

Year group	HT1	HT2	HT3	HT4	HT5
11 (KS4)	<p>An Inspector Calls</p> <p>GCSE English Literature Paper Two – Modern Texts;</p> <p>Literature knowledge/skills: closed book exam technique; revising quotations; understanding and responding to texts; maintaining a critical style; developing an informed personal response; using textual references to support and illustrate interpretations; analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate; showing understanding of the relationships between texts and the contexts in which they were written; using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Key piece/assessment; How does Priestly present the character of Eva Smith/Daisy Renton?</p> <p>Language Paper 1 and 2 focus; interleaving plans for language focus on a class by class basis.</p> <p>Careers: policing</p> <p>Enrichment opportunities: Exam masterclass/WTM</p>	<p>Love and Relationships Poetry</p> <p>GCSE English Literature Paper Two – Poetry;</p> <p>Literature knowledge/skills: Romanticism; Victorian attitudes to women; comparing poems; Modernism; autobiographical poetry and linking context and meaning; annotating unseen poems; analysing unseen poems; comparing unseen poems; reading, understanding and responding to texts; maintaining a critical style; developing an informed personal response; using textual references to support and illustrate interpretations; analysing the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate; showing understanding of the relationships between texts and the contexts in which they were written; using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Key piece/assessment; November mocks</p> <p>Language Paper 1 and 2 focus; interleaving plans for language focus on a class by class basis.</p> <p>Careers: poet</p> <p>Enrichment opportunities: Poetry Live</p>	<p>English Language Paper One</p> <p>November 18 ‘A Sound of Thunder’;</p> <p>Language knowledge/skills: identifying and interpreting explicit and implicit information and ideas; selecting and synthesising evidence from different texts; explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers; using relevant subject terminology; evaluating texts critically and supporting this with appropriate textual references; communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts; using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Key piece/assessment; February mocks</p> <p>Literature focus; interleaving plans for literature focus on a class by class basis.</p> <p>Careers: palaeontology</p> <p>Enrichment opportunities: Exam masterclass</p>	<p>English Language Paper Two</p> <p>November 18 ‘All Cyclists Fear Bad Drivers’ and ‘On a Bicycle in the Streets of London’</p> <p>Language knowledge/skills: identifying and interpreting explicit and implicit information and ideas; selecting and synthesising evidence from different texts; explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers; using relevant subject terminology; comparing writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts; communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts; using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Key piece/assessment; February mocks</p> <p>Literature focus; interleaving plans for literature focus on a class by class basis.</p> <p>Careers: journalism</p> <p>Enrichment opportunities: WTM</p>	<p>Interleaving</p> <p>Tailored revision for English Language and Literature;</p> <p>Knowledge/skills: Interleaving plans to focus on language skills and literature knowledge on a class by class basis.</p> <p>Key piece/assessment; Summer exam series</p> <p>Careers: exam focus</p> <p>Enrichment opportunities: Exam masterclass/WTM</p>

***Interleaved plans for week by week teaching to be determined by individual class teachers based on the needs of their students and may therefore deviate from SOL.**