Year 10	**Substantive Knowledge**	**Disciplinary Knowledge**	**Assessment (reading based assessments will have retrieval questions plus longer response)**
Half-term 1 Macbeth	<u>How does Macbeth fall from 'noble' warrior to 'hell hound'?</u> • Establishing context (via non-fiction) – relevance of witches; Great chain of being; natural order. • Plot and character of 'Macbeth' – cold read followed by detail study of key scenes	✓ Using quotations / textual reference ✓ Using What/ How/ Why as a thinking tool to analyse a Shakespeare's language ✓ Evaluating how characters are presented ✓ Explaining how context affects plot/character/theme	❑ Knowledge check
Non-fiction reading and writing skills	• Reading for purpose and identifying and appreciating writer's craft, including selecting and commenting on appropriate textual references. • Purpose, audience & form of transactional writing • Appropriate language & techniques for transactional writing • How to structure a text - across a text and within paragraphs.	To be able to: ✓ Identify relevant information in a text and comment on the effect of language, structure and tone. ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience ✓ Organise information and ideas, using structural and grammatical features ✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect	❑ Question 1 & 2 non-fiction reading paper ❑ Review writing

War poems	• How to write in an appropriate style at sentence, paragraph & whole text level. • Content, context, message, language, structure of the war poems • Similarities and differences between poems •	✓ Write accurately (spelling & punctuation) ✓ Using quotations / textual reference ✓ Using What/How/Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer's language ✓ Incorporating links to context appropriately in written responses ✓ Using subject terminology appropriately in responses ✓ Making links across poems	❑ Poetry assessment: knowledge check and analysis

Half-term 2 Macbeth	• Plot and character - continued from HT1 • How to write / structure an essay: thesis statements; development of analytical paragraphs; conclusions • Exploration of key quotations • How to use key terms and more sophisticated / precise / formal language appropriately	To be able to: ✓ Use quotations / textual reference ✓ Use What/ How/ Why as a thinking tool at paragraph to analyse a Shakespeare's language ✓ Evaluate how characters are presented ✓ Explain how context affects plot/character/theme ✓ Maintain a critical style and develop an informed personal response ✓ Use textual references, including quotations, to support and illustrate interpretations	❑ How does Macbeth change from 'noble' warrior to 'hell hound'?
Non-fiction reading and writing skills	• Reading for purpose and evaluating a text, including selecting and commenting on appropriate textual references. • Purpose, audience & form of transactional writing • Appropriate language & techniques for transactional writing	To be able to: ✓ Identify relevant information in a text and evaluate logically and coherently. ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience ✓ Organise information and ideas, using structural and grammatical features	❑ Question 3 & 4 non-fiction reading paper ❑ Article writing

A Christmas Carol	• How to structure a text - across a text and within paragraphs. • How to write in an appropriate style at sentence, paragraph & whole text level. <u>How does Scrooge transform from ignorance to enlightenment?</u> • Establishing context: Victorian society, Industrial Revolution & Dickens' background • Plot and character of 'A Christmas Carol' – cold read followed by detail study of key scenes, tracking the development of Scrooge	✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect ✓ Write accurately (spelling & punctuation) ✓ Use quotations / textual reference ✓ Evaluate how characters are presented ✓ Explain how context affects plot/character/theme	

Half-term 3 A Christmas Carol	<u>How does Scrooge transform from ignorance to enlightenment?</u> • Detailed study of key scenes within the novel, focusing on Scrooge's transformation. • Key vocabulary to describe Scrooge at various plot points • Key quotations and analysis • Links to context	To be able to: ✓ Use quotations / textual reference ✓ Use What/ How/ Why as a thinking tool at paragraph to analyse a Dickens' language ✓ Evaluate how characters are presented ✓ Explain how context affects plot/character/theme ✓ Maintain a critical style and develop an informed personal response	❑ Write about some of the important turning points for Scrooge in 'A Christmas Carol' and how they are presented in the novel
Non-fiction reading and writing skills	• Reading for purpose and comparing two texts, including selecting and commenting on appropriate textual references. • Purpose, audience & form of transactional writing	To be able to: ✓ Identify relevant information in a text and compare content and style of two texts. ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience	❑ Question 5 & 6 non-fiction reading paper ❑ Formal letter to authority

