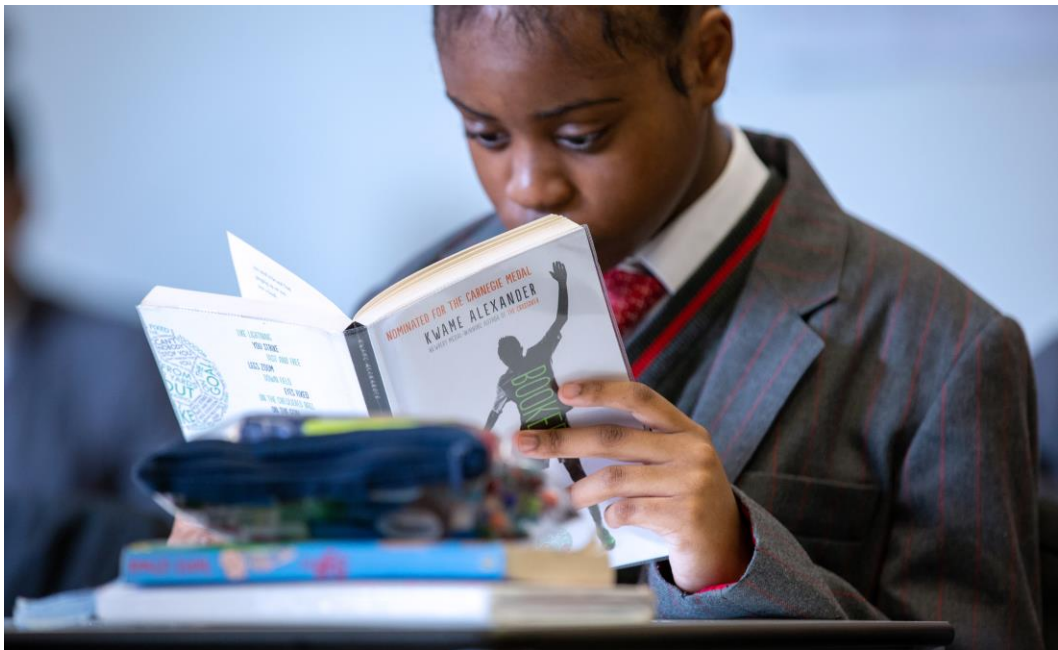


KS4 English



Head of Department: Ms Gordon

S O A R

SERVICE OPPORTUNITY ASPIRATION REWARD

Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

How do all KS4 English lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **English** look like this:

Y10 English

Spoken Language Endorsement

Year 11

AP2

Content & Organisation

- Clear, structured presentation
- Sustained focus on topic
- Ideas developed and explained
- Appropriate for audience

Delivery

- Clear, confident speech
- Effective pace and tone
- Use of Standard English
- Responding to questions

Anthology Poetry: Power and Conflict (Magic Five)

- (AO1) Develop a critical style that shows an understanding of the poems and develop an informed personal response using references
- (AO2) Analyse how poets use language, form and structure to create effects using subject terminology
- (AO3) Explain the relationship between poem and context

A Christmas Carol

(AO1) **Develop a clear, critical understanding of key themes** such as redemption, generosity, and social responsibility

(AO2) **Analyse how Dickens presents characters**, particularly Scrooge's transformation and the role of the ghosts as moral guides

(AO3) **Explore how Dickens' methods shape meaning**, including the five-stave structure and use of the supernatural

- (AO3) **Explain how the novella reflects Victorian context**, especially attitudes to poverty and Dickens' aim for social reform

Macbeth

- (AO1) To develop a **clear and critical interpretation** of characters, themes and ideas
- (AO2) **Identify and analyse** quotes to explain how Shakespeare creates meaning
- (AO3) **Explore the effects** of Shakespeare's methods on the audience
- (AO3) **Explain** how the play reflects Jacobean beliefs, values and contexts

Language Paper 2: Writing to Persuade

- (AO5) Clear viewpoint and purpose
- Engage reader with tone and ideas
- Use persuasive devices and varied vocabulary
- Structure writing to guide the reader
- (AO6) Accurate spelling and grammar
- Varied sentence forms
- Controlled punctuation for effect

