



## Key

**Disciplinary Knowledge**

**Substantive Knowledge**

**Key Assessment Task** (to assess understanding cumulatively against 8 Core Threads)

**Big Questions**

**Disciplinary Literacy**

**Learning Locations** (Themes and concepts that are taught in each unit and where they link to other units across KS3/KS4)

**Assessment Point (To be confirmed)**

Year 10 (8 English lessons per fortnight) Year 11 (8 English lessons per fortnight and 1 'interleaving' flashback lesson per fortnight)  
39 teaching weeks

The units are taught in chronological order so that students can place their learning and the texts within a specific time frame.

KS4 English Long-term Plan 2023/2024

GCSE texts	Substantive and Disciplinary Knowledge	Learning Locations of Key Concepts	Disciplinary Literacy	Big Questions	Assessments and suggested shared responses
<p><b>8 weeks</b>  <b>Key Text:</b>  <i>Macbeth</i>                      Suggested paired texts:                      Read 'Excerpt from the Prince' prior to reading to discuss leadership.                      Pair 'The Masque of the Red Death' with Act 3, Scene 4 to address the consequences of ignoring problems                      Pair the informational text 'The Tonya Harding and Nancy Kerrigan Scandal' with Act 4, Scene 2 for a contemporary connection to the themes of betrayal and arch rivalry. Read on-line (CommonLit)                      Pair 'Morality as anti-nature' with the end of the play looking at how Nietzsche claims people should act on human instinct.                      Conjuring Darkness                      Witches in Macbeth                      Excerpt from an essay about Lady Macbeth</p>	<p>To know that The Great Chain of Being was an Elizabethan belief that God set out an order for everything in the universe.                      To know that James I interest in demonology influenced the play.                      To know that dramatic irony is when the character reveal their ideas to the audience                      To know that Macbeth's hamartia is his unchecked ambition.                      To know that Macbeth becomes nihilistic at the ending of the play believing that life is meaningless.                      To know that the Macduffs are used as a foil to the Macbeths.                      To know that Shakespeare uses allusions to the Gunpowder plot and Classical God's in the play.                      To know that Shakespeare uses soliloquies as a device to show the inner most thoughts of characters.                      To know that Macbeth experiences an anagnorisis where he discovers his own true nature in the play.                      To know that the witches are used as a vehicle to raise questions about free will and power.                      To know that Shakespeare challenges gender stereotypes and how to develop feminist interpretations of characters .                      To know that Lady Macbeth persuades Macbeth to kill King Duncan to get the throne.                      To know that Macbeth kills King Duncan and becomes King of Scotland.                      To know that Macbeth has his best friend, Banquo, murdered. His son, Fleance, escapes.                      To know that Macbeth visits the witches again and begins to think that he's invincible.                      To know that Lady Macbeth loses her mind and commits suicide.                      To know that There is a battle and Macduff decapitates Macbeth.                      To know that the witches are a catalyst for the events in the play.                      To know how to present a conceptual argument                      To know how to provide alternative interpretations of characters.                      To know how to select parts of the text to comment on themes across the text.                      To know how to use the text to understand the context of the play.                      To know how to use the context of the play to inform interpretations of the text.</p>	<p><b>Relationships-</b> KS3 Of Mice and Men, Blood Brothers, Romeo and Juliet. KS4- A Christmas Carol, An Inspector Calls, Lit Paper 2 (poetry questions)</p> <p><b>Appearance vs reality:</b> KS3: Of Mice and Men KS4: An Inspector Calls</p> <p><b>Gender:</b> KS3-Myths and Legends, The Tempest, Romeo and Juliet, Of Mice and Men, Relationships in Literature unit, Victorian Non-Fiction, KS4- An Inspector Calls</p> <p><b>Conflict:</b> KS3- Myths and Legends, The Tempest, Private Peaceful and WWI poetry, Gothic, Romeo and Juliet KS4- Power and Conflict poetry</p> <p><b>Allusion as a literary device:</b> KS3- Myths and Legends, The Art of Rhetoric, KS4- A Christmas Carol, An Inspector Calls, Power and Conflict Poetry</p>	<p><b>Tier 2:</b>                      Eponymous                      Paradoxically                      Duplicitous                      Ambition                      Regicide                      Equivocator                      Mercurial                      Nihilistic                      Usurp</p> <p><b>Tier 3:</b>                      Context                      Dramatic Irony                      Hubris                      Hamartia                      Soliloquy                      Allusion</p>	<p>What is context and what were the beliefs and ideas of those in Shakespeare's society?                      Who is Macbeth?                      What atmosphere is created at the beginning of the play and why?                      How are we initially introduced to Macbeth's character?                      What do we learn about Macbeth and Banquo's characters from their reactions to the witches?                      What is ambition?                      Who is Lady Macbeth?                      How does Lady Macbeth react to Macbeth refusing to kill Duncan?                      How does Macbeth act just before killing Duncan?                      Who is the Porter and Macduff?                      How does Duncan's murder affect the Great Chain of Being?                      How has Macbeth's state of mind developed from the beginning to now?                      Why does Banquo's ghost appear to Macbeth?                      Who is Lady Macduff?                      What becomes of Lady Macbeth?                      What becomes of Macbeth?</p>	<p><b>Baseline Assessment:</b>                      1 – Non-Fiction Writing</p> <p><b>Key Assessment Task 2</b> – Starting with the speech, explore how far you think Shakespeare presents Lady Macbeth as a powerful woman – Act 1, Sc 5 (Literature AO1, AO2, AO3, AO4)</p> <p><b>Key Assessment Task 3</b> - Starting with the speech, explore how far you think Shakespeare presents Macbeth as a hero – Act 5 Sc 3 (Literature AO1, AO2, AO3, AO4)</p>
<p><b>7 weeks</b>  <b>Key Text:</b>  <i>A Christmas Carol</i>                      Suggested paired texts:                      Pair the informational text 'You can buy happiness, it it's an experience' with Marley's ghost.</p>	<p>To know injustices that galvanised Dickens to write A Christmas Carol.                      To know what life was like in 19th Century England.                      To know that social class is a concept that affects people's lives significantly.                      To know how Dickens creates characters as a vehicle to raise questions about social class and marginalisation                      To know how to comment on characterisation                      To know how to make inferences from the text</p>	<p><b>Relationships-</b> KS3 Of Mice and Men, Blood Brothers, Romeo and Juliet. KS4- Macbeth, An Inspector Calls, Lit Paper 2 (poetry questions)</p>	<p><b>Tier 2:</b>                      Damnation                      Empathy                      Benevolent                      Didactic                      Redemption                      Misanthropic                      Redemption</p>	<p>What galvanised Dickens to write A Christmas Carol?                      Who is Scrooge?                      Who is Fred?                      Who is Marley and why does he appear to Scrooge?                      Who is GOCP?                      Who are the Cratchits?</p>	<p><b>Key Assessment Task 4:</b> Starting with this extract, explore how Dickens presents the character of Scrooge. (Literature AO1, AO2, AO3, AO4)</p>

