

7.1 Descriptive Writing – Survival

The ability to communicate clearly and imaginatively is important because it builds skills to select and adapt tone, style and register for different forms, purpose and audience. It also helps students to organise ideas using structural and grammatical features. Students develop as skilled writers who are able to produce coherent and cohesive texts with a sophisticated narrative and which fully engages the readers interest.

ASSESSMENT:

SUMMATIVE: Describe a setting linked to the theme of survival

FORMATIVE: ongoing feedback, peer assessment, verbal assessment, self assessment.

CURRICULUM ENHANCEMENT:

Writing competition

<https://schoolreadinglist.co.uk/competitions-for-children/childrens-writing-competitions/>

BBC 500 word short stories competition

<https://www.bbc.co.uk/programmes/articles/KNWskPrg7stQ54tTbcf6P7/500-words-the-stories>

How to write descriptively

<https://www.youtube.com/watch?v=RSorZTtwgP4>
<https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/zhwkkty>

Skills you need

<https://www.skillsyouneed.com/write/creative-writing.html>

How to write a short story tutorial

<https://www.youtube.com/watch?v=e5hW9ChEys0>

KEY VOCABULARY/ TERMS:

Point, evidence, explain, authorial intent, connotations

CORE KNOWLEDGE AND SKILLS:

(SET) create a detailed setting to provide the reader with clear images

(S) Think about the way you structure your piece

(SO) Sentence Openers

(WT) Include a range of Writer's Techniques to add impact for the reader

(DT) Use 'show don't tell' to add drama and sophistication to your writing

(AV) Use a range of ambitious punctuation

(AP) Use an extensive range of ambitious vocabulary

(E)Support opinion with evidence

(Z) Explore language choices by stating something about a whole quote and then zoom in on a single word within the quote.

(AQ) Analysis of quotation

(ER) Effect on reader

PRIOR LEARNING

LINK TO: consolidates pupils' ability to write imaginatively and fully engage the reader, which builds on students' prior knowledge From year 6.

This unit focuses on using language imaginatively. Students will learn how to use figurative language and other descriptive language techniques with subtlety.

NEXT LEARNING: we are challenging students to become skilled writers, producing creative and engaging responses.

CROSS CURRICULAR LINKS:

Finding connections with: RS/Geography /History/ PSE – empathy and creative thinking

KEY SKILLS:

Creativity, Realising, Empathy, Agility, Hardworking

FLASH: SET, S, SO, WT, DT, AV, AP, E, Z, AQ, ER

8.1 Exploring the Dystopian Genre

Understanding this is important because: it provokes an interest of a range of fictional texts from a particular genre and explores the importance of understanding contextual factors. This unit challenges students to see beyond the here and now and predict what their future may look like. The study of dystopian literature gives students an understanding of how political and social factors influence worlds in an unfamiliar setting. Students will develop as critical readers to deepen their empathy of how texts are received by the reader.

ASSESSMENT:

SUMMATIVE: Imaginative writing using a writing prompt

FORMATIVE: ongoing feedback, peer assessment, verbal assessment, self assessment.

CORE KNOWLEDGE AND SKILLS:

(CON) Show an understanding of context

(WT) writer's techniques

(SO) sentence openers

(S) Analyse structural choices (title, layout, contrasts, changes, rhyme, enjambment)

(E) Support opinion with evidence

(Z) Explore language choices by stating something about a whole quote and then zoom in on a single word within the quote.

(AQ) Analysis of quotation

(ER) Effect on reader

(L) Language feature

(P) Purpose

(A) Audience

PRIOR LEARNING

LINK TO: consolidates pupils' ability to use literary techniques effectively in order to write in a descriptive and creative way.

This also allows the practice of using literary techniques in a subtle way.

NEXT LEARNING: We are challenging pupils to become creative thinkers, producing writing for a specific purpose, form and audience.

CURRICULUM ENHANCEMENT:

BBC Radio Four – What is Dystopian?

