Subject and Year: **English Language Y10**   Specification: **Eduqas**   Half Terms**: 1 & 2**   VOCABULARY

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	**Learn how to…**			
HT1 WC 4th September 2024- 18th October 2024 5 hours a fortnight Component 2 Reading and Transactional Writing: **Review**	Transactional writing: Text type: Talk Audience: MPs Purpose: Persuade Structure/purpose/ persuasive devices **Informational retrieval** Comment-evidence chains (formally known as **topic sentences and evidence**) interwoven in all units at KS3. **Wider Curriculum**: • Whole school supports retrieving information through whole school strategies. • Scanning and skimming covered across curriculum in all areas of school. • Y8 RE How should we treat animals? HT6	• A **Comment- Evidence/ Evidence-Comment chain** is what is used to respond to a reading question. • A '**comment**' is a verbal or written remark expressing an **opinion** or **reaction**. Synonyms for the word 'comment' are as follows: **statement, remark, observation.** • **Evidence** supports a comment or evidence is commented on. • Relevant **comparative conjunctions** are used to compare sources: *whereas, however, in contrast.* • **Common terms** are used in questions and what they mean: **impression, dramatic, exciting, view, narrator.** • Any question that asks **How** the writer does something must have the phrase *when the writer describes how*… in the response.	• Retrieve explicit information from a text. • Comment on the writer's use of language to show an understanding of their intention. • Evaluate the writer's use of language. • Select and synthesise information across two texts. • Compare writers' perspectives and how they are conveyed. • Write a comment evidence chain. • **Approach Component 2 Question 11 (AO1): Retrieve Q11:** Prior to answering do not read the text- scan it; *With pencil,* circle dates, times, numbers (digits and words), years, places, **proper nouns**. *Don't* write in full sentences; Give specific detail. • **Approach Component 2 Question 12 (AO2): Language Q12:** Read question and identify key words; Write key words on the top of the relevant source; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be the comment in Comment- Evidence/ Evidence- Comment chain. • **Approach Component 2 Question 13 (AO1): Retrieve Q13:** As with **Q11**. Additional step: scan for key words in question and circle with pencil. • **Approach Component 2 Question 14 (AO4): Evaluate Q14:** Read question and identify key words; Write key words on the top of the relevant source; In the question, cross out 'YOU' and replace with I; Highlight quotations relevant to question and annotate; COMMENT ON EACH QUOTATION- this will be comment in Comment- Evidence/ Evidence- Comment chain. • **Approach Component 2 Question 15 (AO1): Select & Synthesise Q15:** Do not read the texts again; Recycle words from the question and give two brief answers from the first source; Use a **comparative conjunction** (however/ whereas) and give two answers from the second source; Don't use quotations. • **Approach Component 2 Question 16 (AO3): Compare Q16:** Read question and identify key words, focusing on the text in bold; Focus on **HOW** - this **must** be addressed; No annotating or highlighting for Q16. Write 5 Comment-Evidence/ Evidence- Comment chains for Source B;	Spend 10 minutes reading the sources before answering the questions. Full sentences are required for retrieval questions on C2 paper. Highlight quotations in each source and do not write comments alongside them. How to write an accurate comment- evidence chain. A comment evidence chain is a comment, evidence and **another comment**. How to introduce a quotation. Timings for each question. Meaning of the text. Meanings of individual Vocabulary from sources. Language questions require elaborate analysis at word level. Transactional Writing: Intended audience Purpose of the task. How to construct accurate sentences. How to write a detailed paragraph. What the task requires of students.	What is a **comment**? What is the purpose of **evidence**? What is an **impression**? What does the word **exciting** mean? What does **dramatic** mean? What is a **view**? What does the term **narrator** mean? What is a **comparative conjunction**? What purpose does a **comparative conjunction** serve? What is a **proper noun**? How should you tackle a retrieval question on a **non-fiction** text? What should a retrieval response look like? How should you approach a question about the writer's use of language? What does effective planning look like on this paper? Which key words should you use to **evaluate** a text? How long should you spend on each question on Component 2?	**Assessment window: 7th - 11th October 2023** **Component 2: Section A READING ONLY Eduqas paper November 2018**: Source A Jacob Burnett 'Nik Wallenda History at Niagra Falls' and Source B George Banks 'Extract from Book About Charles Blondin, tightrope walker'. **Walking-talking assessment**: write first answer (C-E chain) to each question together and time each response accordingly. Takes X 2 lessons.

