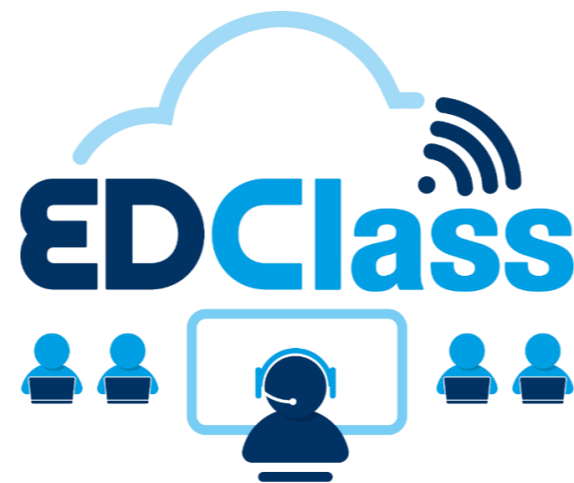


EDClass English Curriculum and Scheme of work



www.edclass.com

English Curriculum

EDClass
English Assessment,
Curriculum and Delivery Process



Initial Assessment

The purpose of the initial assessment is to determine the learner's starting point and evaluate their current level of understanding.

Gap Analysis

After conducting the initial assessment, we present the results in a R.A.G table to highlight gaps in knowledge. This helps us create a personalised learning pathway tailored to the academic needs of the learner.

Teaching and Learning

Learners engage with digital lessons that evaluate their understanding of English curriculum topics, alongside video-based lessons. They can interact with qualified teachers live, while accessing the aforementioned content. The teachers also provide live lessons based on the curriculum and address any skill gaps within the learner population.

Continuous Assessment

Our lessons incorporate a series of questions that are placed to assess the learners' knowledge and understanding throughout their learning experience. The answers are monitored and documented, providing the commissioner with a clear overview of the learners' engagement and progress.

Track Impact

After completing the learning pathway, a second assessment is conducted to assess whether the gaps have been filled, if further intervention is required, or if the learner is prepared to advance to the next stage of learning. This cycle is then repeated to enable learners to progress further in the English curriculum or to address any remaining knowledge gaps.

KS3 English Topics per key stage

KS3 English Language

■ Reading Strategies: Decoding for Meaning	■ Reading Strategies: Deduce, Infer or Interpret Information	■ To deduce, infer or interpret information, events or ideas from texts	■ Structure and Organisation of Texts, Grammatical and Presentations Features	■ Relate Texts to Social, Cultural and Historical Context and Literary Traditions
■ Write Imaginative, Thoughtful and Interesting Texts	■ Reading Strategies: Understand, Describe, Select Information / Ideas and Quote / Reference	■ Writer's Purpose and Viewpoint, Overall Effect of Text	■ A Writer's Use of Language Including Grammatical and Literary Features	■ Produce Texts Appropriate to Task, Purpose and Audience
■ Organise and Present Texts Effectively, Sequence and Structure Information and Ideas	■ Construct Paragraphs and Use Cohesion Within and Between Paragraphs	■ Vary Sentences for Clarity, Purpose and Effect	■ Technical Accuracy of Syntax and Punctuation in Phrases, Clauses and Sentences	■ Select Appropriate and Effective Vocabulary
■ Use Correct Spelling				

KS3 English Literature

■ The Boy in the Striped Pyjamas	■ Skellig	■ Diary of a Wimpy Kid	■ Rani and Sukh	■ Holes
■ The Switch	■ Gangsta Rap			

KS3 Poetry

■ Poetry: Introduction	■ Poetry: 'The Tomcat'	■ Poetry: Characters and Relationships	■ Poetry: Nature	■ Poetry: War
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KS4 English Topics per key stage

KS4 English Literature

■ Macbeth	■ Much Ado About Nothing	■ Hamlet	■ Othello	■ Romeo and Juliet
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KS4 English Literature 19th Century

■ Great Expectations	■ Sherlock Holmes: The Sign of the Four	■ A Christmas Carol	■ Frankenstein	■ Pride and Prejudice
■ The Hound of the Baskervilles				

KS4 English Literature Modern

■ To Kill A Mockingbird	■ Of Mice and Men	■ DNA	■ Inspector Calls	■ Blood Brothers
■ Animal Farm				

KS4 Poetry Clusters

■ Power and Conflict	■ Worlds and Lives	■ Unseen	■ Love and Relationships	
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KS4 English Language

■ Explicit and Implicit Information	■ Explicit and Implicit Ideas	■ Selecting Evidence	■ Synthesising Evidence	■ Writer's Choice of Language and its Effect
■ Writers' Structure Choices and Their Effect	■ Using Subject Terminology	■ Compare Writers' Ideas and Perspectives	■ Evaluate Critically	■ Communicate clearly: Different Forms, purposes and Audiences
■ Sentence Structure, Punctuation, Spelling and Vocabulary				





Experiences that pupils will gain through our English KS3 and KS4 curriculum, lessons and resources

Experiences in EDClass	The principle of EDClass is that we are a re-engagement and intervention provision working in direct partnership with the commissioners to provide a safe, positive and secure learning environment that breaks any barrier to their learning. Our teaching and learning team give pupils cross-curriculum delivery and positive experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Students can also engage in general chat with our teachers to create a relaxed atmosphere whilst also gaining subject-specific support.
Diagnostic assessments	Diagnostic assessments inform personalised pathways of lessons for learners. They also inform the live lessons being delivered.
Language development / linguistics	Language development/linguistics is recognised as necessary for cognitive development and reasoning. Learners' linguistic development is part of every subject and is the responsibility of all teachers and learners.
How EDClass gives pupils experience in linguistic education	<p>Students have the choice in the format they communicate to the online teachers; written or over camera (text chat or video chat) however a combination of both is encouraged.</p> <p>Correcting spelling, punctuation and grammar either directly or indirectly in the support chats</p> <p>Pronunciation, standard and formal English are modelled by teachers. Learner’s phrases are often remodelled by teachers to make them standard.</p> <p>Speaking and listening skills are modelled by teachers such as turn-taking and using subject-specific language where appropriate.</p> <p>Learners are asked and are encouraged to ask and answer both open and closed questions and to understand when each is appropriate. Open questions especially encourage learners to develop reasoning skills and qualify views and opinions.</p> <p>Learners are encouraged to modify their language, appropriate to the intended audience i.e. teachers. Likewise, teachers differentiate their language to meet the individual needs of the learner.</p> <p>Learners are supported in communicating and expressing how they feel (socially, emotionally and academically) with teachers, other professionals, family members and peers.</p> <p>Subject-specific keywords are promoted and modelled in context in all lesson types. Learners are encouraged to develop semantic fields of topics addressed in lessons.</p> <p>Learners are asked and are encouraged to ask and answer both open and closed questions, to gauge, develop and elicit understanding in all lesson types. Open questions especially encourage learners to develop reasoning skills and qualify views and opinions in free-text responses.</p> <p>Synonyms are often used especially when explaining a topic.</p> <p>subject-specific language is promoted and explained in subject-specific support chats (written and over camera).</p> <p>Learners are asked and are encouraged to ask and answer both open and closed questions to gauge, develop and elicit understanding. Open questions especially encourage learners to develop reasoning skills and qualify views and opinions.</p> <p>Language is sensitive to the needs of the individual learner.</p> <p>Spoken feedback promotes the utilisation of keywords in a range of sentence types, reiterates pronunciation and makes links back to the curriculum.</p> <p>Written feedback appraises competence and progress in learners' use of language and terminology.</p>
How EDClass gives pupils experience in human and social education	<p>Teachers will gain knowledge of reasons why learners are using an AP platform as well as SEND needs and/or vulnerabilities and check on their welfare and well-being accordingly. Learners can expect stable routines such as an early greeting followed by opportunities to express any worries/concerns regarding well-being, mental health etc., as well as academic assistance.</p> <p>Teachers will gauge a learner’s emotional readiness for learning and how they can assist/provide guidance</p> <p>Learners are encouraged to be positive and polite.</p> <p>Learners are encouraged to be reflective, considering any implications of their actions regarding behaviour and choices on others and the environment around them. This supports a successful reintegration into a school environment and a positive influence in the wider community.</p> <p>Learners are encouraged to appreciate the learning style that online AP allows: working independently, at their own pace, outside the influence of other influences/an audience of peers.</p> <p>Learners can experience goal setting and achievements celebrated by teachers, including the little wins.</p> <p>Learners are encouraged to consider careers, apprenticeships, the guidance they should seek and routes into further education.</p> <p>Our curriculum covers British values, spiritual, moral, cultural and social education. In addition to this, it covers personal, social, health and economic education (PSHE), behaviour repair, relationships and being part of a group/community/citizenship.</p> <p>Feedback and subject-specific support are implemented with a growth mindset and learners are encouraged to adopt a positive approach to their learning.</p> <p>Learners are encouraged to reflect on their learning and respond to feedback to maximise their outcomes on their learning journey and to be aware of where they</p>
How EDClass gives pupils experience in aesthetic and creative education	<p>Creative hobbies and interests are encouraged and promoted, including group activities that can provide social interaction outside the classroom environment. Teachers often share their own experiences beyond the virtual classroom, not only for pleasure, but to promote well-being.</p> <p>Learners' artistic creations are celebrated by teachers. Learners often share their projects on camera or by email, which is encouraged.</p> <p>Virtual whiteboards can be used as a creative hook to motivate learners.</p> <p>Learners experience creative writing in different forms: poetry, drama and prose (fiction and nonfiction). This encourages a love of writing beyond the classroom and informs exam preparation.</p> <p>English lesson sets cover how a writer creates effects and are guided on how to explain their methods.</p> <p>Learners are encouraged, through feedback, to take pride in their own work and its presentation.</p> <p>World celebration days such as ‘World Book Day’ are marked and learners are invited to contribute their favourite book to date with reasoning.</p>





How EDClass gives pupils experience in technological education	<p>Learners’ initial experience of the platform is a check that they understand the functionality, how to access learning, how to communicate with teachers and what to do should they feel unsafe in their location.</p> <p>Discussions will take place regarding diagnostic work to personalise learning pathways set after identifying strengths and areas to improve.</p> <p>Learners are informed that they can personalise the appearance of their lessons in line with potential SEND needs (fonts, colours, text size).</p> <p>Online safety (e-safety) will be discussed and reported should learners disclose issues around social media bullying/cyberbullying etc. They are also assigned the online safety lesson pathway or the behavioural pathway (visit here).</p> <p>Learners can be set lessons that directly relate to the subject of ICT which encourages digital fluency.</p> <p>Lessons and lesson sets cover online safety and behaviour.</p> <p>Learners are encouraged to inform teachers of any technical issues so that they can be resolved and learn themselves how to troubleshoot.</p>
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KS3 English Language

Overall objectives	Learners will demonstrate an increasingly strong command of the spoken and written word Learners will develop a wider vocabulary and linguistic conventions for reading, writing and spoken language Learners will make progress in writing clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences				
Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop an appreciation of the power of the word - in reading, writing and speech, and the care with which writers choose them for effect Learners will gain confidence understanding the different functions of parts of speech within sentences and how careful choices can affect tone and ultimately create meaning	Assessment used within this topic	The English diagnostic assessments incorporate questions on the topic of Decoding Text for Meaning to evaluate a learner's prior learning and knowledge gaps Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding how texts are carefully crafted	Resilience	Resilience is developed through the knowledge that word choices are subjective, experimenting with word choices for different effects, independent practice, one-to-one support sessions and live lessons

KS3 English Language Topics

■ Reading Strategies: Decoding for Meaning	■ Reading Strategies: Deduce, Infer or Interpret Information	■ To deduce, infer or interpret information, events or ideas from texts	■ Structure and Organisation of Texts, Grammatical and Presentations Features	■ Relate Texts to Social, Cultural and Historical Context and Literary Traditions
■ Write Imaginative, Thoughtful and Interesting Texts	■ Reading Strategies: Understand, Describe, Select Information / Ideas and Quote / Reference	■ Writer's Purpose and Viewpoint, Overall Effect of Text	■ A Writer's Use of Language Including Grammatical and Literary Features	■ Produce Texts Appropriate to Task, Purpose and Audience
■ Organise and Present Texts Effectively, Sequence and Structure Information and Ideas	■ Construct Paragraphs and Use Cohesion Within and Between Paragraphs	■ Vary Sentences for Clarity, Purpose and Effect	■ Technical Accuracy of Syntax and Punctuation in Phrases, Clauses and Sentences	■ Select Appropriate and Effective Vocabulary
■ Use Correct Spelling				

Lesson Set	Lesson Set Objective	Lesson Title	Lesson Objective
Reading Strategies: Decoding for Meaning	To use a range of strategies including accurate decoding of text, to read for meaning	■ Strategies for Understanding Words: Context	■ To identify the meaning of different words
		■ Understanding Words in Context Further Practice	■ To interpret the meaning of different words
		■ Understanding Words: Positive or Negative?	■ To determine the effect of positive and negative vocabulary
		■ Understanding Words: Which Word Means...?	■ To establish the meaning of different words
		■ Understanding Words: What's Its Function in the Sentence?	■ To distinguish the function of different words
		■ Understanding Words and their Function: Adjective or Adverb?	■ To consider the impact of adjectives and adverbs
		■ Identifying the 'Operative' Word: Synonyms	■ To identify synonyms
		■ Understanding the Function of a Word: Synonyms	■ To use synonyms appropriately
		■ Categories of Words (Semantic Fields)	■ To recognise semantic fields
		■ Identifying Semantic Fields	■ To identify semantic fields
		■ Predicting Semantic Fields	■ To explore semantic fields
		■ Genre and Semantic Fields	■ To discover semantic fields within different genres
		■ Who Does This Pronoun Refer To?	■ To revise pronouns and how they are used
		■ Identifying the Speaker	■ To revise pronouns and identify narrative voice
		■ Understanding Connectives - What's Coming Next?	■ To use connectives to predict what may happen next within a text
		■ Double Negatives	■ To recognise double negatives and comment on their impact
		■ Word Conventions: Imperatives	■ To identify the impact of imperatives
		■ Word Conventions: Adjectives and Adverbs	■ To consider the impact of adjectives and adverbs
		■ Decoding Punctuation: What's It Asking You to Do and Why?	■ To analyse the use of punctuation and its effect
		■ Decoding Punctuation: More Practice	■ To practise using punctuation accurately and effectively

		<input type="checkbox"/>	Complex Sentences: Which is the Main and Which is the Subordinate Clause?	<input type="checkbox"/>	To differentiate the main clause from the subordinate
		<input type="checkbox"/>	Identifying Subordinate Clauses	<input type="checkbox"/>	To identify subordinate clauses
		<input type="checkbox"/>	Identifying Subordinate Clauses Practice	<input type="checkbox"/>	To practise identifying subordinate clauses
		<input type="checkbox"/>	Colons in Compound Sentences: Which is the Operative Phrase?	<input type="checkbox"/>	To assess the use of colons in compound sentences and identify the operative phrase
		<input type="checkbox"/>	Modal Verbs: What Hasn't Happened?	<input type="checkbox"/>	To consider the effect of modal verbs
		<input type="checkbox"/>	Why the New Paragraph?	<input type="checkbox"/>	To evaluate when, where and why a new paragraph is necessary
		<input type="checkbox"/>	Discourse Markers: Guiding the Reader	<input type="checkbox"/>	To discover how discourse markers are used to guide the reader
		<input type="checkbox"/>	Clues to a Writer's Perspective	<input type="checkbox"/>	To evaluate a writer's perspective
		<input type="checkbox"/>	Subjectivity and Objectivity	<input type="checkbox"/>	To determine if a text is subjective or objective
		<input type="checkbox"/>	Where's the Emphasis?	<input type="checkbox"/>	To decide where emphasis is placed in a text and why
		<input type="checkbox"/>	Testing Understanding: Decoding Meaning	<input type="checkbox"/>	To test learner's ability to decode meaning
Reading Strategies: Deduce, Infer or Interpret Information	Objective:	<input type="checkbox"/>	What is Implicit Information?	<input type="checkbox"/>	To locate implicit information in a text
	To deduce, infer or interpret information, events or ideas from texts	<input type="checkbox"/>	Practising Inference Skills	<input type="checkbox"/>	To practise inference
		<input type="checkbox"/>	Further Practice: Inference Skills - What Does This Suggest?	<input type="checkbox"/>	To practise inference and comment on what the information suggests
		<input type="checkbox"/>	Deduction Skills: What Does Deduction Entail?	<input type="checkbox"/>	To read information and deduce what is required to answer questions
		<input type="checkbox"/>	Synthesising Information from Deducing	<input type="checkbox"/>	To synthesise information using deduction skills
		<input type="checkbox"/>	Interpretation Skills: What Does Interpretation Entail?	<input type="checkbox"/>	To practise interpretation
		<input type="checkbox"/>	Interpretation Practice	<input type="checkbox"/>	To practise interpretation
		<input type="checkbox"/>	Interpreting in Fiction: Figurative Language	<input type="checkbox"/>	To establish how figurative language is used and how it can be interpreted
		<input type="checkbox"/>	Recap: Deducing, Inferring and Interpreting	<input type="checkbox"/>	To revise inference, interpretation and deduction skills
		<input type="checkbox"/>	Consider 'Likelihood' When Deducing, Inferring or Interpreting	<input type="checkbox"/>	To decide likelihood using deduction, inference and interpreting of information to support your answer
		<input type="checkbox"/>	Using Deduction, Inference and Interpreting Skills to Arrive at a Viewpoint / Perspective	<input type="checkbox"/>	To formulate a perspective using deduction, inference and interpretation skills
		<input type="checkbox"/>	Text as Analogy	<input type="checkbox"/>	To explore the concept of analogy
		<input type="checkbox"/>	Testing Understanding: Explicit and Implicit Information	<input type="checkbox"/>	To test learner's ability to extract implicit and explicit information
Structure and Organisation of Texts, Grammatical and Presentations Features	Objective:	<input type="checkbox"/>	What is the 'Structure' of a Text'?	<input type="checkbox"/>	To discover the meaning of structure and how it can differ between texts
	To identify and comment on the structure and organisation of texts, including grammatical and literary features at word and sentence level	<input type="checkbox"/>	Structuring Non-Fiction Texts	<input type="checkbox"/>	To analyse the structure of non-fiction texts
		<input type="checkbox"/>	The Effects of Structure Choices: Non-Fiction Texts	<input type="checkbox"/>	To comment on the effect of structural choices in non-fiction texts
		<input type="checkbox"/>	Presentational Features of Non-Fiction Texts	<input type="checkbox"/>	To dissect the presentational features of non-fiction texts
		<input type="checkbox"/>	Practise Identifying Features of Non-Fiction Texts	<input type="checkbox"/>	To practise identifying features of non-fiction texts
		<input type="checkbox"/>	Format and Structure: Non-Fiction Texts	<input type="checkbox"/>	To explore the format and structure of non-fiction texts
		<input type="checkbox"/>	Practise Identifying the Structure of Fiction Texts	<input type="checkbox"/>	To practise identifying structural features of fiction texts
		<input type="checkbox"/>	Structure Choices for Drama Texts	<input type="checkbox"/>	To evaluate structure choices in drama texts
		<input type="checkbox"/>	A Writer's Shifts in Focus: Non-Fiction	<input type="checkbox"/>	To consider how a writer's focus shifts in non-fiction texts
		<input type="checkbox"/>	Paragraph Cohesion and Discourse Markers	<input type="checkbox"/>	To outline how paragraph cohesion and discourse markers help the organisation and structure of a text
		<input type="checkbox"/>	Commenting on a Writer's Shift in Focus	<input type="checkbox"/>	To comment on a writer's shift in focus
		<input type="checkbox"/>	Further Practice: Commenting on a Writer's Shift in Focus	<input type="checkbox"/>	To comment on a writer's shift in focus and identify appropriate quotations
		<input type="checkbox"/>	Testing Understanding: Structure and Organisation of Text	<input type="checkbox"/>	To test learner's ability to identify structural choices within fiction and non-fiction texts
Relate Texts to Social, Cultural and Historical Context and Literary Traditions	Objective:	<input type="checkbox"/>	What is Social, Cultural and Historical Context?	<input type="checkbox"/>	To recognise and write about features of social context in literature
	To relate texts to their social, cultural and historical contexts and literary traditions	<input type="checkbox"/>	Further Work on the Social Context of a Text: 'The Rules of the World' of the Play	<input type="checkbox"/>	To examine the social context / 'The Rules of this World' in the play 'Macbeth'
		<input type="checkbox"/>	Social Context: 'Macbeth' Act 3 scene 4 - The Banquet	<input type="checkbox"/>	To examine social context in 'Macbeth': The Banquet Scene
		<input type="checkbox"/>	Social Context: 'Macbeth' Act 1 scene 7 - Duncan's Supper	<input type="checkbox"/>	To examine social context in 'Macbeth' using Act 1 Scene 7
		<input type="checkbox"/>	Social Context: 'Romeo and Juliet' Act 3 scene 1 - Prince Escalus	<input type="checkbox"/>	To examine social context in 'Romeo and Juliet' using Act 3 Scene 1
		<input type="checkbox"/>	Social Context: 'Romeo and Juliet' Act 1 scene 2 and Act 3 scene 5 - Marriage	<input type="checkbox"/>	To examine social context in 'Romeo and Juliet' using Act 1 Scene 2 and Act 3 Scene 5

		<input type="checkbox"/>	Social Context: 'Romeo and Juliet' Act 1 scene 3 - The Nurse	<input type="checkbox"/>	To examine social context in 'Romeo and Juliet' using Act 1 Scene 3
		<input type="checkbox"/>	Literary Traditions: The Fairy Tale	<input type="checkbox"/>	To explore literary traditions with a focus on fairy tales
		<input type="checkbox"/>	Literary Traditions: Detective Fiction	<input type="checkbox"/>	To analyse the literary traditions of detective fiction
		<input type="checkbox"/>	Literary Traditions: Tragedy	<input type="checkbox"/>	To assess the literary traditions of tragedies
		<input type="checkbox"/>	Literary Traditions: Ballads and Epic Poems	<input type="checkbox"/>	To examine literary traditions of ballads and epic poems
		<input type="checkbox"/>	Literary Traditions: Ballads and Epic Poems: Further Work	<input type="checkbox"/>	To practise examining literary traditions of ballads and epic poems
Write Imaginative, Thoughtful and Interesting Texts	Objective: To write imaginative, interesting and thoughtful texts	<input type="checkbox"/>	Deciding Purpose from Writing Tasks - Non-Fiction	<input type="checkbox"/>	To determine purpose and develop writing techniques to suit purpose
		<input type="checkbox"/>	Further Practice: Deciding Purpose from Writing Tasks - Non-Fiction	<input type="checkbox"/>	To practise using writing techniques to suit purpose
		<input type="checkbox"/>	Writing to Inform / Instruct	<input type="checkbox"/>	To construct informational or instructional texts using key features
		<input type="checkbox"/>	Writing to Persuade / Argue	<input type="checkbox"/>	To construct texts to argue or persuade and use key features
		<input type="checkbox"/>	Writing to Narrate / Describe	<input type="checkbox"/>	To construct narrative or descriptive texts using key features
		<input type="checkbox"/>	Writing to Explain / Report	<input type="checkbox"/>	To write to explain or report using identified key features
		<input type="checkbox"/>	Deciding Angle or Viewpoint	<input type="checkbox"/>	To assess how to decide an angle or viewpoint when writing
		<input type="checkbox"/>	Engagement Strategies: 'Hooks'	<input type="checkbox"/>	To consider how to engage readers using 'hooks'
		<input type="checkbox"/>	Effective Headlines	<input type="checkbox"/>	To write effective and informational headlines
		<input type="checkbox"/>	Balancing Viewpoints: Different Perspectives	<input type="checkbox"/>	To adapt writing to balance different perspectives
		<input type="checkbox"/>	Language Conventions: News and Articles	<input type="checkbox"/>	To consider and use the appropriate format, language and structure appropriate for news and articles
		<input type="checkbox"/>	Language Conventions: Complaints and Arguments	<input type="checkbox"/>	To consider and use the appropriate format, language and structure appropriate for complaints and arguments
		<input type="checkbox"/>	Language Conventions: Discussions and Debates	<input type="checkbox"/>	To consider and use the appropriate format, language and structure appropriate for discussions and debates
		<input type="checkbox"/>	Presenting a View: Are there Wider Issues?	<input type="checkbox"/>	To consider wider implications when presenting a point of view
		<input type="checkbox"/>	Creating and Varying Tone	<input type="checkbox"/>	To decide an appropriate tone and identify how to vary tone within your writing
		<input type="checkbox"/>	Addressing the Reader in Articles	<input type="checkbox"/>	To judge how and when to address the reader in articles
		<input type="checkbox"/>	Including Personal Reflections in Articles	<input type="checkbox"/>	To choose when and where to include personal reflections in articles
		<input type="checkbox"/>	Topic Sentences	<input type="checkbox"/>	To write paragraphs beginning with topic sentences
		<input type="checkbox"/>	Synonyms for Variety	<input type="checkbox"/>	To widen vocabulary by exploring the use of synonyms
		<input type="checkbox"/>	Using Puns	<input type="checkbox"/>	To explore examples of puns and begin to construct effective puns
		<input type="checkbox"/>	Figurative Language in Non-Fiction	<input type="checkbox"/>	To explore figurative language in non-fiction
		<input type="checkbox"/>	Clichés: Can They be Effective in Your Writing?	<input type="checkbox"/>	To develop an awareness of cliché and if they can be used effectively in writing
Reading Strategies: Understand, Describe, Select Information / Ideas and Quote / Reference	Objective: To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	<input type="checkbox"/>	What is 'Explicit' Information?	<input type="checkbox"/>	To locate explicit information in a text
		<input type="checkbox"/>	Identifying Explicit Information	<input type="checkbox"/>	To identify explicit information
		<input type="checkbox"/>	The Difference Between Information and Ideas	<input type="checkbox"/>	To observe and report the difference between information and ideas
		<input type="checkbox"/>	Is the Information Reliable?	<input type="checkbox"/>	To conclude if information is reliable
		<input type="checkbox"/>	Information in Fiction	<input type="checkbox"/>	To practise finding information in fiction
		<input type="checkbox"/>	Identifying Explicit Information in Fiction	<input type="checkbox"/>	To locate explicit information in fiction
		<input type="checkbox"/>	Identifying Information in Fiction That Will Become Significant Later	<input type="checkbox"/>	To select significant information in fiction
		<input type="checkbox"/>	Identifying Explicit Information in Non-Fiction	<input type="checkbox"/>	To identify explicit information in non-fiction
		<input type="checkbox"/>	Identifying Explicit Information in Fiction	<input type="checkbox"/>	To identify explicit information in fiction
		<input type="checkbox"/>	Identifying Information in Fiction That Will Become Significant Later	<input type="checkbox"/>	To identify information that will become significant later in a fiction text
		<input type="checkbox"/>	Information as Evidence	<input type="checkbox"/>	To identify information to use as evidence
		<input type="checkbox"/>	Information as Evidence: Best-Fit Practice	<input type="checkbox"/>	To select information and begin using it to evidence findings
		<input type="checkbox"/>	Using Quotations	<input type="checkbox"/>	To use quotations confidently
		<input type="checkbox"/>	Recap Punctuating Quotations	<input type="checkbox"/>	To punctuate quotations accurately
		<input type="checkbox"/>	Embedding Quotations	<input type="checkbox"/>	To select and embed quotations in sentences
		<input type="checkbox"/>	Embedding Quotations Practice	<input type="checkbox"/>	To select and embed appropriate quotations

