

# English

## Curriculum & Rubric Map Overview

2025-2026

Year 7



The table below details the skills and knowledge students will be covering each half term in English.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><b>Knowledge and skills that will be covered during this half term.</b></p>	<p><b>Storytelling</b> <b>Imagination and Ink</b></p> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Convey a descriptive narrative that can be followed.</li> <li>Begin to organise writing into sections or ideas.</li> <li>Use clear vocabulary with use of literary features.</li> <li>Use full stops and capital letters with growing accuracy; spell common words correctly.</li> </ul> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Give a response to a question about a text.</li> <li>Select references to support ideas.</li> <li>Notice the writer's use of descriptive or emotional language.</li> <li>Make comment on how the writing affects the reader</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud</li> <li>Share ideas about key themes with peers and the whole class</li> <li>Listen carefully to the opinions and ideas of others and respond to those</li> </ul> <p><u>KNOWLEDGE:</u> <u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Show not tell</li> <li>'Timely Prepped Openings'</li> <li>Describing 'Drop'</li> <li>Core language techniques (simile, metaphor, personification, strong verbs, repetition, listing)</li> <li>PETAL Structure</li> </ul> <p><u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Features of autobiography</li> <li>Tense used for effect</li> <li>Narrative perspective</li> <li>Unreliable narrators</li> </ul>	<p><b>Storytelling</b> <b>Private Peaceful</b></p> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Give response to a statement about characters and atmosphere in a text.</li> <li>Select references to support ideas.</li> <li>Notice the writer's choices.</li> <li>Make comment on how the writing affects the reader</li> <li>Make links/contrasts with the presentation of war in poetry/propaganda.</li> </ul> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Write a persuasive propaganda poster.</li> <li>Adopt the tone of a personal letter.</li> <li>Use clear vocabulary with occasional use of literary features.</li> <li>Use full stops and capital letters with growing accuracy; spell common words correctly.</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Debate and discuss key themes and ideas</li> <li>Speak with appropriate formality for situations</li> <li>Speak fluently and with precision</li> </ul> <p><u>KNOWLEDGE:</u> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Identification of language terms</li> <li>Literary terms: Characterisation, Frame Narrative, dual narrative, non-linear.</li> <li>Core poetry terminology (stanza, rhyme, rhythm, refrain)</li> <li>Contextual knowledge: WWI background, justice, social hierarchy</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Persuasive writing techniques: Direct Address, rhetorical question, imperatives.</li> <li>Tone of personal letter.</li> </ul>	<p><b>Language and Otherness:</b> <b>Diverse Texts</b></p> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Respond to a statement about a position in a text.</li> <li>Select references to support ideas.</li> <li>Identify some of the writer's techniques.</li> <li>Comment on how these create effect, even if explanation is general.</li> </ul> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Communicate a viewpoint with some structure.</li> <li>Begin to use persuasive language</li> <li>Organise ideas into sections or short paragraphs.</li> <li>Use full stops and capital letters with increasing accuracy; spell familiar words correctly.</li> </ul> <p><u>ORACY SKILLS</u> <u>The ability to:</u></p> <ul style="list-style-type: none"> <li>Engage in debate sharing ideas about key themes with peers and the whole class</li> <li>Listen carefully to the opinions and ideas of others and respond to those</li> <li>Speak with appropriate formality for situations</li> </ul> <p><u>KNOWLEDGE:</u> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Limited narration</li> <li>Neologism (e.g. wombing)</li> <li>Sympathy, Empathy</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Punctuation of dialogue</li> </ul>	<p><b>Language and Otherness:</b> <b>The Bone Sparrow (PLAY)</b></p> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Communicate a clear viewpoint with some structure.