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	**Learn how to…**			
			Use a comparative conjunction and write 5 Comment-Evidence/ Evidence-Comment chains for Source A. • To structure a response: To begin with, the writer…/ Next, …/ By the end, the writer… • How to manage timings effectively in exam conditions for each question in the reading section: Q11: 3-5 minutes, Q12: 15 minutes, Q13: 3-5 minutes, Q14: 15 minutes, Q15: 5 minutes, Q16: 15 minutes.	That you can't address aspects of structure in a response. That you don't consider writer's use of language.	Which discourse markers should you use to structure a response effectively? How many marks is question X worth? How many Comment-Evidence/Evidence- Comment chains should you aim for in your response to question X?	
Spiritu-ality	Whaling: **Windows**: Are the actions of the hunters acceptable? Why? Why not? **Mirrors**: Can they redeem their behaviour in anyway? How? How do you think the hunters could show humanity and respect for the creatures? **Doors**: Has this made you think differently about the situation? Toughest Prison: **Windows**: What can you see happening in this prison? How are the inmates being treated? If you were in their position, what changes would you want in then treatment towards you? Why? **Mirrors**: How has this made you feel about the prisoners? If a person has done something wrong, should they be perceived as evil forever? Should they be treated in this way? What would you do in their situation to try and redeem yourself for your wrongs? **Doors:** Has seeing this changed what you think about how prisoners were treated? How are they treated now? Can you afford them compassion for them given they have committed the worst of crimes? Why? Why not?					
		Review				
	Transactional writing tasks: **Review-** Y8 Woman in Black book review (briefly encountered) **Sentence starts in previous text types throughout KS3 -Y8 & 9.**	**Transactional (exchange or interaction with people) Writing**: **Review**: • There are a common range of things that can be reviewed: books, films, products, plays, concert. • A review is structured using a main heading, subheadings to guide the reader. • A review has a 5 part structure: opening, main body, strengths/ enjoyable features, weaknesses, summary of views. • A review is about giving your opinions; it is an honest piece of writing. • Active voice is better because it is more concise and direct- more suited to review writing than passive. • The language is less formal than other writing types. • The tone of a review should be lively and entertaining. • A review should be structured in the following way:	• Transactional writing: Review- inform Tackle a question/ task: fix the TAP. Structure - whole text and at paragraph level, tone, audience, paragraph structure • Discourse markers for additional points, emphasis, counter argument. • Structure a review. • To make a review lively and entertaining: humour, holding spoilers back, direct address to reader on occasion. • Use brackets to add detail about characters/ actors. • Use ambitious vocabulary effectively and accurately. • Vary sentence starts/ types for effect/ engagement: If…If…If…Then/ adverb to show opinion/ verb start/ Not only…but…Also…/ triple adjective + colon/ pair of pairs, No. No. No. Only, So. So. So: independent clause/ It wasn't just, it was/ adjective + verb x3: main clause, structural prepositions (beginning, middle, ending). • Use field specific language to review aspects of a film/ book/ play etc…	Opening to a review should be a running commentary about what you're going to review/ do. Grammatical confusions. Syntactical confusions. Punctuation confusion.	• What does fix the TAP mean? • What does a good paragraph look like? • (Discourse marker, topic sentence, details, evidence) • What discourse markers could you use to add a new point in your writing? • What discourse markers could you use to emphasise a point? • What discourse markers could you use to counter an argument? • What makes a well-structured review? • What are the 5 main parts of a structure? • How would you describe the tone of a review?	**Assessment 4th-8th November 2024:** Write a review for a teenage magazine of a book, film or TV programme or series you may have enjoyed in the last year and why it might appeal to others of your age. **Write your review.**

