

**Subject: English****Year group: 7**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-Fiction: Viewpoints and Perspectives  (GCSE Link: Language Paper 2, Section B)	<i>Trash</i> by Andy Mulligan  (GCSE Link: Literature Paper 1- novel)	Poetry: Poems from Other Cultures  (GCSE Link: Literature Paper 2)	A Midsummer's Night Dream (William Shakespeare)  (GCSE Link: Literature Paper 1- Shakespearean play)	Narrative writing: Children's Picture books  (GCSE Link: Language Paper 1, Section B)	Frankenstein (Playscript)– Phillip Pullman  (GCSE Link: Speaking and Listening- Non-Examination Unit)
Reading non-fiction texts such as articles, letters, biographies. Building on students' cultural capital and understanding of societal views.	Develop reading skills and comprehension skills. Broadening understanding of the marginalisation of outcasts in society and mistreatment of the poor and working-class children in different countries.	Focus on the theme of Culture and widening student understanding and depth of knowledge about other cultures. Build on cultural capital around empathy and alternate perspectives.	Analysis of characters and themes with a focus on attitudes, values and beliefs of the Elizabethan era.	Reading and understanding a range of short stories. Building on students' knowledge of what makes an interesting short story.	To understand the plot of Frankenstein and contextual information regarding Mary Shelley's novella.  To develop student understanding of adaptations; and play script conventions.
Writing a range of non-fiction texts using persuasive language devices (DAFOREST techniques).	Analytical writing, focusing on character, setting and themes.	Analysis of language, form and structure in relation to poetry.	Staging a Shakespearean play and understanding the codes and conventions of comedy/fantasy.	Analysing language and structure of a narrative recount. Understanding how features such as pictures/ images add meaning to a story.	Character and theme development and analysis with an emphasis on writer's message and meaning.
Building on oracy skills and the ability to communicate confidently and fluently.	Essay writing skills- how to carefully construct PEACE paragraphs that answer a specific question.	Comparison of two poems in a structured essay.	Essay writing skills- how to carefully construct PEACE paragraphs that answer the question and cover the writer's intention and effect on the reader.	Creating and writing their own short story. Illustrating a picture book.	Oracy: Speaking and Listening using non-verbal features such as pause, pace, body language, hand gestures, eye contact and so on.



Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Write a biographical extract about a peer.	Which character is the most influential to the plot of <i>Trash</i> ? (Present an argumentative case)	Exam style question based on single poem analysis.	Exam style question based on a character or theme.	<i>Internal Assessment:</i> Narrative writing task.	Speaking and Listening presentation/ debate: Who is the real monster?

### Skills developed through the year:

- read easily, fluently and widely for both pleasure and information
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- develop analytical skills with a good understanding of language and structural techniques and how these shape meaning and affect an audience
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn and to elaborate and explain clearly understanding and ideas
- develop competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- further develop teamwork and problem-solving skills.

### Resources to support independent learning – Include titles of text/revision books and useful other resources:

- BBC Bitesize
- Seneca
- Satchel One quizzes
- CGP targeted workbooks, revision and practice and spelling, punctuation and grammar revision
- Collins KS3 revision workbooks and guides

### Extra-Curricular Opportunities:

- The Globe Players (Shakespeare)
- Key Stage 3 Drama club
- Whole school production
- Arts festival performances
- Homework club
- Applied Learning days



**Subject: English****Year group: 8**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Short story- <i>Lamb to the Slaughter</i> - theme of control/ secrets + <i>The Demon Headmaster</i>  (GCSE Link: Language Paper 1, Section A and B)	<i>Romeo and Juliet</i> (William Shakespeare)  (GCSE Link: Literature Paper 1)	Poetry- focus on the 'Other'  (GCSE link: Literature Paper 2)	<i>Animal Farm</i> (George Orwell)  (GCSE Link: Literature Paper 1)	Non-Fiction- Persuasive speeches, articles and letters (with a focus on inclusivity, sexual identity and culture)  (GCSE link: English Language Paper 2)	Broadening Horizons: a Cultural Capital project  (GCSE link: English Language Paper 1 and Speaking and Listening- Non-examined Assessment)
Develop reading skills with a focus on language analysis and structural features of a short story and play.	Analysis of characters and themes with a focus on attitudes, values and beliefs of the Elizabethan era.	Focus on the themes of identity and gender and widening student understanding and depth of knowledge in relation to the themes. Build on cultural capital around empathy and alternate perspectives.	Broaden understanding of contextual information surrounding the novel eg: the Russian Revolution, Equality, Propaganda and Censorship.	Reading non-fiction texts such as articles, letters, speeches. Building on students' cultural capital and understanding of societal views.	Broaden student understanding and knowledge of different cultures and how theses cultures are received on a societal level.
Enhance creativity through students crafting their own stories, with a focus on endings and adapting this to suit audience, form and purpose.	Staging a Shakespearean play and understanding the codes/ conventions of a tragedy and how this unfolds in the plot and through character actions.	Continued development and analysis of language, form and structure in relation to poetry. Revising key poetic devices.	Develop reading and analytical skills of an allegorical tale and relate what was happening in Russia to the events and characters in the novel.	Writing a range of non-fiction texts using persuasive language devices (DAFOREST techniques).	Develop reading and writing skills- articles, stories, poetry, journal entries etc. Understanding how structural devices (ie: pictures, captions, font choices) add meaning.



Use a range of language devices to write a creative ending that will entertain and inform audiences.	Essay writing skills- how to carefully construct PEACE paragraphs that answer the question.	How to compare two poems in a well-structured essay using the PiSCES formula.	Essay writing skills- how to carefully construct PEACE paragraphs that answer the question and focus on effect on the reader.	Building on the ability to communicate confidently and fluently in written work.	Build on the ability to present and communicate confidently using oracy skills.
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Creative writing unit- students to craft their own ending.	Exam style question based on a character or theme.	Comparative question- essay response	Exam style question based on the entire novel.	<i>Internal Assessment:</i> Writing either a speech or letter.	Create a booklet about their culture, using a range of genres, and present this information to the class in the form of a lecture.

#### Skills developed through the year:

- read easily, fluently and widely for both pleasure and information
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- develop analytical skills with a good understanding of language and structural techniques and how these shape meaning and affect an audience
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn and to elaborate and explain clearly understanding and ideas
- develop competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- further develop teamwork and problem-solving skills.

