

Year Group 10 Topic:	Ht1 Blood Brothers text: AO1, AO2, AO4	Ht2 Reading 'A Christmas Carol' text AO1, AO2, AO3	Ht3 Lit: 'Macbeth' text AO1, AO2, AO4	Ht4 Lit: Poems from the Anthology AO1, AO2, AO3	Ht5 Lit Poetry x poems from the anthology Lit: Unseen Poetry AO1, AO2	Ht6 Lit: Woman in Black extracts/ Creative Writing
Disciplinary Knowledge: Themes Skills	Concepts/Themes/Skills: Understand the plot, structure and characters of the play. • Understand and identify social class and identity. • Understand the key features of a morality play. • Understand the specific features of a play: stage directions, dramatic irony • Technical accuracy of writing (spelling, punctuation, grammar, sentence structure, vocabulary)	Concepts/Themes/Skills: • Select and synthesise evidence from different texts • Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers • Employ relevant, accurate subject	Concepts/Themes/Skills: Essay writing skills: writing an effective overview, targeted response to the question and give a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods - key words, phrases and techniques, exploration of the writer's intended impact on the audience, • Short summative extract analysis • Extract Practice exploration of the	Concepts/Themes/Skills: Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how these impacts upon readers/audience. • Critical thinking skills: understanding reliability/biased in source materials and evaluating how and why writers adapt their writing. • Adopting comparative language e.g. In comparison with; similarly, likewise, equally, on the other hand	Concepts/Themes/Skills: Essay writing skills: writing an effective overview to form arguments, maintain a critical style and develop a personal response • Effective use of quotations to support arguments: use of a range of short, precise quotations embedded in sentences, • Use of sophisticated vocabulary to express ideas • Analysis of the writer's methods and how meanings are conveyed: connotations of key words, phrases and techniques, exploration of the writer's intended impact on the audience, exploration of the communication of the writer's messages • Apply the understanding of contextual features to explore the relationship between the poems and their context. • Comparative skills: explore the similarities and differences between the	Concepts/Themes/Skills: Language features: similes, metaphors, personification etc. • Features of prose writing: character development, descriptive writing and use of setting • Securing understanding of technical accuracy of language (spelling, punctuation and grammar)

		- terminology to support viewpoints - Evaluate texts critically	communication of the writer's messages		tone, techniques and messages of the poems.	
KEY WORDS:	Paragraphs Character analysis Context Social class Identity Education Relationships Foreshadowing	Highlights Demonstrates Implies Represents Portrays Reveals Indicates Symbolises Prompts	Soliloquy Dramatic Monologue	Simile Metaphor Personification Enjambment Verse Stanza Rhyme Rhythm Context Compare caesura, repetition, anaphora, rhyme schemes, vivid imagery, extended metaphors etc	Simile Metaphor Personification Enjambment Verse Stanza Rhyme Rhythm Context Compare	Key vocabulary: protagonist, antagonist, exposition rising action, climax, anticlimax,
Assessment Opportunities	GCSE– Exam style question.	Section A: shortened Language Paper 1 (one 'analyse' question and one 'evaluate' question).	Complete Language Paper 2 Section A (19th and 21st century sources). • Smaller specific-based tasks • Question/comprehension type tasks	Complete Language Paper 2 Section A (19th and 21st century sources). • Smaller specific-based tasks • Question/comprehension type tasks	Short summative extract analysis • Anthology Poetry Essay	GCSE Paper 1 section A and B

Year 11 Topic:	Lang: Creative Writing- Paper 1 section B	Lang: Reading Paper 1 section A	Lang: Paper 2 section- B Writing for a purpose	Lang: Paper 2 section A: Reading compare 2 texts.	Lang and Lit: Exam Practice Paper 1 and Paper 2	
Themes/Skills:	Narrative writing skills: revise how to organise information and ideas to engage the reader and implement linguistic, structural and grammatical features to convey meaning. • Practise using a range of vocabulary and sentence structures to achieve desired effects. • Re-read high-quality examples of Creative Writing to develop key writing skills. Look again at how writers use setting, characterisation and plot effectively. AO5,6	• Revise how to synthesise evidence from different texts • Revise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. Revise how writers use language and structure to achieve effects and influence readers • Revise subject terminology and practise employing this to support viewpoints • Re-visit approaches to evaluating texts critically e.g. considering alternative viewpoints or ideas. AO1,2,3,4	Argue, Persuade, Advise: explore how to frame and adapt language, tone and format depending on the purpose/audience. • Inform, Explain, Describe: use audience and purpose in order to adapt language, tone and format. • Communicate clearly, effectively and imaginatively to engage readers/audiences. • Adapt tone, style and register for different forms, purposes and audiences. For example, writing using a informal tone/style for a talk to peers. • Use a variety of structural and grammatical features for impact. AO5,6	Practise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Revisit language analysis skills/inference: explain, comment on and analyse how writers use language and structure. • Develop critical thinking skills: understanding reliability/biased in source materials and evaluating how and why writers adapt their writing. AO1,2,3,4	• Revision of Past Papers 1 and 2. • Timed essays • Language techniques • Infer and deduce AO1,2,3,4,5,6	
Assessment Opportunities	GCSE Exam practise Paper 1 section B	GCSE Exam practise Paper 1 section A	GCSE Exam practise Paper 2 section B	GCSE Exam practise Paper 2 section A		