

Levenshulme High School – Curriculum Map – English

| | | Term 1 | | Term 2 | | Term 3 | |
|---------------|---|---|---|--|---|--|---|
| No. of Weeks | | E.g. 8 | 7 | 6 | 6 | 5 | 7 |
| Year 7 | Topic Title and NC link | Etymology Reading:2.1 Grammar and Vocabulary: 3.1,3.3 | Literary Canon (Reading Focus) Reading: 1.1a, b; 2; 3.1, 3.5 Writing: 1, 2 | Events that Shaped the World (Writing Focus) Reading: 1.1; 2.1, 2.4; 3.1, 3.5 Writing: 1; 2; 3.2, 3.3, 3.5 | Class Novel (Reading Focus) Reading: 1.1a; 2; 3.1, 3.3, 3.8 Writing: 3.2 | Class Novel (Writing Focus) Reading: 1.1a; 2.2; 3.1 Writing: 1; 2; 3.1, 3.2, 3.5 | Poetry Identity (Writing Focus) Reading: 3.3 Writing: 1.1b, 1.3 |
| | <i>Pupils should know... (Core knowledge and concepts to learned)</i> | Pupils will have knowledge of language formation by exploring root words, Latin origins and words borrowed from other cultures. The lessons will also study a range of texts such as Beowulf and Lewis Carroll. They will study geographical and cultural influences. | Pupils should have knowledge and understanding of some famous British authors in the literary canon. They will study a range of authors from Shakespeare to Bronte and Dickens. The lessons will focus on the theme of identity but also explore the wider context such as Victorian attitudes to poverty, women and marriage | Pupils should have knowledge of events that have shaped their own worlds and identities, then explore a range of viewpoints from other events through history, from the British Empire to World War II. Lessons will develop contextual knowledge and look at descriptive language used to record experiences of these events. | Pupils should have knowledge of the context and genre of their text, as well as the plot, themes and character development information. They should know and be able to identify a range of language and structural features. | Pupils should have knowledge of the context and genre of their text, as well as the plot, themes and character development. They should also know how to recognise and use a range of structural features, such as paragraphs and discourse markers. | Pupils should have knowledge of a range of poets from diverse backgrounds, including poets from Manchester. Pupils should also know about key moments in Manchester's history and the reasons some groups of people moved to Manchester, e.g. the Wind Rush. Furthermore, pupils should have knowledge of rules around a range of punctuation and |

| | | | | | | | |
|---|---|---|--|--|---|---|-------------------------|
| | | | | | | | grammatical constructs. |
| <i>Pupils should be able to do... (Skills being developed)</i> | Pupils should be able to identify and decode root words to understand meaning and build interpretations of language usage. They should also be able to recognise and appreciate the changes in language | Pupils should be able to make inferences and deductions on the characters and themes explored in these texts. Extended writing will therefore focus on reading for meaning and, in particular, developing inference skills. | Pupils should be able to use a range of descriptive language features to describe events in their own lives and when writing imaginatively to create a range of text styles. Extended writing will focus on writing to describe or narrate inspired by events that shaped the world. | Pupils should be able to analyse language and structure within the text, with an awareness of effective language features and structural elements. They will show an understanding of key moments in the novel and the writer's intentions. They should also be able to explain the effects of language and structural techniques on them as a reader. | Pupils should be able to use a range of structural features accurately and effectively to aid the cohesion of their own writing, such as paragraphs, discourse markers and juxtaposition. They should be able to use these skills to create their own descriptive or narrative pieces of writing. | Pupils should be able to share their thoughts and feelings about their identity in an environment in which they will be respected, enabling their confidence to grow. Pupils should also be able to explain how a poet has used poetic conventions to convey their experiences. They should also be able to use a range of punctuation and grammatical constructs to help convey their ideas in a sophisticated and formal way. | |
| <i>Why are we doing this now? How does it build on prior learning and</i> | Pupils should have remembered key prefixes and suffixes from KS2, have strategies to decode meaning of new | Pupils will have been introduced to some authors of the literary canon at KS2 so we are building on their | Pupils will have studied some key events that shaped the world at KS2 so this unit of work will | Pupils should have remembered language and structural features from previous textual analysis, as | Pupils should have remembered contextual information about the plot and the wider context. | Pupils should have remembered how to show respect to one another and that | |