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<p>Pair 'Excerpt from <i>Oliver Twist</i>' with an expert about <i>Marley's ghost</i> to compare ideas, style and tone.</p> <p>Pair 'The <i>Necklace</i>' with and excerpt about <i>Marley's ghost</i> to compare characters and greed.</p>	<p>To know how to identify relevant methods in the text</p> <p>To know how to find relevant evidence in the novel</p> <p>To know how to select appropriate quotes and link them together</p> <p>To know how to explain the effect on the reader</p> <p>To know how the context of the novel influences the plot</p> <p>To know how to write using conceptual language.</p>	<p><b>Allusion as a literary device:</b> KS3- Myths and Legends, The Art of Rhetoric, KS4- Macbeth, An Inspector Calls, Power and Conflict Poetry</p> <p><b>Marginalisation, inequality and Injustice:</b> KS3-Voices and Viewpoints, Dystopia, Different Cultures poetry, KS4 -, An Inspector Calls, Power and Conflict Poetry</p> <p><b>Rhetoric as a literary device:</b> KS3- The Art of Rhetoric. KS4: Language paper 2 Q5, An Inspector Calls, Power and Conflict Poetry</p>	<p>Epiphany</p> <p><b>Tier 3:</b> Context Antithesis Foreshadow Analepsis</p> <p>Dynamic Character</p>	<p><b>The Christmas Spirit</b> <b>Who are Ignorance and Want?</b> <b>Who is the GOCYTC?</b> <b>What becomes of Scrooge?</b></p>	<p><b>Key Assessment Task 5:</b> Starting with this extract, how does Dickens present the theme of redemption? (Literature AO1, AO2, AO3, AO4)</p>
<p><b>8 weeks</b> <b>Language Paper 1, Sections A and B (5 weeks)</b> <b>Key texts: Mr Fisher Paper and The Pearl Paper</b> <b>2 weeks for revision prior to mock examinations</b></p>	<p>To know that fiction writing describes imaginary events and people.</p> <p>To know that writers use language to influence their readers.</p> <p>To know that writers use sentence forms and structures to influence their readers.</p> <p>To know that writers structure texts for effect.</p> <p>To know the conventions that are appropriate for writing to describe or narrate.</p> <p>To know that adjectives modify nouns; adverbs modify verbs.</p> <p>To know that phrases can be made up of verbs, adjectives and nouns.</p> <p>To know that evaluate means to gauge the effectiveness of something.</p> <p>To know how to identify relevant textual detail.</p> <p>To know how to make inferences from a text.</p> <p>To know how to identify language features in a text that are relevant to the task.</p> <p>To know how to identify structural features in a text that are relevant to the task.</p> <p>To know how to use textual detail to support points made.</p> <p>To know how to identify a phrase type.</p> <p>To know how to construct a response about language.</p> <p>To know how to construct a response about structure.</p> <p>To know how to construct an evaluative response.</p> <p>To know how to create a semantic field.</p> <p>To know how to create an extended metaphor.</p> <p>To know how to begin sentences in different ways.</p> <p>To know how to use a range of punctuation accurately.</p> <p>To know how to use the drop/zoom/shift structure.</p> <p>To know how to improve a response using ARCC.</p> <p>To know how to use colour imagery for impact.</p>		<p><b>Tier 2:</b> Illuminating Sullen Disillusionment Meticulous Amiable <b>Tier 3 :</b> Analepsis Revisit appropriate terminology for each specific question.</p>	<p><b>How do I effectively respond to Lang P1, Q1?</b> <b>How do writers use language for effect?</b> <b>How is structure used for impact?</b> <b>How do we evaluate a writer's choices?</b> <b>How can language be used to enhance visual imagery?</b> <b>How do we show and not tell?</b> <b>How can we vary the start of sentences for effect?</b> <b>How do we use a range of punctuation and sentences for effect?</b> <b>How can we develop our use of language for effect?</b> <b>How can we consciously craft and sustain a linguistic device?</b> <b>How can we structure a text for effect?</b></p>	<p><b>Key Assessment Task 6:</b> Paper 1, Question 4</p> <p><b>Key Assessment Task 7:</b> Paper 1, Question 5</p>

