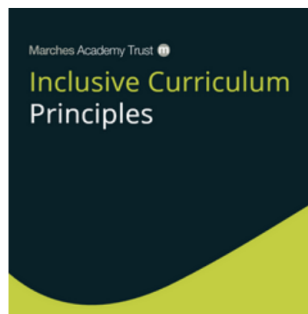
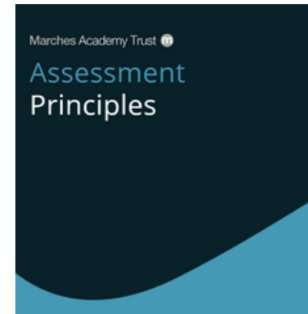
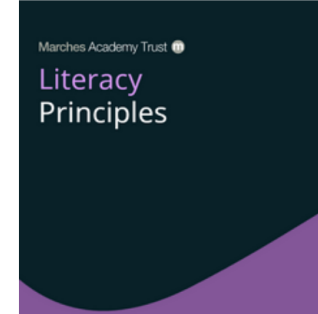


2026-2028 CURRICULUM



What is our curriculum development work focused on?

Building and strengthening the foundation offer through:

1. KS2-KS5 sequencing (disciplinary and substantive knowledge).
2. Vocabulary- tier 2 and 3
3. Disciplinary Literacy

Oracy: threaded through all 3 areas. Can students speak it?

Implemented through:

- Triple A (TLAC + Science of Reading strategies)

Sir John Talbot's School
Triple A

Anchor

Purpose of the learning?

Tell the students how this fits into the wider learning?
Not what are we 'doing' today- what is the learning? Why are we doing it?

AFL

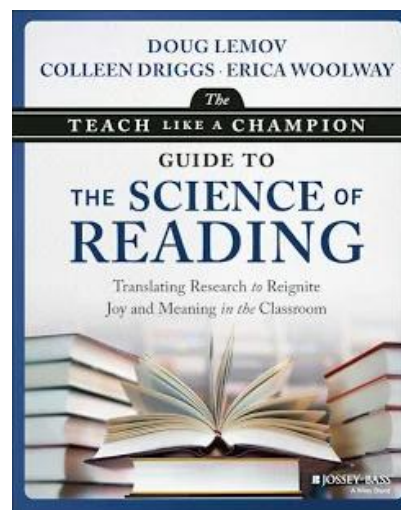
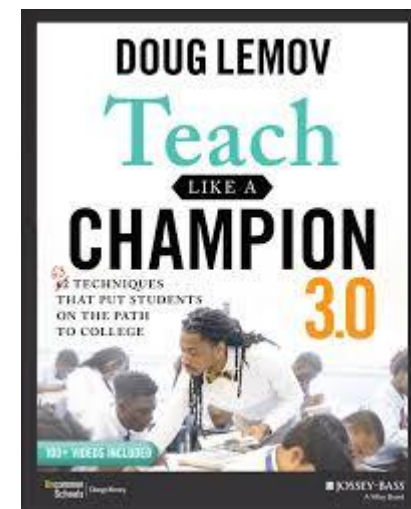
Check they know

Whiteboards, traffic lights, targeted questioning.

Adaption

If they don't know- how can we adapt in the moment to aid their learning?

Feedback, adapt the explanation, scaffolded instruction, modelling. **Changing practice in the lesson as a result of AFL.**



What academic research underpins our curriculum work?

IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

1

Prioritise 'disciplinary literacy' across the curriculum



- Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.
- Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.
- All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.
- School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.

2

Provide targeted vocabulary instruction in every subject



- Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.
- Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
- Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.
- Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.

3

Develop students' ability to read complex academic texts



- Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.
- To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.
- Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.
- Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.

4

Break down complex writing tasks



- Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.
- Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.
- Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.
- Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.

5

Combine writing instruction with reading in every subject



- Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.
- Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.
- Students should be taught to recognise features, aims and conventions of good writing within each subject.
- Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.

6

Provide opportunities for structured talk



- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk is typically well-structured and guided by teachers.
- Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.
- Teachers can support students by modeling high quality talk, for example including key vocabulary and metacognitive reflection.

7

Provide high quality literacy interventions for struggling students



- Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.
- Developing a model of tiered support, which increases in intensity in line with need is a promising approach.
- Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.
- Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.

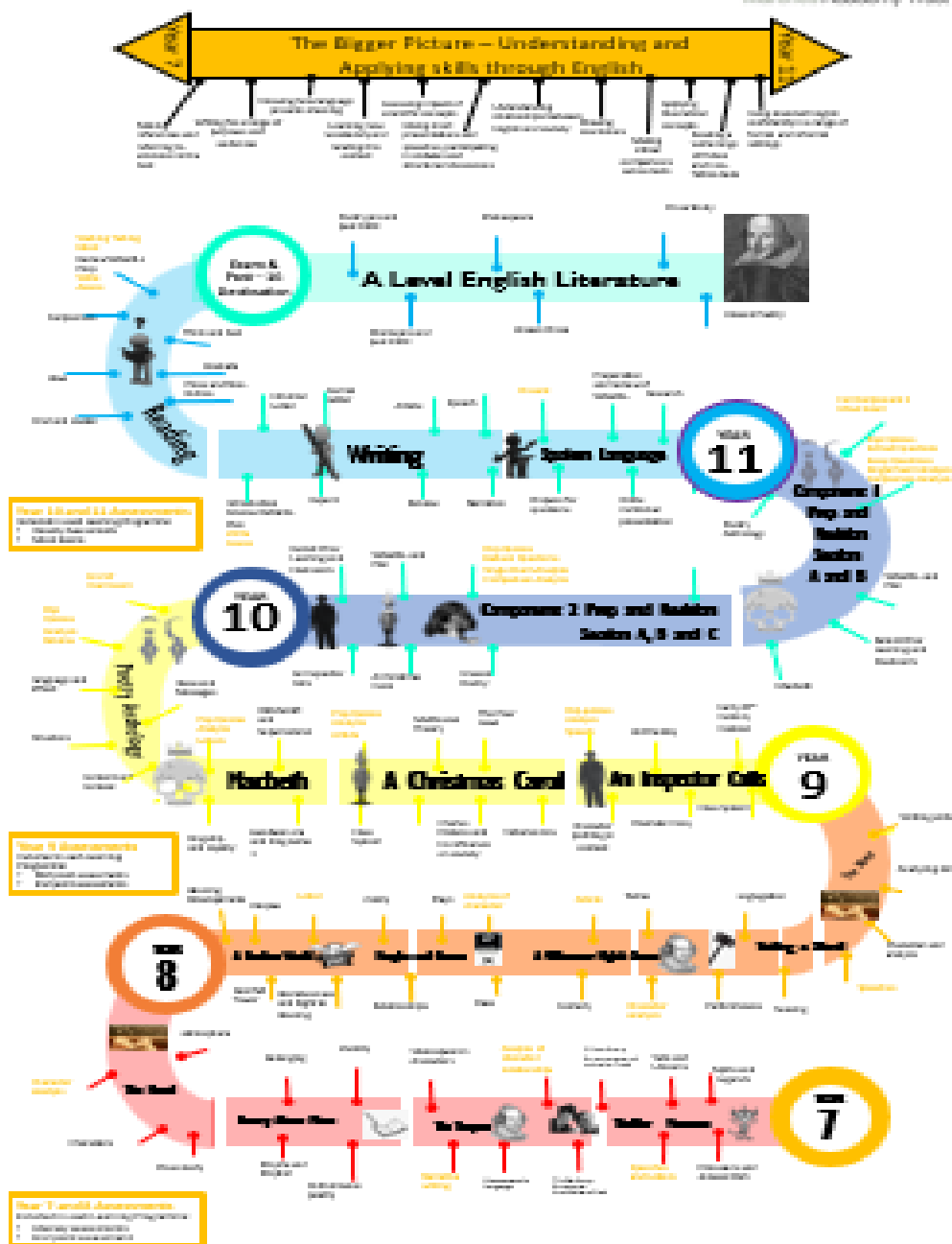
English

Our vision

We aim for a broad 'English' curriculum developing language, literature and literacy skills that are under-pinned by clear explicit real-world purposes. We want our students to leave us as confident readers, writers and speakers so that they enter society as effective communicators.

