

## English Department Curriculum Journey 2021 - 2022

At Montgomery we strive to instil an enjoyment and love for reading in our students as reading matters at Montgomery. In English lessons, students explore a wide range of both nonfiction and fiction texts, participate in role-plays, analysis, prediction work and comparisons alongside a wealth of other activities in order to engage with texts from a wide range of historical periods.

The department aims to provide students with access to texts from across the ages, widening their cultural knowledge by exploring contexts as they do so. This will also allow students to both understand and critique a wide variety of ideas and perspectives, allowing for cross-curricular links and helping to develop their academic progress across the academy. Furthermore, a culturally rich breadth of texts fosters an appreciation of British culture and identity as students strive to find their place within society.

We encourage students to participate in the Accelerated Reader programme and once they have finished a text, students complete quizzes in order to record their understanding of the texts read and teaching staff will then provide recommendations of what to read next. Key Stage 3 have regular access to the library in order to borrow their next book as required.

Students' study of authorial craft will develop the foundations built throughout Key Stage 2, with their studies influenced by the Key Stage 3 and Key Stage 4 National Curriculum. Across their English curriculum journey, students will study and revisit authorial intent, writer's craft and technical accuracy. The knowledge and understanding gained from these three areas will then provide students with the skills they need in order to produce their own purposeful extended writing.

Becoming debaters, persuaders, advisers and entertainers, students will write for a number of different purposes, not only to equip them for their GCSEs, but also for the rest of their lives. Included at various intervals on their English curriculum journey, students will be asked to write speeches, letters, articles, leaflets, essays, descriptions and narratives, taking into consideration a variety of different audiences and situations, and therefore learning to adapt and extend their language and vocabulary appropriately.

Whilst increasing their confidence in writing, students will in turn become more confident working and debating with the peers in their class. Students will learn to manipulate the spoken word to fit a number of different purposes, in both formal and informal settings.

As our pupils enter into Key Stage 4, they will continue to study many well-loved classics, as well as emerging literature, to support them in their journey of critical thinking. Amongst these, our pupils will read for meaning the following texts: Shakespeare's *Romeo and Juliet*, *An Inspector Calls* or *Blood Brothers*, *A Christmas Carol* and an Anthology of Power and Conflict Poetry. The messages of these texts transcend time and therefore provide our students with relevant and moral messages. Our pupils will also study a myriad of fiction and non-fiction texts to solidify their knowledge and skills which we foster in Key Stage 3: authorial craft, the writer's intent and technical accuracy.

Outside of lessons, we also run poetry, writing and reviewing competitions. We arrange trips to theatres, in-house performances and visits from authors and poets to conduct workshops with select students in order to deepen their cultural capital. Homework is set regularly, aiming to give students the opportunity to think about extending their understanding beyond the English classroom, as well as improve their spelling, punctuation and grammar so that it becomes second nature.

## **English Curriculum Intent & Implementation at Montgomery**

According to Amanda Speilman (OFSTED Chief Inspector), the features of a good curriculum are listed below alongside how they are intrinsically linked to current practice within the English department at Montgomery Academy.

### **The importance of subjects as individual disciplines**

At KS3, we teach English as a subject that links content and skills of the individual disciplines of English Literature, English Language through reading, writing, spelling, punctuation, grammar and speaking and listening in line with the National Curriculum. At KS4, we teach English Language and English Literature as individual disciplines. However, throughout KS4, we believe that making links and connections between English Language and Literature and specifically between topics is crucial in maximising student understanding, retrieval and progress.

### **Using the curriculum to address disadvantage and provide equality of opportunity**

We follow a newly designed 5-year English journey from Year 7 to 11 which promotes inclusivity and high expectations of all students. Behind this sits the Montgomery 13-week overview that sets out the sequence of learning for each year group across the academic year. Behind this further, each topic at KS3 and KS4 has its own scheme overview that has links to previous learning, the National Curriculum/AQA specification, literacy requirements, subject-specific vocabulary, potential linked careers, lesson sequencing, pedagogical ideas and possible misconceptions/preconceptions. In terms of implementing the SOW, we have high expectations of all students in every lesson, including the disadvantaged and those with SEND. Teachers use a bespoke approach for each class and the linked behaviour, EAL and SEND student passports to ensure the learning requirements for individual students are catered for. Currently, all students complete GCSE English Language and GCSE English Literature, however, we have a small cohort of SEND / foundation students who complete Step Up and GCSE English Language only.

