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| **Year 10 Curriculum Intent ENGLISH LITERATURE** | | | | | | | | |
|  | **Autumn Term** | | | **Spring Term** | | | **Summer Term** | |
|  | **1** | **2** | | **1** | **2** | | **1** | **2** |
| Key Concepts | **Macbeth** | **A Christmas Carol** | | **Poetry (Power and Conflict and Unseen)** | **An Inspector Calls** | | **Literature homework/ revision tasks will consolidate learning of previous topics.** | **Literature homework/revision tasks will consolidate learning of previous topics.** |
| Knowledge & Understanding *(National Curriculum)* | **Pupils should be taught to:**  **Read and appreciate the depth and power of the English literary heritage through:**   * Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. The range will include: * At least one play by Shakespeare * Works from the 19th, 20th and 21st centuries * Poetry since 1789, including representative Romantic poetry * Re-reading literature and other writing as a basis for making comparisons. * Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation * Identifying and interpreting themes, ideas and information * Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects * Seeking evidence in the text to support a point of view, including justifying inferences with evidence * Make an informed personal response, recognising that other responses to a text are possible and evaluating these | | | | | | | |
| Assessment | Pupils will complete two rounds of mocks in year 10.  Both mock exams will cover Paper 1 and Paper 2 English Literature. | | | | | | | |
| End Points | **Basic** | | **Middle** | | | **Higher** | | |
|  | * To identify some relevant quotations from the literature texts with support and attempt to analyse the methods used by the writers when presenting the characters and themes. * To accurately identify some of the simple types of methods used by the writers and demonstrate some understanding of their effectiveness. * To show some understanding of the links between context and how it is presented   in the relevant literature texts. | | * To identify a range of quotations from the literature texts with some independence and begin to analyse a range of the methods used by the writers when presenting the main characters and themes in the texts. To be able to generally comment on their effectiveness. * To accurately identify some of the methods used by the writers, including both linguistic devices and structural techniques. * To show a clear understanding of the links between the context and its presentation in the texts. | | | * To judiciously identify quotations from across the literature texts and begin to develop analysis of writers’ presentation of this content, e.g. methods – both linguistic and structural and evaluate how these are effectively deployed. * To accurately embed links to the context of the text when analysing said methods. The identification of methods should be secure. * Write accurately, effectively and analytically about their reading, using Standard English. | | |

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|  | * Write using Standard English. * Acquire and attempt to use wide vocabulary, including some literary and linguistic terms to help convey meaning. * Pupils will use some use of sentence demarcation, such as commas and full stops. * There will be an occasional use of Standard English with limited control of agreement. * Accurate basic spelling. * Pupils are able to speak with some confidence about some aspects of the texts and be able discuss their ideas and opinions in paired and group work. They will also, on occasions, be able to express their views to their whole class peers. They will also listen well. | | * Write accurately, effectively and analytically about their reading, using Standard English. * Acquire and generally use a wider range of vocabulary, including the grammatical terminology and other literary and linguistic terms they need to analyse and evaluate what they have read and that enhances their explanation. * Pupils will use a variety of links between their ideas and will use clear paragraphs and discourse markers. * Pupils are able to speak clearly and with confidence about the texts. They share ideas and opinions in a clear manner and listen well to others, often questioning speakers. | | | * Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to analyse and evaluate what they read and that gives greater meaning to their explanation. * Write in a convincing and critical style, structuring their response in a thoughtful and developed way. * Increasingly sophisticated vocabulary chosen for effect. * Sentence demarcation is secure and accurate. * Wide range of punctuation used with success. * Uses Standard English appropriately. * Pupils are able to speak in a standard and sophisticated manner about the texts. They are able to share ideas and opinions in a thoughtful way and can converse with others in a mature way in all aspects of oral discussion in the classroom. They will often lead the discussion and produce counter- arguments to gain deeper understanding. | |
| Why this? Why now? | **Why are we studying this unit of work?**  The aim of this SOL is for pupils in year ten to study the pre 19th Century play ‘Macbeth’, as part of their GCSE English Literature course. Pupils should understand the main characters’ motivations and actions. In addition, they should begin developing their  analytical skills by linking | **Why are we studying this unit of work?**  The aim of this SOL is for pupils in year ten to recap the main elements of plot in ‘A Christmas Carol’ (recapping knowledge from KS3) and to understand the main characters’ motivations and actions. However, now pupils are in year ten, they should begin develop their understanding key themes  within the novel and how | | **Why are we studying this unit of work? How does it build on students’ prior knowledge?**  GCSE poetry is the study of how writers communicate their ideas about the world, and how readers respond to these ideas. It aims to develop a critical understanding of the ways in which poetry is a reflection  of, and exploration of, the human condition. Studying | **Why are we studying this unit of work?**  The aim of this SOL is for pupils in year ten to be introduced to the modern play, (all pupils must study a modern play for their GCSE Literature exam paper 2)  ‘’An Inspector Calls’, by J.B. Priestley. Pupils should develop an understanding of plot, main characters (including their motivations  and actions), key themes, | | During term 3.1 pupils when pupils complete speaking and listening assessment, pupils may choose to discuss a unit from their Literature study (to discuss a challenging concept). |

