

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT											
		Learn that...	Learn how to...														
HT1 WC 4 th September 2024- 18 th October 2023 5 hours a fortnight Component 2 Reading	Transactional writing: Text type: Talk Audience: MPs Purpose: Persuade Structure/purpose/persuasive devices	<ul style="list-style-type: none">What a Comment- Evidence/ Evidence-Comment chain is.A 'comment' is a verbal or written remark expressing an opinion or reaction. Synonyms for the word 'comment' are as follows: statement, remark, observation.Evidence supports a comment or evidence is commented on.	<ul style="list-style-type: none">Retrieve explicit information from a text.Comment on the writer's use of language to show an understanding of their intention.Evaluate the writer's use of language.Select and synthesise information across two texts.Compare writers' perspectives and how they are conveyed.Write a comment evidence chain.	Spend 10 minutes reading the sources before answering the questions. Full sentences are required for retrieval questions. Highlight quotations in each source and do not write comments alongside them. How to write an accurate comment. How to introduce a quotation. Timings for each question. Meaning of the text. Meanings of individual Vocabulary from sources. Language questions require elaborate analysis at word level. Transactional Writing: Intended audience Purpose of the task. How to construct accurate sentences. How to write a detailed paragraph. What the task requires of students.	What is a comment ? What is the purpose of evidence ? What is an impression ? What does the word exciting mean? What does dramatic mean? What is a view ? What does the term narrator mean? What is a comparative conjunction ? What purpose does a comparative conjunction serve? What is a proper noun ? How should you tackle a retrieval question on a non-fiction text? What should a retrieval response look like? How should you approach a question about the writer's use of language? What does effective planning look like on this paper? Which key words should you use to evaluate a text? How long should you spend on each question on Component 2? Which discourse markers should you use to structure a response effectively?	Assessment window: 30TH September- 4th October 2022. Component 2: Section A READING ONLY Eduqas SAMPLE PAPER A Source A: 'Antarctic Adventure' Fogle & Source B: Robert Scott's Diary C2 assessment (Reading)											
	Informational retrieval Comment-evidence chains (formally known as Answer-Provide Evidence) interwoven in all units at KS3. Wider Curriculum: <ul style="list-style-type: none">Whole school supports retrieving information through whole school strategies day to day lessons.Scanning and skimming covered across curriculum in all areas of school.	<ul style="list-style-type: none">Relevant comparative conjunctions to use to compare sources: whereas, however, in contrast.Common terms used in questions: impression, dramatic, exciting, view, narrator.Any question that asks How the writer does something must have the phrase when the writer describes how... in the response.Specific vocabulary can be used to describe place: <table><tr><td>specialises</td></tr><tr><td>permanent</td></tr><tr><td>revamp</td></tr><tr><td>adapt</td></tr><tr><td>inadequate</td></tr><tr><td>din</td></tr><tr><td>sanitary</td></tr><tr><td>seething</td></tr><tr><td>thronged</td></tr><tr><td>excess</td></tr><tr><td>oily</td></tr></table> <table><tr><td>insanitary</td></tr></table>	specialises	permanent	revamp	adapt	inadequate	din	sanitary	seething	thronged	excess	oily	insanitary	<ul style="list-style-type: none">Approach Component 2 Question 11 (AO1): Retrieve Q11: Prior to answering do not read the text; With pencil, circle dates, times, numbers (digits and words), years, places, proper nouns. <i>Don't</i> write in full sentences; Give specific detail.Approach Component 2 Question 12 (AO2): Language Q12: Read question and identify key words; Write key words on the top of the relevant source; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be the comment in Comment- Evidence/ Evidence- Comment chain.Approach Component 2 Question 13 (AO1): Retrieve Q13: As with Q11. Additional step: scan for key words in question and circle with pencil.Approach Component 2 Question 14 (AO4): Evaluate Q14: Read question and identify key words; Write key words on the top of the relevant source; In the question, cross out the 'YOU' and replace with I; As you're reading Source B, highlight quotations relevant to question; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be comment in Comment- Evidence/ Evidence- Comment chain.Approach Component 2 Question 15 (AO1): Select & Synthesise Q15: Do not read the texts again; Recycle words from the question and give two brief answers from the first source; Use a comparative conjunction (however/ whereas) and give two answers from the second source; Don't use quotations.Approach Component 2 Question 16 (AO3): Compare Q16: Read question and identify key words, focusing on the text in bold;		
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permanent																	
revamp																	
adapt																	
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		<table><tr><td>populous</td><td rowspan="5"></td></tr><tr><td>sinister</td></tr><tr><td>popular</td></tr><tr><td>thunderous</td></tr><tr><td>repulsive</td></tr></table>	populous		sinister	popular	thunderous	repulsive	<p>Focus on HOW - this must be addressed; No annotating or highlighting for Q16. Write 5 Comment-Evidence/ Evidence- Comment chains for Source B; Use a comparative conjunction and write 5 Comment-Evidence/ Evidence-Comment chains for Source A.</p> <ul style="list-style-type: none">How to structure a response: To begin with, the writer.../ Next,.../ Then,... By the end, the writer...How to manage timings effectively in exam conditions for each question in the reading section: Q11: 3-5 minutes, Q12: 15 minutes, Q13: 2-5 minutes, Q14: 15 minutes, Q15: 5 minutes, Q16: 15 minutes.Transactional writing: Talk- inform Tackle a question/ task: fix the TAP. Structure - whole text and at paragraph level, tone, audience, paragraph structureDiscourse markers for additional points, emphasis, counter argument.	<p>That you can’t address aspects of structure in a response;</p> <p>That you don’t consider writer’s use of language.</p>	<p>How many marks is question X worth?</p> <p>How many Comment-Evidence/Evidence- Comment chains should you aim for in your response to question X?</p> <p>What does fix the TAP mean?</p> <p>What does a good paragraph look like? (Discourse marker, topic sentence, details, evidence)</p> <p>What discourse markers could you use to add a new point in your writing?</p> <p>What discourse markers could you use to emphasise a point?</p> <p>What discourse markers could you use to counter an argument?</p>	
populous												
sinister												
popular												
thunderous												
repulsive												
Spirituality	Volcanoes: Windows: What can you observe about people’s reactions/ responses to natural disasters? Who responds with compassion and humility in these situations? Mirrors: How do the reactions/ responses of the people experiencing the volcanic eruption make you feel? Why? Doors: What would you have done in a situation? What would you like to think you would have done in this situation? Why do you think that people want to watch these things happen?											
