AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme / Topic **Spoken Language Endorsement**	**Theme / Topic** **A Christmas Carol and conflict Poetry**	**Theme / Topic** **Macbeth and Conflict Poetry**		**Theme / Topic** **An Inspector Calls and Conflict Poetry**	

By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*

➢ Conventions and components of successful speeches ➢ Methods and approaches (paraverbal and paralinguistic) used by speakers to convey their personal opinions and express emotion ➢ A range of effective language and structural devices ➢ Terminology for language, form and structure **Tier 3 vocabulary** ➢ *Para verbal, paralinguistic, rhetoric, direct address, salutation, formality, colloquialism, emotive language, hyperbole, pathos, ethos, logos, discourse markers, perspective, attitude, bias, counter*	➢ Context: social, historical and political ➢ Moral impact of the novella ➢ Writer's purpose, intentions and messages ➢ Terminology for elements of language, structure and form ➢ Conventions of the novella ***Tier 3 vocabulary*** ➢ *Novella, ghost story, transformation, religious imagery, narrative perspective (1st person and omniscient),, authorial intrusion, stave, metaphor, imagery, simile, pathetic fallacy, sensory description, satire, pathos, allusion, polysyndeton, asyndeton, pace, focus shirts, flashback, flash forward, semantic field,*	➢ Context: social, historical and political ➢ Moral impact of the play ➢ Terminology for elements of language, structure and form ➢ Conventions of play scripts and staging ➢ Writer's purpose, intentions and messages ***Tier 3 vocabulary*** ➢ *Dramatic irony, hamartia, hubris, tragedy, tragic hero, role reversal, patriarchal, Divine Right, natural order, inversion, subversion, nihilism, Machiavellian, tyrant, supernatural, treason, catharsis, soliloquy, monologue, dialogue, aside, duplicity, setting, stage directions, regicide, pathetic fallacy, symbolism, motif, imagery, figurative language, poetic justice, iambic pentameter, poetry, prose,*	➢ Context: social, historical and political ➢ Moral impact of the play ➢ Terminology for elements of language, structure and form ➢ Conventions of play scripts and staging ➢ Writer's purpose, intentions and messages ***Tier 3 vocabulary*** ➢ *Capitalism, socialism, hierarchy, discrimination, prejudice, dramatic irony, stage directions, stage craft, tension, setting, foreshadowing, characterisation, dialogue, didactic, polemic, entrances and exits, social expectations, interrogatives, interjection, irony, tone, symbolism, euphemism, imagery, bourgeoisie. patriarchy, mouthpiece,*

argument, direct address, flattery, facts, opinions, superlatives, statistics, imperative, adverbial phrase, figurative language, simile, metaphor, personification, comparative connectives, intent, anecdote, tricolon, pronouns (inclusive and collective), allusion, syntax, prolepsis, metanoia, hypophora, anaphora, isocolon, antithesis, extended metaphor	*allegory, melodrama, poetic justice, conflict, resolution, exposition, juxtaposition, foil, antithesis, foreboding, foreshadowing, motif, hyperbole, connotation, semantic field*	*rhyming couplet, free verse, juxtaposition, ambiguity, deception, imperatives, interrogatives, exclamatives*	

They will understand *(key concepts)*

➢ How attitudes and perspectives are presented through language, form and structure ➢ How speakers combine their body and voice to enhance their speech ➢ How a range of effects can be created the use of rhetorical devices ➢ The nuances of language and how it can be interpreted in different ways	➢ Authorial intent. ➢ How bias and opinion can be communicated through sub-text ➢ How attitudes/perspectives adjust between time periods ➢ How different cultures and belief systems influences messages and moral lessons conveyed in texts ➢ Register and the effect on the reader ➢ The author's craft: the use of figurative, emotive and rhetorical language ➢ How authors convey meaning through literary techniques, both language and structure. ➢ The use of specific vocabulary and the connotations of this ➢ How to use inference and deduction to explore layers of meaning within a text ➢ How writers structure texts for intended effects	➢ Authorial intent. ➢ How bias and opinion can be communicated through sub-text ➢ How attitudes/perspectives adjust between time periods ➢ How different cultures and belief systems influence messages and moral lessons conveyed in texts ➢ How elements of social, historical and political contexts influence decisions made by writers ➢ Register and the effect on the reader ➢ Register and the effect on the reader ➢ The author's craft: the use of figurative, emotive and rhetorical language ➢ How authors convey meaning through literary techniques, both language and structure. ➢ The use of specific vocabulary and the connotations of this ➢ How to use inference and deduction to explore layers of meaning within a text ➢ How writers structure texts for intended effects ➢ How themes, characters, events, settings develop and are conveyed across a text	➢ Authorial intent. ➢ How bias and opinion can be communicated through sub-text ➢ How attitudes/perspectives adjust between time periods ➢ How different cultures and belief systems influence messages and moral lessons conveyed in texts ➢ How elements of social, historical and political contexts influence decisions made by writers ➢ Register and the effect on the reader ➢ The author's craft: the use of figurative, emotive and rhetorical language ➢ How authors convey meaning through literary techniques, both language and structure. ➢ The use of specific vocabulary and the connotations of this ➢ How to use inference and deduction to explore layers of meaning within a text ➢ How writers structure texts for intended effects ➢ How themes, characters, events, settings develop and are conveyed across a text