| | | | | | | | |
|--------|--|--|---|--|--|---|--|
| | <i>prepare for knowledge and learning still to come?</i> | words through cross-curricular work and be able to explain the way language evolves to fit its usage. This will also support their future learning when reading a range of texts in English and across the curriculum. | knowledge of these authors and their contexts to support their wider learning of these. This will act as a foundation to support future learning of literary authors, texts and wider contexts. | consolidate this learning. However, the contextual knowledge of this topic will serve as a basis for future learning. Moreover, the technical writing skills developed in KS2 and HT1, will help them to write their descriptive pieces with accuracy and effectiveness. | well as features they have used in their own writing. Pupils will need to continue to develop comprehension and inference skills in all aspects of their schoolwork, so this unit will enable them to explore the text more fully and explain their own interpretations as they develop knowledge of this text and others. | Pupils should have also remembered skills needed to develop their writing effectively and with accuracy from half-term 1, 3 and KS2 and this continued practice will support them in applying the same skills in future learning. | their experiences and backgrounds are valued, which supports their character development. They should have also remembered a range of poetic conventions, information about Manchester, and punctuation and grammar rules. Knowledge and understanding of poetry will act as a foundation for them to support future learning and to remind them to express themselves creatively through this medium. |
| Year 8 | Topic Title and NC link | Literary Monsters (Writing Focus) Writing: 1.1. (all); 1.3.; 4.1. Reading: 1.1 | Travel/Exploration Writing (Reading Focus) Reading: 2.2; 2.3.; 3.7. | Modern Play (Writing Focus) Reading: 1.1; 2.1, 2.3, 2.4; Writing: 1.1,1.1d, 1.2, 1.3, 1.4 Grammar and Vocab (all 3) | (Continuation of) Modern Play (Reading Focus) Reading: 1.1; (all 2); 3.1, 3.3, 3.4, 3.5, 3.6 Writing: 1.1a; 2.2 Grammar and | Protest Writing (Writing Focus) Reading: 1.1; 2.1, 2.2, 2.3; 3.3 Writing: 1 (all) and 2 (all); 3.3, 3.4, 3.6 Spoken: 4.1 and 4.2 | Essay Writing Skills through Debate (Reading and Writing Focus) |

| | | | | Spoken English (all 4) | Vocab: 3.1, 3.2, 3.5 | | |
|---|--|--|--|--|---|--|--|
| <i>Pupils should know... (Core knowledge and concepts to learned)</i> | Pupils will develop an appreciation of a wide range of fiction within which they explore how the concept of <i>monster</i> is presented and understood in different texts and contexts: associated content therefore covers identity, socio-political issues and different perspectives therein, developing world knowledge and empathy. | Pupils should know that travel writing takes on various forms such as brochures and personal travel experiences. They should know that each writer has a unique perspective that influences their style of writing and the language they use, and that rich meaning can be conveyed at word level. | Pupils should have some knowledge of modern and contemporary plays. They will study one modern play (e.g. <i>An Inspector Calls</i> and). There will be a focus on the theme of viewpoints with an understanding and appreciation of the characters, plot and underlying themes. Understanding of social and historical contexts of the play should aim to develop the students' understanding of authorial intent as well as building key skills such as empathy. | Pupils should continue their exploration of the plays they were studying in half term 3 with an added dimension of appreciating and analysing the importance of stagecraft and drawing comparisons with Shakespeare's plays. | Pupils should develop an understanding of what it means to protest, what motivates people to protest and the different forms of protest – literary, oral, active and demonstrative – exploring and commenting on a wide range of historical and contemporary examples, including climate change activism, the women's rights movement and the legacy of the suffragettes. | Pupils should have knowledge of oracy skills needed for debate from half-term 3 and speaking and listening skills from previous years. Pupils should also have an understanding of narrative style and structures as well as the author's craft. | |
| <i>Pupils should be able to do... (Skills being developed)</i> | Pupils should be able to write from a variety of viewpoints that are not necessarily the same as their own, in a variety of forms such as fiction, | Pupils should be able to read travel writing pieces to infer summary and opinions within, eventually being | Pupils should be able to express their views not only through the medium of discursive writing but also through | Pupils should be able to explore the author's craft, including the methods used to convey meaning. Pupils should also | Pupils should be able to identify distinctive features of different protests and evaluate the impact of these | Pupils should be able to demonstrate a range of reading and writing skills, including developing their | |