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<p><b>4 weeks</b></p> <p><b>Power and Conflict Poetry</b></p> <p>Key Texts:          Exposure – Wilfred Owen          London – William Blake          Ozymandias – Percy Bysshe Shelley          My Last Duchess – Robert Browning          The Prelude – William Wordsworth</p>	<p>To know that the romantic movement was a period where writers were interested in emotion and the power of nature.</p> <p>To know that London explores the relationship between freedom and restrictions.</p> <p>To know that Ozymandias explores the fragility of power.</p> <p>To know that My Last Duchess is a dramatic monologue.</p> <p>To know that a dramatic monologue is when a narrator speaks to the audience alone revealing their inner most feelings.</p> <p>To know that the sublime is of great excellence or beauty.</p> <p>To know that Exposure explores conflict in WW1.</p> <p>To know that Owen wanted to draw attention to the suffering and the futility of war.</p> <p>To know that an oxymoron is when two opposites are placed together for effect.</p> <p>To know that a simile is when a writer uses like or as to compare two things.</p> <p>To know that irony is the expression of one's meaning by using language that normally signifies the opposite</p> <p>To know that oppressed means subject to harsh and authoritarian treatment.</p> <p>To know that ephemeral means lasting for a very short time.</p> <p>To know that domineering means asserting one's will over another in an arrogant way.</p>	<p><b>Allusion as a literary device:</b>          KS3- Myths and Legends, The Art of Rhetoric, KS4- Macbeth, An Inspector Calls</p> <p><b>Marginalisation, inequality and Injustice:</b> KS3-Voces and Viewpoints, Dystopia, Different Cultures poetry, KS4 -, An Inspector Calls</p> <p><b>Rhetoric as a literary device:</b>          KS3- The Art of Rhetoric. KS4: Language paper 2 Q5, An Inspector Calls</p> <p><b>Conflict:</b> KS3- Myths and Legends, The Tempest, Private Peaceful and WWI poetry, Gothic, Romeo and Juliet KS4-</p>	<p><b>Tier 2:</b>          Oppressed          Ephemeral          Domineering          Perturbed          Incessant</p> <p><b>Tier 3:</b>          Oxymoron          Irony          Dramatic Monologue          Sibilance</p>	<p><b>How is William Blake presenting London?</b>  <b>How does Ozymandias link to power and conflict?</b>  <b>How is power presented in My Last Duchess?</b>  <b>How is nature presented in Extract from The Prelude?</b>  <b>What is Wilfred Own saying about war and nature?</b></p>	<p><b>Key Assessment Task 8 - Compare the ways the poets present the effects of conflict in Remains and in one other poem from Power and Conflict.</b></p>

