

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1

- English Literature Paper 2, Section A: Blood Brothers or An Inspector Calls
- English Language Paper 1, Section B: Narrative and descriptive writing

Half Term 2

- English Literature Paper 2, Section B: Power and Conflict poetry- Cluster 1
- English Language Paper 1, Section A: Reading skills

Half Term 3

- English Literature Paper 2, Section B: Power and Conflict poetry- Cluster 1
- Unseen Poetry

Half Term 4

- English Language Paper 2, Section B: Non-fiction reading and writing skills
- English Literature Paper 1, Section A: Romeo and Juliet

Half Term 5

- English Literature Paper 1, Section A: Romeo and Juliet
- English Language Paper 2, Section A: Reading skills

Half Term 6

- Power and Conflict poetry- Cluster 1
- English Language Paper 1, Section A & B: Reading and Writing skills

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment • On-going formative assessment during lessons by teacher • Student/teacher one-to-one discussions • Half-termly teacher assessed tasks and formal assessment • Regular homework and quizzing 	<ul style="list-style-type: none"> • Use vocabulary sheet to learn core vocabulary on a regular basis and discover new vocabulary • Watch TV and film productions of the literature texts • Complete the wider reading booklets • Attend after school revision sessions • Attend theatre group visits 	<ul style="list-style-type: none"> • Learning about other cultures and traditions • Learning about society- past and present • Working independently, in pairs and in groups. • Understanding the role of individuals in a team • Empathising and understanding • Exploring and debating differing viewpoints and perspectives

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Identifying the difference between the structure of a text and the language of a text • Understanding the differing and relevant contextual factors relating to the texts • Knowing how to evaluate a viewpoint whilst still agreeing with it 	<ul style="list-style-type: none"> • Regular revisiting of core vocabulary and grammar • Structuring of responses remain the same across reading responses • Assessment objectives cross over between the different papers 	<ul style="list-style-type: none"> • Core vocabulary lists and grammar sheets in each unit. • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of student action to make progress • Stretch activities built into each lesson