

Year 11 Overview 2025-26 – English Literature												
Date	Week	Assess	Units Studied & Learning Outcomes			Key Concepts & Assessment						
8 Weeks / 38 Days												
2-Sep	A	1	Romeo and Juliet (5 Weeks/8 lessons) Students will revisit ‘Romeo and Juliet’, securing knowledge of plot, characters, relationships and themes. Students will hone their approach to the extract and essay, securing key spellings. Learning Outcomes: GW: Students evaluate character development, through careful language analysis. BI: Students make confident critical evaluations of character EW: Students make sophisticated and perceptive analysis of character			Foundational Concepts: Shakespeare’s Craft: Assess a Shakespearean tragedy Curriculum Theme: Power, Relationships, Conflict & Identity / EDI: 🌟 Assessment of Progress: LIT C1SA: 8 lessons approx. Extract & Essay (60) ST1 (AO1 & 2) Tier 3 Vocabulary: <i>Literary criticism, e.g. Marxist, Litotes, Meiosis, Context: Shakespeare and satire</i> History: Renaissance theatre, Religious tensions, modern interpretations using feminist/Marxist theory						
8-Sep	B	2										
15-Sep	A	3	<table><tr><th>Prior (Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Evaluate the complexity of Shakespeare’s characters. Justify own interpretations of language and structure of the text.</td><td>Critique the characters and identify universal aspects of them. Perceptively evaluate the language and structure of the text.</td><td>Increasingly confident and sophisticated analysis of characters. Perceptively + sophisticatedly approach analysis of language and structure</td></tr></table> COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging (respond to) misconceptions are addressed through the individual lessons and slide notes.				Prior (Y10)	Now (Y11)	Next (Y12)	Evaluate the complexity of Shakespeare’s characters . Justify own interpretations of language and structure of the text.	Critique the characters and identify universal aspects of them. Perceptively evaluate the language and structure of the text.	Increasingly confident and sophisticated analysis of characters . Perceptively + sophisticatedly approach analysis of language and structure
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22-Sep	B	4	Poetry Anthology (5 Weeks/8 lessons) Students will return to the EDUQAS anthology, developing analysis and comparison of language, form and perspective, weaving knowledge of the context in to their critical reading. Learning Outcomes: GW: Students successfully integrate knowledge of context to a develop analysis BI: Students confidently evaluate the relationship between context + poetic form EW: Students make sophisticated evaluations drawing on relevant contexts .			Foundational Concepts: The Art of Poetry: Critique thematically linked poetry Curriculum Theme: Power, Relationships & Conflict / EDI: 🌟 Assessment of Progress: LIT C1SB: 8 lessons approx. Qu 1 & Qu 2 (60) ST1 (AO1, 2 & 3) Tier 3 Vocabulary: <i>Literary criticism, e.g. Marxist, Context/Theme: Time & Change, Relationships, War & Power</i> History: Secure knowledge of individual poets’ contexts, Romanticism, development of poetic features						
29-Sep	A	5	<table><tr><th>Prior (Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Sophisticatedly, distinguish the varied contexts and features of each poem. Identify and evaluate the impact of varied structures upon the meaning.</td><td>Draw upon knowledge of all forms of the contexts to evaluate. Make personal critiques of the poetic forms and structures.</td><td>Make skilful evaluation of the importance of relevant contexts. Make well-developed, sophisticated personal critiques of poetic structure.</td></tr></table> COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging (respond to) misconceptions are addressed through the individual lessons and slide notes.				Prior (Y10)	Now (Y11)	Next (Y12)	Sophisticatedly, distinguish the varied contexts and features of each poem. Identify and evaluate the impact of varied structures upon the meaning.	Draw upon knowledge of all forms of the contexts to evaluate. Make personal critiques of the poetic forms and structures .	Make skilful evaluation of the importance of relevant contexts . Make well-developed, sophisticated personal critiques of poetic structure .
