

Topic: GCSE Shakespeare Text - Macbeth			Duration: 25 lessons	Composite: GCSE Mock Exam Question
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
<ul style="list-style-type: none"> Prophecy Manipulate Conflicted Conscience Treason Supernatural Paranoia Tyranny Monarch Guilt Symbolism Regicide Deception Divine right Hamartia Duplicity Tragic hero 	<ul style="list-style-type: none"> Context – Political, Philosophical, Shakespeare and the Court, Witchcraft, Shakespeare and the theatre, Religion, Gender roles Plot Characters – esp. Macbeth, Lady Macbeth, Banquo, the Witches, Macduff, Duncan, Malcolm Themes – Ambition, Loyalty and Betrayal, Kingship, Good and Evil, the Supernatural, Reality and Appearances, Fate and Free Will Symbolism – blood, water, light, dark, milk, sleep Key quotations Identification of character development throughout text 		<ul style="list-style-type: none"> Identify and explain the writer’s intent Identify and explain the writer’s craft Respond to text using well-crafted analytical paragraphs Apply context to response to text To be able to respond to an unseen question on the text To be able to respond to an unseen extract and the whole of the play Analyse the writers’ choices and effect on audience 	<ul style="list-style-type: none"> Students taught Shakespeare plays in years 7 and 8
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
<ul style="list-style-type: none"> Reading from Shakespearean English Reading challenging context sources 	<ul style="list-style-type: none"> Reading Shakespearean English aloud 	<ul style="list-style-type: none"> Constructing analytical paragraphs Constructing extended essay responses 	<ul style="list-style-type: none"> Developing confidence with understanding Shakespearean English Developing confidence with constructing analytical paragraphs 	<ul style="list-style-type: none"> Independent research tasks (INITIATIVE) Shared writing/presentation activities (TEAMWORK) Spoken presentations (SPEAKING) Exam preparation (TIME MANAGEMENT)
SEND				
<ul style="list-style-type: none"> The text is used to support cultural capital in KS4 by allowing SEND learners to apply context of the Shakespearean era, as well as themes such as conflict. In every lesson the ‘Do Now’ activity and end of lesson ‘Review’ provide opportunities for retrieval practice and building on prior knowledge. Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. Links to prior learning – particularly life in Shakespeare’s England, constructing analytical paragraphs and explicit vocabulary instruction – explicitly highlighted to support non-verbal reasoning. Activities, such as the construction of analytical paragraphs, are scaffolded with over-learning of previous content to encourage independence. Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. Use of audio visual clips to support written documents e.g. video of the play in performance. 				

Topic: GCSE English Language Paper 2 – Q2				Duration: 3-5 lessons	Composite: Q2 Practice Questions
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Summarising Comparison Inference Explicit Implicit	<ul style="list-style-type: none"> • Can you make comparisons? • Can you identify similarities and differences? • Can you write a summary? • Can you identify relevant information from a text? • Can you make inferences? 			<ul style="list-style-type: none"> • Can you write an answer Paper 2 Q2? 	Comparison required for Paper 2 Q4.
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> • Reading a range of challenging non-fiction texts. • Answering, and asking, questions of texts. 		<ul style="list-style-type: none"> • Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class. 	<ul style="list-style-type: none"> • Composing well-constructed questions to answers 	<ul style="list-style-type: none"> • Developing the confidence to read and understand challenging non-fiction texts. 	<p>Employability: Working independently Following guidance Careful and precise reading</p> <p>Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher</p>
SEND					
<ul style="list-style-type: none"> • The unit supports cultural capital by exposing SEND learners to a range of non-fiction texts including newspaper and magazine articles, autobiographical and biographical texts, and diary extracts. • In most lessons the ‘Do Now’ activity and end of lesson ‘Review’ provide opportunities for retrieval practice and building on prior knowledge. • Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. • Activities, such as developing comparative paragraphs, are scaffolded with over-learning of previous content to encourage independence. • Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 					

Topic: English Language Paper 2 Question 5			Duration: 6 Lessons	Composite:	
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics	
Viewpoint Argue Structure Speech Openings Explore Persuade Sentences Phrases	<ul style="list-style-type: none"> • Repetition • Direct address • Varied sentence structure • Paragraphs/Fluency • Language Devices – Adverbs, alliteration, metaphor • Structural devices – Anaphora, rule of three, semantic field 		<ul style="list-style-type: none"> • To consider wording of question and identify key words. • Write an extended response suitable for Q5. • Consider form, audience and purpose of writing. 	<ul style="list-style-type: none"> • Paper 2 question 2 summary and inference. • Paper 2 Question 3 Language Analysis • Paper 2 Question 4 writers' viewpoints. 	
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> • Reading challenging non-fiction extracts. • Identifying writer's methods whilst reading extracts. 		<ul style="list-style-type: none"> • Discussing and sharing ideas as small groups and whole class. 	<ul style="list-style-type: none"> • Constructing a high quality response to Q5 whilst adhering to success criteria. 	Building confidence to be able to write for an extended period and, also be confident in writing a Q5 response.	Employability: Teamwork Working independently Following guidance Working to a set time limit Careers: Journalism, creative writer, literary critic, academic.
SEND					
<ul style="list-style-type: none"> • Links to prior learning – writer's methods and word choices, constructing responses and explicit vocabulary instruction – explicitly highlighted to support non-verbal reasoning. • Activities, such as the construction of paragraphs/sentences, are scaffolded with over-learning of example extracts to encourage independence. • In every lesson the 'Do Now' activity and end of lesson 'Review', provide opportunities for retrieval practice and building on prior knowledge • explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. • Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 					