An Inspector Calls

- (AO1) **Develop a critical understanding of key themes** such as responsibility, social inequality, and the critique of capitalism
- (AO2) **Analyse how Priestley presents characters**, particularly the Inspector's role in driving moral judgement and the generational divide in attitudes
- (AO3) **Explore how Priestley's dramatic methods create meaning**, including the real-time structure and controlled revelations
- (AO3) **Explain how the play reflects its context**, with the 1912 setting used to promote Priestley's 1945 reformist aims

AP1

Creative Writing Language Paper 1 Q5

- (AO5) To **craft engaging and purposeful** description that match the audience and purpose
- Use a **range of ambitious vocabulary and language devices**
- Structure writing deliberately to shape meaning and engage the reader
- **Develop convincing characters**, settings and viewpoints through precise detail
- (AO6) **Apply accurate** and varied punctuation, grammar and sentence structures

How is your progress measured in English in Autumn Term?

Autumn:

Big write: Essay response to the text	Completed fortnightly
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Big write : Creative writing task inspired by the text	Completed fortnightly
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Emerging

Achieving

Excelling

Essay Responses

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Point: I can create a clear point in a topic sentence using key words which shows my understanding of the task. • Reference: I can support inferences with relevant references correctly. • Explain: I can explain why a reference was used in a text • Technique: I can identify writer's methods using some subject terms. • Zoom: I can make comments on the effect of methods. • Effect: I can explain the effect of a reference by linking it to a theme. • Link: I can make simple comments on context in relation to meaning. | <ul style="list-style-type: none"> • Point: I can create a clear point in a topic sentence using key words which shows my understanding of the task. • Reference: I can support inferences with precise, carefully chosen references. • Explain: I can explain why a reference was used in a text accurately. • Technique: I can identify a range of literary techniques effectively. • Zoom: I can make accurate comments on the effect of methods. • Effect: I can analyse the effect of a reference by linking it to a theme or writers' intentions. • Link: I can make a range of comments linking to the writers' meaning and context. | <ul style="list-style-type: none"> • Point: I can create a developed point in a topic sentence using key words and successfully prove this. • Reference: I can support inferences with a range of precise, carefully chosen references that are used with increasing sophistication. • Explain: I can explain different ideas on why a reference was used in a text. • Technique: I can identify a range of literary techniques effectively, including advanced methods. • Zoom: I can make developed comments on the effect of methods. • Effect: I can analyse the different effects of a reference by linking it to a themes or writers' intentions. • Link: I can make a range of insightful comments linking to the writers' meaning and context. |
|---|---|--|

How is your progress measured in English in Autumn Term?

Autumn:

Big write: Essay response to the text	Completed fortnightly
---------------------------------------	-----------------------

Big write : Creative writing task inspired by the text	Completed fortnightly
--	-----------------------

Emerging

Achieving

Excelling

Creative Writing

Language

- **Purpose:** I can write sentences that are consistently matched to purpose.
- **Literary devices:** I can use multiple literary devices for effect.
- **Vocabulary:** I can use complex vocabulary with confidence.
- **Structural features:** I can use paragraphs to organise ideas with some links across paragraphs.
- **Spelling:** I can spell advanced words correctly.
- **Punctuation:** I can use accurate and varied punctuation.
- **Sentences:** I can use a wide range of sentences types with varied openings.

Language

- **Purpose:** I can write impactful sentences that are consistently matched to purpose.
- **Literary devices:** I can use a range of literary devices effectively to create impact.
- **Vocabulary:** I can use ambitious and precise vocabulary with confidence.
- **Structural features:** I can organise ideas clearly into paragraphs, with consistent links across them.
- **Spelling:** I can spell more complex and subject-specific words accurately.
- **Punctuation:** I can use a range of punctuation accurately and for effect.
- **Sentences:** I can control and vary sentence structures deliberately to shape meaning and create specific effects.