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	**Learn how to…**			
		Opening: entertaining **opening**, revealing **views** immediately without telling. **Main body:** -Select one part/ item being reviewed (book, performance, programme, show etc…): actors, plot, characters, cinematography, climax etc… – give details **_without_** spoilers. -Repeat for different parts/ **elements** of reviewing item/ feature in subsequent paragraphs. -The most enjoyable/ positive feature. -**Weaknesses**. -Final paragraph: summary of views, **direct address** to reader.	Evaluative phrases, useful adjectives to share views, describe characters/ performance. • Use **discourse markers** to navigate reader through writing.		• Why shouldn't you reveal any key elements of the plot/ characters' actions in a review? • What is **humour**? • How can you use **brackets** in a review? • Name a type of sentence start that you could use to engage your reader. • Name an **adverb** that you could use to begin a sentence with to express a view/ opinion.	
HT2 4th November 2024-20th December 2024 -5 hours/ fortnight **Component 1 Reading and Writing-Article: inform**	Y7: topic sentences and evidence- Different cultures, War poetry, Outsiders and Y8: Woman in Black, Sherlock Holmes Short Stories, Shakespeare- Hamlet and Y9: R&J, Animal Farm. All units look at short extracts with a language and structure focus. **Wider Curriculum**: • Whole school supports retrieving information through whole school strategies. • Scanning and skimming covered across curriculum in all areas of school.	• There are common key terms used in question stems and their definitions should be understood: **Impression, excitement, exciting, dramatic, drama, view, relationship.** • A '**comment**' is a verbal or written remark expressing an **opinion** or **reaction**. Synonyms for the word 'comment' are as follows: **statement, remark, observation.** • Evidence supports a comment or a comment can support evidence from the text. <table><tr><td>**Well-educated**</td></tr><tr><td>**Honest**</td></tr><tr><td>**Integrity**</td></tr><tr><td>**Attractive**</td></tr><tr><td>**Humourless**</td></tr><tr><td>**Reverential**</td></tr><tr><td>**Self-sufficient**</td></tr></table>	• **Retrieve explicit and implicit information from a text.** • **Comment on the writer's use of language to show understanding of writer's intention.** • **Evaluate the writer's use of language.** • **Produce well-constructed responses on an unfamiliar text.** • **Approach Component 1 Question 01 (AO1):** Prior to reading, box off and read the specified lines only; Write in full sentences; Write more than 5 answers if possible (if one of the answers is wrong, examiners will accept *any* that are correct); Don't use quotations; use own words. • **Approach Component 1 Question 02 (AO2):** Prior to reading, identify key words in the task; Write key words alongside the specified lines; Box off appropriate section and read the specified lines; During reading, highlight quotations relevant to the question; ANNOTATE. WRITE A COMMENT FOR EACH QUOTATION HIGHLIGHTED- this will be the comment in the Comment-Evidence/ Evidence- Comment chain. Write 5 Comment- Evidence/ Evidence- Comment chains. • **Approach Component 1 Question 03 (AO2):** Identify key words in the task; Write key words from the question next to the specified lines; Box off and read the specified lines; During reading the source, highlight quotations relevant to the question; ANNOTATE. WRITE A COMMENT FOR EACH QUOTATION HIGHLIGHTED- this will be the comment in the Comment-Evidence/ Evidence- Comment chain. Write 10 C-E/ E-C chains and extend 1. • **Approach Component 1 Question 04 (AO2):**	Spend 10 minutes reading the whole source before answering the questions. Full sentences aren't required for retrieval questions. Highlight quotations in each source and do not write comments alongside them. How to write an accurate comment. That 2 comments are required for each point: comment, Evidence, comment. **(IT ISN'T; JUST ONE!)** All a comment is is recycling the words from the question. How to introduce a quotation. Timings for each question. Meaning of the text; meaning of ending, usually a twist.	What is a **comment**? What is the purpose of **evidence**? What is an **impression**? What does the word **excitement** mean? What does **dramatic** mean? What is a **view**? What does the term **relationship** mean? Why is it important to know how to approach an English Language paper effectively? How should you approach a **retrieval** question on a fiction text? What should your response look like? How many responses should you give for a **retrieval** question? How should you approach a question about the writer's use of language?	**Assessment window: 9th – 13th December 2024** **Component 1** Mock paper: **Section A (Reading) ONLY** November 2018: Steinbeck Samuel and Eliza Hamilton. WALK THROUGH ONLY- **not** first C-E chain

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	**Learn how to…**			
