources.	accurate referen	ce to texts and sources.							kno	owledge and u	nderstanding of linguist	ic and literary con	cepts in the study of the	ir genne texts.		1						objectives; • com	plete their course	ework folder.							
Year 13 English I	terature	1														_																
	Pupils will know: The ways in which writers use and adapt language, form and structure in tests, The interpretations of tests by different readers, including over time,																															
	Fugils will know: The ways in which writers use and adapt language, form and shructure in tents, The interpretations of tests by different mades, including over time, How tests relate to one a worder and to Borary traditions, movements and general, The cultural and contentual influences on mades and writers.																·					Revision of all										
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Coursework and The Duchess of Malfi		Pupils will know different mader and contentual i components in a Larkin's Postry i 5 The Duchess Pupils will be ab dir a substantial box they are mades	w:- The ways in which write, including over time, - Williams over time, - Williams of the work of the wild of the see - enjoy a wide range ody of texts, - develop and of the wide the wide wild of the wild of the wide wide wild of the wide wide wild of the wide wide wide wide wide wide wide wid	iters use and ada Now texts relate i d writers. Pugits of poetry, drama an idings, Casol Arm Remains of the Dr ye of texts indeps of effectively appli relations of the	spt language, form a to one another and will be able to do all ind prose. Currently in July 2 Desiry Arnh Luy 2 Desiry 2 Desiry 2 and another 2 Desiry 2 by another 2 Desiry 2 by another 2 Desiry 2 by another 2 beats they are made.	and structure in I to literary trad II of the above in this includes Ch sology "Nesson a Scandi Se a personal re rary analysis an ing, • Undertals	I texts, - The interpretal Stions, movements and in relation to a range of a relation source of the relation source of the relation of the relation of the relation of the relation of the spoons, - expanse critics of evaluation, - Explore Independent study to	ons of texts by gennes, - The co texts across thr text Poems', Phil g Lear', John W in prose and po ally and creativ the contexts of deepen their	valtural ree dip libester' persy, rely with Pupils of f tests previous	s will know: • ho outly studied, • l y and Drama co	ow to apply th how to explor ongonents. Pu	e assessment criteria to re a mage of unseen tos glist will be able on * ne	different compor ts, • how to revise spond to a ranse	neets of the examination e and edit coursework o of exam questions, • cor	• how to revise the proposed, • how to n	setry (se both the ent objectives:	Component 3 - U Pupils will know: A wide rang How to anal How to ute How to refe How to ide	chosen ge of poetry from different tie ge of poetry from different tie gye for meaning and be able al and contentual factors inflie a range of literary concepts i ect on different literapretatio ettly and consider arzhude a urablely use quotations from a malis responses in a clear and	net and be able to eng to explice how mean ence the reader and v and terminology accus to efficency texts, incl divalues expressed in direferences to texts.	age critically while riter, tely, uding, where rele texts, and register w	at developing furth poetry texts and want, critical inten- ith cohenent write	Revision of all Pupils will know: - how to appl a range of re - how to nevis - new to how to nevis - new to nevis - new to nevis - confidently : - complete th	the assessment of ulsion concepts as the poetry previous er a range of uses a rand edit courses to: range of exam qui pply assessment- iir coursework fol	criteria to differente di strategies, ously studied, sely studied (poe sen teuts, work component, sestions, det.	ent components etry, drama and t,	of the examination,						