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| | | speech and non-fiction. Pupils will develop their creative thinking, the organisation and accuracy of their writing and their creative use of vocabulary and a range of rhetorical devices. | able to compare the view expressed by each author through their writing. They should be able to provide evidence from the texts to support their inferences. Pupils should know the purpose of travel and exploration writing and the different forums in which they can be encountered. | oral debating. They should be able to appreciate viewpoints differing from their own and be able to counter opposing views through fluent and well-structured writing, that has been planned, drafted and proof-read. | be able to develop their own interpretations of the text at word level, sentence level, and whole text level. | within their contexts. Pupils will be able to articulate their viewpoints on social and cultural topics both orally and in written form, demonstrating purposeful use of persuasive devices and a broad vocabulary. | own interpretations on the texts. Additionally, pupils should be able to articulate and communicate their ideas through debate and in the written form, clearly structuring their ideas and sustain a point of view. |
| <i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i> | Pupils should have remembered different language techniques, written accuracy rules and should also recall their knowledge of the world to inform interpretations and discussions. The prior learning of contextual knowledge and skills will support a different branch of knowledge for them to successfully consider broader concepts. | Pupils should have remembered how to select evidence to support an inference and express their thoughts in written and spoken forms as well as some contextual knowledge. Pupils will gain expertise in a different form of writing, which they will be familiar with, but it will also allow them to understand the | Pupils should have remembered a range of rhetorical techniques as well as language features to develop discursive writing. Writing should demonstrate technical accuracy and an awareness of writing for different forms. A modern play will allow pupils to gain the foundation | Pupils should have remembered the context in which the text was written and how this influenced the writer's craft, including the plot, characters and themes. Pupils should have remembered the key messages of the play and link this to their own experiences as well as the modern-day | Pupils should have remembered a range of persuasive language features and be able to demonstrate a developed repertoire of vocabulary. They should also be able to show awareness of writing for different forms, and familiarity with rules relating to technical | Pupils should have remembered the range of reading, writing and speaking and listening skills and have developed these throughout the year. Additionally, pupils should have remembered knowledge of the wider contexts from previous learning and the impact of this on a range of texts as | |

| | | | | | | | |
|--------|---|---|--|---|--|--|---|
| | | | purpose of this form to use in their own work and in future learning. | knowledge of stagecraft and allow them to appreciate play texts as a performance, which will support the study of pre-nineteenth century writers such as Shakespeare. | environment. Comparisons with Shakespeare play texts will increase their confidence in understanding more challenging language in this unit and future learning. | accuracy. The learning from this topic will support students' understanding of current affairs in relation to wider contexts and viewpoints, which is imperative to develop their own viewpoints on topics. | well as developing their own viewpoint on these topics. This unit will therefore also serve as a foundation for pupils to develop their voice and interpretations on various topics in a structured way in future learning. |
| Year 9 | Topic Title and NC link | Study of a Shakespearean play (Reading and Writing Focus) Reading: 1.1; 2.2; Writing: 1-3 | Class Novel (Reading Focus) Reading: 1; 2.1, 2.2; 3.3, 3.5; 4.3 Writing: 1.1; 1.1b, 1.3, 1.4 | Class Novel (Writing Focus) Reading: 1.1, 1.2; 2.1, 2.3 Writing: 1-1; 4; 2-2.3 | Power and Conflict Poetry (Reading Focus) 1.1, 2.2, 3.3 | News Literacy (Reading Focus) Reading: 2.2, 2.3, 3.7 | Speaking and Listening (Speaking and Listening Focus) Assessment 4.1-4 |
| | <i>Pupils should know... (Core knowledge and concepts to learned)</i> | Pupils should have knowledge and understanding of Shakespearean plays and the wider context. Pupils will study a play by William Shakespeare. There will be a focus on plot and character as well as some themes. However, the main focus will be on developing their language analysis | Pupils should have knowledge and understanding of a range of novels including plot, character and themes. Pupils will study one novel with a focus on context, language/ structure, character development, plot and effect on the reader. There will be a focus on | Pupils should have a good understanding of the novel they're studying as well as contextual knowledge of the text and previous learning. The focus will be on developing a viewpoint, where they will draw on previous learning to demonstrate in | Pupils should have knowledge of poetry and the different forms from KS2 and year 7. Pupils will study poems from the 'Power and Conflict' cluster in the AQA anthology (a combination of poems from the literary heritage and more | Pupils should have some understanding of news literacy and its different forms. Using this knowledge, pupils will explore a range of current newspapers to understand the differences between tabloid and broadsheet newspapers. Pupil | Pupils will write a formal speech on a topic which interests them, which will eventually be performed in front of the class and formally assessed. They will use the writing skills they have learned at KS3 together with independent research to help |