We aim to foster a love of learning through excellent teaching and selecting diverse, challenging and engaging texts. Cultural capital opportunities should be used to good effect: theatre trips, poetry competitions, literacy speaking competitions and clubs, to enable learning to be 'brought to life.'

We aim to fully prepare all students for their examinations and more importantly life beyond statutory education. We want them to leave us with a love of literature and language that will allow them to live life to the full. We want them to understand significant issues from the past to help broaden their understanding of current society and how the world in which we live has been influenced by the power of words.



Year 7 English Year Overview

What is my Learning Journey this year?

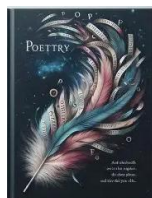
What to expect

Content – A dive into myths, legends and monsters of literature
Assessment – Speech, Letter **Bigger Picture Question** – What makes a monster, a monster? How can we persuade others of our views?



What to expect...

Content – A look into one of Shakespeare's most famous comedies
Assessment – Analysis



What to expect



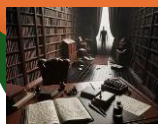
Content – A class reader exploring contentious issues
Assessment – Reading *Analysis*



LITERACY FOR LIFE

What to expect

Content – A journey through the stories and real-world experiences of the crime and thriller genres
Assessment – Narrative



LP3
The Tempest

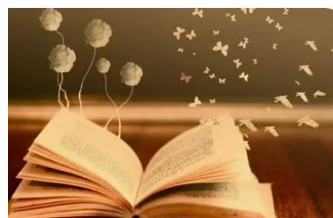
What to expect

Content – A look into a range of poems on different themes and topics
Assessment – Analysis
Bigger Picture Question – What's the point of poetry?

LP5
The Novel

What to expect

Content – an exploration of dystopian extracts and writing skills
Assessment – writing



Complete Bedrock homework

Home Learning

Read at least one hour a week

Year 7 Curriculum Overview- Subject

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Reading; writing and oracy The student can...	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning The student knows...	Prior Learning (KS2)	Future learning (KS3)
Monsters LP	<ul style="list-style-type: none"> -Understand speech writing and performing -Perform a persuasive speech -Read a variety of texts for meaning -Skim, scan, select and analyse from nonfiction texts -Understand persuasive features and how to use them effectively 	<ul style="list-style-type: none"> -A variety of persuasive devices and their effects: power of three; emotive language; rhetorical question; statistics; undermine the opposition; alliteration; direct address; exaggeration. -How to structure a speech -How to structure a letter -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Writing for different purposes -Reading fiction and nonfiction texts -Speak audibly and fluently with an increasing command of Standard English -Gain, maintain and monitor the interest of the listener(s) 	Perfect World scheme Year 8- spiral curriculum, revisiting and deepening knowledge of nonfiction reading and writing.
Thriller LP	<ul style="list-style-type: none"> -Read and understand a variety of different texts from the thriller genre -Analyse texts and explore the writer's craft -Write their own narrative piece using thriller conventions 	<ul style="list-style-type: none"> -Understand thriller conventions: pathetic fallacy; suspense and tension; supernatural; plot structure; characterisation; sentence structure; punctuation; vocabulary. -What makes a thriller text -How to structure a successful narrative -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Narrative writing -Narrative exploration -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -Using a wide range of devices to build cohesion within and across paragraphs 	<p>Noughts and Crosses Year 8- reading and understanding narratives/ creative writing responses.</p> <p>An Inspector Calls Year 9- reading and understanding narrative/ creative writing responses.</p>
The Tempest LP	<ul style="list-style-type: none"> -Read, analyse and perform extracts from the play. -Write creatively from character's perspectives. -Understand and show empathy to characters. -Begin to understand play conventions. 	<ul style="list-style-type: none"> -Who Shakespeare was and why Shakespeare is relevant today. -An appreciation of Shakespeare's language. -A secure grasp of the plot and characterisation of the play. -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Shakespeare plays -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 	<p>Thriller Year 7- plot structure</p> <p>A Midsummer Night's Dream. Year 8- more in depth study of Shakespeare's play.</p> <p>Macbeth Year 9- confidence in exploration of key GCSE text.</p>
Poetry about Place LP	<ul style="list-style-type: none"> -Read and understand a variety of poems from different genres and cultures that are written for different purposes -Write their own poem -Analyse and annotate poems and exploring their meanings -Comment on how the poem makes them think or feel and form their own opinions on complex issues. 	<ul style="list-style-type: none"> -The student will know key poetic terms such as: Stanza; rhyme; onomatopoeia; simile; metaphor; personification; imagery. -How to structure an analytical paragraph response to a poem. -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Exploring poetry -Writing for different purposes -All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum 	Poetry anthology Year 9- more complex poems- preparing for comparison skill.
The Novel	<ul style="list-style-type: none"> - Read and understand an extended piece of writing which covers contemporary topics should as mental health, identity, and cultural differences. - Analyse characters to understand human behaviors and to develop a sense of empathy. - To begin to understand author's intention and why they write about the topics they chose. 	<ul style="list-style-type: none"> - Plot structure of the novel - Key vocabulary relating to novel writing such as author's intent, chapter and blurb. - How to structure an analytical paragraph with reference to effect on the reader. 	<ul style="list-style-type: none"> - Reading fiction texts to explore people, relationships and cultures. - Exploring a range of vocabulary linking to modern society problems. 	<p>The Novel in Y8.</p> <p>A Christmas Carol in Y9.</p>

The Big Picture Y7 English is a challenging yet welcoming introduction to the study of secondary English. From Jurassic Park and The Loch Ness Monster to the magical world of the Tempest, students will engage and respond to a wide range of fiction and non-fiction texts, developing their speaking, reading and writing skills. Year Group 7

Intent Monsters; Thriller; The Tempest; Poetry; The Novel.

Students are baseline tested using Bedrock and then follow schemes which develop speaking, reading and writing skills. The schemes bring in more non-fiction and real-world English than KS2 but build on the creativity that is encouraged in Y5 and Y6. The schemes include texts like those studied later in school to build confidence and resilience. Topics have been selected to engage students whilst also stretching and challenging them.

Implementation

There will be five LP units of approx. 7 weeks each.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set as independent learning. Students' revision skills will be developed through in class and independent assessment preparation.

WOW moments: learning about Yetis, Unicorns and the Loch Ness Monster, delivering speeches to the whole year group (Jurassic Park) enjoying spooky thriller texts (Lamb to the Slaughter) , responding to slavery in Shakespeare's The Tempest, enjoying funny poems and exploring climate change, racism and conflict through poetry.

Literacy skills will be addressed through dedicated literacy lessons using Bedrock

Key assessments:

Formal assessment will in week 7.

Mad time will take place at appropriate opportunities throughout the scheme.

Teachers will live mark/ sample mark non formal assessments.