Language

- **Purpose:** I can craft writing that is consistently purposeful, shaping ideas and tone to achieve a clear and sustained impact on the reader.
- **Literary devices:** I can select and use a wide range of literary devices deliberately to create nuanced and convincing effects.
- **Vocabulary:** I can use sophisticated and precise vocabulary with control, choosing words to shape meaning and tone effectively.
- **Structural features:** I can structure ideas coherently and fluently, using paragraphs and links to guide the reader smoothly through my writing.
- **Spelling:** I can spell complex, ambitious, and subject-specific vocabulary accurately and consistently.
- **Punctuation:** I can use a wide range of punctuation confidently and deliberately to clarify meaning and enhance effects.
- **Sentences:** I can craft sentences with precision, varying structure and openings to achieve purposeful and sophisticated effects.

How is your attainment measured in Year 10 in Autumn term?

Autumn: HT1

Consolidation Test

Macbeth

Autumn: HT2

AP1 English Literature

Macbeth

AP1 English Language

Creative Writing

Assessment Point 1

What is assessed?	% of course	Why?
English Literature – Macbeth	21.25%	This is the first topic of the course and what you will have completed your study of.
English Language – Creative Writing	25%	This is a key part of the course that builds on the skills gained from KS3.

Topic: Macbeth

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Introduction to Macbeth- The Captain's account	Emerging: Identify how Macbeth is presented in the opening scenes of the play Achieving: Explain how Shakespeare presents Macbeth as a heroic warrior through the captain's account Excelling: Analyse how Shakespeare uses language and imagery in the Captain's account to shape the audiences first impressions of Macbeth	How is Macbeth presented by the Captain in Act 1 Scene 2?
Introduction to Lady Macbeth and Ambition (Act 1 Scene 5 & 7)	Emerging: Identify how Shakespeare presents the theme of ambition at the beginning of the play. Achieving: Explain how Shakespeare presents Macbeth's ambition after he hears the witches' prophecies Excelling: Analyse how Shakespeare uses language and dramatic methods to present ambition as both appealing and destructive	How does Shakespeare present the theme of ambition?
The theme of Guilt (Act 2 Scene 1)	Emerging: Identify how Macbeth is presented in the Dagger scene Achieving: Explain how Shakespeare shows the effects of guilt on Macbeth after Duncan's murder Excelling: Analyse how Shakespeare uses language and imagery in the dagger scene to reveal guilt as a destructive force in the play	How does Shakespeare present the theme of guilt in the play?
Banquo's Ghost & The Witches Prophecies (Act 3 Scene 4 & Act 4 Scene 1)	Emerging: Identify how Macbeth is presented as a man in control at different points in the play Achieving: Explain how Shakespeare presents changes in Macbeth's control as the play progresses Excelling: Analyse how Shakespeare uses language and dramatic methods to present Macbeth as a man who's sense of control changes throughout the play	Starting with this extract - Explain how far you think Shakespeare presents Macbeth as a man who is in control.
Kingship (Act 4 Scene 3)	Emerging: Identify who the kings in the play are and how they are different. Achieving: Explain who are the different kings in the play and what type of leadership they symbolise. Excelling: Analyse how Shakespeare uses language and dramatic methods to present Kingship in various forms including virtuous, naïve, and tyrannical using the historical context to inform your response.	Starting with this extract - Explore how Shakespeare presents Kingship in Macbeth.
The Fall of Lady Macbeth (Act 5 Scene 1)	Emerging: Identify the key qualities of Lady Macbeth's character and comment on her key quotes in the play. Achieving: Explain how Lady Macbeth changes over the course of the play and why she reaches her demise. Excelling: Analyse how Shakespeare uses language and dramatic methods to present Lady Macbeth's character arc as confirmation of the breaking the natural order.	Starting with this extract - Explore how Shakespeare presents Lady Macbeth in the play.
The Fall of Macbeth (Act 5 Scene 8)	Emerging: Identify the key qualities of Macbeth's character and comment on his key quotes in the play. Achieving: Explain how Macbeth changes over the course of the play and why he reaches her demise. Excelling: Analyse how Shakespeare uses language and dramatic methods to present Macbeth's character arc as confirmation of the breaking the natural order.	Starting with this extract - Explore how Shakespeare presents Macbeth in the play.