		<input type="checkbox"/> Quoting From Different Texts	<input type="checkbox"/> To quote from different texts
		<input type="checkbox"/> Connectives Showing Similarity of Ideas	<input type="checkbox"/> To compare ideas using connectives to support findings
		<input type="checkbox"/> Connectives Showing Difference in Ideas	<input type="checkbox"/> To contrast ideas using connectives to support findings
		<input type="checkbox"/> Describing Information	<input type="checkbox"/> To construct a description
		<input type="checkbox"/> Selecting Information When Researching	<input type="checkbox"/> To select relevant information when researching
		<input type="checkbox"/> Using Information for Your Own Ends	<input type="checkbox"/> To consider different information and apply findings
		<input type="checkbox"/> Understanding of Use of Information Out of Context	<input type="checkbox"/> To collect information and utilise findings
		<input type="checkbox"/> Referencing Quotations	<input type="checkbox"/> To reference quotations
Writer's Purpose and Viewpoint, Overall Effect of Text	Objective:	<input type="checkbox"/> Introduction: A Writer's Purpose	<input type="checkbox"/> To evaluate a writer's purpose
	To identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader	<input type="checkbox"/> Writing to Inform / Instruct	<input type="checkbox"/> To explore a writer's language and structure choices when writing to inform and instruct
		<input type="checkbox"/> Writing to Persuade / Argue	<input type="checkbox"/> To explore a writer's language and structure choices when writing to persuade or argue
		<input type="checkbox"/> Writing to Narrate / Describe	<input type="checkbox"/> To explore a writer's language and structure choices when writing to narrate or describe
		<input type="checkbox"/> Writing to Explain / Report	<input type="checkbox"/> To explore a writer's language and structure choices when writing to explain or report
		<input type="checkbox"/> Objectivity and Bias	<input type="checkbox"/> To identify objectivity and bias
		<input type="checkbox"/> Bias in Non-Fiction	<input type="checkbox"/> To examine bias in non-fiction texts
		<input type="checkbox"/> Bias and Viewpoint	<input type="checkbox"/> To compare bias and viewpoint and how they correlate
		<input type="checkbox"/> Writing About a Writer's Viewpoint	<input type="checkbox"/> To identify and comment on a writer's viewpoint
		<input type="checkbox"/> Person Narrative: First, Second or Third?	<input type="checkbox"/> To distinguish the difference between first-, second- or third-person narrative
		<input type="checkbox"/> Using the First-Person Narrative Voice and Its Effect	<input type="checkbox"/> To evaluate the use of first-person narrative and describe its effect
		<input type="checkbox"/> Using the Second Person Narrative Voice and Its Effect	<input type="checkbox"/> To evaluate the use of second person narrative and describe its effect
		<input type="checkbox"/> Using the Third Person Narrative Voice and Its Effect	<input type="checkbox"/> To evaluate the use of third person narrative and describe its effect
		<input type="checkbox"/> The Writer's Use of a Narrator	<input type="checkbox"/> To consider a writer's choice of narrator and its effect
		<input type="checkbox"/> The Writer's Use of a Narrator: Further Work	<input type="checkbox"/> To consider a writer's use of narrator and the effect
		<input type="checkbox"/> Conflicting Viewpoints	<input type="checkbox"/> To identify viewpoints to compare and contrast
		<input type="checkbox"/> Writing About Conflicting Viewpoints	<input type="checkbox"/> To write about conflicting viewpoints using evidence
		<input type="checkbox"/> Testing: A Writer's Purpose and Viewpoint	<input type="checkbox"/> To test learner's knowledge of purpose and viewpoint
A Writer's Use of Language Including Grammatical and Literary Features	Objective:	<input type="checkbox"/> Literal and Figurative Language	<input type="checkbox"/> To explore literal and figurate language
	To explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level	<input type="checkbox"/> Identifying Literal and Figurative Language	<input type="checkbox"/> To identify literal and figurative language within texts
		<input type="checkbox"/> Types of Imagery: Similes	<input type="checkbox"/> To examine the qualities conveyed in similes
		<input type="checkbox"/> Types of Imagery: Metaphors	<input type="checkbox"/> To examine the qualities conveyed in metaphors
		<input type="checkbox"/> Types of Imagery: Personification	<input type="checkbox"/> To consider how personification is used within texts and comment on its effect
		<input type="checkbox"/> Recap Figurative Language (Imagery)	<input type="checkbox"/> To revise figurative language
		<input type="checkbox"/> Literal and Figurative: Pathetic fallacy	<input type="checkbox"/> To consider how pathetic fallacy is used within texts and comment on its effect
		<input type="checkbox"/> Words and Phrases with Sounds	<input type="checkbox"/> To recognise and comment on a writer's use of onomatopoeic words
		<input type="checkbox"/> Identify Sounds in Phrases and Appraise Their Effect	<input type="checkbox"/> To identify the use of onomatopoeic words and comment on their effect
		<input type="checkbox"/> Rhetorical Techniques	<input type="checkbox"/> To explore rhetorical techniques and their effect
		<input type="checkbox"/> Emotive Language	<input type="checkbox"/> To consider how to use emotive language as a powerful persuasive device
		<input type="checkbox"/> Dramatic Language: Characters Speaking Differently	<input type="checkbox"/> To explore the effect of a writer's choice of language for different characters
		<input type="checkbox"/> Irony: It's Effect on Readers / An Audience	<input type="checkbox"/> To identify irony and comment on its effect
		<input type="checkbox"/> Irony: It's Effect on Readers / An Audience - Further Work	<input type="checkbox"/> To examine the effect of irony on an audience/reader
		<input type="checkbox"/> Language and Pauses	<input type="checkbox"/> To examine the use of language and how writers use pauses for effect
		<input type="checkbox"/> Looking at Rhetorical Writing	<input type="checkbox"/> To examine a range of persuasive and rhetorical techniques
		<input type="checkbox"/> Simple and Compound Sentences	<input type="checkbox"/> To recognise the differences between simple and compound sentences
		<input type="checkbox"/> Complex Sentences	<input type="checkbox"/> To evaluate a writer's use of complex sentences
		<input type="checkbox"/> Subordinate Clauses	<input type="checkbox"/> To discover how a writer's use of subordinate clauses affects their writing
		<input type="checkbox"/> Looking at How Subordinate Clauses Work in Text	<input type="checkbox"/> To explore examples of subordinate clauses in texts
		<input type="checkbox"/> Looking at Fiction Texts	<input type="checkbox"/> To explore and analyse fiction texts

		<input type="checkbox"/>	Looking at Non-Fiction Texts	<input type="checkbox"/>	To explore and analyse non-fiction texts
		<input type="checkbox"/>	Testing Understanding: A Writer's Use of Language	<input type="checkbox"/>	To test learner's understanding of a writer's use of language
Produce Texts Appropriate to Task, Purpose and Audience	Objective: To produce texts which are appropriate to task, reader and purpose	<input type="checkbox"/>	Genres of Fiction	<input type="checkbox"/>	To discover the different genres of fiction
		<input type="checkbox"/>	Audience Expectations / Conventions of Different Genres (Fiction)	<input type="checkbox"/>	To outline the different audience expectations and conventions of different genres
		<input type="checkbox"/>	'Zoom In' on Settings: Different Fiction Genres	<input type="checkbox"/>	To consider the detail in settings of different genres in fiction
		<input type="checkbox"/>	'Zoom In' on Settings: Different Fiction Genres: Further Examples	<input type="checkbox"/>	To comment on the detail in settings of different genres
		<input type="checkbox"/>	'Zoom In' on Characters: Different Fiction Genres	<input type="checkbox"/>	To explore the difference in characters in different genres of fiction
		<input type="checkbox"/>	'Zoom In' on Characters: Different Fiction Genres: Further Examples	<input type="checkbox"/>	To comment on the difference in character in different genres
		<input type="checkbox"/>	Different Forms of Non-Fiction Writing	<input type="checkbox"/>	To explore different forms of non-fiction writing
		<input type="checkbox"/>	Who Are Your Readers? Who Is Your Audience?	<input type="checkbox"/>	To decide who the audience is and how to engage them
		<input type="checkbox"/>	Formal and Informal Writing	<input type="checkbox"/>	To outline the differences in formal and informal writing
		<input type="checkbox"/>	Formal and Informal Language	<input type="checkbox"/>	To write using formal and informal language suited to task and audience
		<input type="checkbox"/>	Appropriacy: Does the Language Fit the Audience and Purpose?	<input type="checkbox"/>	To analyse language choices and comment on their appropriacy for audience and purpose
		<input type="checkbox"/>	Accent and Dialect	<input type="checkbox"/>	To discuss and identify differences in accent and dialect
		<input type="checkbox"/>	Colloquial English	<input type="checkbox"/>	To explore colloquial English and examples of its use in texts
		<input type="checkbox"/>	Voice Patterns and Idiolect	<input type="checkbox"/>	To evaluate the impact of different voice patterns and idiolect
		<input type="checkbox"/>	Writing in Non-Standard English	<input type="checkbox"/>	To discover when and where writing in non-standard English is appropriate and comment on its impact
		<input type="checkbox"/>	Using Standard English	<input type="checkbox"/>	To determine what Standard English is and practise using Standard English
		<input type="checkbox"/>	Deciding Form and Content (Writing Tasks)	<input type="checkbox"/>	To determine form and content using key indicators from task questions to inform writing decisions
		<input type="checkbox"/>	Planning Writing Tasks	<input type="checkbox"/>	To discover how to plan writing tasks effectively
		<input type="checkbox"/>	Planning Writing Tasks: Further Examples	<input type="checkbox"/>	To practise planning writing tasks effectively
		<input type="checkbox"/>	Sustaining a Viewpoint	<input type="checkbox"/>	To produce a text whilst sustaining a viewpoint
		<input type="checkbox"/>	'Zooming In' for Detail?	<input type="checkbox"/>	To practise finding important details by conducting close reading of different texts
		<input type="checkbox"/>	Matching Language to Authorial Stance	<input type="checkbox"/>	To match language and language techniques with authorial stance
		<input type="checkbox"/>	Overall Effect of Written Response and Editing	<input type="checkbox"/>	To consider the effect of a written response and to practise editing answers
Organise and Present Texts Effectively, Sequence and Structure Information and Ideas	Objective: To organise and present whole texts effectively, sequencing and structuring information, ideas and events	<input type="checkbox"/>	Introducing Structure: Beginning, Middle and End	<input type="checkbox"/>	To begin dissecting structure
		<input type="checkbox"/>	Fiction: Structure in Different Genres	<input type="checkbox"/>	To evaluate structure and features within different genres of fiction
		<input type="checkbox"/>	The Structure of Whole Texts: Fiction	<input type="checkbox"/>	To analyse the structure of fictional texts
		<input type="checkbox"/>	The Structure of Whole Texts: Fiction: Further Examples	<input type="checkbox"/>	To analyse and comment on the structure of whole texts
		<input type="checkbox"/>	Structure Choices for Different Writing Tasks	<input type="checkbox"/>	To explore structural choices of different writing formats linked with tasks
		<input type="checkbox"/>	Including an Anecdote or Case Study in Non-Fiction Writing	<input type="checkbox"/>	To recognise anecdotes and determine how to use them effectively in non-fiction writing
		<input type="checkbox"/>	Which is the Correct Tense for this Form of Writing?	<input type="checkbox"/>	To identify the correct tense for different types of text
		<input type="checkbox"/>	Which is the Correct Tense for this Form of Writing? Further Work	<input type="checkbox"/>	To practise using the correct tense for different writing tasks
		<input type="checkbox"/>	Tense and Its Effect	<input type="checkbox"/>	To explore tense and its effect
		<input type="checkbox"/>	Organising Content for Non-Fiction Tasks: Examples	<input type="checkbox"/>	To organise content and ideas in writing
		<input type="checkbox"/>	Structure: Drama Texts	<input type="checkbox"/>	To explore the structure of different drama texts
Construct Paragraphs and Use Cohesion Within and Between Paragraphs	Objective: To construct paragraphs and use cohesion within and between paragraphs	<input type="checkbox"/>	Writing a Paragraph: Topic Sentence and Expansion	<input type="checkbox"/>	To construct paragraphs using topic sentences and expanding ideas when and where appropriate
		<input type="checkbox"/>	Varying Paragraphs	<input type="checkbox"/>	To use interesting and varied paragraphs in writing
		<input type="checkbox"/>	When to Start a New Paragraph	<input type="checkbox"/>	To identify when and where it is appropriate to begin a new paragraph
		<input type="checkbox"/>	Writing Cohesive Paragraphs	<input type="checkbox"/>	To order paragraphs so writing is organised and coherent
		<input type="checkbox"/>	Sequencing Paragraphs in Your Writing	<input type="checkbox"/>	To sequence and order information in writing
		<input type="checkbox"/>	Guiding the Reader: Discourse Markers	<input type="checkbox"/>	To guide the reader effectively using discourse markers
		<input type="checkbox"/>	Using Pronouns to Create Cohesion in Paragraphs	<input type="checkbox"/>	To use pronouns to vary paragraph openings whilst promoting cohesion in paragraphs
		<input type="checkbox"/>	Expected Paragraphs: Conventions of Different Forms of Non-Fiction Writing	<input type="checkbox"/>	To identify the conventions of different forms of non-fiction writing
		<input type="checkbox"/>	Expected Paragraphs: Conventions of Different Forms of Non-Fiction Writing - Further Examples	<input type="checkbox"/>	To further explore the conventions of different forms of non-fiction writing

		<input type="checkbox"/>	Varying Paragraph Lengths	<input type="checkbox"/>	To write detailed paragraphs whilst varying length to maintain reader interest
		<input type="checkbox"/>	Setting Out Speech: New Paragraphs	<input type="checkbox"/>	To practise writing speech
		<input type="checkbox"/>	Starting a Story: Possible 'Hooks'	<input type="checkbox"/>	To develop different story openings and 'hooks' to interest readers
		<input type="checkbox"/>	Opening Paragraphs: Examples in Non-Fiction	<input type="checkbox"/>	To evaluate opening paragraphs in non-fiction and comment on their effect
		<input type="checkbox"/>	Closing Paragraphs: Examples in Non-Fiction	<input type="checkbox"/>	To assess closing paragraphs in non-fiction and comment on their effect
		<input type="checkbox"/>	Opening Paragraphs: Examples in Fiction	<input type="checkbox"/>	To evaluate opening paragraphs in fiction and comment on their effect
		<input type="checkbox"/>	Closing Paragraphs: Examples in Fiction	<input type="checkbox"/>	To assess closing paragraphs in fiction and comment on their effect
Vary Sentences for Clarity, Purpose and Effect	Objective: To vary sentences for clarity, purpose and effect	<input type="checkbox"/>	Simple Sentences	<input type="checkbox"/>	To write effective simple sentences
		<input type="checkbox"/>	Identifying Subject, Verb and Object	<input type="checkbox"/>	To identify subject, verb and object within different sentences
		<input type="checkbox"/>	Nouns: The Subjects / Objects of Sentences	<input type="checkbox"/>	To explore the subjects and objects of different sentences
		<input type="checkbox"/>	Simple Sentences: Transitive and Intransitive Verbs	<input type="checkbox"/>	To examine simple sentences and the use of transitive and intransitive verbs
		<input type="checkbox"/>	Simple Sentences: The Active Voice	<input type="checkbox"/>	To explore simple sentences and the active voice
		<input type="checkbox"/>	Simple Sentences: The Passive Voice	<input type="checkbox"/>	To explore simple sentences and the passive voice
		<input type="checkbox"/>	The Passive Voice: Further Work	<input type="checkbox"/>	To further explore simple sentences and the passive voice
		<input type="checkbox"/>	Compound Sentences: Using Connectives / Conjunctions	<input type="checkbox"/>	To construct compound sentences using connectives/conjunctions with confidence
		<input type="checkbox"/>	Connectives / Conjunctions: What Do They Tell You?	<input type="checkbox"/>	To consider the use of connectives and what they tell the reader
		<input type="checkbox"/>	Complex Sentences: Adding Detail	<input type="checkbox"/>	To develop detail by using complex sentences
		<input type="checkbox"/>	Identifying the Subordinate Clause	<input type="checkbox"/>	To identify subordinate clauses within texts and examine how they are constructed for effect
		<input type="checkbox"/>	Varying Sentence Lengths	<input type="checkbox"/>	To write varying sentence lengths
		<input type="checkbox"/>	Varying Sentence Starters	<input type="checkbox"/>	To write varying sentence openings
		<input type="checkbox"/>	Sentences: Examples in Non-Fiction	<input type="checkbox"/>	To identify the purpose of different sentence types in non-fiction
		<input type="checkbox"/>	Sentences: Examples in Fiction	<input type="checkbox"/>	To identify the purpose of different sentence types in fiction
Technical Accuracy of Syntax and Punctuation in Phrases, Clauses and Sentences	Objective: To write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	<input type="checkbox"/>	Common and Proper Nouns	<input type="checkbox"/>	To distinguish between common and proper nouns
		<input type="checkbox"/>	Pronouns	<input type="checkbox"/>	To consider how pronouns are effective in writing
		<input type="checkbox"/>	Nouns and Pronouns: Further Work	<input type="checkbox"/>	To practise commenting on how pronouns are effective in writing
		<input type="checkbox"/>	Concrete and Abstract Nouns	<input type="checkbox"/>	To distinguish between concrete and abstract nouns
		<input type="checkbox"/>	Using Adjectives	<input type="checkbox"/>	To consider how adjectives can be used effectively
		<input type="checkbox"/>	Adjectives and Noun Phrases	<input type="checkbox"/>	To consider how adjectives complement noun phrases
		<input type="checkbox"/>	Verbs: Doing and Being	<input type="checkbox"/>	To differentiate between verbs of state and action
		<input type="checkbox"/>	Conjugating Regular and Irregular Verbs	<input type="checkbox"/>	To conjugate regular and irregular verbs
		<input type="checkbox"/>	Auxiliary Verbs and Verb Phrases	<input type="checkbox"/>	To examine how auxiliary verbs operate
		<input type="checkbox"/>	Object and Verb Agreement	<input type="checkbox"/>	To check object and verb agreement
		<input type="checkbox"/>	Collective Nouns and Verb Agreement	<input type="checkbox"/>	To check verb agreements of collective nouns
		<input type="checkbox"/>	Verbs and Adverbs	<input type="checkbox"/>	To examine how adverbs complement verbs
		<input type="checkbox"/>	Different Kinds of Adverb	<input type="checkbox"/>	To examine the different kinds of adverbs and their effect
		<input type="checkbox"/>	Recap Compound Sentences: Using Commas	<input type="checkbox"/>	To recap using commas in compound sentences
		<input type="checkbox"/>	Fronted Adverbials: Using Commas	<input type="checkbox"/>	To examine sentence structures with fronted adverbials
		<input type="checkbox"/>	Testing: Grammar and Syntax	<input type="checkbox"/>	To test grammar and syntax covered in the lesson set
		<input type="checkbox"/>	Using Commas	<input type="checkbox"/>	To revise using commas
		<input type="checkbox"/>	Using Commas Practice	<input type="checkbox"/>	To practise using commas
		<input type="checkbox"/>	Sentences Using Colons	<input type="checkbox"/>	To use colons in sentences
		<input type="checkbox"/>	Sentences Using Semicolons	<input type="checkbox"/>	To use semicolons in sentences
		<input type="checkbox"/>	Colons and Semicolons: Further Work	<input type="checkbox"/>	To practise using colons and semicolons in sentences
		<input type="checkbox"/>	Exclamations and Questions	<input type="checkbox"/>	To use exclamation and question marks
		<input type="checkbox"/>	Punctuating Speech	<input type="checkbox"/>	To punctuate speech accurately

		<input type="checkbox"/>	Punctuating Speech: Further Practice	<input type="checkbox"/>	To practise punctuating speech accurately
		<input type="checkbox"/>	Apostrophes for Omission / Contractions	<input type="checkbox"/>	To practise using apostrophes for omission
		<input type="checkbox"/>	Apostrophes for Possession	<input type="checkbox"/>	To practise using apostrophes to show possession
		<input type="checkbox"/>	Apostrophes for Possession: Further Work	<input type="checkbox"/>	To further practise using apostrophes to show possession
		<input type="checkbox"/>	Punctuation for Pauses: Recap	<input type="checkbox"/>	To recap using punctuation to create pauses
		<input type="checkbox"/>	Revise: Punctuating Quotations	<input type="checkbox"/>	To revise punctuating quotations
		<input type="checkbox"/>	Testing: Punctuation	<input type="checkbox"/>	To test using punctuation effectively
Select Appropriate and Effective Vocabulary	Objective: To select appropriate and effective vocabulary	<input type="checkbox"/>	Vocabulary Appropriate for Audience and Purpose: Decisions to Make	<input type="checkbox"/>	To make language choices appropriate for audience
		<input type="checkbox"/>	Vocabulary Appropriate for Purpose: Decisions to Make	<input type="checkbox"/>	To make language choices appropriate for purpose
		<input type="checkbox"/>	Synonyms: Alternatives to Everyday Words	<input type="checkbox"/>	To replace common words with effective synonyms
		<input type="checkbox"/>	Synonyms: Alternatives to Everyday Words - Further Work	<input type="checkbox"/>	To practise choosing appropriate synonyms for purpose and audience
		<input type="checkbox"/>	Vocabulary to Argue: Good and Bad	<input type="checkbox"/>	To consider language when writing to argue
		<input type="checkbox"/>	Vocabulary to Persuade: Perfection and Destruction	<input type="checkbox"/>	To consider language when writing to persuade
		<input type="checkbox"/>	Vocabulary to Imagine: Sensual Words and Phrases	<input type="checkbox"/>	To consider sensual language when writing to describe
		<input type="checkbox"/>	Vocabulary to Advise: Modal Verbs and Empathy	<input type="checkbox"/>	To consider modal verbs to create an empathetic tone
		<input type="checkbox"/>	Vocabulary in Fiction: 'Bad' Characters	<input type="checkbox"/>	To examine language choices describing 'bad' characters in fiction
		<input type="checkbox"/>	Vocabulary in Fiction: 'Good' Characters	<input type="checkbox"/>	To examine language choices describing 'good' characters in fiction
		<input type="checkbox"/>	Vocabulary in Fiction: Feelings and Emotions	<input type="checkbox"/>	To examine language choices describing feelings and emotions in fiction
		<input type="checkbox"/>	Vocabulary in Fiction: Discovery	<input type="checkbox"/>	To decide vocabulary appropriate for purpose
		<input type="checkbox"/>	Vocabulary in Fiction: Sadness and Tragedy	<input type="checkbox"/>	To examine language choices in tragedy
		<input type="checkbox"/>	Vocabulary in Fiction: Qualities in Similes	<input type="checkbox"/>	To examine the qualities conveyed in similes
		<input type="checkbox"/>	'Heaping On' Vocabulary: Building a Character or Scene	<input type="checkbox"/>	To examine how a writer can use language to 'build' description
		<input type="checkbox"/>	Planning Vocabulary Use: Effective Antonyms	<input type="checkbox"/>	To plan using antonyms effectively
		<input type="checkbox"/>	Planning Vocabulary Use: Semantic Fields	<input type="checkbox"/>	To plan use of semantic fields
		<input type="checkbox"/>	Vocabulary: Balancing Simple and Sophisticated	<input type="checkbox"/>	To decide vocabulary appropriate for purpose
		<input type="checkbox"/>	Testing: Vocabulary	<input type="checkbox"/>	To test work on language choice lesson set
Use Correct Spelling	Objective: To use correct spelling	<input type="checkbox"/>	Effective Spelling Strategies for Everyday Words	<input type="checkbox"/>	To consider spelling strategies for everyday words
		<input type="checkbox"/>	Mnemonics for Everyday Words	<input type="checkbox"/>	To consider mnemonics to spell everyday words correctly
		<input type="checkbox"/>	Common Rules	<input type="checkbox"/>	To cover common spelling rules
		<input type="checkbox"/>	Homophones	<input type="checkbox"/>	To distinguish between different homophones
		<input type="checkbox"/>	The Most Frequently Misspelt Words	<input type="checkbox"/>	To examine the most commonly misspelt words
		<input type="checkbox"/>	Using a Thesaurus	<input type="checkbox"/>	To practise using a thesaurus
		<input type="checkbox"/>	Planning the Words You May Use	<input type="checkbox"/>	To consider planning language choices for writing

KS3 English Literature

Overall objectives

Learners will make progress reading for understanding and with increasing fluency
Learners will demonstrate an understanding of the effects created by the writer's choices of language and structure
Learners will gain an appreciation of our varied literary heritage

<input type="checkbox"/> The Boy in the Striped Pyjamas	<input type="checkbox"/> Skellig	<input type="checkbox"/> Diary of a Wimpy Kid	<input type="checkbox"/> Rani and Sukh	<input type="checkbox"/> Holes
<input type="checkbox"/> The Switch	<input type="checkbox"/> Gangsta Rap			

'The Boy in the Striped Pyjamas'

Objectives:

To learn new vocabulary related to war, the holocaust and propaganda
To make inferences referring to plot development and propaganda and refer to evidence in the text
To explore the social and historical context of the novel
To explain how language and structure create meaning in 'The Boy in the Striped Pyjamas'
To study setting, plot and characterisation, and how each creates tension in the context of war
To explore the background and historical context of 'The Boy in the Striped Pyjamas'
To revise the events of each chapter with a focus on Bruno, his family, and friends
To explore the friendships and tensions within the text
To explore the presentation and development of characters
To consolidate understanding of the events that happen in 'The Boy in the Striped Pyjamas'
To consider how the narrative point of view in this novel can affect how we read the story
To understand the plot development in 'The Boy in the Striped Pyjamas'
To understand the events that take place in 'The Boy in the Striped Pyjamas'
To understand what took place in Nazi concentration camps

To analyse the language techniques employed in the novel by the writer
To appraise the importance of a range of themes
To assess the learner's knowledge of the text
To predict what may happen in the text
To analyse the opening narrative
To infer and deduce information
To recognise descriptive techniques
To analyse stylistic techniques used in the text
To identify features of concentration camps in the novel and relate them to the book's social, historical, and cultural context
To make comments about the character of Father
To comment about the character of Maria
To find quotations that back up your ideas about characters

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in 'The Boy in the Striped Pyjamas' whilst also developing an awareness of the context of the Holocaust, Nazi Germany and Auschwitz	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner's prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer's language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding how and why texts are intentionally crafted	Resilience	Resilience is developed through an awareness of key concepts in history, as well as through examining methods intentionally used by a writer. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	<input type="checkbox"/>	'The Boy in the Striped Pyjamas' - Context
	<input type="checkbox"/>	'The Boy in the Striped Pyjamas' - Chapters 1 and 2 - Bruno and his Family
	<input type="checkbox"/>	'The Boy in the Striped Pyjamas' - Chapters 3 and 4 - 'Out-With' Camp
	<input type="checkbox"/>	'The Boy in the Striped Pyjamas' - Chapters 5 and 6 - Father and Maria
	<input type="checkbox"/>	'The Boy in the Striped Pyjamas' - Chapters 7 and 8 - Bruno's Grandparents
	<input type="checkbox"/>	'The Boy in the Striped Pyjamas' - Chapters 9, 10 and 11 - Shmuel and The Fury
	<input type="checkbox"/>	'The Boy in the Striped Pyjamas' - Chapters 12 and 13 - Building Tension
	<input type="checkbox"/>	'The Boy in the Striped Pyjamas' - Chapters 14 and 15 - Friendship
Language and Structure	<input type="checkbox"/>	Language and meaning
	<input type="checkbox"/>	Structure
Exams	<input type="checkbox"/>	'The Boy in the Striped Pyjamas' - Questions on the Whole Text
	<input type="checkbox"/>	End of Unit Assessment

Character and Motivation	<input type="checkbox"/>	Character of Shmuel
	<input type="checkbox"/>	Character of Bruno
	<input type="checkbox"/>	Character of Gretel
	<input type="checkbox"/>	Character of Father
	<input type="checkbox"/>	Character of Mother
	<input type="checkbox"/>	Character of Liszt
	<input type="checkbox"/>	Character of Pavel
	<input type="checkbox"/>	Character of Shmuel
Ideas, Themes and Issues	<input type="checkbox"/>	Propaganda
	<input type="checkbox"/>	Nazism
	<input type="checkbox"/>	The Holocaust
	<input type="checkbox"/>	The Writer's Message(s)

'Skellig'

Objectives:

To learn new vocabulary related to mystery and suspense
 To make inferences referring to plot development and revelation and refer to evidence in the text
 To explore the social context of the novel and what narrative means.
 To explain how language and structure create meaning in 'Skellig'
 To study setting, plot and characterisation, and how each creates mystery and suspense.
 To learn some of the techniques that David Almond uses to keep the reader interested.
 To comment upon the descriptive techniques used by David Almond to describe things within the book.
 To be able to study the characters of the baby and Skellig in detail.
 To be able to identify ways in which the baby and Skellig are similar.
 To know and understand what a theme is and to be able to identify places in which the themes are evident.