Autumn Term

**Baseline testing Bedrock
speech, persuasive letter**

Spring Term

**Thriller writing assessments
Shakespeare character analysis**

Summer Term

**Poetry reading assessment
Character relationship analysis**

Impact

Good: Students can access KS3 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

Better: Students can confidently engage with KS3 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

Excellent: Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

#realworldready
What is the point of English Language? How does English Literature reflect our daily lives?

Year 8 English Year Overview

What is my Learning Journey this year?



LITERACY FOR LIFE

What to expect

Content – Advertising, persuasive language, activism
Assessment– Letter

START
LP1
A Perfect World

Content – An exploration of the playscript of Noughts and Crosses
Assessment – Analysis of character and extracts



What to expect...

Content – One of Shakespeare's most famous comedies
Assessment – Analysis of extracts



LP2
Noughts and Crosses Play script

LP3
A Midsummer Night's Dream



LP4
Taking a Stand

What to expect

Content– a class reader on contentious issues.
Assessment: reading paper



LP5
The Novel

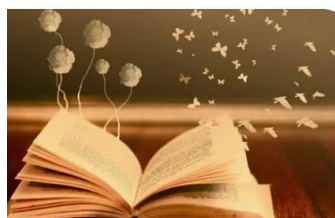
On to Year 9



What to expect
Content– an exploration of contentious issues relevant in today's society
Assessment: a speech on a topic of your choice

Home Learning

Read at least one hour a week



Bedrock Learning

Complete your Bedrock Learning

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Reading;; writing and oracy The student can...	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning The student knows..	Prior Learning (KS2)	Future learning (KS3)
Perfect World LP	<ul style="list-style-type: none"> -Understand persuasive speech writing and how to perform a speech -Analyse and evaluate nonfiction texts -Read and decode a variety of texts written for different purposes and form an opinion on these. 	<ul style="list-style-type: none"> -A variety of persuasive devices and their effects: power of three; emotive language; rhetorical question; statistics; undermine the opposition; alliteration; direct address; exaggeration. -How English can lead to many careers. -How to structure a speech. -How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Writing for different purposes -Reading fiction and nonfiction texts -speak audibly and fluently with an increasing command of Standard English 	-An Inspector Calls Year 9- speech writing
Noughts and Crosses LP	<ul style="list-style-type: none"> -Read, analyse and evaluate the play exploring issues of diversity and revolution. -Write creatively to show character understanding. -Understand key terms associated with plays. 	<ul style="list-style-type: none"> -A variety of stagecraft techniques: stage directions; characters; plot; playwright; lighting; act; scene; soliloquy. -A secure grasp of character and plot. -Key themes such as diversity and revolution. -How literacy texts can be adapted for different platforms. -How to punctuate accurately and proofread their writing. 	Study of plays -All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum	An Inspector Calls Year 9- play study -Poetry Anthology Year 9 (poems based on diversity)
A Midsummer Night's Dream LP	<ul style="list-style-type: none"> -Read, analyse and evaluate extracts from the play -Perform Shakespeare -Produce creative writing from character's perspectives 	<ul style="list-style-type: none"> -Develop a broader understanding of Shakespeare's -Key knowledge, plot and characterisation. -How to structure an analytical response. -Recap knowledge of stage craft. -How to punctuate accurately and proofread their writing. 	-Shakespeare plays - gain, maintain and monitor the interest of the listener(s)	-Macbeth year 9- studying Shakespeare
Taking a Stand LP	<ul style="list-style-type: none"> -Read, analyse and respond to nonfiction extracts -Write a speech exploring their opinion 	<ul style="list-style-type: none"> -what makes a good speech -how to articulate their response on an issue -what contentious issues are and their impact on society 	.writing speeches -reading nonfiction	-Transactional writing year 11 -speech writing- year 10
The Novel	<ul style="list-style-type: none"> - Read and understand an extended piece of writing which covers contemporary topics should as mental health, identity, and cultural differences. - Analyse characters to understand human behaviors and to develop a sense of empathy. - To begin to understand author's intention and why they write about the topics they chose. 	<ul style="list-style-type: none"> - Plot structure of the novel - Key vocabulary relating to novel writing such as author's intent, chapter and blurb. - How to structure an analytical paragraph with reference to effect on the reader. 	<ul style="list-style-type: none"> - Reading fiction texts to explore people, relationships and cultures. - Exploring a range of vocabulary linking to modern society problems. 	The Novel in Y8. A Christmas Carol in Y9.

The Big Picture Y8 English adds challenge and diversity as students focus on real-world persuasive writing and speaking, Shakespeare's Romeo and Juliet and The Tempest, discrimination, racism and sexism in Of Mice and Men and social inequality through The Titanic.

Year Group 8

Intent. Perfect World, Noughts and Crosses Playscript, The Titanic, Romeo and Juliet.

Students build on the skills developed in Y7 by studying texts with more complex and challenging themes.. The schemes include texts like those studied later in school to build confidence and resilience. Topics have been selected to engage students whilst also stretching and challenging them. In Y8 the real-world focus becomes more explicit to develop students' understanding of where English can lead to. Literacy lessons form part of the scheme with students using the building better sentences scheme to study grammar topics such as: word classes, punctuation and sentence structure.

Implementation

There will be five LP units of approx. 7 weeks each.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set for independent learning.

Students' revision skills will be developed by in class and independent learning assessment preparation.

WOW moments: presenting their own housing development and pitching to their peers, enjoying acting out and watching Romeo and Juliet, reading and exploring complex issues and relationships in Noughts and Crosses, exploring real-life stories about The Titanic.

Literacy skills will be addressed through dedicated literacy lessons using the building better sentences scheme, literacy independent learning, key words, words of the week, spelling tests, AR and reading for pleasure

Key assessments:

Formal assessment will take weeks 4 and week 8.

Mad time will take place weekly during literacy lessons.

Teachers will live mark/ sample mark non formal assessments.

Autumn Term

**Presentation/pitch to sell houses
Speech to Parliament on an important issue/ creative writing piece based on Noughts and Crosses**

Spring Term

Analysis of Shakespeare's extracts

Summer Term

**Analysis of extracts
Titanic letter writing**

Impact

Good: Students can access KS3 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

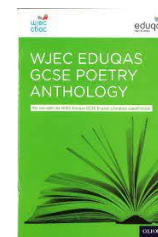
Better: Students can confidently engage with KS3 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

Excellent: Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Perfect World Week 1: -Research housing developments -Design a perfect housing estate considering environmental and social factors -Explore issues surrounding housing in my local area. -Literacy lesson: Recap capital letters ad full stops.	Monsters scheme: Transactional writing Writing for different purposes Reading nonfiction texts Performing speeches	How to use punctuation effectively. How to read and decode nonfiction texts effectively. What estate agents do and how their job links to English.
Perfect World Week 2 -Re-cap persuasive features (DA FORREST) -Analyse the language used in promotional and marketing material -Evaluate why 'The Exchange, Grange Walk in Bermondsey' won awards for its campaign -Plan and produce a promotional brochure for a housing estate. -Literacy lesson: sentence structure and commas.	Monsters scheme: Transactional writing Persuasive writing Writing for different purposes Leaflet writing	What persuasive features are and how to use them effectively. How writers use leaflets to persuade. How to adapt your writing for different transactional purposes. How to use sentence structures effectively to achieve effect.
Perfect World Week 3 -Understand how to act as a website editor and improve and correct Right Move adverts -Evaluate what makes effective pitching by watching some 'Apprentice' pitches -Literacy lesson: commas	Monsters scheme: Transactional writing Proof reading skills Revise persuasive features Revise pitch conventions	Proof reading and editing. Evaluation of nonfiction texts. Decoding advertisements and their effect.
Perfect World Week 4 -Revise rhetorical features and write a persuasive pitch for a welcome event at the launch of new housing development; -Deliver a speech to the class and receive peer feedback; -COMPETITION: students take part in a cross-trust	Monsters scheme: Transactional writing Persuasive writing Performing for audiences	Speech writing. Sentence demarcation. Speech performance.

