



### Subject Year Plan 2022-23

All Schemes of Learning include pre-teaching of key vocabulary.

Half Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><b>Transition: Me myself &amp; I (Autobiographical writing) 2 weeks</b></p> <p><b>Narrative and Descriptive writing - 4/5 weeks</b></p> <p><b>Skills:</b> Recognition and application of figurative writing techniques Using a wide range of punctuation effectively.</p> <p><b>Building understanding and use of a wide range of vocabulary.</b></p> <p><b>Identifying and using a wide range of sentence types</b></p> <p><b>Exploring spelling rules</b> On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.</p> <p><b>Knowledge:</b> - Purpose of specific punctuation including semi colon, colon, brackets and dashes. - Recognition of simile, complex and compound sentences. - Recognition and application of use of SOAPAMS figurative techniques.</p>	<p><b>Study of a modern play - Genre- play</b> Students will study 'Noughts and Crosses'</p> <p><b>Skills:</b> Exploration of characters and themes through the medium of drama. Exploration of the context of the play and its themes. Exploration of 'Black Awareness' (SMCH)</p> <p>Non fiction writing skills - diary entries Oracy skills: opportunity to portray knowledge in poetic or rap form. Opportunity to perform scenes in the play.</p> <p><b>Knowledge:</b> Awareness of 'black' segregation and slavery in the past. Awareness of key events in 'black' history.</p> <p>Awareness of key dramatic techniques. Awareness of key characters and themes in the play.</p>	<p><b>Independent approaches to poetry</b></p> <p>Study of poetry linked to a theme of war traversing a range of wars across the 19th, 20th &amp; 21st century.</p> <p><b>Skills:</b> Recognition of poetic techniques learnt in previous poetry study. Analysis of the effect of poetic techniques. Exploration of language, structure and tone of poems and the effect of these.</p> <p>Regular writing tasks including different genres (descriptive, narrative, transactional writing tasks). Applying knowledge of how to create successful writing tasks</p> <p><b>Knowledge:</b> Half termly 'Why English' session exploring relevance of the study of English as a subject.</p> <p>Ability to identify language, structural and figurative techniques used by poets to create effects. Understanding of contexts of poems studied. Knowledge of how to successfully plan and evaluate a range of writing tasks.</p>	<p><b>GCSE English Language P2 - non-fiction</b></p> <p>Exploration of how to successfully approach Q1 - Q5. (Reading and Writing skills)</p> <p><b>Skills:</b> Identify implicit and explicit information Q1 Summarising texts Q2 Language analysis Q3</p> <p>Comparison of texts Q4 Practise writing letters, articles and speeches Q5</p> <p><b>Knowledge:</b> Understand difference between implicit and explicit information Understand what a summary is and how to summarise texts Knowledge of different transactional techniques Knowledge of different sentence types and their effects Knowledge of how to successfully compare two texts. Knowledge of conventions of transactional writing. Knowledge of how to answer each question style GCSE Literature - Study of Shakespeare's 'Macbeth' Exploration of context, authorial intent, key themes, key characters and plot.</p> <p><b>Skills:</b> Recall and apply knowledge from previous study of Shakespeare to this play. Recognising 'Big Ideas' in the play Ability to respond to exam style question in relation to specific key extracts.</p> <p><b>Knowledge:</b> Understand how to create a thesis statement Understand the context of the play Understand the plot of the play Knowledge of key characters and their purpose in the play. Understand how to create 'What, How, Why' responses.</p>	<p><b>GCSE English language P1 - fiction revision and further practice</b></p> <p>Revision and practice of Q1 - Q5</p> <p><b>Skills:</b> Exploring and identifying explicit and implicit information Q1 Exploring the effects of language Q2 Exploring the effects of the structure of a text Q3</p> <p>Exploring the evaluation of a text Q4 Practising writing a description or narrative, employing knowledge learned.</p> <p><b>Knowledge:</b> Knowledge of figurative techniques Knowledge of structural techniques Knowledge of how to answer each question style Knowledge of how to construct successful narrative or descriptive writing pieces.</p> <p><b>GCSE English Literature Modern Play - 'Blood Brothers'</b></p> <p><b>Skills:</b> Recognising 'Big Ideas' in the play Ability to respond to exam style question in relation to specific key extracts and the play as a whole Recognising methods used by playwrights to engage an audience.</p> <p>Ability to analyse purpose of characters in relation to themes in the play. Ability to recognise how a theme is portrayed throughout the play</p> <p><b>Knowledge:</b> Understand how to create a thesis statement Understand the context of the play Understand the plot of the play Knowledge of key characters and their purpose in the play. Recall of key quotations Understanding of key themes Understanding of authorial intent. Understand how to create 'What, How, Why' responses.</p>