<https://www.bbc.co.uk/sounds/play/p05tjixr>

BBC Radio Four – The Golden Age of Dystopian

<https://www.bbc.co.uk/programmes/p05rq2w4>

Jericho Writing - Writing Dystopian Fiction

<https://jerichowriters.com/how-to-write-a-dystopian-story/>

Ted Talk – The Handmaid's Tale is the Present

<https://www.youtube.com/watch?v=R45eiu8SXko>

Critical Essay – George Orwell 1984

<https://www.bartleby.com/essay/Critical-Essay-On-1984-By-George-Orwell-FJSJ82XXERV>

The Guardian article – Big Brother is Watching You

<https://www.theguardian.com/commentisfree/2021/jun/12/big-brother-is-still-watching-you-and-he-goes-by-the-name-facebook-john-naughton>

Book recommendations: The Giver by Lois Lowry; A Brave New World by Aldous Huxley; Divergent by Veronica Roth

CROSS CURRICULAR LINKS:

Finding connections with:

Historical context; exploration of society during the time 1984 was written.

RS– religious motivation in Handmaid's Tale

Computer Science – How technology is being used to monitor citizens

KEY SKILLS:

Meta-thinking, linking, analysing, empathy, realising, hardworking.

FLASH: CON, WT, SO, S, E, Z, AQ, ER, L, P, A

9.1 – Literary Studies: *Of Mice and Men*

Understanding this is important because: it introduces pupils to a study of a 20th century text and the reception of the text for both contemporary and modern audiences. This unit aims to deepen pupils' understanding of social, economical and political contexts and how they influence writers' intentions. Students develop as critical readers to deepen their empathy by considering effect on the audience.

ASSESSMENT:

SUMMATIVE: Close extract analysis (CF/E/EX/Z)

FORMATIVE: ongoing feedback, peer assessment, verbal assessment, self assessment, flash-marking.

CURRICULUM ENHANCEMENT:

GCSE Pod – Of Mice and Men context

<https://members.gcsepod.com/shared/search?search=of%20mice%20and%20men>

Censorship and Of Mice and Men

<https://www.marshall.edu/library/bannedbooks/of-mice-and-men/>

University lectures on Of Mice and Men

<https://www.massolit.io/courses/steinbeck-of-mice-and-men>

Seneca – Of Mice and Men

<https://app.senecalearning.com/classroom/course/092cd2fb-8e25-41c9-b577-877352b9d9a7>

KEY VOCABULARY/ TERMS:

Characterisation, themes, context, economy, The American Dream, capitalism, migration, unemployment, foreshadowing, zoomorphism, cyclical structure, imagery, tension.

CORE KNOWLEDGE AND SKILLS:

(SU) Summarise plot/character/themes effectively

(CON) Deepen knowledge of context and its importance in literary studies

(CF) Show a clear focus on characters in key extracts

(PR) Offer a personal response to extracts and character portrayals

(E) Support judgements with evidence – try to embed quotations

(MA) Establish the mood of particular key extracts

(Z) Zoom-in and experiment with word-level analysis

(AI) Discuss Steinbeck's intent and choices

(AQ) Analyse what language is doing and make inferences about this from key quotations

(ER) Consider effect on the reader and pinpoint the specific impact of different moments from the text

(L) & (S) Establish the difference between language and structure by confidently identifying examples of a range of subject terminology

PRIOR LEARNING

LINK TO: consolidates pupils' ability to analyse language and structure in a literary text (building on skills from 7.2 and 8.2 – Animal Farm and Refugee Boy)

This unit aims to establish deeper connections between the writer, reader, text and context of a new novella. It will also enhance skills revolving around close-analysis.

NEXT LEARNING: We are going to be exploring the Gothic genre as a stimulus for imaginative writing.

CROSS CURRICULAR LINKS:

Finding connections with: History – context of OMAM links to economic/social factors surrounding The Great Depression. Religious Studies – discrimination is a central theme in the novella. Geography – dustbowls and US migration in 1930s.

