

<b>Courses</b>	GCSE English is an entry requirement for a majority of Post-16 courses
<b>Careers</b>	Journalist, Publisher, Writer, Actor, Lawyer, Media Manager, Creative Industries, Teacher, Presenter, Social Media Manager
<b>Skills</b>	Communication skills, asking/answering questions about the world around you
<b>Real World</b>	Communication skills, asking/answering questions about the world around you

**Cycle 2: Constructing Viewpoints II**

- Study of viewpoints and perspectives in non-fiction texts
- Consolidating the analysis and evaluation of writer's

### Revision and GCSE Exams

**Cycle 1: Explorations in Creative Reading and Writing**

- Consolidating the analysis and evaluation of writer's methods and intentions
- Development of creative and narrative writing skills

**Year 11**

**Cycle 3: Constructing viewpoints, I**

- Study of non-fiction texts
- Transactional writing
- Developing oracy and presentation skills
- **Completion of the Spoken Language component of English Language GCSE**

**Cycle 2: Revision of GCSE Texts**

How can we successfully argue our position on a text?

- Consolidation of comparative writing skills
- Consolidation of cogent essays with a clear and developed

**Cycle 2: Priestly on Capitalism - Poverty and Privilege II**

- A study of An Inspector Calls
- Dramaturgy and the form of a play.
- Literature as a political tool
- Character creation
- Political theory to inform analysis

**Cycle 3: Authority and the State: The Poetry of Power & Conflict**

- Comparative Academic Writing;
- Analysis of language, structure and form as well as their

**Cycle 1: An insight into the human condition - hubris and unchecked ambition**

- A study of Macbeth
- Consolidation of literature analysis
- Consolidating how context inform crafting of texts

**Year 10**

**Staggered GCSE**

**Cycle 2: Perspectives and Form - English Language**

- Aristotelian Triad - extending Ethos, Logos, Pathos
- Transactional writing for purpose, audience and form
- Grammar for

**Cycle 1: Dickens on Victorian England - Poverty and Privilege**

- Study of A Christmas Carol
- Crafting academic writing;
- Cogent argument
- Context-driven premise
- Developed use of IMPACTS for

**Year 9**

**Cycle 3: Shakespeare on Love - English Literature Study of Romeo and Juliet**

- Context of Elizabethan Era,
- Thematic approaches
- Analysis of writers' methods,
- Developed academic writing

**Cycle 2: The Art of Rhetoric - English Language**

- Transactional Writing
- Features of Form,
- Writer's Methods
- Extending Vocabulary
- Oracy
- Aristotelian

**Cycle 3: Of Mice and Men - English Literature**

- Writer's Purpose/Writing as a social commentary
- Academic writing
- Inference
- Language analysis

**Cycle 1: Animal Farm - English Literature**

- Writer's Purpose /Writing as social commentary
- Developing academic register
- Introducing argument

**Year 8**

**Cycle 1: Storytelling - English Language**

- Creative Writing,
- Structure,
- Deconstructing texts,
- Crafting brilliant Sentences

**Year 7**

Summer Term: Reading

Oranges in No Man's Land- Elizabeth Laird, OR

There is a Boy in the Girls' Bathroom - Louis Sachar

**Writing Survival at 40C**

- Chronological Reports
- Instructional Writing
- Flood land Recount

**Year 5+6**