

English Curriculum Map 2021-2022

Term	Key Stage 3			Key Stage 4	
	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	Contemporary Novel 'The Bone Sparrow' by Zana Fraillon – Reading Critically	The Victorian Novel – <i>Great Expectations</i> or <i>A Christmas Carol</i> (Reading Skills Unit)	Shakespearean Play – <i>Romeo and Juliet</i> (Reading Skills)	Modern Drama – <i>An Inspector Calls</i> (Literature Paper 2)	19 th Century Novel – <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (Literature Paper 1)
	Contemporary Novel 'The Bone Sparrow' by Zana Fraillon – Writing Creatively	The Victorian Novel – <i>Great Expectations</i> or <i>A Christmas Carol</i> (Writing Skills Unit)	Shakespearean Play – <i>Romeo and Juliet</i> (Writing and Performing Skills) Introduction to Unseen Poetry	Language Paper 1 – Explorations in Creative Reading and Writing	19 th Century Novel and Language Paper 1
Spring Term	Non-Fiction – A Study of Transactional Writing	Diverse Shorts: A Linguistic Study of Identity, Justice, and Respect	World Literature – ' <i>Piecing Me Together</i> ' by Renee Watson and Challenging Perspectives	Power and Conflict Poetry (Literature Paper 2)	Power and Conflict Poetry (Literature Paper 2)
	The Evolution of English Poetry: From Chaucer to the Present Day	Study of a Contemporary Poet: <i>Inua Ellams</i>	World Literature – ' <i>Piecing Me Together</i> ' by Renee Watson and Challenging Perspectives	GCSE Language Paper 2 – Writers' Viewpoints and Perspectives	GCSE Language Paper 2 – Writers' Viewpoints and Perspectives
Summer Term	Cultural Conversations – Study of <i>The Odyssey</i>	Non-Fiction – Learning Persuasive Writing and Argument	Language in the Modern World – An Exploration of Contemporary Issues	Shakespearean Play – <i>Macbeth</i> (Literature Paper)	Exam Revision
	Shakespearean Play – <i>A Midsummer Night's Dream</i>	Modern Drama – <i>Blood Brothers</i>	Introduction to GCSE Literature – Power and Conflict Poetry	Shakespearean Play – <i>Macbeth</i> (Literature Paper)	N/A

Year 7			
Term	Content	Rationale and Skills	Assessment
Autumn Term	Contemporary Novel – <i>The Bone Sparrow</i>	<i>The Bone Sparrow</i> by Zana Fraillon is captivating, powerful, disturbing, necessary, important, touching, enlightening and much more. It tells the story of Subhi, a refugee who was born in an Australian detention centre to a mother who had fled violence in her Burmese homeland. Physically, Subhi's world is confined by the fences of the detention centre in which he lives, but through stories, relationships and encounters, a wider but not always comfortable world emerges. <i>The Bone Sparrow</i> is a timely novel that deals directly with questions about migration, human rights and our broader humanity. It is highly relevant for young people, providing a platform for engagement and dialogue around issues that are readily present in media and politics in the UK, and can present young people with challenging perspectives and uncomfortable realities. Autumn A will assess reading skills, and autumn B will assess writing skills.	Two spoken presentations (oracy assessments) Reading assessment in autumn A Writing assessment in autumn B
Spring A	Non-Fiction – A Study of Transactional Writing	This module allows students to practise writing accurately and coherently, and it ensures they are practising adapting their language and style in and for a range of contexts (traditional and modern), purposes and audiences. Students learn that there are many ways to achieve your writing purpose: choose a form, choose the correct language, choose the style, organisation, and kinds of evidence. They will consider: are they trying to sound personal or authoritative? Are they wanting to entertain or inform? Are they relating to their audience or keeping the audience distant? Do they want to sound formal or informal? Focusing on the skills required to write for a different audience and purpose will allow students to ponder the importance of rhetoric.	Spoken presentation related to their independent reading. Writing assessment. Assessment will demand that they adapt their writing style depending on form, purpose, and audience.
Spring B	The Evolution of English Poetry: From Chaucer to the Present Day	Unlike other literary forms that we can date to precise texts and time periods, it's a challenge to pinpoint the earliest work of poetry. In one form or another, poetry has been around for thousands of years. Our students will study significant and influential poets beginning with Chaucer in the fourteenth century, moving through the Renaissance period, the Enlightenment, the Victorian era, and finally examining some of the most important poetic voices of our times. We want our students to understand that poetry gives people a voice and a creative outlet to express themselves, when doing so in other ways may be difficult. They will compare different forms, evaluate the impact of meter and rhythm, and assess the significance of contextual factors. Students will also have opportunities to write their own poetry, inspired by and modelled on the work of the poets they are studying. Exploring poetry throughout the ages is a great way to introduce Year 7 students to some seminal works of the English literary canon.	Spoken presentation: a recital of a chosen poem. Reading assessment: detailed analysis of a poem.