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6-Oct	B	ST1	LIT C1SA: Shakespeare R&J – extract & essay (1 hour)									
13-Oct	A	ST1	LIT C1SB: Poetry Anthology (1 hour)									
20-OCT	B	8	ST1 EBI Responses (2 lessons)									
OCTOBER HALF TERM 7 Weeks / 35 Days												
3-Nov	A	9	Blood Brothers (10 Weeks/8 lessons) Students will return to Blood Brothers, securing knowledge of plot, characters, theme and form, improving their approach to the source-based question, including securing key spellings. Learning Outcomes: GW: Students confidently analyse the use of language, dramatic technique and structure BI: Students perceptively evaluate the effect of structure on tragedy form and audience EW: Students critique the impact of structure on character, theme and audience response			Foundational Concepts: Dramatic & Theatrical Expression: Evaluate a modern tragedy Curriculum Theme: Power, Relationships, Conflict & Identity / EDI: 🌟 Assessment of Progress: LIT C2SA: 8 lessons approx. Source-Based Qu (45) ST2 (AO1 & 2) Tier 3 Vocabulary: <i>Literary criticism, Meiosis, Register, Pragmatics, Language & Identity (gender, geography, etc.), Maxim</i> History: Secure history of musical theatre, development of Narrator/Chorus in tragedy.						
10-Nov	B	10	<table><tr><th>Prior (Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Evaluate the impact of the modern dramatic form on modern audiences. Evaluate structural features used by the writer of the text for impact.</td><td>Evaluate the play’s moral and philosophical significance. Perceptively evaluate and comment on effects of structure.</td><td>Confidently critique the play’s dramatic form and significance to audience. Critically evaluate the playwright’s use of structure to create meaning.</td></tr></table> COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging (respond to) misconceptions are addressed through the individual lessons and slide notes.				Prior (Y10)	Now (Y11)	Next (Y12)	Evaluate the impact of the modern dramatic form on modern audiences. Evaluate structural features used by the writer of the text for impact.	Evaluate the play’s moral and philosophical significance. Perceptively evaluate and comment on effects of structure .	Confidently critique the play’s dramatic form and significance to audience. Critically evaluate the playwright’s use of structure to create meaning.
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17-Nov	A	11	A Christmas Carol (10 Weeks/8 lessons) Students will reread A Christmas Carol, appreciating the Victorian fascination with the Gothic genre, and the influence of Charles Dickens’ perspectives to the ideas of the novel.									
24-Nov	B	12	Learning Outcomes: GW: Students appreciate the influence of Gothic genre on the novel’s content and structure BI: Students sensitively embed 19 th Century attitudes to class/social prejudice to analysis EW: Students evaluate the impact of Victorian attitudes to family, religion + industrial society			Foundational Concepts: Prosaic Form & Conventions: Link Victorian contexts to texts Curriculum Theme: Power, Relationships, Conflict & Identity / EDI: 🌟 Assessment of Progress: LIT C2SB: 8 lessons approx. Source-Based Qu (45) ST2 (AO1, 2 & 3) Tier 3 Vocabulary: <i>Literary criticism, Intertextuality, Dichotomy, Paradox.</i> History: Secure Victorian social reforms, Gender roles, Christianity, intertextuality with Gothic Genre						
1-Dec	A	13										
8-Dec	B	14	<table><tr><th>Prior (Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Distinguish between the original and contemporary contexts and themes. Evaluate how writers employ structural features for impact.</td><td>Perceptive understanding of social, historical and cultural context. Perceptively evaluate and comment on effects of structure.</td><td>Confident discussion and analysis of the ways contexts influence the novel. Detailed critical understanding of the subtle aspects of prose style.</td></tr></table> COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging (respond to) misconceptions are addressed through the individual lessons and slide notes.				Prior (Y10)	Now (Y11)	Next (Y12)	Distinguish between the original and contemporary contexts and themes. Evaluate how writers employ structural features for impact.	Perceptive understanding of social, historical and cultural context . Perceptively evaluate and comment on effects of structure .	Confident discussion and analysis of the ways contexts influence the novel. Detailed critical understanding of the subtle aspects of prose style .