	• Appropriate language & techniques for transactional writing • How to structure a text - across a text and within paragraphs. • How to write in an appropriate style at sentence, paragraph & whole text level	✓ Organise information and ideas, using structural and grammatical features ✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect ✓ Write accurately (spelling & punctuation)	
Half-term 4 Narrative reading & writing	• Reading for purpose, including selecting and commenting on appropriate textual references. • Analysing language, style and tone of fiction and evaluating writers' choices. • Key ingredients of fiction writing, including the narrative arc • Appropriate language & techniques for narrative writing • How to structure a text, introduce characters, build tension and ensure an appropriate ending. • How to write in an appropriate and accurate style at sentence, paragraph & whole text level.	To be able to: ✓ Identify explicit and implicit information ✓ Select evidence from fiction texts and analyse and evaluate language, tone and structure. ✓ Communicate clearly, effectively, imaginatively and appropriately. ✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect ✓ Write accurately (spelling & punctuation)	❑ Evaluation question ❑ Narrative

Childhood poetry	• Content, context, message, language, structure of the war poems • Similarities and differences between poems	✓ Use quotations / textual reference ✓ Use What/How/Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer's language ✓ Make links across poems ✓ Incorporate links to context appropriately in written responses ✓ Use subject terminology appropriately in response	
Half-term 5 Revision of Macbeth, poetry & reading non-fiction skills	<u>Macbeth & poetry revision</u> • Revision of war and childhood poetry (content, context, message, language, structure) • Revision of how to approach writing about a single poem • Revision of how to write comparatively • Revision of Macbeth, focusing on Macbeth & Lady Macbeth and their relationship.	✓ Use What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence to write analytically ✓ Incorporate more 'why' in responses through making links to authorial purpose / message ✓ Incorporate links to context appropriately in written responses	❑ Single poem analysis

	• Revision of how to approach a formal Literature essay <u>Non-fiction reading skills</u> • Revise, demonstrate and practise how to approach all questions on non-fiction reading paper. • Revision of writing styles: review, article, formal letter	✓ Use subject terminology appropriately in responses To be able to: ✓ Identify explicit and implicit information ✓ Explain, comment & analyse how writers use language and structure to achieve effect & influence readers. ✓ Evaluate texts critically and support this with appropriate textual references ✓ Use relevant terminology and quotations to explain and support views ✓ Compare writer's ideas and perspectives, as well as how they are conveyed, across two texts ✓ Write in an appropriate and accurate transactional style	❑ Practice 10 mark questions

Half-term 6 Relationships poetry Unseen poetry	• Content, context, message, language, structure of the relationships poems • Similarities and differences between poems • Strategies for approaching an unseen poem • Aside from context, same skills of analysis.	To be able to: ✓ Use quotations / textual reference ✓ Use What/How/Why as a thinking tool at paragraph and whole text level to analyse a writer's language ✓ Make links across poems ✓ Incorporate links to context appropriately in written responses ✓ Use subject terminology appropriately in responses ✓ Read an unseen poem with confidence	❑ End of Year exams English Language component 2 English Literature 'Macbeth' and poetry

Year 11	**Substantive Knowledge**	**Disciplinary Knowledge**	**Assessment (reading based assessments will have retrieval questions plus longer response)**
Half-term 1 Narrative revision	<u>Narrative writing</u> • Revision of short stories: narrative arc / structure of short stories • Revision story planning, including build-up of tension • Revision of variety of sentence structures and how these would be used to create different effects • Revision of language features e.g. imagery, metaphor and how these would be used to create effects • Tweaking a story – relevance to title	To be able to: ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience ✓ Organise information and ideas, using structural and grammatical features ✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect ✓ Write accurately (spelling & punctuation)	❑ Write a short story from a selection of 4 titles
Modern play	<u>Modern Play (Blood Brothers / An Inspector Calls)</u> • Cold read to establish character and plot • Knowledge of context	✓ Use quotations / textual reference	❑ How is Mr Birling / Mrs Johnstone presented in the play?

Poetry	• Key extracts from play to facilitate study of individual characters & relationships • Content, context, message, language, structure of the remaining anthology poems • Recall and revision of other anthology poetry in the designated poetry lesson.	✓ Use What/ How/ Why at paragraph to analyse a writer's language ✓ Evaluate how characters are presented ✓ Explain how context affects plot/character/theme ✓ Use quotations / textual reference ✓ Use What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer's language and structure ✓ Incorporate 'why' in responses through making links to authorial purpose / message ✓ Incorporate links to context appropriately in written responses ✓ Use subject terminology appropriately in responses	