Year 9 English Literature Year Overview

What is my Learning Journey this year?



#realworldready
What is the point of English Language? How does English Literature reflect our daily lives? What careers utilise English?



What to expect...



Content – Read, watch and explore and enjoy A Christmas Carol

Assessment – knowledge test and speech to Parliament

Bigger Picture Question – how has society changed? What do we still need to learn?

LP3

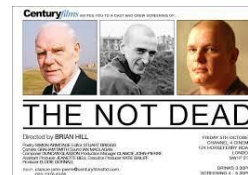
Macbeth

What to expect

Content – Read, enjoy, explore and analyse poetry

Assessment – presentation to the class

Bigger Picture Question – Do these poems reflect our society? Why is poetry important?



LP1

An Inspector Calls

What to expect

Content – Read, watch and explore and enjoy 'An Inspector Calls'

Assessment – knowledge test and court case

Bigger Picture Question – how has society changed? What do we still need to learn?

LP2

A Christmas Carol

What to expect

Content – Read, watch and explore and enjoy Macbeth

Assessment – knowledge test and persuasive letter

Bigger Picture Question – How is this play still relevant today? Can we see this play in a new way?

LP4

Poetry

Home Learning

Read at least one hour a week



Complete flipped learning tasks

Year 9 Curriculum Overview- Subject

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Reading;; writing and oracy The student can...	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning The student knows...	Prior Learning (KS2)	Future learning (KS3)
An Inspector Calls LP	<ul style="list-style-type: none"> -Understand the difference in 1912 and 1945 context -Explore the effect of stage directions. -Understand character and the plot of the play. -Empathise and respond to characters -Explore Priestley's purpose surrounding characterisation and plot. 	<ul style="list-style-type: none"> -What the play is about -How the 1945 society responded to the play -The author's intention -Subject terminology --Recap speech structure and how to use persuasive devices for effect. -How to structure an essay response --How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Study of plays -All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum 	-A Christmas Carol- context
A Christmas Carol LP	<ul style="list-style-type: none"> -Understand 1843 context -Understand the Poor Law -Understand the novelist's purpose -Understand Dickens' life -Understand character and plot structure 	<ul style="list-style-type: none"> -What the novel is about. -How the Victorian society responded to the novel. -The author's intention -In-depth plot and character understanding --How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Study of Victorian Literature -All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum 	-Poetry such as London due to knowledge of context
Macbeth LP	<ul style="list-style-type: none"> -In depth character and plot in knowledge -Understands Jacobean context and how it relates to the play. 	<ul style="list-style-type: none"> -What the play is about -How the Jacobean society responded to the play -Author's intention -In-depth plot and character understanding -The relevance of King James' court in the play. --How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Study of Shakespeare plays -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	-Understanding of context needed for greater knowledge of poetry
Poetry LP	<ul style="list-style-type: none"> -Build on the skills acquired in previous schemes surrounding poetry knowledge. Understand the topic and language features of each of the 18 poems in the anthology -Understand the context of the poems 	<ul style="list-style-type: none"> -What each of the 18 poems are about -How they link to set themes and context -Why the poems are relevant? -Poet's intention --How to punctuate accurately and proofread their writing. 	<ul style="list-style-type: none"> -Study of poetry and language analysis -preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	

Year 9 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
AIC Week 1 *explore key contextual concepts such as socialism, capitalism, morality and responsibility; * learn about J.B Priestley; *use the stage directions at the start of the play to design the set for act 1.	-Decoding complex language -Play studies in Noughts and Crosses -Edwardian context- The Titanic	1912 context knowledge JB Priestley and his life Stage directions and their influence on the play Key terms: socialism and capitalism
AIC Week 2 *read and understand Act 1 in a theatre style lesson; *take part in a Mr Birling 'Life Stories' interview activity.	-Play studies in Noughts and Crosses/ -Understanding and analysing characters	How playwrights use devices to create effect Key character knowledge of Mr Birling Theatre set design and how this influences a writer's intention
AIC Week 3 * read and understand Act 2 and Act 3 acting out key sections selected by my teacher; * research and compare the roles of women from different classes with a focus on Eva and Sheila; * complete a formative knowledge test on An Inspector Calls.	-Play studies in Noughts and Crosses/ The Tempest -Understanding and analysing characters -class hierarchy and how this affects representation -Edwardian context- The Titanic	How playwrights use devices to create effect Roles of women in 1912 Key knowledge of Sheila, Sybil and Eva
AIC week 4 *explore the presentation of males in An Inspector Calls; * explore and evaluate the issue of consent regarding Eric and Eva; * debate the ending of An Inspector Calls and consider Priestley's purpose.	-Play studies in Noughts and Crosses/ The Tempest/ -Understanding and analysing characters -Edwardian context- The Titanic	Roles of males in 1912 Class division Key knowledge of Eric and Gerald Priestley's intention and how this affected his play's ending.

Year 9 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<u>AIC Week 5</u> -take part in an extract sort and market place analysis activity; -Create an AIC board/card game to consolidate knowledge of plot and character; -begin to understand how to write an essay and answer a question on how Sheila Birling is presented in the play.	-Understanding key characters and engaging with writer's use of language --Play studies in Noughts and Crosses/ -Edwardian context- The Titanic	-analysis of key scenes -analysis of Priestley's use of language -how to structure an extended answer
<u>AIC Week 6</u> -cinematic experience: watch and review the film version of An Inspector Calls; * review the film/theatre version with a focus on how drama is created.	-Play studies in Noughts and Crosses/ Romeo and Juliet -persuasive devices -review convention writing -Edwardian context- The Titanic	-review writing -how to structure transactional pieces -how to use punctuation/language/persuasive devices for effect
<u>AIC week 7</u> -prepare, plan and rehearse for a courtroom speaking and listening assessment prosecuting members of the Birling family.	-Play studies in Noughts and Crosses/ Romeo and Juliet -Edwardian context- The Titanic	-speech writing -persuasive devices and how to use these for impact -confident communication skills and presenting for maximum impact

Year 9 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<p>ACC week 1</p> <p>* take part in a role- play activity to explore the life of rich and poor Victorians;</p> <p>* find out about the life of Charles Dickens;</p> <p>* read and discuss Stave 1 with a focus on Marley's ghost;</p> <p>* track Scrooge's transformation using his social media profile.</p>	<ul style="list-style-type: none"> • Thriller scheme year 7 – Dickens stories, 19th century context. • Drama aspects in Shakespeare • Character analysis 	<p>What Victorian society was like</p> <p>How context influenced Dickens</p> <p>Key facts about Charles Dickens</p> <p>Key information about characters and plot</p>
<p>ACC week 2</p> <p>*read and discuss Stave 2 with a focus on Fezziwig and Belle.</p> <p>* take part in a hot-seating task to consolidate knowledge of plot and characters;</p> <p>* track Scrooge's transformation across the novella.</p>	<ul style="list-style-type: none"> • Thriller scheme year 7 – Dickens stories, 19th century context. • Drama aspects in Shakespeare • Character analysis 	<p>Key understanding of character and plot</p> <p>How to analyse Dickens' language</p>
<p>ACC week 3</p> <p>*enjoy reading and discussing Stave 3 with a focus on the Cratchits and Ignorance and Want;</p> <p>* research Victorian Christmas traditions and how Dickens' impacted them;</p> <p>* watch the Youtube Video: The Origins of a Christmas Carol;</p> <p>* track Scrooge's transformation</p>	<ul style="list-style-type: none"> • Thriller scheme year 7 – Dickens stories, 19th century context. • Drama aspects in Shakespeare • Character analysis • Research skills 	<p>Key understanding of character and plot</p> <p>How to analyse Dickens' language</p> <p>Victorian Christmas traditions and how this influenced the novella.</p>
<p>ACC week 4</p> <p>* enjoy reading and discussing Stave 4 with a focus on the supernatural presentation of the ghost;</p> <p>*track Scrooge's transformation *</p> <p>complete a formative knowledge test on the plot and characters of the novel;</p> <p>*Begin to understand how to write an essay on Scrooge and complete a question regarding his transformation in the novella.</p>	<ul style="list-style-type: none"> • Thriller scheme year 7 – Dickens stories, 19th century context. • Drama aspects in Shakespeare • Character analysis • Essay writing skills taught in multiple units at KS3 and KS2. 	<p>Analysis skills</p> <p>Essay structuring</p> <p>Key understanding of character and plot</p> <p>How to analyse Dickens' language</p>

