

September – October	November- December	January - February	February- April	Summer 4wks
<p><i>Lit: An Inspector Calls</i> <i>Paper 1 Study focus:</i> <i>Context Character Theme Dramatic techniques</i> AO1 - develop an informed personal response • use textual references, including quotations, to support and illustrate interpretation AO3 Show understanding of the relationships between texts and the contexts in which they were written AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>Assessment – in class, exam question common to whole cohort. (Each question will be preceded by a short quotation from the text, to provide a stimulus for the response. • Questions will focus on one of more of the following areas: plot, setting(s), character(s) and theme(s) and will require students to explore the question in relation to the context. • Marks will also be given for accurate use of spelling, punctuation and grammar. AO1, AO3 and AO4. 16 + 16 + 8 marks)</p> <p>KEY SKILLS: Literal and inferential comprehension: understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterisation, events and settings; distinguish between what is stated explicitly and what is implied; explain motivation, sequence of events, and the relationship between actions or events Critical reading: identify the theme and distinguish between themes; support a point of view by referring to evidence in the text; recognise the possibility of and evaluate different responses to a text, use understanding of writer’s social, historical and cultural contexts to inform evaluation; make an informed personal response that derives from analysis and evaluation of the text</p>	<p><i>Lit: A Christmas Carol</i> <i>Paper 2 Study focus:</i> <i>Setting Character Theme</i> AO1 – develop informed personal response, use textual refs to support interpretations AO2 – analyse how writer uses lang/form/structure to present character, setting, theme, using relevant terminology where appropriate</p> <p>Assessment – practice exam questions Part a) - close language analysis of an extract approximately 400 words. AO2 20 marks Part 2 - questions may focus on different aspects of the text, requiring exploration of one or more of the following areas: plot, setting(s), character(s), theme(s). AO1 20 marks</p> <p>KEY SKILLS: Literal and inferential comprehension: understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterisation, events and settings; distinguish between what is stated explicitly and what is implied; explain motivation, sequence of events, and the relationship between actions or events Critical reading: identify the theme and distinguish between themes; support a point of view by referring to evidence in the text; recognise the possibility of and evaluate different responses to a text; make an informed personal response that derives from analysis and evaluation of the text Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analyse and evaluate how language (including figurative language), structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such evaluation</p> <p>CHRISTMAS MOCK – students will be examined on AIC and ACC</p>	<p><i>Lit: Poetry</i> Paper 2</p> <ul style="list-style-type: none"> Section B – Poetry since 1789 Part 1: students answer ONE question on one named poem from the poetry anthology collection, reproduced in the question paper, and one poem of choice. Students will compare the poems. Questions will focus on the language, form, structure of the poem (AO2) and the contexts in which the poems were written (AO3). Part 2: students answer ONE question comparing two unseen contemporary poems that are linked by a theme. Students are required to compare the poets’ portrayals of the theme through their use of language, form and structure (AO1 and AO2) <p>Assessment – ongoing practice questions</p> <p>KEY SKILLS: Literal and inferential comprehension: understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterisation, events and settings; distinguish between what is stated explicitly and what is implied; Critical reading: identify the theme and distinguish between themes; support a point of view by referring to evidence in the text; recognise the possibility of and evaluate different responses to a text, use understanding of writer’s social, historical and cultural contexts to inform evaluation; make an informed personal response that derives from analysis and evaluation of the text Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analyse and evaluate how language (including figurative language), structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such evaluation</p>	<p><i>Context Character Theme</i> AO1– develop informed personal response, use textual refs to support interpretations AO2 Analyse the language, form and structure used by a writer to create present character, setting, theme, using relevant subject terminology where appropriate AO3 Show understanding of the relationships between texts and the contexts in which they were written</p> <p>Assessment – in class, exam question common to whole cohort.</p> <p>Part a) - close language analysis of an extract (AO2). The extract will be approximately 30 lines in length. 20 marks Part b) is focused on how a theme from the extract is explored elsewhere in the play (AO1 and AO3) showing understanding of the relationship between the text and the context in which it was written. 15+5 marks</p> <p>KEY SKILLS: Literal and inferential comprehension: understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterisation, events and settings; distinguish between what is stated explicitly and what is implied; explain motivation, sequence of events, and the relationship between actions or events Critical reading: identify the theme and distinguish between themes; support a point of view by referring to evidence in the text; recognise the possibility of and evaluate different responses to a text, use understanding of writer’s social, historical and cultural contexts to inform evaluation; make an informed personal response that derives from analysis and evaluation of the text Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analyse and evaluate how language (including figurative language), structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such evaluation</p>	<p>Exam practice</p>