To analyse the opening narrative and to use some of these techniques in your own story opening
 To infer and deduce information
 To recognise descriptive techniques
 To explore the presentation and development of character
 To identify the different themes in the text
 To analyse the structure techniques employed by the author
 To appraise the importance of a range of themes in 'Skellig'
 To interpret some of the ideas and attitudes of the character of Mina and to identify how Michael's attitude towards Mina changes

Skills, themes, issues or concepts to develop within this whole topic

Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in 'Skellig' whilst also developing an awareness of the concepts of 'friendship', 'empathy' and 'nurture'.

Assessment used within this topic

The English diagnostic assessments allow us to evaluate a learner's prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer's language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding how and why narratives are intentionally crafted.

Resilience

Resilience is developed through examining childhood through the eyes of a narrator, as well as through exploring methods intentionally used by a writer. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.

Character and Motivation	<input type="checkbox"/>	'Skellig' - Lesson 1 - Reading the Blurb and Making Predictions
	<input type="checkbox"/>	'Skellig' - Lesson 2 - The Opening Narrative
	<input type="checkbox"/>	'Skellig' - Lesson 3 - The Thing in the Garage
	<input type="checkbox"/>	'Skellig' - lesson 4 - Mina
	<input type="checkbox"/>	'Skellig' - Lesson 5 - David Almond - Michael
	<input type="checkbox"/>	'Skellig' - Lesson 6 - The Baby and Skellig
	<input type="checkbox"/>	'Skellig' - Chapters 1-12
	<input type="checkbox"/>	'Skellig' - Lesson 12
	<input type="checkbox"/>	'Skellig' - Chapter 13 Onwards
	<input type="checkbox"/>	'Skellig' - Themes
	<input type="checkbox"/>	'Skellig' – The Rest of the Novel

Character and Motivation	<input type="checkbox"/>	Character of Michael
	<input type="checkbox"/>	Character of Leakey
	<input type="checkbox"/>	Character of Coot
	<input type="checkbox"/>	Further work on Coot
Language and Structure	<input type="checkbox"/>	Language in 'Skellig'
	<input type="checkbox"/>	Structure of 'Skellig'
Ideas, Themes and Issues	<input type="checkbox"/>	The Writer's Message(s)
	<input type="checkbox"/>	Themes in 'Skellig'
Exams	<input type="checkbox"/>	End of Unit Assessment

'Diary of a Wimpy Kid'

Objectives:

To explore writing techniques including first person narrative and colloquial language and their effect
 To make inferences referring to plot development and refer to evidence in the text
 To explore the social context of the novel including the relationships between adults and children
 To explain how language and structure create meaning in 'Diary of a Wimpy Kid'
 To study setting, plot and characterisation, and how each creates humour and a sense of innocence
 To understand the key events of the text and be able to infer hidden meanings from the text.
 To identify and understand the connectives used in Diary of a Wimpy Kid.
 To analyse the friendship of Greg and Rowley.
 To identify the situation that Greg now finds himself in against the narrative structure of stories.
 To show an understanding of the story's resolution.

To analyse the style in which the text is written
 To respond to questions about characters
 To retrieve relevant quotations from 'Diary of a Wimpy Kid'
 To infer information
 To revise the events and character development in each chapter
 To understand the content and writing style of the text to create a 'Wimpy Kid' styled page about an incident in your own life
 To demonstrate a solid understanding of the whole of the story
 To understand the development of plot in 'Diary of a Wimpy Kid'
 To retrieve quotations as evidence from 'Diary of a Wimpy Kid'

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in 'Diary of a Wimpy Kid' whilst also developing an awareness of the concepts of growing up, friendships and family relationships through the medium in a humorous text.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner's prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer's language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding how and why young adult humour is intentionally crafted.	Resilience	Resilience is developed through examining themes which promote self-expression as well as engaging reflectively and analytically with multi-modal texts. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	<input type="checkbox"/>	'Diary of a Wimpy Kid': Lesson 1 - The Wimpy Kid Style
	<input type="checkbox"/>	'Diary of a Wimpy Kid': Lesson 2 - Questions on Characters
	<input type="checkbox"/>	'Diary of a Wimpy Kid': Lesson 3 - Quote Detectives
	<input type="checkbox"/>	'Diary of a Wimpy Kid': Lesson 4 - Inferring Information
	<input type="checkbox"/>	'Diary of a Wimpy Kid': Lesson 5 - Greg's Selfishness
	<input type="checkbox"/>	'Diary of a Wimpy Kid': Lesson 6 - Using Connectives
	<input type="checkbox"/>	'Diary of a Wimpy Kid': Lesson 7 - Greg and Rowley's Friendship
	<input type="checkbox"/>	'Diary of a Wimpy Kid': Lesson 8 - Greg's New Low
	<input type="checkbox"/>	'Diary of a Wimpy Kid': Lesson 9 - The School Paper

Character and Motivation	<input type="checkbox"/>	Character of Greg
	<input type="checkbox"/>	Character of Rowley
	<input type="checkbox"/>	Character of Rodrick
	<input type="checkbox"/>	Character of Manny
Language and Structure	<input type="checkbox"/>	Language in the Novel
	<input type="checkbox"/>	Structure of the Novel
Ideas, Themes and Issues	<input type="checkbox"/>	Themes in the Novel
	<input type="checkbox"/>	The Writer's Message(s)
Exams	<input type="checkbox"/>	'Diary of a Wimpy Kid': End of Unit Assessment

Rani and Sukh

Objectives:

- To explore how characters’ different vocabulary reflects culture differences
- To make inferences referring to plot development and revelation and refer to evidence in the text
- To explore the social and cultural contexts of the novel including the relationships between adults and children
- To explain how language and structure create meaning in ‘Rani and Sukh’
- To study setting, plot and characterisation, and how each creates a sense of injustice

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘Rani and Sukh’ whilst also developing an awareness of the concepts of cultural differences, family honour and romantic love.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text as well as understanding wider concepts and ideas. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why young adult humour is intentionally crafted.	Resilience	Resilience is developed through examining themes which encourage an understanding of different cultural and generational ideas. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	<input type="checkbox"/>	‘Rani and Sukh’ 1
	<input type="checkbox"/>	‘Rani and Sukh’ 2
	<input type="checkbox"/>	‘Rani and Sukh’ 3
	<input type="checkbox"/>	‘Rani and Sukh’ 4
	<input type="checkbox"/>	‘Rani and Sukh’ 5
	<input type="checkbox"/>	‘Rani and Sukh’ 6
	<input type="checkbox"/>	‘Rani and Sukh’ 7
	<input type="checkbox"/>	‘Rani and Sukh’ 8
	<input type="checkbox"/>	‘Rani and Sukh’ 9
	<input type="checkbox"/>	‘Rani and Sukh’ 10
	<input type="checkbox"/>	‘Rani and Sukh’ 11

Character and Motivation	<input type="checkbox"/>	Character of Rani Sandhu
	<input type="checkbox"/>	Character of Sukh Bains
	<input type="checkbox"/>	Character of Mohinder Sandu
	<input type="checkbox"/>	Character of Resham Bains
Ideas, Themes and Issues	<input type="checkbox"/>	The Theme of Forbidden Love
	<input type="checkbox"/>	The Themes of Culture and Boundaries
	<input type="checkbox"/>	The Theme of Religion
Language and Structure	<input type="checkbox"/>	Language in the Novel
	<input type="checkbox"/>	Structure in the Novel
Exams	<input type="checkbox"/>	End of Unit Assessment

Holes

<p>Objectives:</p> <p>To explore writing techniques including third-person narrative and the omniscient narrator</p> <p>To make inferences referring to plot development and revelation and refer to evidence in the text</p> <p>To explore the social context of the novel including the relationships between adults and children</p> <p>To explain how language and structure create meaning in ‘Holes’</p> <p>To study setting, plot and characterisation, and how each creates a sense of injustice</p> <p>To make inferences and predictions about how the subplot may affect Stanley's story</p> <p>To gather your first impressions of the character of the Warden based upon clues from the text and to write a statement pretending that you are the Warden, revealing your thoughts and feelings</p> <p>To analyse the themes of the story of ‘Holes’ and to be able to write creatively using 'Holes' as a stimulus</p> <p>To appraise the character of Zero</p> <p>To infer using clues from the front cover of ‘Holes’ to make predictions about the book</p> <p>To appreciate the function of blurbs</p> <p>To identify appropriate synonyms to use in original writing</p> <p>To write creatively using a range of techniques effectively</p>	<p>To appraise the different settings, characters and relationships formed</p> <p>To understand how Sachar sets the scene at the beginning of the novel</p> <p>To comment on the descriptive devices used by Sachar to describe Camp Green Lake</p> <p>To choose some of Sachar's language devices in your own writing</p> <p>To understand the development of the plot of ‘Holes’</p> <p>To identify the differences between Camp Green Lake and God's Thumb and to consider how the various sub-plots in the story are becoming relevant</p> <p>To identify how Katherine Barlow transformed into Kissin’ Kate Barlow and to explore who was to blame for her becoming an outlaw</p> <p>To understand the events of the text and understand what has happened to Stanley in the story</p> <p>To empathise with the character of Stanley, and understand his actions, thoughts, and emotions</p> <p>To understand the events surrounding the end of the novel</p> <p>To understand how ‘Holes’ can be seen as a detective novel and to identify how each of the conflicts and mysteries in the book are resolved</p> <p>To understand what a subplot is, and understand the events of the subplot in ‘Holes’ and to make links between the subplot and the main plot of ‘Holes’</p>
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Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘Holes’ whilst also developing an awareness of the concepts of the consequence of choices resulting from fate and destiny, and the importance of friendship.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text as well as understanding wider concepts and ideas. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why young adult humour is intentionally crafted.	Resilience	Resilience is developed through examining key ideas which encourage self-reflection, especially through analysing how a writer intentionally crafts a novel to create meaning. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	<input type="checkbox"/>	‘Holes’ - The Front Cover and The Blurb	Character and Motivation	<input type="checkbox"/>	‘Holes’ - The Warden
	<input type="checkbox"/>	‘Holes’ - Chapter 1 - Camp Green Lake		<input type="checkbox"/>	‘Holes’ - Stanley Empathy Task
	<input type="checkbox"/>	‘Holes’ - Chapter 1		<input type="checkbox"/>	‘Holes’ - Stanley Empathy Task
	<input type="checkbox"/>	‘Holes’ - Chapter 2		<input type="checkbox"/>	‘Holes’ - Zero
	<input type="checkbox"/>	‘Holes’ - Chapter 3	Ideas, Themes and Issues	<input type="checkbox"/>	‘Holes’ - Themes of the Novel
	<input type="checkbox"/>	‘Holes’ - Chapters 4 and 5		<input type="checkbox"/>	‘Holes’ - The Subplot
	<input type="checkbox"/>	‘Holes’ - Chapters 6 and 7		<input type="checkbox"/>	‘Holes’ - God's Thumb
	<input type="checkbox"/>	‘Holes’ - Chapters 8 and 9	Language and Structure	<input type="checkbox"/>	Language in the Novel
	<input type="checkbox"/>	‘Holes’ - Chapters 10, 11 and 12		<input type="checkbox"/>	Structure in the Novel
	<input type="checkbox"/>	‘Holes’ - Chapters 13,14 and 15	Tasks	<input type="checkbox"/>	‘Holes’ - Filling in the Holes
	<input type="checkbox"/>	‘Holes’ - Chapters 16,17 and 18		<input type="checkbox"/>	‘Holes’ - Questions on the Novel
	<input type="checkbox"/>	‘Holes’ - Chapters 19, 20, 21 and 22		<input type="checkbox"/>	‘Holes’ - Written Task 1
	<input type="checkbox"/>	‘Holes’ - Chapters 23, 24, 25 and 26		<input type="checkbox"/>	‘Holes’ - Written Task 2
	<input type="checkbox"/>	‘Holes’ - Chapters 27 and 28		<input type="checkbox"/>	‘Holes’ - Written Task 3
	<input type="checkbox"/>	‘Holes’ - Chapters 29, 30 and 31		<input type="checkbox"/>	‘Holes’ - Written Task 4
	<input type="checkbox"/>	‘Holes’ - Chapters 32, 33, 34 and 35		<input type="checkbox"/>	‘Holes’ - Summer Camp
	<input type="checkbox"/>	‘Holes’ - Chapters 36, 37, 38		<input type="checkbox"/>	‘Holes’ - Baseline Assessment
	<input type="checkbox"/>	‘Holes’ - Chapters 39, 40 and 41	Exams	<input type="checkbox"/>	End of Unit Assessment
	<input type="checkbox"/>	‘Holes’ - Chapters 42 and 43	Films / Performance	<input type="checkbox"/>	‘Holes’ - The Film
	<input type="checkbox"/>	‘Holes’ - Chapters 44 and 45			
	<input type="checkbox"/>	‘Holes’ - Chapters 46 and 47			
	<input type="checkbox"/>	‘Holes’ - Chapters 48 and 49			
	<input type="checkbox"/>	‘Holes’ - Chapter 50			
	<input type="checkbox"/>	‘Holes’ - The Climax - Filling in the Holes			

The Switch

Objectives:	
To explore how characters’ different vocabulary reflects class differences To make inferences referring to plot development and revelation and refer to evidence in the text To explore the social and cultural contexts of the novel and the expectations of behaviour in each To explain how language and structure create meaning in ‘The Switch’ To study setting, plot and characterisation, and how each creates meaning in the text To explore how a writer creates our first impression of characters To appraise the different settings, characters and relationships formed To explore how tension is created through the text To explore the plot developments through the text To explore how a writer creates atmosphere	To analyse how the writer creates tension in ‘The Switch’ To explore how an effective ending is constructed To explore the key themes of the novel To create a piece of imaginative writing using the language features used in ‘The Switch’ To comment on the effects of the writer's use of language techniques To explore the writer's use of language techniques, including irony, triplets, and setting a scene To understand the writer's use of language techniques to establish character To explore plot development to create tension To explore the writer's use of plot development and how different viewpoints are conveyed To explore the writer's use of language techniques to create tension

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘The Switch’ whilst also developing an awareness of the concepts of self-awareness, understanding of others and the importance of being grateful through the medium of a darkly comic fantasy thriller.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text as well as understanding wider concepts and ideas. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why young adult humour is intentionally crafted.	Resilience	Resilience is developed through understanding key concepts about human nature which encourage self-reflection, especially through analysing how a writer intentionally crafts a novel to create meaning. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	<input type="checkbox"/>	‘The Switch’: Part 1 - Beautiful World	Character and Motivation	<input type="checkbox"/>	Character of Kassie Larson
	<input type="checkbox"/>	‘The Switch’: Part 2 - The Caravan		<input type="checkbox"/>	Character of Wally Mars
	<input type="checkbox"/>	‘The Switch’: Part 3 - The Funfair		<input type="checkbox"/>	Character of Knit Hat Guy
	<input type="checkbox"/>	‘The Switch’: Part 4 - Dr Aftexcludor		<input type="checkbox"/>	Themes in the Novel
	<input type="checkbox"/>	‘The Switch’: Part 5 - Finn	Ideas, Themes and Issues	<input type="checkbox"/>	The Writer's Message(s)
	<input type="checkbox"/>	‘The Switch’: Part 6 - Nightingale Square		<input type="checkbox"/>	Language in the Novel
	<input type="checkbox"/>	‘The Switch’: Part 7 - Home	Language and Structure	<input type="checkbox"/>	Structure in the Novel
	<input type="checkbox"/>	‘The Switch’: Part 8 - Face to Face		<input type="checkbox"/>	End of Unit Assessment
	<input type="checkbox"/>	‘The Switch’: Part 9 - Acid	Exams		
	<input type="checkbox"/>	‘The Switch’: Part 10 - The Centre			
	<input type="checkbox"/>	‘The Switch’: Part 11 - Break-Out			
	<input type="checkbox"/>	‘The Switch’: Part 12 - Great Yarmouth			
	<input type="checkbox"/>	‘The Switch’: Part 13 - Prime Steak			
	<input type="checkbox"/>	‘The Switch’: Part 14 - Dark Thoughts			
	<input type="checkbox"/>	‘The Switch’: Part 15 - Roller Coaster			
	<input type="checkbox"/>	‘The Switch’: Part 16 - The Mirror Maze			
	<input type="checkbox"/>	‘The Switch’: Part 17 - Together			
	<input type="checkbox"/>	‘The Switch’: Part 18 - Themes			
	<input type="checkbox"/>	‘The Switch’: Part 19 - Metamorphosis			
	<input type="checkbox"/>	‘The Switch’: Part 20 - Baseline Assessment			

Gangsta Rap

Objectives:			
<p>To explore themes and issues raised through the social contexts presented in the novel</p> <p>To make inferences referring to plot development and revelation and refer to evidence in the text</p> <p>To explain how language and structure create meaning in ‘Gangsta Rap’</p> <p>To study setting, plot and characterisation, and how each may be used to convey social messages on the writer’s behalf</p> <p>To appraise the different aspects of Ray's character and ‘function’ of each</p> <p>To appraise the development of the character of Ray</p> <p>To consider the author's intentions in writing the novel ‘Gangsta Rap’</p> <p>To demonstrate an understanding of the events, characters, themes, and ideas that run through the whole text</p> <p>To understand the events of chapters in ‘Gangsta Rap’</p> <p>To understand the word ‘dialect’ and explore how dialects are used in ‘Gangsta Rap’</p> <p>To analyse the features of Marga Man's dialect</p> <p>To create a personal piece of writing from Marga Man's viewpoint in his dialect</p> <p>To understand the term ‘context’ and explore the social contexts presented in the novel</p>		<p>To explore the social context of this story</p> <p>To understand how the writer uses language to influence the reader's thoughts about characters and to use inference in writing a diary piece that shows a character's true feelings</p> <p>To understand the events of each chapter in 'Gangsta Rap'</p> <p>To understand the features of magazine reviews</p> <p>To use the features of magazine reviews in your own review of an album</p> <p>To understand the term 'empathy' and to show empathy with a number of different characters</p> <p>To understand the terms 'scandal' and 'speculation’</p> <p>To understand how scandal and speculation are changing the boys' lives</p> <p>To produce a scandal-filled magazine piece</p> <p>To infer information from the text to understand Ray's point of view</p> <p>To write a letter from Ray to his mother explaining using inference and empathy</p> <p>To appraise the events that occur at the end of ‘Gangsta Rap’</p> <p>To analyse the twist at the end of the story</p> <p>To understand the features of a classic villain</p>	

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘Gangsta Rap’ whilst also developing an awareness of the concepts of music, race and coming of age through the narrative perspective of a 15-year-old boy.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text as well as understanding wider concepts and ideas. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why young adult humour is intentionally crafted.	Resilience	Resilience is developed through understanding key concepts about day-to-day teenage issues especially through analysing how a writer intentionally crafts a novel to create meaning. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	<input type="checkbox"/>	‘Gangsta Rap’ - Characterisation of Ray	Character and Motivation	<input type="checkbox"/>	Character of Ray
	<input type="checkbox"/>	‘Gangsta Rap’ - Marga Man and Dialect		<input type="checkbox"/>	Character of Tyrone
	<input type="checkbox"/>	‘Gangsta Rap’ - Context of the book		<input type="checkbox"/>	Character of Prem
	<input type="checkbox"/>	‘Gangsta Rap’ - The Business Trop	Ideas, Themes and Issues	<input type="checkbox"/>	Themes in the Novel
	<input type="checkbox"/>	‘Gangsta Rap’ - Magazine Reviews		<input type="checkbox"/>	The Writer's Message(s)
	<input type="checkbox"/>	‘Gangsta Rap’ - Negative Positives	Language and Structure	<input type="checkbox"/>	Language in the Novel
	<input type="checkbox"/>	‘Gangsta Rap’ - Scandal and Reputation		<input type="checkbox"/>	Structure in the Novel
	<input type="checkbox"/>	‘Gangsta Rap’ - Ray's Pain	Exams	<input type="checkbox"/>	End of Unit Assessment: ‘Gangsta Rap’
	<input type="checkbox"/>	‘Gangsta Rap’ - The Finale			
		<input type="checkbox"/>	‘Gangsta Rap’ - End of Unit Assessment		

Poetry																					
Poetry: Introduction			Poetry: 'The Tomcat'			Poetry: Characters and Relationships			Poetry: Nature			Poetry: War									
Skills, themes, issues or concepts to develop within this whole topic		Through the study of this topic, learners will develop an appreciation of poetry and the power that language and structural methods have, as they are intentionally crafted to create meaning. Learners will gain confidence in interpreting meanings in a variety of poetic genres whilst understanding underlying themes such as: parenthood, familial relationships and nature.					Assessment used within this topic	The English diagnostic assessments incorporate questions on the topic of identifying and analysing poetic methods to evaluate a learner’s prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how poetry is intentionally crafted.				Resilience	Resilience is developed through the knowledge that writers intentionally craft poems by choosing language and structural methods which create meanings and being able to independently identify these. Learners will experiment with their own interpretations of poems through independent practice, one-to-one support sessions and live lessons.								
Poetry: Introduction	To learn new vocabulary relating to poetic techniques and devices To make inferences about poets’ messages and meanings and refer to evidence in the text To explain how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, affect meanings in poetry To make critical comparisons between poems		<input type="checkbox"/>	Poetry and Imagery					Poetry: 'The Tomcat' Storyline, Action, Events		To practise using vocabulary relating to poetic techniques and devices To make inferences about characters in a poem and refer to evidence in the text		<input type="checkbox"/>	'The Tomcat’ 1							
			<input type="checkbox"/>	Poetry and Similes									<input type="checkbox"/>	'The Tomcat’ 2							
			<input type="checkbox"/>	Poetry and Metaphors									<input type="checkbox"/>	'The Tomcat’ 3							
			<input type="checkbox"/>	Poetry and Personification									<input type="checkbox"/>	'The Tomcat’ 4 - Comparison with Rum Tum Tugger							
			<input type="checkbox"/>	Poetry: Sounds									<input type="checkbox"/>	'The Tomcat’ 5							
			<input type="checkbox"/>	Poetry and Alliteration									<input type="checkbox"/>	'The Tomcat’ 6							
			<input type="checkbox"/>	Poetry and Onomatopoeia									<input type="checkbox"/>	The Character of the Tomcat							
			<input type="checkbox"/>	Poetry and Assonance									<input type="checkbox"/>	Themes in the Poem							
			<input type="checkbox"/>	Poetry and Sibilance									<input type="checkbox"/>	The Writer's Message(s)							
			<input type="checkbox"/>	Poetry and Rhyme									<input type="checkbox"/>	Poetic Devices in the Poem 1							
			<input type="checkbox"/>	Poetry: Character or the Speaker?									<input type="checkbox"/>	Poetic Devices in the Poem 2							
			<input type="checkbox"/>	Poetry: Verses and Stanzas									<input type="checkbox"/>	Structure of the Poem							
			<input type="checkbox"/>	Poetry: Enjambment									<input type="checkbox"/>	End of Unit Assessment							
			<input type="checkbox"/>	Poetry and Shape / Layout																	
			<input type="checkbox"/>	Poetry and Viewpoints																	
			<input type="checkbox"/>	Comparing Poems																	
			Exam			<input type="checkbox"/>	Responding to Unseen Poems														
						<input type="checkbox"/>	End of Unit Assessment														