		• A question with the word *HOW* in it requires the phrase *when the writer describes how*… in a response. • Specific vocabulary can be used to describe character: **Fickle** **Self-obsessed** **Reckless** **Adventurous** **Introvert** **Impulsive** **Self-confident** **Determined** **Stubborn** **Brash** **Wilful** **Responsible** **Patronising** **Patient** / **Intimidating** / **Formidable** / **Unbending** / **Uncomplaining**	Identify key words in the task; Write the key words from the question by the specified lines on the source; During reading the source, highlight quotations relevant to question; ANNOTATE. WRITE A COMMENT FOR EACH QUOTATION- this will be the comment in the Comment- Evidence/ Evidence- Comment chain. Write the response: 10 Comment-Evidence chains and extend one comment. • **Approach Component 1 Question 05 (AO4):** Read the question and identify key words. Cross out the 'YOU' and replace with 'I'; Write key words from the question on the top of the source; Don't highlight the text again; use the ones from the previous questions; FOR THE HIGHER MARKS, STUDENTS MUST track the whole text from beginning to end; If two characters are mentioned, students must address both of them in their response. Write 10 C-E/ E-C chains. Extend the comment for one. Begin response with 'I agree that…' • **Manage time effectively in an exam:** Q01: 5 minutes, Q02: 10 minutes, Q03: 15 minutes, Q04: 15 minutes, Q05: 15 minutes, Q06: 45 minutes. • **Evaluate a text (Q15):** I think, I believe, I agree that • **Structure a response to help track a text**: To begin with, the writer…./ At the start, the writer…/Next, (to begin each new C-E/ E-C chain)/At/ By the end, the writer…	Meanings of individual Vocabulary. Each quotation requires in depth analysis. Comments can be made anywhere in the text at any time.	What does effective planning look like on this paper? Which key words should you use to evaluate a text? How long should you spend on each question on Component 1? Which discourse markers should you use to structure a response effectively? What phrase should you use in your response to a question that has the word **HOW** in it?	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	**Learn how to…**			
Spirituality	**Maureen, Brian and Lucy Faulkner:** **Windows**: How would you describe the way that Brian treats his wife? His child? **Mirrors**: How would you feel in this situation? For your mum? About your father? Is this kind of behavior forgivable? How could Brian have demonstrated integrity/ humility/ respect towards his family? **Doors**: What would you do in Maureen's situation? How would you feel about your father in this situation? How would it make you want to parent (in the distant future!!)?					
HT2 5 hours a fortnight: Transactional Writing: **Article inform**	Newspaper article covered in KS3 Y8: Sherlock Holmes, not article specifically. Should have had exposure to varied sentence starts in Y9 in all TW writing units. **Wider curriculum:** History: bias when looking at sources throughout KS3. RE: How treat each other in various relationships (Y9 HT 5&6).	• An article could appear in the following formats: a magazine, certain sections of a newspaper, websites. • An article can be **biased** towards a person or political **viewpoint**. • An article could be the exploration of a topic or an argument. • Typical subjects covered in articles: travel/ sport/ history/ hobbies/home/craft music/ celebrities/famous figures/ controversial topics. • An article should include a catchy, memorable **headline**: questions, alliteration, statement, **word play,** ambiguity. • **Headlines** are designed to attract attention. • Language of an article is usually **formal** but dependent on the **intended audience**. • The structure of an article is as follows: Headline/ introduction or views made clear/ x3 main points explored/ conclusion. • At paragraph level, the structure should be as follows: Discourse marker, topic sentence, exploration of this idea: examples, anecdote, evidence to support TS, Professional views, statistics…	• Unpick a question: fix the TAP (**Text type**, **audience**, **purpose**). • Plan a 4/5 part response: headline/introduction/ x3 main points (**counterargument**)/ conclusion. • Structure a paragraph correctly: **discourse marker**, topic sentence, development of ideas or argument/ examples, details. • Use ambitious vocabulary effectively and accurately. • Vary sentence starts/ types for effect/ engagement: If…If…If…Then/ adverb to show opinion/ verb start/ Not only…but…Also…/ triple adjective + colon/ pair of pairs, No. No. No. Only, So. So. So: independent clause/ It wasn't just, it was/ adjective + verb x3: main clause, structural **prepositions** (beginning, middle, ending). • Use **discourse markers** to suggest views. • Use discourse markers to signpost a change in direction in response.	An article is always an argument. Introduction to an article should be a running commentary about what you're going to/ write about. Grammatical confusions. Syntactical confusions. Punctuation confusions. Planning isn't important. How to structure an article. Sentence variation is not important.	How do you **structure** an article? What are the essential features of an article? What is a **discourse marker**? What are the typical features of a paragraph used in an article? How can an article show **bias**? What topics are commonly written about in articles? Where do articles commonly appear? How many sentence starts can you list? Why is it important to vary your sentence starts? What is the purpose of a headline? What methods could you use in a headline to make it catchy? What does the term '**intended audience'** mean? How should you structure at paragraph level?	