<p>Summer A</p>	<p>Cultural Conversations – Study of <i>The Odyssey</i></p>	<p>This SOL plunges KS3 students into the world of ‘The Odyssey’ and explores how this text has been (and is still being) transformed and re-made. It introduces students to a culturally significant text and encourages them to explore critically how and why it has been so influential – why it has provoked so many creative conversations!</p> <p>The SOL features texts by Simon Armitage, Emily Wilson, Derek Walcott, Tennyson, Margaret Atwood, Madeleine Miller and Akala, as well as references to stories from the Ramayana, the Mahabharata and Gilgamesh. This unit tackles a heavyweight topic with a light-touch – and offers plenty of opportunities for creative as well as critical engagement.</p>	<p>Spoken presentation related to their independent reading.</p> <p>Writing assessment based on an extract.</p>
<p>Summer B</p>	<p>Shakespearean Play - <i>A Midsummer Night’s Dream</i></p>	<p><i>A Midsummer Night’s Dream</i> was written in the 1590s and is one of the Bard’s most popular comedy plays. It is a comic play in which four different worlds collide. This play provides a great opportunity to look at lots of key themes, including: magic, reality, and power. Our students will study how Shakespeare uses language, vocabulary choice, grammar, text structure and organisational features, to present meaning. Furthermore, they will deepen their understanding of dramatic devices by exploring his use of setting, plot, and characterisation. Moreover, they will gain an understanding about how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p>	<p>Oracy assessment: performance of a scene from the play.</p> <p>End of year assessment: Students complete their end of year exam during this half-term. It will include a reading and writing section.</p>

<p style="text-align: center;">Year 8</p>			
<p>Term</p>	<p>Content</p>	<p>Rationale and Skills</p>	<p>Assessment</p>

Autumn Term	The Victorian Novel – <i>Great Expectations</i> or <i>A Christmas Carol</i>	Our students read Dickens not just because he was a man of his times, but because he was a man for our times as well. We read Dickens because his perception and investigation of the human psyche is deep, precise, and illuminating, and he tells us things about ourselves by portraying personality traits and habits that might seem all too familiar. His messages about poverty and charity have travelled through the decades, and we can learn from the experiences of his characters almost as easily as we can learn from our own experiences. Dickens's novels tell us, in the grandest way possible, why we are what we are. Students will critically evaluate his work through interpreting and discussing the themes and ideas explored in our two chosen novels. They will examine how Dickens manipulates aspects of plot and characterisation for effect, and they will analyse his unique use of grammar, form and structure. Furthermore, they will learn how to contextualise his work. They will study the social, historical and cultural contexts that influenced his work, and they will evaluate the literary merits of Dickens.	Two spoken presentations: one about an issue in Victorian Britain and one about an issue in contemporary society. Reading assessment in autumn A Writing assessment in autumn B
Spring A	Diverse Shorts: A Linguistic Study of Identity, Justice, and Respect.	This unit is designed to <u>promote critical thinking</u> . We want our students to think deeply about what they are reading, asking important questions about why the stories are written in particular ways, what it is they are trying to say, and what it might mean to different groups of people. Critical thinking is a key skill for our students as they navigate their way through the modern world. We want them to become experts in spotting fraudulent information or working out the real agenda behind material that is not necessarily fake, but which is distinctly biased. And, as should be the case with a critical thinking approach to literature, their opinions about what they read matter most. The stories we have selected are designed to make them think, not to tell them what to think. <i>Tender Earth</i> by Sita Brahmachari explores identity and diversity; <i>Loose Change</i> by Andrea Levy forces us to confront our perceptions refugees in the UK; and <i>Terror Kid</i> by Benjamin Zephaniah explores the link between action and change through the prism of riots and protests. We hope this unit fills a much-needed gap in the educational experience of our students, with its focus on a richly diverse range of challenging texts by renowned authors writing about issues important to the world today.	Spoken presentation Research assessment: students use a range of extracts to write an academic essay about language issues.
Spring B	Study of a Contemporary Poet: <i>Inua Ellams</i>	This unit is a close study of the poetry of the poet and playwright Inua Ellams. He is an ambassador for the Ministry of Stories and has published four books of poetry: <i>Candy Coated Unicorns</i> and <i>Converse All Stars</i> , <i>Thirteen Fairy Negro Tales</i> , <i>The Wire-Headed Heathen</i> and <i>#Afterhours</i> , shortlisted for the Ted Hughes Award for New Work in Poetry. Our students will revisit and extend their previous learning about poetic devices and form, exploring the boundaries between prose and poetry and considering the impact of these on readers. Inspired by Ellams' work they will discuss ideas around borrowing and plagiarism, allusions and the richness of language, producing their own poetry in response. In so doing they will discuss cultural differences and similarities. Students will discuss, analyse, and evaluate: how and why non-standard language is used; how symbols from another culture are used to explore ideas; the differences between spoken and written language,	Oracy assessment: recital of a poem. Reading assessment: analysis of a poem