Poetry: Characters and Relationships	To learn using vocabulary relating to poetic techniques and devices	<input type="checkbox"/>	Poetry: 'The Clown Punk'	
		<input type="checkbox"/>	Poetry: 'Praise Song for My Mother'	
		<input type="checkbox"/>	Poetry: 'Sister Maude'	
		<input type="checkbox"/>	Poetry: 'The Choosing' Lesson 1	
		<input type="checkbox"/>	Poetry: 'The Choosing' Lesson 2	
	Storyline, Action, Events	To make inferences about characters presented in poems and refer to evidence in the text	<input type="checkbox"/>	Poetry: 'Les Grands Seigneurs'
			<input type="checkbox"/>	Poetry: 'Medusa'
			<input type="checkbox"/>	Poetry: 'Case history: Alison (head injury)'
			<input type="checkbox"/>	Poetry: 'The Hunchback in the Park'
			<input type="checkbox"/>	Poetry: 'Havisham' (Unseen)
		To explain how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, affect a reader's view of a character	<input type="checkbox"/>	Poetry: 'The Ruined Maid'
			<input type="checkbox"/>	Poetry: 'Brendon Gallacher'
			<input type="checkbox"/>	Poetry: 'On a Portrait of a Deaf Man'
			<input type="checkbox"/>	Poetry: 'Give'
			<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Before You Were Mine' (1)
	<input type="checkbox"/>		Poetry: Love and Relationships Cluster - 'Before You Were Mine' (2)	
	<input type="checkbox"/>		Poetry: Love and Relationships Cluster - 'Climbing My Grandfather'	
	<input type="checkbox"/>		Poetry: Love and Relationships Cluster - 'Walking Away'	
	<input type="checkbox"/>		Poetry: Love and Relationships Cluster - 'Follower'	
	Exam			<input type="checkbox"/>

Poetry: 'Nature'	To practise using vocabulary relating to poetic techniques and devices To make inferences about poets' feelings towards nature and refer to evidence in the text To explain how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, affect meanings in poetry	<input type="checkbox"/>	Poetry: 'Hawk Roosting'
Storyline, Action, Events		<input type="checkbox"/>	Poetry: 'Hawk Roosting' Baseline Assessment
		<input type="checkbox"/>	Poetry: 'Night of the Scorpion'
		<input type="checkbox"/>	Poetry: 'Badger'
Poetry: Exam		<input type="checkbox"/>	Poetry: 'Nettles'
		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Storm on the Island'
		<input type="checkbox"/>	Poetry: 'The River God'
		<input type="checkbox"/>	End of Unit Assessment
Poetry: War	To learn new vocabulary relating to poetic techniques and devices	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Bayonet Charge'
		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - Baseline Assessment
		<input type="checkbox"/>	Poetry: Conflict Cluster - 'Flag'
	Storyline, Action, Events	<input type="checkbox"/>	Poetry: Conflict Cluster - 'Flag' Baseline Assessment
		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'The Charge of the Light Brigade'
		<input type="checkbox"/>	Poetry: 'Futility'
		<input type="checkbox"/>	Poetry: 'Futility' Baseline Assessment
		<input type="checkbox"/>	Poetry: 'Drummer Hodge'
		<input type="checkbox"/>	Poetry: 'Out of the Blue'
		<input type="checkbox"/>	Poetry: 'Out of the Blue' Baseline Assessment
War Exam	<input type="checkbox"/>	Poetry: 'The Man He Killed'	
	<input type="checkbox"/>	War Poem - Creative Writing – 'Dulce et Decorum est'	
	<input type="checkbox"/>	End of Unit Assessment	

KS4 English Literature

Macbeth	Much Ado About Nothing	Hamlet	Othello	Romeo and Juliet
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Overall objectives	Learner will develop insights into how writers convey new points and perspectives on issues that are important to the way we live. Learners will consider how established writers use narrative and descriptive techniques to capture the interest of readers. Learners will produce their own creative text to demonstrate their own narrative and descriptive skills.			
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Macbeth

<p>Objectives:</p> <p>To read, understand and respond to the developing storyline of 'Macbeth' in a critical style</p> <p>To develop an informed personal response to the actions of characters</p> <p>To use textual references, including quotations, to support and illustrate interpretations of the events of the play</p> <p>To make informed inferences about the motivations of different characters in 'Macbeth'</p> <p>To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development</p> <p>To explore ideas, themes and issues pertinent to the play 'Macbeth' and relate them to social and historical contexts</p> <p>To explore the relationships between the play and the context in which it was written</p> <p>To analyse the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate</p> <p>To practise mock examination tasks covering all Assessment Objectives</p> <p>To explore performance conventions pertinent to understanding the presentation of the play</p> <p>Explain the use of soliloquies as a literary device within the play 'Macbeth'</p> <p>Examine how English exams ask for descriptions of language features</p> <p>Read, understand and respond to 'Macbeth' and its theme of change maintaining a critical style and using textual references, including quotations</p> <p>To analyse the language, form and structure used by the playwright to create meanings and effects, using relevant subject terminology where appropriate in the play</p> <p>To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>Explain the literary techniques used to present Macbeth as a hero in the play</p> <p>To analyse how the theme of guilt is presented in 'Macbeth'</p> <p>To analyse how the character of Banquo is presented in 'Macbeth'</p> <p>To analyse how the character of Lady Macbeth is presented in 'Macbeth'</p> <p>To analyse how the character of Macbeth is presented as a hero; a villain; ambitious; and brave in 'Macbeth'</p> <p>To analyse how the character of Macbeth is presented as guilty, manipulated and conflicted in 'Macbeth'</p> <p>To analyse how the character of Macbeth is presented as reflective in 'Macbeth'</p> <p>To plan an approach to an exam question on 'Macbeth'</p>	<p>To analyse how the relationship of Macbeth and Lady Macbeth is presented in 'Macbeth'</p> <p>To analyse how the supernatural is presented in 'Macbeth'</p> <p>To analyse how the theme of betrayal is presented in 'Macbeth'</p> <p>To analyse how the theme of evil is presented in 'Macbeth'</p> <p>To analyse how the witches are presented in 'Macbeth'</p> <p>To analyse the characters of Banquo, Duncan, Malcolm and Macduff in 'Macbeth'</p> <p>To analyse how the character of Macbeth is presented as a manipulated character</p> <p>To appraise the writer's choice of style features in 'Macbeth'</p> <p>To comment on the way Shakespeare creates a feeling of uncertainty</p> <p>To evaluate the 'functions' of the characters Banquo, Duncan, Malcolm and Macduff in 'Macbeth'</p> <p>To understand the first to fifth acts of Macbeth and the events that take place within them</p> <p>To analyse the writer's techniques in 'Macbeth'</p> <p>To check understanding of the plot and events in the play</p> <p>To describe the characters of Banquo, Duncan, Malcolm and Macduff in 'Macbeth' and to analyse the sections of the play pertaining to these</p> <p>To examine the use of equivocation in the play 'Macbeth' and to identify ways to answer a "How does the writer present..." exam question about this language feature</p> <p>To examine the use of soliloquies as a literary device in 'Macbeth' and to identify examples of Lady Macbeth's soliloquies and what they mean</p> <p>To explain how dramatic irony is used in the play 'Macbeth' and to identify examples of dramatic irony in the context of a 'How does the writer present...' question</p> <p>To explain how paradox is used throughout the play 'Macbeth' and to describe how language features such as paradox can be explained in exam situations</p> <p>To give examples of language techniques used in the play 'Macbeth' and to describe what pathetic fallacy is and how it is used in the play</p> <p>To improve your exam technique in preparation for your English Literature exam</p> <p>To appraise and comment on the different settings, characters and relationships formed</p> <p>To revise the events which form the subplots of 'Macbeth'</p> <p>To summarise the main features Shakespeare uses in the play 'Macbeth'</p> <p>To understand how to plan and answer a typical examination question on 'Macbeth'</p>
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Skills, themes, issues or concepts to develop within this whole topic	<p>Through the study of this topic learners will develop an appreciation of Shakespeare and the conventions used in Shakespearean tragedy.</p> <p>Learners will develop a sound understanding of the plot, characters and context in 'Macbeth' whilst also developing an awareness of the concepts of the supernatural, ambition and villainy.</p>	Assessment used within this topic	<p>The English diagnostic assessments incorporate questions on the topic of methods used in literature to evaluate a learner's prior learning and knowledge gaps.</p> <p>Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding how Shakespeare intentionally crafted 'Macbeth' to create meaning.</p>	Resilience	<p>Resilience is developed through reading Shakespearean language and understanding how it creates meaning in 'Macbeth'.</p> <p>Learners will experiment with interpreting Shakespeare's use of language and structure through independent practice, one-to-one support sessions and live lessons.</p>
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Storyline, Action, Events	<input type="checkbox"/>	Setting, Time, Context
	<input type="checkbox"/>	‘Macbeth’ - Act 1 scenes 1 - 3
	<input type="checkbox"/>	‘Macbeth’ - Act 1 scenes 4 - 5
	<input type="checkbox"/>	‘Macbeth’ - Act 1 scene 6 - 7
	<input type="checkbox"/>	‘Macbeth’ - Act 1
	<input type="checkbox"/>	‘Macbeth’ - Act 1 part 2
	<input type="checkbox"/>	‘Macbeth’ - Storyline Assessment
	<input type="checkbox"/>	‘Macbeth’ - Act 2 scenes 1 - 2
	<input type="checkbox"/>	‘Macbeth’ - Act 2 scenes 3 - 4
	<input type="checkbox"/>	‘Macbeth’ - Act 2
	<input type="checkbox"/>	‘Macbeth’ - Act 2 - Baseline Assessment
	<input type="checkbox"/>	‘Macbeth’ - Act 3 scenes 1 - 2
	<input type="checkbox"/>	‘Macbeth’ - Act 3 scenes 3 - 4
	<input type="checkbox"/>	‘Macbeth’ - Act 3 scenes 5 - 6
	<input type="checkbox"/>	‘Macbeth’ - Act 3
	<input type="checkbox"/>	‘Macbeth’ - Act 3
	<input type="checkbox"/>	‘Macbeth’ - Act 3 - part 2
	<input type="checkbox"/>	‘Macbeth’ - Act 4 scene 1
	<input type="checkbox"/>	‘Macbeth’ - Act 4 scenes 2 - 3
	<input type="checkbox"/>	‘Macbeth’ - Act 4
	<input type="checkbox"/>	‘Macbeth’ - Act 4 - part 2
	<input type="checkbox"/>	‘Macbeth’ - Acts 3 and 4 - Baseline Assessment
	<input type="checkbox"/>	‘Macbeth’ - Act 5 scenes 1 - 2
	<input type="checkbox"/>	‘Macbeth’ - Act 5 scenes 3 - 5
	<input type="checkbox"/>	‘Macbeth’ - Act 5 scenes 6 - 8
	<input type="checkbox"/>	‘Macbeth’ - Act 5 scenes 9
	<input type="checkbox"/>	‘Macbeth’ - Act 5 scenes 10 - 11
	<input type="checkbox"/>	‘Macbeth’ - Act 5
	<input type="checkbox"/>	‘Macbeth’ - Act 5
	<input type="checkbox"/>	‘Macbeth’ - Act 5 - part 2
	<input type="checkbox"/>	‘Macbeth’ - Act 5 - Baseline Assessment
Ideas, Themes and Issues	<input type="checkbox"/>	‘Macbeth’ - Social Context: 'The World of the Play'
	<input type="checkbox"/>	‘Macbeth’ - Pathetic Fallacy
	<input type="checkbox"/>	‘Macbeth’ - Dramatic Irony
	<input type="checkbox"/>	‘Macbeth’ - Equivocation
	<input type="checkbox"/>	‘Macbeth’ - Paradox?
	<input type="checkbox"/>	‘Macbeth’ - Role Reversal
Language and Structure	<input type="checkbox"/>	‘Macbeth’ - Soliloquies?
	<input type="checkbox"/>	‘Macbeth’ - Style Features
	<input type="checkbox"/>	‘Macbeth’ - More Style Features
	<input type="checkbox"/>	‘Macbeth’ - The Writer's Technique

Character and Motivation	<input type="checkbox"/>	‘Macbeth’ - Guilt
	<input type="checkbox"/>	‘Macbeth’ - Guilt 2
	<input type="checkbox"/>	‘Macbeth’ - Evil
	<input type="checkbox"/>	‘Macbeth’ - Hero
	<input type="checkbox"/>	‘Macbeth’ - Macbeth
	<input type="checkbox"/>	‘Macbeth’ - Banquo
	<input type="checkbox"/>	‘Macbeth’ - Duncan
	<input type="checkbox"/>	‘Macbeth’ - King Duncan
	<input type="checkbox"/>	‘Macbeth’ - Lady Macbeth's Soliloquies
	<input type="checkbox"/>	‘Macbeth’ - Lady Macbeth 2
	<input type="checkbox"/>	‘Macbeth’ - Ambitious
	<input type="checkbox"/>	‘Macbeth’ - Conflicted
	<input type="checkbox"/>	‘Macbeth’ - Manipulated
	<input type="checkbox"/>	‘Macbeth’ - Villain
	<input type="checkbox"/>	‘Macbeth’ - Reflective
	<input type="checkbox"/>	‘Macbeth’ - Brave
	<input type="checkbox"/>	‘Macbeth’ - Exam Question (Character of Macbeth)
	<input type="checkbox"/>	‘Macbeth’ - Macduff
	<input type="checkbox"/>	‘Macbeth’ - Malcolm
	<input type="checkbox"/>	‘Macbeth’ – Malcolm 2
	<input type="checkbox"/>	‘Macbeth’ - Relationship of Macbeth and Lady Macbeth
	<input type="checkbox"/>	‘Macbeth’ - Relationship of Macbeth and Lady Macbeth 2
	<input type="checkbox"/>	‘Macbeth’ - The Supernatural
	<input type="checkbox"/>	‘Macbeth’ - The Witches
	<input type="checkbox"/>	‘Macbeth’ - The Witches 2
Exams	<input type="checkbox"/>	‘Macbeth’ - Exam Question (How is Macbeth Presented?) Act 3 Scene 2
	<input type="checkbox"/>	‘Macbeth’ - Exam Question (Macbeth's Morals) Act 1 Scene 3
	<input type="checkbox"/>	‘Macbeth’ - Exam Question (Macbeth's Ambition) Act 1 Scene 3
	<input type="checkbox"/>	‘Macbeth’ - Exam Question (How is Lady Macbeth Presented?) Act 1 Scene 5
	<input type="checkbox"/>	‘Macbeth’ - Exam Question (Character of Macbeth) Act 1 Scene 6
	<input type="checkbox"/>	‘Macbeth’ - Exam Question (Atmosphere) Act 1 Scene 7
	<input type="checkbox"/>	‘Macbeth’ - Exam Question (Lady Macbeth) Act 2 Scene 2
	<input type="checkbox"/>	‘Macbeth’ - Exam Question (Lady Macbeth's Change) Act 5 Scene 1
	<input type="checkbox"/>	‘Macbeth’ - Exam Question (The Effects of Death) Act 5 Scene 3
	<input type="checkbox"/>	‘Macbeth’ - Exam Pack - What an Examiner is Looking For
The Text in Performance	<input type="checkbox"/>	‘Macbeth’ - Exam Pack - Understanding an Exam Question
	<input type="checkbox"/>	‘Macbeth’ - Range of Exam Questions
	<input type="checkbox"/>	Alternative ‘Macbeth’ Scene
	<input type="checkbox"/>	‘Macbeth’ - Reading Lesson
	<input type="checkbox"/>	‘Macbeth’ in Performance

Much Ado About Nothing

Objectives:

- To read, understand and respond to the developing storyline of ‘Much Ado About Nothing’ in a critical style
- To develop an informed personal response to the actions of a range of characters
- To use textual references, including quotations, to support and illustrate interpretations of the events of the play
- To make informed inferences about the motivations of different characters in ‘Much Ado About Nothing’
- To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development
- To explore ideas, themes and issues pertinent to the play ‘Much Ado About Nothing’ and relate them to social and historical contexts
- To explore the relationships between the play and the context in which it was written
- To analyse the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate
- To explore performance conventions pertinent to understanding the presentation of the play

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop an appreciation of Shakespeare and the conventions used in Shakespearean comedy. Learners will develop a sound understanding of the plot, characters and context in ‘Much Ado About Nothing’ whilst also developing an awareness of the concepts of honour, deceit and love in Shakespearean England.	Assessment used within this topic	The English diagnostic assessments incorporate questions on the topic of methods used in literature to evaluate a learner’s prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how Shakespeare intentionally crafted ‘Much Ado About Nothing’ to create meaning.	Resilience	Resilience is developed through reading Shakespearean language and understanding how it creates meaning in ‘Much Ado About Nothing’. Learners will experiment with interpreting Shakespeare’s use of language and structure through independent practice, one-to-one support sessions and live lessons.
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Storyline, Action, Events	<input type="checkbox"/>	‘Much Ado About Nothing’ - Setting, Time, Context
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Act 1 Scene 1
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Act 1 Scenes 2 and 3
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Act 2 Scene 1
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Act 2 Scenes 2 and 3
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Act 3 Scenes 1 and 2
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Act 3 Scene 3
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Act 3 Scenes 4 and 5
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Act 4 Scenes 1 and 2
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Act 5 Scene 1
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Act 5 scene 2
	<input type="checkbox"/>	‘Much Ado About Nothing’ - Reading Lesson
Language and Structure	<input type="checkbox"/>	Language in the Play - ‘Much Ado About Nothing’
	<input type="checkbox"/>	Structure of the Play - ‘Much Ado About Nothing’

Character and Motivation	<input type="checkbox"/>	Character of Don Pedro
	<input type="checkbox"/>	Character of Benedick
	<input type="checkbox"/>	Character of Claudio
	<input type="checkbox"/>	Character of Don John
	<input type="checkbox"/>	Character of Leonato
	<input type="checkbox"/>	Character of Hero
	<input type="checkbox"/>	Character of Beatrice
	<input type="checkbox"/>	Character of Antonio
	<input type="checkbox"/>	Minor Characters
Ideas, Themes and Issues	<input type="checkbox"/>	Social Context: 'The World of the Play' - ‘Much Ado About Nothing’
	<input type="checkbox"/>	Class and Expectations - ‘Much Ado About Nothing’
	<input type="checkbox"/>	Themes in the Play - ‘Much Ado About Nothing’
The Text in Performance	<input type="checkbox"/>	Performance Style and Conventions - ‘Much Ado About Nothing’

Hamlet

Objectives:

To read, understand and respond to the developing storyline of ‘Hamlet’ in a critical style

To develop an informed personal response to the actions of characters

To use textual references, including quotations, to support and illustrate interpretations of the events of the play

To make informed inferences about the motivations of different characters in ‘Hamlet’

To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development

To explore ideas, themes and issues pertinent to the play ‘Hamlet’ and relate them to social and historical contexts

To explore the relationships between the play and the context in which it was written

To analyse the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate

To explore performance conventions pertinent to understanding the presentation of the play

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop an appreciation of Shakespeare and the conventions used in Shakespearean comedy. Learners will develop a sound understanding of the plot, characters and context in ‘Hamlet’ whilst also developing an awareness of the concepts of revenge, corruption and religion in Shakespearean England.	Assessment used within this topic	The English diagnostic assessments incorporate questions on the topic of methods used in literature to evaluate a learner’s prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how Shakespeare intentionally crafted ‘Hamlet’ to create meaning.	Resilience	Resilience is developed through reading Shakespearean language and understanding how it creates meaning in ‘Hamlet’. Learners will experiment with interpreting Shakespeare’s use of language and structure through independent practice, one-to-one support sessions and live lessons.
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Storyline, Action, Events	<input type="checkbox"/>	‘Hamlet’ - Act 1 Scene 1
	<input type="checkbox"/>	‘Hamlet’ - Act 1 Scene 2
	<input type="checkbox"/>	‘Hamlet’ - Act 1 Scene 3 and Scene 4
	<input type="checkbox"/>	‘Hamlet’ - Act 1 Scene 5
	<input type="checkbox"/>	‘Hamlet’ - Act 2 Scene 1
	<input type="checkbox"/>	‘Hamlet’ - Act 2 Scene 2
	<input type="checkbox"/>	‘Hamlet’ - Act 3 Scene 1
	<input type="checkbox"/>	‘Hamlet’ - Act 3 Scene 2
	<input type="checkbox"/>	‘Hamlet’ - Act 3 Scene 3
	<input type="checkbox"/>	‘Hamlet’ - Act 4 Scenes 1 and 2
	<input type="checkbox"/>	‘Hamlet’ - Act 4 Scene 3
	<input type="checkbox"/>	‘Hamlet’ - Reading Lesson
Text in Performance	<input type="checkbox"/>	‘Hamlet’ - The Performance
Exams	<input type="checkbox"/>	Exams / Assessments

Character and Motivation	<input type="checkbox"/>	The Character of Hamlet
	<input type="checkbox"/>	The Character of Claudius
	<input type="checkbox"/>	The Character of Gertrude
	<input type="checkbox"/>	The Character of Ophelia
	<input type="checkbox"/>	The Ghost
	<input type="checkbox"/>	The Character of Polonius
	<input type="checkbox"/>	The Character of Horatio
	<input type="checkbox"/>	The Character of Laertes
	<input type="checkbox"/>	The Character of Fortinbras
	<input type="checkbox"/>	The Characters of Rosencrantz and Guildenstern
	<input type="checkbox"/>	Social Context: 'The World of the Play' - ‘Hamlet’
	<input type="checkbox"/>	Class and Expectations - ‘Hamlet’
	<input type="checkbox"/>	Themes in the Play - ‘Hamlet’
Ideas, Themes and Issues	<input type="checkbox"/>	Language in the Play - ‘Hamlet’
Language and Structure	<input type="checkbox"/>	Structure of the Play - ‘Hamlet’

Othello

Objectives:

To read, understand and respond to the developing storyline of ‘Othello’ in a critical style

To develop an informed personal response to the actions of characters

To use textual references, including quotations, to support and illustrate interpretations of the events of the play

To make informed inferences about the motivations of different characters in ‘Othello’

To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development

To explore ideas, themes and issues pertinent to the play ‘Othello’ and relate them to social and historical contexts

To explore the relationships between the play and the context in which it was written

To analyse the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate

To explore performance conventions pertinent to understanding the presentation of the play

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop an appreciation of Shakespeare and the conventions used in Shakespearean comedy. Learners will develop a sound understanding of the plot, characters and context in ‘Othello’ whilst also developing an awareness of the concepts of jealousy, prejudice and military heroism in Shakespearean England.	Assessment used within this topic	The English diagnostic assessments incorporate questions on the topic of methods used in literature to evaluate a learner’s prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how Shakespeare intentionally crafted ‘Othello’ to create meaning.	Resilience	Resilience is developed through reading Shakespearean language and understanding how it creates meaning in ‘Othello’. Learners will experiment with interpreting Shakespeare’s use of language and structure through independent practice, one-to-one support sessions and live lessons.
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Storyline, Action, Events	<input type="checkbox"/>	‘Othello’ - Act 1 Scenes 1 and 2
	<input type="checkbox"/>	‘Othello’ - Act 1 Scene 2
	<input type="checkbox"/>	‘Othello’ - Act 1 Scene 3
	<input type="checkbox"/>	‘Othello’ - Act 2 Scenes 1 and 2
	<input type="checkbox"/>	‘Othello’ - Act 2 Scene 3
	<input type="checkbox"/>	‘Othello’ - Act 3 Scenes 1-2
	<input type="checkbox"/>	‘Othello’ - Act 3 Scene 3
	<input type="checkbox"/>	‘Othello’ - Act 3 Scene 4
	<input type="checkbox"/>	‘Othello’ - Act 4 Scene 1
	<input type="checkbox"/>	‘Othello’ - Act 4 Scenes 2 and 3
	<input type="checkbox"/>	‘Othello’ - Act 5 Scene 1
	<input type="checkbox"/>	‘Othello’ - Act 5 Scene 2
Text in Performance	<input type="checkbox"/>	‘Othello’ - The Performance
Exams	<input type="checkbox"/>	‘Othello’ - Exams / Assessments

Character and Motivation	<input type="checkbox"/>	Character of Othello
	<input type="checkbox"/>	Character of Desdemona
	<input type="checkbox"/>	Character of Iago
	<input type="checkbox"/>	Character of Cassio
	<input type="checkbox"/>	Character of Emilia
	<input type="checkbox"/>	Character of Bianca
	<input type="checkbox"/>	Character of Brabantio
	<input type="checkbox"/>	Character of Roderigo
Ideas, Themes and Issues	<input type="checkbox"/>	Social Context: 'The World of the Play' - ‘Othello’
	<input type="checkbox"/>	Class and Expectations - ‘Othello’
	<input type="checkbox"/>	Themes in the Play - ‘Othello’
Language and Structure	<input type="checkbox"/>	Language in the Play - ‘Othello’
	<input type="checkbox"/>	Structure of the Play - ‘Othello’

Romeo and Juliet

Objectives:

To make informed inferences about the motivations of different characters in ‘Romeo and Juliet’

To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development

To explore ideas, themes and issues pertinent to the play ‘Romeo and Juliet’ and relate them to social and historical contexts

To explore the relationships between the play and the context in which it was written

To analyse the language, form and structure used by Shakespeare to create meanings and effects, using relevant subject terminology where appropriate

To explore performance conventions pertinent to understanding the presentation of the play

To explore how the writer presents the theme of ambiguity and duality in ‘Romeo and Juliet’

To explore how the writer presents the character of Juliet

To explore how the writer presents the character of Romeo

To describe some of the performance conventions of the play ‘Romeo and Juliet’

To analyse the speech of Friar Lawrence in Act 2 Scene 3

To explore the character of the apothecary and the use of drugs in ‘Romeo and Juliet’

To revise the events of each act of ‘Romeo and Juliet’

To analyse the effects of ambiguity in the plot of ‘Romeo and Juliet’

To appraise the character of Romeo in ‘Romeo and Juliet’

To appraise the character of Benvolio in ‘Romeo and Juliet’

To analyse how the playwright develops the character of Benvolio in ‘Romeo and Juliet’

To evaluate how the playwright presents the character of Benvolio as a reliable and honest witness