Subject and Year: **English Language Y10**   Specification: **Eduqas**   Half Terms: **3 & 4**   <mark>VOCABULARY</mark>

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	**Learn how to…**			
HT3 6th January 2025– 15th February 2025 5 hours a fortnight Component 1 Section B Writing- **Narrative**	Y7 Story writing- many components link to narrative writing. <u>Wider curriculum:</u> PSHE Y7 Building and maintaining relationships.	**Narrative**: • A narrative is a spoken or written account of connected events; a story; an anecdote. • There are 5 main parts of a narrative: <mark>opening</mark>, <mark>development</mark>, <mark>problem</mark>, <mark>reaction</mark>, <mark>resolution</mark>. • An effective narrative should span over a short time period. • An effective narrative should be based on a factual event. • A narrative should avoid certain topics to allow for realism (see misconceptions). • Sentences starts need to be varied throughout a piece of writing to add variety and to hold the reader's interest. • A <mark>discourse marker</mark> has several purposes: to navigate the reader, organise the writing, link ideas together, shift from one idea to the next.	**Narrative**: • Plan an effective and <mark>realistic</mark> 5 part narrative: <mark>opening</mark>, <mark>development</mark>, <mark>problem</mark>, <mark>reaction</mark>, <mark>resolution</mark>. • Write an **effective opening**: Open with dialogue OR a statement OR ask the reader a question. Introduce yourself as the narrator – give a little *<u>anecdote</u> to show what sort of a person you are. Explain the background to the story. • **Develop** a narrative: set the scene where the problem happens (place, atmosphere, mood, relevant senses). Build up to the problem. • Create a **problem**: describe what happens – 1 piece of action only. Hold the moment – describe your inner thoughts and feelings. • Describe a **character(s)' reactions**: describe your body's physical reaction. How do other people react? Was their reaction what you expected? • Write an **effective ending**: What impact has this had on you? Do you see things differently now? Feel differently now? How do you feel now about what happened/ how you dealt with it? Would you do things differently if you were in this situation again? • Write an effective and realistic 5 part story. • Use and maintain writing in <mark>past tense</mark>. • Write and set out effective <mark>dialogue</mark>/ <mark>dialogue tags</mark>. • Use the <mark>zoom in</mark> and <mark>zoom out</mark> technique. • Use specific vocabulary to communicate <mark>mood</mark> of a narrator. • Explore how to communicate the <mark>mood/ emotions</mark> of a character at different stages in a narrative. • Vary sentence starts/ punctuation to achieve effects: (single adjective start, adverb, simile, verb start, triple adjective + colon, show 3: tell one, with a…. + action, pair of pairs, No. No. No. Only, So. So. So: independent clause, It wasn't just, it was, adjective + noun x3: main clause, prepositions. • Write an effective ending: **cyclical** structure, <mark>resolution</mark>, change made. • Write an <mark>extended metaphor</mark>. • Use <mark>motifs</mark> in your writing. • Use <mark>zoomorphism</mark> to develop character.	A narrative should span over hours, days, years, generations. Narratives need to be about drug-dealers, vampires, aliens, pregnancies…dramatic themes rather than simple, small anecdotes. Narratives are a series of descriptive paragraphs. Narratives are elaborate tales. Rules of speech/ dialogue. Tenses. A good ending is 'I woke up and it was all a dream!' or' 'They all died!'	**Narrative**: What are the 5 main components of an effective <mark>narrative</mark>? What are the rules of writing <mark>dialogue</mark>? What does effective <mark>dialogue</mark> in a narrative look like? How can you add variety to sentence starts? How can you make a narrative <mark>realistic</mark>? What are the rules of speech/ setting out dialogue? What is a <mark>discourse marker</mark>? What is the purpose of an <mark>extended metaphor</mark>? What can <mark>zoomorphism</mark> be used for? Purpose? What is a <mark>motif</mark>? How can a <mark>motif</mark> be used in your writing?	**Controlled Assessment** window: **10th- 15th February 2022** **Component 1** Mock paper: **Section B (Writing) Narrative ONLY** November 2018: Steinbeck Samuel and Eliza Hamilton-Narrative on that paper. Choice of 4- choose **one**: **a)** Write a story which begins: I can clearly remember that family gathering. **b)** The Race **c)** Write about a time when you felt let down by a friend. **d)** Write a story which ends: …and I realised that some things are more important than money.