HT1 WC 7 th – 18 TH October 2024 Component 2: Transactional Writing Letter POV	Year 9 Small Island unit.	Transactional Writing: Letter Writing-POV <ul style="list-style-type: none">Letters can be formal or informal dependent on the recipient.A letter can have many purposes: to inform, complain, argue, persuade, share feelings, display own attitude towards something.You need to imagine yourself in a situation / scenario that is presented to you by an examiner.You need to write in first person.	<ul style="list-style-type: none">Set out a letter correctly: informally and formally.Set out a letter formally: top right- sender’s address, below sender’s address- full date (day- date- month comma year.), Recipient’s address- miss a line and against left margin, Dear..., New line begin letter, closure.Close a letter: if you don’t know the recipient’s name, end with Yours faithfully,Close a letter: If you do know recipients’ name, end with Yours sincerely,Structure a formal letter: own address, date, their address, Dear..., Introduction: share purpose, 1st main idea/ view, 2nd main idea/ view, 3rd main idea/ view, conclusion.Unpick a question: fix the TAP (Text type, audience, purpose).	<p>Letter layout. When to use Yours sincerely, or faithfully, A letter is always an argument.</p> <p>Introduction to a letter should be a running commentary about what you’re going to/ write about.</p> <p>Grammatical confusions.</p> <p>Syntactical confusions.</p>	<p>How do you structure a letter?</p> <p>What are the essential features of a letter?</p> <p>What is a discourse marker?</p> <p>What are the typical features of a paragraph used in a letter?</p> <p>What is the difference between a formal letter and an informal letter?</p> <p>Who could be the recipient of a formal letter? Give some examples.</p>							

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		<ul style="list-style-type: none"> The recipient of a formal letter is someone who you don't know well or are not personally familiar with. Evidence is required to support your views/ back it up: facts, examples, refer to research, 	<ul style="list-style-type: none"> Plan a 4/5 part response: introduction & purpose (without running commentary/ x3 main points (counter argument)/ conclusion. Structure a paragraph correctly: discourse marker, topic sentence, development of ideas or argument/ examples, details. Use ambitious vocabulary effectively and accurately. Vary sentence starts/ types for effect/ engagement: If...If...If...Then/ adverb to show opinion/ verb start/ Not only...but...Also.../ triple adjective + colon/ pair of pairs, No. No. No. Only, So..., so..., so....: independent clause/ It wasn't just..., it was.../ adjective + verb x3: main clause, structural prepositions (beginning, middle, ending). 	<p>Punctuation confusions.</p> <p>Planning isn't important.</p> <p>How to structure a letter.</p>	<p>How many sentence starts can you list?</p> <p>Why is it important to vary your sentence starts?</p> <p>What is the purpose of a counterargument?</p> <p>What does TAP stand for? Why is it important to be aware of this?</p> <p>What should you always do before beginning to write a response to a transactional writing task? PLAN!</p> <p>When should you use Yours sincerely,?</p> <p>When should you use Yours faithfully?</p> <p>Who is the recipient of a letter and who is the sender?</p>	
Spirituality	<p>Letter Writing POV: School life- prom, trips and Community: improving local area</p> <p>Windows: What problems can you observe? What actions have people put in place? What reasons have been given?</p> <p>Mirrors: How would you feel if these actions were put in place? What are your views on other people's actions/ decisions? If you were in the Head's position, why would you have made these decisions? Benefits? Impact? Consequences?</p> <p>Doors: How would you feel if these actions were a reality? What would you do about it? Has this made you think about how you would go about expressing your views on whole school decisions? What would you do about this if it was a reality? How might you do things differently now?</p>					
CONFLICT POERTY	<p>Conflict Poetry</p> <p>Students will have studied poetry throughout Key Stage 3 in Year 7 especially, where they have focused on Conflict Poetry.</p> <p>Conflict as a theme has been taught explicitly throughout KS3 and Year 10, in The Outsiders (Year 7), Hamlet (Year 8), Romeo and Juliet</p>	<p>A Poison Tree was written by William Blake. It is a moral poem about how to deal with anger. The message is that you must tell someone you are angry with them, to prevent it building into something more deadly. It has a consistent rhythm and rhyme scheme and uses simple language as it is intended to be accessible to all. It would have originally been published as a colourful illustration. The tree is an extended metaphor for the persona's anger. It is a first-generation Romantic poem.</p> <p>Key quotes: 'I was angry with my foe, I told it not, my wrath did grow' 'And it grew both day and night. Till it bore an apple bright'</p>	<ul style="list-style-type: none"> Make a range of comparisons between two texts. Comment on a poet's use of language. Comment on a poet's use of structure. Comment on the impact on the reader. Comment on how contextual factors have influenced a text. Write about a poem from memory. Annotate a poem effectively and efficiently. Structure a response to a GCSE question appropriately. 	<ul style="list-style-type: none"> Confusing a stanza with a paragraph. Over-annotating and making poem inaccessible for revision. 	<ol style="list-style-type: none"> Why is 'A Poison Tree' written in simplistic language? What happens in the poem 'A Poison Tree'? How do Zephaniah, Casey and Agard show they are proud of their heritage? How does Clarke present her daughter in 'Catrin'? How does 'Cousin Kate' reflect the patriarchal society? Where is Mary Casey ('The Class Game') from? What is a free verse poem? 	

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	(Year 9) and Macbeth (Year 10). Develop contextual links with history.	<p>‘In the morning glad I see; My fore outstretched beneath the tree’ Compare with: Half-Caste, The Class Game, Cousin Kate, Exposure, Prelude and What were they like?</p> <p>The Class Game was written by Mary Casey, a working-class housewife. It was originally published in a working-class magazine and was looked down on by English academics. In the poem she challenges why people are bothered about class, and uses lexis from her working-class background to emphasise her pride in her class. There is a consistent rhyme scheme throughout.</p> <p>Key quotes: ‘How can you tell what class I’m from? I can talk posh like some’ ‘How can you tell what class I’m from? ‘Cos we live in a corpy, not like some’ ‘Well mate! A cleaner is me mother, A docker is me brother’ ‘And I’m proud of the class that I come from’ Compare with: No Problem, Half-Caste, War Photographer and Cousin Kate</p> <p>Cousin Kate was written by Christina Rossetti. In the poem, a poetic persona is used of a woman, who was tricked by a Lord into having sex outside of wedlock, and this resulted in the birth of a son. As this was considered immoral at the time, she is shunned by the others where she lives. Meanwhile, the Lord, suffering no backlash due to his status, marries the persona’s cousin, Kate. However, the twist is that Kate cannot have children. This is a ballad poem that questions the patriarchal society. Rossetti spent time supporting women in ‘reduced circumstances’ so understood their plight.</p> <p>Key quotes: ‘I was a cottage maiden, hardened by sun and air’ ‘He lured me to his palace home – woe’s me for joy thereof’ ‘My fair-haired son, my shame, my pride, cling closer, closer ye’ Compare with: The Prelude, A Poison Tree, Half-Caste, Catrin</p>			8. How do you identify the rhyme scheme of a poem?	