Year 9 English Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
ACC Week 5 *enjoy reading and discussing Stave 5 with a focus on evidence of Scrooge's transformation; * track Scrooge's transformation.	Read and engage with challenging texts Understand Victorian context and how this influenced Dickens	Key understanding of character and plot How to analyse Dickens' language Dickens' intention
ACC Week 6 * enjoy a cinematic experience watching A Christmas Carol; * play the ACC board game to consolidate my understanding of the plot of the novel; * recap any areas of missing or weak understanding.	Analysis of various texts Explore and analyse characters and plot Analyse the writer's craft	Key understanding of character and plot How to analyse Dickens' language
ACC Week 7 * revise transactional structures and devices; * imagine you are Charles Dickens' contemporary and write a protest speech to Parliament or a factual report on the topic of child labour and child poverty.	Transactional writing Writing for different purposes Persuasive devices Speeches	How to write a persuasive speech How to punctuate accurately Report writing

The Big Picture

Y9 English is an engaging and exciting introduction to the texts students will be examined on for GCSE.

Year Group 9

Intent This two-year course of GCSE English Literature prepares students for their external examination. Year one introduces students to the texts: An Inspector Calls, A Christmas Carol, Macbeth and Poetry. Theatre, film and creative writing are used to engage students and bring these texts to life. Students use the texts as a starting point for transactional tasks. Year two focuses on examination preparation and recall. Both years set the scene and prepare the foundations for students to study Literature at A Level and beyond.

Implementation There will be four LP units of approx. 10 weeks each. Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set for independent learning.

Students' revision skills will be developed by in class and assessment preparation.

WOW moments: theatre trips, the court-case prosecuting the Birling family, the speech to Parliament, exploring and enjoying Macbeth, presenting to the class on their favourite poems.

Literacy skills will be addressed through key words, words of the week, spelling tests, AR, reading for pleasure and 'read every lesson' in class.

Key assessments:

Formal assessment will take place approx. 4 and week 8.

Teachers will live mark/ sample mark non formal assessments.

Autumn Term

**Court-case speech
Essay**

Spring Term

**Speech to Parliament
Essay**

Summer Term

**Persuasive letter – Macbeth
Essay
Class presentation - Poetry**

Impact

Good: Students can access KS4 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

Better: Students can confidently engage with KS4 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

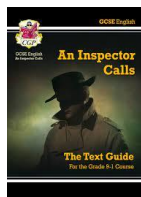
Excellent: Students confidently engage with the most challenging KS4 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

Year 10 English Literature Year Overview

What is my Learning Journey this year?

#realworldready

What is the point of English Language? How does English Literature reflect our daily lives? What careers utilise English?



What to expect...

Content – revisiting characters and themes of our set text A Christmas Carol; essay writing skills; quotation challenges; exam practice.
Assessment – weekly formative essays and one summative essay assessment



2 rounds of mocks- one in November and one in March

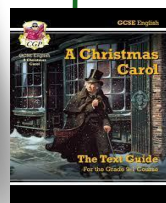
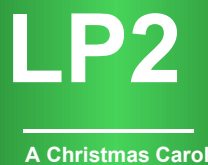
What to expect

Content – revisiting all the poems, grouped into their cluster of themes; essay writing and exam preparation; quotation quizzes and mastery. Exploration of a variety of unseen poems and analytical writing about them.
Assessment: weekly formative assessments and one summative assessment, which includes a single poem analysis and a comparative piece.



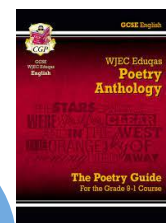
What to expect

Content – Revisiting key characters and themes of our set text An Inspector Calls; essay writing skills; examination preparation; quotation mastery.
Assessment – weekly formative essays and one summative essay assessment



What to expect

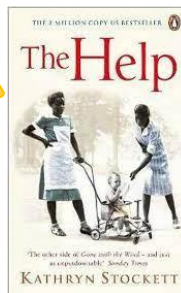
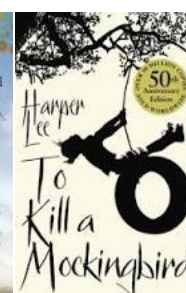
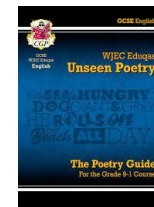
Content: weekly character and/or theme focus of our set text, Macbeth; essay writing skills practice; examination preparation; quotation mastery.
Assessment: weekly formative essays and a final summative assessment which will be an extract and full essay question.



Home Learning

Complete revision using GCSE POD and your notes

1 hour free reading a week



Complete flipped learning tasks

The Big Picture

Y10 English builds on the learning at Y9 and prepares students for their GCSE examination.

Year Group 10

Intent This is a two-year course of GCSE English Literature prepares students for their external examination. Year one introduces students to the texts: An Inspector Calls, A Christmas Carol, Macbeth and Poetry. Theatre, film and creative writing are used to engage students and bring these texts to life. Year two focuses on examination preparation and recall. Both years set the scene and prepare the foundations for students to study Literature at A Level and beyond.

Implementation There will be four LP units of approx. 10 weeks each. Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set for independent learning.

Students' revision skills will be developed through in class and assessment preparation: quotes grids, flashcards and regular testing will prepare students for their external exams.

WOW moments: theatre trips, developing confidence writing extended essays – feeling pride in how far they have come.

Literacy skills will be addressed through key words, words of the week, spelling tests, reading for pleasure and read every lesson in class.

Key assessments:

Students will take mock exams and complete end of unit exam style questions.

Autumn Term

Exam question: AIC
Exam question: ACC

Spring Term

Exam question: Macbeth
Exam question: Poetry

Summer Term

Unseen poetry assessment
GCSE English Literature Exam

Impact

Good: Students can access KS4 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

Better: Students can confidently engage with KS4 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

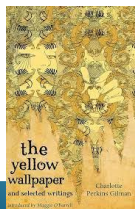
Excellent: Students confidently engage with the most challenging KS4 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency.

Year 11 English Language Year Overview

What is my Learning Journey this year?

#realworldready

What is the point of the English Language? How does English Literature reflect our daily lives? What careers utilise English?



2 rounds of mocks- one in September and one in January

What to expect

START

LP1
Narrative Writing

What to expect...

Eduqas examination preparation on real-world writing. Explore a variety of different writing genres and learn how to adapt your writing for purpose. Explore a range of persuasive language and devices and analyse the effect it creates for the reader.