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|  | theme and character to an extended response.  **How does this unit build on students’ prior learning?**  This unit will help to develop the confidence of year 10 pupils when studying prose texts. In KS3 pupils complete units that tie in Shakespeare texts. Skills relevant to the study of literature at KS4 will be taught for the second, helping students develop understanding of literature and how to apply this to an exam scenario. The scheme will also work towards  developing pupils’ ability to infer meaning from texts as well as identify and evaluate the impact/effect of literary techniques.  **How does this unit provide a foundation for future learning?**  Pupils should have a clear understanding of plot, characters and how to approach in an exam question in detail. Pupils will revise the play in year  11, recapping only the | they relate to character and plot. They will also develop their analytical skills to display clear understanding (and at time perception).  From doing so, they should gain a greater knowledge of exam criteria and how to apply themselves to an exam question on English Literature Paper 1.  **How does this unit build on**  **students’ prior learning?** This unit will help to develop the confidence of year 10 pupils when studying prose texts. Skills relevant to the study of literature at KS4 will be taught for the second time, helping students develop understanding of literature and how to apply this to an exam scenario. The scheme will also work towards developing pupils’ ability to infer meaning from texts as well as identify and evaluate the impact/effect of literary techniques; students will also be able to make links between plot/characters and the social and historical setting of the novella. | the conflict and power anthology will encourage students to empathise with human pain and emotion whilst enabling students to develop and present informed, critical responses to the ideas in poetry.  Through studying the power and conflict anthology KS4 aims to build on the recognition and analysis skills built in KS3 to allow students to start to make links and comparisons between poems. Building on this foundation will expand student’s cognitive ability to make complex evaluations of literature.  In KS3 pupils study a different unit of war poetry under the branch of ‘Power and Conflict’ which exposes pupils to some contextual understanding of WW1 and WW2.  By exploring unseen poetry, pupils will develop the mental and linguistic flexibility to respond to complex analytical tasks in real time, and the capacity to read poetry independently. Unseen poetry forces pupils to tackle literary texts with limited/no support from the | and context of production and reception of the text. Pupils will also make progress in their analytical skills and display a clear understanding of the aforementioned features. From doing so, they should gain a greater knowledge of exam criteria and how to apply themselves to an exam question on English Literature Paper 2.  **How does this unit build on**  **students’ prior learning?** This unit will help to develop the confidence of year 10 pupils when studying prose texts. Skills relevant to the study of literature at KS4 will be taught for the third time (building on pupils’ study of Macbeth and A Christmas Carol), helping students develop their understanding of literature and how to apply said skills in an exam scenario. The scheme will also work towards  developing pupils’ ability to infer meaning from texts as well as identify and evaluate the impact/effect of literary techniques; students will also be able to make links between plot/characters and |  |