Topic: Creative Writing

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Creative Writing: Using flashbacks	Emerging: To understand the concept of a flashback and attempt to write one that links to your character. Achieving: To use an appropriate flashback to develop a believable character. Excelling: To create a complex and engaging character flashback that ties into the motivations and emotions are revealed gradually.	Write the opening of a story based on a character who is struggling with a difficult past.
Creative Writing: Advance Punctuation	Emerging: Able to use semi-colons, colons, and dashes. Achieving: Able to use semi-colons, colons, and dashes with accuracy to enhance creative writing. Excelling: Able to use semi-colons, colons, and dashes with accuracy to create a deliberate and impactful effects on the reader.	Write the opening of a story where a human interacts with an animal character.
Creative Writing: Sentence Structures	Emerging: Able to identify and attempt a range of advanced sentence structures. Achieving: Able to use a range of advanced sentence structures accurately to improve the variation of creative ideas. Excelling: Able to use a range of advanced sentence structures with precision and flair.	Write the opening of a story where a character is in a mysterious setting.
AP1		
DIRT		
Unseen Poetry	Emerging: Able to identify perspectives, ideas, and themes and able to write a Grade 4 response or above in essay form. Achieving: Understanding how unseen poems present perspectives, ideas, and themes and able to write a Grade 5 response or above in essay form. Excelling: Analysing how unseen poems present perspectives, ideas, and themes and able to write a Grade 7 response or above in essay form.	Unseen Past Paper Questions 28.1 & 28.2
Unseen Poetry	Emerging: Able to identify perspectives, ideas, and themes and able to write a Grade 4 response or above in essay form. Achieving: Understanding how unseen poems present perspectives, ideas, and themes and able to write a Grade 5 response or above in essay form. Excelling: Analysing how unseen poems present perspectives, ideas, and themes and able to write a Grade 7 response or above in essay form.	Unseen Past Paper Questions 28.1 & 28.2

How is your progress measured in English in Spring term?

Spring:

Big write: Essay response to the text Completed fortnightly

Big write: Creative writing task inspired by the text Completed fortnightly

Emerging	Achieving	Excelling
Essay Responses		
• Point: I can create a clear point in a topic sentence using key words which shows my understanding of the task. • Reference: I can support inferences with precise, carefully chosen references. • Explain: I can explain why a reference was used in a text accurately. • Technique: I can identify a range of literary techniques effectively. • Zoom: I can make accurate comments on the effect of methods. • Effect: I can analyse the effect of a reference by linking it to a theme or writers' intentions. • Link: I can make a range of comments linking to the writers' meaning and context.	• Point: I can create a developed point in a topic sentence using key words and successfully prove this. • Reference: I can support inferences with a range of precise, carefully chosen references that are used with increasing sophistication. • Explain: I can explain different ideas on why a reference was used in a text. • Technique: I can identify a range of literary techniques effectively, including advanced methods. • Zoom: I can make developed comments on the effect of methods. • Effect: I can analyse the different effects of a reference by linking it to a themes or writers' intentions. • Link: I can make a range of insightful comments linking to the writers' meaning and context.	• Point: I can introduce developed responses through topic sentences that are thoughtful and exploratory. • Reference: I can support my response with apt references that are integrated into interpretations. • Explain: I can show an increasingly deeper understanding of the purpose of a reference. • Technique: I can use literary terminology to clearly explain writer's methods. • Zoom: I can make thoughtful comments onb the effect of methods on the reader • Effect: I can analyse and criticise the purpose and effect of a reference with increasing originality. • Link: I can make detailed and specific links between the text, the task, and the context.

How is your progress measured in English in Spring term?

Spring:

Big write: Essay response to the text

Completed fortnightly

Big write: Creative writing task inspired by the text

Completed fortnightly

Emerging

Achieving

Excelling

Creative Writing

Language

- **Purpose:** I can write impactful sentences that are consistently matched to purpose.
- **Literary devices:** I can use a range of literary devices effectively to create impact.
- **Vocabulary:** I can use ambitious and precise vocabulary with confidence.
- **Structural features:** I can organise ideas clearly into paragraphs, with consistent links across them.
- **Spelling:** I can spell more complex and subject-specific words accurately.
- **Punctuation:** I can use a range of punctuation accurately and for effect.
- **Sentences:** I can control and vary sentence structures deliberately to shape meaning and create specific effects.