Students in year 7 - 10 also experience fiction and nonfiction canonical texts reading for 20 minutes daily in registration with their Progress Tutors, a programme planned to expose them to classic texts and extend their vocabulary and cultural capital further.

Likewise, all year 9 classes have a half-termly "Why English?" engagement session delivered by the FCAT English Lead which are planned to address potential careers in English as well as raising aspirations and supporting transition to further education. The "Why English?" engagement sessions cover the following topics:

- Boys Don't Cry- an exploration into the inherent gender bias in our language and how language is changing to reflect equality.
- Child language acquisition- An exploration into how children learn language and how parents/ carers can support child development
- Whose Language is it anyway?- How language has developed over time, including how the Windrush generation has influence the language of Stormzy (Multicultural London English)
- Sounds alright Like?- How accents and dialects are linked to intelligence and social background and how control of this, along with body language can empower in the workplace
- Speech and writing- how different channels of communication are effective for different situations and how voice recognition technology is changing this.

## **Regular curriculum review**

Our newly designed 5-year English journey from Year 7 to 11 is reviewed on a daily basis by the teachers who deliver it. This is essential in ensuring that the curriculum is matched to the needs of each individual class and indeed the individual students within it. Some classes may need more time to master particular skills or topics whilst others may be able to move forwards with extra levels of complexity quicker and this flexible approach means the 13-week overview is a working document.

We review the curriculum as a department during CA CPD time, and we plan collaboratively across both the department and the trust. The curriculum is evaluated and refined at QIG and quality assured termly by our FCT English Advisor. We are currently continuing to engage in a variety of impactful CPD which has helped us review, refine and improve the curriculum. We are part of the AQA English learning hubs, and we are also a PiXL partner school. In terms of subject knowledge enhancement, we have engaged with a series of twilight sessions at Blackpool Sixth Form College. The impact of such CPD is an evenness of curriculum implementation across the team.

## **Using the curriculum as a progression model**

In KS3, there are eighteen schemes of work that build and expand upon prior learning at Key Stage two, embedding interleaving ideas whilst avoiding unnecessary repetition. Each scheme of work is carefully sequenced into component parts that build to form the complete learning journey for that specific scheme. The units studied in Year 7 are fundamental to the learning that takes place in later years. They form the basic knowledge foundation that underpins a learning journey through to Year 11 and beyond. The move to a 3-year KS3 has given us the opportunity to remodel our year 9 provision and adapt it to suit learners of all abilities and backgrounds. We want students to have the skills, vocabulary and knowledge of components of English Language and English Literature to succeed at KS4, as well as completing the KS3 SOW that covers the National Curriculum. We are also planning to include some of the GCSE English Literature set texts towards the end of Year 9 as bridging lessons and include bespoke enrichment that will ensure students are then ready for the rigour of the KS4 curriculum.

## **Intelligent use of assessment to inform curriculum design**

Assessment at KS3 and KS4 follows a formative and summative route. Each unit has a formative assessment that directly links back to the learning outcomes/challenge questions from the SOW. The summative assessment appears towards the end of each scheme of work (in line with our three data cycles) and is both cumulative and synoptic. After both formative and summative assessments, we conduct a LIFT lesson which includes LIFT reflection 'Next Step' tasks that are linked to the assessment itself in order to reflect upon and improve their responses and close gaps in their knowledge. We also have within each unit of work 'Technical Tasks' which are used to develop and strengthen the use of spelling, punctuation, grammar and sentence structure. As part of the lesson non-negotiables in every English lesson is a low-stakes, retrieval quiz-based entry task, answered and reviewed on slips or paper or mini whiteboards to assess recent learning and learning from last month, last term and even last year. This develops long-term recall of key knowledge and concepts. Feedback is plentiful, not just in LIFT lessons, but in every lesson following the entry task and indeed all application-based learning activities.