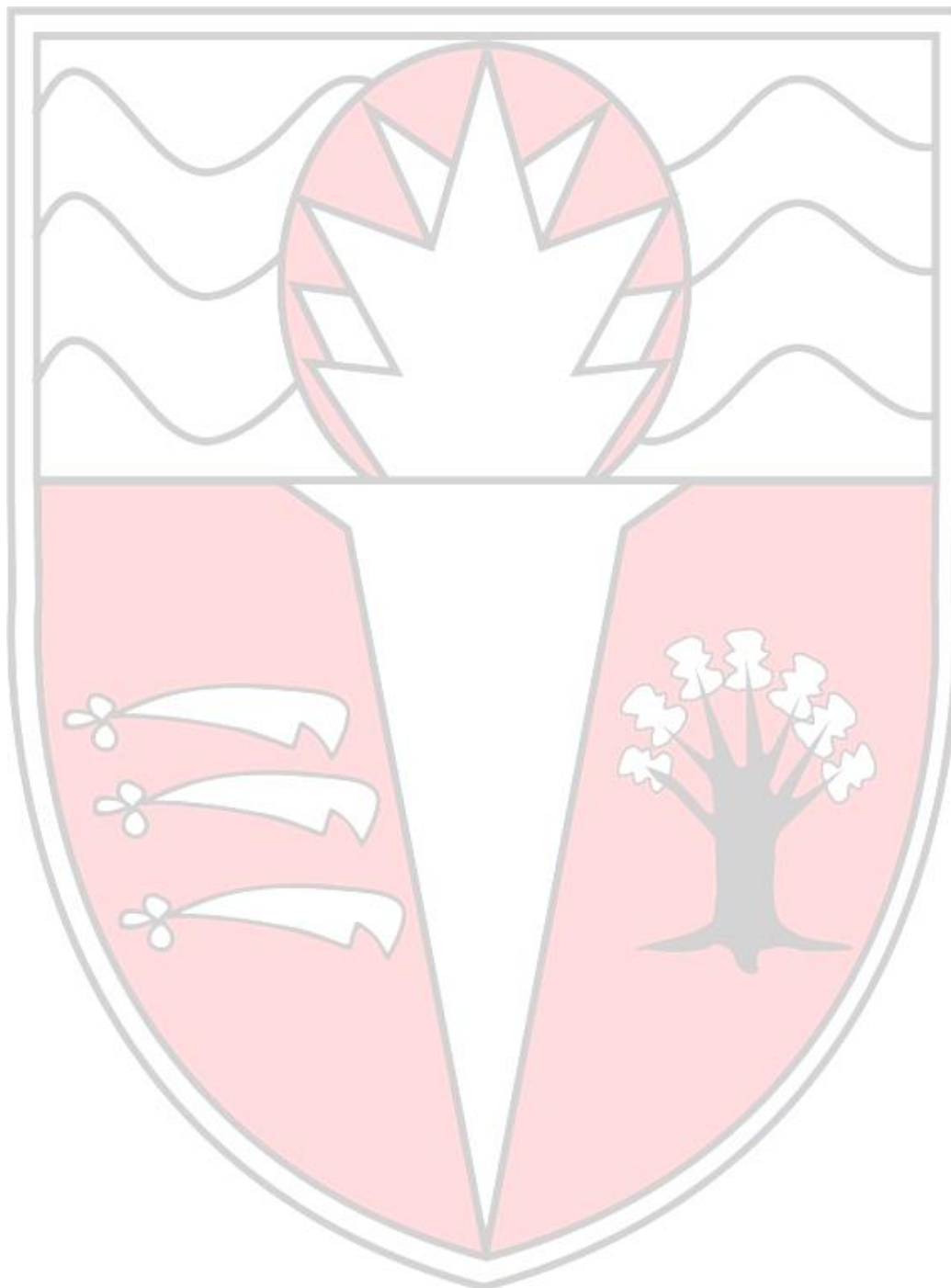
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### Extra-Curricular Opportunities:

- The Globe Players (Shakespeare)
- Key Stage 3 Drama club
- Whole school production
- Arts festival performances
- Applied Learning Days
- Anime Club
- Homework club





**Subject: English**

**Year group: 9**

**GCSE title:** English Language and English Literature

**Exam Board: AQA**

Internal assessment: *Macbeth*

1 hour assessment

20% of the English Literature GCSE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Roald Dahl's 'Boy'</i>  (GCSE link: Language Paper 1, Section A)	Author Focus- Dickens  (GCSE link: English Literature Paper 1)	Non-Fiction: Oracy + Introduction to <i>Macbeth</i> (Context and plot)  (GCSE Link: Speaking and Listening- Non-Examined Assessment + English Literature Paper 1)	<i>Macbeth</i>  (GCSE link: English Literature Paper 1)	<i>An Inspector Calls</i>  (GCSE link: English Literature Paper 2)	Poetry on the theme of Identity  (GCSE link: English Literature Paper 2)
Language Paper 1, Section A- Reading Analysis.	Understanding and embedding key contextual information for the writer and understanding 19 <sup>th</sup> Century Victorian England.	Identifying the differences between texts, their audiences' and their purposes. (Mind the GAP)	Understanding plot, narrative arch and the structure of a Shakespearean play.	Contextual information based on 1912 and 1945: Class system, socialism, capitalism, gender.	Understanding and embedding contextual information for the poet and the time period in which the poem is set or written.
Focus on how language devices and structural features are used in character and plot creation/ development and how writers build tension.	Focus on how language and structural devices are used in an extract and how these reflect key context (writer and time-period).	Developing research and speech writing skills so as to craft an argument.	Analysis of key characters and key themes within the play and their development as the play progresses.	Analysis of key characters and theme within the play and their development as the play progresses.	Analysing and understanding poetic devices and how these shape meaning and the poets' message.



Analysing quotations and learning to deconstruct quotations to determine the writer's message and effect on the reader.	Analysing quotations and learning to deconstruct quotations to determine the writer's message and effect on the reader	Using a range of persuasive devices that are aimed at positioning your audience to see your point of view.	Analysing language in an extract and how to relate your answer/ analysis to the question.	Identifying key quotations and analysing language/ structure of the play and how this adds to the meaning.	How to compare two poems using comparative language.
Writing detailed PEACE paragraphs.	Revisiting codes and conventions of article writing eg: structure/ layout, language choices, expert opinion etc.	Rehearsing using paralinguistic features such as body language, pause, pace, intonation, eye contact, hand gestures etc.	Conventions of a Shakespearean tragedy and context around the Jacobean Era.	Understanding how to write an analytical essay with detailed PEACE paragraphs and embedded context.	Writing a comparative poetry essay using the PiSCES method so as to foreground meaning, message and effect on the reader.
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Exam style questions analysing structure and presentation of language.	Article on Charles Dickens and the Victorian era.	Deliver a persuasive speech on a topic of your choice and take questions from the audience (5-7 mins).	<i>Internal Assessment:</i> Extract question based on a character or theme from Macbeth.	Select <b>one</b> of two essay questions (based on character and theme) and write an analytical essay.	Comparing a named poem with one other poem that has been studied.

