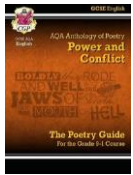


Power and Conflict Poetry (Romantics)



sustaining a thesis

[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13]

Your journey continues at KS4

Romeo and Juliet



critical evaluation of literary theory

[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13]

Jane Eyre



thesis; critical evaluation context

[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]

Year 9

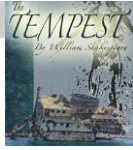
Animal Farm



discussing authorial intent; links to context

[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12]

The Tempest

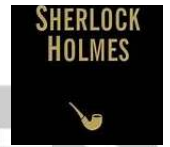


closed book analysis; composing a balanced argument

[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12]

Year 8

The Adventures of Sherlock Holmes



discourse markers and linking paragraphs

[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]

Unseen Poetry

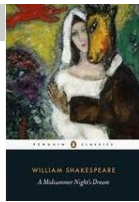


writing about unseen texts

[TC1, 2, 3, 4, 5, 6, 7, 8, 11, 12]

Year 7

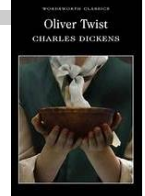
A Midsummer Night's Dream



using evidence

[TC1, 2, 3, 4, 6, 7, 8, 11, 12]

Oliver Twist



composing topic sentences

[TC1, 2, 3, 4, 6, 7, 8, 11, 12]

MASTERY WRITING (EXPLICIT GRAMMAR INSTRUCTION AND WRITING PRACTICE) and READING FOR PLEASURE

KEY

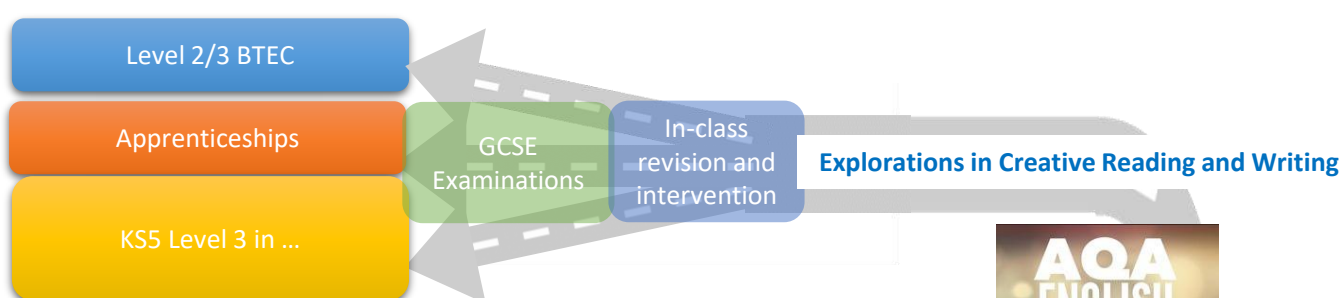
LITERARY HERITAGE TEXT

ANALYTICAL COMPOSITION

THRESHOLD CONCEPTS IN ENGLISH (EMBODED AND UNDERLINED WHEN CONCEPT IS PRIMARY FOCUS):

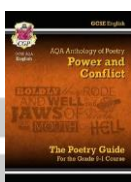
A good student of English understands that:

1. English is about **communication** and **meaning**. [TC1]
2. A text is a **construct** which possesses a **form**, is written in a particular **style** and has a **structure** which contributes towards **meaning**. [TC2]
3. Texts are influenced by the **context** in which they are written in, as well as, the context in which they are received. [TC3]
4. Texts are written for a variety of different **genres** and for different **purposes** and **audiences**. [TC4]
5. **Writer's methods** are intentional choices made by writers in order to achieve **effects**. [TC5]
6. **Literature** provides a gateway into **different interpretations** of what it meant to be human in the past and what it means across time including the present and future. [TC6]
7. There are many ways to explore a text through: **summary**, **synthesis**, **analysis**, **evaluation** and **comparison**. [TC7]
8. Texts may explore numerous **themes**. [TC8]
9. Successful **communication** is **organised** and **cohesive**. [TC9]
10. Meaningful **viewpoints** and **perspectives** are underpinned by **thesis**. [TC10]
11. Better arguments are supported by **evidence**. [TC11]
12. Accurate **spelling**, **punctuation** and **grammar** contribute towards successful communication. [TC12]
13. There are many **literary theories** which may be used to enhance the exploration of a text. [TC13]



creative writing
[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13]

Power and Conflict Poetry (Identity)



making connections between texts
[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13]

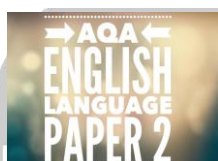
An Inspector Calls



allegorical arguments
[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13]



Writers' Viewpoints and Perspectives



comparing texts; summary; synthesis
[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13]

Macbeth



chronological and non-chronological composition
[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13]



A Christmas Carol



making connections across a whole text
[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13]

Power and Conflict Poetry (War)



comparing texts
[TC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13]

KEY

LITERARY HERITAGE TEXT

ANALYTICAL COMPOSITION

THRESHOLD CONCEPTS IN ENGLISH (EMBODED AND UNDERLINED WHEN CONCEPT IS PRIMARY FOCUS):

A good student of English understands that:

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