## **Retrieval of core knowledge into the curriculum**

- As part of the Montgomery English lesson non-negotiables, teachers will include the following:
- A challenge question (CQ) linked directly to the specification and SOW
- Keywords linked to the lesson and relevant tier 3 words broken down using the WIKI bookmark or using the Lexonik training we have completed this year.

- An entry task based on low-stakes retrieval quizzing with immediate teacher feedback. Students write out questions they do not know so both teachers and students themselves can see what they do not know and can then close these gaps.
- Learning activities with effective modelling, explanations and questioning (this is part of the EXCEL teaching and learning model at Montgomery)
- Application tasks such as exam style questions to test student understanding
- Silent time (independent work) where appropriate
- The CQ re-visited to check progress
- To enhance subject-specific literacy and vocabulary, we regularly refer to our WIKI bookmarks with students, as well as issue vocabulary lists which are set as homework requiring students to learn and practise a set of spellings and find specific definitions of the words.

### **Distributed curriculum leadership - The English Team\***

Ms Estelle Bellamy (EBE) - SLT / FCAT English Advisor / Teacher of English / Reading Assembly Lead

Mrs Amanda Morton (AMO) - SLT Department Link / Deputy Headteacher / Teacher of English

Mrs Ruth Whittle (RWH) - SLT Department Link / Assistant Headteacher / Teacher of English

Miss Hannah Blake (HBL) - English Curriculum Area Leader / Teacher of English

Miss Clare Boyce (CBO) - English Assistant Curriculum Area Leader / Subject Mentor / Teacher of English

Miss Elizabeth Holden (EHO) - Year 8 Progress Manager / Teacher of English

Mr Lee Meakin (LME) - Year 11 Progress Manager / Teacher of English

Mrs Jill Lee (JLE) - Accelerated Reader Champion / Subject Mentor / Teacher of English

Mrs Leigh Kozakiewicz (LKO) - Teacher of English

Mr Josh Quinn (JQU) - Teacher of English

Mrs Rachel Walmsley (RWA) - Teacher of English

Mr Philip Leyden (PLE) - Teacher of English

Miss Susan Russell (SRU) - Teacher of English

Ms Dee McGuirk (DMK) - Teacher of English

Miss Sarah Oxley (SOX) - Teacher of English

# English Department Curriculum Journey 2021 - 2022

**Prior Knowledge for Key Stage 1 & 2:** The motives of characters. • Thematic understanding. • Planning structures. • Drafting at a grammatical and vocabulary level. • Spelling rules from Appendix 1 of the curriculum.

**Skills from Key Stage 1 & 2:** Technical accuracy which extends throughout the curriculum. • Read aloud with accuracy and at a reasonable pace.