### Skills developed through the year:

#### Literature:

A01- Read, understand, and respond to texts. Student should be able to maintain a critical style and develop an informed personal response. Students to use appropriate textual references.

A02- Analyse the language, form and structure used by the writer to create meanings and effects, use relevant subject terminology where appropriate.

A03- Show understanding of the relationships between texts and contexts in which they were written.

A04- Technical accuracy

#### Language:

A01- Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

A02- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.

A03- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

A04- Evaluate texts critically and support this with appropriate textual references.



A05- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of text.

A06- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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CGP GCSE AQA English Language for the Grade 9-1 Course

CGP GCSE English Writing Skills: The Study Guide

SNAP revision guides

**English Literature:**

York Notes for GCSE Study Guide: An Inspector Calls, A Christmas Carol, Macbeth, Power and Conflict poetry

CGP GCSE English Text Guides: An Inspector Calls, A Christmas Carol, Macbeth, Power and Conflict poetry

SNAP revision guides

The English Department have also made their own revision guides and handouts to support you. These will be available on SMHW so make sure that you check.

**Past Papers:**

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[AQA | Find past papers and mark schemes](#)

[AQA GCSE English Language Past Papers | Save My Exams](#)

**GCSE Bitesize:**

This BBC website is particularly useful when you are revising for your English Language and Literature exams.

<https://www.bbc.co.uk/education/subjects/zr9d7ty>

<http://www.bbc.co.uk/education/subjects/zckw2hv>

**YouTube:** [www.youtube.com](http://www.youtube.com) (Search Mr Bruff or Mr Salles in YouTube for some good revision materials for each unit.)

**Other Internet Sites:**

Schmoop

S-Cool: the Revision Website

Englishbiz

Seneca

GCSEpod



**Subject: English**

**Year group: 10**

**GCSE title:** English Language and English Literature

**Exam Board: AQA**

Autumn Internal assessment: English Literature Paper 2- Modern Prose and Poetry

2 hours

Summer Internal assessment: English Literature Paper 2- 19<sup>th</sup> Century novel and Shakespeare

2 hours

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AQA Poetry Anthology <i>Power and Conflict</i>  (GCSE link: English Literature Paper 2)	19 <sup>th</sup> Century Novel: <i>A Christmas Carol</i>  (Revise for Internal Assessments- <i>An Inspector Calls</i> and <i>Power and Conflict</i> poetry)  (GCSE link: English Literature Paper 2)	Complete study of <i>A Christmas Carol</i>  Introduction to English Language Paper 1  (GCSE link: English Language Paper 1)	English Language Paper 2 preliminary study  (GCSE link: English Language Paper 2)	Revising William Shakespeare's <i>Macbeth</i> and Dickens' <i>A Christmas Carol</i>  (GCSE link: English Literature Paper 1)	<i>Internal Assessment 2</i>  AQA GCSE Speaking and Listening  Unseen Poetry  (GCSE links: Non-examined assessment- Speaking and Listening + English Literature Paper 2)
Understanding and embedding contextual information for the poet and the time period in which the poem is set or written.	Contextual information: Victorian London, Poor Law, the Workhouse, the Treadmill, class system, exploitation of children, religious beliefs etc	Understand the structure of the English language Paper 1 GCSE examination and how each question is broken down in terms of marks and assessment objectives.	Understand the structure of the English language Paper 2 GCSE examination and how each question is broken down in terms of marks and assessment objectives.	Revising key skills for Literature Paper 1 GCSE examination with a focus on selecting perceptive quotations, context, language and structure.	Identify and research a topic of personal interest and prepare a 10 minute speech to present to the class (6 min presentation, 4 mins Q&A).



Analysing and understanding poetic devices and how this shapes meaning and the poet's message.	Understanding the development of characters throughout the novella and the importance of key themes.	Develop key skills to do with synthesis of quotations, analysis of language, structure and form of fictional narratives.	Develop key skills to do with synthesis of quotations, analysis of language, structure and form of non-fiction texts.	Commenting on the writer's intention and the effect on the reader of the writer's message and how this positions the reader to either like or dislike characters etc.	Understand how to structure and present a transactional speech using persuasive language devices to manipulate your audience.
Understand the poet's intention and how this adds to meaning and the impact the poet's message has on the reader. Consider reader reaction.	Identifying key quotations and analysing these in terms of language features, writer's intention/ message and effect on the reader.	Deploy fictional narrative or descriptive writing techniques and work on grammatical features, sentence structures and adventurous vocabulary so as to produce high quality pieces of writing.	Deploy non-fiction persuasive language techniques and work on grammatical features, sentence structures and adventurous vocabulary so as to produce high quality pieces of writing.	Focus on essay writing skills and the ability to clearly and judiciously link back to the question.	Utilise paralinguistic features to ensure that your speech is interesting and engaging for your audience.
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Write an analytical essay comparing a named poem with one other from the Power and Conflict cluster.	<p><i>Internal Assessment: An Inspector Calls and Power and Conflict Poetry</i></p> <p>AIC= select one of two possible questions. One will be thematic the other, character based. Power and Conflict poetry= compare the named poem to one other you have studied from the Power and Conflict cluster.</p>	English Language Paper 1, Question 2.	English Language Paper 2, Section B.	Exam style, extract- based questions on <i>Macbeth</i> and <i>A Christmas Carol</i>	<p><i>Internal Assessment: Macbeth and A Christmas Carol</i></p> <p><i>Both are extract-based questions that require you to write about the extract and the rest of the text.</i></p> <p>GCSE Speaking and Listening: Compulsory assessment task- will be filmed for the examination board.</p>



### **Skills developed through the year:**

#### **Literature:**

A01- Read, understand, and respond to texts. Student should be able to maintain a critical style and develop an informed personal response. Students to use appropriate textual references.

A02- Analyse the language, form and structure used by the writer to create meanings and effects, use relevant subject terminology where appropriate.

A03- Show understanding of the relationships between texts and contexts in which they were written.

A04- Technical accuracy

#### **Language:**

A01- Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

A02- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.

A03- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

A04- Evaluate texts critically and support this with appropriate textual references.

A05- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of text.