	➢ How themes, characters, events, settings develop and are conveyed across a text ➢ How to empathise with others' experiences and situations. ➢ How to formulate an analytical response using a critical style	➢ How to empathise with others' experiences and situations. ➢ How to formulate an analytical response	➢ How to empathise with others' experiences and situations. ➢ How to formulate an analytical response
They will know how to *(key skills)*			
➢ Add layers of meaning through language and punctuation ➢ Engage and influence an audience when speaking ➢ How to use rhetorical devices when crafting a speech ➢ Adapt levels of formality dependent on context, audience and topic ➢ Present a perspective clearly and effectively	➢ Write analytical essays using a critical style throughout. ➢ Use relevant terminology to outline literary techniques used ➢ Comment on the language, structure and form ➢ Select relevant textual references ➢ Offer tentative interpretations of the themes, characters, settings and plot line. ➢ Make cross references between the different characters, themes, events, settings, stage directions and language choices across the text. ➢ Discuss tone, mood and atmosphere ➢ Consider how different audiences would react to the text ➢ Explore the writer's purpose, intentions and key messages.	➢ Write analytical essays using a critical style throughout. ➢ Use relevant terminology to outline literary techniques used ➢ Comment on the language, structure and form ➢ Select relevant textual references ➢ Offer tentative interpretations of the themes, characters, settings and plot line. ➢ Make cross references between the different characters, themes, events, settings, stage directions and language choices across the text. ➢ Discuss tone, mood and atmosphere ➢ Consider how different audiences would react to the text ➢ Link comments to elements of the historical and social context. ➢ Analyse the extent to which society and historical events influenced the choices made by the writer ➢ Explore the writer's purpose, intentions and key messages. .	➢ Write analytical essays using a critical style throughout. ➢ Use relevant terminology to outline literary techniques used ➢ Comment on the language, structure and form ➢ Select relevant textual references ➢ Offer tentative interpretations of the themes, characters, settings and plot line. ➢ Make cross references between the different characters, themes, events, settings, stage directions and language choices across the text. ➢ Discuss tone, mood and atmosphere ➢ Consider how different audiences would react to the text ➢ Link comments to elements of the historical and social context. ➢ Analyse the extent to which society and historical events influenced the choices made by the writer ➢ Explore the writer's purpose, intentions and key messages. .

AUTUMN		SPRING		SUMMER	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme / Topic **Macbeth and Conflict Poetry**	**Theme / Topic** **An Inspector Calls and Unseen Poetry**	**Theme / Topic** **A Christmas Carol, Unseen Poetry and Conflict Poetry**		**Theme / Topic** **Macbeth / A Christmas Carol / An Inspector Calls / Conflict Poetry / Unseen Poetry** **Theme / Topic**	
By the end of this half term pupils will know *(key knowledge, including tier 3 vocabulary)*					
Context: social, historical and political Moral impact of the play Terminology for elements of language, structure and form Conventions of play scripts and staging ***Tier 3 vocabulary*** *Dramatic irony, hamartia, hubris, tragedy, tragic hero, role reversal, patriarchal, Divine Right, natural order, inversion, subversion, nihilism, Machiavellian, tyrant, supernatural, treason, catharsis, soliloquy, monologue, dialogue,*	Context: social, historical and political Moral impact of the play Terminology for elements of language, structure and form Conventions of play scripts and staging ***Tier 3 vocabulary*** *Capitalism, socialism, hierarchy, discrimination, prejudice, dramatic irony, stage directions, tension, setting, foreshadowing, characterisation, dialogue, didactic, polemic, entrances and exits, social expectations,*	Context: social, historical and political Moral impact of the novella Writer's purpose, intentions and messages Terminology for elements of language, structure and form Conventions of the novella Writer's purpose, intentions and messages ***Tier 3 vocabulary*** *Novella, ghost story, transformation, religious imagery, narrative perspective (1st person and omniscient),, authorial intrusion, stave, metaphor, imagery, simile, pathetic fallacy, sensory description, satire, pathos, allusion, polysyndeton, asyndeton, pace, focus shirts, flashback, flash forward, semantic field, allegory, melodrama, poetic justice, conflict, resolution, exposition, juxtaposition, foil, antithesis, foreboding, foreshadowing, motif, hyperbole,*		Context: social, historical and political Moral impact of the play Terminology for elements of language, structure and form Conventions of play scripts and staging Conventions of the novella Writer's purpose, intentions and messages ***Tier 3 vocabulary*** *Novella, ghost story, transformation, religious imagery, narrative perspective (1st person and omniscient), authorial intrusion, stave, metaphor, imagery, simile, pathetic fallacy, sensory description, satire, pathos, allusion, polysyndeton, asyndeton, pace, focus shirts, flashback, flash forward, semantic field, allegory, melodrama, poetic justice, conflict, resolution, exposition, juxtaposition, foil, antithesis,*	

