

# English LTP 2021-2022



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 11	Language Paper 2, SB Macbeth	Language Paper 1, SB Macbeth	Language Paper 2, SA AIC	Language Paper 1, SA AIC	Language Paper 1/ 2 SB Dr Jekyll and Mr Hyde	
Year 11: P6	Speaking and listening Exam	Macbeth	<ul style="list-style-type: none"> <li>AIC</li> <li>Unseen Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Unseen Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Dr Jekyll and Mr Hyde</li> </ul>	
Year 10	Macbeth Language Paper 1, SA skills		Language Paper 2, SA Poetry x4	Language Paper 1, SB Dr Jekyll and Mr Hyde	Language Paper 2, SB AIC	Language Paper 2, SB (S+L) AIC
Year 9	Jane Eyre x 3 lessons per week Mastery Writing x1 lesson per week Reading for Pleasure x1 lesson per week		Romeo & Juliet x 3 lessons per week Reading for Study x1 lesson per week Reading for Pleasure x1 lesson per week		Poetry (Metaphor anthology) x 3 lessons per week Reading for Study x1 lesson per week Reading for Pleasure x1 lesson per week	
Year 8	The Adventures of Sherlock Holmes x 2 lessons per week Mastery Writing x1 lesson per week Reading for Pleasure x1 lesson per week		The Tempest x 2 lessons per week Mastery Writing x1 lesson per week Reading for Pleasure x1 lesson per week		Animal Farm x 2 lessons per week Mastery Writing x1 lesson per week Reading for Pleasure x1 lesson per week	
Year 7	Oliver Twist x 2 lessons per week Mastery Writing x 1 lesson per week Reading for Pleasure x 1 lesson per week		A Midsummer Night's Dream x 2 lessons per week Mastery Writing x 1 lesson per week Reading for Pleasure x 1 lesson per week		Poetry (Metaphor anthology) x 2 lessons per week (SU 1) Ancient Tales x 2 lessons per week (SU 2) Mastery Writing x 1 lesson per week Reading for Pleasure x 1 lesson per week	

# Year 11 Language- English HLP 2021-2022

	<b>Autumn 1</b> <b>Language P2 (Section B)</b>	<b>Autumn 2</b> <b>Language P1 (Section B)</b>	<b>Spring 1</b> <b>Language P2 (Section A)</b>	<b>Spring 2</b> <b>Language P1 (Section A)</b>
<b>Year 11: Language</b>	<ol style="list-style-type: none"> <li>1. What are the requirements of Language Paper 2, Section B?</li> <li>2. How can exploring the writer's perspective in question 4 support with question 5?</li> <li>3. What are the requirements to formulating an effective opinion?</li> <li>4. What does the onion approach consist of and how can you apply this in writing?</li> <li>5. What is the meaning of register?</li> <li>6. What are language features? How can these be crafted and seamlessly embedded into a creative piece of writing?</li> <li>7. What are structural features? How can these be crafted and seamlessly embedded into a creative piece of writing?</li> <li>8. What are discourse markers and how can these be incorporated into a piece of transactional writing?</li> <li>9. What are the different types of punctuation and how can they be accurately used in writing?</li> <li>10. What are the different types of sentences and how can they be accurately used in writing?</li> <li>11. What would be classed as sophisticated/ ambitious vocab and how can these be seamlessly embedded in a piece of transactional writing?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the requirements of Language Paper 1, Section B?</li> <li>2. What is the meaning of register?</li> <li>3. What are language features? How can these be crafted and seamlessly embedded into a creative piece of writing?</li> <li>4. What are structural features? How can these be crafted and seamlessly embedded into a creative piece of writing?</li> <li>5. What are discourse markers and how can these be incorporated into a creative piece of writing?</li> <li>6. What are the different types of punctuation and how can they be accurately used in writing?</li> <li>7. What are the different types of sentences and how can they be accurately used in writing?</li> <li>8. What would be classed as sophisticated/ ambitious vocab and how can these be seamlessly embedded in a piece of creative writing?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the requirements of Language Paper 2, Section A?</li> <li>2. What are the requirements to successfully identify explicit/implicit information? Can you successfully apply this to an exam question?</li> <li>3. What are the requirements to inferring and synthesising two different sources? Can you successfully apply this to an exam question?</li> <li>4. How does the writer use language to describe (focus of the question?)</li> <li>5. What are the requirements to comparing writers' ideas and perspectives, as well as how these are conveyed, across two sources? Can you successfully apply this to an exam question?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the requirements of Language Paper 1, Section A?</li> <li>2. What are the requirements to successfully identify explicit/implicit information? Can you successfully apply this to an exam question?</li> <li>3. What effect does the writer create through their choice of language?</li> <li>4. What effect does the writer create through their choice of structure?</li> <li>5. What are the requirements to successfully evaluate a statement? Can you successfully apply this to an exam question?</li> </ol>