<b>Year 7 - The Story of English</b>							
	<b>Term 1</b>			<b>Term 2</b>		<b>Term 3</b>	
	<b>Creating Imaginative Worlds</b>			<b>The Evolution &amp; Persuasion of English</b>		<b>The Authority of English</b>	
	<b>Creative Writing / Baseline Tests</b>	<b>Read. Write. Edit. Publish.</b>	<b>Novel Study Gothic Fiction</b>	<b>English Through Time</b>	<b>The History of Rhetoric</b>	<b>Representations of Women in Shakespeare's plays</b>	<b>Varying Viewpoints</b>
<b>Curriculum Content</b>	<p>During the first week and a half, students will complete a piece of creative writing &amp; complete a SPAG test.</p> <p>As part of the Literacy Project, students will also complete the NGRT, NGST, PASS and Progress Tests in core subjects.</p>	<p>Read. Write. Edit. Publish. develops students' understanding of narrative writing and structure. By using a narrative arc, students will build upon the skills learnt in the previous scheme and apply them to their own writing, creating a superhero and villain with a convincing plot. Looking at lexis, students will create adequate names for their characters and settings, as well as manipulating their language use in order to be appropriate for their audience. Throughout the scheme, students will be encouraged to reread and draft their existing work until they have designed a narrative with which they are satisfied.</p>	<p>The Gothic Novel scheme of work allows students to read and explore one of the gothic novels:</p> <p>'The Woman in Black', 'The Graveyard Book' 'Room 13'</p> <p>Throughout the scheme, students will explore the writer's craft in terms of characterisation, themes, setting, language and structure for effect.</p>	<p>The English Through Time scheme of work takes students through a timeline of texts through the ages to widen their knowledge of literature and how it has changed.</p> <p>The students will also learn about how English has evolved through Latin roots and vocabulary; etymology of English words; language development; root words in English which include proverbs, initialisms, abbreviations, acronyms, palindromes and anagrams.</p>	<p>The History of Rhetoric scheme of work teaches students about the principles of Aristotelian rhetoric, rhetorical structure and devices in order for them to write to persuade. Lessons also cover speech writing, formal letter writing, article writing and how to select appropriate formal language and register.</p>	<p>The Representations of Women in Shakespeare's Plays scheme of work explores key scenes from 'Romeo and Juliet', 'A Midsummer' Night Dream, 'AS You Like It', 'Twelfth Night', 'Othello', 'Hamlet', 'King Lear', 'Macbeth' and 'Antony and Cleopatra'. The focus is on how female characters are represented, with direct links to social and historical context and the differences in reactions from contemporary and modern audiences.</p>	<p>In the Varying Viewpoints mini scheme, students will look at how to express opinions and attitudes through a variety of non-fiction texts surrounding sports and pastimes. They will be encouraged to have their own opinions and respect others', whilst looking at comparing how two writers express their viewpoints.</p>
<b>Skills and Knowledge</b>	Editing skills and using language and description for effect	Development of character, setting, building of tension, paragraphing, sequencing	Analysis of writer's craft: language, characterisation, themes and sequencing for effect	Implicit and explicit information, location and retrieval and comparing text. Location and retrieval, summarising and oracy and expression	Six stage rhetorical structure & persuasive language devices	Inference, analytical paragraphs, language analysis, quotation explosion and oracy	Locate and retrieve, summarise and synthesise, compare viewpoints
<b>SPAG</b>	Students will complete a technical entry task that builds on the knowledge of Key Stage 2. as well as introducing spellings, punctuation, vocabulary and grammar. These may stem from misconceptions or due to being a learning opportunity.						
<b>Assessments</b>	Writing: Creative piece	Writing: Production of a narrative	Reading: How does a writer use language and sequencing for effect?	Reading: Analysis of how men and women are presented in different time periods. Spoken	Writing: Speeches and Letters	Spoken Language: Creating a scene in pairs / groups to be performed to the class	Reading questions assessing location & retrieval, and synthesis