		including differences associated with formal and informal registers, and between Standard English and other varieties of English.	
Summer A	Non-Fiction – Learning Persuasive Writing and Argument	Our students will learn how to construct an argument, use evidence to support their viewpoint, consider opposing views, and craft compelling conclusions. They will explore how to use a range of writing techniques that will enhance their written pieces, and they will consider how their writing reflects the audiences and purposes for which it was intended. Furthermore, they will practise amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness, and they will learn the importance of paying attention to accurate grammar, punctuation and spelling.	Writing assessment: assessment will demand that they adapt their writing style depending on form, purpose, and audience.
Summer B	Modern Drama – ‘Blood Brothers’ by Willy Russell	According to the playwright Willy Russell, <i>Blood Brothers</i> was originally performed in a secondary school in a suburb of Liverpool in 1982 by the Merseyside Young People’s Theatre Company. So, it was originally performed by young local people, for young local people. The themes of violence, inequality, capitalism, and materialism spur conversations in classes which break down societal barriers and examine social stigmas. They will study setting, plot, and characterisation, and they will gain an understanding of how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play. They will be taught to speak confidently and effectively by participating in formal debates and structured discussions. Also, they will improvise, rehearse and perform sections of the play. They will discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	Spoken assessment: performing a scene from the musical End of year assessment: Students complete their end of year exam during this half-term. It will include a reading and writing section.

Year 9			
Term	Content	Rationale and Skills	Assessment
Autumn Term	Shakespearean Play – <i>Romeo and Juliet</i> Introduction to Unseen Poetry	In their GCSE Literature exam, they will study <i>Macbeth</i> in Year 10. In Year 9, our students study <i>Romeo and Juliet</i> . We do not want to limit their wider reading, so we do not study the GCSE literature texts until Year 10. Instead, we focus on extending their understanding of Early Modern English and work on refining their analytical skills. We also encourage our students to acknowledge the different interpretations and readings one can have of a Shakespearean text. They will: <ul style="list-style-type: none"> · carefully select clear examples from the text · accurately use a range of subject terminology · discuss connections across the whole text 	EMB: close analysis of an extract (exam style question). EMB Therapy/Challenge: close analysis of a different extract (acting on feedback from previous assessment)

		<ul style="list-style-type: none"> · draw insightful inferences from passages · explore relevant links to context (historical and social) · demonstrate an understanding of the writer’s craft. · explore how the work of dramatists is communicated effectively through performance <p>Year 9 students finish the term by completing a two-week module on Unseen Poetry. The poems have been carefully selected to introduce students to a range of writers with unique perspectives. For example, students will explore poems by Raymond Antrabus, Jackie Kay, Carol Ann Duffy and Kae Tempest. These poems address themes and subjects like disability, sexuality and gender. By introducing students to their work, it is hoped that students may momentarily glimpse the world through a different set of eyes and, in doing so, develop a greater sense of understanding and respect for communities of people.</p>	
<p>Spring Term</p>	<p>World Literature – <i>Piecing Me Together and Challenging Perspectives</i></p>	<p>As an English department, we are committed to making the teaching and learning of English Literature more inclusive. We want to increase students’ access to more books by writers of colour and those from minority ethnic backgrounds. This scheme of learning focuses on an American novel written by Renee Watson, and we will use this as a gateway to introduce our students to a diverse range of writers from Britain and beyond. The final year of KS3 is a great time to study such an engaging and challenging module. Only one GCSE English Literature course features a novel or play written by a black author; therefore, students in the UK are not exposed to much of this kind of literature in Year 10 and Year 11. Our intent is to create a passion for literature and to introduce our students to a variety of perspectives and challenging reading materials. According to the National Literacy Trust Annual Literacy Survey 2019, nearly 40% of 14-16-year olds agreed that ‘I can’t find anything to read that interests me.’ We hope to, in our own small way, to help change this statistic by exposing our students to an extensive range of prominent authors and by studying a novel which has been accurately described as “an in-depth meditation on how race, class, and gender all intersect in the body, mind, and story of one girl and her community.”</p>	<p>Spring A: EMB: Reading assessment. Students will explore Watson’s presentation of a theme.</p> <p>EMB Therapy/Challenge: reading assessment. Students will use feedback from their previous assessment to explore Watson’s presentation of a different theme.</p> <p>Spring B: EMB: writing assessment inspired by the novel.</p> <p>EMB Therapy/Challenge: writing assessment. Students will use feedback from their previous assessment to explore Watson’s presentation of a different theme.</p>
<p>Summer A</p>	<p>Language in the Modern World – An Exploration of Contemporary Issues</p>	<p>In this module, our students will examine environmental issues, medicine and language, race and identity, and gender equality. This module covers how 21st-century language varies according to identity and use. Students analyse language, and they explore how language operates in society. Furthermore, they study different styles of writing and create their own versions. Moreover, they compare how writers convey identity considering different genres, purposes and audiences, and</p>	<p>EMB: writing assessment. Speech about the environment.</p>