Autumn 2	<p><b>Study of Novel - Genre Fiction text</b></p> <p>All students to study 'Storm Catchers' by Tim Bowler</p> <p><b>Skills:</b> Analysing writer's use of language and exploring effects. Analysing the writer's portrayal of characters. Understanding explicit and implicit information in a fiction text. Writing skills developed throughout.</p> <p>Debate skills included to help promote oracy skills.</p> <p>On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.</p> <p><b>Knowledge:</b> - Exploration of themes of family and responsibility. - Students will be aware of terminology such as 'zooming in', perspective shift, narrative perspective (recalling knowledge from KS2) - Students will be able to apply knowledge of techniques used in writing skills from previous half term and analyse the effect of their use</p> <p>- Students can explore how and why a text has a specific structure. - Understanding how to plan an effective narrative.</p>	<p><b>Gothic Literature, Genre- fiction</b></p> <p>Study of a variety of Gothic fiction texts (extracts).</p> <p><b>Skills:</b> Exploration of context of gothic literature. Introduction to a range of 19th century writers including Shelley, Stoker and Dickens Analysis of language to create specific moods. Creative writing applying gothic conventions.</p> <p>On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.</p> <p><b>Knowledge:</b> Recognition and understanding of specific Gothic conventions Recognition of specific techniques used to create gothic genre. Understanding of context of Gothic writers Understanding of popularity of gothic writing in Victorian era.</p>	<p><b>Female voices in Literature, Genre- fiction and poetry.</b></p> <p>Study of 19th, 20th &amp; 21st century female authors</p> <p><b>Skills:</b> Consideration of how to recognise how themes are presented through the literature. Introduction to a range of 19th century writers including Shelley, Stoker and Dickens Analysis of language to create specific moods. Develop use of a range of vocabulary and punctuation.</p> <p>Regular writing tasks including different genres (descriptive, narrative, transactional writing tasks). Applying knowledge of how to create successful writing tasks</p> <p>Half termly 'Why English' session exploring relevance of the study of English as a subject.</p> <p><b>Knowledge:</b> Understanding context of 19th, 20th &amp; 21st century and how this relates to texts. Understanding context of a variety of female writers across time. Recognising and recalling female authors and the period in which they were writing.</p>	<p><b>GCSE English P1 - fiction</b></p> <p>Exploration and practice of Q1 - Q5</p> <p><b>Skills:</b> Identifying explicit and implicit information Q1 Effects of language Q2 Effects of the structure of a text Q3 Evaluating a text Q4 Writing a description or narrative.</p> <p><b>Knowledge:</b> Knowledge of figurative techniques Knowledge of structural techniques Knowledge of how to answer each question style</p> <p><b>Literature - Complete study of Shakespeare's 'Macbeth'</b></p> <p><b>Skills:</b> Recall and apply knowledge from previous study of Shakespeare to this play. Recognising 'Big Ideas' in the play Ability to respond to exam style question in relation to specific key extracts.</p> <p><b>Knowledge:</b> Understand how to create a thesis statement Understand the context of the play Understand the plot of the play Understanding of key themes Understanding of authorial intent Knowledge of key characters and their purpose in the play.</p> <p>Understand how to create 'What, How, Why' responses.</p>	<p><b>GCSE English language P1 - fiction revision and further practice</b></p> <p>Revision and practice of Q1 - Q5 &amp; S&amp;L presentations</p> <p><b>Skills:</b> Exploring and identifying explicit and implicit information Q1 Exploring the effects of language Q2 Exploring the effects of the structure of a text Q3</p> <p>Practising writing a description or narrative, employing knowledge learned. Presenting an effective speech using oratory and rhetorical techniques.</p> <p><b>Knowledge:</b> Knowledge of figurative techniques Knowledge of structural techniques Knowledge of how to answer each question style Knowledge of how to construct successful narrative or descriptive writing pieces. Knowledge of how to successfully deliver a speech. Understanding of pass, merit, distinction criteria.