## Year 8 - The Power of English

	Term 1		Term 2		Term 3	
	The Evolution of English		Powerful and Powerless Voices		Overcoming Adversity	
	Animal Farm	Equality and Diversity	Power and Loyalty in Shakespeare's Plays	Powerful Poetry	Survival from 1900s to the Modern Day	Modern Novel Study
Curriculum Content	<p>Animal Farm is a week by week scheme that moves through a complete reading of 'Animal Farm'. The focus is on how Orwell uses genre, creates character, plot and also the interaction with the messages and intentions related to context. Students consider what this canonical text teaches us about society.</p>	<p>Equality and Diversity is a week by week scheme which covers fiction texts, non-fiction texts, poetry and song lyrics looking at stereotypes, prejudice and fostering an understanding of tolerance and acceptance of other cultures. Students look at how equality and diversity is presented in a range of Literature from Frederick Douglass, MLK and Rosa Parks during the civil rights movement, Maya Angelou's multicultural poetry, the media, films, music, celebrities, as well as the impact of apartheid in South Africa,</p>	<p>Power and Loyalty in Shakespeare's Plays is a week by week scheme of work on 'Macbeth'. Students will consider character, action, plot structure and Shakespeare's use of language.</p>	<p>The Powerful Poetry scheme covers a range of thematic poems focusing on Unstable Minds, Protest, Culture and War. Students will explore connections between the poems and select a theme as inspiration for their own poem to be performed to their classes.</p> <p>The poems studied are: The Laboratory (R Browning), Education for Leisure &amp; Stealing (CA Duffy), Hitcher &amp; Manhunt (S Armitage), Out, Out! (R Frost), London (W Blake), Half-Caste (J Agard), Suicide in the Trenches (S Sassoon) &amp; Dulce et Decorum Est (W Owen).</p>	<p>The Survival from 1900s to the Modern Day is a scheme which develops non-fiction reading &amp; writing skills; locate and retrieve skills, making inferences, language analysis, identify and explain structural features, effect on the reader; transactional writing: article, letter; writers' methods; language features and understanding structural features of texts.</p> <p>The non-fiction extracts /fictional extracts/short stories explored are from: Titanic survivors, Holocaust survivors, 9/11 survivors, surviving explorers, a shark attack survivor, Kafka's 'The Metamorphosis', 'Red Dust', 'Call my Ishmael', and survivors on desert islands.</p>	<p>The modern dystopian novel schemes are week by week schemes which move through a complete reading of a modern novel. The focus is on how the writers use genre, create characters, plot and also the interaction with the messages and intentions related to context.</p> <p>The novel choices are: The Hunger Games, Divergent, Ink and Noughts &amp; Crosses.</p>
Skills and Knowledge	<p>Understanding of social context influences, selecting textual references, inference and deduction, language and structural analysis used for effect, quotation explosion and oracy</p>	<p>Oracy and expression, inhibiting a personal opinion, defending judgements, presenting viewpoints, undermining the opposition, summarising and organising materials</p>	<p>Understanding of social context influences, inference and deduction, language and structural analysis, quotation explosion and oracy</p>	<p>Poetic techniques used for effect, comparison between poems, close analysis and putting these skills into practice by creating their own poems to be presented to peers.</p>	<p>Empathy writing from texts. Writing to argue, persuade, entertain or advise through formal letters, leaflets, speeches and articles. Exploration of a range of unseen texts.</p>	<p>Confidently making apt references that support personal and refined responses. Increased demand in understanding unfamiliar vocabulary and concepts. Character, theme and plot progression.</p>
SPAG	<p>Students will complete a technical entry task that builds on the knowledge of Key Stage 2 and Year 7. as well as introducing spellings, punctuation, vocabulary and grammar. These may stem from misconceptions or due to being a learning opportunity.</p>					
Assessments	<p>Reading: Tracking a character / theme / contextual influences through the novel.</p>	<p>Reading: Language analysis of Wonder extract</p>	<p>Writing: Empathy writing Reading: Exploded extract</p>	<p>Reading: Comparative essay and Spoken Language</p>	<p>Writing: Newspaper article and a formal letter</p>	<p>Reading: Tracking of a theme/character Writing: Review of the novel</p>