		they learn specific linguistic terminology to identify, label, sort and analyse language. In addition, they will make links to history, geography and sociology.	EMB Therapy/Challenge: writing assessment. A letter to their local MP about issues in the NHS.
Summer B	Introduction to GCSE Literature – Power and Conflict Poetry	<p>In their final half term, our students will be introduced to the first six poems in their poetry anthology. This is the first time they will be exposed to the texts that may appear in their GCSE exam. In relation to promoting mental well-being, mental health issues such as depression, hallucinations, suicidal thoughts, PTSD, addiction, paranoia, and personality disorders are explored in our poetry texts.</p> <p>Core skills: analyse poetry using appropriate technical terminology and methodology; evaluation of a writer’s choice of vocabulary, grammatical and structural features: examining and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation; display insight into the author’s craft; analyse the influence of literary context; and compare poems.</p>	<p>EMB: comparison of <i>Remains</i> and another poem which presents ideas about conflict.</p> <p>End of year assessment: reading assessment based on an extract from ‘Piecing Me Together’ and a writing assessment based on transactional writing skills.</p>

Year 10			
Term	Content	Rationale and Skills	Assessment
Autumn A	<i>An Inspector Calls (Modern Text for GCSE Literature Paper 2)</i>	<p><i>An Inspector Calls</i> is a morality play that denounces the hypocrisy and callousness of capitalism and argues that a just society can only be achieved if all individuals feel a sense of social responsibility. They will develop their literal and inferential comprehension: analysing a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; and distinguishing between what is stated explicitly and what is implied. They also develop <i>their critical reading</i>: supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using an understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text. They will produce clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; and using detailed textual references.</p>	<p>EMB: Priestley’s presentation of Mr Birling (exam style question)</p> <p>EMB Therapy/Challenge: Priestley’s presentation of capitalism (exam style question)</p>

Autumn B	An Inspector Calls/ GCSE Language Paper 1 – Explorations in Creative Reading and Writing	<p>Language Paper 1 Core skills:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using subject terminology to support their views • compare writers’ ideas and perspectives across two or more texts • evaluate texts critically and support this with appropriate textual references • communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • use a range of vocabulary and sentence structures for clarity, purpose and effect. 	<p>Exam style questions:</p> <p>EMB: Language Paper 1, Question 4 (Birdsong Extract).</p> <p>EMB Therapy/Challenge: Language Paper 1, Question 4 (Handmaid’s Tale Extract).</p> <p>*GCSE spoken presentations to be completed during the last two weeks of this term.</p>
Spring A	Power and Conflict Poetry – Literature Paper 2	<p>Core skills:</p> <ul style="list-style-type: none"> • Students will produce critical, exploratory, and well-structured comparisons. • They will develop the skill of supporting their arguments by using a range of judicious references. • They will practise producing fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. • They will explore implicit ideas/perspectives/contextual factors/interpretations. 	<p>Exam style questions:</p> <p>EMB: how is the conflict between humans and nature presented in <i>Storm on the Island</i> and one other poem?</p> <p>EMB Therapy/Challenge: <i>Poppies</i> and the effect of conflict.</p>
Spring B	GCSE Language Paper 2 – Writers’ Viewpoints and Perspectives	<p>This unit aims to develop students’ insights into how writers have viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> • in section A, reading two linked sources from different periods and genres to consider how each presents a perspective or viewpoint to influence the reader • in section B, producing a written text to a specified audience, purpose and form. <p>Core skills:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • explain, comment on and analyse how writers use language and structure to achieve effects 	<p>Exam style questions:</p> <p>EMB: Language Paper 2 Question 4.</p> <p>EMB Therapy/Challenge: Language Paper 2 Question 4 (different sources)</p>