To appraise the ‘function’ that Benvolio’s honesty serves in ‘Romeo and Juliet’

To explore how Shakespeare presents the character of Benvolio as sympathetic

To develop an understanding of the theme of peace-making in ‘Romeo and Juliet’

To explain Shakespeare’s structure of verse in ‘Romeo and Juliet’

To appraise how the playwright presents the character of Paris

To appraise how the playwright presents the character of Lord Capulet

To explore the way that Capulet reacts to Juliet rejecting Paris’ proposal and reflect on what this means for him as a male character

To explore Capulet’s actions after he gives his ultimatum and reflect on what this suggests about his character

To explore how Capulet first reacts when Juliet tells him she will not marry Paris

To appraise the presentation and development of the character of Juliet in ‘Romeo and Juliet’

To appraise the ‘function’ of the character of Lord Capulet in ‘Romeo and Juliet’

To examine parts of the text which show a difference of opinion between Capulet and Lady Capulet, and to understand what reveals about their relationship

To explore how Shakespeare creates tension in the play ‘Romeo and Juliet’

To practise writing an appropriate response to an exam-like question

To analyse how the writer presents the character of Friar Lawrence as a duplicitous schemer

To evidence how the writer presents the character of Friar Lawrence as someone who understands ambiguity

To appraise the character of Friar Lawrence after Romeo has been exiled

To analyse the character of Friar Lawrence after Romeo and Juliet’s wedding night

To highlight how the writer presents the character of Friar Lawrence as a trusted confidant

To explain how the writer presents the character of Juliet in the extract from Act 2 Scene 2

To understand how Shakespeare uses alternate rhyming verse in the first meeting of the lovers in ‘Romeo and Juliet’

To examine how Shakespeare uses verse and prose in ‘Romeo and Juliet’

To comment on how Shakespeare uses verse and prose in ‘Romeo and Juliet’

To comment on the effects of Shakespeare's use of prose in 'Romeo and Juliet'

To analyse how Shakespeare uses verse in ‘Romeo and Juliet’

GCSE examination question on how the writer presents tension in the play ‘Romeo and Juliet’

To identify parts of the text which suggest what kind of parent Lady Capulet is and to understand what this means for her as a character

To describe how the writer presents the character of Mercutio in ‘Romeo and Juliet’

To explore how the writer presents the character of Romeo in ‘Romeo and Juliet’

To analyse the character of Friar Lawrence in ‘Romeo and Juliet’

To analyse the character of Friar Lawrence after Romeo has been exiled

To analyse and understand the character of Juliet in ‘Romeo and Juliet’

To analyse the character of Lady Montague in ‘Romeo and Juliet’

To analyse the character of Lord Capulet in ‘Romeo and Juliet’

To analyse the character of Lord Montague in ‘Romeo and Juliet’

To analyse the character of Mercutio in ‘Romeo and Juliet’

To analyse the character of Paris in ‘Romeo and Juliet’

To analyse the character of Romeo in ‘Romeo and Juliet’

To analyse the development of the character of Romeo in ‘Romeo and Juliet’

To analyse the character of the Nurse in ‘Romeo and Juliet’

To comment on the character of the Prince in ‘Romeo and Juliet’

To analyse and understand the character of Tybalt in ‘Romeo and Juliet’

To analyse and understand the character of the Nurse in ‘Romeo and Juliet’

To explore Shakespeare’s presentation of the Nurse as a kind of foster mother to Juliet

To explore Shakespeare’s presentation of the Nurse as someone who feels entitled to join in conversations and give her own opinions (opinionated)

To explore Shakespeare’s presentation of the Nurse as someone who is protective of Juliet

To explore Shakespeare’s presentation of the Nurse as someone who enjoys teasing Juliet

GCSE examination question on how the writer presents the character of the Prince

To recognise what the Prince has learned about authority

To identify parts of the text which suggest the Prince dispenses justice at the end of the play and to understand what this means for the prince as a ruler

To identify parts of the text which suggest the Prince is a fair ruler and to understand what this means for the Prince as a character

To identify parts of the text which suggest how far you think Shakespeare presents the Prince as a good ruler

To identify parts of the text which suggest the Prince is a lenient and inconsistent ruler and to understand what this means for the Prince as a character

To identify parts of the text which suggest Mercutio enjoys playing with language

To explore Shakespeare's presentation of Paris as a persistent character

To analyse the character of the Prince and his function in ‘Romeo and Juliet’

To comment on writer’s use of language, including grammatical and literary features at word and sentence level

To explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

To plan to respond to an exam question ‘At this point in the play Romeo has overheard Juliet on her balcony revealing her feelings for him. Juliet was unaware that Romeo was there listening. How is Juliet presented in this scene?’

To identify parts of the text which suggest Lady Capulet has a formal relationship with her daughter Juliet and to understand what this means for Lady Capulet as a parent

To analyse the character of Lady Capulet up to the end of Act 2 in ‘Romeo and Juliet’

To evidence characteristics conveyed by the character of Lady Capulet from the end of Act 2 to the end of the play

To identify parts of the text which suggest Lady Capulet disowns Juliet when Juliet refuses to marry Paris

To explore the presentation of Lady Capulet as a parent

To identify parts of the text which suggest Lady Capulet is ruthless and vengeful and to understand what this means for Lady Capulet’s presentation as a parent

To identify parts of the text which suggest Lady Capulet is very impatient with Juliet when she weeps and to understand what this means for Lady Capulet’s presentation as a parent

To identify parts of the text which suggest Lady Capulet mourns for her daughter Juliet and to understand what this means for Lady Capulet’s presentation as a parent

To appraise the presentation of the character of Lady Montague

To understand the function of verse in ‘Romeo and Juliet’

To understand how Shakespeare uses alternate rhyming verse in ‘Romeo and Juliet’

To understand how Shakespeare uses rhyming couplets in ‘Romeo and Juliet’

To understand why Shakespeare uses prose and verse in ‘Romeo and Juliet’

To understand how and why Shakespeare uses elision in the structure of the verse in ‘Romeo and Juliet’

To identify different types of love presented in ‘Romeo and Juliet’

To identify parts of the text which suggest that Mercutio is defiant, proud and unafraid

To identify where Mercutio behaves like a joker and to understand what this means for Mercutio’s presentation as a character

To argue that Mercutio fails in his attempt to protect Romeo and to understand what this means for him as a character

To evidence that Mercutio is an excitable, volatile character who dominates the scenes he is in

To identify parts of the text which suggest Mercutio is jealous and possessive and to understand what this means for Mercutio’s presentation as a character

To identify parts of the text which suggest Mercutio is a proud person and to understand what this means for Mercutio’s presentation as a character

To evidence that Mercutio is provocative and confrontational and to understand what this means for him as a character

To evidence that Mercutio is sarcastic and cynical and to understand what this means for Mercutio’s presentation as a character

To identify extracts which show that Mercutio blames others for his death and to understand what this means for Mercutio’s presentation as a character

To be able to describe and evidence through a range of themes and plots of who is responsible for the tragic outcome of the play

To know and understand who is responsible for the tragic outcome of the acts, play and plots

To identify who is responsible for the tragic outcome of the play

To explore who is to blame for the tragic events in ‘Romeo and Juliet’

To understand who is to blame for the tragic events in Romeo and Juliet

To explore Shakespeare’s presentation of the Nurse and her role as a very talkative character

To appraise the different settings, characters and relationships formed

To comment on how Shakespeare uses alternate rhyming verse in ‘Romeo and Juliet’

To explore how and why Shakespeare uses elision in the structure of the verse in ‘Romeo and Juliet’

To explore how subplots link together in the final act of ‘Romeo and Juliet’

To explore how Capulet first reacts when Juliet tells him she will not marry Paris

To examine a GCSE question on how the writer presents the character of Romeo

To infer how Benvolio's character is established from his first appearance in the play

To describe how the writer presents the character of Lady Capulet

To relate Lady Capulet's language to her character traits

To explore Shakespeare's presentation of Lady Capulet as a mother

To analyse the character of Lord Montague

To examine how Shakespeare establishes Paris' character initially

To explore the writer's presentation of Paris' feelings

To examine the presentation of Romeo as an avenger

To explore Shakespeare’s presentation of the Nurse as someone who is used as a trusted go-between

To explore Shakespeare’s presentation of the Nurse as a woman who uses crude language

To explore Shakespeare’s presentation of the Nurse as privy to the family’s secrets

To analyse the character of Juliet in ‘Romeo and Juliet’

To analyse the development and function of the character of Lord Capulet in 'Romeo and Juliet'

To explore reasons why Capulet decides his daughter shall marry Paris

To explore how Capulet reacts after Juliet takes the secret potion

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop an appreciation of Shakespeare and the conventions used in Shakespearean comedy. Learners will develop a sound understanding of the plot, characters and context in ‘Romeo and Juliet’ whilst also developing an awareness of the concepts of fate, conflict and family in Shakespearean England.	Assessment used within this topic	The English diagnostic assessments incorporate questions on the topic of methods used in literature to evaluate a learner’s prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how Shakespeare intentionally crafted ‘Romeo and Juliet’ to create meaning.	Resilience	Resilience is developed through reading Shakespearean language and understanding how it creates meaning in ‘Romeo and Juliet’. Learners will experiment with interpreting Shakespeare’s use of language and structure through independent practice, one-to-one support sessions and live lessons.
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Storyline, Action, Events	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 1
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 1 Scene 1
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 1 Scenes 2 and 3
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 1 Scene 4
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 1 Scene 5
	<input type="checkbox"/>	‘Romeo and Juliet’ 1 - Baseline assessment
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 2
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 2 Scene 1
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 2 Scenes 2 and 3
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 2 Scenes 4 and 5
	<input type="checkbox"/>	‘Romeo and Juliet’ 2 - Baseline assessment
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 3
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 3 Scene 1
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 3 Scenes 2 - 4
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 3 Scene 5
	<input type="checkbox"/>	‘Romeo and Juliet’ 3 - Baseline assessment
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 4
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 4 Scenes 1 and 2
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 4 Scenes 3 - 5
	<input type="checkbox"/>	‘Romeo and Juliet’ 4 - Baseline assessment
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 5
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 5 Scenes 1 and 2
	<input type="checkbox"/>	‘Romeo and Juliet’ - Act 5 Scene 3
	<input type="checkbox"/>	‘Romeo and Juliet’ - Reading Lesson

Character and Motivation	<input type="checkbox"/>	Character of Romeo
	<input type="checkbox"/>	Character of Juliet
	<input type="checkbox"/>	Character of Mercutio
	<input type="checkbox"/>	Character of Tybalt
	<input type="checkbox"/>	Character of the Nurse
	<input type="checkbox"/>	Character of Lord Capulet
	<input type="checkbox"/>	Character of Lady Capulet
	<input type="checkbox"/>	Character of Lord Montague
	<input type="checkbox"/>	Character of Friar Lawrence
	<input type="checkbox"/>	Character of Prince Escalus
Ideas, Themes and Issues	<input type="checkbox"/>	Character of Benvolio
	<input type="checkbox"/>	Character of Paris
	<input type="checkbox"/>	Social Context: 'The World of the Play' - ‘Romeo and Juliet’
	<input type="checkbox"/>	Analyse Examples of 'The Rules' in this Society - ‘Romeo and Juliet’
Language and Structure	<input type="checkbox"/>	Feudal Society - ‘Romeo and Juliet’
	<input type="checkbox"/>	Further Themes
	<input type="checkbox"/>	‘Romeo and Juliet’ - Shakespeare's Mix of Prose and Verse
	<input type="checkbox"/>	‘Romeo and Juliet’ - Stressed Syllables and Rhythm
	<input type="checkbox"/>	‘Romeo and Juliet’ - Blank Verse and Iambic Pentameter
Text in Performance	<input type="checkbox"/>	Shakespeare's Use of Language
	<input type="checkbox"/>	The Structure of the Play - ‘Romeo and Juliet’
Exams	<input type="checkbox"/>	‘Romeo and Juliet’ - The Performance
	<input type="checkbox"/>	‘Romeo and Juliet’ - Exams / Assessments

KS4 English Literature 19th Century

Great Expectations	Sherlock Holmes: The Sign of the Four	A Christmas Carol	Frankenstein	Pride and Prejudice
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The Hound of the Baskervilles

Overall objectives	Learners will develop a critical response to writers and will explore their own personal response to the plot and character Learners will analyse the language, form and structure used by a writer to create meanings and effects Learners will gain an appreciation of the relationship between texts and the contexts in which they were written
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Great Expectations

Objectives:
To read, understand and respond to the developing storyline of ‘Great Expectations’ in a critical style and to develop an informed personal response to the actions of characters
To use textual references, including quotations, to support and illustrate interpretations of the events of the novel
To make informed inferences about the motivations of different characters in ‘Great Expectations’
To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development
To explore ideas, themes and issues pertinent to the novel ‘Great Expectations’ and relate them to social and historical contexts
To explore the relationships between the novel and the context in which it was written
To analyse the language, form and structure used by Dickens to create meanings and effects, using relevant subject terminology where appropriate

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘Great Expectations’ whilst also developing an awareness of the concepts of social class and integrity in Victorian England.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why the Bildungsroman novel is intentionally crafted.	Resilience	Resilience is developed through examining themes which promote good morals as well as engaging reflectively and analytically with a Victorian text. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	Great Expectations Chapter 1	Characters and Motivation	The Character of Pip (Boy and Man)
	Great Expectations Chapters 2 - 4	Characters and Motivation	The Character of Estella
	Great Expectations Chapters 5 - 7		The Character of Miss Havisham
	Great Expectations Chapters 8 - 10		The Character of Magwitch
	Great Expectations Chapters 11 - 14		The Character of Joe Gargery
	Great Expectations Chapters 15 - 18		Class Mobility - ‘Great Expectations’
	Great Expectations Chapters 19 - 21	Ideas, Themes and Issues	Loyalty and Conscience - ‘Great Expectations’
	Great Expectations Chapters 22 - 26		Money and Wealth - ‘Great Expectations’
	Great Expectations Chapters 27 - 29		Settings - ‘Great Expectations’
	Great Expectations Chapters 30 - 32	Language and Structure	Crime and Innocence - ‘Great Expectations’
	Great Expectations Chapters 33 - 35		Language in the Novel - ‘Great Expectations’
	Great Expectations Chapters 36 - 37		The Structure of the Novel - ‘Great Expectations’
	Great Expectations Chapters 38 - 39	Exams	Exams - ‘Great Expectations’
	Great Expectations Chapters 40 - 43		
	Great Expectations Chapters 43 - 46		
	Great Expectations Chapters 47 - 49		
	Great Expectations Chapters 50 - 53		
	Great Expectations Chapters 54 - 56		
	Great Expectations Chapters 57 - 59		

Sherlock Holmes: The Sign of the Four

Objectives:	
<p>To read, understand and respond to the developing storyline of ‘The Sign of the Four’ in a critical style</p> <p>To develop an informed personal response to the actions of characters</p> <p>To use textual references, including quotations, to support and illustrate interpretations of the events of the novel</p> <p>To make informed inferences about the motivations of different characters in ‘The Sign of the Four’</p> <p>To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development</p> <p>To explore ideas, themes and issues pertinent to the novel ‘The Sign of the Four’ and relate them to social and historical contexts</p> <p>To explore the relationships between the novel and the context in which it was written</p> <p>To analyse the language, form and structure used by Conan Doyle to create meanings and effects, using relevant subject terminology where appropriate</p> <p>To explore how the writer presents attitudes of his time in the novel</p> <p>To evaluate critically how the writer presents the character of Watson</p> <p>To evidence how the writer presents the relationship of Sherlock Holmes and Dr Watson</p> <p>To understand how the writer presents the relationship of Sherlock Holmes and Dr Watson</p> <p>To evidence how the writer presents the character of Inspector Athelney Jones</p> <p>To evaluate how the writer presents the character of Jonathan Small</p> <p>To evidence how the writer presents the character of Mary Morstan</p> <p>To highlight how the writer presents women in the novel ‘The Sign of the Four’</p> <p>To be familiar with GCSE examination questions on how the writer creates tense atmospheres</p> <p>To appraise and explain how the writer presents and develops the character of Sherlock Holmes</p> <p>To appraise how the writer presents the character of Watson</p> <p>To explore how the writer creates a dramatic atmosphere</p> <p>To evidence how the writer presents contrasting attitudes and values of the time</p> <p>To identify the first impressions of the novel and the main character</p> <p>To explore the issue of Holmes' drug use in its historical and social context</p>	<p>To explore how Holmes concludes the case and to explore how the writer creates tension</p> <p>To explore how the writer concludes the subplot to the story</p> <p>To explore how the writer concludes the plot to the story</p> <p>To recognise the language used to present a range of characters and its effect</p> <p>To understand how the writer creates tense atmospheres</p> <p>To classify and show how the writer establishes mood and atmosphere</p> <p>To recognise how the writer develops the plot in chapter 4</p> <p>To identify how the writer presents Watson’s feelings</p> <p>To explore how Holmes establishes his theory to explain what has happened</p> <p>To characterise how Holmes proceeds in his investigation and to explore how the writer uses humour</p> <p>To demonstrate how Holmes proceeds in his investigation and to explore how contemporary and modern readers might respond differently to the text</p> <p>To appraise how Holmes proceeds in his investigation and to explore how the writer uses interpolation</p> <p>To explore how Holmes proceeds in his investigation and to explore how the writer uses humour in his depiction of Inspector Jones</p> <p>To identify how the writer presents the character of Dr Watson</p> <p>To explain how Holmes uses inference and deduction skills when analysing handwriting</p> <p>To appraise how the writer presents the relationship of Sherlock Holmes and Dr Watson</p> <p>To appraise how the writer presents the character of Inspector Jones</p> <p>To appraise how the writer presents the character of Jonathan Small</p> <p>To identify the key characteristics of each character</p> <p>To appraise how the writer presents the character of Mary Morstan</p> <p>To appraise how the writer presents the character Sherlock Holmes</p> <p>To identify the issues of social inequality and stereotyping in ‘The Sign of the Four’</p> <p>To appraise how the writer presents the character of Thaddeus Sholto</p> <p>To understand, know and be able to describe how the writer concludes the subplot to the story</p> <p>To explore how Holmes proceeds in his investigation and to explore how the writer uses humour</p>

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘The Sign of the Four’ whilst also developing an awareness of the concepts in detective fiction.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why detective fiction is intentionally crafted.	Resilience	Resilience is developed through interpreting language written in the late nineteenth century as well as engaging reflectively and analytically with a nineteenth-century text. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	<input type="checkbox"/>	‘The Sign of the Four’: Setting, Time, Context
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 1
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 1 ending.
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 2
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 2, Handwriting
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 3
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 4 and Ending
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 5
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 6
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 7
	<input type="checkbox"/>	‘The Sign of the Four’: Key 7 Characteristics
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 8
	<input type="checkbox"/>	‘The Sign of the Four’: The Baker Street Irregulars
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 9 - A break in the chain
	<input type="checkbox"/>	‘The Sign of the Four': Chapter 10
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 10 Ending
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 11
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 12
	<input type="checkbox"/>	‘The Sign of the Four’: Chapter 12 Conclusion- The Strange Story of Jonathan Small

Characters and Motivation	<input type="checkbox"/>	‘The Sign of the Four’ - Dr Watson
	<input type="checkbox"/>	‘The Sign of the Four’ Exam Question: Holmes’ and Watson's Relationship
	<input type="checkbox"/>	‘The Sign of the Four’ - Thaddeus Sholto
	<input type="checkbox"/>	‘The Sign of the Four’ - Mary Morstan
	<input type="checkbox"/>	‘The Sign of the Four’ - Jonathan Small
	<input type="checkbox"/>	‘The Sign of the Four’ - Inspector Jones
	<input type="checkbox"/>	‘The Sign of the Four’ - Key Characteristics of Main Characters
Ideas, Themes and Issues	<input type="checkbox"/>	Race and Context
	<input type="checkbox"/>	Crime and Justice
	<input type="checkbox"/>	‘The Sign of the Four’ - Atmosphere
Language and Structure	<input type="checkbox"/>	Language in the Novel
	<input type="checkbox"/>	The Structure of the Novel
	<input type="checkbox"/>	‘The Sign of the Four’ - Stylistic Features
Exams	<input type="checkbox"/>	Comparing Two Texts – ‘The Sign of the Four’ and ‘The Curious Incident of the Dog in the Night Time’
	<input type="checkbox"/>	‘The Sign of the Four’ - Mary Morstan (Female Representation)

A Christmas Carol

Objectives:

- To read, understand and respond to the developing storyline of ‘A Christmas Carol’ in a critical style
- To develop an informed personal response to the actions of characters
- To use textual references, including quotations, to support and illustrate interpretations of the events of the novel
- To analyse the language, form and structure used by Dickens to create meanings and effects, using relevant subject terminology where appropriate
- To be able to understand, recall and deconstruct the plot developments found within 'A Christmas Carol'
- To appraise the function / purpose of the preface in 'A Christmas Carol'
- To understand how the writer presents the character of Mrs Cratchit in 'A Christmas Carol'
- To explore the relationships between texts and the context in which they are written
- To know, understand and appraise the writer's presentation of the character of Belle, Bob Cratchit, Jacob Marley, Mr Fezziwig Fan and Fred in 'A Christmas Carol'
- To explore how the writer structures the novella 'A Christmas Carol' for effect

- To develop an understanding of the plot of 'A Christmas Carol' and its development
- To explore ways in which the character of Scrooge is established at the start of 'A Christmas Carol'
- To explore how the writer develops the character of Scrooge in 'A Christmas Carol'
- To recall the plot developments of Staves 1 to 5 in 'A Christmas Carol'
- To explore how the writer presents the Cratchit family in 'A Christmas Carol'
- To explore and appraise how the writer presents the characters of the Ghost of Christmas Past, Present and Yet to Come in 'A Christmas Carol'
- To consider the effect of various writing techniques employed by the writer - 'A Christmas Carol'
- To explore the theme of Christmas in 'A Christmas Carol'
- To explore the themes of family, isolation and regret in 'A Christmas Carol'
- To identify the overall themes in 'A Christmas Carol'
- To highlight the themes of redemption and change in 'A Christmas Carol'
- To explore the themes of social injustice and poverty in 'A Christmas Carol'
- To appraise Dickens' presentation of Tiny Tim in 'A Christmas Carol'

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘A Christmas Carol’ whilst also developing an awareness of the concepts of social class, poverty and greed in Victorian England.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why Victorian literature is intentionally crafted.	Resilience	Resilience is developed through interpreting Dickensian language as well as engaging reflectively and analytically with a nineteenth-century text. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	<input type="checkbox"/>	‘A Christmas Carol': Background Context	Characters and Motivation	<input type="checkbox"/>	'A Christmas Carol': Scrooge (1)
	<input type="checkbox"/>	‘A Christmas Carol’: The Preface		<input type="checkbox"/>	'A Christmas Carol': Scrooge (2)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (1)		<input type="checkbox"/>	'A Christmas Carol': Scrooge (3)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (2)		<input type="checkbox"/>	'A Christmas Carol': Scrooge (4)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (3)		<input type="checkbox"/>	'A Christmas Carol': Scrooge (5)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (4)		<input type="checkbox"/>	'A Christmas Carol': Marley
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (5)		<input type="checkbox"/>	'A Christmas Carol': The Cratchit Family
	<input type="checkbox"/>	‘A Christmas Carol': Stave 1		<input type="checkbox"/>	'A Christmas Carol': The Cratchit Family (2)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (6)		<input type="checkbox"/>	'A Christmas Carol': Bob Cratchit
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (7)		<input type="checkbox"/>	'A Christmas Carol': Mrs Cratchit
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (8)		<input type="checkbox"/>	'A Christmas Carol': Tiny Tim
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (9)		<input type="checkbox"/>	'A Christmas Carol': Fred
	<input type="checkbox"/>	‘A Christmas Carol': Stave 2		<input type="checkbox"/>	'A Christmas Carol': Belle
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (10)		<input type="checkbox"/>	'A Christmas Carol': Fan

<input type="checkbox"/>	‘A Christmas Carol’: Plot (11)	<input type="checkbox"/>	'A Christmas Carol': The Ghost of Christmas Past (1)
<input type="checkbox"/>	‘A Christmas Carol’: Plot (12)	<input type="checkbox"/>	'A Christmas Carol': The Ghost of Christmas Past (2)
<input type="checkbox"/>	‘A Christmas Carol’: Plot (13)	<input type="checkbox"/>	'A Christmas Carol': The Ghost of Christmas Present (1)
<input type="checkbox"/>	‘A Christmas Carol’: Plot (14)	<input type="checkbox"/>	'A Christmas Carol': The Ghost of Christmas Present (2)

	<input type="checkbox"/>	‘A Christmas Carol': Stave 3
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (15)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (16)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (17)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (18)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (19)
	<input type="checkbox"/>	‘A Christmas Carol': Plot (20)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (21)
	<input type="checkbox"/>	‘A Christmas Carol': Stave 4
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (22)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (23)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (24)
	<input type="checkbox"/>	‘A Christmas Carol’: Plot (25)
	<input type="checkbox"/>	‘A Christmas Carol': Stave 5
	<input type="checkbox"/>	‘A Christmas Carol': Plot Summary

	<input type="checkbox"/>	'A Christmas Carol': The Ghost of Christmas Yet to Come (1)
	<input type="checkbox"/>	'A Christmas Carol': The Ghost of Christmas Yet to Come (2)
	<input type="checkbox"/>	'A Christmas Carol': Mr Fezziwig
Ideas, Themes and Issues	<input type="checkbox"/>	'A Christmas Carol': Themes
	<input type="checkbox"/>	'A Christmas Carol': Theme of Christmas
	<input type="checkbox"/>	'A Christmas Carol': Theme of Family
	<input type="checkbox"/>	'A Christmas Carol': Theme of Family (2)
	<input type="checkbox"/>	'A Christmas Carol': Theme of Isolation
	<input type="checkbox"/>	'A Christmas Carol': Themes of Redemption and Change
	<input type="checkbox"/>	'A Christmas Carol': Theme of Regret
	<input type="checkbox"/>	'A Christmas Carol': Themes of Social Injustice and Poverty
Language and Structure	<input type="checkbox"/>	Language in the Novel
	<input type="checkbox"/>	The Structure of the Novel
	<input type="checkbox"/>	'A Christmas Carol': The Writer's Techniques (1)
	<input type="checkbox"/>	'A Christmas Carol': The Writer's Techniques (2)
	<input type="checkbox"/>	'A Christmas Carol': Novella