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	<p>To know that perturbed means feeling anxiety or concern; unsettled</p> <p>To know that incessant means continuing without pause or interruption.</p> <p>To know how to compare similarities and differences between poems.</p>	<p>Power and Conflict poetry, Macbeth</p>			
<p><b>6 weeks</b></p> <p><b>An Inspector Calls</b></p>	<p>To know that socialism is a political system where people are responsible for each other.</p> <p>To know that capitalism is an economic system where people control their wealth privately.</p> <p>To know that the play was written in 1945.</p> <p>To know that the play was set in 1912.</p> <p>To know that the Titanic sank in 1912.</p> <p>To know that World War 1 happened between 1914-1918.</p> <p>To know that World War 2 happened between 1939-1945.</p> <p>To know that social class is a concept that affects people's lives significantly.</p> <p>To know how to select appropriate quotes and link them together.</p> <p>To know how to write using conceptual language.</p> <p>To know how to link ideas about a text to the context in which it was written.</p>	<p><b>Appearance vs reality:</b> KS3: Of Mice and Men KS4: A Christmas Carol, Macbeth</p> <p><b>Relationships-</b> KS3 Of Mice and Men, Blood Brothers, Romeo and Juliet. KS4- Macbeth, A Christmas Carol, Lit Paper 2 (poetry questions)</p> <p><b>Allusion as a literary device:</b> KS3- Myths and Legends, The Art of Rhetoric, KS4- Macbeth, A Christmas Carol, Power and Conflict Poetry</p> <p><b>Marginalisation, inequality and Injustice:</b> KS3-Voces and Viewpoints, Dystopia, Different Cultures poetry, KS4 -, A Christmas Carol, Power and Conflict Poetry</p> <p><b>Rhetoric as a literary device:</b> KS3- The Art of Rhetoric. KS4: Language paper 2 Q5, A Christmas Carol, Power and Conflict Poetry.</p>	<p><b>Tier 2:</b></p> <p>Provincial</p> <p>Portentous</p> <p>Capitalism</p> <p>Socialism</p> <p>Hypocrisy</p> <p>Penitent</p> <p>Privileged</p> <p>Etiquette</p> <p>Perturbed</p> <p>Supercilious</p> <p><b>Tier 3:</b></p> <p>Monologue</p> <p>Dialogue</p> <p>Dramatic Irony</p> <p>Foreshadow</p> <p>Symbolism</p> <p>Allegory</p> <p>Static Character</p> <p>Dynamic Character</p> <p>Pathos</p> <p>Catharsis</p> <p>Morality play</p>	<p><b>What is the context of An Inspector Calls?</b></p> <p><b>How does Priestley use his characters?</b></p> <p><b>Who is Sheila Birling?</b></p> <p><b>Who is Mr Birling?</b></p> <p><b>What is Gerald's purpose?</b></p> <p><b>How are Sheila and Mrs Birling juxtaposed?</b></p> <p><b>Who is Mrs Birling?</b></p> <p><b>What is Eric's purpose?</b></p> <p><b>What is the impact of the Inspector?</b></p> <p><b>What is the significance of Diasy Renton?</b></p>	<p><b>Key Assessment Task 9</b> – How does Priestley present and develop the character of Sheila Birling? (Literature AO1, AO2, AO3, AO4)</p>
<p><b>Year 11</b></p> <p><b>2 weeks</b></p> <p><b>Completion of An Inspector Calls</b></p>	<p>To know that socialism is a political system where people are responsible for each other.</p> <p>To know that capitalism is an economic system where people control their wealth privately.</p> <p>To know that the play was written in 1945.</p> <p>To know that the play was set in 1912.</p> <p>To know that the Titanic sank in 1912.</p>	<p><b>Appearance vs reality:</b> KS3: Of Mice and Men KS4: A Christmas Carol, Macbeth</p> <p><b>Relationships-</b> KS3 Of Mice and Men, Blood Brothers, Romeo and Juliet. KS4-</p>	<p><b>Tier 2:</b></p> <p>Provincial</p> <p>Portentous</p> <p>Capitalism</p> <p>Socialism</p> <p>Hypocrisy</p> <p>Penitent</p>	<p><b>What is the context of An Inspector Calls?</b></p> <p><b>How does Priestley use his characters?</b></p> <p><b>Who is Sheila Birling?</b></p> <p><b>Who is Mr Birling?</b></p> <p><b>What is Gerald's purpose?</b></p> <p><b>How are Sheila and Mrs Birling juxtaposed?</b></p>	<p><b>Key Assessment Task 10</b> – Either: How does Priestley present the older vs younger generations? OR</p>