| | | | | | | | |
|--|--|--|--|--|--|--|------------------------------|
| | | skills as well as their descriptive/narrative writing and their technical accuracy. | developing their skills in structural analysis and evaluation. | this unit. The novel will be a stimulus to engage in ideas for their own written perspectives. Students will write in a variety of forms, such as speeches, articles and letters. | contemporary works). They will gain a wider understanding of context and general poetry terminology, and a focus on exploring the effects of language. | will then compare printed news to online news sources. Pupils should understand that different news sources have different audiences and sometimes different purposes. | them formulate their speech. |
| <i>Pupils should be able to do... (Skills being developed)</i> | Pupils should be able to recall key information about the text (e.g. plot and character) as well as show an understanding of implicit meanings. They should be able to analyse the effect of the language (what it shows them about a particular character or theme) and evidence this with relevant quotes. When writing, they should be able to apply relevant content to their work as well as structure it effectively. It is also | Pupils should be able to identify themes, characterisation, tension, atmosphere, development and focus change. They should be able to analyse the effect of the structure and evaluate writers' intentions using relevant quotes. They will continue to build on their technical accuracy in written work. | Pupils should be able to write for a viewpoint using paragraphing, structure, sentence variety, technical accuracy, vocabulary effectively. They will match audience, purpose and style using a variety of linguistic devices. | Pupils should be able to select relevant evidence from the poem, identify language features and analyse their effect. They should also be able to recognise how the context surrounding the poem affects its overall message/impact, its contribution to the literary canon and its relevance to the cultural capital. | Pupils should be able to develop their inference skills and ability to draw on relevant evidence to support their inferences. Students should also be able to make comparisons between two or more texts. Furthermore, students will build on their skills learnt in PSHE sessions in being able to identify fake and genuine news sources. In | Pupils should know how to put together a speech which is well structured and uses a varied vocabulary. It should clearly express a viewpoint and the student should show that they can verbally respond to questions and feedback in a way which further supports their point of view. | |

| | | | | | | | |
|--|---|--|---|---|---|--|--|
| | | <p>expected that they will work towards using good technical accuracy and build on the vocabulary they have learned through reading the play.</p> | | | | <p>addition to comparing different news sources, students should be able to summarise the differences between a range of 19th century and contemporary non-fiction sources.</p> | |
| <p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p> | <p>Pupils should have remembered their language analysis and writing practice from Years 7 and 8 and be able to recall, refresh and refine those skills during their study of Shakespeare. We are also preparing for future in-depth study of a Shakespeare play, therefore this will help students to develop their contextual knowledge and understanding of Shakespearean texts.</p> | <p>Pupils should have remembered structural analysis and will refine and develop their skills from Years 7 and 8. They should be able to explore and evaluate texts to show an understanding of writers' intentions. Practising these skills with short sections of the text will help to develop their analysis and evaluation skills. Studying a whole novel will help to develop their whole text awareness and</p> | <p>Pupils should have remembered how to plan purposefully to match the task successfully, whilst also using appropriate stylistic devices for effect. They should have remembered the importance of accurate spelling, punctuation and grammar. Practising planning and writing for a viewpoint will prepare them for future spoken</p> | <p>Pupils should have remembered key poetry terminology as well as the impact they have on the way the poem is read/delivered. They should also have developed their language analysis skills. The themes explored in this poetry will help them to develop a cultural and contextual understanding of different types of conflicts and viewpoints, in order to convey their own views in</p> | <p>Pupils should have remembered the differences between news sources and how to draw on evidence for an accurate comparison. This unit is vital in terms of students' understanding of the media and bias; they will be prepared to debate and converse about current affairs with critical viewpoints, as well as feeling confident</p> | <p>Pupils should have remembered their persuasive writing skills from year 8 as well as the oracy skills they developed through the Faculty 'Word Up!' competitions such as 'Poetry Slam' for tone and deliverance; debate for persuasive speaking as well as rebuttal techniques, and protest writing for research and formal speaking.</p> | |