Topic: GCSE English Language Paper 2, Question 4			Duration: 8 lessons	Composite: Practice Exam Questions
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Attitude Compare Method Perspective Tone	<ul style="list-style-type: none"> To compare two different texts To identify similarities and differences between writer’s perspectives. To identify relevant information from two texts To analyse how writers use methods to convey a viewpoint. 		<ul style="list-style-type: none"> Writer’s viewpoint – ‘What? How? Why?’ Can you compare the perspectives of two different writers? 	Comparison required for Paper 2 Q2 and Q4.
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> Reading a range of challenging non-fiction texts. Answering, and asking, questions of texts. 	<ul style="list-style-type: none"> Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class. 	<ul style="list-style-type: none"> Composing well-constructed questions to answers 	<ul style="list-style-type: none"> Developing the confidence to read and understand challenging non-fiction texts. 	Employability: Working independently Following guidance Careful and precise reading Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher
SEND				
<ul style="list-style-type: none"> The unit supports cultural capital by exposing SEND learners to a range of non-fiction texts including newspaper and magazine articles, autobiographical and biographical texts, and diary extracts. In most lessons the ‘Do Now’ activity and end of lesson ‘Review’ provide opportunities for retrieval practice and building on prior knowledge. Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. Activities, such as developing comparative paragraphs, are scaffolded with over-learning of previous content to encourage independence. Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 				

Topic: GCSE English Language Paper 2, Question 3				Duration: 5 lessons	Composite: Practice Exam Questions
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Perceptive Analysis Judicious Review Develop Verb Adverb Adjective Connotation Denotation Simile Metaphor Personification Atmosphere Tenor Vehicle Ground	<ul style="list-style-type: none"> Do I know what the most important words in the question will be and what they mean? Can I remember what specific things I get marks for in this question and identify these mark areas in good responses? Can I accurately identify verbs, adverbs and adjectives? Can I read into the specific use of verbs, adverbs and adjectives and explain what the writer is suggesting through their choices? Can I explain what verb connotations are and give examples? Do I know what makes a good choice of word to pick out and discuss? Can I accurately identify similes, metaphors and personification? Do I know what makes an extended metaphor? Can I break a metaphor down into tenor, vehicle and ground? Am I aware of the four different ways personification can be formed? Can I read into what writers are implying via figurative comparisons? 			<ul style="list-style-type: none"> Do I know the procedure for producing an excellent response to a question 3? Do I know how to identify all of the most common language devices and explain their effects where appropriate? 	<p>Language analysis required for Paper 2, Question 3.</p> <p>Identical question procedures and knowledge can be applied to Paper 1, Question 2.</p>
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:	
<ul style="list-style-type: none"> Exposure to a range of challenging non-fiction extracts Regular opportunities to identify and engage with the writer's craft Regular opportunities to read into language choices 	Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class.	Composing well-constructed questions to answers.	Develop the confidence to express own opinions about the writer's approaches and make adventurous quote choices for analysis.	<p>Employability: Working independently Following guidance Careful, precise and insightful reading Broadening world knowledge via texts</p> <p>Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist</p>	
SEND					
<ul style="list-style-type: none"> The unit supports cultural capital by exposing SEND learners to a range of non-fiction texts including newspaper and magazine articles, autobiographical and biographical texts, and diary extracts. In most lessons the 'Do Now' activity and end of lesson 'Review' provide opportunities for retrieval practice and building on prior knowledge. Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. Activities, such as developing comparative paragraphs, are scaffolded with over-learning of previous content to encourage independence. Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 					



Topic: GCSE English Language Paper 2 – Reading Skills and Q1			Duration: 8 lessons	Composite: Paper 2 Q1 (x3)
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Viewpoint Perspective Explicit Implicit	<ul style="list-style-type: none"> • Reading Skills – Reading for Meaning (Steps 1 – 3) • Reading Skills – Skimming and scanning • Identifying the topic of a text • Identifying the viewpoint and perspective of a writer • Reading Skills - Identifying precise details • GCSE English Language Paper 2 content 		<ul style="list-style-type: none"> • Writer’s viewpoint – ‘What? How? Why?’ • How to answer Paper 2 Q1 – identify and interpret explicit and implicit information in texts 	<ul style="list-style-type: none"> • Reading Skills link to remaining questions on Paper 2 (Q2-4)
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> • Reading a range of challenging non-fiction texts. • Answering, and asking, questions of texts. 	<ul style="list-style-type: none"> • Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class. 	<ul style="list-style-type: none"> • Composing well-constructed questions to answers 	<ul style="list-style-type: none"> • Developing the confidence to read and understand challenging non-fiction texts. 	<p>Employability: Working independently Following guidance Careful and precise reading</p> <p>Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher</p>
SEND				
<ul style="list-style-type: none"> • The text is used to support cultural capital by exposing SEND learners to a range of non-fiction texts including newspaper and magazine articles, autobiographical and biographical texts, and diary extracts. • In most lessons the ‘Do Now’ activity and end of lesson ‘Review’ provide opportunities for retrieval practice and building on prior knowledge. • Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. • Activities, such as developing Reading Skills, are scaffolded with over-learning of previous content to encourage independence. • Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 				