</li> <li>Begin to use persuasive language choices for effect.</li> <li>Organise ideas into paragraphs.</li> <li>Use core punctuation with increasing accuracy; spell familiar words correctly.</li> </ul> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Express ideas in a clear and appropriate manner for the task.</li> <li>Organise content into paragraphs with logical sequencing.</li> <li>Begin to vary vocabulary and sentence types for reader interest.</li> <li>Show some control over punctuation and accurate spelling of common words.</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud</li> <li>Debate and discuss key themes and ideas</li> <li>Engage in drama tasks which elicit the need for clear responses</li> </ul> <p><u>KNOWLEDGE:</u> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Explicit/Implicit</li> <li>Slow reveal</li> <li>Symbolic and poetic- non-literal</li> <li>Contextual knowledge: refugee detention, statelessness, human rights</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Tone and vocabulary to reflect age, culture and emotions</li> <li>Formal letter layout</li> <li>Planning for persuasive writing</li> <li>Emotive Language</li> <li>Anecdote</li> </ul>	<p><b>Islands of Power:</b> <b>The Tempest</b></p> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read and decode Shakespearean language with increasing confidence.</li> <li>Respond with a clear viewpoint, linked to the focus of a statement about the text.</li> <li>Include one or more relevant references from the text.</li> <li>Identify some of the writer's techniques.</li> <li>Comment on how these techniques create effect, even if explanation is general.</li> </ul> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Express ideas clearly in a description.</li> <li>Use paragraphs to support structure, with some linking of ideas.</li> <li>Use vocabulary and techniques that create atmosphere or character.</li> <li>Use sentence punctuation with some consistency; spelling is generally accurate.</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Engage in drama tasks which elicit the need for clear responses</li> <li>Share ideas about key themes with peers and the whole class</li> <li>Speak fluently and with precision</li> </ul> <p><u>KNOWLEDGE:</u> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>The meaning of Shakespearean vocabulary: thee, thy, thou, thine, hither, thither, wherefore, canst, dost.</li> <li>How Shakespearean grammar works: missing letters, word order in sentences</li> <li>Contextual knowledge: Shakespearean England, gender roles, romance, tragedy, comedy.</li> <li>Dramatic methods: Dramatic irony and foreshadowing</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Sensory writing</li> <li>Use Symbolic and poetic/ non-literal language to describe an island.</li> </ul>	<p><b>Islands of Power:</b> <b>The Odyssey</b></p> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Express ideas clearly in a descriptive narrative.</li> <li>Use paragraphs to support structure, with some linking of ideas.</li> <li>Use vocabulary and techniques that create atmosphere and character.</li> <li>Use sentence punctuation with some consistency; spelling is generally accurate.</li> </ul> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Respond with a clear viewpoint, linked to the focus of the statement about a text.</li> <li>Include relevant references from the text.</li> <li>Identify writer's techniques.</li> <li>Comment on how these techniques create effect.</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Present ideas in front of the class</li> <li>Debate and discuss key themes and ideas</li> <li>Speak with appropriate formality for situations</li> </ul> <p><u>KNOWLEDGE:</u> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>'Theme'</li> <li>Contextual knowledge: Epic/epic hero, archetype, hubris</li> <li>Mythology as metaphor</li> <li>Oral traditions</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Tone/mood</li> <li>Semantic Field</li> </ul>
	<p><b>Assessments</b></p>	<p><b>INTERIM 1 WRITING:</b> Description about the experience of visiting a special or unusual room.</p>	<p><b>INTERIM 1 READING:</b> Analysis of an extract from Private Peaceful.</p>	<p>READING: Analysis of the poem 'Blessing' by Imtiaz Dharker.</p>	<p>WRITING: Persuasive letter inspired by The Bone Sparrow.</p>	<p><b>INTERIM 2 READING:</b> Analysis of two extracts depicting the character of Caliban.</p>