# Year 11 Literature- - English HLP 2021-2022

Year 11 : Literature	Autumn Macbeth	Spring AIC	Spring Unseen Poetry	Summer Jekyll and Hyde
	<ol style="list-style-type: none"> <li>1. What are the requirements of Literature Paper 1?</li> <li>2. What was life like in the Jacobean period?</li> <li>3. How does Shakespeare present the witches? Why does he do this?</li> <li>4. What is stagecraft and how does it impact the opening of the play?</li> <li>5. How does Shakespeare present Macbeth? Why does he do this?</li> <li>6. How does Shakespeare present Lady Macbeth? Why does he do this?</li> <li>7. How does Shakespeare present the supernatural?</li> <li>8. How does Shakespeare present Banquo? Why does he do this?</li> <li>9. How does Shakespeare present Macduff? Why does he do this?</li> <li>10. How does Shakespeare present key themes across the play (ambition, guilt, power, good vs evil, appearance vs reality, gender, kingship, supernatural, religion) and his purpose?</li> <li>11. How does Shakespeare present and develop the Lady Macbeth's character through language, structure and dramatic devices?</li> <li>12. How does Shakespeare present and develop the Macbeth's character through language, structure and dramatic devices?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the foundational components of 'An Inspector Calls' and the exam</li> <li>2. What are the key contextual issues students need to know before studying 'An Inspector Calls'?</li> <li>3. What is stagecraft and how does it impact the opening of the play?</li> <li>4. How does Priestley begin to craft characters and themes to communicate his purpose?</li> <li>5. How does Priestley weave language and structure together with key contextual issues to create an overarching understanding of Mr. Birling?</li> <li>6. How does the use of language and structure through Mr. Birling's interaction with the Inspector create a deeper understanding of Priestley's overall purpose?</li> <li>7. How does Priestley position Sheila to be instrumental in communicating his political stance?</li> <li>8. How do language, structure and dramatic devices identify the Inspector's role within the play?</li> <li>9. How does Priestley begin to use the character of Eva Smith to make judgements about the class system and its effects on society?</li> <li>10. How does Priestley use language and structure to present Gerald as a representation of the divides and injustice within 1912 society?</li> <li>11. How does Priestley's use of language, structure and dramatic devices present Mrs. Birling as a key root of the inherent flaws within society?</li> <li>12. How does Priestley develop the Inspector's role through language, structure and dramatic devices?</li> <li>13. How does Priestley present the change in Sheila to be symbolic of his views about wider society?</li> <li>14. How does Priestley use the character of Eva to challenge stereotypes held about the working classes?</li> <li>15. How does Priestley employ the character of Eric to identify inherent flaws within society yet point to the hope for change?</li> <li>16. How does Priestley use the Inspector as a lens through which to view society and a tool to challenge the audience's political persuasions?</li> <li>17. How is does Priestley use language and structure to highlight the change within Eric?</li> <li>18. How does Priestley use Gerald to highlight the struggle against truth and responsibility?</li> <li>19. How instrumental is Sheila in communicating Priestley's message to the audience?</li> <li>20. To what extent are Mr. And Mrs. Birling unchanged and thus, representative or and responsible for the flaws in society?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the requirements of Literature Paper 2: Unseen poetry?</li> <li>2. How does the poet use language to achieve their purpose?</li> <li>3. How does the poet use structure to achieve their purpose?</li> <li>4. How does the poet use form to achieve their purpose?</li> </ol>	<ol style="list-style-type: none"> <li>1. What was life like in the Victorian period?</li> <li>2. How does Stevenson present Jekyll ? Why does he do this?</li> <li>3. How does Stevenson present Hyde? Why does he do this?</li> <li>4. How does Stevenson present Mr Utterson? Why does he do this?</li> <li>5. How does Stevenson present Lanyon? Why does he do this?</li> <li>6. How does Stevenson present key themes across the text (duality, good vs evil, repression, appearances and reputation, deception and violence) and his purpose?</li> <li>7. How does Stevenson present and develop Jekyll and Hyde's character through language, structure?</li> <li>8. How does Stevenson present the setting and his purpose behind this.</li> <li>9. How does Stevenson create a sense of tension and mystery across the novel?</li> <li>10. How does Stevenson present the supernatural in the novel and why he does this.</li> <li>11. How does Stevenson present masculinity and why he does this?</li> <li>12. How does Stevenson articulate anxieties about human progress?</li> </ol>