| | | | | | | | |
|---------|---|--|---|--|--|--|--|
| | | | the study of writers' intentions to prepare for future study. | language tasks (interviews, presentations etc.) as well as developing their skills for debate and persuasive communication in future learning. | thoughtful, critical ways. | understanding the news and other forms of media. | This will enable them to prepare for other public speaking events, such as interviews and debates, and encourages them to develop informed opinions and responses to questions. |
| Year 10 | Topic Title and NC link | <i>Macbeth</i> Language Paper 1 Reading:1.1a; 2 (all) and 3 (all) | <i>Macbeth</i> Language Paper 1 Reading:1.1a, 2 (all) and 3 (all) | <i>Macbeth</i> Language Paper 1 Reading: 1.1a, 2, 3 Writing: 4, 5, 6, and 7 | 19th Century Novel Language Paper 1 Reading: 1.1b, 1.2; 2 (all), 3 | 19th Century Novel Language Paper 1 Reading: 1, 1a, 2 (all), 3 Writing:4 (all); 5, 6 (all); 7 | 19th Century Novel Unseen Poetry Reading: 1.1, 1.1b, 1.1c 1.2, 1.3; 2 (all), 3 |
| | <i>Pupils should know... (Core knowledge and concepts to learned)</i> | Pupils should know some contextual knowledge of Shakespearean plays and the wider context. Pupils will study a Shakespeare play ('Macbeth'). They will focus on the plot, themes and character development, and an understanding of the wider context. They will also read a range | Pupils will continue to study 'Macbeth'. They will develop their understanding of the plot, themes and characters as well as embedding their knowledge of the wider context. They will also continue to read a range of modern fiction extracts to develop evaluation | Pupils should know and understand how the characters and plot have developed. Pupils will complete the study of 'Macbeth' consolidating their knowledge and understanding of the whole play as well as the wider context and the | Pupils should have some contextual knowledge of the texts from their work at KS3. Pupils will study a 19 th century novel (<i>Jane Eyre</i> or <i>Dr. Jekyll and Mr. Hyde</i>). They will focus on the plot, setting, themes and character development as | Pupils should have contextual knowledge based on the text and be able to apply it to their understanding whilst continuing to read and study the novel. Pupils should know how to develop their descriptive/ | Pupils should have a good knowledge and understanding of the whole novel as they will complete the reading of this. Pupils should know how to evaluate the purpose of the novel including exploring the themes and wider |

| | | | | | | | |
|--|---|---|--|---|---|--|---|
| | | of modern fiction extracts to prepare for language and structure analysis. | skills as well as cultural capital. | impact of this on the audience. Pupils will also develop their knowledge of writing creatively in the form of narrative/ descriptive writing. | well as the wider context. They will also continue to read modern fiction extracts to develop language and structure analysis skills. | narrative writing skills. They should know how to write coherently and accurately using a range of devices. | contexts as well as making links to the modern day. Pupils should know poetic forms and structures, building on work done at KS3. |
| <i>Pupils should be able to do... (Skills being developed)</i> | Pupil should be able to recall key information regarding the play and the context. Furthermore, they should be able to make links between the context and the ideas within the play. Pupils should also develop their language and structure analysis skills of a variety of texts. | Pupils should be able to write essays to develop their interpretation and analysis of the characters, plot and themes. They should be able to embed their understanding of the wider context in their interpretation. Pupils should also develop their evaluation skills in a variety of texts. | Pupils should be able to write essays to show their interpretation and analysis of the character, plot and themes in the whole play, including a critical evaluation of the key concepts. They should also be able to use a range of stimuli to develop their creative writing skills. | Pupils should be able to recall key information regarding the play and the Victorian context. Furthermore, they should be able to make links between the context and the ideas within the novel. Pupils should also continue to develop language and structure skills of a variety of fiction extracts. | Pupils should be able to develop their interpretation of the text in the form of essay writing. They should be able to analyse and evaluate how the characters, plot and themes develop throughout the novel. Additionally, they should also be able to use a range of stimuli to develop their creative writing and evaluative skills. | Pupils should be able to consolidate their interpretations of the text studied – evaluate the writer’s intentions on the reader through discussion and essay writing. Additionally, pupils should be able to apply their knowledge and understanding of poetry to a range of unseen poems to support the development of critical thinking and wider interpretations. | |