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	Learn how to…			
Spirituality	<td colspan="6">**Narrative Writing:** recounting an event **Windows**: What happened to you? What was the problem? Why was it a problem? **Mirrors**: How did you feel about what happened/ what you did/ yourself? Others that were involved? The outcome? **Doors**: In the reflection section: What impact has this had on you? Do you see things differently now? Feel differently now? How do you feel now about what happened/ how you dealt with it? Would you do things differently if you were in this/ a similar situation again?</td>
HT4 24th February 2025- 4th April 2025 **Component 2 Section A Reading** **Component 2 Section B Transactional Writing-Article POV**	**Y11 HT1- Component 2 Section A Reading all 6 questions covered through two papers and an assessment.** • **Wider curriculum:** whole school strategy- retrieving information: scanning and skimming. •	• What a **Comment-Evidence/ Evidence-Comment** chain is. • A '**comment**' is a verbal or written remark expressing an **opinion** or **reaction**. Synonyms for the word 'comment' are as follows: **statement, remark, observation.** • **Evidence** supports a comment or evidence is commented on. Relevant **comparative conjunctions** to use to compare sources: whereas, however, in contrast. • **Common terms** used in questions: **impression, dramatic, exciting, view, narrator.** • Any question that asks How the writer does something must have the phrase **when the writer describes how…** in the response.	• Retrieve explicit information from a text. • Comment on the writer's use of language to show an understanding of their intention. • Evaluate the writer's use of language. • Select and synthesise information across two texts. • Compare writers' perspectives and how they are conveyed. • **Approach Component 2 Question 11 (AO1): Retrieve** **Q11:** Prior to answering do not read the text; **With pencil**, circle dates, times, numbers (digits and words), years, places, **proper nouns.** *Don't* write in full sentences; Give specific detail. • **Approach Component 2 Question 12 (AO2): Language** **Q12:** Read question and identify key words; Write key words on the top of the relevant source; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be the comment in Comment- Evidence/ Evidence- Comment chain. • **Approach Component 2 Question 13 (AO1): Retrieve** **Q13:** As with **Q11**. Additional step: scan for key words in question and circle with pencil. • **Approach Component 2 Question 14 (AO4): Evaluate** **Q14:** Read question and identify key words; Write key words on the top of the relevant source; In the question, cross out the 'YOU' and replace with I; As you're reading Source B, highlight quotations relevant to question; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be comment in Comment- Evidence/ Evidence- Comment chain. • **Approach Component 2 Question 15 (AO1): Select & Synthesise** **Q15:** Do not read the texts again; Recycle words from the question and give two brief answers from the first source;	Spend 10 minutes reading the sources before answering the questions. Full sentences are required for retrieval questions. Highlight quotations in each source and do not write comments alongside them. How to write an accurate comment. How to introduce a quotation. Timings for each question. Meaning of the text. Meanings of individual Vocabulary from sources. Language questions require elaborate analysis at word level.	What is a comment? What is the purpose of evidence? What is an impression? What does the word exciting mean? What does dramatic mean? What is a view? What does the term narrator mean? What is a comparative conjunction? What purpose does a comparative conjunction serve? What is a proper noun? How should you tackle a retrieval question on a non-fiction text? What should a retrieval response look like? How should you approach a question about the writer's use of language? What does effective planning look like on this paper? Which key words should you use to evaluate a text? How long should you spend on each question on Component 2? Which discourse markers should you use to structure a response effectively? How many marks is question X worth?	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	Learn how to…			
			Use a comparative conjunction (however/ whereas) and give two answers from the second source; Don't use quotations. • **Approach Component 2 Question 16 (AO3): Compare Q16:** Read question and identify key words, focusing on the text in bold; Focus on **HOW** - this **must** be addressed; No annotating or highlighting for Q16; Write 5 Comment-Evidence/ Evidence- Comment chains for Source B; Use a comparative conjunction and write 5 Comment-Evidence/ Evidence-Comment chains for Source A. • How to **structure** a response: To begin with, the writer…/ Next,…/ Then,… By the end, the writer… • How to manage **timings** effectively in exam conditions for each question in the reading section: Q11: 3-5 minutes, Q12: 15 minutes, Q13: 2-5 minutes, Q14: 15 minutes, Q15: 5 minutes, Q16: 15 minutes.		How many Comment-Evidence/Evidence- Comment chains should you aim for in your response to question X?	
Spirituality	**Au Pairs on a Pittance:** **Windows**: What do you see happening here? What is the problem au pairs are facing? **Mirrors**: How would you feel if you were in their position? Would you put up with this treatment? Why? What's unfair about it? Why is it? **Doors**: What would you change about the situation the au pairs are in/were in if you could?					
HT4 Week 5 & 6: 18th March- 28th March 2025: Article- POV	Newspaper article covered in KS3 Y8: Sherlock Holmes, not article specifically. Should have had exposure to varied sentence starts in Y9 in all TW writing units.	• An article could appear in the following formats: a magazine, certain sections of a newspaper, websites. • An article can be **biased** towards a person or political **viewpoint**. • An article could be the exploration of a topic (**inform**) or an argument (POV). • Typical subjects covered in articles: travel/ sport/ history/ hobbies/home/craft/ music/ celebrities/famous figures/ controversial topics. • An article should include a catchy, memorable	• Unpick a question: fix the TAP (Text type, audience, purpose). • Plan a 4/5 part response: headline/introduction/ x3 main points (counterargument)/ conclusion. • Structure a paragraph correctly: discourse marker, topic sentence, development of ideas or argument/ examples, details. • Use ambitious vocabulary effectively and accurately. • Vary sentence starts/ types for effect/ engagement: If…If…If…Then/ adverb to show opinion/ verb start/ Not only…but…Also…/ triple adjective + colon/ pair of pairs, No. No. No. Only, So. So. So: independent clause/ It wasn't just, it was/ adjective + verb x3: main clause, structural prepositions (beginning, middle, ending). • Use discourse markers to suggest views. • Use discourse markers to signpost a change in direction in response. •	An article is always an argument. Introduction to an article should be a running commentary about what you're going to/ write about. Grammatical confusions. Syntactical confusions. Punctuation confusions. Planning isn't important. How to structure an article.	How do you structure an article? What are the essential features of an article? What is a discourse marker? What are the typical features of a paragraph used in an article? How can an article show bias? What topics are commonly written about in articles? Where do articles commonly appear? How many sentence starts can you list? Why is it important to vary your sentence starts? What is the purpose of a headline?	**N/A this HT.**

