

Pupils will be able to:

- Use the contentual & social factors surrounding the play to make links between events and characters
- select examples from the play to support their ideas and opinions of events and characters
- Explain how the examples they select support their ideas and opinions using subject terminology and embedded

Vision and intent:

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- Popils will be all the proper to be upon the proper to t oduction to the Literary Timeline
sls will know that interature exists within a

- Reading: Myths, Legends, Fairy Tales
sls will know but to write a linear analysis (fiction).

- Pagis will know how to write a linear analysis (fiction).

- Pagis will know how to contribute to discussion by saving and answering questions. Reading and Writing: Inform and Advise - Guides

- Pupis will be able to analyse writer's tone and purpose in non-fiction texts.

- Pupis will be able to adapt their writing for a particular purpose and audience.

- Pupis will be able to adapt their tone of voice, level of formality and preventation match a purpose and audience. Writing: Myths, Legends and Fairy Tales Reading: Dodger by Terry Practchett

- Pupils will know how to analyse a narrative with a focus of

- Pupils will know how to summarise for clarity. Writing: Postmodern Poetry

- Pupils will be able to reflect the conventions of a partimovement in their writing.

Dupils will from how to deliver key ideas clearly to help understand important information. Pupils will be able to listen to information and ow to provide feedback after listening to others' ideas. troduction to the Literary Timeline
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Pupils will be able to explain the intended impact of their writing choices

**Comparing the comparing the co ssessment Reading: Romeo and Juliet
- Pupils will be able to write an analysis of Shakespearean text. Writing: Review - Art and Opinion

- Pupis will be able to analyse how writers present their opinions in non-fiction texts.

- Pupis will know how to communicate their opinion clearly whilst engaging a particular audience.

- Pupis will be able to adapt their tone of voice, level of formality and presentation to engage an audience in a particular sixue. Reading and Writing: Argue and Persuade - Protest

- Right will live be the services the efficience of structural devices in non- Linguistic serving.

- Right will live be the services the efficience of structural devices in non- Linguistic serving.

- Right will be able to service the concept of a movement in their
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Pupils will be able to write empayingly and believoibly whilst reflecting issuer in their world.

Pupils will know how to use talk constructively to develop their own and other word. Reading: Frankenstein

- Pupils will be able to analyse a manipulated narrative. Writing: Gothic
Pupils will know how to write in a way which demonstrates Assessment Reading: Othello
- Pupils will be able to write a conceptual analysis which uses context to enhance understanding anguage Component 2 & Spoken Language Component 3

							ACADEMIC		Anthology (Place/ Poverty 1					Mock		English Langu
Yes	rerview and	J B Priestley's An Inspector Calls & Poetry Anthology (Power 1 week)	Dicke	ns' A Christmas Carol & Poe	try Anthology (Place/ Poverty 1 week)			Summative Assessment		English Language Component 1 & P	Poetry Anthology (Love &	Relationships: 1 week)	Unseen Poetry & Poetry Anthology (Making comparisons 1 week)	Preparation	Y10 Mocks	English Lungs
		Figure and These in the play in the control of the play in the play i	Pupils will know: events - How the writ - Use -Se - Deah	The plot of the novella - How the contenter's intention may influence the actions. How the writer uses stagecraft toRecall the the contentual factors surrounding the fact examples from the novella to suppose all how the examples they select suppose.	hand fectors insmooting the record in any effect pith, thrustees and of the chardents—in lost the entire case in longest to entire effects of the chardents—in longest of the service of the chardents—in longer of the newell great of the newell great of the newell and the chardents of the charden					Pupils will know: - How to read a text using exploit and language choices - How to identify the writer's tone and in make links between unconstal fitch identify and comment on a latentify and comment on a copalish from a range of fitch to the Galacties from a range of fitch to the Laplain how the examples from a range of fitch to the	implicit language - How to make link register - How writers uses language ion tests and their own writing Pupi writer's use of explicit and implicit in se language and structure to create its to support their ideas and opinion	s between the writer's ideas and their and structure to create effects - How to is well be able to: formation effects s of events and chracters ig subject terminology	Pagin will bear. "Into the little of model for processing the processing or studying. The little model for little processing or model page studying. The little model file is to any reference controlled file into summediate the power they are studying. The little model file is to see yet for model and the little controlled and designed to little design and design			Pupils will know- How to make links. How to identify this and strucure to fiction texts and th and purpose - How offer appropriate : on writer's use of use language and s of fiction texts to Explain how the using subject texts.
Year	rerview and rpose	Shakerganer's Marcheth Pophs will now: The contential a word intern amounting the play The transmit all word intern amounting the play The transmit and impage devices to create effects.	Mock Exam Revision/ Component 1 Language/	Mock Exams	Shakespeare's Macbeth Pupils will know: -The contestual & social factors surrounding the play -The writer's intention & motivation -Thoro the wather used knapulage devices to create effects	studying - How to m surrounding the po- intention of the poe	How to identify my nake links to any ne erns they are study erns they are study	petry 4 weeks eaning in the poems they are elevant contentual factors (ying - How to identify the writer's (ying - How writers uses language and down to make links between poems		Language Component 1 & 2	Mock Exams	Language Component 1 & 2	Literature Component 2: Revision			and all bearing