# English

## Curriculum & Rubric Map Overview

2025-2026

Year 8



The table below details the skills and knowledge students will be covering each half term in English.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Knowledge and skills that will be covered during this half term.</b>	<p><b>Voices of Protest: The Fire Eaters</b></p> <p><b>READING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Consider more than one point of view and respond with a clear viewpoint, linked to the focus of a statement about a text.</li> <li>Include relevant references from the text.</li> <li>Identify some of the writer's techniques</li> <li>Comment on how these create more precise effects</li> </ul> <p><b>WRITING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Express an opinion clearly with some awareness of audience.</li> <li>Structure writing with an introduction and development of ideas.</li> <li>Use some persuasive features, such as repetition or direct address.</li> <li>Show control over punctuation and generally accurate spelling.</li> </ul> <p><b>ORACY SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud, using expression</li> <li>Share ideas about key themes with peers and the whole class with confidence</li> <li>Speak fluently and with precision</li> </ul> <p><b>KNOWLEDGE:</b> <b>Reiteration and revision of Year 7 PLUS:</b> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Characterisation through dialogue</li> <li>Symbolism</li> <li>Contextual knowledge: Post War Britain (Cold War) links to contemporary fears</li> <li>How setting reflects theme</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Monologue writing</li> <li>Creating mood through setting</li> <li>Reflective writing</li> </ul>	<p><b>Voices of Protest: Transforming Texts</b></p> <p><b>WRITING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Express an opinion clearly with some awareness of audience.</li> <li>Structure writing with an introduction and development of ideas.</li> <li>Use some persuasive features, such as repetition or direct address.</li> <li>Show control over punctuation and generally accurate spelling.</li> </ul> <p><b>READING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Respond with a clear viewpoint that links to the focus of the question.</li> <li>Include references that are relevant to the point made.</li> <li>Identify some persuasive features or rhetorical choices.</li> <li>Comment on how these techniques influence the reader.</li> </ul> <p><b>ORACY SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> <li>Tailor vocabulary to suit audience and purpose</li> <li>Use some rhetorical strategies</li> <li>Organise talk to present a clear argument</li> <li>Speak with appropriate formality for situations</li> </ul> <p><b>KNOWLEDGE:</b> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Expert Opinion</li> <li>Superlative</li> <li>Informal Language</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Register</li> <li>Triples</li> <li>Counter-argument</li> <li>Features of an opinion column</li> </ul>	<p><b>Write to the Heart: Romeo and Juliet</b></p> <p><b>READING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Read and decode Shakespearean language with increasing confidence.</li> <li>Respond with a clear viewpoint, linked to a question or a statement about a text.</li> <li>Include relevant references from the text.</li> <li>Identify Shakespearean techniques.</li> <li>Comment on how these create effect, even if explanation is general.</li> </ul> <p><b>WRITING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Express ideas clearly in a straightforward narrative or description.</li> <li>Use paragraphs to support structure, with some linking of ideas.</li> <li>Use vocabulary and techniques that create atmosphere or character.</li> <li>Use sentence punctuation with some consistency; spelling is generally accurate</li> </ul> <p><b>ORACY SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Read Shakespearean language with confidence and expression</li> <li>Engage in drama tasks which elicit the need for clear, ambitious responses</li> <li>Read confidently and coherently out loud, using expression</li> <li>Share ideas about key themes with peers and the whole class with confidence</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> <li>Speak fluently and with precision</li> </ul> <p><b>KNOWLEDGE:</b> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Aside/Soliloquy</li> <li>Stage Directions/Implied action</li> <li>Oxymoron, pun</li> <li>Rhyming couplets</li> <li>Tone shifts</li> <li>Parallel scenes</li> <li>Blank Verse</li> <li>Religious/conflict/fate imagery</li> <li>Feature of a Shakespearean sonnet</li> </ul>	<p><b>Write to the Heart: Inspired Writing</b></p> <p><b>WRITING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Evaluate modelled writing.