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|  | key units in preparation for their GCSE English Literature Paper 1, therefore it is essential that all year ten pupils acquire a sound knowledge of the above.  Their work should enable them to confidently progress with fluency and comprehension.  Pupils will become resilient in their approach to the study of literature, and should be confident and imaginative in their exploration of prose. | **How does this unit provide a foundation for future learning?**  Pupils should have a clear understanding of plot, characters, themes and context, using this knowledge to know how to approach an exam question in detail. Pupils will revise the play in year 11, recapping only the key units in preparation for their GCSE English Literature Paper 1; therefore, it is essential that all year ten pupils acquire a sound knowledge of the aforementioned.  Their work enables them to confidently progress with fluency and comprehension displaying sound insight into what they have learned.  Pupils are resilient in their approach to the study of literature; they are confident and imaginative in their exploration. | teacher, and scaffolds their independence as readers.  **How does this unit provide a foundation for future learning?**  This will enable pupils to develop their skills in English Literature paper 2 and will provide a good foundation ready for pupils moving into year 11 and enhancing their skills on all elements of the English Literature exam. At the end of KS4, students need to start operating in a far more independent way - the study of poetry allows them to develop their own opinions, and explore the possibility of complex evaluative judgements. | the social and historical setting of the play.  **How does this unit provide a foundation for future learning?**  Pupils should have a clear understanding of plot, characters, themes and context. They will also understand how to approach an exam question in detail. This question is different from ‘Macbeth’ and ‘A  Christmas Carol’ as no extract is provided. Pupils will revise the play in year 11, recapping only the key units in preparation for their GCSE English Literature Paper 2; therefore, it is essential that all year ten pupils acquire a sound knowledge of the play.  Their work will enable them to confidently progress with fluency and comprehension displaying sound insight into what they have learned and pupils should be resilient in their approach to the study of literature; thus, they will be confident and imaginative in their exploration. |  |
| Skills & Characteristics | Students read different texts with good understanding, and make connections across the texts. Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas displaying insight and, at times, perception. Appreciate the context and writers’ intent.  Write accurately, effectively and analytically about their reading, using Standard English. | | | | |

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|  | Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms, they need to criticize, evaluate and analyse what they have read.  Main skills explored in English: **creativity, aiming high, listening and team work. Speaking is also especially important, with a whole school focus on improving oracy.** |
| Aspirations & Careers | Literature plays a key role in developing pupils culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Students are competent and well equipped to engage in literary debates and discussion.  Students should have embedded skills that can then be transferred into degree level or further higher education. They will be secure in their ability to explore aspects of plot, characterisation, events and settings, themes and the relationships between them and their effects. Furthermore, pupils will leave us with an ability to draw on knowledge of the purpose, audience for and context of writing, including its social, historical and cultural context and the literary tradition to which it belongs to inform evaluation.  Reading fiction enables pupils to understand the world from a variety of viewpoints and navigate through often challenging ideas and concepts. |

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| **Year 10 Curriculum Intent ENGLISH LANGUAGE** | | | | | | |
|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | **1** | **2** | **1** | **2** | **1** | **2** |
| Key Concepts | **Language skills will be covered through homework (focusing on writing skills)** | **Language skills will be covered through homework (focusing on writing skills)** | **Language skills will be covered through homework (focusing on writing skills)** | **Language skills will be covered through homework (focusing on writing skills)** | **Spoken Language Assessment** | **Language Paper 1 and Paper 2** |
| Knowledge & | **READING** | | | | | |
| Understanding | **Pupils should be taught to:** | | | | | |
| *(National*  *Curriculum)* | **Read and appreciate the depth and power of the English literary heritage through:**   * Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. * Understand and critically evaluate texts through: * Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for | | | | | |
|  | particular purposes   * Seeking evidence in the text to support a point of view, including justifying inferences with evidence * Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence * Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact * Make an informed personal response, recognising that other responses to a text are possible and evaluating these | | | | | |
|  | **WRITING** | | | | | |
|  | **Write accurately, fluently, effectively and at length for pleasure and information through:**   * Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, | | | | | |
|  | and argue | | | | | |

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|  | * Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate * Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation   **Consolidate and build on their knowledge of grammar and vocabulary through:**   * Studying their effectiveness and impact in the texts they read * Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects * Analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English * Using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language.   **Spoken English Pupils should be taught to:**   * Speak confidently, audibly and effectively, including through: * Using Standard English when the context and audience require it * Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines * Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates | | |
| Assessment | Pupils will complete two rounds of mocks in year 10.  Both mock exams in year ten will be Literature mock exams. However, pupils will complete a summative assessment on Language skills in Term 3. Spoken language assessment will also take place in Term 3. | | |
| End Points | **Basic** | **Middle** | **Higher** |
|  | Reading:   * Pupils will be able to identify some implicit and explicit meaning in the texts they will study and support this with some evidence. * Pupils will be able to understand some of the meaning presented in texts and will be able to comment on basic language and structural features. | Reading:   * Pupils will be able to identify implicit and explicit meaning clearly from the texts they will study and support this with clear evidence. * Pupils will clearly be able to understand the meaning presented in texts and will be able to comment on more language and structural features and the effect. * Students can access the text with good understanding. | Reading:   * Pupils will be able to identify the implicit and explicit meaning in detail from the texts they will study and support this with judicious evidence. * Pupils will show a detailed/perceptive understanding of the meaning presented in texts and will be able to comment on more sophisticated language and structural features and the effect of these. * Students can access the text with perceptive understanding, they can do |