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		<p><u>Catrin</u> was written by Gillian Clarke. It is about Clarke’s own daughter, Catrin, and she once questioned why her beautiful baby had to grow into a teenager. This is a free verse poem. The first stanza focuses on the birth of Catrin, and then second focuses on Catrin seeking more independence as a teenager.</p> <p>Key quotes: ‘our first fierce confrontation’ ‘the tight red rope of love which we fought over’ ‘bringing up from the heart’s pool that old rope, tightening about my life’</p> <p>Compare with: Cousin Kat, Poppies, Half-Caste, No Problem, The Class Game</p>								
HT2 WC 4 th November 2024 – 29 th November 2024 Component 1: Reading	Y8: ‘The Woman In Black’ Information retrieval, Language used by writer (AO2) How much do you agree with? (AO4) Y8: Science Fiction: Language (AO2) Narrative Writing: (AO5 & 6)- Setting, character, action suspense. Y9 A Christmas Carol- Language analysis (AO2)	<ul style="list-style-type: none">There are common key terms used in question stems and their definitions should be understood: Impression, excitement, exciting, dramatic, drama, view, relationship.A ‘comment’ is a verbal or written remark expressing an opinion or reaction. Synonyms for the word ‘comment’ are as follows: statement, remark, observation.Evidence supports a comment.A question with the word <i>HOW</i> in it requires the phrase <i>when the writer describes how...</i> in a response.Specific vocabulary can be used to describe character traits:	<ul style="list-style-type: none">Retrieve explicit and implicit information from a text.Comment on the writer’s use of language to show understanding of writer’s intention.Evaluate the writer’s use of language.Produce well-constructed responses on an unfamiliar text.Approach Component 1 Question 01 (AO1): Prior to reading, box off and read the specified lines only; <u>Write in full sentences;</u> Write <u>more than 5</u> answers if possible (if one of the answers is wrong, examiners will accept any that are correct); Don’t use quotations; use own words.Approach Component 1 Question 02 (AO2): Prior to reading, identify key words in the task; Write key words alongside the specified lines; Box off appropriate section and read the specified lines; During reading, highlight quotations relevant to the question; <u>ANNOTATE.</u> WRITE A COMMENT FOR EACH QUOTATION HIGHLIGHTED- this will be the comment in the Comment-Evidence/ Evidence- Comment chain. Write 5 Comment- Evidence/ Evidence- Comment chains.Approach Component 1 Question 03 (AO2): Identify key words in the task; Write key words from the question next to the specified lines; Box off and read the specified lines;	Spend 10 minutes reading the whole source before answering the questions. Full sentences aren’t required for retrieval questions. Highlight quotations in each source and do not write comments alongside them. How to write an accurate comment. How to introduce a quotation. Timings for each question. Meaning of the text; meaning of ending, usually a twist. Meanings of individual Vocabulary.	What is a comment ? What is the purpose of evidence ? What is an impression ? What does the word excitement mean? What does dramatic mean? What is a view ? What does the term relationship mean? Why is it important to know how to approach an English Language paper effectively? How should you approach a retrieval question on a fiction text? What should your response look like? How many responses should you give for a retrieval question?	Mock Exam: C1 NOV 2022 Reading and Writing C2 NOV 2022 Reading and Writing				
	Y10: Eduqas papers HT2, 5 & 6. Wider Curriculum: <ul style="list-style-type: none">Whole school supports retrieving information through whole school strategies.Scanning and skimming covered across	<table><tr><td>Judgmental</td></tr><tr><td>Self-righteous</td></tr><tr><td>Impatient</td></tr><tr><td>Unsympathetic</td></tr><tr><td>Demanding</td></tr><tr><td>Sarcastic</td></tr></table>	Judgmental	Self-righteous	Impatient		Unsympathetic	Demanding	Sarcastic	
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	curriculum in all areas of school.	Vulnerable	<p>During reading the source, highlight quotations relevant to the question; <u>ANNOTATE</u>. WRITE A COMMENT FOR EACH QUOTATION HIGHLIGHTED- this will be the comment in the Comment-Evidence/ Evidence- Comment chain. Write 10 C-E/ E-C chains and extend 1.</p> <ul style="list-style-type: none">• Approach Component 1 Question 04 (AO2): Identify key words in the task; Write the key words from the question by the specified lines on the source; During reading the source, highlight quotations relevant to question; <u>ANNOTATE</u>. WRITE A COMMENT FOR EACH QUOTATION- this will be the comment in the Comment- Evidence/ Evidence- Comment chain. Write the response: 10 Comment-Evidence chains and extend one comment.• Approach Component 1 Question 05 (AO4): Read the question and identify key words. Cross out the ‘YOU’ and replace with ‘I’; Write key words from the question on the top of the source; Don’t highlight the text again; use the ones from the previous questions; <u>FOR THE HIGHER MARKS, STUDENTS MUST</u> track the whole text from beginning to end; If two characters are mentioned, students must address both of them in their response. Write 10 C-E/ E-C chains. Extend the comment for one. Begin response with ‘I agree that...’• Manage time effectively in an exam: Q01: 5 minutes, Q02: 10 minutes, Q03: 15 minutes, Q04: 15 minutes, Q05: 15 minutes, Q06: 45 minutes.• Evaluate a text (Q15): I think, I believe, I agree that• Structure a response to help track a text: To begin with, the writer.../ At the start, the writer.../Next, Then, Also, (to begin each new C-E/ E-C chain)/At/ By the end, the writer...	Each quotation requires in depth analysis.	<p>How should you approach a question about the writer’s use of language?</p> <p>What does effective planning look like on this paper?</p> <p>Which key words should you use to evaluate a text?</p> <p>How long should you spend on each question on Component 1?</p> <p>Which discourse markers should you use to structure a response effectively?</p> <p>What phrase should you use in your response to a question that has the word HOW in it?</p>	
		Emotional				
		Disillusioned				
		Pride				
		Insensitive				
		Takes advantage of/ exploits				
		Attentive				
		Loner				
		Detached				
		Considerate				
		Sensitive				

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Spirituality	Ruby Lennox: Windows: What observations can you make about the family dynamics? What impressions do you get of the different family members? Mirrors: How could the family function better? How could the family change for the better? Doors: Has this made you think about your own family and the dynamics/ behavior of your family? What could you do the make your situation better?					
	Jonathan and Frances Windows: What can you observe about J and F’s relationship? What factors have affected their relationship? Who do you think is to blame for the break down/ misunderstanding in their relationship? Mirrors: How does it make you feel? How do you think each character feels in their situation? Doors: If you were in their position/ situation, what would you do to make things better in the relationship? How could Jonathan show more compassion towards Frances?					