A06- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### **Extra-Curricular Opportunities:**

GCSE Poetry LIVE! London

Theatre trips

Applied Learning Days

Jack Petchey Speak Out Challenge

### **Resources to support independent learning – Include titles of text/revision books and useful other resources:**

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<https://www.bbc.co.uk/education/subjects/zr9d7ty>

<http://www.bbc.co.uk/education/subjects/zckw2hv>

### **YouTube:**

[www.youtube.com](http://www.youtube.com) (Search Mr Bruff or Mr Salles in YouTube for some good revision materials for each unit.)

### **Other Internet Sites:**

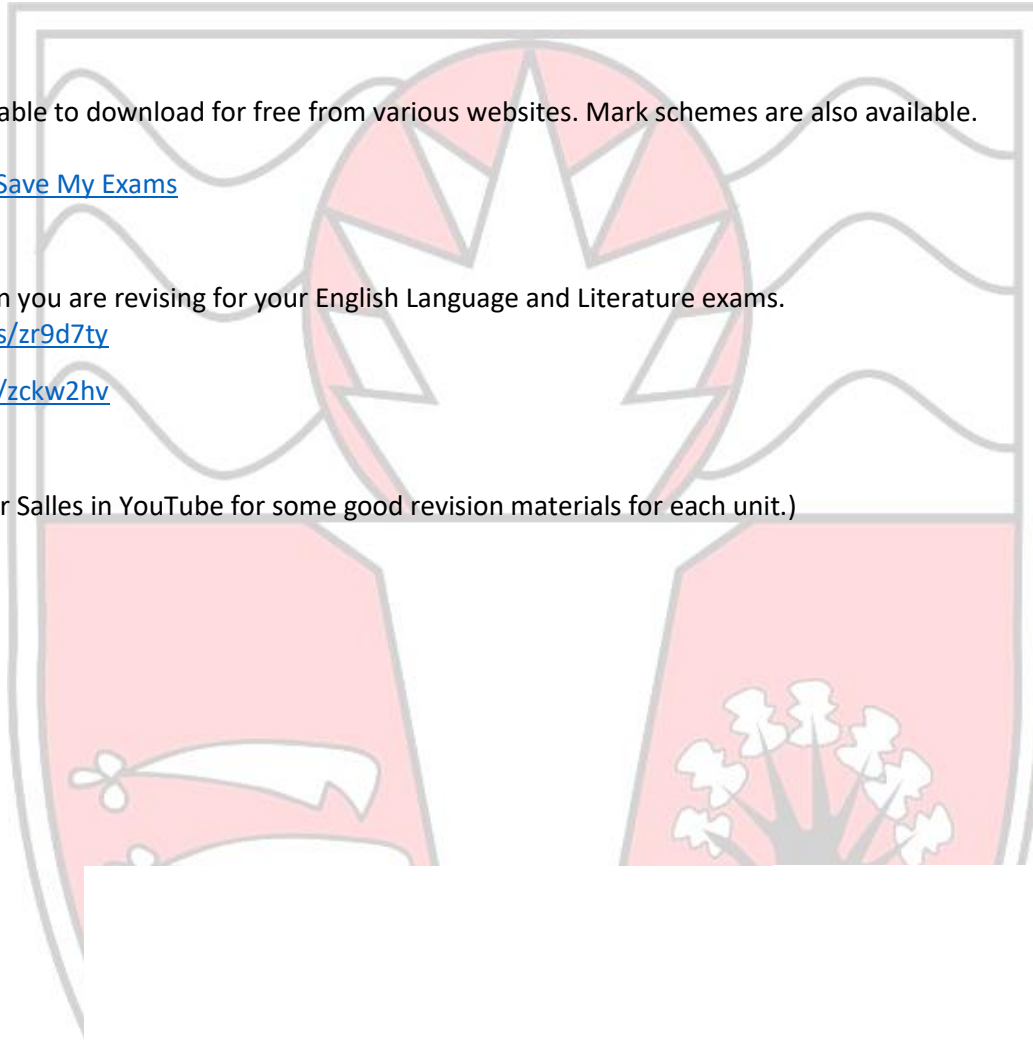
Schmoop

S-Cool: the Revision Website

Englishbiz

Seneca

GCSEpod





### Extended Reading List:

The very best English students are those who read widely. If you are considering A Level English, then you need to be well read. The new specifications expect you to read widely and test you on this wide reading. Below is a list of challenging and literary novels ranging from 'classics' to more modern winners of literary awards. They have been chosen for their literary value and because we have enjoyed them. Of course, many have adult themes and language so you may wish to research them a little before your son/daughter reads them! At the end is a list of slightly less demanding reads which might make a good starting point for those wanting to develop their wider reading skills.

*Wuthering Heights* Emily Bronte  
*Sense and Sensibility* Jane Austen  
*Cold Comfort Farm* Stella Gibbons  
*Gulliver's Travels* Jonathan Swift  
*Jane Eyre* Charlotte Bronte  
*Tess of the D'Urbervilles* Thomas Hardy  
*Far from the Madding Crowd* Thomas Hardy  
*The Picture of Dorian Gray* Oscar Wilde  
*Silas Marner* George Eliot  
*Frankenstein* Mary Shelley  
*1984* George Orwell  
*Brave New World* Aldous Huxley  
*Of Mice and Men* John Steinbeck  
*The Grapes of Wrath* John Steinbeck  
*The Outsider* Albert Camus  
*The Kite Runner* Khaled Hosseini  
*1000 Splendid Suns* Khaled Hosseini  
*The Book Thief* Markus Zusak  
*Norwegian Wood* Haruki Murakami  
*Enduring Love* Ian McEwan  
*Atonement* Ian McEwan

*Catcher in the Rye* J D Salinger  
*Brighton Rock* Graham Greene  
*Never Let Me Go* Kazuo Ishiguro  
*Remains of the Day* Kazuo Ishiguro  
*Falling Man* Don DeLillo  
*Spies* Michael Frayn  
*The Road* Cormac McCarthy  
*Black Swan* Green David Mitchell  
*To Kill a Mockingbird* Harper Lee  
*White Teeth* Zadie Smith  
*Wild Swans* Jung Chang  
*Engleby* Sebastian Faulks  
*Birdsong* Sebastian Faulks  
*Memoirs of a Geisha* Arthur Golden  
*The Time Machine* H G Wells  
*Sophie's World* Jostein Gaarder  
*Lovely Bones* Alice Sebold  
*Purple Hibiscus* Chimamanda Ngozi Adichie  
*If Nobody Speaks of Remarkable Things* Jon McGregor

For a slightly lighter read...

