

English



Roding Valley
HIGH SCHOOL

The big skills needed for both GCSE and A Level:

- AO1** - Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.
- AO2** - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- AO3** - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts; show understanding of the relationships between texts and the contexts in which they were written.
- AO4** - Evaluate texts critically and support this with appropriate textual references, including quotations, to support and illustrate interpretations.
- AO5** - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6** - use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

YEAR	Term 1	Term 2	Term 3
7	Topic 1: Animal Farm/Word Classes Topic 2: Introduction to Dickens/Sentence Types	Topic 1: Transactional Writing/Sentence Forms Topic 2: Poetry Forms/Punctuation	Topic 1: Introduction to Shakespeare/Language Devices Effects Topic 2: White Poppies (Play) - Effect of Drama/Stage Directions
	Skills 1: Literature - AO1 and AO2 Skills 2: Literature – AO3	Skills 1: Language Paper 2, Question 5 - AO5 and AO6 Skills 2: Unseen Poetry - AO1 and AO2	Skills 1: Literature - AO1, AO2 and AO3 Skills 2: Literature – AO2 and AO3
	Assessment 1: PEARL Paragraph and Google Form Assessment Assessment 2: Letter (Dickens' Perspective)	Assessment 1: Newspaper Article Assessment 2: Unseen Poetry Question 1 and Google Form Assessment	Assessment 1: PEARL Paragraph Assessment 2: Monologue (Speaking and Listening)
8	Topic 1: Descriptive Writing Topic 2: Cultural Poetry	Topic 1: On The Western Circuit Topic 2: Childhood and Growing Up	Topic 1: Noughts & Crosses Topic 2: Romeo and Juliet
	Skills 1: Language Paper 1, Question 5 - AO5 and AO6 Skills 2: Comparative Poetry - AO1, AO2, AO3	Skills 1: Literature - AO1, AO2, AO3 Skills 2: Language Paper 2, Question 2 and 4 - AO1 and AO3	Skills 1: Language Paper 1 - AO1 and AO2 Skills 2: Literature - AO1, AO2, AO3
	Assessment 1: Genre Story Assessment 2: Comparative Poetry Question	Assessment 1: PEARL Paragraph Assessment 2: Language Paper 2, Question 4	Assessment 1: Language Paper 1, Question 2 and 3 Assessment 2: PEARL Paragraph
9	Topic 1: The Strange Case of Doctor Jekyll and Mr Hyde Topic 2: Crime and Punishment	Topic 1: The Strange Case of Doctor Jekyll and Mr Hyde Topic 2: Power and Conflict Poetry	Topic 1: Power and Conflict Poetry Topic 2: An Inspector Calls
	Skills 1: Literature - AO1, AO2, AO3 Skills 2: Language Paper 1, Question 4 – AO4	Skills 1: Literature - AO1, AO2, AO3 Skills 2: Literature - AO1, AO2, AO3	Skills 1: Literature - AO1, AO2, AO3 Skills 2: Literature - AO1, AO2, AO3
	Assessment 1: GCSE Exam Question with Extract (PEARL Paragraphs) Assessment 2: Language Paper 1 (Reading Section)	Assessment 1: Google Form Assessment Assessment 2: PEARL Paragraph	Assessment 1: PEARL Paragraph Assessment 2: An Inspector Calls Exam Question

By the end of Year 9, our students can:

- To analyse how a writer's choice of language, structure and tone shapes meaning and creates effects; to use relevant literary and linguistic terminology to support analysis.
- To make comparisons and explain links between texts; to compare the different ways writers express meaning and achieve effects.
- To relate texts to their social, cultural and historical contexts; to consider how the significance and influence of texts changes and develops depending on context.
- To evaluate how a writer's choices contribute to quality and impact; to support and illustrate a point of view by referring to interesting evidence in the text; to consider alternative interpretations of a text and to develop an informed personal response.
- To vary tone, style and register according to purpose, audience and writing form; to use structural and grammatical features to support coherence and cohesion.
- To employ a range of effective vocabulary; to use punctuation where appropriate and to create impact; to use a variety of sentence types to achieve different effects.