KEY SKILLS:

Meta-thinking, Linking, Analysis, Realising, Agility, Hardworking

FLASH: SU, CON, PR, MA, Z, AI, AQ, ER, E, L, S

YEAR 10.1 & 2 'MACBETH'

Understanding this is important because: it provokes an interest in Shakespeare and builds an appreciation of the depth and power of the English literary heritage. It further explores the importance of reading in depth, critically and evaluatively, so students' are able to discuss their interpretation and ideas. Students develop as critical readers to deepen their empathy of how texts are received by the audience.

ASSESSMENT:

SUMMATIVE: Eduqas Eng Lit Paper 1, Section A

FORMATIVE: ongoing feedback, peer assessment, verbal assessment, self assessment.

CURRICULUM ENHANCEMENT:

British Library Archive

<https://www.bl.uk/works/macbeth>

Understanding Shakespeare's Language

<https://www.folger.edu/explore/shakespeares-works/macbeth/reading-shakespeares-language-macbeth/>

'In Our Time' Podcast on 'Macbeth'

<https://www.bbc.co.uk/programmes/m000mytn>

Independent Newspaper Article re production of 'Macbeth'

<https://www.independent.co.uk/arts-entertainment/theatre-dance/news/david-tennant-macbeth-donmar-warehouse-tickets-b2333125.html>

Animated Tales

https://www.youtube.com/watch?v=qfnUq2_0FOY

KEY VOCABULARY/ TERMS:

Theme, characterisation, authorial intent, motif, dramatic irony, paradox, equivocation, plot

CORE KNOWLEDGE AND SKILLS:

- (SU) Summarise plot/character/themes effectively
- (CF) Show a sustained focus on the task
- (PR)Offer a personal response to the extract / text as a whole
- (ER) Consider Effect on audience of Shakespeare's writing
- (O) Justify opinions
- (E) Support opinion with evidence
- (L) Use relevant subject terminology
- (MA) Comment on mood / Atmosphere / Tone
- (AI) Consider Shakespeare's reasons for writing (theme or message)
- (AQ) (WT) Analyse language choices and writer's techniques in the evidence used
- (S) Analyse form and structural choices (stage directions, meter, rhyme, enjambment, soliloquy,)
- (Z) Explore language choices by stating something about a whole quote and then zoom in on a single word within the quote.
- (AC) show a perceptive understanding of the text, with originality in analysis of language/structure/form
- (EV) Evaluate how language, structure and form contribute to quality and impact

PRIOR LEARNING

LINK TO: consolidates pupils' ability to analyse language, structure and form, which builds on students' prior knowledge of 'An Inspector Calls' (9.5&6)

This unit introduces a more rigorous focus on the structure / form used by Shakespeare and effect on the audience.

NEXT LEARNING: We are challenging students' to become skilled writers, producing creative prose writing for a specific purpose, form and audience.

CROSS CURRICULAR LINKS:

Finding connections with: History – to understand social / political / historical and cultural factors in Jacobean England

KEY SKILLS:

Meta-thinking, Linking, Analysis, Realising, Agility, Hardworking

FLASH: SU, CF, PR, ER, O, E, L, MA, AI, AQ, WT, S, Z, AC, EV

YEAR 11.1 & 2 'A Christmas Carol'

Understanding this is important because: it provokes an interest in Dickens and builds an appreciation of the depth and power of the English literary heritage. It further explores the importance of reading in depth, critically and evaluatively, so students' are able to discuss their interpretation and ideas. Students develop as critical readers to deepen their empathy of how texts are received by the audience.

ASSESSMENT:

SUMMATIVE: EdExcel Eng Lit Paper 2, Section A

FORMATIVE: ongoing feedback, peer assessment, verbal assessment, self assessment.