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|  | * Students can access texts with some understanding, they can do so considering their own impressions. * Students can read and discuss and explain their understanding and ideas. * Acquire and use some varied vocabulary, including some literary and linguistic terms.   Writing:   * Communicates with some success, with some sustained attempts to match tone, style and register to purpose and audience. * Conscious use of vocabulary with some use of linguistic devices. * Some use of structural features with increasing variety of linked and relevant ideas * Some use of paragraphs/discourse markers. * Sentence demarcation is sometimes accurate. * Some control of a range of punctuation. * Attempts a variety of sentence forms. * Some use of Standard English with some control of agreement with some accurate spelling of more complex words. * Some use of varied vocabulary. | * Students can read in depth, so that they are able to discuss and explain their understanding and ideas. * Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to analyse and evaluate what they read.   Writing:   * Communication is clear, with tone style and register generally/consistently matched to purpose and audience. * Vocabulary clearly chosen for effect and appropriate use of linguistic devices. * Effective use of structural features; writing is engaging with a range of connected ideas * Usually coherent paragraphs with a range of discourse markers. * Sentence demarcation is mostly secure and accurate. * Range of punctuation is used with some success. * Uses a variety of sentence forms for effect. * Mostly uses Standard English appropriately with mostly controlled grammatical structures and with generally accurate spelling, including complex and irregular words. * Increasingly sophisticated use of vocabulary. | so considering their own impressions and different concepts in relation to the text.   * Students can read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas. * Acquire and use sophisticated vocabulary and expression, including the grammatical terminology and other literary and linguistic terms they need to analyse and evaluate what they read.   Writing:   * Communication is convincing and compelling with tone, style and register assuredly matched to purpose and audience. * Extensive and ambitious use of vocabulary with sustained crafting of linguistic ideas. * Varied and inventive use of structural features; writing is compelling, incorporating a range of convincing and potentially complex ideas. * Fluently linked paragraphs with seamlessly integrated discourse markers. * Sentence demarcation is consistently secure and consistently accurate. * Wide range of punctuation is used with a high level of accuracy. * Uses a full range of appropriate sentence forms for effect. * Uses Standard English accurately with secure control of complex grammatical structures. * High level of accurate in spelling, including ambitious vocabulary. |