</p> <p><b>GCSE English Literature Modern Play - 'Blood Brothers' &amp; Macbeth</b></p> <p><b>Skills:</b> Recalling and recognising 'Big Ideas' in the play Ability to respond to exam style question in relation to specific key extracts and the play as a whole Recognising methods used by playwrights to engage an audience. Ability to analyse purpose of characters in relation to themes in the play. Ability to recognise how a theme is portrayed throughout the play</p> <p><b>Knowledge:</b> Understand how to create a thesis statement Understand the context of the play Understand the plot of the play Knowledge of key characters and their purpose in the play. Recall of key quotations Understanding of key themes Understanding of authorial intent. Understand how to create 'What, How, Why' responses.</p> <p><b>Macbeth:</b> Recall and apply knowledge of themes, characters, events from previous study of the play Ability to respond to exam style question in relation to specific key extracts and the play as a whole. Recall key quotations from the whole play.</p> <p><b>Knowledge:</b> Understand how to create a thesis statement Understand the context of the texts Understand the Big Ideas of the texts Knowledge of key characters and their purpose in the play Macbeth Understanding of key themes Understanding of authorial intent. Understand how to create 'What, How, Why' responses.</p>
Spring 1	<p>Childhood through time</p> <p>Study of the play version of 'Oliver Twist' and additional extracts relating to childhood in 19th, 20th &amp; 21st century literature</p> <p><b>Skills:</b> Analysis of writers use of language for effect. Analysis of character portrayal in drama and literature. Consideration of script and stage directions as compared to fiction texts. Understanding of authorial intent as an expression of culture.</p> <p>On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.</p> <p><b>Knowledge:</b> Exploration of treatment of children and poverty in Victorian Britain. Knowledge of figurative techniques Knowledge of treatment of children in different eras and aspects of life. Knowledge of different authors across different eras.</p>	<p><b>Building blocks of poetry</b></p> <p>Study of poems exploring other countries and cultures.</p> <p><b>Skills:</b> Exploration of context of the play Exploration and analysis of themes including: love, patriarchy, role of women. Ability to comment on contextual understanding of the themes of love and relationships within the play Analysis of portrayal of characters. Analysis of Shakespeare's language including etymology of vocabulary. Ability to comment on differences between a tragedy and comedy in Shakespeare as previously studied in Y7.</p> <p>Regular writing tasks including different genres (descriptive, narrative, transactional writing tasks). Applying knowledge of how to create successful writing tasks</p> <p>Half termly 'Why English' session exploring relevance of the study of English as a subject.</p> <p><b>Knowledge:</b> Etymology and understanding of key vocabulary. Understanding of key contextual ideas. Understanding of relationships between key characters. Understanding of why certain relationships are portrayed in a specific way. Understanding of tragic conventions used by Shakespeare.</p> <p>Knowledge relating to cultures and contexts of poetry.</p>	<p><b>Love &amp; Relationships in Shakespeare, Genre - Shakespeare play (tragedy)</b></p> <p>Study of Romeo &amp; Juliet (Tragedy)</p> <p><b>Skills:</b> Exploration of context of the play Exploration and analysis of themes including: love, patriarchy, role of women. Ability to comment on contextual understanding of the themes of love and relationships within the play Analysis of portrayal of characters. Analysis of Shakespeare's language including etymology of vocabulary. Ability to comment on differences between a tragedy and comedy in Shakespeare as previously studied in Y7.</p> <p>Regular writing tasks including different genres (descriptive, narrative, transactional writing tasks). Applying knowledge of how to create successful writing tasks</p> <p>Half termly 'Why English' session exploring relevance of the study of English as a subject.</p> <p><b>Knowledge:</b> Etymology and understanding of key vocabulary. Understanding of key contextual ideas. Understanding of relationships between key characters. Understanding of why certain relationships are portrayed in a specific way. Understanding of tragic conventions used by Shakespeare.</p>	<p><b>GCSE Language P2 - non-fiction</b></p> <p>Further practice of Language P2 Q1 - Q5.