HT2 Component 1 Writing- Narrative- adapting: 2 nd December – 20 th December 2024	<ul style="list-style-type: none">Y7 Story writing- many components link to narrative writing.Y10 HT3 Creating narratives unit.Y11 HT3: adapting narrativesY7 PSHE: relationships.	Narrative: <ul style="list-style-type: none">A narrative is a spoken or written account of connected events; a story; an anecdote.There are 5 main parts of a narrative: opening, development, problem, reaction, resolution.An effective narrative should span over a short time period.An effective narrative should be based on a factual event.A narrative should avoid certain topics to allow for realism (see misconceptions).Sentences starts need to be varied throughout a piece of writing to add variety and to hold the reader’s interest.A discourse marker has several purposes: to navigate the reader, organise the writing, link ideas together, shift from one idea to the next.	Narrative: <ul style="list-style-type: none">Plan an effective and realistic 5 part narrative: opening, development, problem, reaction, resolution.Write an effective opening: Open with dialogue OR a statement OR ask the reader a question. Introduce yourself as the narrator – give a little *anecdote to show what sort of a person you are. Explain the background to the story.Develop a narrative: set the scene where the problem happens (place, atmosphere, mood, relevant senses). Build up to the problem.Create a problem: describe what happens – 1 piece of action only. Hold the moment – describe your inner thoughts and feelings.Describe a character(s)’ reactions: describe your body’s physical reaction. How do other people react? Was their reaction what you expected?Write an effective ending: describe your body’s physical reaction. How do other people react? Was their reaction what you expected?Write an effective and realistic 5 part story.Use and maintain writing in past tense.Write and set out effective dialogue/ dialogue tags.Use the zoom in and zoom out technique.Use specific vocabulary to communicate mood of a narrator.Explore how to communicate the mood/ emotions of a character at different stages in a narrative.Vary sentence starts/ punctuation to achieve effects: (single adjective start, adverb, simile, verb start, triple adjective + colon, show 3: tell one, with a.... + action, pair of pairs, No. No. No, only, So. So. So: independent clause, It wasn’t just, it was, adjective + noun x3: main clause, prepositions.Write an effective ending: cyclical structure, resolution, change made.	Narrative: A narrative should span over hours, days, years, generations. Narratives need to be about drug-dealers, vampires, aliens, pregnancies...dramatic themes rather than simple, small anecdotes. Narratives are a series of descriptive paragraphs. Narratives are elaborate tales. Rules of speech/ dialogue. Tenses. A good ending is ‘I woke up and it was all a dream!’ or ‘They all died!’	Narrative: What are the 5 main components of an effective narrative ? What are the rules of writing dialogue ? What does effective dialogue in a narrative look like? How can you add variety to sentence starts? How can you make a narrative realistic ? What are the rules of speech/ setting out dialogue ? What is a discourse marker ? What is the purpose of an extended metaphor ? What can zoomorphism be used for? Purpose? What is a motif ? How can a motif be used in your writing?	

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			<ul style="list-style-type: none">• Write an extended metaphor.• Use motifs in your writing. Use zoomorphism to develop character.			

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Synonyms for the word 'comment' are as follows: statement, remark, observation.Evidence supports a comment or evidence is commented on.Relevant comparative conjunctions to use to compare sources: whereas, however, in contrast.Common terms used in questions: impression, dramatic, exciting, view, narrator.Any question that asks How the writer does something must have the phrase when the writer describes how... in the response.Specific vocabulary can be used to describe character traits: <table><tr><td>Obsessive</td></tr><tr><td>Determined</td></tr><tr><td>Tradition al</td></tr><tr><td>Proud</td></tr><tr><td>Over-whelmed</td></tr><tr><td>Passionate</td></tr><tr><td>Nuisance</td></tr><tr><td>Smug</td></tr><tr><td>Superior</td></tr></table>	Obsessive	Determined	Tradition al	Proud	Over-whelmed	Passionate	Nuisance	Smug	Superior	<ul style="list-style-type: none">Retrieve explicit information from a text.Comment on the writer's use of language to show an understanding of their intention.Evaluate the writer's use of language.Select and synthesise information across two texts.Compare writers' perspectives and how they are conveyed.Write a comment evidence chain.Approach Component 2 Question 11 (AO1): Retrieve Q11: Prior to answering do not read the text; With pencil, circle dates, times, numbers (digits and words), years, places, proper nouns. <i>Don't</i> write in full sentences; Give specific detail.Approach Component 2 Question 12 (AO2): Language Q12: Read question and identify key words; Write key words on the top of the relevant source; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be the comment in Comment- Evidence/ Evidence- Comment chain.Approach Component 2 Question 13 (AO1): Retrieve Q13: As with Q11. Additional step: scan for key words in question and circle with pencil.Approach Component 2 Question 14 (AO4): Evaluate Q14: Read question and identify key words; Write key words on the top of the relevant source; In the question, cross out the 'YOU' and replace with I; As you're reading Source B, highlight quotations relevant to question; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be comment in Comment- Evidence/ Evidence- Comment chain.Approach Component 2 Question 15 (AO1): Select & Synthesise Q15: Do not read the texts again; Recycle words from the question and give two brief answers from the first source; Use a comparative conjunction (however/ whereas) and give two answers from the second source; Don't use quotations.Approach Component 2 Question 16 (AO3): Compare Q16: Read question and identify key words, focusing on the text in bold; Focus on HOW - this must be addressed; No annotating or highlighting for Q16.	Spend 10 minutes reading the sources before answering the questions. Full sentences are required for retrieval questions. Highlight quotations in each source and do not write comments alongside them. How to write an accurate comment. How to introduce a quotation. Timings for each question. Meaning of the text. Meanings of individual Vocabulary from sources. Language questions require elaborate analysis at word level. Transactional Writing: Intended audience Purpose of the task. How to construct accurate sentences. How to write a detailed paragraph. What the task requires of students.	What is a comment ? What is the purpose of evidence ? What is an impression ? What does the word exciting mean? What does dramatic mean? What is a view ? What does the term narrator mean? What is a comparative conjunction ? What purpose does a comparative conjunction serve? What is a proper noun ? How should you tackle a retrieval question on a non-fiction text? What should a retrieval response look like? How should you approach a question about the writer's use of language? What does effective planning look like on this paper? Which key words should you use to evaluate a text? How long should you spend on each question on Component 2? Which discourse markers should you use to structure a response effectively? How many marks is question X worth? How many Comment- Evidence/Evidence- Comment chains	Mock Exam whole school Assessment window: 13th January – 17th January. Component 1 & 2 Reading and Writing for both: 2023 June papers.