# Year 10 Literature - English HLP 2021-2022

	<p style="text-align: center;"><b>Autumn Term</b></p> <p style="text-align: center;"><b>Macbeth</b></p>	<p style="text-align: center;"><b>Spring</b></p> <p style="text-align: center;"><b>Poetry (P+C) (Lit p2)</b></p>	<p style="text-align: center;"><b>Spring</b></p> <p style="text-align: center;"><b>Jekyll and Hyde</b></p>	<p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;"><b>AIC (Lit P2)</b></p>
<p><b>Year 10 : Literature</b></p>	<ol style="list-style-type: none"> <li>1. What are the requirements of Literature Paper 1?</li> <li>2. What was life like in the Jacobean period?</li> <li>3. How does Shakespeare present the witches? Why does he do this?</li> <li>4. What is stagecraft and how does it impact the opening of the play?</li> <li>5. How does Shakespeare present Macbeth? Why does he do this?</li> <li>6. How does Shakespeare present Lady Macbeth? Why does he do this?</li> <li>7. How does Shakespeare present the supernatural?</li> <li>8. How does Shakespeare present Banquo? Why does he do this?</li> <li>9. How does Shakespeare present Macduff? Why does he do this? Why does he do this?</li> <li>10. How does Shakespeare present the supernatural?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the requirements of Literature Paper 2? (P+C poetry only)</li> <li>2. How does the context influence the poet's purpose?</li> <li>3. How does the poet use language to achieve their purpose?</li> <li>4. How does the poet use structure to achieve their purpose?</li> <li>5. How does the poet use form to achieve their purpose?</li> <li>6. How is the power of nature presented across: Ozymandias, Exposure, Storm on The Island and The Prelude.</li> </ol>	<ol style="list-style-type: none"> <li>1. What was life like in the Victorian period?</li> <li>2. How does Stevenson present Jekyll ? Why does he do this?</li> <li>3. How does Stevenson present Hyde? Why does he do this?</li> <li>4. How does Stevenson present Mr Utterson? Why does he do this?</li> <li>5. How does Stevenson present key themes across the text (duality, good vs evil, repression, appearances and reputation, deception and violence) and his purpose?</li> <li>6. How does Stevenson present and develop Jekyll and Hyde's character through language, structure?</li> <li>7. How does Stevenson present the setting and his purpose behind this.</li> <li>8. How does Stevenson create a sense of tension and mystery across the novel?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the requirements of Literature Paper 2? (AIC question only)</li> <li>2. What was life like in the Edwardian period?</li> <li>3. What is stagecraft and how does it impact the opening of the play?</li> <li>4. How does Priestley present Mr Birling's character? Why does he do this?</li> <li>5. How does Priestley present Mrs Birling's character? Why does he do this?</li> <li>6. How does Priestley present Gerald's character? Why does he do this?</li> <li>7. How does Priestley present Sheila's character? Why does he do this?</li> <li>8. How does Priestley present Eric's character? Why does he do this?</li> <li>9. How does Priestley present Eva Smith's character? Why does he do this?</li> <li>10. How does Priestley present the inspector's character? Why does he do this?</li> </ol>

