YEAR 10	Term 1		Term 2		Term 3	
Revision	C19 novel **Revision focus:** *-Themes/characters/Ideas/lang/structure/pov/voice* *- key extract focus- relating to whole* *- Critical response* *- Interpretation* *- PEA chains* *- Context (affecting text/audience response)* 1. 2. 4. 5. 6. 7.		C19 novel and modern novel/drama. **Revision focus:** As before – but also focussing on the difference between the exam responses: extract versus specific essay question. 1. 2. 3. 4. 5. 6. 7.		*All texts studied* *1. 2. 3. 4. 5. 6. 7.*	
Writing	**Teaching focus 1:** *- Planning and writing a literature essay* *- Building a critical vocabulary* *- Build comparison elements into this for the poetry and also secondary quotations.* *- Writing under examination conditions.* *2. 3. 4. 7.*		**Teaching focus 2:** . Writing to describe/narrate **Teaching focus:** *- sentence structure/punctuation for impact* *- cohesion/planning* *- crafting/vocabulary* *- proof-reading* 2. 3. 4. 5. 6. 7.		**Teaching focus 3:** *Timing and structure for exams.* 1. 2. 3.	**Teaching focus 4:** Persuasive/discursive writing. - to support speech. 3. 4. 7.
Literature	Poetry unseen/taught Teach 5 poems – **Teaching focus:** *- Use chosen cluster to teach unseen skills* *- Ideas/lang/voice/themes/pov* *- Comparison* *- Interpretation* *- Context (cluster poems only)* 1. 2. 4. 5. 6. 7.	Modern novel or drama **Teaching focus:** *- Themes/characters/ideas/lang/structure/pov/voice* *- key extract focus* *- Critical response* *- Interpretation* *- PEA chains* *- Context (affecting text/audience response)* 1.2. 3. 4. 5. 6. 7.	Poetry unseen/taught Teach 5 poems – **Teaching focus:** *- Use chosen cluster to teach unseen skills* *- Ideas/lang/voice/themes/pov* *- Comparison* *- Interpretation* *- Context (cluster poems only)* 1. 2. 4. 5. 6. 7.			
Spoken Language	JUNE/JULY: Embed teaching skills of presentation within each/some units with emphasis on planning. Focus on structuring presentations for impact. Explore/teach ways of asking/responding to ques. Delivering a presentation. 1. 3. 4. 7.					
Assessment Opportunities	*- initial revision essay on C19th text.* *- lesson 'tests' on poetry* *- final mock combining C19th/modern text.*		*Mocks at the end of term*		*- spoken lang presentation*	

YEAR 11	Term 1		Term 2		Term 3
Reading	English Paper 1: C20th, C21st fiction texts **Teaching focus:** - *identify/interpret explicit/implicit info/ideas* - *analysis – how writers use lang/structure* - *PEA/critical evaluation* *2. 3. 4. 5. 6. 7.*		English Paper 2: Focus on a variety of text pairs – C19th-C21st non-fic and lit non-fic **Teaching focus:** - *lang, synthesis, comparison* - *identify/interpret explicit/implicit info/ideas* - *PEA/critical evaluation* *2. 3. 4. 5. 6. 7.*		Revision/exam preparation in all areas *1. 2. 3. 4. 5. 6. 7.*
Writing	*Revisit:* - *Planning and writing a literature essay* - *Building a critical vocabulary* - *Build comparison elements into this for the poetry and also secondary quotations.* - *Writing under examination conditions.* *2. 3. 4. 7.*		Link thematically to text pairs studied in Reading. Writing to express a pov. **Teaching focus:** - *timed writing* - *crafting, accuracy, proof-reading* - *planning – structure for impact/cohesion* - *genre* *2. 3. 4. 5. 6. 7.*		
Literature	Poetry unseen/taught Teach 5 poems – **Teaching focus:** - *Use chosen cluster to teach unseen skills* - *Ideas/lang/voice/ themes/pov* - *Comparison* - *Interpretation* - *Context (cluster poems only)* *1. 2. 4. 5. 6. 7.*	Shakespeare **Teaching focus:** - *Themes/characters/ Ideas/lang/structure/ pov* - *key extract focus- relating to whole* - *Critical response* - *Interpretation* - *PEA chains* - *Context (affecting text/audience response)* *1. 2. 3. 4. 5. 6. 7.*			
Spoken Language	Refine/re-deliver presentation if necessary *1. 3. 4. 7.*				
Assessment Opportunities	*- Spoken presentation (improved if necessary)* *- assessment – reading – Paper 1 mock*		*Full mocks for Lang* *Potentially full mocks for Lit*		

| | *- assessment – writing – desc/narr* | | |