	Obsessive														
Determined															
Tradition al															
Proud															
Over-whelmed															
Passionate															
Nuisance															
Smug															
Superior															

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<div>Delighted</div> <div>Gloats/ gloating</div>	<p>Write 5 Comment-Evidence/ Evidence- Comment chains for Source B; Use a comparative conjunction and write 5 Comment-Evidence/ Evidence-Comment chains for Source A.</p> <ul style="list-style-type: none"> How to structure a response: To begin with, the writer.../ Next,.../ Then,... By the end, the writer... How to manage timings effectively in exam conditions for each question in the reading section: Q11: 3-5 minutes, Q12: 15 minutes, Q13: 2-5 minutes, Q14: 15 minutes, Q15: 5 minutes, Q16: 15 minutes. Transactional writing: Talk- inform Tackle a question/ task: fix the TAP. Structure - whole text and at paragraph level, tone, audience, paragraph structure Discourse markers for additional points, emphasis, counter argument. 	<p>That you can't address aspects of structure in a response;</p> <p>That you don't consider writer's use of language.</p>	<p>should you aim for in your response to question X?</p> <p>What does fix the TAP mean?</p> <p>What does a good paragraph look like? (Discourse marker, topic sentence, details, evidence)</p> <p>What discourse markers could you use to add a new point in your writing?</p> <p>What discourse markers could you use to emphasise a point?</p> <p>What discourse markers could you use to counter an argument?</p>	
Spirituality	<p>Starmer and Francis Willard- bikes</p> <p>What do you notice about how biking makes Starmer feel? What does he like about it? What does biking bring to Francis Willard's life? What difficulties does she face? What is the cause of this?</p> <p>Mirrors: How do you feel when you are doing a sport that you love? What benefits does it bring for you personally? When did you last learn something new? What could you learn that is new that could enhance your life?</p> <p>Doors: What could you do that is different or help improve the quality of your life? What does the second text make you feel about how we live today? (gender roles/ stereotypes – clothing?)</p>					
20 th January 2025- 31 st January C2 Writing: Transactional Arting- Article POV	<p>Newspaper article covered in KS3 Y8: Sherlock Holmes, not article specifically.</p> <p>Should have had exposure to varied sentence starts in Y9 in all TW writing units.</p>	<ul style="list-style-type: none"> An article could appear in the following formats: a magazine, certain sections of a newspaper, websites. An article can be biased towards a person or political viewpoint. An article could be the exploration of a topic (inform) or an argument (POV). Typical subjects covered in articles: travel/ sport/ history/ hobbies/home/craft/ music/ celebrities/famous figures/ controversial topics. An article should include a catchy, memorable headline: questions, 	<ul style="list-style-type: none"> Unpick a question: fix the TAP (Text type, audience, purpose). Plan a 4/5 part response: headline/introduction/ x3 main points (counterargument)/ conclusion. Structure a paragraph correctly: discourse marker, topic sentence, development of ideas or argument/ examples, details. Use ambitious vocabulary effectively and accurately. Vary sentence starts/ types for effect/ engagement: If...If...If...Then/ adverb to show opinion/ verb start/ Not only...but...Also.../ triple adjective + colon/ pair of pairs, No. No. No. Only, So. So. So: independent clause/ It wasn't just, it was/ adjective + verb x3: main clause, structural prepositions (beginning, middle, ending). Use discourse markers to suggest views. Use discourse markers to signpost a change in direction in response. 	<p>An article is always an argument.</p> <p>Introduction to an article should be a running commentary about what you're going to/ write about.</p> <p>Grammatical confusions.</p> <p>Syntactical confusions.</p> <p>Punctuation confusions.</p> <p>Planning isn't important.</p> <p>How to structure an article.</p>	<p>How do you structure an article?</p> <p>What are the essential features of an article?</p> <p>What is a discourse marker?</p> <p>What are the typical features of a paragraph used in an article?</p> <p>How can an article show bias?</p> <p>What topics are commonly written about in articles?</p> <p>Where do articles commonly appear?</p> <p>How many sentence starts can you list?</p> <p>Why is it important to vary your sentence starts?</p> <p>What is the purpose of a headline?</p>	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>alliteration, statement, word play, ambiguity.</p> <ul style="list-style-type: none"> Headlines are designed to attract attention. Language of an article is usually formal but dependent on the intended audience. The structure of an article is as follows: Headline/ introduction or views made clear/ x3 main points explored/ conclusion. At paragraph level, the structure should be as follows: Discourse marker, topic sentence, exploration of this idea: examples, anecdote, evidence to support TS, Professional views, statistics... 			<p>What methods could you use in a headline to make it catchy?</p> <p>What does the term 'intended audience' mean?</p> <p>How should you structure at paragraph level?</p>	
Spirituality	<p>POV- School life- uniform/ tattoos</p> <p>Windows: What emotions does the writer of the article experience? What views does the writer explore on tattoos? What are the positive aspects explored of tattoos & uniform?</p> <p>Mirrors: What are your thoughts about wearing uniform? Can you see the benefits? What are your views on tattoos? Has it made you think twice about committing to tattoos?</p> <p>Doors: Has it made you rethink your views around uniform? Tattoos?</p> <p>Ambitions in young people:</p> <p>Windows: What are the writer's views on the importance of having ambitions to aim for?</p> <p>Mirror: What are your own goals and ambitions? Has reading this made you think about your own ambitions? Has it made you think that you should start thinking about what they are and how you can achieve them?</p> <p>Doors: What are you going to do if you don't have any plans for the future? What are your ambitions? Are you aiming high/ high enough?</p>					
HT3 3 rd February 2025- 14 th February 2025 Component 2 Section A Reading	<p>Y10: HT2, 5 & 6.</p> <p>Y11: 1, 2 & 3.</p>	<ul style="list-style-type: none"> What a Comment-Evidence/ Evidence-Comment chain is. A 'comment' is a verbal or written remark expressing an opinion or reaction. Synonyms for the word 'comment' are as follows: statement, remark, observation. Evidence supports a comment or evidence is commented on. 	<ul style="list-style-type: none"> Retrieve explicit information from a text. Comment on the writer's use of language to show an understanding of their intention. Evaluate the writer's use of language. Select and synthesise information across two texts. Compare writers' perspectives and how they are conveyed. Approach Component 2 Question 11 (AO1): Retrieve Q11: Prior to answering do not read the text; With pencil, circle dates, times, numbers (digits and words), years, places, proper nouns. <i>Don't</i> write in full sentences; Give specific detail. 	<p>Spend 10 minutes reading the sources before answering the questions.</p> <p>Full sentences are required for retrieval questions.</p> <p>Highlight quotations in each source and do not write comments alongside them.</p>	<p>What is a comment?</p> <p>What is the purpose of evidence?</p> <p>What is an impression?</p> <p>What does the word exciting mean?</p> <p>What does dramatic mean?</p> <p>What is a view?</p> <p>What does the term narrator mean?</p>	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>Relevant comparative conjunctions to use to compare sources: whereas, however, in contrast.</p> <ul style="list-style-type: none"> Common terms used in questions: impression, dramatic, exciting, view, narrator. Any question that asks How the writer does something must have the phrase <i>when the writer describes how...</i> in the response. 	