

	Autumn Teacher 1 – English Language Transactional Writing 4 weeks	Autumn Teacher 1 – English Language EDUQAS Component 2 Reading	Autumn Teacher 2- Revision of Romeo and Juliet/ Anthology Poetry	Autumn and Spring (post mocks) Teacher 2	Autumn Teacher 2 – Unseen Poetry	Spring Teacher 2 – Component 1 English Language Revision
Content- WHAT will be learned? What previous learning can be linked?	How to plan and construct effective transactional writing. As well as focussed preparation on audience and purpose, students are reminded of their Y7-9 SPAG accuracy and how to develop their rhetorical ideas and vocabulary to suit their writing agenda.	This component of reading Victorian and 21 st Century non-fiction re-visits Year 10 skills. Primary skill is reading to understand and articulate WHAT writers are doing to a reader and HOW they achieve it through language choices.	Revision of the narrative and character development of a complete Shakespearian tragedy. Students have looked at the Elizabethan world in Year 7 so knowledge will resonate here. Key moments and quotations will be analysed as the play is read. Revision the content and context of Anthology Poetry.	Revision of Blood Brothers and A Christmas Carol	How to analyse an unseen poem in the exam Revision of Component 2 English Language	Preparation for Component 1 English Language
Skills- What will be developed?	Planning - this is an essential skill that takes thought a forensic view of the question. Proof reading as the writing develops is also essential as 8/20 marks are awarded for accuracy. Paragraph construction using topic sentences draws on all non-fiction writing that has been practised since Year 7. Genre issues such as salutations in letters and politeness features in talks are also taught explicitly.	Close reading skills – students will be trained in how to read quickly and search for explicit and implicit information. Precision is taught in locating relevant quotations and providing quick, cohesive explanation for the quotation (PEA and PE). Developing understanding of written structure and the effect of figurative language alongside denotative language is learned and practised.	Close reading skills of a Shakespeare play/Anthology Poetry. All students need to access the plot narrative and appreciate how Shakespeare uses language and structure, such as the use of dramatic irony. Writing skills will be developed through analysis of extracts from the play and poetry as per EDUQAS assessment objectives. Particular attention to be paid to exam technique including timings, PEARL structure, use of exemplar responses.	Revision of the texts Learning of key quotations Structuring an essay on Blood Brothers/ A Christmas Carol Revision of ACC's How to integrate historical context into an essay	Reading for meaning Use of PEA/ PEARL Effective selection of quotations Reading for explicit and implicit information Evaluation of a text Writing for a variety of different non-fiction forms and audiences	Revision of PEA for the Reading Paper Revision of how to answer questions on Component 1 Revision of narrative techniques including the story mountain Revision of Romeo and Juliet including how to structure the question Revision of Anthology Poetry (also done through homework) and how to structure the questions
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What	All students need to become excellent writers to express	Students will learn WHY Victorian texts are different to 21st	Romeo and Juliet explores social conflicts and the	Social context of Victorian England – how are ideas	Reading and Unseen poetry units are skills rather than	The Anthology poetry allows a rich variety of contexts to be

areas/themes/concepts will be explored?	themselves. Writing tasks will help students to practise “talking” to their peers; talk to their school principal and the local community through letters to local newspapers. Themes and ideas are contemporary and realistic, such as: facilities for young people; climate change and how society treats endangered animals.	Century texts (technology/mass audience) so historical contexts are embedded here and link to the “Oliver Twist” study in Year 8. Powerful knowledge is the skill to discern bias and personal opinion within a non-fiction text thus linking with the PHSE aims of supporting personal reaction to web language and grooming etc.	universal issues people have with peace and violence. Family structures and tensions are analysed closely as are the involvement of religion and societal norms. Shakespeare’s views on reconciliation and how it is created are the main theme of the end of the play. Poetry – How does the context a poem is written in underpin our understanding of it?	presented in ACC still relevant today? Presentation of class and its importance in Blood Brothers Moral ideas for both texts about our treatment of other people	knowledge based and are both focused on analysis of unseen texts Component 2 writing teaches students how to write in the following styles: Article Letter Speech/talk Review Report	explored including the Boer War, World War 1 and Romanticism. Revision of Shakespeare – cultural and literary heritage. Also includes themes of love , conflict, family The Component 1 texts tend to have focus on relationships and pupils are asked to explore the nuances of how relationships are presented
SEND- how will support be seen? Seating plans? Simplified questions?	All students will be supported through scaffolding, for example, modelling what a letter actually looks like in terms of discourse. All students will practise spelling and learn new vocabulary through SPAG starters (as they have done since Y7) and this will support their overall achievement. Practising writing topic sentences will help SEND students to clarify their thoughts.	Key vocabulary (implied, explicit, infer) will be over taught; model answers will support SEND students; modelling will support the structure of 10- mark questions (which will define the students’ grades) and specific word level analysis will improve SEND students’ language ability across the curriculum.	A text written in 1594 presents challenges to all students. Word banks are used to help understanding. Synonyms used by teachers support understanding. Film versions are used to support narrative understanding – particularly Zefferelli’s 1960s version which is very sincere to character, action and timing. Over-teaching of main ideas and scaffolding helping to organise ideas will be used. Exemplar answers of different levels of writing to be provided.	Exemplars and model answers Breaking down of the essay structure into text and then whole text analysis Use of PEARL and sentence stems to help pupils structure ideas	Use of the acronym ‘PEA’ to structure reading responses Heavily scaffolded responses and exemplars Writing frames Model answers	Key vocabulary sheets Use of modelling and annotation under the visualiser Use of model answers
Assessment- What? Why?	SPAG spelling and vocabulary tests at the start of each lesson. There will be a GO for school summative assessment which will identify those that may need more writing support.	Lesson by lesson live marking on 10 markers to provide immediate feedback.	Year 11 mocks in October Live-marking in class Weekly assessments from poetry homework	Live marking of previous exam questions in class Further practice to take place in exam skills	Component 2 mock exams	Revision of Anthology poetry each week followed by a 20 minute times response of a single poem Component 1 exams for both Language and Literature