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|  |  | | |  | | | * Extensive and ambitious use of   vocabulary. | |
| Why this? Why now? | **Why are we studying this unit of work? How does it build on students’ prior knowledge?**  Pupils in year ten are focusing on Literature only during lesson time throughout term 1 and 2. This is to ensure students have a secure understanding of plot, character and theme in their core texts ahead of year 11. Therefore, so students can continue to practice their creative and functional writing skills covered throughout Key Stage 3 (e.g. in Morality and Righteousness in year 7 and 8- The Tempest and Animal Farm) in which pupils are taught a range of fiction and non-fiction writing skills. These are then built upon in year 9. Thus, those skills can be revisited and firmly embedded through writing practice in their homework in year ten.  **How does this unit provide a foundation for future learning?**  This will enable pupils to develop their skills in English Language paper 1 and paper 2 (writing section of each paper) and will provide a good foundation ready for pupils moving into year 11 and enhancing their skills on these elements of the English Language exam. At the end of KS4, students need to start operating in a far more independent way – completing the writing questions in an independent way allows them to develop their own confidence and style, as well as their own opinions. It also allows them to practice writing at length. | **Why are we studying this unit of work? How does it build on students’ prior knowledge?**  Pupils in year ten are focusing on Literature only during lesson time throughout term 1 and 2. This is to ensure students have a secure understanding of plot, character and theme in their core texts ahead of year 11. Therefore, so students can continue to practice their creative and functional writing skills covered throughout Key Stage 3 (e.g. in Morality and Righteousness in year 7 and 8- The Tempest and Animal Farm) in which pupils are taught a range of fiction and non-fiction writing skills. These are then built upon in year 9. Thus, those skills can be revisited and firmly embedded through writing practice in their homework in year ten.  **How does this unit provide a foundation for future learning?**  This will enable pupils to develop their skills in English Language paper 1 and paper 2 (writing section of each paper) and will provide a good foundation ready for pupils moving into year 11 and enhancing their skills on these elements of the English Language exam. 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This is to ensure students have a secure understanding of plot, character and theme in their core texts ahead of year 11. Therefore, so students can continue to practice their creative and functional writing skills covered throughout Key Stage 3 (e.g. in Morality and Righteousness in year 7 and 8- The Tempest and Animal Farm) in which pupils are taught a range of fiction and non-fiction writing skills. These are then built upon in year 9. Thus, those skills can be revisited and firmly embedded through writing practice in their homework in year ten.  **How does this unit provide a foundation for future learning?**  This will enable pupils to develop their skills in English Language paper 1 and paper 2 (writing section of each paper) and will provide a good foundation ready for pupils moving into year 11 and enhancing their skills on these elements of the English Language exam. At the end of KS4, students need to start operating in a far more independent way – completing the writing questions in an independent way allows them to develop their own confidence and style, as well as their own opinions. It also allows them to practice writing at length. | **Why are we studying this unit of work? How does it build on students’ prior knowledge?**  By studying this unit of work, pupils will develop skills in both speaking and listening, which builds on oracy skills acquired in KS3 during speaking units.  Students will practice these skills and then carry out a 5- minute speaking presentation, as part of their external assessment in speaking and listening (GCSE). Following their presentation, students then must answer questions on their chosen topic, demonstrating excellent listening skills and showing they can extend on points they have already made.  **How does this unit provide a foundation for future learning?**  This will enable pupils to develop their skills in speaking and listening skills. They must speak clearly and confidently about a topic. Those who wish to gain a distinction in this unit also must discuss a challenging concept. This unit gives all students the opportunity to step outside of their comfort zone and present on a topic they feel passionate about and vocalise their ideas and opinions.  Good speaking and listening skills will be essential in all pupils lives as they move onto further education/work. | | **Why are we studying this unit of work? How does it build on students’ prior knowledge?** By studying this unit of work, pupils will consolidate their learning from prior years but will now look at more challenging texts.  They will develop their comprehension skills and build on skimming and scanning. They will learn to develop their analytical skills in preparation for GCSE English Language paper 1 and 2. In year 9, pupils covered similar skills at the start and end of the year, studying texts and analysing the ways in which writers presented meaning through language and structure.  **How does this unit provide a foundation**  **for future learning?** This will enable pupils to develop their skills in English Language paper and will provide a good foundation ready for pupils moving into year 11 and enhancing their skills on all elements of the English Language exam. At the end of KS4, students need to start operating in a far more independent way - the study of a range of texts allows them to develop their own analytical style and opinions. It also allows them to develop more sophisticated skills in their own writing. |

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| Skills & Characteristics | Paper 1   1. Retrieve and select explicit and implicit information 2. Identify striking/unusual key words, phrases or sentence forms • Identify language devices • Explain what is the intended effect on the reader of   the key words, phrases or sentence forms | | | | | |

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|  | 1. Consider the structural impact of a text and explore the effect of structural techniques used by a writer 2. Evaluate a statement, considering methods the writer has used to impact your opinion. 3. Produce a piece of narrative or description, displaying a range of skills included, imagination, organisation, figurative language and technical accuracy.   Paper 2   1. Infer and interpret explicit and implicit information 2. Explain the similarities or differences inferred between two texts • Select quotes which identify these similarities or differences • Compare the quotes highlighted from each text • Explain what the quotes imply/ suggest • Create a summary that refers to both texts 3. Identify striking/unusual key words, phrases or sentence forms • Identify language devices • Explain what is the intended effect on the reader of   the key words, phrases or sentence forms   1. Identify key words, phrases or sentences forms that are relevant to the question and support their views • Name the word, phrase or sentence form • Explain what effect/impression the word, phrase, sentence form or structural feature has on them, the reader. • Identify and explain the similarities and/or differences between the ideas in both texts, • Use connectives to show comparison 2. Decide whether they agree or disagree with the statement • Plan their ideas • Use ambitious words, phrases, sentence forms and structural   features to create impact on the reader • Write under timed conditions • Identify errors in their own work/proof-read |
| Aspirations & Careers | **Aspiration and careers links:** *Pupils will develop their literacy skills, which is vital in any profession but will also work on time management and building interpretation skills.*  Main skills explored in English: creativity, aiming high, listening and team work. In addition, speaking is also an essential skill, in line with our whole school plan of improving oracy.  Pupils will progress in their writing skills and how to organise work effectively. This skill is essential in all lines of work. Pupils will also work on their understanding of texts and will use inference when interpreting ideas. This is transferable into the workplace where comprehension of documents and being able to deduce meaning and have an opinion on these is required. |