</li> <li>Include relevant references from the text.</li> <li>Identify techniques in modelled writing.</li> <li>Comment on how these techniques have been used for effect.</li> </ul> <p><b>READING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Organise content into logical paragraphs with some deliberate shaping.</li> <li>Use descriptive and narrative devices with developing control.</li> <li>Use mostly accurate spelling and punctuation with a range of sentence types.</li> </ul> <p><b>ORACY SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud, using expression</li> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Speak fluently and with precision</li> </ul> <p><b>KNOWLEDGE:</b> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Small details-big ideas</li> <li>Pacing</li> <li>Fable</li> <li>Cautionary Tale</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Pacing</li> <li>Central conflict</li> <li>Narrative Arc</li> <li>Pathetic fallacy</li> <li>Concise dialogue</li> </ul>	<p><b>Broken Utopias: Animal Farm</b></p> <p><b>READING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Make links between text and context.</li> <li>two contrasting points of view a relevant and consistent viewpoint on a statement.</li> <li>Support ideas with appropriate textual references.</li> <li>Show understanding of how the writer's language or structure creates meaning.</li> <li>Begin to explain the reader's response to character, setting or events.</li> </ul> <p><b>WRITING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Express ideas clearly in a descriptive narrative.</li> <li>Use paragraphs to support structure, with some linking of ideas.</li> <li>Use vocabulary and techniques that create atmosphere or character.</li> <li>Use sentence punctuation with some consistency; spelling is generally accurate</li> </ul> <p><b>ORACY SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud, using expression</li> <li>Share ideas about key themes with peers and the whole class with confidence</li> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> </ul> <p><b>KNOWLEDGE:</b> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Key conventions of science fiction, dystopia, utopia, speculative,</li> <li>Quick establishment of setting</li> <li>Specific detail</li> <li>Features of a graphic novel</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>How to complete a 'narrative opening' task</li> <li>Writing with sci-fi conventions</li> <li>Graphic novel writing.</li> </ul>	<p><b>Broken Utopias: The Future is Now</b></p> <p><b>WRITING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Communicate ideas clearly using tone suited to science-fiction writing.</li> <li>Organise content into logical paragraphs with some deliberate shaping.</li> <li>Use descriptive and narrative devices with developing control.</li> <li>Use mostly accurate spelling and punctuation with a range of sentence types</li> </ul> <p><b>READING SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Present a relevant and consistent viewpoint on the statement.</li> <li>Support ideas with appropriate textual references.</li> <li>Show understanding of how the writer's language or structure creates meaning.</li> <li>Begin to explain the reader's response to character, setting or events.</li> </ul> <p><b>ORACY SKILLS</b> The ability to:</p> <ul style="list-style-type: none"> <li>Share ideas about key themes with peers and the whole class with confidence</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> <li>Speak with appropriate formality for situations</li> <li>Speak fluently and with precision</li> </ul> <p><b>KNOWLEDGE:</b> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Key conventions of science fiction, dystopia, utopia, speculative,</li> <li>Quick establishment of setting</li> <li>Specific detail</li> <li>Features of a graphic novel</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>How to complete a 'narrative opening' task</li> <li>Writing with sci-fi conventions</li> <li>Graphic novel writing.</li> </ul>
	<b>Assessments</b>	<b>INTERIM 1 READING:</b> Analysis of an extract from The Fire Eaters.	<b>INTERIM 1 WRITING:</b> Write a persuasive article about climate change.	<b>READING:</b> Analysis of extracts depicting the character of Tybalt.	<b>WRITING:</b> Write a descriptive narrative inspired by an animated short.	<b>INTERIM 2 READING:</b> Analysis of extracts depicting change and celebration in Animal Farm.