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		<ul style="list-style-type: none"> • compare writers' ideas and perspectives • evaluate texts critically and support this with appropriate textual references • accurately use a range of vocabulary and sentence structures for clarity, purpose and effect 	
Summer Term	Shakespearean Play – Macbeth (Literature Paper 1)	<p>Shakespeare's tragedy is studied in the final term of Year 10. At this stage of their educational journey, we feel our students are well prepared to consider the complexities of the text. Macbeth helps our students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. In class, students are provided with opportunities to discuss how the Early Modern English text relates to contemporary life or experience in ways that are interesting and challenging.</p> <p>Core skills:</p> <ul style="list-style-type: none"> · read, understand and respond to texts · maintain a critical style and develop an informed personal response · use textual references, including quotations, to support and illustrate interpretations · analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate · show an understanding of the relationships between texts and the contexts in which they were written. 	<p>Exam style questions:</p> <p>EMB: Supernatural as mysterious and frightening.</p> <p>EMB Therapy/Challenge: Shakespeare's presentation of power and ambition.</p> <p>Language Paper 1 Exam (End of Year Assessment).</p> <p>Literature Paper 2 Exam (End of Year Assessment).</p>

Year 11			
Term	Content	Rationale and Skills	Assessment
Autumn A	19th Century Novel – The Strange Case of Dr Jekyll and Mr Hyde (Literature Paper 1)	<p>As stated in the national curriculum, pupils should be taught to read and appreciate the depth and power of the English literary heritage. This late-Victorian novella raises thought-provoking questions about evolution and degeneration, double-consciousness, repression, misleading appearances, censorship, sexuality, and gender. We teach this novella because it allows our students to reflect on the more profound philosophical questions about existence.</p> <p>Students will critically evaluate texts through:</p> <ul style="list-style-type: none"> • drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation 	<p>EMB (consolidation EMB): Lady Macbeth as a powerful woman.</p> <p>EMB 2: Stevenson's presentation of Mr Utterson.</p>

		<ul style="list-style-type: none"> identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying inferences with evidence analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading 	<p>Mock 1: Full Literature Paper 1 Exam (mock exam)</p>
Autumn B	19 th Century Novel and Language Paper 1	<p>As their Christmas exams approach, we focus on past papers. This paper aims to engage students in a creative text and inspire them to write creatively by:</p> <ul style="list-style-type: none"> in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. <p>Skills:</p> <ul style="list-style-type: none"> identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using subject terminology to support their views compare writers' ideas and perspectives across two or more texts communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences use a range of vocabulary and sentence structures for clarity, purpose and effect 	<p>Mock 2: Full Language Paper 1 Exam (mock exam)</p> <p>Christmas Mocks:</p> <p>Mock 3: Full Language Paper 1 Christmas Mock</p> <p>Mock 4: Full Literature paper 1 Christmas Mock</p>
Spring A	Power and Conflict Poetry - Literature Paper 2	<p>Students will study the final three poems from their power and conflict anthology. This anthology aids the cultural development of our students. The poems encourage students to empathise with the feelings and experiences of others to develop their understanding of other people's attitudes, ideas and behaviour.</p> <p>Core skills:</p> <ul style="list-style-type: none"> Students will produce critical, exploratory, and well-structured comparisons. They will develop the skill of supporting their arguments by using a range of judicious references. 	<p>EMB: <i>London</i> and ideas about suffering.</p> <p>Mock 5: Full Literature Paper 2 Mock.</p>

		<ul style="list-style-type: none"> • They will practise producing fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. • They will explore implicit ideas/perspectives/contextual factors/interpretations. 	
Spring B	<p>GCSE Language Paper 2 – Writers’ Viewpoints and Perspectives</p> <p>Revision of GCSE Language Paper 2</p>	<p>This unit aims to develop students’ insights into how writers have viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> • in section A, reading two linked sources from different periods and genres to consider how each presents a perspective or viewpoint to influence the reader • in section B, producing a written text to a specified audience, purpose and form. <p><i>Core skills:</i></p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts • 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 • compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts • evaluate texts critically and support this with appropriate textual references • students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	Mock 6: Full Language Paper 2 Mock.
Summer Term	Exam Revision	<p>Consolidation of key knowledge. Practise completing exam style questions under timed conditions.</p>	Mock 7: Full Literature Paper 2 Mock.