<ul style="list-style-type: none"> Approach Component 2 Question 12 (AO2): Language Q12: Read question and identify key words; Write key words on the top of the relevant source; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be the comment in Comment- Evidence/ Evidence- Comment chain. Approach Component 2 Question 13 (AO1): Retrieve Q13: As with Q11. Additional step: scan for key words in question and circle with pencil. Approach Component 2 Question 14 (AO4): Evaluate Q14: Read question and identify key words; Write key words on the top of the relevant source; In the question, cross out the 'YOU' and replace with I; As you're reading Source B, highlight quotations relevant to question; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be comment in Comment- Evidence/ Evidence- Comment chain. Approach Component 2 Question 15 (AO1): Select & Synthesise Q15: Do not read the texts again; Recycle words from the question and give two brief answers from the first source; Use a comparative conjunction (however/ whereas) and give two answers from the second source; Don't use quotations. Approach Component 2 Question 16 (AO3): Compare Q16: Read question and identify key words, focusing on the text in bold; Focus on HOW - this must be addressed; No annotating or highlighting for Q16; Write 5 Comment-Evidence/ Evidence- Comment chains for Source B; Use a comparative conjunction and write 5 Comment-Evidence/ Evidence-Comment chains for Source A. How to structure a response: To begin with, the writer.../ Next,.../ Then,... By the end, the writer... How to manage timings effectively in exam conditions for each question in the reading section: Q11: 3-5 minutes, Q12: 15 minutes, Q13: 2-5 minutes, Q14: 15 minutes, Q15: 5 minutes, Q16: 15 minutes. 	<p>How to write an accurate comment.</p> <p>How to introduce a quotation.</p> <p>Timings for each question.</p> <p>Meaning of the text.</p> <p>Meanings of individual Vocabulary from sources.</p> <p>Language questions require elaborate analysis at word level.</p>	<p>What is a comparative conjunction?</p> <p>What purpose does a comparative conjunction serve?</p> <p>What is a proper noun?</p> <p>How should you tackle a retrieval question on a non-fiction text?</p> <p>What should a retrieval response look like?</p> <p>How should you approach a question about the writer's use of language?</p> <p>What does effective planning look like on this paper?</p> <p>Which key words should you use to evaluate a text?</p> <p>How long should you spend on each question on Component 2?</p> <p>Which discourse markers should you use to structure a response effectively?</p> <p>How many marks is question X worth?</p> <p>How many Comment-Evidence/Evidence- Comment chains should you aim for in your response to question X?</p>	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
HT4 24th February 2025 - 8th March 2025 C2 Transactional Writing Talk: Persuade and Letter POV		<p>Transactional Writing: Talk</p> <ul style="list-style-type: none"> A talk can have different purposes: to argue a point of view, to persuade, to motivate someone, to educate an audience/ impart knowledge on them. The audience of a speech affects the delivery, tone, style of a speech. A speech is written to be spoken to an audience; an audience will listen to a speech. A counterargument is an argument or set of reasons put forward to <u>oppose</u> an idea or theory developed in another argument. <p>The structure of a speech should be as follows: an engaging opening which share intent/ purpose; a main body of argument/</p> <ul style="list-style-type: none"> sharing views/ counterargument (if relevant)/ future actions that should be taken (if relevant) conclusion. The typical structure of a paragraph should be as follows: Discourse marker, topic sentence, details, examples, anecdote, supporting evidence. There is specific language that is useful for persuasion (if relevant): flowers of rhetoric, use of personal pronouns, rhetorical questions, emotive language, statistics, undermine other view, anecdote, direct address, repetition. There is specific language that is useful for informing/ describing (if relevant): chronology of events-specific dates, times, 	<p>Learn how to...</p> <ul style="list-style-type: none"> Plan an effective talk/ speech. Engage an audience through non-verbal cues/ skills: hand gestures, body language, facial expressions, eye contact. Practise and rehearse a speech/ talk so that its delivery is precise. Create and use cue cards to avoid reading from a full script. Respond to questions from an engaged audience. Speak in Standard English and avoid using local dialectal features, slang or colloquial language. Write a range of sentence types: 	<p>Misconceptions:</p> <p>A speech should be read word for word.</p> <p>A speech/ talk is intended for the page and not to be spoken.</p> <p>A speech has to be an argument or views. A persuasive speech should begin like a running commentary.</p> <p>If the audience consists of friends, it's fine to speak in slang, Non-Standard English, dialect.</p>	<ul style="list-style-type: none"> What features of language are persuasive? What is an anecdote? What is the purpose of a rhetorical question? What is emotive language? What emotions can you evoke in an audience? How can you vary sentence starts to add variety and engage an audience? Which words can you use to address an audience directly? How should a speech/ talk be structured? What is colloquial language? Is it appropriate for a formal talk? Why? What is a counterargument? What is its purpose? 	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
		<p>details, 5 senses, emotive language, figurative language, comedy, specific details/ anecdotes.</p> <p>The delivery of a speech is also key to success and there are a number of techniques which can be used to engage an audience: hand gestures, body language, facial expressions, eye contact, pace, pause, emphasis, intonation, enunciation.</p>				
C2 Transactional Writing Letter POV		<p>Transactional Writing: Letter Writing Letters can be formal or informal dependent on the recipient.</p> <p>A letter can have many purposes: to inform, complain, argue, persuade, share feelings, display own attitude towards something.</p> <p>You need to imagine yourself in a situation / scenario that is presented to you by an examiner. First person.</p> <p>The recipient of a formal letter is someone who you don't know well or are not personally familiar with.</p>	<ul style="list-style-type: none"> Set out a letter correctly: informally and formally. Set out a letter formally: top right- sender's address, below sender's address- full date (day- date- month comma year.), Recipient's address- miss a line and against left margin, Dear..., New line begin letter, closure. Close a letter: if you don't know the recipient's name, end with Yours faithfully, Close a letter: If you do know recipients' name, end with Yours sincerely, Structure a formal letter: own address, date, their address, Dear..., Introduction: share purpose, 1st main idea/ view, 2nd main idea/ view, 3rd main idea/ view, conclusion. Unpick a question: fix the TAP (Text type, audience, purpose). Plan a 4/5 part response: introduction & purpose (without running commentary/ x3 main points (counter argument))/ conclusion. Structure a paragraph correctly: discourse marker, topic sentence, development of ideas or argument/ examples, details. Use ambitious vocabulary effectively and accurately. Vary sentence starts/ types for effect/ engagement: If...If...If...Then/ adverb to show opinion/ verb start/ Not only...but...Also.../ triple adjective + colon/ pair of pairs, No. No. No. Only, So..., so..., so....: independent clause/ It wasn't just..., it was.../ adjective + verb x3: main clause, structural prepositions (beginning, middle, ending). 	<p>Letter layout. When to use Yours sincerely or faithfully. A letter is always an argument.</p> <p>Introduction to a letter should be a running commentary about what you're going to/ write about.</p> <p>Grammatical confusions.</p> <p>Syntactical confusions.</p> <p>Punctuation confusions.</p> <p>Planning isn't important.</p> <p>How to structure a letter.</p>	<p>How do you structure a letter?</p> <p>What are the essential features of a letter?</p> <p>What is a discourse marker?</p> <p>What are the typical features of a paragraph used in a letter?</p> <p>What is the difference between a formal letter and an informal letter?</p> <p>Who could be the recipient of a formal letter? Give some examples.</p> <p>How many sentence starts can you list?</p> <p>Why is it important to vary your sentence starts?</p> <p>What is the purpose of a counterargument?</p> <p>What does TAP stand for? Why is it important to be aware of this?</p> <p>What should you always do before beginning to write a response to a transactional writing task? PLAN!</p> <p>When should you use Yours sincerely,?</p> <p>When should you use Yours faithfully?</p> <ul style="list-style-type: none"> Who is the recipient of a letter and who is the sender? 	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
Spirituality	Talk- POV					
	Windows: What do you notice about the effect that the writer’s hobby has on them? Mirrors: What has this made you feel/ think about what you do in your free time? Do you use your time productively? Purposefully? Mirrors: Has reading this made you contemplate using your time more productively? How could having a hobby help you/ enrich your life/ open doors for you/ create opportunities? Doors: What are you going to do about it? What could you do? How do you feel enriched by your hobby and how you spend your free time? Howe do you feel about not having a hobby? What disadvantages do you have over other people because you don’t have one? What benefits could you have?					