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	<p>To know that World War 1 happened between 1914-1918.          To know that World War 2 happened between 1939-1945.          To know that social class is a concept that affects people's lives significantly.          To know how to select appropriate quotes and link them together.          To know how to write using conceptual language.          To know how to link ideas about a text to the context in which it was written.</p>	<p>Macbeth, A Christmas Carol, Lit Paper 2 (poetry questions)</p> <p><b>Allusion as a literary device:</b>          KS3- Myths and Legends, The Art of Rhetoric, KS4- Macbeth, A Christmas Carol, Power and Conflict Poetry</p> <p><b>Marginalisation, inequality and Injustice:</b> KS3-Voices and Viewpoints, Dystopia, Different Cultures poetry, KS4 -, A Christmas Carol, Power and Conflict Poetry</p> <p><b>Rhetoric as a literary device:</b>          KS3- The Art of Rhetoric. KS4: Language paper 2 Q5, A Christmas Carol, Power and Conflict Poetry.</p>	<p>Privileged          Etiquette          Perturbed          Supercilious</p> <p><b>Tier 3:</b>          Monologue          Dialogue          Dramatic Irony          Foreshadow          Symbolism          Allegory          Static Character          Dynamic Character          Pathos          Catharsis          Morality play</p>	<p><b>Who is Mrs Birling?</b>  <b>What is Eric's purpose?</b>  <b>What is the impact of the Inspector?</b>  <b>What is the significance of Diasy Renton?</b></p>	<p>How does Priestley use the Inspector to present his views on social class? (Literature AO1, AO2, AO3, AO4)</p>
<p><b>3 weeks</b>  <b>Power and Conflict Poetry Cluster</b>          Key Texts:          Kamikaze – Beatrice Garland          The Emigree – Carol Rumens          Tissue – Imtiaz Dharker          Checking Out Me History – John Agard          Poppies – Jane Weir</p>	<p>To know that power can be seen within a society, a relationship or an individual.          To know that kamikaze pilots valued honour above their own lives.          To know that a writer can take on different personas within a poem.          To know that identity can be shaped by people and places.          To know that a person's identity can change over time.          To know that writers use emotive language to evoke a sense of pathos.          To know that juxtaposition is the contrast between two opposing ideas.          To know that Agard contrasts 'voice' within his poem to juxtapose two cultures.          To know that the education system creates a biased and unbalanced view of world history to reflect the culture it is rooted in.          To know that Weir has developed an extended metaphor through a military semantic field.          To know how to annotate a poem for meaning.          To know how to annotate a poem for structure.          To know how to link poems to the key concepts they relate to.</p>	<p><b>Allusion as a literary device:</b>          KS3- Myths and Legends, The Art of Rhetoric, KS4- Macbeth, An Inspector Calls</p> <p><b>Marginalisation, inequality and Injustice:</b> KS3-Voices and Viewpoints, Dystopia, Different Cultures poetry, KS4 -, An Inspector Calls</p> <p><b>Rhetoric as a literary device:</b>          KS3- The Art of Rhetoric. KS4: Language paper 2 Q5, An Inspector Calls</p> <p><b>Conflict:</b> KS3- Myths and Legends, The Tempest, Private Peaceful and WWI poetry, Gothic, Romeo and Juliet KS4- Power and Conflict poetry, Macbeth</p>	<p>Tier 2          Elegy          Nostalgia          Fragility          Crescendo          Inhuman</p> <p>Tier 3 (Recall)          Enjambment          Sibilance          Juxtaposition          Simile          Personification</p>	<p><b>How is conflict presented in Kamikazi?</b>  <b>How does Rumens depict ideas about identity and memory in The Emigree?</b>  <b>How does Dharker present the fragility of life?</b>  <b>How does Agard present his argument on identity?</b>  <b>How does Weir depict the mother's feelings in Poppies?</b></p>	<p><b>Key Assessment Task 11</b> - Compare the ways poets present the power of the natural world in The Emigree and one other poem.</p>