*Mister Pip* Lloyd Jones  
*Martyn Pyg* Kevin Brooks  
*The Woman in Black* Susan Hill  
*The King of the Castle* Susan Hill  
*Lord of the Flies* William Golding  
*Angela's Ashes* Frank McCourt  
*Of Mice and Men* John Steinbeck  
*Tales of The Otori* (trilogy) Lian Hearn  
*The Colour of Magic* Terry Pratchett  
*Slumdog Millionaire* Vikas Swarup  
*Fever Pitch* Nick Hornby  
*His Dark Materials Trilogy* Phillip Pullman  
*The Hound of the Baskervilles* Arthur Conan Doyle  
*The Spy Who Came in from the Cold* John Le Carre  
*The Hitchhiker's Guide to the Galaxy* Douglas Adams



**Year group: 11**

**Subject: English**

**GCSE title:** English Language and Literature

**Exam Board: AQA**

English Language:

Paper 1: Creative Reading and Writing (1 hour 45 minutes; 50% of total GCSE)

Paper 2: Writer's Viewpoints and Perspectives (1 hour and 45 minutes; 50% of total GCSE)

English Literature:

Paper 1: Modern Prose/ Drama and 19<sup>th</sup> Century Novel (1 hour 45 Minutes; 40% of the GCSE)

Paper 2: Shakespeare and Unseen Poetry (2 hours 15 mins; 60% of the GCSE)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AQA English Language: Paper 1- Creative Reading and Writing  (GCSE link: English Language Paper 1)	AQA English Language: Paper 2- Writer's Viewpoint and Perspective  (GCSE link: English Language Paper 2)	AQA Literature revision of <i>A Christmas Carol</i> , <i>Macbeth</i> , <i>An Inspector Calls</i> , <i>Power and Conflict</i> Poetry and Unseen poetry.  (GCSE link: English Literature Papers 1 and 2)	Revision English Language Paper 1 and 2 and English Literature 1 and 2- clearing up misconceptions and honing in on areas for further development.	Bespoke, targeted revision and exam practice of English Language and Literature.	GCSE examinations
Identifying key quotations and analysing these in terms of language features, writer's intention/ message and effect on the reader.	Picking out powerful quotations that answer the question and analysing language and word class while linking to writer's intention/ message and effect on the reader.	Retrieval practice of key characters, themes, quotations and context.	Recapping PEACE paragraphs for language analysis and structural features.	Provisional examination dates: Summer 2024* English Literature Paper 1: <i>Macbeth</i> and <i>A Christmas Carol</i> - Monday 13 May (AM) English Literature Paper 2: <i>An Inspector Calls</i> , <i>Power</i>	GCSE examinations



				and Conflict poetry, Unseen poetry- Monday 20 May (AM)  English Language Paper 1= Thursday 23 May; Paper 2 = Thursday 6 June (AM)	
Analysing structural features such as point of view, narrative hooks, flashbacks etc and link this back to writer's intention/ message and effect on the reader.	Synthesise quotations and understand writer's purpose by making inferences.	Further develop analysis of language and how this can add to the meaning of the writer's intentions/ purpose, as well as effect on the reader.	Revising key quotations and understand how language can shape the meaning of the writer's intentions/ purpose, as well as effect on the reader.	GCSE examinations	GCSE examinations
Evaluating writer's methods and how these are employed to manipulate a reader and craft a specific impression.	Compare quotations, analysing language and understanding the writer's attitude and purpose and effect on the reader	Focus on detailed essay planning and writing and linking to the examination question.	Reviewing creative/ descriptive writing and non-fiction genres such as articles, letters, speeches etc while using ambitious vocabulary and good SPAG with a focus on targeting a specific audience and writing in a specific style.	GCSE examinations	GCSE examinations
Creative/ descriptive writing using a range of narrative features and structures to create a well-crafted piece of writing that links to a	Creative writing in nonfiction while using a range of features and narrative structure to create a description or narrative that links to a	Developing comparison skills for poetry using the PiSCES formula.	Develop analytical/ argumentative/ comparative skills be able to answer questions in Language Paper 1 and 2	GCSE examinations	GCSE examinations



specific audience and purpose.	specific audience and style.		and Literature papers 1 and 2.		
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Language paper 1: Question 3 and Section B, Question 5- Creative Writing.	Language paper 2: Question 4.  <i>Internal Assessment:</i> Complete examination of Language Paper 1 and 2	Unseen Poetry- both Section C questions.	<i>Internal Assessment:</i> Complete examination of English Literature Paper 1 and 2	GCSE examinations	GCSE examinations

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#### Literature:

A01- Read, understand, and respond to texts. Student should be able to maintain a critical style and develop an informed personal response. Students to use appropriate textual references.

A02- Analyse the language, form and structure used by the writer to create meanings and effects, use relevant subject terminology where appropriate.

A03- Show understanding of the relationships between texts and contexts in which they were written.

A04- Technical accuracy

#### Language:

A01- Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

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A04- Evaluate texts critically and support this with appropriate textual references.

A05- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of text.

A06- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### Extra-Curricular Opportunities:

Applied Learning Days

Saturday Booster sessions

Holiday booster sessions



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### GCSE Bitesize:

This BBC website is particularly useful when you are revising for your English Language and Literature exams.

<https://www.bbc.co.uk/education/subjects/zr9d7ty>

<http://www.bbc.co.uk/education/subjects/zckw2hv>

### YouTube:

[www.youtube.com](http://www.youtube.com) (Search Mr Bruff or Mr Salles in YouTube for some good revision materials for each unit.)

### Other Internet Sites:

Schmoop  
S-Cool: the Revision Website  
Englishbiz  
Seneca  
GCSEPod



### Extended Reading List:

The very best English students are those who read widely. If you are considering A Level English, then you need to be well read. The new specifications expect you to read widely and test you on this wide reading. Below is a list of challenging and literary novels ranging from 'classics' to more modern winners of literary awards. They have been chosen for their literary value and because we have enjoyed them. Of course, many have adult themes and language so you may wish to research them a little before your son/daughter reads them! At the end is a list of slightly less demanding reads which might make a good starting point for those wanting to develop their wider reading skills.