Language

- **Purpose:** I can craft writing that is consistently purposeful, shaping ideas and tone to achieve a clear and sustained impact on the reader.
- **Literary devices:** I can select and use a wide range of literary devices deliberately to create nuanced and convincing effects.
- **Vocabulary:** I can use sophisticated and precise vocabulary with control, choosing words to shape meaning and tone effectively.
- **Structural features:** I can structure ideas coherently and fluently, using paragraphs and links to guide the reader smoothly through my writing.
- **Spelling:** I can spell complex, ambitious, and subject-specific vocabulary accurately and consistently.
- **Punctuation:** I can use a wide range of punctuation confidently and deliberately to clarify meaning and enhance effects.
- **Sentences:** I can craft sentences with precision, varying structure and openings to achieve purposeful and sophisticated effects.

Language

- **Purpose:** I can craft writing that is convincingly matched to purpose and audience with clearly defined tone and style.
- **Literary devices:** I can consciously and confidently use a wide range of literary devices that create dramatic and varied effects on the reader.
- **Vocabulary:** I can use extensive and judiciously chosen vocabulary with varied effects throughout my writing.
- **Structural Features:** I can use a range of structural techniques to create writing that is both complex and engaging, including a clear and varied paragraph structure.
- **Spelling:** I can spell complex and ambitious words with a high level of accuracy and consistency.
- **Punctuation:** I can use a wide range of punctuation with accuracy and consistency, creating engagement and increasingly original effects.
- **Sentences:** I can use a range of sentences seamlessly and accurately to shape my narrative and create increasingly original effects.

How is your attainment measured in Year 10 in Spring term?

Spring: HT1

Consolidation Assessment

A Christmas Carol

Spring: HT2

Consolidation Assessment

An Inspector Calls

Topic:

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Introduction of Scrooge	Emerging: Identifying the key qualities of Scrooge. Achieving: Understanding how Scrooge is presented as a dislikeable protagonist. Excelling: Analysing how Scrooge is presented as a dislikeable protagonist that represents the greed of the Victorian middle class.	How is Scrooge presented in the opening of the novel?
Ghost of Christmas Past	Emerging: Identifying key moments in Scrooge's past. Achieving: Understanding how Scrooge's past has shaped his older life. Excelling: Analysing how Scrooge's past relates to the theme of transformation and redemption.	How does Dickens present Scrooge's past?
Ghost of Christmas Present	Emerging: Knowing that Ignorance and Want are important characters that change Scrooge. Achieving: Understanding that ignorance and want are personified in the story. Excelling: Analysing ignorance and want as key features of Victorian society Dickens seeks to reform.	How does Dickens present ignorance and want?
Ghost of Christmas Yet to Come	Emerging: Understanding that the Ghost of Christmas Yet to Come scares Scrooge the most. Achieving: Understanding that fear of Scrooge's future provides his final motivation for change. Excelling: Analysing how the text provides a moral allegory for change based on fears for future society.	How does Dickens present Scrooge's Future?
The End of It	Emerging: Identifying Scrooge changes for the better in the novel. Achieving: Understanding Scrooge's edification provides a role model for change. Excelling: Analysing how the allegory provides a role model for change that will lead to betterment of society.	How does Dickens present Scrooge?
The Struggles of the Poor	Emerging: Identifying who the characters of the Cratchit family are and how they Scrooge show. Achieving: Understanding the Cratchit family represent the general poor in Victorian society. Excelling: Analysing how Dickens uses the Cratchits to dispel prejudiced assumptions about poverty.	Explore how Dickens uses the Cratchit family to show the struggles of the poor.

Topic:

Spring Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Introduction to the Play	Emerging: Identifying the key features of the Birling family and Gerald. Achieving: Understanding that the Birling family and Gerald are presented as ignorant, privileged characters. Excelling: Analysing how Priestley foreshadows the conflict and impact of capitalism in the play.	How does Priestley present the Birling family at the beginning of the play?
Mr Birling & Sheila	Emerging: Identifying the key ways Mr Birling and Sheila are different characters. Achieving: Understanding how Mr Birling and Sheila differ in the response to the Inspector's Socialist message. Excelling: Analysing how Mr Birling and Sheila embody the ignorance of the privileged classes to the oppression of the poor.	How does Priestley present the Mr Birling and Sheila as contrasting characters?
Gerald & Mrs Birling	Emerging: Identifying the key ways Gerald and Mrs Birling are different characters. Achieving: Understanding that Gerald and Mrs Birling are the most privileged characters in the play. Excelling: Analysing how Mrs Birling and Gerald never truly take accountability and how this represents the insurmountable gap between richest and poorest.	How does Priestley present Gerald and Mrs Birling as similar characters?
Inspector Goole	Emerging: Identifying that the Inspector is an important character who challenges capitalism. Achieving: Understanding the Inspector is the mouthpiece for Priestley's Socialist message. Excelling: Analysing the effectiveness of the Inspector's character and Priestley's Socialist message.	How does Priestley present Inspector Goole in 'An Inspector Calls'?
The Older Generation	Emerging: Identifying who the older characters are and their refusal to change. Achieving: Understanding how the older generation both inside and outside of the text are stuck in their capitalist ways. Excelling: Analysing Priestley's motivation for portraying the older generation as incapable of edification.	How does Priestley present the older generation in 'An Inspector Calls'?
The Younger Generation	Emerging: Identifying who the younger characters are and their willingness to change. Achieving: Understanding how the younger generation both inside and outside of the text are open to changing their capitalist ways. Excelling: Examining the extent to which the younger generation are shown to adopt Priestley's socialist views and why.	How does Priestley present the younger generation in 'An Inspector Calls'?

How is your progress measured in **English** in Summer Term?

Summer:

Big write: Essay response to the text Completed fortnightly

Big write : Creative writing task inspired by the text Completed fortnightly

Emerging	Achieving	Excelling
Essay Responses		
• Point: I can create a clear point in a topic sentence using key words which shows my understanding of the task. • Reference: I can support inferences with precise, carefully chosen references. • Explain: I can explain why a reference was used in a text accurately. • Technique: I can identify a range of literary techniques effectively. • Zoom: I can make accurate comments on the effect of methods. • Effect: I can analyse the effect of a reference by linking it to a theme or writers' intentions. • Link: I can make a range of comments linking to the writers' meaning and context.	• Point: I can create a developed point in a topic sentence using key words and successfully prove this. • Reference: I can support inferences with a range of precise, carefully chosen references that are used with increasing sophistication. • Explain: I can explain different ideas on why a reference was used in a text. • Technique: I can identify a range of literary techniques effectively, including advanced methods. • Zoom: I can make developed comments on the effect of methods. • Effect: I can analyse the different effects of a reference by linking it to a themes or writers' intentions. • Link: I can make develop comments linking to the writers' meaning and context.	• Point: I can introduce developed responses through topic sentences that are thoughtful and exploratory. • Reference: I can support my response with apt references that are integrated into interpretations. • Explain: I can show an increasingly deeper understanding of the purpose of a reference. • Technique: I can use literary terminology to clearly explain writer's methods. • Zoom: I can make thoughtful comments on the effect of methods on the reader • Effect: I can analyse the purpose and effect of a reference with increasing originality. • Link: I can make detailed and specific links between the text, the task or the context.

How is your progress measured in English in Summer Term?

Summer:

Big write: Essay response to the text Completed fortnightly

Big write : Creative writing task inspired by the text Completed fortnightly

Emerging

Achieving

Excelling

Creative/Persuasive Writing

• Language

- **Purpose:** I can write impactful sentences that are consistently matched to purpose.
- **Literary devices:** I can use a range of literary devices effectively to create impact.
- **Vocabulary:** I can use ambitious and precise vocabulary with confidence.
- **Structural features:** I can organise ideas clearly into paragraphs, with consistent links across them.
- **Spelling:** I can spell more complex and subject-specific words accurately.
- **Punctuation:** I can use a range of punctuation accurately and for effect.
- **Sentences:** I can control and vary sentence structures deliberately to shape meaning and create specific effects.