# English

## Curriculum & Rubric Map Overview

2025-2026

Year 9



The table below details the skills and knowledge students will be covering each half term in English.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous years.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><b>Knowledge and skills that will be covered during this half term.</b></p>	<p><b>Hooked on Horror: Twisted Tales</b></p> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Communicate ideas clearly using tone suited to genre fiction writing.</li> <li>Organise content into logical paragraphs with some deliberate shaping.</li> <li>Use descriptive and narrative devices with developing control.</li> <li>Use mostly accurate spelling and punctuation with a range of sentence types.</li> </ul> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Weigh evidence and present a relevant and consistent viewpoint on the statement.</li> <li>Support ideas with appropriate textual references.</li> <li>Show understanding of how the writer's language or structure creates meaning.</li> <li>Begin to explain the reader's response to character, setting or events.</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud, using expression to explore characters' personalities</li> <li>Share ideas about key themes with peers and the whole class with confidence</li> <li>Speak fluently and with precision</li> </ul> <p><u>KNOWLEDGE:</u> <b>Reiteration and revision of Year 7 and 8 PLUS:</b> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Gothic horror conventions- isolated setting, dramatic weather, confinement, supernatural, hero-villains, prophecies, links to the exotic, sublime, uncanny.</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Building suspense/tension with short sentences</li> <li>Use of sensory detail</li> <li>First-person narration/limited knowledge for horror.</li> <li>Use of suggestion/ambiguity</li> </ul>	<p><b>Hooked on Horror: The Woman In Black</b></p> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Present a relevant and consistent viewpoint on the statement.</li> <li>Support ideas with appropriate textual references.</li> <li>Show understanding of how the writer's language or structure creates meaning.</li> <li>Begin to explain the reader's response to character, setting or events.</li> </ul> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Communicate ideas clearly using tone suited to fiction writing.</li> <li>Organise content into logical paragraphs with some deliberate shaping.</li> <li>Use descriptive and narrative devices with developing control.</li> <li>Use mostly accurate spelling and punctuation with a range of sentence types.</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud, using expression to explore characters' personalities</li> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> </ul> <p><u>KNOWLEDGE:</u> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Setting as mood,</li> <li>Pathetic fallacy in landscape</li> <li>Complex narrative framing</li> <li>Fear through internal emotion</li> <li>Contrast character voice (older and younger Kipps)</li> <li>Decoding Victorian sentences</li> </ul>	<p><b>Inequality and Division: Crime and Consequence</b></p> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Communicate a clear point of view with appropriate tone and format.</li> <li>Organise ideas with relevant paragraphing and a logical flow.</li> <li>Use persuasive devices such as rhetorical questions or emotive language.</li> <li>Demonstrate mostly accurate SPAG and vary sentence structure.</li> </ul> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Weigh evidence and present a relevant and consistent viewpoint on the statement.</li> <li>Support ideas with appropriate examples from the text.</li> <li>Show understanding of the writer's techniques (e.g. repetition, direct address, emotive language).</li> <li>Begin to explain how these impact the reader or shape tone.</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> <li>Use a range of rhetorical strategies</li> <li>Organise talk effectively to present a clear argument</li> <li>Speak with appropriate formality for situations</li> <li>Speak fluently and with precision</li> </ul> <p><u>KNOWLEDGE:</u> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Contextual knowledge: Victorian Britain, Dickens' life, duality of human nature, Victorian crime reporting.</li> <li>Bias in the media</li> <li>Podcasting- inequality in the legal system, marginalised communities in Britain.