*Wuthering Heights* Emily Bronte  
*Sense and Sensibility* Jane Austen  
*Cold Comfort Farm* Stella Gibbons  
*Gulliver's Travels* Jonathan Swift  
*Jane Eyre* Charlotte Bronte  
*Tess of the D'Urbervilles* Thomas Hardy  
*Far from the Madding Crowd* Thomas Hardy  
*The Picture of Dorian Gray* Oscar Wilde  
*Silas Marner* George Eliot  
*Frankenstein* Mary Shelley  
*1984* George Orwell  
*Brave New World* Aldous Huxley  
*Of Mice and Men* John Steinbeck  
*The Grapes of Wrath* John Steinbeck  
*The Outsider* Albert Camus  
*The Kite Runner* Khaled Hosseini  
*1000 Splendid Suns* Khaled Hosseini  
*The Book Thief* Markus Zusak  
*Norwegian Wood* Haruki Murakami  
*Enduring Love* Ian McEwan  
*Atonement* Ian McEwan

*Catcher in the Rye* J D Salinger  
*Brighton Rock* Graham Greene  
*Never Let Me Go* Kazuo Ishiguro  
*Remains of the Day* Kazuo Ishiguro  
*Falling Man* Don DeLillo  
*Spies* Michael Frayn  
*The Road* Cormac McCarthy  
*Black Swan* Green David Mitchell  
*To Kill a Mockingbird* Harper Lee  
*White Teeth* Zadie Smith  
*Wild Swans* Jung Chang  
*Engleby* Sebastian Faulks  
*Birdsong* Sebastian Faulks  
*Memoirs of a Geisha* Arthur Golden  
*The Time Machine* H G Wells  
*Sophie's World* Jostein Gaarder  
*Lovely Bones* Alice Sebold  
*Purple Hibiscus* Chimamanda Ngozi Adichie  
*If Nobody Speaks of Remarkable Things* Jon McGregor

For a slightly lighter read...

*Mister Pip* Lloyd Jones  
*Martyn Pyg* Kevin Brooks  
*The Woman in Black* Susan Hill  
*The King of the Castle* Susan Hill  
*Lord of the Flies* William Golding  
*Angela's Ashes* Frank McCourt  
*Of Mice and Men* John Steinbeck  
*Tales of The Otori* (trilogy) Lian Hearn  
*The Colour of Magic* Terry Pratchett  
*Slumdog Millionaire* Vikas Swarup  
*Fever Pitch* Nick Hornby  
*His Dark Materials Trilogy* Phillip Pullman  
*The Hound of the Baskervilles* Arthur Conan Doyle  
*The Spy Who Came in from the Cold* John Le Carre  
*The Hitchhiker's Guide to the Galaxy* Douglas Adams



**Subject: English Literature**

**Year group: 12**

**Exam Board: Edexcel**

**Examination Assessment:**

**Component 1: Drama (30%)**

Students study: Shakespeare's *Othello* supported by *Shakespeare: A Critical Anthology – Tragedy* and *Streetcar Named Desire* by Tennessee. Williams.

Section A – Shakespeare: **one** essay question, incorporating ideas from wider critical reading (AO1, AO2, AO3, AO5 assessed).

Section B – Other Drama: **one** essay question (AO1, AO2, AO3 assessed).

**Component 2: Prose (20%)**

Students study: *Frankenstein* by Mary Shelley and *Never Let me Go* by Kazuo Ishiguro.

Students answer **one** comparative essay question from a choice of **two** on their studied theme (AO1, AO2, AO3, AO4 assessed).

**Component 3: Poetry (30%)**

Students study: *Poems of the Decade* post-2000 poetry anthology and *Romantic Verse* poetry anthology.

Section A – Post-2000 Specified Poetry: **one** comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text (AO1, AO2, AO4 assessed).

Section B – Specified Poetry Pre- or Post-1900: **one** essay question (AO1, AO2, AO3 assessed).

**Non-examination assessment**

**Component 4: Coursework (20%)**

Students have a free choice of two texts to study.

Students produce **one** extended comparative essay referring to two texts (AO1, AO2, AO3, AO4, AO5 assessed); advisory total word count is 2500–3000 words.



### Qualification aims and objectives:

Level 3 Advanced GCE in English Literature enable students to:

- read widely and independently set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them
- undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions

Autumn 1 & 2 Drama	Autumn 1 & 2 Poetry	Spring 1 &2	Spring 1&2	Summer 1&2	Summer 2
<b>Paper 1</b> <b>Modern Poetry</b> <i>A Streetcar Named Desire</i>	<b>Paper 3</b> <b>Modern Poetry</b> <i>Poems of the Decade</i>	<b>Paper 1</b> <b>Shakespeare's <i>Othello</i></b>	<b>Paper 3</b> <b><i>The Romantics</i></b>	<b>Examination preparation</b> <b>for end of year</b> <b>assessments</b>	<b>Component 4</b>
Demonstrate knowledge and understanding of how Tennessee Williams uses dramatic forms to shape meaning in <i>A Streetcar Named Desire</i> and evoke responses in audiences	Demonstrate knowledge and understanding of the function of genre features and conventions in poetry	Demonstrate knowledge and understanding of how Shakespeare uses dramatic forms to shape meaning in <i>Othello</i> and evoke responses in audiences	Demonstrate knowledge and understanding of the function of genre features and conventions in Romantic poetry	Exemplar materials shared and dissected	Students are encouraged to draw on their own interests and skills, as well as applying what they have learned about literature.
Demonstrate knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning	Identify and explore how attitudes and values are expressed in texts	Demonstrate knowledge and understanding of the contexts in which <i>Othello</i> was produced and received and understanding of how these contexts influence meaning	Identify and explore how attitudes and values are expressed in the poems	Possible exam questions planned as a class.	Students all read one set text and then choose another for comparison.



Demonstrate knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively	Demonstrate knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts	Demonstrate knowledge and understanding of a range of ways to read and experience texts, responding critically and creatively	Demonstrate knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts across the Romantic period	Intervention sessions for writing effective introductions/ thesis statements and conclusions	Students must read both novels during the final half term and over the summer holidays before Year 13 begins.
Use literary critical concepts and terminology with understanding and discrimination	Demonstrate knowledge and understanding of the ways texts can be grouped and compared to inform interpretation	Use literary critical concepts and terminology with understanding and discrimination	Demonstrate knowledge and understanding of the ways the poems can be grouped and compared to inform interpretation		
<b>Autumn 1 &amp; 2 Drama</b>	<b>Autumn 1 &amp; 2 Poetry</b>	<b>Spring 1 &amp; 2</b>	<b>Spring 1&amp;2</b>	<b>Summer 1&amp;2</b>	<b>Summer 2</b>
Formative Assessments- 2-3 analytical paragraphs Summative Assessments- Essay questions	Formative Assessments- 2-3 analytical paragraphs Summative Assessments- Essay questions	Formative Assessments- 2-3 analytical paragraphs Summative Assessments- Essay questions	Formative Assessments- 2-3 analytical paragraphs Summative Assessments- Essay questions	End of year examinations in June Full Drama and Poetry Papers	

### Materials provided:

Various texts (as listed under examination assessment)  
Past papers and exemplar materials

### Homework: 3-4 hours per week

- Keeping a reading journal
- In depth analysis of set texts
- Extensive analysis and comparison of two prose texts or poems (seen and unseen)
- Research of relevant contexts
- Preparation for in-class presentations.