	- 1.		Teacher 2: The Poetry of Philip Larkin and Carol Ann Duffy	Teacher 2: The Poetr	y of Philip Larkin and Carol Ann Duffy	(outcomes for ferm I continued) Teacher 2: Shakespeare's King Lear	Teacher 2: Shakespeare's King Lear (outcomes for Term 2a continued)	(outcomes for lierm 2b continued) Teacher 2: Shakespeare's King Lear (outcomes for Term 2a continued)	Teacher 2 NEA - Prose Study		
Year 12		view and									
			Students will know:	Students will know:		Students will know:	Students will know:	Students will know:	Students will know:		
			a range of poetry from prescribed anthologies and the contextual and cultural influences on readers and writers a range of poetry from prescribed anthologies and the contextual and cultural influences on readers and writers			the plot of Shakespeare's play and the contextual and cultural influences on writers and audiences	the plot of Williams' play and the contextual and cultural influences on writers and	the plot of Williams' play and the contextual and cultural influences on writers and audiences the changing traditions of drama over time	a variety of literary contents and critical theories and approaches how to read texts in a variety of ways and respond critically and creatively		
			Students will be able to:	Students will be able to:		Students will be able to:	the changing traditions of drama over time	the changing traditions or drama over time	now to read sexts in a variety or ways and respond critically and creatively		
			explore how meanings are shaped in poetry texts explore how meanings are shaped in poetry texts			analyse how meanings are shaped in drama texts			Students will be able to:		
			comment on the ways writers adapt structure, form and language in poetry for effect	comment on the ways writers adapt structure, form and		use accurately a range of literary concepts and terminology including the conventions of drama and dramatic verse	Students will be able to:	analyse how meanings are shaped in drama texts	communicate fluently, accurately and effectively their knowledge, understanding and judgement of texts		
				use accurately a range of literary concepts and terminols reflect on different attitudes, values and interpretations	ev ev	reflect on different attitudes, values and interpretations oneanise effective academic responses	analyse how meanings are shaped in drama texts use accurately a range of literary concepts and terminology including the conventions.	use accurately a range of literary concepts and terminology including the conventions of drama and dra	use literary critical concepts and terminology with understanding and discrimination explore comparisons and contrasts between texts, establishing links and relationships		
			regaritie effective academic responses	organise effective academic responses		ognise energie academic responses	drama and dramatic verse	organise effective academic responses	expire companions and contracts detween duct, enduraning mice and reaction pr		
							reflect on different attitudes, values and interpretations				
	Outco	omes					organise effective academic responses				
Year 13		view and	Teacher 1: John Webster's The Duchess of Malfi Teacher 2: NEA Prose Study (autcomes for Term 3b cont)	Teacher 1: John Webster's The Duchess of Molf! Teacher 2: NEA Prose Study (outcomes for Term 3b cont) MOCK EXAMS Teacher 2: NEA Prose Study (outcomes for Term 3b cont)		Teacher 1: Comparison of Pre-1900 and Post-1900 Drama Teacher 2: Unseen Prose and Poetry	Teacher 1: Comparison of Pre-1900 and Post-1900 Drama Teacher 2: Unseen Prose and Poetry	Teacher 1: Revision of all texts and exam preparation Teacher 2: Revision of all texts and exam preparation	Teacher 1: Bession of all texts and exam preparation Teacher 2: Revision of all texts and exam preparation		
			tudents will know:		Students will know:	Students will know:	Students will know:				
			the plot of Webster's play and the contextual and cultural influences on writers and audiences the channel readitions of distans over time the channel readitions of distans over time the channel readitions of distans over time			how to read a wide range of poetry and prose texts from defined literary periods how to use supporting contextual and critical extracts	how to read a wide range of poetry and prose texts from defined literary periods how to use supporting contextual and critical extracts				
		ľ	the changing transions or drama over time		the thanging hashon or drama over time	now to use supporting contention and critical extracts	now to the supporting contextual and critical estracts				
			itudents will be able to:			Students will be able to:	Students will be able to:				
			malyse how meanings are shaped in drama texts are accurately a range of literary concepts and terminology including the conventions of drama and dramatic verse		analyse how meanings are shaped in drama texts use accurately a range of literary concepts and terminology including the conventions of dram	explore the changing traditions of drama over time	explore the changing traditions of drama over time explore connections across two drama texts				
			se accurately a range of sterary concepts and terminology including the conventions of drama and dramatic verse effect on different attitudes, values and interpretations		a range or interary concepts and terminology including the conventions or dran reflect on different attitudes, values and interpretations	explore connections across two grams texts ontainise responses in a clear and effective academic style and register with coherent written expression	explore connectors across two drama texts creanise responses in a clear and effective academic style and register with coherent v				