September - December	January- February	February -April	Summer 1 4wks
<p><u>Lang: paper 1 non-fiction reading 19th century</u></p> <p>Study and analyse a wide range of functional 19th- century non-fiction newspaper and magazine articles and reviews, instructional texts, speeches, journals and reference book extracts</p> <p>AO1 - Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant AO4 - Evaluate texts critically, support with appropriate textual reference and subject terminology to support their views Q1 – AO1 identify 4 Q2 – AO4 evaluate 6 Q3 - AO2 language 8 Q4 - AO1 identify 4 Q5 - AO4 evaluate 6 Q6 – AO4 evaluate 12</p> <p>KEY SKILLS Reading read and understand a wide range of 19th-century non-fiction texts, including whole texts and unseen texts. Critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other highquality writing; compare and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text. Summary: identifying the main theme or themes; summarising ideas and information from a single text. Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text.</p> <p><u>Lang : paper 1 transactional writing</u> Explore and develop transactional writing skills, in the form of letters, articles, reports, speeches, reviews, formal emails or blogs</p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts 24 marks AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 16 marks</p> <p>KEY SKILLS: Writing: produce clear and coherent text: write explain, instruct, give and respond to information, and argue; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively; use information provided by others to write in different forms;</p>	<p><u>Lang: paper 2 narrative writing</u> Purpose: to write a real or imagined piece using the opening line provided. This may involve a range of approaches, including: description, narrative, monologue and other literary techniques. There should be clear organisation and structure with the introduction provided, development of points and a conclusion.</p> <p>AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts 24 marks AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 16 marks</p> <p>KEY SKILLS: Writing: produce clear and coherent text: write accurately and effectively for different purposes and audiences: to describe, narrate; select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; use language imaginatively and creatively; maintain a consistent point of view; maintain coherence and consistency across a text. Write for impact: select, organise and emphasise ideas and key points; create emotional impact; use language creatively and imaginatively.</p>	<p><u>Lang: paper 2 20th/21st fiction/literary non-fiction</u></p> <p>Reading – study and analyse a wide range of prose fiction and literary non-fiction, such as novels, autobiographies, biographies, memoirs, letters, speeches and travel writing AO1 - • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3 Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts Q1 – AO1 identify 1; Q2 – AO2 language 6; Q3 – AO1 identify 1; Q4 – AO2 language and structure 10; Q5 – AO3 compare 6; Q6 – AO3 compare 16</p> <p>KEY SKILLS: Reading read and understand a wide range of 20th- and 21st-century prose fiction and literary non-fiction, including unseen texts. Critical reading and comprehension: identify and interpret themes, ideas and information in a range of literature and other high-quality writing; read in different ways for different purposes, and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence; support a point of view by referring to evidence within the text; reflect critically and evaluatively on text; reflect critically and evaluatively on text use the context of the text and draw on knowledge and skills gained from wider reading; recognise the possibility of different responses to a text. Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text. Comparing texts: comparing two or more texts critically with respect to the above</p> <p>Assessment – Edexcel mock exam paper 2. Early March</p>	

maintain a consistent point of view; maintain coherence and consistency across a text.

Write for impact: select, organise and emphasise facts, ideas and key points;; create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Assessment – Edexcel mock exam paper 1