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Distinguish between the original and contemporary contexts and themes. Evaluate how writers employ structural features for impact.	Perceptive understanding of social, historical and cultural context . Perceptively evaluate and comment on effects of structure .	Confident discussion and analysis of the ways contexts influence the novel. Detailed critical understanding of the subtle aspects of prose style .										
15-Dec	A	15	Unseen Poetry (10 Weeks/8 lessons) Students will explore a range of contemporary poetry, confidently discussing and comparing the content, key ideas, perspectives and poets’ use of language, structure and form.			Foundational Concepts: The Art of Poetry: Analyse a range of 20 th Century poetry Curriculum Theme: Power, Relationships, Conflict & Identity / EDI: 🌟 Assessment of Progress: LIT C2SC: 8 lessons approx. Qu 1 & Qu 2 (60) ST2 (AO1 & 2) Tier 3 Vocabulary: <i>See Poetry Anthology</i> History: Modernism and Post-modernism, development of poetic form.						
CHRISTMAS HOLIDAY 6 Weeks / 30 Days												
5-Jan	B	16	Learning Outcomes: GW: Students make detailed personal analysis of the impact of language and structure BI: Students evaluate the impact of language and structure to discuss personal reading EW: Students personally critique the poetic form, language and structure on implied reading									
12-Jan	A	17	<table><tr><th>Prior (Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.</td><td>Make personal critiques of the poetic forms and structures. Share critical comparisons through evaluating the impact of language.</td><td>Make well developed and sophisticated critiques of poetic forms and structures. Share sophisticated critical analysis of language, imagery and tone.</td></tr></table> COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging (respond to) misconceptions are addressed through the individual lessons and slide notes.			Prior (Y10)	Now (Y11)	Next (Y12)	Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.	Make personal critiques of the poetic forms and structures . Share critical comparisons through evaluating the impact of language .	Make well developed and sophisticated critiques of poetic forms and structures . Share sophisticated critical analysis of language , imagery and tone.	
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Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology.	Make personal critiques of the poetic forms and structures . Share critical comparisons through evaluating the impact of language .	Make well developed and sophisticated critiques of poetic forms and structures . Share sophisticated critical analysis of language , imagery and tone.										
19-Jan	B	ST2	LIT C2SA: Post 1914 Prose/Drama - SBQ (45 minutes)									
26-Jan	A	ST2	LIT C2SB: 19 th Century Prose – Source-Based Qu (45 minutes) LIT C2SC: Unseen Poetry (1 hour) ST2 EBI responses (2 lessons)									
2-Feb	B	20	Revision Rotation (11 Weeks/25 lessons)			Foundational Concepts: Shakespeare’s Craft, The Art of Poetry, Dramatic & Theatrical Expression, Prosaic Form & Conventions Curriculum Theme: Power, Relationships, Conflict & Identity / EDI: see above Assessment of Progress: LIT C1SA & LIT C1SB (2 hours) GCSE LIT C2SA, LIT C2SB & LIT C2SC (2 hours, 30 min) GCSE Tier 3 Vocabulary: <i>See above</i> History: <i>See above</i>						
9-Feb	A	21										
FEBRUARY HALF TERM 6 Weeks / 29 Days			1. Romeo and Juliet (5 lessons) 3. Poetry Anthology (5 lessons) 5. Blood Brothers (5 lessons) 7. A Christmas Carol (5 lessons) 9. Unseen Poetry (5 lessons)									
23-Feb	B	22										
2-Mar	A	23										
9-Mar	B	24										
16-Mar	A	25										
23-Mar	B	26										
30-Mar	A	27										
EASTER HOLIDAY 5 Weeks / 23 Days												
20-Apr	B	28										
27-Apr	A	29										
4-May*	B	30										
11-May	A	31										
18-May	B	32										
SPRING HALF TERM 7 Weeks / 34 Days												
1-Jun	A	33										
9-Jun	B	34										
16-Jun	A	35										
23-Jun	B	36										

Year 11 Overview 2025-26 – English Language												
Date	Week	Assess	Units Studied & Learning Outcomes			Key Concepts & Assessment						