Assessment: You will write transactional pieces – at least 1 from each genre and then complete a blind, timed assessment which will be graded formally by your teacher.

LP3

Reading Skills C1

Learning how to read for inference by studying a variety of texts. Analysing key quotations and evaluating how a writer uses language in order to achieve greater effects. Comparison is a key feature of this component, and you will learn how to compare texts in detail.

Assessment: formative analytical and evaluative questions will be assessed fortnightly. You will then complete a full reading paper in timed conditions which will be graded by your teacher.

What to expect

Eduqas examination preparation on writing stories. Study of short stories and understanding how a writer uses their craft to create suspense and tension. Experimenting with language devices and practicing using punctuation for effect. Learning exciting, new vocabulary to enhance the writing experience.

Assessment: three narrative pieces marked and graded by my teacher

LP2
Transactional Writing

What to expect

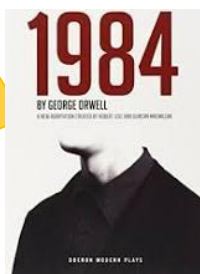
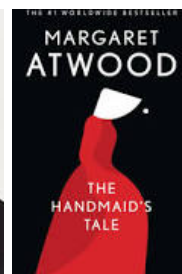
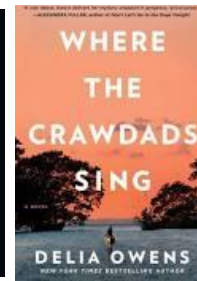
Learning how to read for inference by studying a variety of texts. Analysing key quotations and evaluating how a writer uses language in order to achieve greater effects.

Assessment: formative analytical and evaluative questions will be assessed fortnightly. You will then complete a full reading paper in timed conditions which will be graded by your teacher.

LP4
Reading Skills C2

Home Learning

Read at least one hour a week



Complete flipped learning tasks

The Big Picture

Year Group 11

Y11 English Language prepares students for their English Language GCSE and for life beyond KS4 whether that be further academic study or a different pathway.

Intent

Students develop their English skills through reading, discussing, exploring and creating a range of texts. They will engage with influential literature and factual writing too. They will have the opportunity to write their own texts: narrative and transactional. They will learn how to respond critically and thoughtfully to fiction and non-fiction texts. Students leave Y11 ready for the real world and in a position to continue studying English if they wish.

Implementation There will be four LP units of approx. 10 weeks each: Narrative Writing, Transactional Writing, Reading Fiction, Reading Non-Fiction.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure.

Flipped learning, literacy tasks, comprehension tasks and creative work will be set for independent learning.

Students' revision skills will be developed through in class and assessment preparation.

WOW moments: reading extracts from 1984, A Handmaid's Tale, The Yellow Wallpaper, To Kill a Mockingbird... Writing letters, speeches and reports on important issues, CV writing/ job applications.

Literacy skills will be addressed through key words, words of the week, spelling tests, reading for pleasure and read every lesson in class.

Key assessments:

Students will take mock exams and complete end of unit exam style questions.

Autumn Term

Narrative writing
Transactional writing

Spring Term

Fiction reading analysis
Non-Fiction reading analysis

Summer Term

GCSE English Language Exam

Impact

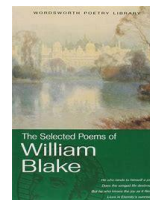
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Excellent: Students confidently engage with the most challenging KS4 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

#realworldready

Which degree courses and professions follow on from the study of English Literature A Level?



What to expect...

Continue your study of *King Lear* and *The Duchess of Malfi* and *A Streetcar Named Desire*

Desire

What to expect

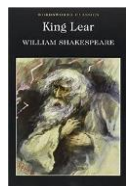
Support to complete your independent extended essay.



START

LP1

Drama



What to expect

Learn about Shakespeare's *King Lear*
Explore 'The Duchess of Malfi' and 'A Streetcar Named Desire'

LP2

Drama

LP3

Poetry

What to expect

eduqas
Part of WJEC

Learn about the poetry of William Blake and Plath and Hughes

LP4

Unseen Prose and Poetry NEA preparation

Home Learning

Complete independent revision

eduqas
Part of WJEC

[King Lear | Shakespeare Learning Zone \(rsc.org.uk\)](http://www.rsc.org.uk)
BBC - History - William Blake
BBC Arts - BBC Arts - The Duchess of Malfi
Revision Cards - A Streetcar Named Desire: A Level, Context (yorknotes.com)

Organise your revision
Complete flipped learning tasks

The Big Picture Y12 and Y13 English Literature offers students the opportunity to study a diverse range of drama, poetry and prose texts. The texts studied are challenging and thought-provoking and prepare students for continued academic study.

Year Group 12

Intent

Over the two-year course, students develop confidence engaging with and studying stimulating texts. They learn to write academic essays and engage in thoughtful, sensitive and challenging discussion. They learn how contexts impact writers, readers and audiences and review and respond to critical interpretations. They gain knowledge of and appreciation for the craft of writing. Students will have opportunities to watch theatre productions and film versions of the texts to aid their learning.

Implementation:

Drama unit = King Lear, A Streetcar Named Desire and The Duchess of Malfi.

Poetry unit: Plath, Hughes and William Blake.

Unseen unit: prose and poetry

NEA – student choice + Atonement.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure. Elements of the course are delivered through online independent learning.

Contact time will be focused on discussion and teaching – written work and extended essays will be set to complete in independent study time.

Students' revision skills will be developed through in class and assessment preparation.

Literacy skills will be addressed through key words, words of the week and developing English for academic writing skills (university preparation)

Autumn Term

**End of unit 'Drama' texts
assessment**

Spring Term

**End of unit 'Poetry' text
assessment**

Summer Term

**Unseen assessment
NEA draft**

Impact

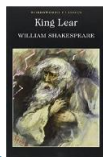
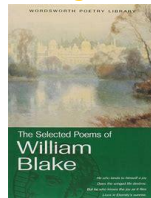
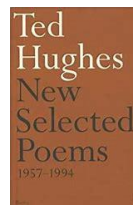
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Excellent: Students confidently engage with the most challenging KS5 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

#realworldready

Which degree courses and professions follow on from the study of English Literature A Level?



What to expect...

Revise the poetry of William Blake
.Revise Plath and Hughes

What to expect

GCE A LEVEL

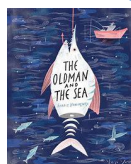
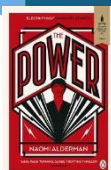


WJEC Eduqas GCE A LEVEL in
ENGLISH LITERATURE
ACCREDITED BY OFQUAL

START

LP1

Drama and NEA



What to expect

Complete your NEA
Delve Deeper into the comparisons of 'The Duchess of Malfi' and 'A Streetcar Named Desire'

LP2

Poetry and Drama

LP3

Revision and Exam Skills

What to expect



Revise King Lear
Revisit Malfi and Streetcar

Revise the poetry of William Blake
.Revise Plath and Hughes

LP4

Final Exams

Home Learning

Complete independent revision



King Lear | Shakespeare Learning Zone
(rsc.org.uk)
BBC - History - William Blake
BBC Arts - BBC Arts - The Duchess of Malfi
Revision Cards - A Streetcar Named Desire:
A Level, Context (yorknotes.com)



Organise your revision
Complete flipped learning tasks

The Big Picture Y12 and Y13 English Literature offers students the opportunity to study a diverse range of drama, poetry and prose texts. The texts studied are challenging and thought-provoking and prepare students for continued academic study.