HT4 10th March 2025 – 21 st March 2025 5 hours a fortnight Component 1 Section B Writing- - Narrative	<ul style="list-style-type: none">Y7 Story writing-many components link to narrative writing.Y10 HT3 Creating narratives unit.	Narrative: <ul style="list-style-type: none">A narrative is a spoken or written account of connected events; a story; an anecdote.There are 5 main parts of a narrative: opening, development, problem, reaction, resolution.An effective narrative should span over a short time period.An effective narrative should be based on a factual event.A narrative should avoid certain topics to allow for realism (see misconceptions).Sentences starts need to be varied throughout a piece of writing to add variety and to hold the reader’s interest. A discourse marker has several purposes: to navigate the reader, organise the writing, link ideas together, shift from one idea to the next.	Narrative: <ul style="list-style-type: none">Plan an effective and realistic 5 part narrative: opening, development, problem, reaction, resolution.Write an effective opening: Open with dialogue OR a statement OR ask the reader a question. Introduce yourself as the narrator – give a little *anecdote to show what sort of a person you are. Explain the background to the story.Develop a narrative: set the scene where the problem happens (place, atmosphere, mood, relevant senses). Build up to the problem.Create a problem: describe what happens – 1 piece of action only. Hold the moment – describe your inner thoughts and feelings.Describe a character(s)’ reactions: describe your body’s physical reaction. How do other people react? Was their reaction what you expected?Write an effective ending: describe your body’s physical reaction. How do other people react? Was their reaction what you expected?Write an effective and realistic 5 part story.Use and maintain writing in past tense.Write and set out effective dialogue/ dialogue tags.Use the zoom in and zoom out technique.Use specific vocabulary to communicate mood of a narrator.Explore how to communicate the mood/ emotions of a character at different stages in a narrative.Vary sentence starts/ punctuation to achieve effects: (single adjective start, adverb, simile, verb start, triple adjective + colon, show 3: tell one, with a.... + action, pair of pairs, No. No. No. Only, So. So. So: independent clause, It wasn’t just, it was, adjective + noun x3: main clause, prepositions.Write an effective ending: cyclical structure, resolution, change made.Write an extended metaphor.Use motifs in your writing. Use zoomorphism to develop character.	Narrative: A narrative should span over hours, days, years, generations. Narratives need to be about drug-dealers, vampires, aliens, pregnancies...dramatic themes rather than simple, small anecdotes. Narratives are a series of descriptive paragraphs. Narratives are elaborate tales. Rules of speech/ dialogue. Tenses. A good ending is ‘I woke up and it was all a dream!’ or ‘They all died!’	Narrative: What are the 5 main components of an effective narrative ? What are the rules of writing dialogue ? What does effective dialogue in a narrative look like? How can you add variety to sentence starts? How can you make a narrative realistic ? What are the rules of speech/ setting out dialogue ? What is a discourse marker ? What is the purpose of an extended metaphor ? What can zoomorphism be used for? Purpose? What is a motif ? How can a motif be used in your writing?	Assessment Reading Component I. Eduqas November 2023 Lit paper I as well?
H T4 2 4 ^t	Y8: ‘The Woman In Black’	<ul style="list-style-type: none">There are common key terms used in question	<ul style="list-style-type: none">Retrieve explicit and implicit information from a text.	Spend 10 minutes reading the whole	What is a comment ?	

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		Learn that...	Learn how to...			
	<p>Information retrieval, Language used by writer (AO2)</p> <p>How much do you agree with? (AO4)</p> <p>Y8: Science Fiction: Language (AO2)</p> <p>Narrative Writing: (AO5 & 6)- Setting, character, action suspense.</p> <p>Y9 A Christmas Carol- Language analysis (AO2)</p> <p>Y10: Eduqas papers HT2, 5 & 6.</p> <p>Wider Curriculum:</p> <ul style="list-style-type: none"> Whole school supports retrieving information through whole school strategies. Scanning and skimming covered across curriculum in all areas of school. 	<p>stems and their definitions should be understood: Impression, excitement, exciting, dramatic, drama, view, relationship.</p> <ul style="list-style-type: none"> A 'comment' is a verbal or written remark expressing an opinion or reaction. Synonyms for the word 'comment' are as follows: statement, remark, observation. Evidence supports a comment. A question with the word <i>HOW</i> in it requires the phrase <i>when the writer describes how...</i> in a response. 	<ul style="list-style-type: none"> Comment on the writer's use of language to show understanding of writer's intention. Evaluate the writer's use of language. Produce well-constructed responses on an unfamiliar text. Approach Component 1 Question 01 (AO1): Prior to reading, box off and read the specified lines only; <u>Write in full sentences</u>; Write <u>more than 5</u> answers if possible (if one of the answers is wrong, examiners will accept <i>any</i> that are correct); Don't use quotations; use own words. Approach Component 1 Question 02 (AO2): Prior to reading, identify key words in the task; Write key words alongside the specified lines; Box off appropriate section and read the specified lines; During reading, highlight quotations relevant to the question; <u>ANNOTATE</u>. WRITE A COMMENT FOR EACH QUOTATION HIGHLIGHTED- this will be the comment in the Comment-Evidence/ Evidence- Comment chain. Write 5 Comment- Evidence/ Evidence- Comment chains. Approach Component 1 Question 03 (AO2): Identify key words in the task; Write key words from the question next to the specified lines; Box off and read the specified lines; During reading the source, highlight quotations relevant to the question; <u>ANNOTATE</u>. WRITE A COMMENT FOR EACH QUOTATION HIGHLIGHTED- this will be the comment in the Comment-Evidence/ Evidence- Comment chain. Write 10 C-E/ E-C chains and extend 1. Approach Component 1 Question 04 (AO2): Identify key words in the task; Write the key words from the question by the specified lines on the source; During reading the source, highlight quotations relevant to question; <u>ANNOTATE</u>. WRITE A COMMENT FOR EACH QUOTATION- this will be the comment in the Comment- Evidence/ Evidence- Comment chain. Write the response: 10 Comment-Evidence chains and extend one comment. Approach Component 1 Question 05 (AO4): Read the question and identify key words. Cross out the 'YOU' and replace with 'I'; Write key words from the question on the top of the source; Don't highlight the text again; use the ones from the previous questions; <u>FOR THE HIGHER MARKS, STUDENTS MUST</u> track the whole text from beginning to end; 	<p>source before answering the questions.