</p> <p><b>Skills:</b> Identify implicit and explicit information Q1 Summarising texts Q2 Language analysis Q3 Comparing texts Q4 Practise writing letters, articles and speeches Q5</p> <p><b>Knowledge:</b> Understand difference between implicit and explicit information Understand what a summary is and how to summarise texts Knowledge of different transactional techniques Knowledge of different sentence types and their effects Knowledge of how to successfully compare two texts. Knowledge of conventions of transactional writing. Knowledge of how to answer each question style</p> <p><b>GCSE English Literature - 'A Christmas Carol'</b></p> <p><b>Skills:</b> Recall and apply knowledge from previous study of 19th century texts to this novella. Identify and recognise 'Big Ideas' in the novella Ability to respond to exam style question in relation to specific key extracts and the novella as a whole.</p> <p><b>Knowledge:</b> Understand how to create a thesis statement Understand the context of the play Understand the plot of the play Knowledge of key characters and their purpose in the play. Understanding of key themes Understanding of authorial intent. Understand how to create 'What, How, Why' responses.</p> <p><b>Poetry Anthology Revision</b></p> <p>Understand how to create 'What, How, Why' responses.</p> <p><b>Skills:</b> Ability to analyse poetry using skills learnt in KS3 Ability to identify language, structural and figurative techniques used in poetry Ability to comment on effect of poetic techniques. Ability to successfully respond to exam style question on individual poems</p> <p><b>Knowledge:</b> Knowledge of language, structural and figurative techniques used in poetry Knowledge of context of each poem Understanding of how to write 'What, How, Why' responses. Knowledge of different poetic forms.</p>	<p><b>GCSE English Language P2 - non-fiction revision and further practice</b></p> <p>Exploration of how to successfully approach Q1 - Q5. (Reading and Writing skills)</p> <p><b>Skills:</b> Identify implicit and explicit information Q1 Summarising texts Q2 Language analysis Q3 Comparing texts Q4 Practise writing letters, articles and speeches Q5</p> <p><b>Knowledge:</b> Understand difference between implicit and explicit information Understand what a summary is and how to summarise texts Knowledge of different transactional techniques Knowledge of different sentence types and their effects Knowledge of how to successfully compare two texts. Knowledge of conventions of transactional writing. Knowledge of how to answer each question style</p> <p><b>GCSE English Literature - 'A Christmas Carol' Revision</b></p> <p><b>Skills:</b> Recall and apply knowledge from previous study of 19th century texts to this novella. Identify and recognise 'Big Ideas' in the novella Ability to respond to exam style question in relation to specific key extracts and the novella as a whole.</p> <p><b>Knowledge:</b> Understand how to create a thesis statement Understand the context of the play Understand the plot of the play Knowledge of key characters and their purpose in the play. Understanding of key themes Understanding of authorial intent. Understand how to create 'What, How, Why' responses.</p> <p><b>Poetry Anthology Revision</b></p> <p>Understand how to create 'What, How, Why' responses.</p> <p><b>Skills:</b> Ability to analyse poetry using skills learnt in KS3 Ability to identify language, structural and figurative techniques used in poetry Ability to comment on effect of poetic techniques. Ability to successfully respond to exam style question on individual poems</p> <p><b>Knowledge:</b> Knowledge of language, structural and figurative techniques used in poetry Knowledge of context of each poem Understanding of how to write 'What, How, Why' responses. Knowledge of different poetic forms.</p>
Spring 2	<p><b>Introduction to poetry</b></p> <p>Study of a range of poetry with nature as the central theme.</p> <p><b>Skills:</b> Exploring the wider world and the power of nature. Opportunity to write and perform own poetry.</p> <p>On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.</p> <p><b>Knowledge:</b> Knowledge of specific poetic terminology focusing on imagery. Knowledge of context of poetry explored</p>	<p><b>Heroes &amp; Villains in Literature.</b></p> <p>Study of a range of extracts from literature texts focusing on presentation of characters and context.</p> <p><b>Skills:</b> Study of the language of Shakespeare and its effect on an audience developing Y7 knowledge. Exploration of characters across a variety of literature extracts and consideration of why they were presented thus - understanding of context. Analysis of techniques used to create particular effects. Exploration of letter, diary entries (including extracts from Anne Frank's diary). Comparison of how themes are presented in fiction and non-fiction texts.