aside, duplicity, setting, stage directions, regicide, pathetic fallacy, symbolism, motif, imagery, figurative language, poetic justice, iambic pentameter, poetry, prose, rhyming couplet, free verse, juxtaposition, ambiguity, deception, imperatives, interrogatives, exclamatives	*interrogatives, interjections, irony, tone, symbolism, euphemism, imagery*	*connotation, semantic field, poetic devices, enjambement, assonance, anaphora, rhyme scheme, onomatopoeia, c*	*foreboding, foreshadowing, motif, hyperbole, connotation, semantic field* *Capitalism, socialism, hierarchy, discrimination, prejudice, dramatic irony, stage directions, tension, setting, foreshadowing, characterisation, dialogue, didactic, polemic, entrances and exits, social expectations, interrogatives, interjections, irony, tone, symbolism, euphemism, imagery* *Dramatic irony, hamartia, hubris, tragedy, tragic hero, role reversal, patriarchal, Divine Right, natural order, inversion, subversion, nihilism, Machiavellian, tyrant, supernatural, treason, catharsis, soliloquy, monologue, dialogue, aside, duplicity, setting, stage directions, regicide, pathetic fallacy, symbolism, motif, imagery, figurative language, poetic justice, iambic pentameter, poetry, prose, rhyming couplet, free verse, juxtaposition, ambiguity, deception, imperatives, interrogatives, exclamatives*

They will understand *(key concepts)*			
Authorial intent. How bias and opinion can be communicated through sub-text How attitudes/perspectives adjust between time periods How different cultures and belief systems influences messages and moral lessons conveyed in texts Register and the effect on the reader	Authorial intent. How bias and opinion can be communicated through sub-text How attitudes/perspectives adjust between time periods How different cultures and belief systems influences messages and moral lessons conveyed in texts Register and the effect on the reader	Authorial intent. How bias and opinion can be communicated through sub-text How attitudes/perspectives adjust between time periods How different cultures and belief systems influences messages and moral lessons conveyed in texts How elements of social, historical and political contexts influence decisions made by writers Register and the effect on the reader The author's craft: the use of figurative, emotive and rhetorical language How authors convey meaning through literary techniques, both language and structure.	Authorial intent. How bias and opinion can be communicated through sub-text How attitudes/perspectives adjust between time periods How different cultures and belief systems influences messages and moral lessons conveyed in texts How elements of social, historical and political contexts influence decisions made by writers Register and the effect on the reader The author's craft: the use of figurative, emotive and rhetorical language How authors convey meaning through literary techniques, both language and structure.

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They will know how to *(key skills)*			

Write analytical essays using a critical style throughout. Use relevant terminology to outline literary techniques used Comment on the language, structure and form Select relevant textual references Offer tentative interpretations of the themes, characters, settings and plot line. Make cross references between the different characters, themes, events, settings, stage directions and language choices across the text. Discuss tone, mood and atmosphere Consider how different audiences would react to the text Link comments to elements of the historical and social context. Analyse the extent to which society and historical events influenced the choices made by the writer Explore the writer's purpose, intentions and key messages	Write analytical essays using a critical style throughout. Use relevant terminology to outline literary techniques used Comment on the language, structure and form Select relevant textual references Offer tentative interpretations of the themes, characters, settings and plot line. Make cross references between the different characters, themes, events, settings, stage directions and language choices across the text. Discuss tone, mood and atmosphere Consider how different audiences would react to the text Link comments to elements of the historical and social context. Analyse the extent to which society and historical events influenced the choices made by the writer Explore the writer's purpose, intentions and key messages	Write analytical essays using a critical style throughout. Use relevant terminology to outline literary techniques used Comment on the language, structure and form Select relevant textual references Offer tentative interpretations of the themes, characters, settings and plot line. Make cross references between the different characters, themes, events, settings, stage directions and language choices across the text. Discuss tone, mood and atmosphere Consider how different audiences would react to the text Link comments to elements of the historical and social context. Analyse the extent to which society and historical events influenced the choices made by the writer Explore the writer's purpose, intentions and key messages.	Write analytical essays using a critical style throughout. Use relevant terminology to outline literary techniques used Comment on the language, structure and form Select relevant textual references Offer tentative interpretations of the themes, characters, settings and plot line. Make cross references between the different characters, themes, events, settings, stage directions and language choices across the text. Discuss tone, mood and atmosphere Consider how different audiences would react to the text Link comments to elements of the historical and social context. Analyse the extent to which society and historical events influenced the choices made by the writer Explore the writer's purpose, intentions and key messages.