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<p>2 weeks Unseen Poetry 1 week revision in preparation for mock examinations</p>	<p>To know how to analyse a rhyme scheme To know how to recognise patterns of language To know how to annotate an unseen poem for method To know how to annotate an unseen poem for meaning To know how to annotate an unseen poem for structure To know how to link poems to the key concepts they To know how to write about poems without understanding their context To know that there are multiple interpretations of poems To that what an irregular rhyme scheme is when there is a lack of consistent rhyme scheme. To know that a plosive sound is explosive letters. To know that sibilance is repetition of s and z sounds. To know what a rhyme scheme is.</p>	<p><b>Marginalisation, inequality and Injustice:</b> KS3-Voices and Viewpoints, Dystopia, Different Cultures poetry, KS4 -, An Inspector Calls</p> <p><b>Relationships-</b> KS3 Of Mice and Men, Blood Brothers, Romeo and Juliet. KS4- A Christmas Carol, An Inspector Calls, Lit Paper 2 (poetry questions), Unseen poetry</p> <p><b>Gender:</b> KS3-Myths and Legends, The Tempest, Romeo and Juliet, Of Mice and Men, Relationships in Literature unit, Victorian Non-Fiction, KS4- An Inspector Calls</p> <p><b>Conflict:</b> KS3- Myths and Legends, The Tempest, Private Peaceful and WWI poetry, Gothic, Romeo and Juliet KS4- Power and Conflict poetry, unseen poetry</p> <p><b>Hubris as a literary device:</b> KS3- Romeo and Juliet, KS4-, Power and Conflict poetry, An Inspector Calls</p> <p><b>Allusion as a literary device:</b> KS3- Myths and Legends, The Art of Rhetoric, KS4- A Christmas Carol, An Inspector Calls, Power and Conflict Poetry, Unseen Poetry</p>	<p>Tier 2: <b>Adolescence</b> <b>Interpretation</b> <b>Language</b> <b>Structure</b> <b>Form</b></p> <p>Tier 3: <b>Metaphor</b> <b>Imagery</b> <b>Rhyme Scheme</b> <b>Plosive</b></p>	<p>How do I approach an unseen poem?  How does the writer present the speaker's feelings towards...?  How does the writer use metaphors?  How does the writer use imagery?  How does the writer use rhyme scheme?</p>	<p>Key Assessment Task 12 – Complete 1 comparison question of either thematic cluster.  E.g., school, dreams, technology.</p>
<p>6 weeks Language Paper 2 Labour MP's Maiden Speech  Bored Pupils Bunk Off</p>	<p>To know that non-fiction writing is about real-life experiences To know that writers use language to influence their readers To know that writers use sentence forms to influence their readers To know that transactional writing is non-fiction writing that communicates information between individuals or groups</p>	<p><b>Marginalisation, inequality and Injustice:</b> KS3-Voices and Viewpoints, Dystopia, Different</p>	<p>Tier 2: <b>Perspective</b> <b>Biased</b> <b>Solidarity</b> <b>Ascertain</b> <b>Objective</b></p>	<p>How do I summarise two texts? How do writers use language to influence others? How do I compare two texts? How do I construct an argument? How do I structure a text for impact?</p>	<p>Key Assessment Task 13 - Language Paper 2, Question 4</p>

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<p><b>Pupils Run Riot at Westbury</b></p> <p><b>Schools- letters and article</b></p> <p><b>2 weeks revision in preparation for mock examinations</b></p> <p><b>MOCKS</b></p>	<p>To know that comparative connectives are used to compare ideas between two texts</p> <p>To know that there are different forms, audiences and purposes for writing a response to Question 5</p> <p>To know the conventions that are appropriate for writing a letter, speech and article.</p> <p>To know how to compare viewpoints of two texts</p> <p>To know how to identify a writer's viewpoints and perspective</p> <p>To know how to summarise two texts</p> <p>To know how to use quotations to support points made</p> <p>To know how to make inferences from a text</p> <p>To know how to identify language methods used a text</p> <p>To know how to construct a persuasive argument</p> <p>To know how to use different sentence openers</p> <p>To know how to use structural features</p>	<p>Cultures poetry, KS4 -, An Inspector Calls</p>	<p>Subjective</p> <p>Tier 3:</p> <p>Comparative adjectives</p> <p>Asyndetic Listing</p>	<p>How do I use vocabulary for impact?</p>	<p>Key Assessment Task 14 - Language Paper 2, Question 5</p>
<p><b>REVISION PERIOD</b></p>					