# Year 10 Language- English HLP 2021-2022

	<b>Autumn</b> <b>Language P1 (Section A)</b>	<b>Spring 2</b> <b>Language P1 (Section B)</b>	<b>Spring 1</b> <b>Language P2 (Section A)</b>	<b>Summer</b> <b>Language P2 (Section B)</b>
<b>Year 10: Language</b>	<ol style="list-style-type: none"> <li>1. What are the requirements to successfully identify explicit/implicit information? Can you successfully apply this to an exam question?</li> <li>2. How does the writer (Shakespeare) use language to describe (focus of the question? Character/ theme from Macbeth).</li> <li>3. How does the Shakespeare structure the text to interest the audience?</li> <li>4. What are the requirements to successfully evaluate a statement? Can you successfully apply this to an exam question?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the requirements of Language Paper 1, Section B?</li> <li>2. What is the meaning of register?</li> <li>3. What are language features? How can these be crafted and seamlessly embedded into a creative piece of writing?</li> <li>4. What are structural features? How can these be crafted and seamlessly embedded into a creative piece of writing?</li> <li>5. What are discourse markers and how can these be incorporated into a creative piece of writing?</li> <li>6. What are the different types of punctuation and how can they be accurately used in writing?</li> <li>7. What are the different types of sentences and how can they be accurately used in writing?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the requirements of Language Paper 2, Section A?</li> <li>2. What are the requirements to successfully identify explicit/implicit information? Can you successfully apply this to an exam question?</li> <li>3. What are the requirements to inferring and synthesising two different sources? Can you successfully apply this to an exam question?</li> <li>4. How does the writer use language to describe (focus of the question?)</li> <li>5. What are the requirements to comparing writers' ideas and perspectives, as well as how these are conveyed, across two? Can you successfully apply this to an exam question?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the requirements of Language Paper 2, Section B?</li> <li>2. How can exploring the writer's perspective in question 4 support with question 5?</li> <li>3. What are the requirements to formulating an effective opinion?</li> <li>4. What does the onion approach consist of and how can you apply this in writing?</li> <li>5. What is the meaning of register?</li> <li>6. What are language features? How can these be crafted and seamlessly embedded into a creative piece of writing?</li> <li>7. What are structural features? How can these be crafted and seamlessly embedded into a creative piece of writing?</li> <li>8. What are discourse markers and how can these be incorporated into a transactional piece of writing?</li> <li>9. What are the different types of punctuation and how can they be accurately used in writing?</li> <li>10. What are the different types of sentences and how can they be accurately used in writing?</li> </ol>

# KS3 Long Term Plan

<p><b>Year 9</b></p>	<p>Jane Eyre x 3 lessons per week  Mastery Writing x1 lessons per week  Reading for Pleasure x1 lessons per week</p>	<p>Romeo &amp; Juliet x 3 lessons per week  Reading for Study x1 lessons per week  Reading for Pleasure x1 lessons per week</p>	<p>Poetry (Metaphor anthology) x 3 lessons per week  Reading for Study x1 lessons per week  Reading for Pleasure x1 lessons per week</p>
<p><b>Year 8</b></p>	<p>The Adventures of Sherlock Holmes x 2 lessons per week  Mastery Writing x1 lesson per week  Reading for Pleasure x1 lesson per week</p>	<p>The Tempest x 2 lessons per week  Mastery Writing x1 lesson per week  Reading for Pleasure x1 lesson per per week</p>	<p>Animal Farm x 2 lessons per week  Mastery Writing x1 lesson per week  Reading for Pleasure x1 lesson per week</p>
<p><b>Year 7</b></p>	<p>Oliver Twist x 2 lessons per week  Mastery Writing x 1 lesson per week  Reading for Pleasure x 1 lesson per week</p>	<p>A Midsummer Night's Dream x 2 lessons per week  Mastery Writing x 1 lesson per week  Reading for Pleasure x 1 lesson per week</p>	<p>Poetry (Metaphor anthology) x 2 lessons per week  (SU 1)  Ancient Tales x 2 lessons per week (SU 2)  Mastery Writing x 1 lesson per week  Reading for Pleasure x 1 lesson per week</p>

# KS3 Year 9 - English HLP 2021-2022

	Autumn Term		Spring Term		Summer Term	
<b>Year 9 Traditional</b>	<p><b><u>Victorian Literature - Jane Eyre</u></b></p> <p><i>How do we see religious ideas through literature?</i></p> <p><i>How is structure used for effect?</i></p> <p><i>Can I understand how society changes over time?</i></p>	<p><b><u>Mastery Writing 3 (Lessons 1-20)</u></b></p> <p><i>How can I develop the use of prepositional phrases and temporal clauses?</i></p> <p><i>Can I show understanding of complex sentences and independent clauses?</i></p> <p><i>Can I write for different genres?</i></p>	<p><b><u>Shakespeare - Romeo &amp; Juliet</u></b></p> <p><i>What is the form of a tragedy and a tragic hero?</i></p> <p><i>How is structure used effectively?</i></p> <p><i>How are Shakespearean characters developed and sustained?</i></p>	<p><b><u>Reading for Study</u></b></p> <p><i>How do I use punctuation for effect?</i></p> <p><i>How can I use the past, present and future tense effectively?</i></p> <p><i>How can I effectively explore language?</i></p>	<p><b><u>Poetry – Comparing poems</u></b></p> <p><i>How do we understand extended metaphors?</i></p> <p><i>How do we compare poems?</i></p> <p><i>How does the context influence our understanding of poetry?</i></p>	<p><b><u>Reading for Study</u></b></p> <p><i>How do I structure a thesis?</i></p> <p><i>How can I develop and sustain ideas across a text?</i></p> <p><i>What are relative clauses and how do we use them effectively?</i></p>
<b>Year 9 Foundation</b>						