</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Convincing refutation</li> <li>Controlled rhetoric</li> <li>Statistics</li> <li>Anaphora</li> <li>Parallelism</li> <li>Tone shift</li> <li>WANIIS</li> </ul>	<p><b>Inequality and Division: Noughts and Crosses (PLAY)</b></p> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Offer a developed and focused opinion in response to the statement.</li> <li>Select relevant and purposeful quotations to support ideas.</li> <li>Identify and discuss the writer's methods.</li> <li>Evaluate how the writer shapes mood, character or tension for the reader.</li> </ul> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Write with control and consistency, using tone and style to suit narrative or descriptive purpose.</li> <li>Structure writing with clear openings, developments and endings, using paragraphs confidently.</li> <li>Use varied vocabulary and techniques for effect.</li> <li>Apply spelling, punctuation and grammar accurately, with a full range of sentence forms.</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud, using expression and drama to convey meanings behind characters and explore their personalities</li> <li>Share ideas about key themes with peers and the whole class with confidence</li> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> <li>Engage in drama tasks which elicit the need for clear, ambitious responses</li> </ul> <p><u>KNOWLEDGE:</u> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Alternating first-person narrators</li> <li>Structuring a scene</li> <li>Time shifts</li> <li>Character development</li> <li>Contextual knowledge: Enslavement, segregation, colonialism, institutional racism.</li> <li>Racial slurs, swearing, coded or implied language.</li> <li>Classic literature inspiration.</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Crafting naturalistic speech</li> <li>Character development</li> </ul>	<p><b>Horror, Heroism and Hope</b></p> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Provide explained and structured comments in response to a thematic question on a poem.</li> <li>Use relevant references and quotations</li> <li>Show some awareness of context and authorial intent</li> <li>Offer explanation of language and form</li> <li>Use generally clear expression and structure</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud, using expression to explore characters' personalities</li> <li>Share ideas about key themes with peers and the whole class with confidence</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> </ul> <p><u>KNOWLEDGE:</u> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Key themes of conflict poetry: power, violence, loss, patriotism, heroism, resistance, identity</li> <li>Form and structure</li> <li>Structural devices:</li> <li>Enjambment</li> <li>Caesura</li> <li>End-stopping</li> <li>Volta</li> <li>Meter</li> <li>Free verse</li> <li>Persona</li> <li>'English Intro' for poetry response</li> </ul>	<p><b>Speak Up!</b></p> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> <li>Tailor vocabulary precisely to suit audience and purpose</li> <li>Use a range of rhetorical strategies</li> <li>Organise talk effectively to present a clear argument</li> <li>Speak with appropriate formality for situations</li> <li>Speak fluently and with precision</li> </ul> <p><u>WRITING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Offer a developed and focused opinion in response to the statement.</li> <li>Select relevant and purposeful quotations to support ideas.</li> <li>Identify and discuss the writer's methods (e.g. language, structure, viewpoint).</li> <li>Evaluate how the writer shapes mood, character or tension for the reader.</li> </ul> <p><u>READING SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Give a consistent and relevant judgement in response to the statement.</li> <li>Support ideas with appropriate examples from the text.</li> <li>Show understanding of the writer's techniques (e.g. repetition, direct address, emotive language).</li> <li>Begin to explain how techniques affect the reader or shape tone.</li> </ul> <p><u>KNOWLEDGE:</u> <u>Reading knowledge to retain.</u></p> <ul style="list-style-type: none"> <li>Ethos, Logos, Pathos</li> <li>Hyperbole</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Opening hook</li> <li>Pausing for effect</li> <li>Call to action</li> <li>DAFOREST</li> </ul>
	<p><b>Assessments</b></p>	<p><b>INTERIM 1 READING:</b> Analysis of a haunted house description. <b>INTERIM 1 WRITING:</b> Haunted house description.</p>	<p><b>INTERIM 2 READING:</b> Analysis of an extract from The Woman in Black.</p>	<p><b>INTERIM 2 WRITING:</b> Persuasive letter on capital punishment.</p>	<p><b>READING:</b> Analysis of extract from Noughts and Crosses.</p>	<p><b>MASTERS READING:</b> Comparison of the mental effects of conflict in two poems?</p>