Year Group 13

Intent

Over the two-year course, students develop confidence engaging with and studying stimulating texts. They learn to write academic essays and engage in thoughtful, sensitive and challenging discussion. They learn how contexts impact writers, readers and audiences and review and respond to critical interpretations. They gain knowledge of and appreciation for the craft of writing. Students will have opportunities to watch theatre productions and film versions of the texts to aid their learning.

Implementation:

Drama unit = King Lear, A Streetcar Named Desire and The Duchess of Malfi.

Poetry unit: Plath, Hughes and William Blake.

Unseen unit- prose and poetry.

NEA – student choice + Atonement.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, independent learning and independent reading for pleasure. Elements of the course are delivered through online independent learning.

Contact time will be focused on discussion and teaching – written work and extended essays will be set to complete in independent study time.

Students' revision skills will be developed through in class and assessment preparation.

WOW moments: theatre trips, Storyhouse library visit and pride in accessing and discussing challenging texts

Literacy skills will be addressed through key words, words of the week and developing English for academic writing skills (university preparation)

Autumn Term

**Mock Examination
NEA**

Spring Term

**Mock Examination
NEA**

Summer Term

A Level Examination

Impact

Good: Students can access KS5 work. They read with independence, understanding and resilience. They write with accuracy. They can articulate their ideas.

Better: Students can confidently engage with KS5 work: They read with independence, understanding and fluency. They write with accuracy, control and growing ambition. They can articulate their ideas with confidence.

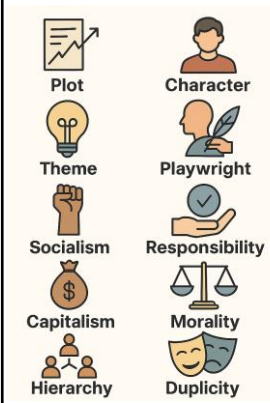
Excellent: Students confidently engage with the most challenging KS5 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and poise.

Topic	Key tier 2 and 3 vocabulary	Definition	Dual coding
Monsters	<ol style="list-style-type: none"> 1. Connotation 2. Persuade 3. Myths 4. Civilization 5. Superlative 6. Argument 7. Perspective 	<ol style="list-style-type: none"> 1. An idea associated with a word or image 2. To change the opinions of someone on a topic 3. A traditional story that cultures use to explain natural events 4. A complex organized society with advanced system of living 5. An adjective that ends in est 6. A clear view on a topic 7. A particular way of looking at or thinking about the world. 	VOCABULARY WORDS  CONNOTATION  PERSUADE  MYTHS  CIVILIZATION  SUPERLATIVE  ARGUMENT  INVESTIGATE  PERSPECTIVE
Thriller	<ol style="list-style-type: none"> 1. Pathetic Fallacy 2. Supernatural 3. Thriller 4. Tension 5. suspense 6. Mystery 7. Foreshadowing 8. Genre 9. Gothic 	<ol style="list-style-type: none"> 1. When the weather reflects the mood 2. Something that is not explained by science 3. a story that is full of suspense of tension 4. A feeling of anxiety in a situation 5. A feeling of excitement or anxiety created in a situation 6. Difficult to understand 7. Hints that something bad is going to happen later 8. A type of writing 9. A type of genre that includes dark, mysterious and supernatural elements 	
Tempest	<ol style="list-style-type: none"> 1. Immoral 2. Riotous 3. Theatre 4. Chaotic 5. Characterisation 6. Antagonist 7. Protagonist 8. Comedy 9. Rebellion 10. Exploitation 11. Oppression 12. Hierarchy 	<ol style="list-style-type: none"> 1. Not following accepted standards of right and wrong behaviour. 2. Wild, noisy, and often disorderly in a lively or uncontrollable way. 3. A building or art form where plays, performances, or dramas are presented to an audience. 4. Completely disordered, confused, or lacking organisation. 5. The way a writer or actor creates and develops a character's personality and traits. 6. The character who opposes or creates conflict for the main character. 7. The main character in a story, often the one the audience follows. 8. A genre that is designed to be humorous and entertain through laughter. 9. Open resistance or defiance against authority or control. 10. The unfair use of someone or something for personal gain. 11. Prolonged or unfair treatment that limits people's freedom and rights. 12. A system or organisation in which people or groups are ranked one above another. 	VOCABULARY WORDS  IMMORAL  RIOTOUS  THEATRE  CHARACTERISATION  ANTAGONIST  PROTAGONIST  COMEDY  EXPLOITATION  OPPRESSION  HIERARCHY

Topic	Key tier 2 and 3 vocabulary	Definition	Dual coding
Poetry about Place	<ol style="list-style-type: none"> 1. Nostalgia 2. Poet 3. Stanza 4. Analysis 5. Belonging 6. Identity 7. Comparison and links 8. Immigrant 9. Regional 10. Security 	<ol style="list-style-type: none"> 1. A feeling of warm or sentimental longing for the past. 2. A person who writes poems. 3. A grouped set of lines in a poem, similar to a paragraph. 4. A detailed examination of something to understand it better. 5. The feeling of being accepted and part of a group or place. 6. The qualities, beliefs, and characteristics that make a person who they are. 7. The act of identifying similarities and connections between ideas or texts. 8. A person who moves to live permanently in another country. 9. Relating to a particular area or part of a country. 10. The state of being safe, protected, and free from danger or worry. 	
The Novel	<ol style="list-style-type: none"> 1. Character 2. Plot 3. Empathy 4. Chapter 5. Impression 6. Quotation 7. Sympathy 8. Imagery 9. Tension 	<ol style="list-style-type: none"> 1. A person or figure who takes part in the action of a story. 2. The sequence of events that make up a story. 3. The ability to understand and share another person's feelings. 4. A main section of a book that divides the text into parts. 5. An idea, feeling, or opinion formed about something or someone. 6. Words taken directly from a text and repeated exactly. 7. Feelings of pity or concern for someone else's situation. 8. Descriptive language that creates vivid pictures in the reader's mind. 9. A sense of stress, conflict, or suspense in a situation or story. 	

Topic	Key tier 2 and 3 vocabulary	Definition	Dual coding
A Perfect World	<ol style="list-style-type: none"> 1. Inequality 2. Brochure 3. Guide 4. Contemporary 5. Pitch 6. Transactional 7. Adversity 8. Marketing 9. Advertising 	<ol style="list-style-type: none"> 1. The unfair difference in opportunities, treatment, or outcomes between individuals or groups. 2. A small booklet or leaflet that provides information about a product, service, or place. 3. A person, book, or resource that gives help, information, or directions. 4. Belonging to the present time or modern period. 5. A presentation or speech designed to persuade someone to accept an idea or buy something. 6. Relating to communication or exchanges that aim to achieve a specific outcome or purpose. 7. Difficult or challenging situations that a person faces. 8. The process of promoting and selling products or services. 9. The act of creating and sharing messages to promote a product, service, or idea. 	 INEQUALITY  BROCHURE  GUIDE  CONTEMPORARY  PERSUADE  TRANSACTIONAL  ADVERSITY  MARKETING ADVERTISING
Noughts and Crosses	<ol style="list-style-type: none"> 1. Racism 2. Segregation 3. Marginalisation 4. Ostracized 5. Inequality 6. Terrorism 7. Liberate 8. Oppressed 9. Society 10. Dystopian 	<ol style="list-style-type: none"> 1. Discrimination or unfair treatment of people based on their race or ethnicity. 2. The enforced separation of different groups of people, often based on race. 3. The process of pushing a person or group to the edge of society, limiting their power and influence. 4. Being deliberately excluded or rejected by a group or society. 5. An unfair difference in opportunities, rights, or treatment between people or groups. 6. The use of violence or threats to create fear and achieve political or ideological aims. 7. To set free from oppression or control. 8. Treated unfairly or kept down through force or authority. 9. A group of people living together and sharing a common culture and system of organisation. 10. Relating to an imagined society where there is great suffering, injustice, or lack of freedom. 	VOCABULARY WORDS  RACISM  SEGREGATION  MARGINALISATION  OSTRACIZED  INEQUALITY  TERRORISM  LIBERATE  OPPRESSED  SOCIETY  DYSTOPIAN
AMSND	<ol style="list-style-type: none"> 1. Comedy 2. Play 3. Act 4. Scene 5. Protagonist 6. Antagonist 7. Performance 8. Monologue 9. Soliloquy 10. Aside 	<ol style="list-style-type: none"> 1. A genre of drama that aims to entertain and amuse the audience, often through humour. 2. A piece of writing performed by actors on a stage. 3. A major division of a play that groups together several scenes. 4. A smaller part of a play set in one place and time within an act. 5. The main character in a play or story. 6. The character or force that opposes the protagonist. 7. The act of presenting a play or part of it to an audience. 8. A long speech delivered by one character to others on stage. 9. A speech where a character speaks their thoughts aloud when alone on stage. 10. A brief comment spoken by a character to the audience that other characters on stage do not hear. 	 COMEDY  PLAY  ACT  SCENE  PROTAGONIST  ANTAGONIST  PERFORMANCE SOLILOQUY