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	Learn how to…			
		headline: questions, alliteration, statement, word play, ambiguity. • Headlines are designed to attract attention. • Language of an article is usually formal but dependent on the intended audience. • The structure of an article is as follows: Headline/ introduction or views made clear/ x3 main points explored/ conclusion. • At paragraph level, the structure should be as follows: Discourse marker, topic sentence, exploration of this idea: examples, anecdote, evidence to support TS, Professional views, statistics…			What methods could you use in a headline to make it catchy? What does the term 'intended audience' mean? How should you structure at paragraph level?	
Spirituality	**Tattoos POV:** **Windows**: What problems might arise with tattoos? What impact can tattoos have on people? Relationships: work, family? **Mirrors**: What do you think about tattoos? Others having tattoos? People who have lots? In different parts of the body? Benefits? Problems? Should people be judged because they have tattoos or piercings? **Doors**: Has anyone's point/ views Changed what you think about having tattoos? Others having them? Understanding why others might have tattoos?					

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	**Learn how to…**			
HT5: 21ˢᵗ April- 2ⁿᵈ May 2024: Component 1 Section A Reading.	HT 2(x2 past papers and a mock).	• There are common key terms used in question stems and their definitions should be understood: **Impression, excitement, exciting, dramatic, drama, view, relationship.** • A '**comment**' is a verbal or written remark expressing an **opinion** or **reaction**. Synonyms for the word 'comment' are as follows: **statement, remark, observation.** • Evidence supports a comment. • A question with the word *HOW* in it requires the phrase **when the writer describes how**… in a response. Specific vocabulary should be used to describe character traits: **Optimistic** **Self-obsessed** **Naïve** **Easily Intimidated** **Unwelcoming** **Bewildered** **Astonished** **Concerned** **Overwhelmed**	• **Retrieve explicit and implicit information from a text.** • **Comment on the writer's use of language to show understanding of writer's intention.** • **Evaluate the writer's use of language.** • **Produce well-constructed responses on an unfamiliar text.** • **Approach Component 1 Question 01 (AO1):** Prior to reading, box off and read the specified lines only; Write in full sentences; Write more than 5 answers if possible (if one of the answers is wrong, examiners will accept *any* that are correct); Don't use quotations; use own words. • **Approach Component 1 Question 02 (AO2):** Prior to reading, identify key words in the task; Write key words alongside the specified lines; Box off appropriate section and read the specified lines; During reading, highlight quotations relevant to the question; ANNOTATE. WRITE A COMMENT FOR EACH QUOTATION HIGHLIGHTED- this will be the comment in the Comment- Evidence/ Evidence-Comment chain. Write 5 Comment- Evidence/ Evidence-Comment chains. • **Approach Component 1 Question 03 (AO2):** Identify key words in the task; Write key words from the question next to the specified lines; Box off and read the specified lines; During reading the source, highlight quotations relevant to the question; ANNOTATE. WRITE A COMMENT FOR EACH QUOTATION HIGHLIGHTED- this will be the comment in the Comment- Evidence/ Evidence-Comment chain. Write 10 C-E/ E-C chains and extend 1. • **Approach Component 1 Question 04 (AO2):** Identify key words in the task; Write the key words from the question by the specified lines on the source;	Spend 10 minutes reading the whole source before answering the questions. Full sentences aren't required for retrieval questions. Highlight quotations in each source and do not write comments alongside them. How to write an accurate comment. How to introduce a quotation. Timings for each question. Meaning of the text; meaning of ending, usually a twist. Meanings of individual Vocabulary. Each quotation requires in depth analysis.	What is a comment? What is the purpose of evidence? What is an impression? What does the word excitement mean? What does dramatic mean? What is a view? What does the term relationship mean? Why is it important to know how to approach an English Language paper effectively? How should you approach a retrieval question on a fiction text? What should your response look like? How many responses should you give for a retrieval question? How should you approach a question about the writer's use of language? What does effective planning look like on this paper? Which key words should you use to evaluate a text? How long should you spend on each question on Component 1? Which discourse markers should you use to structure a response effectively? What phrase should you use in your response to a question that has the word **HOW** in it?	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	Learn how to…			
			During reading the source, highlight quotations relevant to question; ANNOTATE. WRITE A COMMENT FOR EACH QUOTATION- this will be the comment in the Comment- Evidence/ Evidence- Comment chain. Write the response: 10 Comment-Evidence chains and extend one comment. • **Approach Component 1 Question 05 (AO4)**: Read the question and identify key words. Cross out the 'YOU' and replace with 'I'; Write key words from the question on the top of the source; Don't highlight the text again; use the ones from the previous questions; FOR THE HIGHER MARKS, STUDENTS MUST track the whole text from beginning to end; If two characters are mentioned, students must address both of them in their response. Write 10 C-E/ E-C chains. Extend the comment for one. Begin response with 'I agree that…' • **Manage time effectively in an exam:** Q01: 5 minutes, Q02: 10 minutes, Q03: 15 minutes, Q04: 15 minutes, Q05: 15 minutes, Q06: 45 minutes. • **Evaluate a text (Q15):** I think, I believe, I agree that • **Structure a response to help track a text**: To begin with, the writer…./ At the start, the writer…/Next, Then, Also, (to begin each new C-E/ E-C chain)/At/ By the end, the writer…			
Spirituality	**Megan Taxi ride**: **Windows**: What has happened to Megan? What actions has she taken since arriving into the country? How does Megan feel about being in a new place? **Mirrors**: What would you have done when you arrived at the airport? How would you have felt in this situation? How would you feel about your friend if you were put in a position similar to this? How would you feel in her position: arriving in a new place without anyone familiar there? **Doors**: Has seeing what happened to Megan changed how you would perhaps react in this situation? What you would do in her situation: at the airport? In the taxi? On arrival at Cora's?					
HT 5 :5th April 24-25	• Y7 Story writing- many components link to	**Narrative**: • There are 5 main parts of a narrative: opening, development, problem, reaction, resolution.	**Narrative**: • Plan an effective and realistic 5 part story: opening, development, problem, reaction, resolution.	**Narrative**: A narrative should span over hours, days, years, generations.	**Narrative**: What are the 5 main components of an effective narrative?	**Whole School: End of Year Exams**

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	**Learn how to…**			
	narrative writing. • Y10 HT3 Creating narratives unit.	• An effective narrative should span over a short time period. • A discourse marker has several purposes: to navigate the reader, organise the writing, link ideas together, shift from one idea to the next. •	• Write an effective and realistic 5 part story. • Use and maintain writing in past tense. • Write and set out effective dialogue/ dialogue tags. • Use the zoom in and zoom out technique. • Use specific vocabulary to communicate mood of a narrator. • Explore how to communicate the mood/ emotions of a character at different stages in a narrative. • Vary sentence starts/ punctuation to achieve effects: (single adjective start, adverb, simile, verb start, triple adjective + colon, show 3: tell one, with a…. + action, pair of pairs, No. No. No. Only, So. So. So: independent clause, It wasn't just, it was, adjective + noun x3: main clause, prepositions. • Write an effective ending: cyclical structure, resolution, change made. • Write an extended metaphor. • Use motifs in your writing. • Use zoomorphism to develop character.	Narratives need to be about drug-dealers, vampires, aliens, pregnancies…dramatic themes rather than simple, small anecdotes. Narratives are a series of descriptive paragraphs. Narratives are elaborate tales. Rules of speech/ dialogue. Tenses. A good ending is 'I woke up and it was all a dream!' or' 'They all died!'	What are the rules of writing dialogue? What does effective dialogue in a narrative look like? How can you add variety to sentence starts? How can you make a narrative realistic? What are the rules of speech/ setting out dialogue? What is a discourse marker? What is the purpose of an extended metaphor? What can zoomorphism be used for? Purpose? What is a motif? How can a motif be used in your writing?	**Component 1 R & W Eduqas Sample paper: Bruce and Pat (SHF to create narrative titles to accompany.**
Conflict poem: TBD	•					