### Independent Study:

- Reading of set exam texts
- Non-examination assessment reading, research and writing.

### Additional resources including useful websites:

- A Level English Literature sample materials and past papers, examiner reports and mark schemes can all be found on the Pearson website.
- EMag (found in the library)
- The English Review (found in the library)
- Massolit – short lectures on all our set texts. [MASSOLIT – Short video lectures from the world's best academics for school teachers and students around the world.](#)

### To be purchased:

York Notes A Level for: *Frankenstein*, *A Streetcar Named Desire* and *Othello*.

**Additional Expectations:** Intervention and revision sessions will be scheduled before or after school and attendance is compulsory.

### Extended Reading List:

*Normal People* Sally Rooney

*Wuthering Heights* Emily Bronte

*My Year of Rest and Relaxation* Ottessa Moshfegh

*The Picture of Dorian Gray* Oscar Wilde

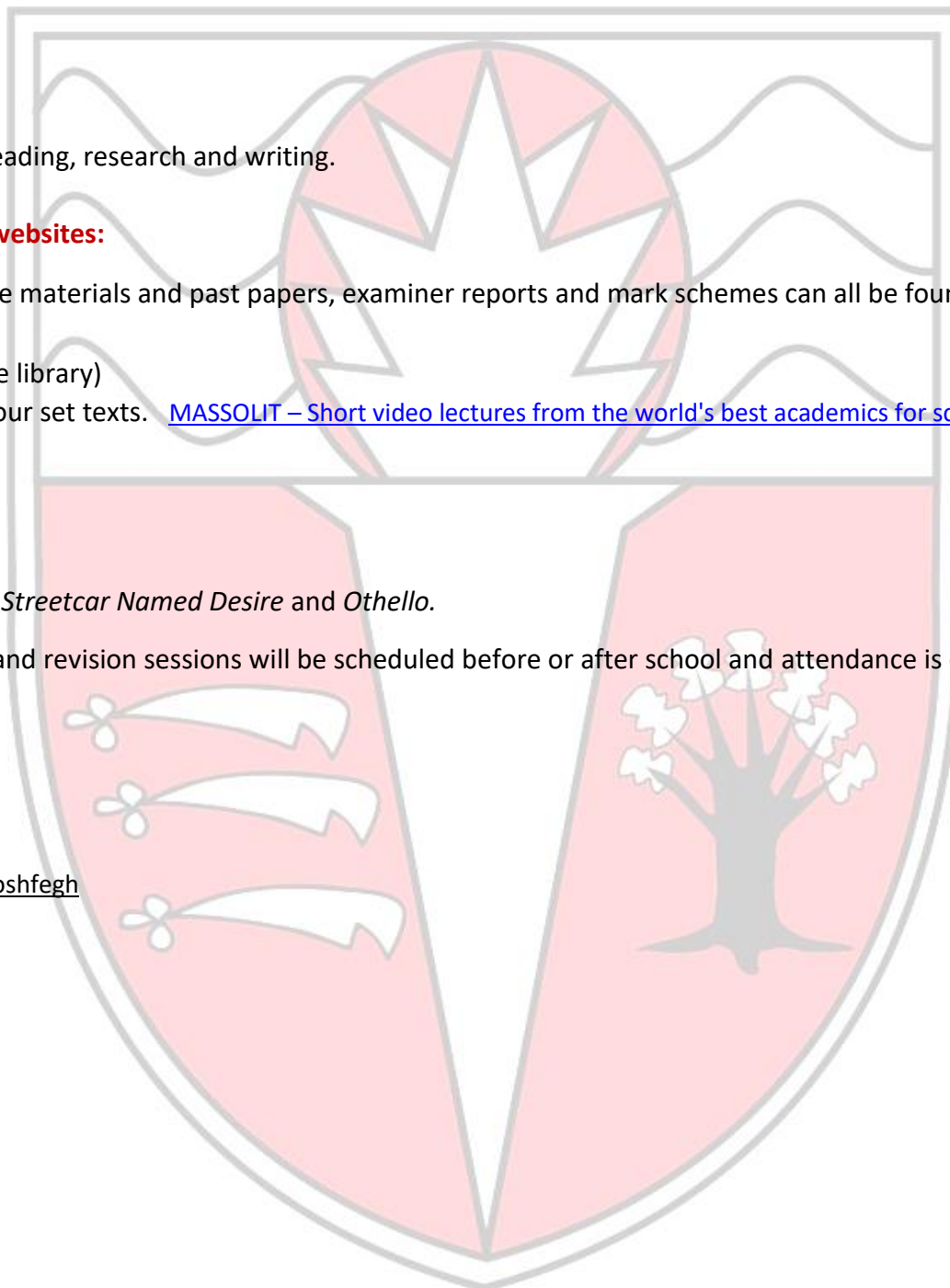
*My Brilliant Friend* Eleanor Ferrante

*The Outsider* Albert Camus

*Stoner* John Williams

*The Kite Runner* Khaled Hosseini

*A Thousand Splendid Suns* Khaled Hossieni





*The Book Thief* Markus Zusak

*Shuggie Bain* Douglas Stuart

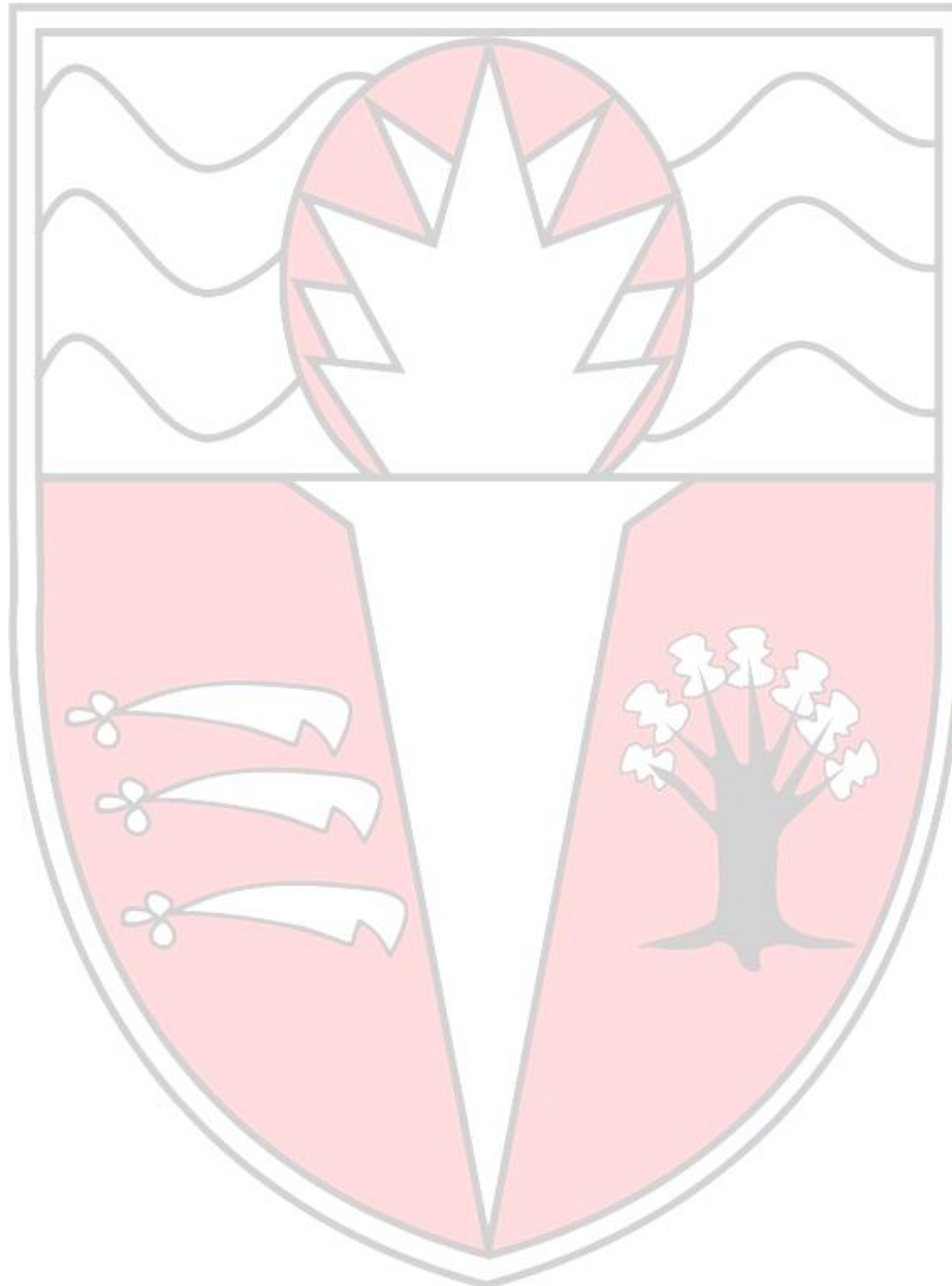
*Atonement* Ian McEwan

*The Catcher in the Rye* J D Salinger

*White Teeth* Zadie Smith

*The Bell Jar* Sylvia Plath

*The Buddha of Suburbia* Hanif Kureishi





**Subject: English Literature**

**Year group: 13**

**Exam Board: Edexcel**

**Examination Assessment:**

**Component 1: Drama (30%)**

Students study: Shakespeare's *Othello* supported by *Shakespeare: A Critical Anthology – Tragedy* and *Streetcar Named Desire* by Tennessee. Williams.

Section A – Shakespeare: **one** essay question, incorporating ideas from wider critical reading (AO1, AO2, AO3, AO5 assessed).

Section B – Other Drama: **one** essay question (AO1, AO2, AO3 assessed).

**Component 2: Prose (20%)**

Students study: *Frankenstein* by Mary Shelley and *Never Let me Go* by Kazuo Ishiguro.

Students answer **one** comparative essay question from a choice of **two** on their studied theme (AO1, AO2, AO3, AO4 assessed).

**Component 3: Poetry (30%)**

Students study: *Poems of the Decade* post-2000 poetry anthology and *Romantic Verse* poetry anthology.

Section A – Post-2000 Specified Poetry: **one** comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text (AO1, AO2, AO4 assessed).

Section B – Specified Poetry Pre- or Post-1900: **one** essay question (AO1, AO2, AO3 assessed).

**Non-examination assessment**

**Component 4: Coursework (20%)**

Students have a free choice of two texts to study.

Students produce **one** extended comparative essay referring to two texts (AO1, AO2, AO3, AO4, AO5 assessed); advisory total word count is 2500–3000 words.