# KS3 Year 8 - English HLP 2021-2022

	Autumn Term		Spring Term		Summer Term	
<b>Year 8 Traditional</b>	<p><b><u>Victorian Literature - The Adventures of Sherlock Holmes</u></b></p> <p><i>How did society change throughout the Victorian period?</i></p> <p><i>How do characters illustrate the class system?</i></p> <p><i>Can I identify key features of a genre within a novel?</i></p>	<p><b><u>Mastery Writing 2 (Lessons 1-20)</u></b></p> <p><i>How can I create effective descriptions in my writing?</i></p> <p><i>Can I write using a clear subject/verb agreement?</i></p> <p><i>How are paragraphs structured effectively?</i></p>	<p><b><u>Shakespeare - The Tempest</u></b></p> <p><i>Can I explain how the events of a play link to contextual ideas?</i></p> <p><i>Can I explore key elements of Shakespearean plays?</i></p> <p><i>Can I complete a closed book analysis?</i></p>	<p><b><u>Mastery Writing 2 (lessons 21-35)</u></b></p> <p><i>Can I punctuate dialogue accurately?</i></p> <p><i>How are narrative structures used effectively?</i></p> <p><i>What are prepositional phrases and why are they used?</i></p>	<p><b><u>Modern Texts - Animal Farm</u></b></p> <p><i>Can I explain an allegory and how it is used?</i></p> <p><i>How do we see the Russian revolution within the novella?</i></p> <p><i>How are irony and imagery used for effect?</i></p>	<p><b><u>Mastery Writing 2 (lessons 36-50)</u></b></p> <p><i>What are temporal clauses and why are they used?</i></p> <p><i>Can I avoid and correct fragments?</i></p> <p><i>Can I identify errors and correct them?</i></p>
<b>Year 8 Foundation</b>						

# KS3 Year 7 - English HLP 2021-2022

	Autumn Term		Spring Term		Summer Term 1 & Summer Term 2		
<p><b>Year 7</b> Traditional</p>	<p><b><u>Victorian Literature - Oliver Twist</u></b></p> <p><i>Can I explain what life was like in Victorian London?</i></p> <p><i>How are characters developed?</i></p> <p><i>How are key themes presented?</i></p>	<p><b><u>Mastery Writing 1</u></b> (lessons 1-20)</p> <p><i>Can I write accurately in the past simple tense?</i></p> <p><i>Can I identify the correct subjects and verbs in sentences?</i></p> <p><i>Can I construct clear and accurate sentences?</i></p>	<p><b><u>Shakespeare - A Midsummer Night's Dream</u></b></p> <p><i>Can I explain what life was like in Elizabethan England?</i></p> <p><i>Can I identify key themes or ideas within a play?</i></p> <p><i>How does a playwright structure a play?</i></p>	<p><b><u>Mastery Writing 1</u></b> (lessons 21-30)</p> <p><i>How can I write accurate story openings?</i></p> <p><i>How do I avoid and correct fused sentences?</i></p> <p><i>Can I identify word classes and use them correctly in my writing?</i></p>	<p><b><u>Poetry – language and structure</u></b></p> <p><i>Can I explain how poems are structures?</i></p> <p><i>Can I define a metaphor?</i></p> <p><i>How are metaphors used effectively?</i></p> <p><i>Can I explore the features of poetic forms?</i></p>	<p><b><u>Ancient Tales</u></b></p> <p><i>Can I define a moral and identify the morals in each Ancient Tale?</i></p> <p><i>Can I explain what each Ancient Tale teaches its audience and relate it to its cultural traditions?</i></p> <p><i>Can I confidently perform my own version of one of the Ancient Tale stories?</i></p>	<p><b><u>Mastery Writing 2</u></b> (lessons 1-10)</p> <p><i>How can I create effective descriptions in my writing?</i></p> <p><i>Can I write using a clear subject/verb agreement?</i></p> <p><i>How are paragraphs structured effectively?</i></p>
<p><b>Year 7</b> Foundation</p>							