8 Weeks / 38 Days			Component 1 – 20th Century Fiction and Narrative Writing (5 Weeks/8 lessons) Students will secure their analysis of language and structure to make critical judgements about a text. They will hone their skills of prose writing, sharpen their control of VSSPS for effect and build stamina for applying effective techniques. <i>Practice Papers: Rachel & Peter, Lucy Faulkner</i> Learning Outcomes: GW: Students utilise a range of literary devices with precision, including narrative structure. BI: Students make purposeful literary and structural choices to suit intended impact on reader. EW: Students sensitively express ideas through sophisticated literary devices. <table><tr><th>Prior (Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Make judgements on narrative structure to influence reader Apply and utilise a range of literary and linguistic devices with precision.</td><td>Make informed choice of narrative structure to suit desired intent. Make perceptive literary and linguistic choices to convey sophisticated ideas.</td><td>Make thoughtful, purposeful structural choices to shape writing to genre. Consciously manipulate sophisticated literary and linguistic devices for effect.</td></tr></table> COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging (respond to) misconceptions are addressed through the individual lessons and slide notes.			Prior (Y10)	Now (Y11)	Next (Y12)	Make judgements on narrative structure to influence reader Apply and utilise a range of literary and linguistic devices with precision.	Make informed choice of narrative structure to suit desired intent. Make perceptive literary and linguistic choices to convey sophisticated ideas.	Make thoughtful, purposeful structural choices to shape writing to genre. Consciously manipulate sophisticated literary and linguistic devices for effect.	Foundational Concepts: Writing for Impact - Imagination: Produce sophisticated narratives Curriculum Theme: Relationships, Conflict & Identity / EDI: Assessment of Progress: LANG C1SA: 4 lessons approx. Fiction Reading: 5 Qu (60) ST1 (AO1, 2 & 4) LANG C1SB: 4 lessons approx. Narrative Writing: 4 titles (45) ST1 (AO5-6) Tier 3 Vocabulary: <i>Echoing, Situational Irony, Maxim</i> History: Secure knowledge of narrative writing forms, reflective of genre, cultural identities in 20 th Century.
Prior (Y10)	Now (Y11)	Next (Y12)										
Make judgements on narrative structure to influence reader Apply and utilise a range of literary and linguistic devices with precision.	Make informed choice of narrative structure to suit desired intent. Make perceptive literary and linguistic choices to convey sophisticated ideas.	Make thoughtful, purposeful structural choices to shape writing to genre. Consciously manipulate sophisticated literary and linguistic devices for effect.										
2-Sep	A	1										
8-Sep	B	2										
15-Sep	A	3										
22-Sep	B	4										
29-Sep	A	5										
6-Oct			6-Oct									
13-Oct			13-Oct									
20-OCT			20-OCT									
OCTOBER HALF TERM 7 Weeks / 35 Days			Component 2 – Non-Fiction Reading & Transactional Writing (4 Weeks/6 lessons) Students will hone analysis of language and structure to make confident comparisons on writers’ techniques. They will secure their confidence with a range of transactional and persuasive writing skills, developing confidence in shaping their writing to meet the needs of PAF. <i>Practice Papers: Gorillas, Autumn 2023</i> Learning Outcomes: GW: Students make detailed comments on how writers deliver their ideas. BI: Students make sustained personal evaluations on how writer’s techniques express ideas. EW: Students make subtle critical comparisons on writers’ use of language and structure. <table><tr><th>Prior (Y10)</th><th>Now (Y11)</th><th>Next (Y12)</th></tr><tr><td>Make informed evaluations that derive from close textual analysis. Identify and evaluate comparisons on how writers deliver viewpoint.</td><td>Make persuasive evaluations from close textual analysis. Share sustained critical comparisons on how writers convey viewpoints.</td><td>Make critical and perceptive evaluations of concepts and issues. Draw subtle connections across texts through linguistic concepts & methods</td></tr></table> COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging (respond to) misconceptions are addressed through the individual lessons and slide notes.			Prior (Y10)	Now (Y11)	Next (Y12)	Make informed evaluations that derive from close textual analysis. Identify and evaluate comparisons on how writers deliver viewpoint.	Make persuasive evaluations from close textual analysis. Share sustained critical comparisons on how writers convey viewpoints.	Make critical and perceptive evaluations of concepts and issues. Draw subtle connections across texts through linguistic concepts & methods	Foundational Concepts: Exploring Non-Fiction Texts: Compare writers’ techniques Writing for Impact - Rhetoric: Produce varied TW pieces. Curriculum Theme: Power, Conflict, Identity & Relationships / EDI: Assessment of Progress: LANG C2SA: 3 lessons approx. Non-Fiction Reading: 6 Qu (60) ST2 (AO1-4) LANG C2SB: 3 lessons approx. Transactional Writing: 2 tasks (60) ST2 (AO5-6) Tier 3 Vocabulary: <i>Evaluative Verbs: Criticises; Questions; Ridicules; Celebrates; Subverts; Accepts.</i> History: Evolution of letter writing, articles and social commentary.