</p> <p>Full sentences aren't required for retrieval questions.</p> <p>Highlight quotations in each source and do not write comments alongside them.</p> <p>How to write an accurate comment.</p> <p>How to introduce a quotation.</p> <p>Timings for each question.</p> <p>Meaning of the text; meaning of ending, usually a twist.</p> <p>Meanings of individual Vocabulary.</p> <p>Each quotation requires in depth analysis.</p>	<p>What is the purpose of evidence?</p> <p>What is an impression?</p> <p>What does the word excitement mean?</p> <p>What does dramatic mean?</p> <p>What is a view?</p> <p>What does the term relationship mean?</p> <p>Why is it important to know how to approach an English Language paper effectively?</p> <p>How should you approach a retrieval question on a fiction text?</p> <p>What should your response look like?</p> <p>How many responses should you give for a retrieval question?</p> <p>How should you approach a question about the writer's use of language?</p> <p>What does effective planning look like on this paper?</p> <p>Which key words should you use to evaluate a text?</p> <p>How long should you spend on each question on Component 1?</p> <p>Which discourse markers should you use to structure a response effectively?</p> <p>What phrase should you use in your response to a question that has the word HOW in it?</p>	

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
			<p>If two characters are mentioned, students must address both of them in their response. Write 10 C-E/ E-C chains. Extend the comment for one. Begin response with ‘I agree that...’</p> <ul style="list-style-type: none">• Manage time effectively in an exam: Q01: 5 minutes, Q02: 10 minutes, Q03: 15 minutes, Q04: 15 minutes, Q05: 15 minutes, Q06: 45 minutes.• Evaluate a text (Q15): I think, I believe, I agree that <p>Structure a response to help track a text: To begin with, the writer.../ At the start, the writer.../Next, Then, Also, (to begin each new C-E/ E-C chain)/At/ By the end, the writer...</p>			

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
HT6 21st April 2025- 3rd May 2025 Component 2 Section A Reading	Y10: Ht1, HT3, Y11: HT1, HT4,	<ul style="list-style-type: none"> What a Comment-Evidence/ Evidence-Comment chain is. A 'comment' is a verbal or written remark expressing an opinion or reaction. Synonyms for the word 'comment' are as follows: statement, remark, observation. Evidence supports a comment or evidence is commented on. <p>Relevant comparative conjunctions to use to compare sources: whereas, however, in contrast.</p> <ul style="list-style-type: none"> Common terms used in questions: impression, dramatic, exciting, view, narrator. Any question that asks How the writer does something must have the phrase when the writer describes how... in the response. 	<ul style="list-style-type: none"> Retrieve explicit information from a text. Comment on the writer's use of language to show an understanding of their intention. Evaluate the writer's use of language. Select and synthesise information across two texts. Compare writers' perspectives and how they are conveyed. <p>• Approach Component 2 Question 11 (AO1): Retrieve Q11: Prior to answering do not read the text; With pencil, circle dates, times, numbers (digits and words), years, places, proper nouns. <i>Don't</i> write in full sentences; Give specific detail.</p> <p>• Approach Component 2 Question 12 (AO2): Language Q12: Read question and identify key words; Write key words on the top of the relevant source; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be the comment in Comment- Evidence/ Evidence- Comment chain.</p> <p>• Approach Component 2 Question 13 (AO1): Retrieve Q13: As with Q11. Additional step: scan for key words in question and circle with pencil.</p> <p>• Approach Component 2 Question 14 (AO4): Evaluate Q14: Read question and identify key words; Write key words on the top of the relevant source; In the question, cross out the 'YOU' and replace with I; As you're reading Source B, highlight quotations relevant to question; During reading, highlight quotations relevant to question; COMMENT ON EACH QUOTATION- this will be comment in Comment- Evidence/ Evidence- Comment chain.</p> <p>• Approach Component 2 Question 15 (AO1): Select & Synthesise Q15: Do not read the texts again; Recycle words from the question and give two brief answers from the first source; Use a comparative conjunction (however/ whereas) and give two answers from the second source; Don't use quotations.</p> <p>• Approach Component 2 Question 16 (AO3): Compare</p>	<p>Spend 10 minutes reading the sources before answering the questions.</p> <p>Full sentences are required for retrieval questions.</p> <p>Highlight quotations in each source and do not write comments alongside them.</p> <p>How to write an accurate comment.</p> <p>How to introduce a quotation.</p> <p>Timings for each question.</p> <p>Meaning of the text.</p> <p>Meanings of individual Vocabulary from sources.</p> <p>Language questions require elaborate analysis at word level.</p>	<p>What is a comment?</p> <p>What is the purpose of evidence?</p> <p>What is an impression?</p> <p>What does the word exciting mean?</p> <p>What does dramatic mean?</p> <p>What is a view?</p> <p>What does the term narrator mean?</p> <p>What is a comparative conjunction?</p> <p>What purpose does a comparative conjunction serve?</p> <p>What is a proper noun?</p> <p>How should you tackle a retrieval question on a non-fiction text?</p> <p>What should a retrieval response look like?</p> <p>How should you approach a question about the writer's use of language?</p> <p>What does effective planning look like on this paper?</p> <p>Which key words should you use to evaluate a text?</p> <p>How long should you spend on each question on Component 2?</p> <p>Which discourse markers should you use to structure a response effectively?</p> <p>How many marks is question X worth?</p> <p>How many Comment-Evidence/Evidence- Comment chains</p>	Assessment window: May / June – Actual GCSE

Dates taught / curriculum time	PRIOR KNOWLEDGE What should they already know / when was this last visited	CORE KNOWLEDGE What will they know at the end of this topic		MISCONCEPTIONS/ THRESHOLD CONCEPTS	AMBITION FOR ALL QUESTIONS	FORMAL ASSESSMENT
		Learn that...	Learn how to...			
			<p>Q16: Read question and identify key words, focusing on the text in bold; Focus on HOW - this must be addressed; No annotating or highlighting for Q16; Write 5 Comment-Evidence/ Evidence- Comment chains for Source B; Use a comparative conjunction and write 5 Comment-Evidence/ Evidence-Comment chains for Source A.</p> <ul style="list-style-type: none">• How to structure a response: To begin with, the writer.../ Next,.../ Then,... By the end, the writer...• How to manage timings effectively in exam conditions for each question in the reading section: Q11: 3-5 minutes, Q12: 15 minutes, Q13: 2-5 minutes, Q14: 15 minutes, Q15: 5 minutes, Q16: 15 minutes.		should you aim for in your response to question X?	