## Year 9 - The World of English Through Conflict

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	Term 1		Term 2		Term 3	
	Cultural Conflict		Social Conflict		Historical Conflict	
	Novel Study	Intrepid Travelers	An Introduction to Modern Drama	Dystopian Worlds	The Effects of War Poetry Anthology & Unseen	Victorian Crime and Punishment
Curriculum Content	<p>The novel study scheme is a week by week scheme that moves through a complete reading of a novel containing some form of cultural conflict. The focus is on how the writers create characters, plot and also the interaction with the messages and intentions related to context.</p>	<p>During this scheme, students will learn how to devise transactional pieces of writing that are appropriate to a range of audiences.</p> <p>They will be encouraged to use their imagination in order to take themselves out of their everyday environment and put themselves in the shoes of a sightseer.</p>	<p>An Introduction to Modern Drama is a week by week scheme moving through a complete reading of Blood Brothers.</p> <p>The focus is on understanding the plot, the development of characters and their interactions with others, key themes and also the interaction with the messages and intentions related to context.</p>	<p>Dystopian Worlds is a week by week scheme looking at a diverse selection of extracts from dystopian fiction stories, such as 1984, Animal Farm, War of the Worlds, and The Handmaid's Tale and nonfiction such as extracts regarding the Chernobyl disaster.</p> <p>Students will focus on language and vocabulary choice and how they enhance characterisation and atmosphere, along with how writers organise their texts in order to build tension and suspense.</p> <p>Students will use their understanding of dystopian worlds to plan, draft and edit their own creative writing.</p>	<p>This week by week scheme of work looking at the effects of war in a collection of poems written by Wilfred Owen, Simon Armitage, Carol Ann Duffy, Alfred Lord Tennyson, Ted Hughes, Siegfried Sassoon, Robert Brooke and William Shakespeare.</p> <p>Students will learn how to identify language, form and structure within poems as well as explain a poet's intended effect on the reader.</p>	<p>Victorian Crime and Punishment is a week by week scheme of work which focuses on a range of fiction and non-fiction extracts focusing on Victorian Times and Authors such as Charles Dickens, Thomas Hardy, Oscar Wilde, Charlotte Bronte and others.</p> <p>Students will explore Victorian crime and punishment information leaflets, executions, prisons, serial killers and the television drama 'The suspicions of Mr Whitcher'.</p>
Skills and Knowledge	Theme, character, use of writer's technique	Target audience, structuring texts, choice of language	Characterisation, use of stage directions, impact on audience, relevant context	Atmosphere, character, figurative language, organisational features	Poetic techniques, analysis of language/form/structure, relevant context	Information retrieval, inference and deduction, summarising, language analysis, comparison and exploring writer's viewpoints.
SPAG	Students will complete a technical entry task that builds on the knowledge of Key Stage 2, Year 7 & 8. as well as introducing spellings, punctuation, vocabulary and grammar. These may stem from misconceptions or due to being a learning opportunity.					
Assessments	Reading: Analysing a theme across the story or evaluation of character	Spoken Language: Writing: transactional letter to a hotel	Writing: Empathy piece from character within the drama	Reading: Analysis of writer's language choice Writing: Creating a dystopian world/scene/description	Reading: analysis of a single poem	Reading: Information retrieval, summary, language analysis and comparison of texts.