	Outco	omes	rganise effective academic responses		organise effective academic responses	use accurately quotations and references to texts and sources	use accurately quotations and references to texts and sources				
						Teacher 1: Pre-1914 Poetry Anthology	Teacher 1: Comparative analysis of spoken non-literary texts	Teacher 1: Comparative analysis of spoken non-literary texts	Teacher 1: NEA - Related Creative Writing Teacher 2: NEA - Genre Study		
Year 12 Lang a		view and				Teacher 2: Charlotte Brontés Jane Éyre	Teacher 2: Non-literary text study - Andrea Ashworth's Once in a House on Fire	Teacher 2: Non-literary text study - Andrea Ashworth's Once in a House on Fire			
	integra		tudents will know: Students will know:			Students will know:	Students will know:		Students will know:		
			ntegrated linguistic and literary approaches range of linguistic and literary terminology	integrated linguistic and literary approaches a range of linguistic and literary terminology		integrated linguistic and literary approaches a range of linguistic and literary terminology	methods of analysis when exploring non-literary texts	methods of analysis when exploring non-literary texts	a range of techniques to produce texts informed by wider reading concepts and methods from interrated lineuistic and literary study, using associated terminology		
		ľ	rade or influence and rainary or introducty	a range or angularity and ranally deminiously		a range or registroc and martin y december 67	Students will be able to:	Students will be able to:	to the second training second		
				Students will be able to:		Students will be able to:	use integrated linguistic and literary approaches as appropriate	use integrated linguistic and literary approaches as appropriate			
			malyse how meanings are shaped in texts, including how variations in language, form and context shape and change me replore connections between poems, and between poems and an unseen text	reaching are shaped in toots, including how variations in language, form and context shape and change me analyse how meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shape and change meanings are shaped in toots, including how variations in language, form and context shaped in too variations are shaped in too variations.			explore connections between texts analyse how meanings are shaped in texts, including how variations in language,		Students will be able to: analyse the ways in which meanings are shaped		
			makes concepts related to the writer's craft in presenting plot, setting, characterisation, relationships, themes and style			explore connections between poems, and between poems and an unseen text analyse concepts related to the writer's craft in presenting plot, setting, characterisation, relationships, themes and style		form and context shape and change meanings	synthesise and reflect on their knowledge and understanding of linguistic and literary concepts in the study of their genre texts		
							use accurately a range of linguistic and literary terminology	use accurately a range of linguistic and literary terminology	use English appropriately and accurately and engage in a clear academic style and register		
		nmes .					organise responses in a clear and effective academic style and register with coherent written expression.	organise responses in a clear and effective academic style and register with coherent written expression	make accurate references to texts and sources		
	Out	,,,,,,,,	Teacher I: NEA - Related Creative Writing					Teacher 1: Revision of all texts and exam preparation	Teacher I: Revision of all texts and exam preparation		
Year 11		view and	Teacher 2 NEA - Genre Study	MOCK EXAMS	Teacher 1: Shakespeare's King Lear Teacher 2: Post 1900 Drama	Teacher 1: Shakespeare's King Lear Teacher 2: Post 1900 Drama	Teacher 1: Shakespeares King Lear Teacher 2: Post 1900 Drama	Teacher 2: Revision of all texts and exam preparation	Teacher 2: Revision of all texts and exam preparation		
Lang and L	nd Lit Purpo	ose	Students will know:		Students will know:	Students will know:	Students will know:				
		- 1	range of techniques to produce texts informed by wider reading		drama texts from different times	drama texts from different times	drama texts from different times				
			oncepts and methods from integrated linguistic and literary study, using associated terminology		the context of when the texts were produced and received	the context of when the texts were produced and received	the context of when the texts were produced and received				
- 1					Students will be able to:	Students will be able to:	Students will be able to:				
			itudents will be able to:			use integrated linguistic and literary approaches	use integrated linguistic and literary approaches				
- 1			malyse the ways in which meanings are shaped			analyse how meanings are shaped in their set text use accurately a range of linguistic and literary terminology	analyse how meanings are shaped in their set text				
- 1			ynthesise and reflect on their knowledge and understanding of linguistic and literary concepts in the study of their genr use English appropriately and accurately and engage in a clear academic style and register				use accurately a range of linguistic and literary terminology ontanise responses in a clear and effective academic style and register with				
						organise responses in a clear and effective academic style and register with coherent written expression.					
	Outro		nake accurate references to texts and sources		coherent written expression.		coherent written expression.		l l		