| | | | | | | |
|--|--|--|--|---|---|--|
| <p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p> | <p>Pupils should have remembered some contextual information on Shakespeare and his plays from KS3 as well as the ability to comment on stagecraft. This will help them to develop their understanding of writers' intentions and the impact of stagecraft and directions. They should also have knowledge and understanding of language and structure analysis skills. This will help to prepare them for reading and understanding a range of texts.</p> | <p>Pupils should have recalled contextual information on Shakespeare and his plays from KS3 and the previous half term as well as the ability to comment on stagecraft. This will enable them to understand how whole texts/products are formed for effect. They should also have knowledge and understanding of evaluation skills. This is a vital skill in life that all students will need as they go into further education or the workplace. Students are regularly reminded of the need for this skill in a range of situations and academic subjects.</p> | <p>Pupils should have recalled and consolidated contextual information on Shakespeare and his plays from KS3 and the previous half terms. This will enable them to explore a range of historical texts and sources. They should also have knowledge and understanding of creative writing skills, thus enabling them to produce creative pieces to suit a brief in a variety of situations. Additionally, creative writing is considered to have a positive impact on their wellbeing.</p> | <p>Pupils should have remembered some contextual information on the 19th century context and writers from KS3. This has been built over time to enable them to understand the impact 19th century history has on modern society. They should have also remembered how to analyse the language and structure of a range of texts, including developing their interpretation of these. This enables students to explore a variety of texts and to express the impacts of these texts effectively and clearly.</p> | <p>Pupils should have remembered contextual knowledge of the text and the wider context making links to prior learning, ensuring they can discuss historical context confidently in a range of further education settings. They should also have consolidated their knowledge and understanding of demonstrating creativity as well as making evaluative judgements on a range of texts. These skills are vital for future study and will be useful in problem solving employment situations.</p> | <p>Pupils should have remembered key contextual knowledge. They will therefore feel confident discussing the novel and its impact. This will enable them to analyse and evaluate a range of texts and sources in further education. They should also have remembered a range of methods used by writers to show different perspectives on a range of topics and to support their own personal response. Therefore, students will be able to produce personal opinions more confidently in a range of settings.</p> |
|--|--|--|--|---|---|--|

| | | | | | | | |
|------------|---|---|---|--|--|---|--|
| Year 11 | Topic Title and NC link | Modern Novel or Play Language Paper 2 Reading: 1.1, 1.1b, 1.3; 2 (all); 3 Writing: 4.2 | Modern Novel or Play Language Paper 2 Reading: 1.1, 1.1b, 1.2, 1.3; 2 (all); 3 Writing: 4.2 | Poetry Anthology Language Paper 2 Reading: 1, 1.1c; 2 (all); 3 Writing: 4.2 | Poetry Anthology Language Paper 2 Reading: 1, 1.1c; 2 (all); 3 Writing: 4 (all); 5; 6 (all); 7 (all) | Literature and Language Reading: all skills Writing: all skills | |
| | <i>Pupils should know... (Core knowledge and concepts to learned)</i> | Pupils should have knowledge and understanding of a range of novels including plot, character and themes. Pupils will begin reading their allocated class novel or play, identifying and exploring key features relating to characters, actions, settings and themes as they progress. They will also be able to identify and comment on the effects of language and structure features 'in action' and make some links to the text's wider context/reception. Pupils will read and respond with increasing independence to a | Pupils will continue reading their allocated class novel or play and consider developments in characters, actions, settings and themes. Pupils should know the context in which the text was written and use this information to support their interpretations of the text. Additionally, pupils should also know how to identify different viewpoints in a range of texts, building on their knowledge from KS3. | Pupils should know how to read a poem, including inferring meaning and supporting this linguistic and structural evidence, as well as comparing poems across the anthology by theme. They should know that their interpretation is as valid as received interpretations (such as those encountered in revision guides). Additionally, pupils should also know how to explore the writer's methods to convey meaning and perspectives using a range of non-fiction texts. | Pupils should know how to read a poem, including inferring meaning and supporting this with linguistic and structural evidence. As well as comparing poems across the anthology by theme. They should know how to develop their interpretations and show understanding of others. Additionally, pupils should know the conventions of writing to persuade and argue to write creatively on various topics. | Pupils should have a clear understanding of all the topics and texts studied for Language and Literature and be able to draw on the transferable skills from both subjects to aid their revision. | |