## Year 10 - Exploring English Language and Literature in Greater Depth

	Term 1		Term 2		Term 3	
<b>Curriculum Content</b>	<b>Exploring Writers' Viewpoints, Perspectives &amp; Spoken Language</b>	<b>Charles Dickens' 'A Christmas Carol'</b>	<b>Poetry Anthology War Cluster Power &amp; Identity Cluster Nature Cluster</b>	<b>Modern Drama An Inspector Calls</b>	<b>Explorations in Creative Reading and Writing</b>	<b>William Shakespeare's 'Romeo and Juliet'</b>
	Students will learn the techniques and approaches to answer the reading and writing questions on the Language Paper 2 exam. Wk 1: Overview, information retrieval, summarise and compare Wk 2: Analysis of Language Wk 3: Comparison of writers' viewpoints Wk 4 & 5: Writing to argue/ persuade (letters, speeches, articles) Wk 6: Full paper practice	A week by week scheme which tracks Scrooge's redemption and the impact of the visits from the ghosts. Students will consider the context of the novella and how this influenced Dickens. Characters and key themes will be explored alongside Dickens' methods and their effect. Students will learn exam techniques, culminating in an independent exam assessment.	A week by week scheme moving through a selection of the Poetry Anthology 'Power and Conflict' poems, whilst also preparing them for the Unseen Poetry section. The scheme of work will be taught in three thematic poetry clusters:  War Cluster: 'Exposure', 'War Photographer', 'The Charge of the Light Brigade', 'Bayonet Charge', 'Remains' and 'Poppies'.  Power & Identity Cluster: 'Kamikaze', 'Poppies', 'COMH', 'Tissue', 'London', 'My Last Duchess' and 'Ozymandias' and 'The Emigree'.  Nature Cluster: 'Ozymandias', 'The Prelude' and 'Storm on the Island'	A week by week scheme moving through a complete reading of An Inspector Calls. The focus is on understanding the plot, the development of characters and their interactions with others, key themes and also the interaction with the messages and intentions related to context.	Students will learn the techniques and approaches to answer the reading questions on the Language Paper 1 exam. They will cover information retrieval, analysis of language, structural techniques and evaluation of writer's techniques. Students will also apply the knowledge they have learnt in the reading section to create their own descriptive and narrative pieces.	A week by week scheme moving through a complete reading of Romeo and Juliet. The focus is on understanding the plot, the development of characters and their interactions with others, key themes and also the interaction with the messages and intentions related to context.
<b>Skills and Knowledge</b>	Language AO1-6	Literature AO1-3	Literature AO1-4	Language AO1-4	Language AO1-6	Literature AO1-4
<b>SPAG</b>	Students will complete a technical entry task that builds on the knowledge of Key Stage 3 and 4, as well as introducing spellings, punctuation, vocabulary and grammar. These may stem from misconceptions or due to being a learning opportunity.					
<b>Assessments</b>	Full language paper 2	Presentation of poverty across the novel	Presentation of character across the play	To be assessed in end of year exams	Full Paper 1 End of year exams	AQA style extract response: Presentation of theme across play



**Year 11 - Further Exploration / Revision & Mastery of English Language and Literature in Greater Depth**  
**Under Continuous Review from September 2021 following AQA published guidance / updates**

	Term 1 - Revision & Mastery		Term 2 - Revision & Mastery		Term 3 - Revision & Mastery	
<b>Curriculum Content</b>	<b>English Language Paper 1 Exploring Creative Reading &amp; Writing</b>	<b>English Literature and English Language Paper 1 Revision</b>	<b>English Literature Paper 1 'Romeo &amp; Juliet'</b>	<b>Unseen Poetry</b>	<b>Mastering English Language Paper 1 and 2 Question 4 &amp; 5</b>	<b>Final English Language and Literature Revision</b>
	Students will learn the techniques and approaches to answer the reading questions on the Language Paper 1 exam. They will cover information retrieval, analysis of language, structural techniques and evaluation of writer's techniques. Students will also apply the knowledge they have learnt in the reading section to create their own descriptive and narrative pieces.	Revision of exam technique and A01-3 for 'ACC' and 'BB / AIC'.  Revision of Q1 - 5 using a range of SAMS and WTM.s.	A week by week scheme moving through a complete reading of Romeo and Juliet. The focus is on understanding the plot, the development of characters and their interactions with others, key themes and also the interaction with the messages and intentions related to context.	A lesson by lesson SOW focusing on Unseen Poetry, using some of the Power and Conflict Poetry Anthology as unseen material.	Exam practice of Paper 1 and 2 Question 4 & 5. for all papers / Questions / Fortnightly essays and exams to prepare.	Exam preparation and practise for all papers, including weekly timed writes, WTM and practice papers to prepare.
<b>Skills and Knowledge</b>	Language A01 - 6	Literature A01 - 4 Language A01 - 6	Literature A01 - 4	Literature A01 - 4	Language A01 - 6	Language A01 - 6 Literature A01-4
<b>SPAG</b>	Students will complete a technical entry task that builds on the knowledge of Key Stage 3 and 4, as well as introducing spellings, punctuation, vocabulary and grammar. These may stem from misconceptions or due to being a learning opportunity.					
<b>Assessments</b>	Finals 1 Paper Times Writes WTM	Finals 1 Paper Times Writes WTM	Timed Writes	Comparative Essay	Timed Writes WTM	Times Writes WTM