What memory for skills will be required- modelling? Concrete answers? Retrieval?	Spellings need to be memorised and this is supported through the use of the “Naughty Forty” which the department uses in every lesson from Y7 onwards. Memory in terms of genre and how certain writing looks will be over-taught.	Key terms over taught – implied meaning; explicit meaning; structural decisions made by authors. Word class analysis building on prior knowledge – adjective, verb, adverb, simile, metaphor	Revision of key quotes. Micro quotes to be used to assist with this. Revision of each poem’s context. KOs to support with this Starter activities will be focused on revision of literature Constant low-stakes quizzing	Use of quotes Narrative progression of the text Key facts about the Victorian era and the life of Charles Dickens that are relevant to the text	Modelling of reading responses Ensure students can apply PEA accurately Particular features of different writing forms – letter/ report/ speech etc.	Learning of key quotes for Romeo and Juliet, Anthology Poetry Learning historical details – Who? When? Why? Where? What? Use of knowledge organisers to support
Literacy- reading, extended accurate writing and oracy opportunities	Extended writing is worth 50% of English GCSE so it is essential that students are numerous and rigorous opportunities in which to develop and extend their skills. Discussion will aid planning through whole class focus on thinking and talking prior to writing.	Reading for understanding; 10-marker question practice in every lesson for 15 minutes; academic voice development; economy of articulation.	Reading is at the heart of any Shakespeare and poetry study. Students will be supported in HOW to write about a Shakespeare play with close adherence to the assessment objectives. Whole class reading helps confidence and the discussion of misconceptions.	Writing	Reading for meaning and close examination of authorial technique including the correct selection of material to answer questions	Reading for meaning Extended writing Academic voice SPaG accuracy
Numeracy/computing skills	N/A	Timings are very numerical, and students need to be counting their quotations.	N/A	N/A	N/A	N/A
Character development	Students need to be able to think imaginatively, often considering their school and local environments. All transactional questions are about the student’s personal experience, so this is a good opportunity to define ideas and express ideas.	Students are taught to assess bias and make decisions on the agenda and motive of a writer. EDUQAS use texts on recycling and issues that are relevant to the PHSE agenda. Issues of discipline and resilience as the questions are difficult and demand long answers.	Students will recognise all of the universal truths that Shakespeare represents. This will be seen through discussion on family and friendships; ideas of what love is and how it can be a challenge as well as a positive. We all recognise ourselves and our own lives in Shakespeare. The poems cover a huge breadth of human experience from Romantic ideas about the world through to war poetry,	Both texts focus on the treatment of other people and also class issues and how our class affects our opportunities in life	Some of the poems chosen by the exam board present issues and ideas for the pupils to explore raise questions about relationships. Pupils have to give a personal response.	Making personal judgements about the poetry Understanding of relationships – Component 1 texts and Romeo and Juliet

			poems about other cultures (Living Space) and also about the natural world we live in.			
Equality/Diversity opportunities	Exemplars focus on seminal non-fiction such as Martin Luther King's "I have a Dream" speech to support the use of effective and emotive rhetoric..		Modern notions of gender are a part of any discussion on "Romeo and Juliet". The position of females within a patriarchy can be compared to the world in 2023 and why the differences exist. This could lead to discussion about how equal females are today and wider gender issues. Some of the poems deal with inequality e.g. London and Living Space and these are discussed.	Issues of class and causes of poverty will be discussed in both texts	Consideration of a range of personal relationships and topics through both the Unseen poems and the Component 2 material. People's different life experiences are often a focus for the Component 2 texts chosen by the exam board	Presentation of relationships and disability e.g. Disabled by Wilfred Owen
Homework/Independent learning	This is an opportunity to continue with Literature knowledge at home in terms of quizzes on poetry. Writing is best taught and practised in class with a teacher present with the opportunity for live marking.		Low stakes quizzes on knowledge and plot detail are good for confidence and over-learning the plot developments are essential. KOs used to support home learning and so are revision guides	Revision of one Anthology Poem a week. Use of KOs to encourage this		Revision of one Anthology Poem a week. Use of KOs to encourage this
CIAG coverage/links	All students need to be able to write accurately and cohesively as they progress through school.		Often, it is a Shakespeare play that convinces students that they are ready (and able) for A Level study. A Level literature is an excellent "passport" to a Russell Group University.	Analytical skills Personal opinion and evaluation Reading for meaning Balanced views Information retrieval	Analytical skills Personal opinion and evaluation Reading for meaning Balanced views Information retrieval	Critical thinking and personal opinion Analytical skills Balanced views