</p> <p>On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.</p> <p><b>Knowledge:</b> Half termly 'Why English' session exploring relevance of the study of English as a subject.</p> <p>Some knowledge of a range of Shakespeare plays and other literature texts across 19th, 20th &amp; 21st century. Knowledge of links between Shakespeare's villains and how they are portrayed. Understanding of tropes used to portray villains in literature across different eras.</p>	<p><b>Exploration of human rights in fiction and non-fiction, Genre: fiction &amp; non-fiction.</b></p> <p>Further exploration and practice of Q1 - Q5</p> <p><b>Skills:</b> Identify implicit and explicit information Q1 Effects of language Q2 Effects of the structure of a text Q3 Evaluating a text Q4 Understand how to write successful descriptive and narrative pieces.</p> <p><b>Knowledge:</b> Understand difference between implicit and explicit information Understand what a summary is and how to summarise texts Knowledge of different transactional techniques Knowledge of different sentence types and their effects Knowledge of how to successfully compare two texts. Knowledge of conventions of transactional writing. Knowledge of how to answer each question style</p> <p><b>GCSE English Literature - 'Power and Conflict Poetry'</b></p> <p>Begin study of GCSE poetry anthology</p> <p><b>Skills:</b> Ability to analyse poetry using skills learnt in KS3 Ability to identify language, structural and figurative techniques used in poetry Ability to comment on effect of poetic techniques. Ability to successfully respond to exam style question on individual poems</p> <p><b>Knowledge:</b> Knowledge of language, structural and figurative techniques used in poetry Knowledge of context of each poem Understanding of how to write 'What, How, Why' responses. Knowledge of different poetic forms</p>	<p><b>GCSE Language P2 - non-fiction</b></p> <p>Further practice of Language P2 Q1 - Q5.</p> <p><b>Skills:</b> Identify implicit and explicit information Q1</p> <p><b>Knowledge:</b> Knowledge of figurative techniques Knowledge of structural techniques Knowledge of how to answer each question style</p> <p><b>GCSE English Literature: Power and Conflict Poetry</b></p> <p>Begin study of GCSE poetry anthology</p> <p><b>Skills:</b> Ability to analyse poetry using skills learnt in KS3 Ability to identify language, structural and figurative techniques used in poetry Ability to comment on effect of poetic techniques. Ability to successfully respond to exam style question on individual poems</p> <p><b>Knowledge:</b> Knowledge of language, structural and figurative techniques used in poetry Knowledge of context of each poem Understanding of how to write 'What, How, Why' responses. Knowledge of different poetic forms</p>	<p><b>Final revision of all aspects of language and literature course as required in preparation for final GCSE exams.</b></p> <p>Revision and practice of Q1 - Q5 &amp; S&amp;L presentations</p> <p><b>Skills:</b> Exploring and identifying explicit and implicit information Q1 Exploring the effects of language Q2 Exploring the effects of the structure of a text Q3</p> <p>Practising writing a description or narrative, employing knowledge learned. Presenting an effective speech using oratory and rhetorical techniques.</p> <p><b>Knowledge:</b> Knowledge of figurative techniques Knowledge of structural techniques Knowledge of how to answer each question style Knowledge of how to construct successful narrative or descriptive writing pieces. Knowledge of how to successfully deliver a speech. Understanding of pass, merit, distinction criteria.</p> <p><b>GCSE English Literature Modern Play - 'Blood Brothers' &amp; Macbeth</b></p> <p><b>Skills:</b> Recalling and recognising 'Big Ideas' in the play Ability to respond to exam style question in relation to specific key extracts and the play as a whole Recognising methods used by playwrights to engage an audience. Ability to analyse purpose of characters in relation to themes in the play. Ability to recognise how a theme is portrayed throughout the play</p> <p><b>Knowledge:</b> Understand how to create a thesis statement Understand the context of the play Understand the plot of the play Knowledge of key characters and their purpose in the play. Recall of key quotations Understanding of key themes Understanding of authorial intent. Understand how to create 'What, How, Why' responses.</p>
	Understanding of how to create their own villainous characters and settings.	Understanding reasons for refugees and transition of humans over time.			