# English

## Curriculum & Rubric Map Overview

2025-2026

Year 10



The table below details the skills and knowledge students will be covering each half term in English

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous years.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><b>Knowledge and skills that will be covered during this half term.</b></p>	<p><b>AQA Language Paper 1 + Unseen Poetry</b></p> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Give valid interpretation and comment on unseen fiction texts</li> <li>Select relevant quotes or paraphrases</li> <li>Offer independent analysis of language/structure</li> <li>Give some developed evaluation</li> </ul> <p><u>WRITING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Write with control and consistency, using tone and style to suit narrative or descriptive purpose.</li> <li>Structure writing with clear openings, developments and endings, using paragraphs confidently.</li> <li>Use varied vocabulary and techniques (e.g. imagery, contrast, narrative perspective) for effect.</li> <li>Apply spelling, punctuation and grammar accurately, with a full range of sentence forms.</li> </ul> <p><u>ORACY SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Share ideas about key themes with peers and the whole class with confidence</li> </ul> <p>KNOWLEDGE: <b>Reiteration and revision of core knowledge from Year 7, 8 and 9 PLUS:</b> <u>Reading knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Skimming and scanning to collect evidence</li> <li>Analysing an extract in timed settings</li> <li>Analysing structure</li> <li>Structural techniques: perspective, foregrounding, chronological, motif, circular structure.</li> <li>Making evaluative judgement.</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Writing from a visual stimulus</li> <li>Planning: Drop, Shift, Zoom, Leave</li> <li>10 Second Rule</li> <li>Clarity, control and craft</li> <li>Using ambitious vocabulary</li> <li>Using a variety of punctuation</li> </ul>	<p><b>A Christmas Carol</b></p> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Plan an effective essay response.</li> <li>Offer clear, explained and structured comments on the text</li> <li>Use relevant references and quotations</li> <li>Show some awareness of context and authorial intent</li> <li>Analyse language and structure</li> </ul> <p><u>ORACY SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud, using expression to explore characters' personalities</li> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> </ul> <p>KNOWLEDGE: <u>Reading knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Contextual information: Malthusianism, Industrialisation, Child labour, Poor Laws, Christmas.</li> <li>Dickensian techniques: asyndetic listing, imagery, narrative voice/direct address, foil.</li> <li>Archaic Victorian lexis.</li> <li>'English Intro' for a Paper 1 response</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Using Dickensian description of setting (Lang Paper 1 practice)</li> <li>Weaving contextual knowledge into interpretation</li> <li>English Intro and PETAL</li> <li>Thinking chronologically</li> </ul>	<p><b>An Inspector Calls</b></p> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Plan an effective essay response.</li> <li>Offer clear, explained and structured comments on the text</li> <li>Use relevant references and quotations</li> <li>Show some awareness of context and authorial intent</li> <li>Analyse language and structure</li> </ul> <p><u>ORACY SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud, using expression and drama to convey meanings behind characters and explore their personalities</li> <li>Share ideas about key themes with peers and the whole class with confidence</li> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> <li>Engage in drama tasks which elicit the need for clear, ambitious responses</li> </ul> <p>KNOWLEDGE: <u>Reading knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Modern dramatic form- three-act play, tension arcs, stagecraft,</li> <li>Contextual knowledge: Edwardian Class System, Post-war Britain, the Beveridge Report, patriarchy, social responsibility.</li> <li>Unity of time</li> <li>Foreshadowing and irony</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Weaving contextual knowledge into interpretation</li> <li>English Intro and PETAL</li> <li>Thinking chronologically</li> <li>Analysing stage directions</li> </ul>	<p><b>AQA Language Paper 2 + Unseen Poetry</b></p> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Attempt valid comparison of ideas and viewpoints.</li> <li>Offer explanation of writer's perspectives</li> <li>Analyse language with accuracy</li> <li>Use consistently appropriate textual references</li> </ul> <p><u>WRITING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Use control of tone and register.</li> <li>Give some variety in sentence structure</li> <li>Employ rhetorical devices for effect</li> <li>Use varied vocabulary and discourse markers.</li> <li>Use mostly accurate spelling and punctuation.</li> </ul> <p><u>ORACY SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Tailor vocabulary precisely to suit audience and purpose</li> <li>Use a range of rhetorical strategies</li> <li>Organise talk effectively to present a clear argument</li> <li>Speak with appropriate formality for situations</li> <li>Speak fluently and with precision</li> </ul> <p>KNOWLEDGE: <u>Reading knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Identifying explicit and implicit ideas</li> <li>Selecting concise evidence from two texts for comparison</li> <li>Identifying rhetorical strategies in a timed setting</li> <li>PEI approach</li> <li>VPETAL approach</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Structuring a timed persuasive text</li> <li>DAFORESTIII</li> <li>Varying sentence length</li> <li>Using ambitious vocabulary in non-fiction writing (including discourse markers)</li> <li>Punctuation for tone (dash, colon, semi-colon)</li> </ul>	<p><b>Power and Conflict Poetry</b></p> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Offer explained and structured comments</li> <li>Use relevant references and quotations</li> <li>Show awareness of context and authorial intent</li> <li>Offer explanation of language and form</li> <li>Give generally clear expression and structure</li> </ul> <p><u>ORACY SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read confidently and coherently out loud, using expression to explore characters' personalities</li> <li>Share ideas about key themes with peers and the whole class with confidence</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> </ul> <p>KNOWLEDGE: <u>Reading knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Natural imagery</li> <li>Dramatic Monologue</li> <li>First and third person perspective in poetry</li> <li>Cyclical structure in poetry</li> <li>Juxtaposition</li> <li>Aural Imagery</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Structure for analysis of two poems.</li> <li>Power and Conflict 'English Intro'</li> </ul>	<p><b>Spoken Language Endorsement + Unseen Poetry</b></p> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Listen carefully to the opinions and ideas of others and respond to those, considering different viewpoints</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> <li>Tailor vocabulary precisely to suit audience and purpose</li> <li>Use a range of rhetorical strategies</li> <li>Organise talk effectively to present a clear argument</li> <li>Speak with appropriate formality for situations</li> <li>Speak fluently and with precision</li> </ul> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Offer explained and structured comments</li> <li>Use relevant references and quotations</li> <li>Show awareness of context and authorial intent</li> <li>Offer explanation of language and form</li> <li>Give generally clear expression and structure</li> </ul> <p><u>WRITING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Offer a developed and focused opinion in response to the statement.</li> <li>Select relevant and purposeful quotations to support ideas.</li> <li>Identify and discuss the writer's methods</li> <li>Evaluate how the writer shapes mood, character or tension for the reader.</li> </ul> <p>KNOWLEDGE: <u>Reading knowledge to retain</u></p> <ul style="list-style-type: none"> <li>TEATEA approach</li> </ul>
	<p><b>Assessments</b></p>	<p><b>INTERIM 1 LANGUAGE:</b> Sample English Language Paper 1.</p>	<p><b>INTERIM 1 LITERATURE:</b> Sample A Christmas Carol character question.</p>	<p><b>INTERIM 2 LITERATURE:</b> Sample An Inspector Calls theme question.</p>	<p><b>INTERIM 2 LANGUAGE:</b> Sample English Language Paper 2.</p>	<p>LITERATURE: Sample conflict poetry theme question.</p>