Frankenstein

Objectives:	
<p>To read, understand and respond to the developing storyline of ‘Frankenstein’ in a critical style</p> <p>To develop an informed personal response to the actions of characters</p> <p>To use textual references, including quotations, to support and illustrate interpretations of the events of the novel</p> <p>To make informed inferences about the motivations of different characters in ‘Frankenstein’</p> <p>To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development</p> <p>To explore ideas, themes and issues pertinent to the novel ‘Frankenstein’ and relate them to social and historical contexts</p> <p>To explore the relationships between the novel and the context in which it was written</p> <p>To analyse the language, form and structure used by Shelley to create meanings and effects, using relevant subject terminology where appropriate</p> <p>To understand, know and be able to appraise the style of the novel 'Frankenstein'</p> <p>To outline background information regarding the novel 'Frankenstein'</p> <p>To critique the presentation of Captain Walton in the novel 'Frankenstein'</p> <p>To appraise the purpose of the fifth chapter in the novel 'Frankenstein'</p> <p>To form an overview of Captain Walton, Elizabeth Lavenza, Felix and Safie and their roles in the novel ‘Frankenstein’</p> <p>To explore the main characters and their ‘functions’ in the novel ‘Frankenstein’</p> <p>To explore the role of Henry Clerval in the novel ‘Frankenstein’</p>	<p>To examine the presentation of Justine Moritz in the novel ‘Frankenstein’</p> <p>To appraise the purpose of the opening letter, second, third and fourth letters in the novel 'Frankenstein'</p> <p>To appraise aspects of the creature (or monster) in the context of the novel’s time</p> <p>To review the actions of The Creature in ‘Frankenstein’</p> <p>To review the key events between Victor and The Creature in Chapter in the novel 'Frankenstein'</p> <p>To understand and be able to examine the creature's response to rejection in the novel 'Frankenstein'</p> <p>To appraise the presentation of the De Lacey family in the novel 'Frankenstein'</p> <p>To understand, know and be able to outline the themes of justice, injustice, prejudice and isolation that is found in the novel 'Frankenstein'</p> <p>To outline the themes of knowledge and discovery in the novel 'Frankenstein'</p> <p>To analyse the presentation of the relationship between Victor Frankenstein and the Creature in the novel 'Frankenstein'</p> <p>To identify, evaluate and critique the presentation of Victor Frankenstein in the novel 'Frankenstein'</p> <p>To structure a piece of writing exploring the presentation of Frankenstein in the novel and to use relevant quotation from the text as evidence in your writing</p> <p>To explore the key events of each chapter in the novel 'Frankenstein' and highlight its purpose, plot and context</p> <p>To explore the relationship between The Creature and the De Lacey family in the novel 'Frankenstein'</p> <p>To review the key events in the different endings in 'Frankenstein'</p>

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘Frankenstein’ whilst also developing an awareness of the concepts associated with Gothic Fiction.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why Gothic Fiction is intentionally crafted.	Resilience	Resilience is developed through interpreting language used in the early nineteenth century, as well as engaging reflectively and analytically with a Gothic Fiction text. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	■	'Frankenstein' - Background	Characters and Motivation	■	'Frankenstein' - Victor Frankenstein - 1
	■	'Frankenstein' - Letter 1, 2, 3 and 4		■	'Frankenstein' - Victor Frankenstein - 2
	■	'Frankenstein' - Victor's upbringing (1)		■	'Frankenstein' - Captain Walton
	■	'Frankenstein' - The death of Victor's mother (3)		■	'Frankenstein' - Captain Walton - Recap
	■	'Frankenstein' - The Modern Prometheus (4)		■	'Frankenstein' - Captain Walton and Victor Frankenstein
	■	'Frankenstein' - Bringing the creature to life (5)		■	'Frankenstein' - Captain Walton and The Creature
	■	'Frankenstein' - Victor becomes unwell (6)		■	'Frankenstein' - The Creature and Victor
	■	'Frankenstein' - Victor returns home (7)		■	'Frankenstein' - The Creature (11) (12)
	■	'Frankenstein' - Victor receives news from his father (7)		■	'Frankenstein' - Henry Clerval
	■	'Frankenstein' - Victor suffers feelings of guilt (8)		■	'Frankenstein' - Elizabeth Lavenza
	■	'Frankenstein' - Victor feels alienated (9)		■	'Frankenstein' - Elizabeth and Victor
	■	'Frankenstein' - Theory of the sublime (10)		■	'Frankenstein' - The De Lacey family
	■	'Frankenstein' - Chapter 10 Ending - Recap		■	'Frankenstein' - Justine Moritz (6)
	■	'Frankenstein' - Chapter 11 and 12		■	'Frankenstein' - The Creature's feelings
	■	'Frankenstein' - The Creature learns about humanity (13)		■	'Frankenstein' - The Creature and Victor
	■	'Frankenstein' - Felix and Safie (14)		■	'Frankenstein' - Victor Frankenstein - Summary - 2
	■	'Frankenstein' - The Creature feels isolated (15)		■	'Frankenstein' - Captain Walton - Summary- Practice Essay
	■	'Frankenstein' - The Creature and the De Lacey's (15)		■	'Frankenstein' - Elizabeth Summary - Practice Essay

	<input type="checkbox"/>	'Frankenstein' - The Creature wants revenge (16)
	<input type="checkbox"/>	'Frankenstein' - The Creature continues his revenge (16)
	<input type="checkbox"/>	'Frankenstein' - The creature demands a companion (17)
	<input type="checkbox"/>	'Frankenstein' - Victor contemplates returning to England (18)
	<input type="checkbox"/>	'Frankenstein' - Victor's return to England (19)
	<input type="checkbox"/>	'Frankenstein' - Victor considers the consequences of his actions (20)
	<input type="checkbox"/>	'Frankenstein' - Victor refuses to create another creature (20)
	<input type="checkbox"/>	'Frankenstein' - Victor is accused of murder (21)
	<input type="checkbox"/>	'Frankenstein' -Victor agrees to marry Elizabeth (22)
	<input type="checkbox"/>	'Frankenstein' - Victor hunts the creature (23)
	<input type="checkbox"/>	'Frankenstein' - Victor desires revenge (24)
	<input type="checkbox"/>	'Frankenstein' - Victor pursues the creature (24)
	<input type="checkbox"/>	'Frankenstein' - Victor asks Walton to continue his pursuit of the creature (24)
	<input type="checkbox"/>	'Frankenstein' - Victor's death (24)

Ideas, Themes and Issues	<input type="checkbox"/>	'Frankenstein' - Themes - Isolation
	<input type="checkbox"/>	'Frankenstein' - Themes - Prejudice
	<input type="checkbox"/>	'Frankenstein' - Themes - Justice
	<input type="checkbox"/>	'Frankenstein' - Themes - Knowledge and Discovery
Language and Structure	<input type="checkbox"/>	Language in the Novel
	<input type="checkbox"/>	The Structure of the Novel
Revision	<input type="checkbox"/>	'Frankenstein' - Appraising the style of the novel
	<input type="checkbox"/>	'Frankenstein' - How does the writer present...? Summary - Practice Essay
	<input type="checkbox"/>	'Frankenstein' - How does the writer present...? Writing about the style - 2
	<input type="checkbox"/>	'Frankenstein' - How does the writer present...? Writing about the Style - 3
	<input type="checkbox"/>	'Frankenstein' - How does the writer present...? Writing about the style - 4
Exams	<input type="checkbox"/>	'Frankenstein' - How does the writer present...? Writing about the style - 5
	<input type="checkbox"/>	'Frankenstein' - Exams

Pride and Prejudice

Objectives:

To read, understand and respond to the developing storyline of 'Pride and Prejudice' in a critical style
 To develop an informed personal response to the actions of characters
 To use textual references, including quotations, to support and illustrate interpretations of the events of the novel
 To read, understand and respond to the developing storyline of 'Pride and Prejudice' in a critical style
 To develop an informed personal response to the actions of characters
 To use textual references, including quotations, to support and illustrate interpretations of the events of the novel
 To make informed inferences about the motivations of different characters in 'Pride and Prejudice'
 To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development
 To explore ideas, themes and issues pertinent to the novel 'Pride and Prejudice' and relate them to social and historical contexts
 To explore the relationships between the novel and the context in which it was written
 To analyse the language, form and structure used by Austen to create meanings and effects, using relevant subject terminology where appropriate
 To understand the character of Caroline Bingley in 'Pride and Prejudice'
 To explore how the writer presents the character of Charles Bingley in 'Pride and Prejudice'
 To understand how the writer presents the character of Charlotte Lucas in 'Pride and Prejudice'
 To understand and answer questions about the context and characters of the novel 'Pride and Prejudice'
 To understand how the writer presents the character of Elizabeth Bennet in 'Pride and Prejudice'
 To explore how the writer develops the character of Elizabeth Bennet in 'Pride and Prejudice'

To appraise how the writer presents the character of Fitzwilliam Darcy (Mr Darcy) in 'Pride and Prejudice'
 To appraise how the writer develops the character of Fitzwilliam Darcy (Mr Darcy) in 'Pride and Prejudice'
 To understand the genre of 'Pride and Prejudice'
 To understand how the writer presents the character of George Wickham in 'Pride and Prejudice'
 To identify and explore the use of irony within 'Pride and Prejudice'
 To understand how the writer presents the characters of Jane Bennet, Kitty Bennet, Lydia Bennet, Mary Bennet, Mr Bennet, Mrs Bennet, and Lady Catherine de Bourgh in 'Pride and Prejudice'
 To understand the plot development in 'Pride and Prejudice'
 To test understanding of characters' behaviours and motivations
 To review the plot of 'Pride and Prejudice' and to infer meaning from given extracts
 To understand the role of the Bennet family in 'Pride and Prejudice'
 To explore key themes in 'Pride and Prejudice'
 To explore themes of 'Pride and Prejudice' in relation to social context
 To appraise the presentation of the character William Collins in 'Pride and Prejudice'
 To appraise the writer's development of the character William Collins in 'Pride and Prejudice'
 To identify various writing techniques the writer uses in 'Pride and Prejudice'
 To answer questions about the opening chapters of 'Pride and Prejudice'
 To answer questions about the themes, characters and concepts in each chapter
 To answer questions about plot and character development

Skills, themes, issues or concepts to develop within this whole topic

Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in 'Pride and Prejudice' whilst also developing an awareness of the concepts associated with Romantic fiction written in the Georgian Era.

Assessment used within this topic

The English diagnostic assessments allow us to evaluate a learner's prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer's language and structural choices in the text.
 Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding how and why Edwardian fiction is intentionally created.

Resilience

Resilience is developed through interpreting language used in the late eighteenth century, as well as engaging reflectively and analytically with an Edwardian romantic fiction.
 Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.

- ☐ 'Pride and Prejudice': Context and Characters
- ☐ 'Pride and Prejudice': Chapters 1 and 2
- ☐ 'Pride and Prejudice': Chapters 3 and 4
- ☐ 'Pride and Prejudice': Chapters 5 and 6
- ☐ 'Pride and Prejudice': Chapters 7 and 8
- ☐ 'Pride and Prejudice': Chapters 9 to 12
- ☐ 'Pride and Prejudice': Chapters 13 and 14
- ☐ 'Pride and Prejudice': Chapters 15 to 17
- ☐ 'Pride and Prejudice': Chapters 18
- ☐ 'Pride and Prejudice': Chapters 19 to 21
- ☐ 'Pride and Prejudice': Chapters 22 and 23

- ☐ 'Pride and Prejudice': Plot 1
- ☐ 'Pride and Prejudice': Plot 2
- ☐ 'Pride and Prejudice': Plot 3
- ☐ 'Pride and Prejudice': Plot 4
- ☐ 'Pride and Prejudice': Plot 5
- ☐ 'Pride and Prejudice': Plot 6
- ☐ 'Pride and Prejudice': Plot 7
- ☐ 'Pride and Prejudice': Plot 8
- ☐ 'Pride and Prejudice': Plot 9
- ☐ 'Pride and Prejudice': Plot 10
- ☐ 'Pride and Prejudice': Plot 11

Storyline, Action, Events (LAPs to MAPs)	<input type="checkbox"/>	‘Pride and Prejudice’: Volume II Chapters 1 and 2
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume II Chapters 3 - 6
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume II Chapters 7 and 8
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume II Chapters 9 and 10
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume II Chapters 11 and 12
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume II Chapters 13 and 14
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume II Chapters 15 - 19
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume III Chapter 1
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume III Chapters 2 and 3
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume III Chapters 4 - 6
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume III Chapters 7 - 10
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume III Chapters 11 - 13
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume III Chapters 14 - 17
	<input type="checkbox"/>	‘Pride and Prejudice’: Volume III Chapters 14 - 20
	<input type="checkbox"/>	‘Pride and Prejudice’: Reading Lesson
Characters and Motivation	<input type="checkbox"/>	‘Pride and Prejudice’: The Bennet Family
	<input type="checkbox"/>	‘Pride and Prejudice’: Elizabeth Bennet
	<input type="checkbox"/>	‘Pride and Prejudice’: Elizabeth Bennet 2
	<input type="checkbox"/>	‘Pride and Prejudice’: Elizabeth Bennet 3
	<input type="checkbox"/>	‘Pride and Prejudice’: Elizabeth Bennet 4
	<input type="checkbox"/>	‘Pride and Prejudice’: Fitzwilliam Darcy (Mr Darcy)
	<input type="checkbox"/>	‘Pride and Prejudice’: Fitzwilliam Darcy (Mr Darcy) 2
	<input type="checkbox"/>	‘Pride and Prejudice’: Jane Bennet
	<input type="checkbox"/>	‘Pride and Prejudice’: Charles Bingley
	<input type="checkbox"/>	‘Pride and Prejudice’: Caroline Bingley
	<input type="checkbox"/>	‘Pride and Prejudice’: Caroline Bingley 2
	<input type="checkbox"/>	‘Pride and Prejudice’: Charlotte Lucas
	<input type="checkbox"/>	‘Pride and Prejudice’: George Wickham
	<input type="checkbox"/>	‘Pride and Prejudice’: Mr Bennet
	<input type="checkbox"/>	‘Pride and Prejudice’: Mr Bennet 2
	<input type="checkbox"/>	‘Pride and Prejudice’: Mrs Bennet
	<input type="checkbox"/>	‘Pride and Prejudice’: Mrs Bennet 2
	<input type="checkbox"/>	‘Pride and Prejudice’: William Collins
	<input type="checkbox"/>	‘Pride and Prejudice’: William Collins 2
	<input type="checkbox"/>	‘Pride and Prejudice’: Kitty Bennet
	<input type="checkbox"/>	‘Pride and Prejudice’: Lady Catherine de Bourgh
	<input type="checkbox"/>	‘Pride and Prejudice’: Lydia Bennet
	<input type="checkbox"/>	‘Pride and Prejudice’: Lydia Bennet 2
	<input type="checkbox"/>	‘Pride and Prejudice’: Mary Bennet
Ideas, Themes and Issues	<input type="checkbox"/>	‘Pride and Prejudice’: Genre
	<input type="checkbox"/>	‘Pride and Prejudice’: Themes
	<input type="checkbox"/>	‘Pride and Prejudice’: Writer's Methods
	<input type="checkbox"/>	‘Pride and Prejudice’: Irony

Storyline, Action, Events (MAPs to HAPs)	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 12
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 13
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 14
	<input type="checkbox"/>	Pride and Prejudice’: Plot 15
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 16
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 17
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 18
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 19
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 20
	<input type="checkbox"/>	‘Pride and Prejudice’ Plot 21
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 22
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 23
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 24
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 25
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 26
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 27
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 28
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 29
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 30
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 31
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 32
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 33
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 34
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 35
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 36
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 37
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 38
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 39
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 40
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 41
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 42
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 43
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 44
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 45
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 46
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 47
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 48
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 49
	<input type="checkbox"/>	‘Pride and Prejudice’: Plot 50
Language and Structure	<input type="checkbox"/>	Language in the Novel
	<input type="checkbox"/>	The Structure of the Novel
Exams	<input type="checkbox"/>	Exams

The Hound of the Baskervilles

Objectives:

- To read, understand and respond to the developing storyline of ‘The Hound of the Baskervilles’ in a critical style
- To develop an informed personal response to the actions of characters
- To use textual references, including quotations, to support and illustrate interpretations of the events of the novel
- To make informed inferences about the motivations of different characters in ‘The Hound of the Baskervilles’
- To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development
- To explore ideas, themes and issues pertinent to the novel ‘The Hound of the Baskervilles’ and relate them to social and historical contexts
- To explore the relationships between the novel and the context in which it was written
- To analyse the language, form and structure used by Conan Doyle to create meanings and effects, using relevant subject terminology where appropriate

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘The Hound of the Baskervilles’ whilst also developing an awareness of the concepts associated with detective fiction.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why detective fiction is intentionally created.	Resilience	Resilience is developed through interpreting language used in the early twentieth century, as well as engaging reflectively and analytically with detective fiction. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 1	Characters and Motivation	<input type="checkbox"/>	The Character of Sherlock Holmes
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 2		<input type="checkbox"/>	The Character of Doctor Watson
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 3		<input type="checkbox"/>	The Character of Sir Henry Baskerville
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 4		<input type="checkbox"/>	The Character of Sir Hugo Baskerville
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 5		<input type="checkbox"/>	The Character of Mortimer
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 6		<input type="checkbox"/>	The Character of Mr Jack Stapleton
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 7		<input type="checkbox"/>	The Character of Miss Stapleton
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 8		<input type="checkbox"/>	The Character of the Convict
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 9	Ideas, Themes and Issues	<input type="checkbox"/>	Superstition - ‘The Hound of The Baskervilles’
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 10		<input type="checkbox"/>	Country Life - ‘The Hound of The Baskervilles’
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 11		<input type="checkbox"/>	Crime and Punishment - ‘The Hound of The Baskervilles’
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 12		<input type="checkbox"/>	Women in Society - ‘The Hound of The Baskervilles’
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 13	Language and Structure	<input type="checkbox"/>	Language in the Novel - ‘The Hound of The Baskervilles’
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 14		<input type="checkbox"/>	The Structure of the Novel - ‘The Hound of The Baskervilles’
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ Chapter 15	Exams	<input type="checkbox"/>	Exams - ‘The Hound of The Baskervilles’
	<input type="checkbox"/>	‘The Hound of The Baskervilles’ - Reading Lesson			

KS4 English Literature Modern				
<input type="checkbox"/> <p>To Kill A Mockingbird</p>	<input type="checkbox"/> <p>Of Mice and Men</p>	<input type="checkbox"/> <p>DNA</p>	<input type="checkbox"/> <p>Inspector Calls</p>	<input type="checkbox"/> <p>Blood Brothers</p>
<input type="checkbox"/> <p>Animal Farm</p>				

To Kill A Mockingbird

Objectives:
<p>To read, understand and respond to the developing storyline of ‘To Kill A Mockingbird’ in a critical style</p> <p>To develop an informed personal response to the actions of characters</p> <p>To use textual references, including quotations, to support and illustrate interpretations of the events of the novel</p> <p>To make informed inferences about the motivations of different characters in ‘To Kill A Mockingbird’</p> <p>To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development</p> <p>To explore ideas, themes and issues pertinent to the novel ‘To Kill A Mockingbird’ and relate them to social and historical contexts</p> <p>To explore the relationships between the novel and the context in which it was written</p> <p>To analyse the language, form and structure used by Lee to create meanings and effects, using relevant subject terminology where appropriate</p>

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘To Kill A Mockingbird’ whilst also developing an awareness of concepts in a Bildungsroman novel such as historical drama, racism and coming-of-age.	Assessment used within this topic	<p>The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text.</p> <p>Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why detective fiction is intentionally created.</p>	Resilience	<p>Resilience is developed through interpreting language used in an American text which delves into challenging concepts and ideas, as well as engaging reflectively and analytically with American fiction.</p> <p>Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.</p>
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Storyline, Action, Events	<input type="checkbox"/>	‘To Kill A Mockingbird’: Social Context and Background	Characters and Motivation	<input type="checkbox"/>	Character of Atticus Finch
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 1		<input type="checkbox"/>	Character of Scout
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 2		<input type="checkbox"/>	Character of Jem
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 3		<input type="checkbox"/>	Character of Boo Radley
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 4		<input type="checkbox"/>	Character of Calpurnia
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapters 5 and 6		<input type="checkbox"/>	Character of Tom Robinson
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 7		<input type="checkbox"/>	Character of Bob Ewell
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 8		<input type="checkbox"/>	Character of Dill Harris
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 9	Ideas, Themes and Issues	<input type="checkbox"/>	Themes in the Novel: ‘To Kill A Mockingbird’
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 10		<input type="checkbox"/>	Theme of Prejudice: ‘To Kill A Mockingbird’
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 11		<input type="checkbox"/>	Theme of Family Life: ‘To Kill A Mockingbird’
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 12		<input type="checkbox"/>	Theme of Courage: ‘To Kill A Mockingbird’
	<input type="checkbox"/>	‘To Kill A Mockingbird’ Chapter 13		<input type="checkbox"/>	The Writer's Message(s): ‘To Kill A Mockingbird’

	<input type="checkbox"/>	'To Kill A Mockingbird' Chapter 14
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapter 15
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapters 16 and 17
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapter 18
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapter 19
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapter 20
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapters 21 and 22
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapter 23
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapter 24
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapter 25
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapters 26 and 27
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapter 28
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapters 29 and 30
	<input type="checkbox"/>	'To Kill A Mockingbird' Chapter 31

Language and Structure	<input type="checkbox"/>	Language in the Novel: 'To Kill A Mockingbird'
	<input type="checkbox"/>	The Structure of the Novel: 'To Kill A Mockingbird'
Exams	<input type="checkbox"/>	'To Kill a Mockingbird' Exams: 'To Kill A Mockingbird'

Of Mice and Men

Objectives:	
<p>To read, understand and respond to the developing storyline of ‘Of Mice and Men’ in a critical style</p> <p>To develop an informed personal response to the actions of characters</p> <p>To use textual references, including quotations, to support and illustrate interpretations of the events of the novel</p> <p>To make informed inferences about the motivations of different characters in ‘Of Mice and Men’</p> <p>To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development</p> <p>To explore ideas, themes and issues pertinent to the novel ‘Of Mice and Men’ and relate them to social and historical contexts</p> <p>To explore the relationships between the novel and the context in which it was written</p> <p>To analyse the language, form and structure used by Steinbeck to create meanings and effects, using relevant subject terminology where appropriate</p> <p>To identify the controversial issues found within ‘Of Mice and Men’</p> <p>To establish and understand the different settings, characters and relationships formed within ‘Of Mice and Men’</p> <p>To examine the role and responsibility of the individual in society</p> <p>To appraise the different characters and relationships formed</p> <p>To know and understand the character of George, his traits and his relationships formed</p>	<p>To appraise the presentation of Lennie, with a focus on his traits and relationships</p> <p>To evaluate the relationships formed by Lennie and George and how they remain connected</p> <p>To link characters to dreams and evaluate the purpose of dreams in ‘Of Mice and Men’</p> <p>To appraise the character Candy in ‘Of Mice and Men’</p> <p>To summarise the plot with reference to context regarding friendship, loneliness and dreams</p> <p>To identify examples of empathy portrayed in the human experience</p> <p>To plot the development of friendships and companionships in ‘Of Mice and Men’</p> <p>To identify conflicts and trace their source in ‘Of Mice and Men’</p> <p>To appraise the presentation of the character Crooks in ‘Of Mice and Men’</p> <p>To appraise the character of Curley’s wife in the novel ‘Of Mice and Men’ using textual references</p> <p>To appraise the theme of dreams and their function in ‘Of Mice and Men’</p> <p>To trace the theme of racism through the novel ‘Of Mice and Men’</p> <p>To identify examples of racism and the conflicts surrounding this issue in ‘Of Mice and Men’</p> <p>To interpret the symbols that are found within the book and their importance</p> <p>To develop an understanding of what the American Dream was and the context of it within the book</p>

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘Of Mice and Men’ whilst also developing an awareness of concepts in an American social realism novel, such as: the nature of loneliness, man's propensity for cruelty and economic injustices.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why detective fiction is intentionally created.	Resilience	Resilience is developed through interpreting language used in an American text which delves into challenging concepts and ideas, as well as engaging reflectively and analytically with American fiction. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events	<input type="checkbox"/>	‘Of Mice and Men’ - George Chapter 1	Characters and Motivation	<input type="checkbox"/>	‘Of Mice and Men’: Curley's Wife
	<input type="checkbox"/>	‘Of Mice and Men’ - Baseline assessment - Chapter 1 - Setting		<input type="checkbox"/>	‘Of Mice and Men’: Crooks
	<input type="checkbox"/>	‘Of Mice and Men’ - Baseline assessment - Chapter 1 - Themes		<input type="checkbox"/>	‘Of Mice and Men’: Candy
	<input type="checkbox"/>	‘Of Mice and Men’ - Baseline Assessment Chapter 1 - George and Lennie	Ideas, Themes and Issues	<input type="checkbox"/>	‘Of Mice and Men’: The Title
	<input type="checkbox"/>	‘Of Mice and Men’ - Baseline Assessment		<input type="checkbox"/>	‘Of Mice and Men’: Dreams
	<input type="checkbox"/>	‘Of Mice and Men’ - Baseline assessment - Chapter 2 - Setting		<input type="checkbox"/>	‘Of Mice and Men’: Racism
	<input type="checkbox"/>	‘Of Mice and Men’ - Lennie Chapter 2		<input type="checkbox"/>	‘Of Mice and Men’: Conflict: George and Lennie
	<input type="checkbox"/>	‘Of Mice and Men’ - George - Chapter 2		<input type="checkbox"/>	‘Of Mice and Men’: Conflict 2
	<input type="checkbox"/>	‘Of Mice and Men’ - George and Lennie - Chapter 2		<input type="checkbox"/>	‘Of Mice and Men’: Conflict 3
	<input type="checkbox"/>	‘Of Mice and Men’ - Baseline Assessment - Chapter 2 - Curley's Wife		<input type="checkbox"/>	‘Of Mice and Men’: Conflict 4
	<input type="checkbox"/>	‘Of Mice and Men’ - Baseline assessment - Chapter 2 - Characters		<input type="checkbox"/>	‘Of Mice and Men’: Animals
	<input type="checkbox"/>	‘Of Mice and Men’ - George and Lennie - Chapter 3		<input type="checkbox"/>	‘Of Mice and Men’: Symbols
	<input type="checkbox"/>	‘Of Mice and Men’ - Chapter 4		<input type="checkbox"/>	‘Of Mice and Men’: Symbols 2
	<input type="checkbox"/>	‘Of Mice and Men’ - Baseline assessment - Chapter 4 - Themes	Language and Structure	<input type="checkbox"/>	Language in the Novel
	<input type="checkbox"/>	‘Of Mice and Men’ - Baseline assessment - Chapter 4 - Setting		<input type="checkbox"/>	The Structure of the Novel



	<input type="checkbox"/>	'Of Mice and Men' - Baseline assessment - Chapter 4 - Characters
	<input type="checkbox"/>	'Of Mice and Men' - Baseline assessment - Chapter 4 - Crooks and Candy
	<input type="checkbox"/>	'Of Mice and Men' - Chapter 5 - Higher tier
	<input type="checkbox"/>	'Of Mice and Men' - Baseline Assessment - Chapter 5
	<input type="checkbox"/>	'Of Mice and Men' - Baseline Assessment - Chapter 5 - Curley's Wife
	<input type="checkbox"/>	'Of Mice and Men' - Baseline Assessment - Chapter 6 - George
	<input type="checkbox"/>	'Of Mice and Men' - Baseline Assessment - Chapter 6 - Lennie
	<input type="checkbox"/>	'Of Mice and Men' - Baseline Assessment - Chapter 5 - Themes
	<input type="checkbox"/>	'Of Mice and Men' - Baseline Assessment, Chapter 6 - Setting
	<input type="checkbox"/>	'Of Mice and Men' - Baseline Assessment, Chapter 6 - Themes
	<input type="checkbox"/>	'Of Mice and Men' - Baseline Assessment - Chapter 6 - The Writer's Technique

	<input type="checkbox"/>	'Of Mice and Men': Navigating the Narrative
Exams	<input type="checkbox"/>	End of Unit Assessment

DNA

Objectives:

To summarise the action and events found in in Acts 1 to 4 of the play ‘DNA’ by Dennis Kelly
 To explore the significance of the title of the play ‘DNA’ by Dennis Kelly
 To explore the stagecraft and its effects in the play ‘DNA’ including any limitations to performance
 To prepare plans of likely examination questions
 To explore the theme of law and justice in the play ‘DNA’ by Dennis Kelly
 To explore the theme of violence/bullying in the play ‘DNA’ by Dennis Kelly

To explore the theme of human nature in the play ‘DNA’ by Dennis Kelly
 To explore the importance of the characters of Adam, Phil, Brian, Richard, Cathy and John Tate in the play ‘DNA’ by Dennis Kelly
 To explain how language, structure and form contribute to a writer’s presentation of ideas, themes and settings
 To explain the significance of the title in relation to the characters in the play ‘DNA’ by Dennis Kelly
 To explain how language, structure and form contribute to a writer’s presentation of ideas, themes and settings

Skills, themes, issues or concepts to develop within this whole topic

Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘DNA’ whilst also developing an awareness of concepts such as bullying, gang membership, social responsibility, morality and leadership.