• Language

- **Purpose:** I can craft writing that is consistently purposeful, shaping ideas and tone to achieve a clear and sustained impact on the reader.
- **Literary devices:** I can select and use a wide range of literary devices deliberately to create nuanced and convincing effects.
- **Vocabulary:** I can use sophisticated and precise vocabulary with control, choosing words to shape meaning and tone effectively.
- **Structural features:** I can structure ideas coherently and fluently, using paragraphs and links to guide the reader smoothly through my writing.
- **Spelling:** I can spell complex, ambitious, and subject-specific vocabulary accurately and consistently.
- **Punctuation:** I can use a wide range of punctuation confidently and deliberately to clarify meaning and enhance effects.
- **Sentences:** I can craft sentences with precision, varying structure and openings to achieve purposeful and sophisticated effects.

• Language

- **Purpose:** I can craft writing that is convincingly matched to purpose and audience with clearly defined tone and style.
- **Literary devices:** I can consciously and confidently use a wide range of literary devices that create dramatic and varied effects on the reader.
- **Vocabulary:** I can use extensive and judiciously chosen vocabulary with varied effects throughout my writing.
- **Structural Features:** I can use a range of structural techniques to create writing that is both complex and engaging, including a clear and varied paragraph structure.
- **Spelling:** I can spell complex and ambitious words with a generally high level of accuracy and consistency.
- **Punctuation:** I can use a wide range of punctuation with accuracy and consistency, creating engagement and increasingly original effects.
- **Sentences:** I can use a range of sentences seamlessly and accurately to shape my narrative and create increasingly original effects.

How is your attainment measured in Year 10 in Summer term?

Summer: HT1

Consolidation Assessment

Power & Conflict Poetry Cluster

Summer: HT2

AP2 English Literature

An Inspector Calls

AP2 English Language

Persuasive Writing

Assessment Point 2

What is assessed?	% of course	Why?
AP2 – English Literature – An Inspector Calls	21.25%	This is a higher percentage element of the course studied in Spring 2. Students will have begun studying Power & Conflict poetry but not completed, so this will be assessed in Year 11.
AP2 – English Language – Persuasive Writing	25%	This is a key part of the course that builds on the skills gained from KS3.
GCSE English Language Spoken Language Assessment	0% (Mandatory)	Spoken Language is an obligatory part of the course in order for students to be eligible for English Language GCSE examinations.

Topic:

Summer Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Exposure	Emerging: Identifying nature as a threat to soldiers in WW1. Achieving: Understanding Owen's depiction of a war with nature being as damaging as war between men. Excelling: Analysing Owen's choices of language, structure and tone in expressing nature's devastating impact on the battlefield adding to a cycle of misery and ennui for the combatants.	How does Owen present war in 'Exposure'?
Remains	Emerging: Identifying the long-term impact of PTSD on war veterans. Achieving: Understanding Armitage's presentation of Guardsman Tromans as a soldier who has been traumatised by military duty. Excelling: Analysing Armitage's choices of language, structure and tone in expressing the cycle of suffering violence can create, both internally and externally.	How does Armitage present conflict in 'Remains'?
Ozymandias	Emerging: Identifying that people and their power are not immortal Achieving: Understanding Shelley's criticism of the arrogance of those in power Excelling: Analysing Shelley's contrast between the power of individuals and the power of time and nature in order to criticise powerful institutions.	How does Shelley present power in 'Ozymandias'?
'Kamikaze' & 'Checking Out Me History'	Emerging: Identifying that people are affected by the governments and information given to them. Achieving: Understanding how education systems negatively affect society in both 'Kamikaze' and 'Checking Out Me History' Excelling: Analysing the differences between the contexts of each poem in relation to the concepts of education and indoctrination.	Compare how poets present the power of information in 'Kamikaze' and 'Checking Out Me History'
Persuasive Writing	Emerging: Identifying a clear viewpoint on the topic with some relevant ideas. Achieving: Understanding how to develop a clear argument, using persuasive techniques to engage the reader and match purpose and audience. Excelling: Analysing and crafting a sophisticated argument using a range of persuasive methods, varied structure and tone to create a compelling, convincing and fully controlled response.	"Holidays don't need to be faraway and expensive. They just need to give people a break from everyday life and the chance to relax." Write an article for a magazine in which you argue your point of view on this statement.
Spoken Language Endorsement	Emerging: Identifying a clear topic and expressing simple ideas with some organisation. Achieving: Understanding how to present a clear, structured talk, developing ideas and adapting speech to engage the audience. Excelling: Delivering a confident, well-structured presentation using deliberate tone, pace and language choices to engage the audience and respond perceptively to questions.	Speech on topic of candidate's own choice.