	<p><b>Journalism, Genre - Non-fiction.</b></p> <p>Students will explore journalistic pieces and have the opportunity to produce their own journalistic pieces.</p> <p><b>Skills:</b> Apply a wide range of punctuation for effect in writing tasks.</p>	<p><b>Non-fiction language skills</b></p> <p>Study of non-fiction texts to recognise and effectively use transactional techniques.</p> <p><b>Skills:</b> Developing analytical skills - clearly understanding authorial intent.</p>	<p><b>Exploration and use of language in non-fiction</b></p> <p>Exploration of non-fiction texts exploring how key messages can be shared.</p> <p><b>Skills:</b> Application of transactional writing conventions in own writing.</p>	<p><b>GCSE Language P2 - non-fiction</b></p> <p>Further practice of Language P2 Q1 - Q5.</p> <p><b>Skills:</b> Identify implicit and explicit information Q1</p>	

Summer 1	<p>Explore different aspects of journalism such as - sport, current affairs, weather.</p> <p>Using a variety of punctuation a variety of transactional writing techniques.</p> <p>On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.</p> <p><b>Knowledge:</b></p> <p>Understand conventions of journalistic articles.</p> <p>Understand features of transactional writing and be able to apply these in own writing.</p> <p>Knowledge of transactional techniques (DAFOREST).</p> <p>How to verbalise ideas successfully – oratory techniques i.e pace, tone, delivery.</p>	<p>Developing writing skills including using a range of ambitious vocabulary, punctuation for effect and sentence types.</p> <p>Developing effective use of transactional techniques (DAFOREST)</p> <p>Comparing how authors depict similar experiences - methods.</p> <p>Summarising non fiction texts identifying key information.</p>	<p>Exploration of the effects of transactional writing techniques.</p> <p>Presentation of speeches - oracy skills.</p> <p><b>Debating skills:</b></p> <p>Using punctuation for effect in non fiction writing.</p> <p><b>Regular writing tasks including different genres (descriptive, narrative, transactional writing tasks). Applying knowledge of how to create successful writing tasks</b></p> <p>Half termly 'Why English' session exploring relevance of the study of English as a subject.</p> <p><b>Knowledge:</b></p> <p>Further development of understanding of conventions of speeches, articles and letters.</p> <p>Understanding purpose of a wide range of punctuation.</p> <p>Understanding conventions of speeches and debates.</p>	<p>Summarising texts Q2</p> <p>Language analysis Q3</p> <p>Comparison of texts Q4</p> <p>Practice writing letters, articles and speeches Q5</p> <p><b>Knowledge:</b></p> <p>Understand difference between implicit and explicit information</p> <p>Understand what a summary is and how to summarise texts</p> <p>Knowledge of different transactional techniques</p> <p>Knowledge of different sentence types and their effects</p> <p>Knowledge of how to successfully compare two texts.</p> <p>Knowledge of conventions of transactional writing.</p> <p>Knowledge of how to answer each question style</p> <p><b>GCSE English Literature: Power and Conflict Poetry</b></p> <p>Continue study of GCSE poetry anthology</p> <p><b>Skills:</b></p> <p>Ability to analyse poetry using skills learnt in KS3</p> <p>Ability to identify language, structural and figurative techniques used in poetry</p> <p>Ability to comment on effect of poetic techniques.</p> <p>Ability to successfully respond to exam style question on individual poems</p>	
