

**KEY** \* Skills that cross over to English Language

## Y10 UNIT 1 / English Literature

### Post 1914 Literature: An Inspector Calls

**Why is An Inspector Calls, by J B Priestley, considered one of the most important British texts of the 20th century?**

Who is J B Priestley and how does historical context affect the play's interpretation?

What are the allegorical links to **class, power, patriarchy, Socialism and Capitalism?**

Who are the characters and how does Priestley construct and manipulate their **power and influence** to convey how **people's actions affect others?**

How do writers use **foreshadowing, stage directions, dramatic tension, entrances/exits, characterisation, lighting/soundforeshadowing** in plays?

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## Y10 UNIT 2 / English Literature

### 19th-century Novel: A Christmas Carol

**How does Dickens convey the need for social change in the Victorian Era?**

How has Dickens constructed his **characters** to encourage **social change?**

How and why does Dickens use **narrative voice, contrast, gothic conventions and structure** to convey his intentions?

How do readers construct concise yet clear evidence-based arguments to analyse ideas presented in a text?

\* How does Dickens use language and structural features to convey his ideas about a character or a theme?

## Y10 UNIT 4 / English Language

### Transactional Writing

**How do I use transactional writing to communicate effectively?**

Am I able to effectively plan a cohesive piece of writing for different purposes and different audiences, including making choices about levels of formality, appropriate vocabulary and form?

What is the best way to engage my intended reader? Can I manipulate complex ideas, utilizing a range of structural and grammatical features to support coherence and cohesion?

How can I ensure that my paragraphs are well organised and detailed? What is the best way to introduce and conclude my writing?

What happens to my writing if I employ the full range of punctuation, including an ellipses, dashes, brackets and semi-colons in a confident manner?

Am I able to remember details from current social issues that will add depth to my own opinion?



## Y10 UNIT 3 / English Literature

### Shakespeare: Macbeth

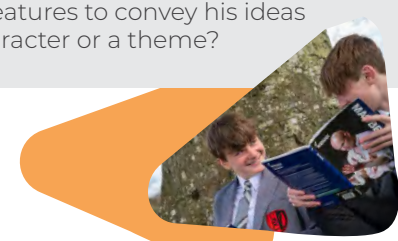
**Why does Macbeth change from being a 'worthy thane' to a 'dead butcher' and 'hell - hound'?**

What social context inspired Shakespeare to write Macbeth?

How do writers use **foreshadowing, stage directions, dramatic tension, entrances/exits, characterisation, lighting/soundforeshadowing** in plays?

Is Macbeth a tragic hero and do you feel any sympathy for him?

\* How does Shakespeare use language and structural features to convey his ideas about a character or a theme?



## Y10 UNIT 5 / English Literature

### Poetry since 1789.

**How do different poets present the theme of conflict in their work?**

What social contexts have influenced different poets?

Why has poetry been used throughout recent history to convey so many different types of conflict such as familial and personal to exploring wider social issues such as class, gender and race.

How do poets use literary devices such as imagery, metaphor and symbolism to enhance their messages?

How do poets use structural techniques such as enjambment, metric rhythm, rhyme and caesura in their work to emphasize their ideas?

What connectives are appropriate to use when comparing or contrasting?

## Y10 UNIT 6 / English Language

### Spoken Language

**What are the best ways to verbally convey information?**

How do I research information that I am interested in effectively and summarize key points?

How do I plan a longer speech?

How do I hold my listeners' attention by using variable tone and facial expressions that enhance my meaning?

When should I use formal vocabulary for my speech and when would informal language be more appropriate?

Can I confidently speak in full sentences, using Standard English and provide details that elaborate on my points?

How do I ensure I know enough about my topic to confidently answer questions? Can I verbally build on the ideas put forward by others?



## Y10 UNIT 7 / English Language

### Imaginative Writing

**Can I write imaginative and creative stories that affect a reader emotionally and thoughtfully?**

How do I effectively plan and draft a piece of creative writing?

How do I craft paragraphs for effect?

How do I use a range of literary devices such as repetition, rhetorical questions and short sentences to create effects?

Can I use similes, metaphor and personification to convey meaning?

Can I manipulate complex ideas, utilizing a range of structural and grammatical features to support coherence and cohesion?

What happens to my writing if I employ the full range of punctuation, including an ellipses, dashes, brackets and semi-colons in a confident manner?

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### 19th Century Fiction analysis

**How do authors from the 19th Century present setting, people, themes and events?**

Why do authors use language features to create impact?

How do structural features emphasize an idea in the text?

In what ways do authors craft their work to achieve their purpose?

What adverbs can be used to evaluate texts?

How do two texts produce similar ideas and what connectives can be used to compare them?

How can sentence structure and punctuation impact a piece of imaginative or transactional writing?

## Y11 UNIT 1 / English Language

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## Y11 UNIT 2 / English Literature

### Literature Revision

**How can I best revise the key themes, characters and ideas in Macbeth, A Christmas Carol, An Inspector Calls and Conflict poetry since 1789?**

How does Shakespeare use the motif of blood, a cyclical structure, symbolism of the crown, the supernatural and animals to convey his ideas? How did the ascension of King James the First and the events surrounding his reign influence Shakespeare's writing of the play?

How does Priestley use dramatic irony, a cyclical structure, apocalyptic language and symbolism to convey his desire for social change? How did the political climate of World War 2 and Priestley's time as a soldier in World War 1 influence the ideas in the play?

Why did Charles Dickens write 'A Christmas Carol?' How did the social and economic differences between the rich and the poor in the Victorian era influence Dickens' writing? How does Scrooge use symbolism, imagery, metaphor, the supernatural and motif to present his ideas?

What methods are best for revising topics in English?

How can I use flashcards and knowledge organizers to help me remember all I need to know? How can I revise collaboratively?

What are the key assessment objectives for each question of the English literature GCSE English Literature specification? What are the examiners looking for?

How do I answer the questions effectively? Which questions require analysis? Context? Quotations? Interpretation?

What are the most effective methods to present a 'reading' of a text?

What are the best ways to approach a close reading of an unseen poem, extract of a play (Macbeth) or novel (A Christmas Carol)?

How do I best plan and write a longer, more detailed essay for a post 1900 play? (An Inspector Calls)



## Y11 UNIT 3 / English Language

### 20th and 21st Century Non- Fiction

**How do writers in the 20th and 21st Century convey meaning in non-fiction?**

How do authors use transactional writing such as speeches, articles, letters and reviews to convey messages?

Can I analyse how authors use language, including rhetorical devices, to convey meaning?

How do I identify and analyse tone? How do authors develop an idea over an entire extract?

How are structural devices, such as paragraphing, sentence length and punctuation convey create effects? Am I able to use inference to ascertain an author's purpose? Can I make informed judgements of how well an author has achieved his or her aims?

Can I spot similarities between two texts? Can I compare the perspectives, purposes and content of two texts from two different centuries? Can I seek out and choose specific evidence to prove my opinions?

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