CURRICULUM ENHANCEMENT:

British Library Archive

<https://www.bl.uk/people/charles-dickens>

The British Newspaper Archive

<https://blog.britishnewspaperarchive.co.uk/?s=Charles+Dickens>

Interesting Literature Blog

<https://interestingliterature.com/2013/05/guest-blog-why-read-dickens/>

'In Our Time' podcast

<https://www.bbc.co.uk/programmes/p00547hx>

The Guardian Newspaper books podcast

<https://www.theguardian.com/books/series/books+charles+dickens>

Blog on different critical readings of ACC

<https://blog.gale.com/a-christmas-carol-keynesian-freudian-and-spiritualist-perspectives-on-a-holiday-classic/#:~:text=Greed%20is%20Bad%2C%20but%20Not%20also%20to%20the%20specter%20of>

KEY VOCABULARY/ TERMS:

Novella, social commentator, plot, theme, characterisation, authorial intent, motifs.

CORE KNOWLEDGE AND SKILLS:

- (SU) Summarise plot/character/themes effectively
- (CF) Show a sustained focus on the task
- (PR)Offer a personal response to the extract / text as a whole
- (ER) Consider effect on reader of Dickens' writing
- (O) Justify opinions
- (E) Support opinion with evidence
- (L) Use relevant subject terminology
- (MA) Comment on mood / Atmosphere / Tone
- (AI) Consider Dickens' reasons for writing (theme or message)
- (AQ) (WT) Analyse language choices and writer's techniques in the evidence used
- (S) Analyse form and structural choices
- (Z) Explore language choices by stating something about a whole quote and then zoom in on a single word within the quotation.
- (AC) show a perceptive understanding of the text, with originality in analysis of language/structure/form
- (EV) Evaluate how language, structure and form contribute to quality and impact.

PRIOR LEARNING

LINK TO: consolidates pupils' ability to analyse language, structure and form, which builds on students' prior knowledge of 'An Inspector Calls' (9.5 & 6) and 'Macbeth (10.1 & 2)

This unit introduces a more rigorous focus on the structure / form used by Dickens and effect on the reader.

NEXT LEARNING: We are challenging students' to become skilled writers, producing transactional writing for a specific purpose, form and audience.

CROSS CURRICULAR LINKS:

Finding connections with: History – to understand social / political / historical and cultural factors in Victorian England

KEY SKILLS:

Meta-thinking, Linking, Analysis, Realising, Agility, Hardworking

FLASH: SU, CF, PR, ER, O, E, L, MA, AI, AQ, WT, S, Z, AC, EV, CON

YEAR 12 Meanings and Representations

Understanding this is important because: (Intent)

KEY SKILLS: Meta-thinking, Linking, Analysis, Realising, Agility, Hardworking, Empathy

ASSESSMENT: (Impact)

Summative: AO1 and AO3

Paper 1 / M&R / 25 marks (single texts)

AO4

Paper 1 / M&R / 20 marks (comparison)

Formative: self reflection, peer assessment, ongoing teacher feedback

'THE BIG PICTURE':

Explore the differences between speech and writing;

Formality and informality;

Contexts; Halliday's FIELD, MODE and TENOR.

Explore multimodality and intertextuality

Learn the language frameworks: Lexis, semantics, grammar, discourse, pragmatics, phonology and graphology.

Understanding the importance of context and exploring different scenarios.

Understand conversation analysis: Face to face interactions

Face and politeness theory: Goffman (1955), Brown & Levinson (1978/87) – positive and negative politeness

Pragmatics and Grice: quality, quantity, relation and manner, implicature, flout, clash, opt out.

Explore representation in written language:

Looking at texts (including smaller texts and discussing)

Explore representation in spoken mode (interviews)

Analyse a range of texts including transcripts.

Comparison of texts

PRIOR LEARNING

Link to: (previous topics and N.C. subject content or exam board AO's, where does this fit within the scheme of knowledge)

GCSE English language and English literature (AO1-2-3); speaking and listening.