Summer 2	<p>Introduction to Shakespeare. Genre - Shakespeare play</p> <p>Study of 'A Midsummer Night's Dream' (Comedy).</p> <p><b>Skills:</b></p> <p>Explore and understand the context of Shakespeare, the play and the Elizabethan era.</p> <p>Explore the conventions of a Shakespearean comedy.</p> <p>Explanation of how characters are portrayed and link to context.</p> <p>Describe writing linked to knowledge of the play.</p> <p>On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.</p> <p><b>Knowledge:</b></p> <p>-Awareness of who was the monarch at the time of Shakespeare.</p> <p>-Awareness of period of time Shakespeare was writing</p> <p>-Awareness of what life was like and people's beliefs at the time of Shakespeare</p> <p>-Awareness of key characters in the play.</p> <p>-Awareness of theme addressed in the play.</p>	<p><b>Study of Novel - Genre Fiction text</b></p> <p>All students to study 'Fate' by Benjamin Zephaniah</p> <p><b>Skills:</b></p> <p>Analysing writer's use of language and exploring effects.</p> <p>Analysing the writer's portrayal of characters.</p> <p>Understand explicit and implicit information in a fiction text.</p> <p>Understand feelings and emotions portrayed through the characters.</p> <p>Fictional writing skills developed throughout.</p> <p>debating skills included to help promote oracy skills.</p> <p>On carousel: 1 xSPaG lesson, 1 xBrilliant vocabulary lesson and 1x Library lesson.</p> <p><b>Knowledge:</b></p> <p>Recall and develop knowledge of structural techniques in a novel and effects of this.</p> <p>Knowledge of author and his background.</p> <p>Knowledge of context of the novel.</p>	<p><b>Study of Novel - Genre Dystopian Fiction</b></p> <p>All students to study 'Fahrenheit 451' by Ray Bradbury</p> <p><b>Skills:</b></p> <p>Analysing writer's use of language and exploring effects.</p> <p>Analysing the writer's portrayal of characters.</p> <p>Be able to comment on authorial intent</p> <p>Understand explicit and implicit information in a fiction text.</p> <p><b>Regular writing tasks including different genres (descriptive, narrative, transactional writing tasks). Applying knowledge of how to create successful writing tasks</b></p> <p>Half termly 'Why English' session exploring relevance of the study of English as a subject.</p> <p><b>Knowledge:</b></p> <p>Understanding authorial intent</p> <p>Debating skills included to help promote oracy skills.</p> <p>Understanding context of novel.</p> <p>Information regarding the author and reasons for writing the text.</p>	<p><b>GCSE Language P1 - fiction</b></p> <p>Exploration and practice of Q1 - Q5</p> <p><b>Skills:</b></p> <p>Identifying explicit and implicit information Q1</p> <p>Effects of language Q2</p> <p>Effects of the structure of a text Q3</p> <p>Evaluating a text Q4</p> <p>Writing a description or narrative.</p> <p><b>Knowledge:</b></p> <p>Knowledge of figurative techniques</p> <p>Knowledge of structural techniques</p> <p>Knowledge of how to answer each question style</p> <p><b>GCSE English Literature Modern Play - 'Blood Brothers'</b></p> <p><b>Skills:</b></p> <p>Recognising 'Big Ideas' in the play</p> <p>Ability to respond to exam style question in relation to specific key extracts.</p> <p>Recognising methods used by playwrights to engage an audience.</p> <p>Ability to analyse purpose of characters in relation to themes in the play.</p> <p>Ability to recognise how a theme is portrayed throughout the play</p> <p><b>Knowledge:</b></p> <p>Understand how to create a thesis statement</p> <p>Understand the context of the play</p> <p>Understand the plot of the play</p> <p>Knowledge of key characters and their purpose in the play.</p> <p>Understanding of key themes.</p> <p>Understanding of authorial intent.</p> <p>Understand how to create 'What, How, Why' responses.</p>	