Prior (Y10)	Now (Y11)	Next (Y12)										
Make informed evaluations that derive from close textual analysis. Identify and evaluate comparisons on how writers deliver viewpoint.	Make persuasive evaluations from close textual analysis. Share sustained critical comparisons on how writers convey viewpoints.	Make critical and perceptive evaluations of concepts and issues. Draw subtle connections across texts through linguistic concepts & methods										
3-Nov			3-Nov									
10-Nov			10-Nov									
17-Nov			17-Nov									
24-Nov			24-Nov									
1-Dec			1-Dec									
8-Dec			8-Dec									
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30-Jun*			30-Jun*									
7-Jul			7-Jul									
14-Jul			14-Jul									

Overview of Year 11						
Flight Path	By the end of Year 11, students will have learned:					
Good When (Band 4)	Shakespeare	Poetry	Modern Prose / Drama	Pre-1900s Prose	Non-Fiction Reading	Writing for Impact
	Perceptive understanding of social, historical and cultural context . Critique the characters and identify universal aspects of them. Evaluate the play's moral and philosophical significance. Perceptively evaluate the language and structure of the text. Critique different responses to a text (literary theory).	Draw upon knowledge of all forms* of the contexts to evaluate. Critique the poetic conventions and interpret themes confidently. Make informed analyses of the intended readers and purposes . Make personal critiques of the poetic forms and structures . Share critical comparisons and in evaluating the language .	Evaluate the play's moral and philosophical significance. Critique the presentation of culture through themes . Perceptively evaluate and comment on effects of structure . Critique the characters and identify universal aspects of them. Perceptively evaluate and critically evaluate responses to language .	Perceptive understanding of social, historical and cultural context . Evaluate the novel's moral and philosophical significance. Perceptively evaluate and comment on effects of structure . Critique the characters and identify universal aspects of them. Perceptively evaluate and critically evaluate responses to language .	Evaluate a range of carefully chosen detail from different texts. Perceptively evaluate the language and structure of the text. Make persuasive evaluations from close textual analysis. Share sustained critical comparisons on how writers convey viewpoints. In structuring comments , critique writers' choices using evaluative verbs.	Make informed choice of narrative structure to suit desired intent. Assimilate transactional conventions through informed, thoughtful planning. Make perceptive literary and linguistic choices to convey sophisticated ideas. Make perceptive, well-judged choices to meet purpose and audience needs. Make discerning VSSP choices which are extensive, robust and mature.
	Exam practices to run concurrently (Extract & Essay: 1 hour)	Exam practices to run concurrently (Part A & Part B: 1 hour)	Source-Based: Standard 45 minutes No Reduction / Full GCSE rules	Source-Based: Standard 45 minutes No Reduction / Full GCSE rules	Exam practices to run concurrently as frequently as possible (1hr in one sitting).	Exam practices to run concurrently with no support (45 min/1hr in one sitting).