# English

## Curriculum & Rubric Map Overview

2025-2026

Year 11



The table below details the skills and knowledge students will be covering each half term in English.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous years.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	
<p><b>Knowledge and skills that will be covered during this half term.</b></p>	<p><u>Macbeth</u></p> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Show clear understanding of texts and themes</li> <li>Consistently use relevant textual evidence</li> <li>Show sound awareness of contextual links</li> <li>Clear explanation of writer's methods</li> <li>Use accurate and varied vocabulary</li> </ul> <p><u>WRITING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Plan DSZL descriptive narratives effectively</li> <li>Communicate with some success</li> <li>Craft language for effect</li> <li>Clear paragraphing for effect</li> <li>Clear stretching of vocabulary and punctuation for effect.</li> </ul> <p><u>ORACY SKILLS</u> The ability to:</p> <ul style="list-style-type: none"> <li>Read and decode Shakespearean language with confidence and expression</li> <li>Engage in drama tasks which elicit the need for clear, ambitious responses</li> <li>Read confidently and coherently out loud, using expression</li> <li>Share ideas about key themes with peers and the whole class with confidence</li> <li>Debate and discuss key themes and ideas confidently and rationally, evaluating the worth of different views and expressing your ideas with confidence</li> <li>Speak fluently and with precision</li> </ul> <p>KNOWLEDGE: <b>Reiteration and revision of core knowledge from Year 7, 8, 9 and 10 PLUS:</b> <u>Reading knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Structure of tragedy, hamartia, catharsis</li> <li>Contextual information: The Great Chain of Being, The Gunpowder Plot, James I, Witchcraft, Jacobean gender roles, divine right of kings.</li> <li>Blank verse, iambic pentameter, trochaic tetrameter, prose, antithesis, metatheatre, paradox</li> <li>Embedded quotation</li> </ul>	<p><u>Conflict and Conscience</u></p> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Attempt valid comparison of ideas and viewpoints.</li> <li>Offer explanation of writer's perspectives</li> <li>Analyse language with accuracy</li> <li>Use consistently appropriate textual references</li> </ul> <p><u>WRITING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Plan DSZL descriptive narratives and effectively</li> <li>Communicate with some success</li> <li>Clear paragraphing for effect</li> <li>Clear stretching of vocabulary and punctuation for effect.</li> </ul> <p>KNOWLEDGE: <u>Reading knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Key themes of power, ambition and control; moral transformation; social responsibility</li> <li>Ambiguity of meaning</li> <li>Deeper consideration of narrative voice soliloquy and use of viewpoint characters</li> <li>Tragedy vs moral allegory</li> <li>Social critique</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Clarity, control and craft</li> <li>Dramatic vocabulary</li> <li>Punctuation pyramid</li> </ul>	<p><u>Words Against the World</u></p> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Sound understanding of texts and perspectives</li> <li>Some relevant comparison with linked ideas</li> <li>Language analysis is generally clear</li> <li>Textual evidence used appropriately</li> </ul> <p><u>WRITING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Quickly and effectively plan letters, articles and speeches</li> <li>Use control of tone and register.</li> <li>Give some variety in sentence structure</li> <li>Employ rhetorical devices and creative language techniques for effect</li> </ul> <p>KNOWLEDGE: <u>Reading knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Morality play, whodunnit, political allegory, lyric poetry</li> <li>Change vs stasis</li> <li>Voice to challenge systems</li> </ul> <p><u>Writing knowledge to retain</u></p> <ul style="list-style-type: none"> <li>Structuring a timed persuasive text</li> <li>Varying sentence length for effect</li> <li>Key ambitious vocabulary in non-fiction writing</li> <li>Punctuation for tone</li> </ul>	<p><u>Launch Phase</u></p> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Demonstrate comparison of ideas and viewpoints.</li> <li>Offer clear explanation of writer's perspectives</li> <li>Analyse language development and accuracy</li> <li>Embed consistently appropriate textual references</li> <li>Clear understanding of texts and themes</li> <li>Sound awareness of contextual links</li> <li>Clear explanation of writer's methods</li> <li>Accurate and varied vocabulary</li> <li>Offer developed evaluation</li> </ul> <p><u>WRITING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Plan DSZL descriptive narratives and effectively</li> <li>Communicate with some success</li> <li>Clear paragraphing for effect</li> <li>Clear stretching of vocabulary and punctuation for effect.</li> </ul> <p>The ability to:</p> <ul style="list-style-type: none"> <li>Quickly and effectively plan letters, articles and speeches</li> <li>Use control of tone and register.</li> <li>Give some variety in sentence structure</li> <li>Employ rhetorical devices and creative language techniques for effect</li> </ul>	<p><u>Launch Phase</u></p> <p><u>READING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Demonstrate comparison of ideas and viewpoints.</li> <li>Offer clear explanation of writer's perspectives</li> <li>Analyse language development and accuracy</li> <li>Embed consistently appropriate textual references</li> <li>Clear understanding of texts and themes</li> <li>Sound awareness of contextual links</li> <li>Clear explanation of writer's methods</li> <li>Accurate and varied vocabulary</li> <li>Offer developed evaluation</li> </ul> <p><u>WRITING SKILLS.</u> The ability to:</p> <ul style="list-style-type: none"> <li>Plan DSZL descriptive narratives and effectively</li> <li>Communicate with some success</li> <li>Clear paragraphing for effect</li> <li>Clear stretching of vocabulary and punctuation for effect.</li> </ul> <p>The ability to:</p> <ul style="list-style-type: none"> <li>Quickly and effectively plan letters, articles and speeches</li> <li>Use control of tone and register.</li> <li>Give some variety in sentence structure</li> <li>Employ rhetorical devices and creative language techniques for effect</li> </ul>	
	<p><b>Assessments</b></p>	<p>LANGUAGE: P1Q5 Description. LITERATURE: Sample Macbeth character question.</p>	<p><b>MOCK EXAM 1:</b> Sample English Language P1 and sample English Literature P1</p>	<p>LANGUAGE: P2Q5 Letter. LITERATURE: Sample An Inspector Calls character question.</p>	<p><b>MOCK EXAM 2:</b> Sample English Language P2 and sample English Literature P2</p>	