Taking a Stand	<ol style="list-style-type: none"> 1. Opinion 2. Convictions 3. Speech 4. Audience 5. Purpose 6. Vocal 7. Ballad 8. Credibility 9. Expertise 10. Influential 	<ol style="list-style-type: none"> 1. A personal belief or viewpoint that is not necessarily based on fact. 2. Strongly held beliefs or opinions that influence a person's actions or decisions. 3. A spoken presentation or address given to an audience. 4. The group of people who read, watch, or listen to something. 5. The reason why something is created or communicated. 6. Relating to the voice, especially how it is used to communicate ideas or emotions. 7. A narrative poem or song that tells a story, often in regular rhythm and rhyme. 8. The quality of being trusted and believed in. 9. Specialised knowledge or skill in a particular area. 10. Having the power to affect or change people's thoughts, behaviour, or decisions. 	<p>VOCABULARY WORDS</p> <ul style="list-style-type: none">  OPINION  CONVICTIONS  SPEECH  AUDIENCE  PURPOSE  VOCAL  CREDIBILITY  EXPERTISE  INFLUENTIAL
The Novel	<ol style="list-style-type: none"> 1. Impression 2. Characterisation 3. Static 4. Dynamic 5. Theme 6. Stereotype 7. Deception 	<ol style="list-style-type: none"> 1. The overall feeling, idea, or image a reader forms about something or someone. 2. The way a writer presents and develops a character's personality, traits, and behaviour. 3. A character that does not change or develop throughout a story. 4. A character that changes or develops as the story progresses. 5. The main message, idea, or underlying meaning of a text. 6. An oversimplified and often fixed idea about a particular group of people. 7. The act of misleading or tricking someone into believing something false. 	<ul style="list-style-type: none">  IMPRESSION  CHARACTERISATION  STATIC  DYNAMIC  THEME  STEREOTYPE  DECEPTION

Topic	Key tier 2 and 3 vocabulary	Definition	Dual coding
An Inspector Calls	1. Plot 2. Character 3. Theme 4. Playwright 5. Socialism 6. Responsibility 7. Capitalism 8. Morality 9. Hierarchy 10. Duplicity	1. The sequence of events that make up a story or play. 2. A person in a story, play, or novel. 3. The main idea, message, or underlying meaning of a story. 4. A person who writes plays. 5. A system where wealth and resources are shared more equally, and key industries are often owned or controlled by the government for the benefit of everyone. 6. The duty or obligation to take care of something or to behave in a reliable and accountable way. 7. An economic system where individuals or private companies own businesses and aim to make profit. 8. Principles about what is right and wrong in behaviour. 9. A system where people or things are ranked one above another based on status or authority. 10. Deceitfulness; acting in a dishonest way, often by pretending to be something you are no	
A Christmas Carol	Misanthropist Philanthropist Malthus Stave Allegory Didactic Novella Reform Redemption Poverty Supernatural Avarice	1. A person who dislikes or distrusts humanity. 2. A person who seeks to promote the welfare of others, often through charity or donations. 3. Referring to Thomas Malthus, whose ideas suggested that population growth would outstrip resources, leading to poverty. 4. A division or chapter in <i>A Christmas Carol</i> (instead of traditional chapters). 5. A story in which characters and events represent deeper moral, political, or social meanings. 6. Intended to teach a moral lesson or instruct the reader. 7. A short novel, longer than a short story but shorter than a full-length novel. 8. The act of making changes to improve something, especially a system or society. 9. The act of being saved or forgiven, often after making a moral change. 10. The state of being very poor, lacking basic necessities like money, food, or shelter. 11. Events or beings that go beyond the natural world or scientific explanation. 12. Extreme greed for wealth or material gain.	

Macbeth	<ol style="list-style-type: none"> 1. Trickery 2. Deception 3. Prophecy 4. Hamartia 5. Hubris 6. Tyrant 7. Manipulation 8. Pathetic fallacy 9. Tragedy 10. Divine Right 11. Ambition 12. Corruption 	<ol style="list-style-type: none"> 1. The use of clever or dishonest methods to deceive or outsmart someone. 2. The act of making someone believe something that is not true. 3. A prediction or message about the future, often believed to come from a divine source. 4. A tragic flaw or mistake that leads to a character's downfall. 5. Excessive pride or arrogance, especially when it leads someone to ignore limits or consequences. 6. A ruler who uses power in a cruel or oppressive way. 7. Controlling or influencing someone or something unfairly or deceptively for personal gain. 8. A literary technique where human feelings are reflected in nature or weather. 9. A serious story in which the main character suffers a downfall, often due to their own flaws. 10. The belief that a ruler's authority comes directly from God. 11. A strong desire to achieve success, power, or a particular goal. 12. Dishonest or immoral behaviour, especially by those in power. 	VOCABULARY WORDS  TRICKERY  DECEPTION  PROPHECY  HAMARTIA  HUBRIS  MANIPULATION  PATHETIC FALLACY  TRAGEDY  DIVINE RIGHT  AMBITION  CORRUPTION
Poetry	<ol style="list-style-type: none"> 1. Volta 2. Simile 3. Personification 4. Rhythm 5. Rhyme 6. Stanza 7. Imagery 8. Metaphor 9. Symbolism 10. Intention 11. Context 	<ol style="list-style-type: none"> 1. A shift or turning point in a poem, often marking a change in tone, argument, or perspective. 2. A comparison between two things using "like" or "as" to highlight similarities. 3. Giving human qualities or actions to non-human objects or ideas. 4. The pattern of sounds and beats in poetry or writing, created through syllables and stresses. 5. The repetition of similar sounds, usually at the end of lines in poetry. 6. A grouped set of lines in a poem, similar to a paragraph in prose. 7. Descriptive language that appeals to the senses and helps create vivid mental pictures. 8. A direct comparison where one thing is described as another to suggest a similarity. 9. The use of objects, colours, or actions to represent deeper meanings or ideas. 10. The purpose or aim the writer or speaker wants to achieve. 11. The background information, such as time, place, and social conditions, that influences a text. 	 VOLTA  SIMILE  PERSONIFICATION  RHYTHM  STANZA  IMAGERY  SYMBOLISM  INTENTION  CONTEXT