NEXT LEARNING

Introduction to language frameworks/ meanings and representations

CROSS CURRICULAR LINKS:

Finding connections with: English Literature (representations in literature), languages, history, psychology.

CURRICULUM ENHANCEMENT:

Emagazine subscription details provided

AQA Oxford and Cambridge textbooks AQA English Language

<https://www.davidcrystal.com/GBR/David-Crystal>

British Library: A Level English Language

The Guardian: Opinion and Linguistics

KEY VOCABULARY/ TERMS:

Idiolect, sociolect, register, syntax, clichés, colloquial

language, dialect, slang, accent, cohesion, jargon, blending,

synonyms, antonyms, euphemism, dysphemism, collocation

A minimum vocabulary for discourse analysis:

Interaction, transaction, interruption, pauses, openers,

closers, power, TLN, topic management, adjacency pairs,

repairs, feedback (supportive minimal feedback), fillers, non-

fluency features, ellipsis, rapid spontaneous speech, phatic

communication, prosodics, proxemics

YEAR 12.1 & 2 'A Streetcar Named Desire'

Understanding this is important because: it provokes an interest in 20th Century drama and builds an appreciation of the depth and power of the Southern Gothic style of literature. It further explores the importance of reading in depth, critically and evaluatively, so students are able to discuss their interpretation and ideas. Students develop as critical readers to deepen their empathy of how texts are received by the audience.

ASSESSMENT:

SUMMATIVE: Edexcel Eng Lit Paper 1 Drama, Section B

FORMATIVE: ongoing feedback, peer assessment, verbal assessment, self assessment.

CURRICULUM ENHANCEMENT:

<https://www.theplaypodcast.com/060-a-streetcar-named-desire-by-tennessee-williams/>

<https://www.youtube.com/watch?v=ThIM7g8BEVg>

<https://www.newyorker.com/magazine/1947/12/13/lower-depths-southern-style>

<https://www.your-future.life/attachments/download.asp?file=65&type=pdf>

<https://blogasenglish.wordpress.com/2017/07/05/alternative-critical-interpretations-of-a-streetcar-named-desire/>

<https://www.uv.es/~fores/AcosoTextual/williamsbio.html>

https://louismayeux.typepad.com/southern_bookman/2018/04/looking-back-at-tennessee-williams-arthur-miller.html

<https://www.nytimes.com/2023/04/02/books/blanche-dubois-nancy-schoenberger.html>

CORE KNOWLEDGE AND SKILLS:

Summarise plot/character/themes effectively
Show a sustained focus on the task
Offer a personal response to the text as a whole
Consider effect on audience of Williams' writing
Justify opinions
Support opinion with evidence
Use relevant subject terminology
Comment on mood / Atmosphere / Tone
Consider Williams' reasons for writing (theme or message)
Analyse language choices and writer's techniques in the evidence used
Analyse form and structural choices (stage directions, plastic theatre, coda)
Show a perceptive understanding of the text, with originality in analysis of language/structure/form
Evaluate how language, structure and form contribute to quality and impact
Understand the social, historical, cultural and political impact of the contextual background on how the text was received

KEY VOCABULARY/ TERMS:

Theme, characterisation, authorial intent, motif, dramatic irony, hamartia, anagnorisis, catharsis, peripeteia, tragic hero, plot, modern tragedy/Domestic tragedy, plastic theatre

PRIOR LEARNING

LINK TO: consolidates pupils' ability to analyse language, structure and form, which builds on students' prior knowledge of GCSE Literature. Students must familiarise themselves with AOs and realise that this is a much more rigorous exploration of a modern drama text than they have previously undertaken.

NEXT LEARNING: We are challenging students' to become skilled writers, able to analyse and evaluate texts thoughtfully whilst also drawing links to contextual factors.

CROSS CURRICULAR LINKS:

Finding connections with: History – to understand social / political / historical and cultural factors in 20th Century USA.

KEY SKILLS:

Meta-thinking, Linking, Analysis, Realising, Agility, Hardworking, Empathy