| | | | | | | | |
|---|---|---|---|--|---|--|--|
| | | range of paired non-fiction texts: 19 th century and 20 th /21 st century. | | | | | |
| <i>Pupils should be able to do... (Skills being developed)</i> | <p>Pupils should be able to recall key features of their modern text and begin expressing and explaining their own ideas in response to these. They will also practice their analytical skills in identifying and commenting on features.</p> <p>Additionally, pupils will be able to identify relevant information from both texts and summarise/synthesise the main similarities or differences between them.</p> | <p>Pupils should be able to develop their understanding of the characters, themes and plot and discuss the writer's intentions as well as the wider context through practice of their analytical skills. Furthermore, pupils should be able to analyse the methods used by writers to convey meaning and perspectives in a range of 19th century and modern non-fiction texts.</p> | <p>Pupils should be able to read a poem, including inferring meaning and supporting this linguistic and structural evidence, as well as comparing poems across the anthology by theme. They should be able to write a structured comparison in an essay within exam guidelines. They should also be able to explore the effects of language in a range of non-fiction texts to convey the writer's perspective.</p> | <p>Pupils should be able to continue to develop their inference, analytical and evaluative skills when comparing poems in the anthology through essay writing. Pupils should also be able to demonstrate their perspective on a range of topic using linguistic and structural features for transactional writing.</p> | <p>Pupils should be able to apply the transferable skills to range of texts and show evidence of knowledge learnt about various contexts over time.</p> | | |
| <i>Why are we doing this now? How does it build on prior learning and prepare for knowledge</i> | <p>Pupils should have remembered basic strategies for reading and responding independently to new texts, which will prepare them for</p> | <p>Pupils should have remembered key elements of the plot and character development; they should have remembered the methods used by</p> | <p>Pupils should have remembered how to analyse language and structure and develop an interpretation within an essay.</p> | <p>Pupils should have remembered how to develop their own interpretations of the poems by analysing the language and structure within an</p> | <p>Pupils should have remembered the transferable skills needed in each subject and be able to apply them to a range of texts and tasks.</p> | | |

| | | | | | | | |
|--|---|--|--|--|--|---|--|
| | <p><i>and learning still to come?</i></p> | <p>learning still to come and life skills. Pupils should also be able to recall the key conventions of a novel or play, as well as a range of different literary features, which they will continue to develop in future learning.</p> | <p>writers to engage the reader and show their perspectives (and pupils should draw on their knowledge from KS3 to support them with this). Additionally, pupils should be able to apply subject terminology to support their understanding of the methods used by writers to convey meaning. All of these skills combined will support learning still to come beyond the education setting.</p> | <p>They should also have remembered the themes and comparisons to be drawn from these. They should also know the conventions and purpose of a range of non-fiction texts from previous learning and will continue to apply these skills in future learning and employment.</p> | <p>essay. They will continue to learn and explore key themes and comparisons to be drawn from these in other texts and in future learning. Additionally, pupils will continue to articulate and communicate their point of view effectively on a range of topics beyond school life.</p> | <p>Testing long term and short-term knowledge in a time frame will support the development of their schemas in various contexts and environments.</p> | |
|--|---|--|--|--|--|---|--|