Assessment used within this topic

The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how and why drama is created in the format of a play.

Resilience

Resilience is developed through interpreting language and structure used in a play, as well as engaging reflectively and analytically with concepts which challenge and encourage self-reflection. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.

Storyline, Action, Events	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 1
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 2
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 3
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 4
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 5
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 6
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 7
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 8
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 9
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 10
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 11
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 12
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 13
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 14
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 15
	<input type="checkbox"/>	‘DNA’ - Dennis Kelly - Part 16

Characters and Motivation	<input type="checkbox"/>	The Character of Leah
	<input type="checkbox"/>	The Character of Phil
	<input type="checkbox"/>	The Character of Adam
	<input type="checkbox"/>	The Character of Brian
	<input type="checkbox"/>	The Character of John Tate
	<input type="checkbox"/>	The Characters of Mark and Jan
	<input type="checkbox"/>	The Character of Richard
	<input type="checkbox"/>	The Character of Cathy
Ideas, Themes and Issues	<input type="checkbox"/>	Bullying and belonging: ‘DNA’
	<input type="checkbox"/>	Morality and Social Responsibility: ‘DNA’
	<input type="checkbox"/>	Leadership and Status: ‘DNA’
Language and Structure	<input type="checkbox"/>	Language in the Play: ‘DNA’
	<input type="checkbox"/>	The Structure of the Play: ‘DNA’
Revision	<input type="checkbox"/>	‘DNA’ Revision
Exams	<input type="checkbox"/>	‘DNA’ Exams

Inspector Calls

Objectives:

To explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.
 To read this book and understand Eric Birling.
 To determine character traits of main characters
 To be able to relate texts to their social, cultural and historical contexts.
 To be able to explain how texts have been influential and significant to self and other readers in different contexts and at different times.
 To respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.
 To be able to explain how language, structure and form contribute to writers' presentation of ideas, themes and settings

To appraise the presentation of Gerald in 'An Inspector Calls'
 To determine what Mr Birling's views are at the start of the play
 To appraise the characters of Mr Birling and Mrs Birling and their relationship in 'An Inspector Calls'
 To revise key lines from 'An Inspector Calls' and what they may evidence
 To test understanding of the events and characters' behaviour at the start of 'An Inspector Calls'
 To develop an understanding of events and characters' development in Act 1
 To make inferences relating to characters and their setting
 To explore the writer's presentation of the character Sheila Birling
 To recognise class importance and distinguish between social classes in the text

Skills, themes, issues or concepts to develop within this whole topic

Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in 'An Inspector Calls' whilst also developing an awareness of the context of an Edwardian Era. Learners will explore ideas about social class, social responsibility and gender differences in this morality play.

Assessment used within this topic

The English diagnostic assessments allow us to evaluate a learner's prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer's language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding writer's intentions in the format of an Edwardian drama.

Resilience

Resilience is developed through interpreting language and structure used in a play, as well as engaging reflectively and analytically with concepts which challenge and encourage self-reflection. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.

Storyline, Action, Events	<input type="checkbox"/>	'An Inspector Calls': Act 1a
	<input type="checkbox"/>	'An Inspector Calls': Act 1b
	<input type="checkbox"/>	'An Inspector Calls': Act 1c
	<input type="checkbox"/>	'An Inspector Calls': Act 1
	<input type="checkbox"/>	'An Inspector Calls': 1 Baseline Assessment
	<input type="checkbox"/>	'An Inspector Calls': Baseline Assessment Act 1
	<input type="checkbox"/>	'An Inspector Calls': Act 2a
	<input type="checkbox"/>	'An Inspector Calls': Act 2b
	<input type="checkbox"/>	'An Inspector Calls': Act 2
	<input type="checkbox"/>	'An Inspector Calls': Baseline Assessment Act 2
	<input type="checkbox"/>	'An Inspector Calls': Act 3a
	<input type="checkbox"/>	'An Inspector Calls': Act 3b
	<input type="checkbox"/>	'An Inspector Calls': Baseline Assessment: Act 3
	<input type="checkbox"/>	'An Inspector Calls': Act 3
	<input type="checkbox"/>	'An Inspector Calls': Baseline Assessment Whole Text
Ideas, Themes and Issues	<input type="checkbox"/>	The Writer's Message(s): 'An Inspector Calls':
	<input type="checkbox"/>	'An Inspector Calls': Writing About Social Class
Language and Structure	<input type="checkbox"/>	Language in the Play: 'An Inspector Calls':
	<input type="checkbox"/>	The Structure of the Play: 'An Inspector Calls':
Revision	<input type="checkbox"/>	'An Inspector Calls': Revision

Characters and Motivation	<input type="checkbox"/>	'An Inspector Calls': Setting and Characters (Pre-Reading)
	<input type="checkbox"/>	'An Inspector Calls': Mr and Mrs Birling Start of Act 1
	<input type="checkbox"/>	'An Inspector Calls': Eric, Sheila and Gerald Start of Act 1
	<input type="checkbox"/>	'An Inspector Calls': Mr Birling - End of Act 1
	<input type="checkbox"/>	'An Inspector Calls': Inspector Goole End of Act 1
	<input type="checkbox"/>	'An Inspector Calls': Sheila and Mrs Birling End of Act 1
	<input type="checkbox"/>	'An Inspector Calls': Sheila Birling End of Act 1
	<input type="checkbox"/>	'An Inspector Calls': Mrs Birling - Start of Act 2
	<input type="checkbox"/>	'An Inspector Calls': Mr Birling
	<input type="checkbox"/>	'An Inspector Calls': Mr Birling (2)
	<input type="checkbox"/>	'An Inspector Calls': Mrs Birling
	<input type="checkbox"/>	'An Inspector Calls': Inspector Goole
	<input type="checkbox"/>	'An Inspector Calls': Eva Smith (Daisy Renton)
	<input type="checkbox"/>	'An Inspector Calls': Eva Smith - Examination Question
	<input type="checkbox"/>	'An Inspector Calls': Sheila Birling
	<input type="checkbox"/>	'An Inspector Calls': Sheila Birling (2)
	<input type="checkbox"/>	'An Inspector Calls': Eric Birling
	<input type="checkbox"/>	'An Inspector Calls': Gerald
	<input type="checkbox"/>	'An Inspector Calls': Gerald (2)
Exams	<input type="checkbox"/>	'An Inspector Calls': Exams

Blood Brothers

Objectives:

To appraise how Russell uses authority figures in 'Blood Brothers'

To appraise the writer's presentation of Edward in Act One of 'Blood Brothers'

To recognise the various dramatic techniques the writer uses in 'Blood Brothers'

To evidence key dramatic techniques employed by the writer in 'Blood Brothers'

To appraise the use of humour and recognise its intended effect in 'Blood Brothers'

To identify key themes and plot development through subplots in 'Blood Brothers'

Identify the differences presented between working class and middle class in the play 'Blood Brothers'

To appraise the writer's presentation of the character of Linda in 'Blood Brothers'

To understand and appraise the writer's presentation of Mr Lyons in 'Blood Brothers'

To outline how the writer presents Mrs Johnstone in Act 2 of 'Blood Brothers'

To appraise how the writer presents the character of Mrs Lyons in 'Blood Brothers'

To examine how relationships are presented in 'Blood Brothers'

To appraise the writer's presentation of the character of Sammy in 'Blood Brothers'

To revise the significance of the theme of superstition in 'Blood Brothers'

To appraise the writer's presentation of the character of Edward in Act Two of 'Blood Brothers'

To appraise the writer's presentation of the character of Mickey in Act One of 'Blood Brothers'

To appraise the presentation of the character of Mickey in Act Two of 'Blood Brothers'

To appraise how the writer presents the character of Mrs Johnstone in 'Blood Brothers'

To appraise the writer's use of a narrator in 'Blood Brothers'

To revise how the writer presents the theme of class in 'Blood Brothers'

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in 'Blood Brothers' whilst also developing an awareness of the context of inequality in 1980's England. Learners will explore ideas about social class, nature versus nurture and fate in this musical play.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner's prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer's language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding the writer's intentions in a modern tragedy.	Resilience	Resilience is developed through interpreting language and structure used in a modern tragedy, as well as engaging reflectively and analytically with concepts which challenge and encourage self-reflection. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Characters and Motivation	<input type="checkbox"/>	'Blood Brothers': Authority Figures
	<input type="checkbox"/>	'Blood Brothers': The Narrator
	<input type="checkbox"/>	'Blood Brothers': Edward - Act 1
	<input type="checkbox"/>	'Blood Brothers': Mickey - Act 1
	<input type="checkbox"/>	'Blood Brothers': Edward - Act 2
	<input type="checkbox"/>	'Blood Brothers': Mickey Act 2
	<input type="checkbox"/>	'Blood Brothers': Mrs Johnstone Act 1
	<input type="checkbox"/>	'Blood Brothers': Mrs Johnstone Act 2
	<input type="checkbox"/>	'Blood Brothers': Mrs Lyons Act 1
	<input type="checkbox"/>	'Blood Brothers': Mrs Johnstone Act 2
	<input type="checkbox"/>	'Blood Brothers': Mr Lyons
	<input type="checkbox"/>	'Blood Brothers': Sammy
	<input type="checkbox"/>	'Blood Brothers': Linda

Ideas, Themes and Issues	<input type="checkbox"/>	'Blood Brothers': Key Themes
	<input type="checkbox"/>	'Blood Brothers': Relationships
	<input type="checkbox"/>	'Blood Brothers': Themes - Revising Class
	<input type="checkbox"/>	'Blood Brothers': Themes - Superstition
	<input type="checkbox"/>	'Blood Brothers': Themes - Superstition Lesson 2
	<input type="checkbox"/>	'Blood Brothers': Humour
Language and Structure	<input type="checkbox"/>	Language in the Play: 'Blood Brothers':
	<input type="checkbox"/>	The Structure of the Play: 'Blood Brothers':
Revision	<input type="checkbox"/>	'Blood Brothers': Revision
Exams	<input type="checkbox"/>	'Blood Brothers': Exams

Animal Farm

<p>Objectives:</p> <p>To read, understand and respond to the developing storyline of ‘Animal Farm’ in a critical style</p> <p>To develop an informed personal response to the actions of characters</p> <p>To use textual references, including quotations, to support and illustrate interpretations of the events of the novel</p> <p>To make informed inferences about the motivations of different characters in ‘Animal Farm’</p> <p>To maintain a critical style and develop an informed personal response as to the initial presentation of characters and their subsequent development</p> <p>To explore ideas, themes and issues pertinent to the novel ‘Animal Farm’ and relate them to social and historical contexts</p> <p>To explore the relationships between the novel and the context in which it was written</p> <p>To analyse the language, form and structure used by Orwell to create meanings and effects, using relevant subject terminology where appropriate</p> <p>To explore how the novel ‘Animal Farm’ can be seen as an allegory</p> <p>To recognise the themes, historical context and author's opinions in each chapter</p> <p>To appraise how the character of Benjamin is presented in the novel ‘Animal Farm’</p> <p>To appraise how the character of Boxer is presented in the novel ‘Animal Farm’</p> <p>To review the events in each chapter of the novel 'Animal Farm'</p> <p>To review the endings and their functions in each chapter in the novel ‘Animal Farm’</p> <p>To use inference skills to deduce what happens after set extracts</p> <p>To understand how to answer an English Literature examination question on the novel ‘Animal Farm’</p> <p>To explore how the character of Mr Jones is presented in the novel 'Animal Farm'</p>	<p>To appraise how the character of Farmer Jones is presented in the novel 'Animal Farm'</p> <p>To explore the use of irony in the novel 'Animal Farm'</p> <p>To practise using inference and deduction skills to answer questions</p> <p>To define key words that relate to the novel 'Animal Farm'</p> <p>To define what 'propaganda' is and identify examples from the novel</p> <p>To explore the use of propaganda in the novel 'Animal Farm'</p> <p>To identify the minor characters in 'Animal Farm' and to explore their function</p> <p>To examine how the minor characters are presented and established in 'Animal Farm'</p> <p>To appraise how the characters of Mollie, Moses, Napoleon, Snowball, Squealer and Old Major are presented in the novel</p> <p>To interpret how the Russian Revolution relates to the novel 'Animal Farm' in terms of allegory</p> <p>To identify how different characters represent different key figures from the Russian Revolution</p> <p>To identify the use of satire in the novel 'Animal Farm' and comment on its effect</p> <p>To examine the writer’s stylistic choices in the novel 'Animal Farm'</p> <p>To examine how language is subverted in the novel 'Animal Farm' and identify examples of subverted language and irony within the novel</p> <p>To interpret different symbols and explore the use of symbols and their importance in the novel 'Animal Farm'</p> <p>To explore how the writer presents the pigs in the novel 'Animal Farm'</p> <p>To recognise Orwell's intentions and the historical context</p> <p>To identify how characters have changed or if they remain the same and why</p>
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Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic learners will develop a sound understanding of the plot, characters and key ideas in ‘Animal Farm’ whilst also developing an awareness of the context of the Russian revolution. Learners will explore ideas about corruption, abuse of power and the power humans have over animals.	Assessment used within this topic	The English diagnostic assessments allow us to evaluate a learner’s prior learning and knowledge gaps as they incorporate questions which allow a learner to analyse writer’s language and structural choices in the text. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding the writer’s intentions in a satirical allegory.	Resilience	Resilience is developed through interpreting language and structure used in an allegorical fable, as well as engaging reflectively and analytically with concepts which challenge and encourage a deeper understanding of wider world concepts. Learners will be given space to practice key skills through live lessons, one-to-one support and independent practice.
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Storyline, Action, Events LAPs	<input type="checkbox"/>	'Animal Farm': Chapter 1	Characters and Motivation	<input type="checkbox"/>	'Animal Farm': Napoleon
	<input type="checkbox"/>	'Animal Farm': Chapter 2		<input type="checkbox"/>	'Animal Farm': Old Major
	<input type="checkbox"/>	'Animal Farm': Chapter 3		<input type="checkbox"/>	'Animal Farm': Farmer Jones
	<input type="checkbox"/>	'Animal Farm': Chapter 4		<input type="checkbox"/>	'Animal Farm': The Pigs
	<input type="checkbox"/>	'Animal Farm': Chapter 5		<input type="checkbox"/>	'Animal Farm': Squealer
	<input type="checkbox"/>	'Animal Farm': Chapter 6		<input type="checkbox"/>	'Animal Farm': Squealer (2)
	<input type="checkbox"/>	'Animal Farm': Chapter 7		<input type="checkbox"/>	'Animal Farm': Boxer
	<input type="checkbox"/>	'Animal Farm': Chapter 8		<input type="checkbox"/>	'Animal Farm': Boxer (2)
	<input type="checkbox"/>	'Animal Farm': Chapter 9		<input type="checkbox"/>	'Animal Farm': Snowball
	<input type="checkbox"/>	'Animal Farm': Chapter 10		<input type="checkbox"/>	'Animal Farm': Snowball (2)
	<input type="checkbox"/>	'Animal Farm': Chapter 1		<input type="checkbox"/>	'Animal Farm': Clover
	<input type="checkbox"/>	'Animal Farm': Chapter 2		<input type="checkbox"/>	'Animal Farm': Benjamin
	<input type="checkbox"/>	'Animal Farm': Chapter 2 Ending		<input type="checkbox"/>	'Animal Farm': Moses

Storyline, Action, Events MAPs	<input type="checkbox"/>	'Animal Farm': Chapter 3
	<input type="checkbox"/>	'Animal Farm': Chapter 4
	<input type="checkbox"/>	'Animal Farm': Chapter 5
	<input type="checkbox"/>	'Animal Farm': Chapter 5 Ending
	<input type="checkbox"/>	'Animal Farm': Chapter 6
	<input type="checkbox"/>	'Animal Farm': Chapter 6 Ending
	<input type="checkbox"/>	'Animal Farm': Chapter 7
	<input type="checkbox"/>	'Animal Farm': Chapter 7 Ending
	<input type="checkbox"/>	'Animal Farm': Chapter 8
	<input type="checkbox"/>	'Animal Farm': Chapter 8 Ending
	<input type="checkbox"/>	'Animal Farm': Chapter 9
	<input type="checkbox"/>	'Animal Farm': Chapter 9 Ending
	<input type="checkbox"/>	'Animal Farm': Chapter 10
	<input type="checkbox"/>	'Animal Farm': Chapter 10 Ending

	<input type="checkbox"/>	'Animal Farm': Mollie
	<input type="checkbox"/>	'Animal Farm': Minor Characters
Ideas, Themes and Issues	<input type="checkbox"/>	'Animal Farm': Russian Revolution
	<input type="checkbox"/>	'Animal Farm': Allegory
	<input type="checkbox"/>	'Animal Farm': Symbols
	<input type="checkbox"/>	'Animal Farm': Irony
	<input type="checkbox"/>	'Animal Farm': Propaganda
	<input type="checkbox"/>	'Animal Farm': Satire
Language and Structure	<input type="checkbox"/>	'Animal Farm': Songs
	<input type="checkbox"/>	'Animal Farm': Style of the Novel
	<input type="checkbox"/>	'Animal Farm': Key Words
	<input type="checkbox"/>	'Animal Farm': Subverted language and irony
Exams	<input type="checkbox"/>	'Animal Farm': Exams

Poetry Clusters

<input type="checkbox"/>	Power and Conflict	<input type="checkbox"/>	Worlds and Lives	<input type="checkbox"/>	Unseen	<input type="checkbox"/>	Love and Relationships
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Poetry Clusters: Power and Conflict

Objectives:

To read, understand and respond to poems relating to power and / or conflict, using textual references, including quotations, to support and illustrate interpretations

To acquire, and practise using, subject terminology relating to poetic techniques, devices and their effect

To analyse the language, form and structure used by a writer to create meanings

To make thematic comparisons between poems relating to power and / or conflict

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic, learners will develop an appreciation of poetry and the power that language and structural methods have, as they are intentionally crafted to create meaning. Learners will gain confidence in interpreting meanings in ‘Power and Conflict’ poetry whilst understanding an array of underlying themes such as: war, historical corruption and human rights.	Assessment used within this topic	The English diagnostic assessments incorporate questions on the topic of identifying and analysing poetic methods to evaluate a learner’s prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how poetry is intentionally crafted.	Resilience	Resilience is developed through the knowledge that writers intentionally craft poems by choosing language and structural methods which create meanings and being able to identify these independently. Learners will experiment with their own interpretations of ‘Power and Conflict’ poems through independent practice, one-to-one support sessions and live lessons.
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Power and Conflict	<input type="checkbox"/>	Poetry: Introduction to Power and Conflict Cluster	Power and Conflict	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'The Prelude'
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - Comparing Two Poems		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - Comparing 'Storm on the Island' and 'The Prelude'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - The Poetry Exam		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Poppies'
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Bayonet Charge'		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Poppies' Baseline Assessment
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Bayonet Charge' Baseline Assessment		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Kamikaze'
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'The Charge of the Light Brigade'		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - Comparing 'Kamikaze' and 'Poppies'
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'The Charge of the Light Brigade' Baseline Assessment		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - Comparing 'Kamikaze' and 'Poppies' (Extra Detail)
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'War Photographer'		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'London'
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Checking Out Me History'		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'My Last Duchess'
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - Comparing 'War Photographer' and 'Checking Out Me History'		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - Comparing 'My Last Duchess' and 'Ozymandias'
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Ozymandias'		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Remains'
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Tissue'		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'The Emigree'
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - Comparing 'Tissue' and 'Ozymandias'		<input type="checkbox"/>	Poetry: Power and Conflict Cluster - Comparing 'Remains' and 'The Emigree'
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Storm on the Island'		<input type="checkbox"/>	Next Steps: Independent Reading
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - 'Exposure'		<input type="checkbox"/>	Exams
	<input type="checkbox"/>	Poetry: Power and Conflict Cluster - Comparing 'Storm on the Island' and 'Exposure'			

Poetry Clusters: Worlds and Lives

Objectives:

To read, understand and respond to poems relating to worlds and / or lives, using textual references, including quotations, to support and illustrate interpretations
 To acquire, and practise using, subject terminology relating to poetic techniques, devices and their effect
 To analyse the language, form and structure used by a writer to create meanings
 To make thematic comparisons between poems relating to worlds and / or lives

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic, learners will develop an appreciation of poetry and the power that language and structural methods have, as they are intentionally crafted to create meaning. Learners will gain confidence in interpreting meanings in ‘Worlds and Lives’ poetry whilst understanding an array of underlying themes such as: nature, historical corruption and human rights.	Assessment used within this topic	The English diagnostic assessments incorporate questions on the topic of identifying and analysing poetic methods to evaluate a learner’s prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how poetry is intentionally crafted.	Resilience	Resilience is developed through the knowledge that writers intentionally craft poems by choosing language and structural methods which create meanings and being able to independently identify these. Learners will experiment with their own interpretations of ‘Worlds and Lives’ poems through independent practice, one-to-one support sessions and live lessons.
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Worlds and Lives	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘Lines Written in Early Spring’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘England in 1819’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – To compare two poems
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘Shall earth no more inspire thee’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘In a London Drawing room’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – To compare two poems
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘On an Afternoon Train’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘Name Journeys’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – To compare two poems
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘pot’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘A Wider View’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – To compare two poems
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘Homing’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘A Century Later’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – To compare two poems
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘The Jewellery Maker’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘With Birds You’re Never Lonely’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – To compare two poems
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘A Portable Paradise’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘Like an Heiress’
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – To compare two poems
	<input type="checkbox"/>	Poetry: Worlds and Lives Cluster – ‘Thirteen’

Poetry Clusters: Unseen

Objectives:

To develop an approach to reading, understanding and responding to poems not previously studied with confidence.
 To use textual references, including quotations, to support and illustrate interpretations
 To explain the language, form and structure used by a writer to create meanings
 To make thematic comparisons between poems

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic, learners will gain confidence in interpreting meanings in a variety of poetic genres, whilst developing an appreciation of poetry and the power that language and structural methods have, as they are intentionally crafted to create meaning.	Assessment used within this topic	<p>The English diagnostic assessments incorporate questions on the topic of identifying and analysing poetic methods to evaluate a learner's prior learning and knowledge gaps.</p> <p>Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding how poetry is intentionally crafted.</p>	Resilience	Resilience is developed through experimenting with their own interpretations of poems and explaining how writers have done this, through independent practice, one-to-one support sessions and live lessons.
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Unseen	<input type="checkbox"/>	Poetry: 'Havisham' (Unseen)
	<input type="checkbox"/>	AQA GCSE English Literature Paper 2: Poetry (Unseen)
	<input type="checkbox"/>	English Literature - Unseen Poetry - Test 1
	<input type="checkbox"/>	English Literature - Unseen Poetry - Test 2
	<input type="checkbox"/>	English Literature - Unseen Poetry - Test 3
	<input type="checkbox"/>	Exam Pack: Unseen Poetry - What an examiner is looking for
	<input type="checkbox"/>	Exam Pack: Unseen Poetry - Understanding Exam Questions
	<input type="checkbox"/>	Unseen Poetry COMPARE Controlled Assessment 2021
	<input type="checkbox"/>	Unseen Poetry Controlled Assessment 2021

Poetry Clusters: Love and Relationships

Objectives:
To read, understand and respond to poems relating to love and / or relationships, using textual references, including quotations, to support and illustrate interpretations
To acquire, and practise using, subject terminology relating to poetic techniques, devices and their effect
To analyse the language, form and structure used by a writer to create meanings
To make thematic comparisons between poems relating to love and / or relationships