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	Learn how to…			
HT6 2nd June 2025– end of Year (set up before exams and pick up after end of year assessment): Speaking and Listening Component.	Y7 Speech writing HT6- Refugee Boy

Y8 Speech Writing HT6 Hamlet unit. HT4 POV Talks and Inform Talks. | <u>Speaking and listening</u>
<u>Learn that….</u>
• A talk can have different purposes: to argue a point of view, to persuade, to motivate someone, to educate an audience/ impart knowledge on them.
• The audience of a speech affects the delivery, tone, style of a speech.
• A speech is written to be spoken to an audience; an audience will listen to a speech.
• The structure of a speech should be as follows: an engaging opening which shares intent/ purpose; a main body of argument/ sharing views/ ==counterargument== (if relevant)/ future actions that should be taken (if relevant) conclusion.
• The typical structure of a paragraph should be as follows: ==Discourse marker==, ==topic sentence==, details, examples, ==anecdote==, supporting evidence.
• There is specific language that is useful for **persuasion** (if relevant): ==flowers of rhetoric==, use of personal pronouns, rhetorical questions, emotive language, statistics, undermine other view, anecdote, direct address, repetition.
• There is specific language that is useful for informing/ describing (if relevant): chronology of events- specific dates, times, details, 5 senses, ==emotive== language, ==figurative== language, ==humour==, specific details/ anecdotes.
• The delivery of a speech is also key to success and there are a number of techniques which can be used to engage an audience: ==hand gestures==, ==body language==, ==facial expressions==, eye contact, pace, pause, ==emphasis==, ==intonation==, ==enunciation==. | <u>Learn how to…</u>
• Plan an effective talk/ speech.
• Engage an audience through non-verbal cues/ skills: hand gestures, body language, facial expressions, eye contact.
• Practise and rehearse a speech/ talk so that its delivery is precise.
• Create and use cue cards to avoid reading from a full script.
• Respond to questions from an engaged audience.
• Speak in Standard English and avoid using local ==dialectal== features, slang or ==colloquial== language.
• Write a range of sentence types: (single adjective start, adverb, verb start, triple adjective + colon, What if…?, No. No. No, only, So, so, so: independent clause, It wasn't just, it was, If…, if…, if…, then… | <u>Misconception</u>s:
A speech should be read word for word.

A speech/ talk is intended for the page and not to be spoken.

A speech has to be an argument or views.

A persuasive speech should begin like a running commentary.

If the audience consists of friends, it's fine to speak in slang, Non-Standard English, dialect. | <u>Ambition for all Questions:</u>

• What features of language are persuasive?
• What is an anecdote?
• What is the purpose of a rhetorical question?
• What is emotive language? What emotions can you evoke in an audience?
• How can you vary sentence starts to add variety and engage an audience?
• Which words can you use to address an audience directly?
• How should a speech/ talk be structured?
• What non-verbal cues can you use to engage an audience?
• What is colloquial language? Is it appropriate for a formal talk? Why?
• What is a counterargument? What is its purpose?
• Cue cards can be very useful. How? | **Formal Assessment:**
Students to decide upon their own topic for a talk: informative or persuasive. To be recorded as part of a formal assessment for GCSE speaking and listening component.
Students will be given a formal time slot to deliver their talk/ speech. Questions at the end.

Links to cross curricular topics to be made.
RE:
Abortion
Euthanasia
Life after death
Ghosts
Mediums
Reincarnation
Near death experiences
purpose of marriage

Sociology:
Divorce
Family diversity
Crime and deviance (best way to control it or effectiveness of police etc.)

Criminology:
Death penalty
Effectiveness of prisons or probation
Media representations of crime.
Do video games increase crime?
Is the news a good or bad thing?
Why people commit crimes is it more biological or social? |

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that…	Learn how to…			
Spirituality	**Charlotte's Speech** **Windows**: What are the main issues in the dairy industry? Why does Charlotte feel so passionate about them? **Mirrors**: How does it make you feel about large retailers? Are there other industries that are being exploited by large retailers? **Doors**: Do you think you might try and support smaller businesses now? Does it change how you feel about large supermarkets and your own convenience? **Own speeches** **Windows:** What are you passionate about? How can you make your listener also feel passionate about your topic? **Mirrors**: What should your listener be feeling after your speech? What do you believe needs to be understood about your topic? **Doors:** Have you changed your mind about anything while researching your topic?					
Conflict Poetry: TBD x3						