### Qualification aims and objectives:

Level 3 Advanced GCE in English Literature enable students to:

- read widely and independently set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them
- undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions

Autumn 1 & 2	Spring 1	Autumn 1 & 2	Spring 1	Spring 2 & Summer 1	Summer 2
<b>Paper 2</b> Prose <i>Never Let Me Go</i> and <i>Frankenstein</i>		<b>Coursework unit</b> <b>Students' own choice of novels.</b>		<b>Examination preparation for all units.</b>	EXAMINATIONS
Demonstrate knowledge and understanding of how genre features and conventions operate in prose fiction texts		Demonstrate knowledge and understanding of ways to interpret and evaluate chosen texts independently and in response to interpretations by different readers		Exemplar materials shared and dissected	
Demonstrate knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively		Demonstrate knowledge and understanding of the contexts in which chosen texts have been produced and received and understanding of how these contexts influence meaning		Possible examinations questions planned as a class.	
Demonstrate knowledge and understanding of the contexts in which texts have been produced and received and understanding of how these contexts influence meaning		Demonstrate knowledge and understanding of a range of literary texts and make connections and explore the relationships between chosen texts		Intervention sessions for writing effective introductions/ thesis statements and conclusions	



Use literary critical concepts and terminology with understanding and discrimination		Use literary critical concepts and terminology with understanding and discrimination			
<b>Autumn 1 &amp; 2</b>	<b>Spring 1</b>	<b>Autumn 1 &amp; 2</b>	<b>Spring 1</b>	<b>Spring 2 &amp; Summer 1</b>	<b>Summer 2</b>
Formative Assessments- 2-3 analytical paragraphs Summative Assessments- Essay questions		First draft due before October half term. Teacher annotation and feedback given.	Teachers may help students to understand rubrics, assessment criteria and controls but must not provide solutions.		A Level examinations take place.

### Materials provided:

Various texts (as listed under examination assessment)  
Past papers and exemplar materials

### Homework: 3-4 hours per week

- Keeping a reading journal
- In depth analysis of set texts
- Extensive analysis and comparison of two prose texts or poems (seen and unseen)
- Research of relevant contexts
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### Independent Study:

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*A Thousand Splendid Suns* Khaled Hossieni

*The Book Thief* Markus Zusak

*Shuggie Bain* Douglas Stuart



*Atonement* Ian McEwan

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