Half-term 2 Modern play	<u>Modern play</u> • Study of key themes e.g. social class, role of women, morality • Study of structure of the play • Revision of how to write / structure an essay: thesis statements; development of analytical paragraphs; conclusions • Exploration of key quotations • How to use key terms and more sophisticated / precise / formal language appropriately	To be able to: ✓ Maintain a critical style and develop an informed personal response ✓ Use textual references, including quotations, to support and illustrate interpretations Identifying and evaluating the importance / message of a theme ✓ Explain the importance and impact of the structure of the play studied	❑ Essay question ❑ Mock exam
Reading fiction	• Revision of how to approach the different types of question assessed on the fiction reading paper. • Revision of how to approach narrative writing.	To be able to: ✓ Identify explicit and implicit information ✓ Explain, comment & analyse how writers use language and structure to achieve effect & influence readers. ✓ Evaluate texts critically and support this with appropriate textual references	❑ Practice to be done in class. To be formally assessed in the mock exams.

Poetry	• Content, context, message, language, structure of any remaining poems from the anthology • Focused recall of all poems • Links between poems	✓ Use relevant terminology to explain and support views ✓ Write coherently, imaginatively and accurately at an appropriate length. ✓ Use quotations / textual reference ✓ Use What/ How/ Why as a thinking tool at paragraph and whole text level with more confidence and independence to analyse a writer's language & structure ✓ Incorporate 'why' in responses through making links to authorial purpose / message ✓ Incorporate links to context appropriately in written responses ✓ Use subject terminology appropriately in responses ✓ Identify and exploring similarities & differences across poems	❑ Mock exam

Half-term 3	<u>A Christmas Carol revision</u> • Plot, character, relationships, themes (poverty/class, Christmas, transformation, family) • How to approach exploded essay writing: planning, structure – including reference to extract, thesis statement, analysis – including modelled sentence & paragraph structures, conclusion, subject terminology. <u>Unseen poetry and anthology poetry</u> • How to approach single unseen poem (questions) • Strategies for reading unseen poetry • Content, message, language, structure • Revision of how to write about a single poem	To be able to: ✓ Maintain a critical style and develop an informed personal response ✓ Use textual references, including quotations, to support and illustrate interpretations To be able to: ✓ Use quotations / textual reference ✓ Use What/ How/ Why as a thinking tool at paragraph and whole text level to analyse a writer's language and structure	❑ Essay question – theme based (family). ❑ Single poem analysis

	• How to select similarities and differences: content, message, language & structure • How to write comparatively at paragraph & whole text level • This is repeated in anthology revision	✓ Incorporate 'why' in responses through making links to authorial purpose / message ✓ Incorporate links to context appropriately in written responses ✓ Use subject terminology appropriately in responses ✓ Write comparatively at paragraph and whole text level.	
Half-term 4	<u>Macbeth revision:</u> • Plot, character, relationships, themes (kingship & power, guilt, supernatural, women) • How to approach responding to an extract • How to approach essay writing: planning, structure, thesis statement, analysis – including modelled sentence & paragraph structures, conclusion, subject terminology.	To be able to: ✓ Maintain a critical style and develop an informed personal response ✓ Use textual references, including quotations, to support and illustrate interpretations	❑ Extract question ❑ Essay question

	<u>Non-fiction reading and writing revision</u> • How to approach the specific non-fiction writing tasks: review, travel, report – purpose, audience, form. • Explicit teaching of sentence & paragraph structures relevant to these types of writing • Revision of how to approach the different types of reading question, including exam timing.	To be able to: ✓ Communicate clearly, effectively and imaginatively. ✓ Adapt style, tone and register to suit the purpose & audience ✓ Organise information and ideas, using structural and grammatical features ✓ Use a range of vocabulary and sentence structures for clarity, purpose & effect ✓ Write accurately (spelling & punctuation) ✓ Answer each type of question in the correct way, using the correct timing.	❑ Spring mock: reading & writing non-fiction.

	<u>Anthology Poetry</u> • Revision of all anthology poems, with specific focus on substantive knowledge and making links / comparing	To be able to: ✓ Use and recalling quotations ✓ Analyse a writer's language and structure ✓ Incorporate links to authorial purpose / message / context ✓ Use subject terminology appropriately in responses ✓ Write comparatively at paragraph and whole text level.	❑ Single poem analysis ❑ Choose one other poem from the anthology in which the poet also writes about theme X. Compare the way the poet presents this theme in your chosen poem with the way the theme was presented in the first poem.
Half-term 5	From half term 5, individual teachers will produce lesson by lesson plans for final revision, based on class' needs and assessment data		