Skills, themes, issues or concepts to develop within this whole topic	Through the study of this topic, learners will develop an appreciation of poetry and the power that language and structural methods have, as they are intentionally crafted to create meaning. Learners will gain confidence in interpreting meanings in ‘Love and Relationships’ poetry whilst understanding an array of underlying themes such as: familial relationships, cultural differences and childhood.	Assessment used within this topic	The English diagnostic assessments incorporate questions on the topic of identifying and analysing poetic methods to evaluate a learner’s prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner’s progress and developing proficiency in understanding how poetry is intentionally crafted.	Resilience	Resilience is developed through the knowledge that writers intentionally craft poems by choosing language and structural methods which create meanings and being able to independently identify these. Learners will experiment with their own interpretations of ‘Love and Relationships’ poems through independent practice, one-to-one support sessions and live lessons.
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Love and Relationships	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - The Poetry Exam
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Mother, any distance'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'When We Two Parted'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Neutral Tones'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - Comparing 'When We Two Parted' and 'Neutral Tones'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Climbing My Grandfather'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Singh Song!'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - Comparing 'Climbing My Grandfather' and 'Singh Song!'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Before You Were Mine'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Winter Swans'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - Comparing 'Winter Swans' and 'When We Two Parted'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Eden Rock'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Walking Away'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - Comparing 'Eden Rock' and 'Walking Away'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Follower'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - Comparing 'Follower' and 'Before You Were Mine'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'The Farmer's Bride'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'The Farmer's Bride' Baseline Assessment
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - Comparing 'The Farmer's Bride' and 'Follower'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Letters from Yorkshire'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - Comparing 'Letters from Yorkshire' and 'Walking Away'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Love's Philosophy'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Sonnet 29'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - Comparing 'Love's Philosophy' and 'Sonnet 29'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - 'Porphyria's Lover'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster - Comparing 'Porphyria's Lover' and 'The Farmer's Bride'
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster –What an Examiner is Looking For
	<input type="checkbox"/>	Poetry: Love and Relationships Cluster –Understanding an Exam Question
	<input type="checkbox"/>	English Literature - Love and Relationships - Tests

KS4 English Language

<input type="checkbox"/> Explicit and Implicit Information	<input type="checkbox"/> Explicit and Implicit Ideas	<input type="checkbox"/> Selecting Evidence	<input type="checkbox"/> Synthesising Evidence	<input type="checkbox"/> Writer's Choice of Language and its Effect
<input type="checkbox"/> Writers' Structure Choices and Their Effect	<input type="checkbox"/> Using Subject Terminology	<input type="checkbox"/> Compare Writers' Ideas and Perspectives	<input type="checkbox"/> Evaluate Critically	<input type="checkbox"/> Communicate clearly: Different Forms, purposes and Audiences
<input type="checkbox"/> Sentence Structure, Punctuation, Spelling and Vocabulary				

Skills, themes, issues or concepts to develop within this whole assessment topic	Through the study of this topic learners will develop an appreciation of the power of words - in reading, writing and speech, and the care with which writers choose them for effect. Learners will gain confidence analysing the choices a writer makes for effect, as well as evaluating their effectiveness in creating meaning. As well as this, learners will develop their own creative writing style, being able to produce entertaining, effective and engaging writing.	Assessment used within this topic	The English diagnostic assessments incorporate questions which mimic the format of the English Language exam, which allow us to evaluate a learner's prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding how texts are carefully crafted.	Resilience	Resilience is developed through the knowledge that word choices are subjective, experimenting with word choices for different effects, independent practice, one-to-one support sessions and live lessons.
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Assessment Objective 1

Explicit and Implicit Information	Objectives:	<input type="checkbox"/> Identifying Information	Explicit and Implicit Ideas	Objectives:	<input type="checkbox"/> Identifying Ideas
	To identify and interpret explicit and implicit information	<input type="checkbox"/> What is Explicit Information?		<input type="checkbox"/> What are Explicit Ideas?	
		<input type="checkbox"/> Identifying Explicit Information Practice		<input type="checkbox"/> Identifying Explicit Ideas Practice	
	To select and synthesise evidence from different texts	<input type="checkbox"/> Information Retrieval		<input type="checkbox"/> Explicit and Implicit Ideas	
		<input type="checkbox"/> Information Retrieval Practice		<input type="checkbox"/> Quoting Ideas	
	<input type="checkbox"/> Explicit and Implicit Information	<input type="checkbox"/> Practise Quoting Ideas			
	<input type="checkbox"/> Using Inference	<input type="checkbox"/> Hierarchy of Points			
	<input type="checkbox"/> Practise Inference Skills	<input type="checkbox"/> Best-Fit Evidence			
	<input type="checkbox"/> Further Practice: Inference Skills	<input type="checkbox"/> Differences: Evidence Points from Fiction and Non-Fiction			
	<input type="checkbox"/> Quoting Information: Punctuating	<input type="checkbox"/> Synthesising Evidence			
	<input type="checkbox"/> Embedding Information: Quotations	<input type="checkbox"/> Checking the Effectiveness of Your Evidence			
	<input type="checkbox"/> Practise Embedding Information Quotations	<input type="checkbox"/> What is Synthesis?			
	<input type="checkbox"/> Testing Explicit and Implicit Information Skills (1)	<input type="checkbox"/> Working from Two Texts			
	<input type="checkbox"/> Testing Explicit and Implicit Information Skills (2)	<input type="checkbox"/> The Shape of Writing While Synthesising			
		<input type="checkbox"/> Comparing and Contrasting Evidence			
	<input type="checkbox"/> Marking a Synthesised Response				
	<input type="checkbox"/> Test: Explicit and Implicit Information and Synthesis				

Assessment Objective 2

Writer's Choice of Language and its Effect	Objectives: To explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology to support their views	<input type="checkbox"/>	Explain, Comment and Analyse
		<input type="checkbox"/>	What is 'Language'?
		<input type="checkbox"/>	Language Use
		<input type="checkbox"/>	Writing About Language
		<input type="checkbox"/>	Semantic Fields
		<input type="checkbox"/>	Semantic Fields in Fiction and Non-Fiction
		<input type="checkbox"/>	Effects of Semantic Fields
		<input type="checkbox"/>	Re-cap Language Techniques: Sound
		<input type="checkbox"/>	Language Techniques (Sound) and their Effects
		<input type="checkbox"/>	Recap Language Techniques: Imagery
		<input type="checkbox"/>	Language Techniques (Imagery) and their Effects
		<input type="checkbox"/>	Effects of Sophisticated Language Techniques (Imagery)
		<input type="checkbox"/>	Recap: Figurative Language
		<input type="checkbox"/>	Figurative Language Effects
		<input type="checkbox"/>	Sophisticated Figurative Language Techniques
		<input type="checkbox"/>	A Model for Language Techniques for Impact: Non-Fiction
		<input type="checkbox"/>	Introduction to Rhetoric for Impact: Non-Fiction
		<input type="checkbox"/>	Test: Writers' Language Choices
Writers' Structure Choices and Their Effect	Objectives: To explain, comment on and analyse how writers use structure to achieve effects and influence readers, using relevant subject terminology to support their views	<input type="checkbox"/>	Simple, Compound and Complex Sentences
		<input type="checkbox"/>	The Effects of Simple, Compound and Complex Sentences
		<input type="checkbox"/>	Structural markers in Non-Fiction Texts
		<input type="checkbox"/>	Practice of Identifying Structural Markers in Non-fiction Texts and Their Effects
		<input type="checkbox"/>	Paragraph Cohesion and Discourse Markers: Non-Fiction
		<input type="checkbox"/>	Format and Structure: Non-Fiction
		<input type="checkbox"/>	Structure of Whole Texts: Fiction
		<input type="checkbox"/>	Structure of Openings: Different Fiction Texts
		<input type="checkbox"/>	Further Models of Openings: Fiction Texts
		<input type="checkbox"/>	Recap: Sentence-Level Structure Techniques for Impact
		<input type="checkbox"/>	Recap: Paragraph-Level Structure Techniques
		<input type="checkbox"/>	Test: Writers' Structure Choices
Using Subject Terminology	To use relevant subject terminology to support views	<input type="checkbox"/>	Re-cap: Range of Subject Terminology
		<input type="checkbox"/>	Using Subject Terminology: Dos and Don'ts
		<input type="checkbox"/>	Subject Terminology - Why?
		<input type="checkbox"/>	Models of Using Subject Terminology (1)
		<input type="checkbox"/>	Models of Using Subject Terminology (2)
		<input type="checkbox"/>	Models of Using Subject Terminology (3)

Assessment Objective 3

Compare Writers' Ideas and Perspectives	Objectives:	<input type="checkbox"/>	What is a 'Writer's Perspective'?
	To compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	<input type="checkbox"/>	Identifying Writers' Perspectives
		<input type="checkbox"/>	How a Perspective is Conveyed
		<input type="checkbox"/>	Perspectives and Expectations
		<input type="checkbox"/>	Planning to Compare Perspectives / Ideas
		<input type="checkbox"/>	Connectives to Show Comparing / Contrasting
		<input type="checkbox"/>	Re-cap Synthesised Writing
		<input type="checkbox"/>	Writing to Compare Perspectives
		<input type="checkbox"/>	Further Practice to Compare Perspectives
		<input type="checkbox"/>	Marking Comparisons

Assessment Objective 4

Evaluate Critically	Objectives:	<input type="checkbox"/>	Approaching an Evaluation: Possible Evaluation Tasks
	To evaluate texts critically and support this with appropriate textual references	<input type="checkbox"/>	Establishing Ideals Against Which You Will Make Judgements
		<input type="checkbox"/>	Structuring an Evaluation
		<input type="checkbox"/>	Justifying Opinions
		<input type="checkbox"/>	The 'Other Side' of an Evaluation
		<input type="checkbox"/>	Models of Evaluation Plans
		<input type="checkbox"/>	Successful Evaluations (1)
		<input type="checkbox"/>	Successful Evaluations (2)

Assessment Objective 5

Communicate clearly: Different Forms, Purposes and Audiences	Objectives:	<input type="checkbox"/>	Re-cap Forms and Formats
	To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	<input type="checkbox"/>	Formats and Layouts
		<input type="checkbox"/>	Purpose: Writing
		<input type="checkbox"/>	Audience: Writing
		<input type="checkbox"/>	Formal and Informal: Tone
		<input type="checkbox"/>	Practice of Formal and Informal
		<input type="checkbox"/>	Examples of Tasks
		<input type="checkbox"/>	Planning Responses
		<input type="checkbox"/>	Further Practice: Planning Responses
		<input type="checkbox"/>	Re-cap Techniques to Include: Planning
		<input type="checkbox"/>	Example: Writing a Response (1)
		<input type="checkbox"/>	Example: Writing a Response (2)
		<input type="checkbox"/>	Example: Writing a Response (3)
		<input type="checkbox"/>	Marking Responses

Assessment Objective 6

Sentence Structure, Punctuation, Spelling and Vocabulary	Objectives:	<input type="checkbox"/>	Simple Sentences
	To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	<input type="checkbox"/>	Identifying Subject, Verb and Object
		<input type="checkbox"/>	Identifying Subject, Verb and Object - Further Work
		<input type="checkbox"/>	Nouns: The Subjects / Objects of Sentences
		<input type="checkbox"/>	Simple Sentences: Transitive and Intransitive Verbs
		<input type="checkbox"/>	Simple Sentences: The Active Voice
		<input type="checkbox"/>	Simple Sentences: The Passive Voice
		<input type="checkbox"/>	The Passive Voice: Further Work
		<input type="checkbox"/>	Compound Sentences: Using Connectives / Conjunctions
		<input type="checkbox"/>	Connectives / Conjunctions: What Do They Tell You?
		<input type="checkbox"/>	Complex Sentences: Adding Detail
		<input type="checkbox"/>	Identifying the Subordinate Clause
		<input type="checkbox"/>	Varying Sentence Lengths
		<input type="checkbox"/>	Varying Sentence Starters
		<input type="checkbox"/>	Sentences: Examples in Non-Fiction
		<input type="checkbox"/>	Sentences: Examples in Fiction
		<input type="checkbox"/>	Common and Proper Nouns
		<input type="checkbox"/>	Pronouns
		<input type="checkbox"/>	Nouns and Pronouns: Further Work
		<input type="checkbox"/>	Concrete and Abstract Nouns
		<input type="checkbox"/>	Using Adjectives
		<input type="checkbox"/>	Adjectives and Noun Phrases
		<input type="checkbox"/>	Verbs: Doing and Being
		<input type="checkbox"/>	Conjugating Regular and Irregular Verbs
		<input type="checkbox"/>	Auxiliary Verbs and Verb Phrases
		<input type="checkbox"/>	Object and Verb Agreement
		<input type="checkbox"/>	Collective Nouns and Verb Agreement
		<input type="checkbox"/>	Verbs and Adverbs
		<input type="checkbox"/>	Different Kinds of Adverb
		<input type="checkbox"/>	Recap Compound Sentences: Using Commas
		<input type="checkbox"/>	Fronted Adverbials: Using Commas
		<input type="checkbox"/>	Testing: Grammar and Syntax
		<input type="checkbox"/>	Using Commas
		<input type="checkbox"/>	Sentences Using Colons
		<input type="checkbox"/>	Sentences Using Semicolons
		<input type="checkbox"/>	Colons and Semicolons: Further Work
		<input type="checkbox"/>	Exclamations and Questions
		<input type="checkbox"/>	Punctuating Speech
		<input type="checkbox"/>	Punctuating Speech: Further Practice
		<input type="checkbox"/>	Apostrophes for Omission / Contractions
		<input type="checkbox"/>	Apostrophes for Possession

Assessment : Vocabulary

Assessment : Vocabulary	<input type="checkbox"/>	Vocabulary Appropriate for Audience: Decisions to Make
	<input type="checkbox"/>	Vocabulary Appropriate for Purpose: Decisions to Make
	<input type="checkbox"/>	Synonyms: Alternatives to Everyday Words
	<input type="checkbox"/>	Synonyms: Alternatives to Everyday Words - Further Work
	<input type="checkbox"/>	Vocabulary to Argue: Good and Bad
	<input type="checkbox"/>	Vocabulary to Persuade: Perfection and Destruction
	<input type="checkbox"/>	Vocabulary to Imagine: Sensual Words and Phrases
	<input type="checkbox"/>	Vocabulary to Advise: Modal Verbs and Empathy
	<input type="checkbox"/>	Vocabulary in Fiction: 'Bad' Characters
	<input type="checkbox"/>	Vocabulary in Fiction: 'Good' Characters
	<input type="checkbox"/>	Vocabulary in Fiction: Feelings and Emotions
	<input type="checkbox"/>	Vocabulary in Fiction: Sadness and Tragedy
	<input type="checkbox"/>	Vocabulary in Fiction: Qualities in Similes
	<input type="checkbox"/>	'Heaping On' Vocabulary: Building a Character or Scene
	<input type="checkbox"/>	Planning Vocabulary Use: Effective Antonyms
	<input type="checkbox"/>	Planning Vocabulary Use: Semantic Fields
	<input type="checkbox"/>	Effective Spelling Strategies for Everyday Words
	<input type="checkbox"/>	Mnemonics for Everyday Words
	<input type="checkbox"/>	Common Rules
	<input type="checkbox"/>	Common Rules (2)
	<input type="checkbox"/>	Homophones
	<input type="checkbox"/>	Homophones (2)
	<input type="checkbox"/>	The Most Frequently Misspelt Words
	<input type="checkbox"/>	The Most Frequently Misspelt Words (2)
	<input type="checkbox"/>	Using a Thesaurus
	<input type="checkbox"/>	Using a Thesaurus: Getting It Right
	<input type="checkbox"/>	Planning the Words You May Use

Assessment : Reading

Assessment : Reading	<input type="checkbox"/>	KS4 Reading Skills 1: Introduction to Key Stage 4 English Skills
	<input type="checkbox"/>	KS4 Reading Skills 2: Introduction to Word and Structure Choices
	<input type="checkbox"/>	KS4 Reading Skills 3: Effects of Word and Structure Choices
	<input type="checkbox"/>	KS4 Reading Skills 4: Effect of Word and Structure Choices
	<input type="checkbox"/>	KS4 Reading Skills 5: Word Choices and their Effect
	<input type="checkbox"/>	KS4 Reading Skills 6: Understanding Words in Context
	<input type="checkbox"/>	KS4 Reading Skills 7: Explicit and Implicit Meanings
	<input type="checkbox"/>	KS4 Reading Skills 8: Implicit Meanings
	<input type="checkbox"/>	KS4 Reading Skills 9: Implicit Meanings
	<input type="checkbox"/>	KS4 Reading Skills 10: Implicit Meanings
	<input type="checkbox"/>	KS4 Reading Skills 11: Implicit Meanings
	<input type="checkbox"/>	KS4 Reading Skills 12: Implicit Meanings
	<input type="checkbox"/>	KS4 Reading Skills 13: Implicit Meanings
	<input type="checkbox"/>	KS4 Reading Skills 14: Implicit Meanings
	<input type="checkbox"/>	KS4 Reading Skills 15: Introduction to Writer's Viewpoint
	<input type="checkbox"/>	KS4 Reading Skills 16: Selecting Evidence and Quotations
	<input type="checkbox"/>	KS4 Reading Skills 17: Selecting Evidence and Quotations
	<input type="checkbox"/>	KS4 Reading Skills 18: Introduction to Social Context
	<input type="checkbox"/>	KS4 Reading Skills 19: Revising Key Skills
	<input type="checkbox"/>	KS4 Reading Skills 20: Revising Key Skills

Paper 1					
Skills, themes, issues or concepts to develop within each paper	Through the study of this topic learners will develop an appreciation of the power of words - in reading, writing and speech, and the care with which writers choose them for effect. Learners will gain confidence in summarising and comparing texts, analysing language choices made by a writer for effect, as well as evaluating their effectiveness in creating meaning. As well as this, learners will develop their own creative writing style, being able to produce persuasive, informative and argumentative pieces of writing.	Assessment used within this topic	The English diagnostic assessments incorporate questions which mimic the format of the English Language Paper 1 exam, which allow us to evaluate a learner's prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding how texts are carefully crafted.	Resilience	Resilience is developed through the knowledge that word choices are subjective, experimenting with word choices for different effects, independent practice, one-to-one support sessions and live lessons.
Question 1: Information Retrieval	Objectives: To identify and interpret explicit information and ideas To introduce information retrieval skills			<input type="checkbox"/> Introduction to Information Retrieval <input type="checkbox"/> Reading and Information Retrieval <input type="checkbox"/> Reading and Information Retrieval: Reading Strategies <input type="checkbox"/> English Language: Paper 1 Practice 'To Kill a Mockingbird' Question 1 <input type="checkbox"/> English Language: Paper 1 Practice 'Lost Boy' Question 1 <input type="checkbox"/> English Language: Paper 1 Practice 'Survive' Question 1 <input type="checkbox"/> English Language: Paper 1 Practice 'A Christmas Carol' Question 1	
Question 2: Writer's Choice of Language for Effect	Objectives: To practise commenting on / explaining / analysing a writer's choice of language and its effect To introduce writing about a writer's choice of language			<input type="checkbox"/> Introduction: A Writer's Choice of Language and its Effect <input type="checkbox"/> A Writer's Choice of Language and its Effect: 2 <input type="checkbox"/> A Writer's Choice of Language and its Effect: 3 <input type="checkbox"/> A Writer's Choice of Language and its Effect: 4 <input type="checkbox"/> A Writer's Choice of Language and its Effect: 5 <input type="checkbox"/> A Writer's Choice of Language and its Effect: 6 <input type="checkbox"/> A Writer's Choice of Language and its Effect: 7 <input type="checkbox"/> English Language: Paper 1 Practice 'Lost Boy' Question 2 <input type="checkbox"/> English Language: Paper 1 Practice 'Survive' Question 2 <input type="checkbox"/> English Language Paper 1 Practice 'Frankenstein' - Question 2 answer <input type="checkbox"/> English Language Paper 1 Practice 'Animal Farm' Question 2 <input type="checkbox"/> English Language Paper 1 Practice 'Animal Farm' Question 2 Model Answer (1) <input type="checkbox"/> English Language Paper 1 Practice 'Animal Farm' Question 2 Model Answer (2) <input type="checkbox"/> English Language Paper 1 Practice 'To Kill a Mockingbird' Question 2	
Question 3: Writer's Structure Choices for Effect	Objectives: To practise writing about a writer's structure choices To practise commenting on / explaining / analysing a writer's structure choices and their effect			<input type="checkbox"/> A Writer's Structure Choices: Paper 1 Practice 'Lost Boy' Question 3 <input type="checkbox"/> A Writer's Structure Choices: Paper 1 Practice 'Lost Boy' Question 3 (2) <input type="checkbox"/> A Writer's Structure Choices: Paper 1 Practice 'Lost Boy' Question 3 (3) <input type="checkbox"/> A Writer's Structure Choices: Paper 1 Practice 'A Christmas Carol' Question 3 <input type="checkbox"/> A Writer's Structure Choices: Paper 1 Practice 'Animal Farm' Question 3 Model Answer <input type="checkbox"/> A Writer's Structure Choices: Paper 1 Practice 'Animal Farm' Question 3 Model Answer (2) <input type="checkbox"/> A Writer's Structure Choices: Paper 1 Practice 'Animal Farm' Model Answer (3) <input type="checkbox"/> English Language Paper 1 Practice 'Frankenstein' Question 3 <input type="checkbox"/> A Writer's Structure Choices: Paper 1 Practice 'Survive' Question 3	
Question 4: Evaluation	Objective: To practise evaluating texts critically and supporting this with appropriate textual references			<input type="checkbox"/> English Language Paper 1 Practice Question 4 <input type="checkbox"/> English Language Paper 1 Practice Question 4 Model Answers	



Question 5:	Objective:	<input type="checkbox"/>	Explaining Approach
Organisation and Content	To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	<input type="checkbox"/>	Practice Answers
		<input type="checkbox"/>	Writing to Describe
		<input type="checkbox"/>	Paragraphing
		<input type="checkbox"/>	Purpose and Audience
		<input type="checkbox"/>	Vocabulary
Question 5:	Objective:	<input type="checkbox"/>	Structure
		<input type="checkbox"/>	Punctuation
		<input type="checkbox"/>	Sentences
		<input type="checkbox"/>	Techniques
		<input type="checkbox"/>	
Technical Accuracy	To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	

Paper 2						
Skills, themes, issues or concepts to develop within each paper	Through the study of this topic learners will develop an appreciation of the power of words - in reading, writing and speech, and the care with which writers choose them for effect. Learners will gain confidence in summarising and comparing texts, analysing language choices made by a writer for effect, as well as evaluating their effectiveness in creating meaning. As well as this, learners will develop their own creative writing style, being able to produce persuasive, informative and argumentative pieces of writing.	Assessment used within this topic	The English diagnostic assessments incorporate questions which mimic the format of the English Language Paper 2 exam, which allow us to evaluate a learner's prior learning and knowledge gaps. Questions, tasks and an assessment within this lesson set will reflect a learner's progress and developing proficiency in understanding how texts are carefully crafted.	Resilience	Resilience is developed through the knowledge that word choices are subjective, experimenting with word choices for different effects, independent practice, one-to-one support sessions and live lessons.	
Question 1: Implicit Information	To identify and interpret implicit information and ideas To select and synthesise evidence from different texts			<input type="checkbox"/> Explaining Approach		
				<input type="checkbox"/> Practice Answers		
				<input type="checkbox"/> Inference and Deduction		
Question 2: Comparing Viewpoints	To compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts			<input type="checkbox"/> Explaining Approach		
				<input type="checkbox"/> Practice Answers		
				<input type="checkbox"/> Identifying Viewpoints		
				<input type="checkbox"/> Making Comparisons		
				<input type="checkbox"/> Evidencing Viewpoints		
Question 3: Language Choices	To practise commenting on / explaining / analysing a writer's choice of language and its effect			<input type="checkbox"/> Explaining Approach		
				<input type="checkbox"/> Practice Answers		
				<input type="checkbox"/> Rhetoric and Persuasion		
				<input type="checkbox"/> Writing to Argue		
				<input type="checkbox"/> Techniques		
				<input type="checkbox"/> Vocabulary Choices		
Question 4: Synthesising Information	To evaluate texts critically and support with appropriate textual references			<input type="checkbox"/> Explaining Approach		
				<input type="checkbox"/> Practice Answers		
				<input type="checkbox"/> Identifying Viewpoints		
				<input type="checkbox"/> Making Comparisons		
				<input type="checkbox"/> Identifying Bias and Objectivity		
Question 5: Content and Organisation	To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts			<input type="checkbox"/> Explaining Approach		
				<input type="checkbox"/> Practice Answers		
				<input type="checkbox"/> Rhetoric and Persuasion		
				<input type="checkbox"/> Writing to Argue		
				<input type="checkbox"/> Techniques		
				<input type="checkbox"/> Vocabulary Choices		
Question 5: Technical Accuracy	To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation			<input type="checkbox"/> Structure		
				<input type="checkbox"/> Punctuation		
				<input type="checkbox"/> Sentences / Grammar		

Paper 1 and 2 Assessment

Paper 1			Paper 2		
Objectives and skills			Objectives and skills		
Language Paper 1 Section A		<ul style="list-style-type: none"> - to identify explicit and implicit meaning within a fiction text - to select appropriate evidence from a fiction text - to analyse the meanings and effects of writers' language and structure choices - to use subject terminology in an appropriate way - to structure an extended response to an exam question appropriately 	Language Paper 2 Section A		<ul style="list-style-type: none"> - to identify explicit and implicit meaning within a non-fiction text - to determine the writer's viewpoint in a non-fiction text - to select appropriate evidence from a fiction text - to consider the meanings of writer's language choices/methods - to consider the effect of a writer's language choices on the reader
Objectives and skills			Objectives and skills		
Language Paper 1 Section B		<ul style="list-style-type: none"> - to match tone and register to audience - to use ambitious vocabulary in descriptive writing - to structure a piece of descriptive writing effectively - to paragraph writing effectively - to use language/structure techniques appropriate to descriptive writing - to use a range of punctuation accurately in writing - to use a variety of sentence forms in descriptive writing - to use accurate spelling in descriptive writing 	Language Paper 2 Section B		<ul style="list-style-type: none"> - to match tone and register to audience - to write from a range of perspectives - to maintain a clear viewpoint in a piece of writing - to use ambitious vocabulary when writing with a viewpoint - to structure a piece of writing with a viewpoint effectively (speech / essay / article / letter / leaflet) - to paragraph writing effectively - to use language/structural techniques appropriate to writing to argue / persuade / explain / instruct / advise - to use a range of punctuation accurately in writing - to use accurate spelling