	Key Aspects of Study					
		Context	Theme/Genre	Language/Tone	Structure/Form	Viewpoint/Opinion
Better If (Band 4/5)	Addition to the above, in line with the relevant GCSE mark schemes, students will achieve ALL of the Band 4 and SOME Band 5 descriptors including: Literature Foundational Concepts <ul style="list-style-type: none">• Show a secure understanding of key aspects of the text• Support and justify their responses by well-chosen direct reference to the text, including quotations.• Analyse writers' use of language, form and structure, discussing meanings and effects of stylistic features used by the writer.• Secure knowledge of the relationships between texts and the contexts in which they were written.			Language Foundation Concepts <ul style="list-style-type: none">• Analyse how language and structure are used to achieve effects• Effectively use subject terminology to support comments.• Make detailed comparisons about content.• Give a detailed, critical evaluation of the text and its effects.• Appropriately adapt register, structure and content to suit PAF.• Purposefully select sentence structures and vocabulary to achieve particular effects, with secure control of punctuation and spelling.		
	Addition to the above, in line with the relevant GCSE mark schemes, students will achieve ALL of the Band 5 descriptors including: Literature Foundational Concepts <ul style="list-style-type: none">• Use a sensitive and evaluative approach to the task to analyse the text critically,• Show a perceptive understanding of the text, perhaps with some originality in their personal response• Include pertinent, direct references from across the text, including quotations.• Appreciate writers' use of language, form and structure,• Explore and Evaluate the way meaning and ideas are conveyed through language structure and form.• Have an assured understanding of the relationships between texts and the contexts in which they were written.			Language Foundation Concepts <ul style="list-style-type: none">• Provide detailed analysis of how language and structure are used to achieve effects employing well-considered subject terminology to support comments.• Make sustained and detailed comparisons.• Give a detailed and persuasive evaluation of the text and its effects.• Confident adaptation of register to meet the requirements of PAF.• Develop content that is ambitious, pertinent and sophisticated, with convincing detail.• Make appropriate selection of sentence structures and vocabulary for effect, with well controlled sentence construction.		
Excellent When (Band 5)						

ESSENTIAL: Consult these documents before planning / teaching the units: 1. Mapping of Equality, Diversity & Inclusion (EDI) in English 2. Mapping Devices and Terminology 3. Context Mapping 4. Grammar Mapping

Cross Curricular Links & Careers 1) Make CC Links within units 2) Promote Gatsby Benchmark 4: Linking curriculum learning to careers (on KOs/linked to units)

CC Links	Art: Use art to inspire study / consolidate understanding.	History: Research relevant periods to understand Lit texts.	MfL: Identify links to other languages during apt units.	Media/ICT: Use ICT to present / research. Assess media e.g. film.
	Music: Use music to inspire feelings/ideas. Link to Lit genres.	Geography: Plot Lit on world map, discuss different locations.	Drama: Use performance to fully appreciate Lit beyond the page.	Religious Studies: Build knowledge of faiths through Lit.
Careers	LIT C1	LANG C1	LANG C2	LIT C2
	Media	Writer (novelist, poet) / Librarian	Journalist / Reporter	Barrister / Judge / Solicitor
	Teacher / Lecturer / TA / TEFL	Editor / Publisher / Copywriter	Advertising / Marketing / PR	Intelligence / MI5

REVISION / RECALL / REWIND / RETRIEVE: Units in Language and Literature are expected to be taught concurrently throughout the year, with regular quick quizzing and use of retrieval booklets to maintain knowledge recall. Please interleave lesson units, ensuring an evenly spaced gap between lessons to encourage sufficient retrieval and limit the 'forgetting curve'.

NB: Units will utilise Knowledge Organisers (created where needed). All will have Tier 2 vocabulary embedded (addition to the whole-school Coxhead's 570 AWL). Tier 3 vocabulary is listed on page 1 (from Mapping Devices & Terminology). See the 'English Foundational Concepts' for Y6-Y12 mapping.