Topic:

Summer Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Persuasive Writing	Emerging: Identifying a clear viewpoint on the topic with some relevant ideas. Achieving: Understanding how to develop a clear argument, using persuasive techniques to engage the reader and match purpose and audience. Excelling: Analysing and crafting a sophisticated argument using a range of persuasive methods, varied structure and tone to create a compelling, convincing and fully controlled response.	‘Cars are convenient, comfortable and save time. However, we need to use them less by making public transport such as trains, trams and buses cheaper, more reliable and easier to access.’ Write a speech to be given at a meeting of your local council in which you argue your point of view on this statement.
Spoken Language Endorsement	Emerging: Identifying a clear topic and expressing simple ideas with some organisation. Achieving: Understanding how to present a clear, structured talk, developing ideas and adapting speech to engage the audience. Excelling: Delivering a confident, well-structured presentation using deliberate tone, pace and language choices to engage the audience and respond perceptively to questions.	Speech on topic of candidate's own choice.
Persuasive Writing	Emerging: Identifying a clear viewpoint on the topic with some relevant ideas. Achieving: Understanding how to develop a clear argument, using persuasive techniques to engage the reader and match purpose and audience. Excelling: Analysing and crafting a sophisticated argument using a range of persuasive methods, varied structure and tone to create a compelling, convincing and fully controlled response.	‘Our addiction to cheap clothes and fast fashion means young people in poorer countries have to work in terrible conditions to make them. We must change our attitude to buying clothes now.’ Write a letter to the government in which you argue your point of view on this statement.
AP2		
FUTURES WEEK		
DIRT		

How do all KS4 English lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **English** look like this:

Y11 English

English Literature Paper 1 & 2 (Revision)

GCSE Exams

English Language Paper 1 & 2 (Revision)

- (AO1) Develop a clear understanding of explicit and implicit ideas, supported by textual evidence.
- (AO2) Analyse how writers use language, structure, and techniques to shape meaning.
- (AO3) Evaluate how effectively writers present ideas and viewpoints.
- (AO4) Compare perspectives, methods, and ideas across texts.
- (AO5) Communicate clearly and effectively for different purposes and audiences.
- (AO6) Apply accurate vocabulary, spelling, punctuation, grammar, and sentence structures.

- (AO1) Develop a clear understanding of ideas, characters, and themes, supported by relevant textual references.
- (AO2) Analyse how writers use language, structure, and form to shape meaning and effects.
- (AO3) Explore the relationship between texts and their contexts.
- (AO4) Use accurate spelling, punctuation, and grammar to communicate clearly.

English Language Paper 2 Section A

- **(AO1)** Identify and interpret explicit and implicit information and ideas from a range of texts
- Select and synthesise relevant evidence to support clear and developed responses
- **(AO2)** Analyse how writers use language and structure to create meanings and effects
- Explore the impact of key language choices and structural methods using appropriate subject terminology
- **(AO3 / AO4)** Evaluate texts critically and compare writers' perspectives, ideas and methods, supporting judgements with precisetextual references

Unseen Poetry

(AO1) Develop a clear, critical understanding of the ideas, themes, and feelings presented in unseen poems, supporting interpretations with relevant textual references.

(AO2) Analyse how poets use language, structure, and form to create meanings and effects, and compare similarities and differences in the presentation of ideas and emotions across two unseen poems.

Anthology Poetry: Power & Conflict

- (AO1) Develop acritical style thatshows anunderstanding of thepoems and develop aninformed personalresponse usingreferences
- (AO2) Analyse howpoets use language,form and structure tocreate effects usingsubject terminology
- (AO3) Explain therelationship betweenpoem and context

AP2

AP1

English Language Paper 1 Section A

- **(AO1)** Identify and interpret explicit and implicit information and ideas from a range of texts
- Select and synthesise relevant evidence to support clear and developed responses
- **(AO2)** Analyse how writers use language and structure to create meanings and effects
- Explore the impact of key language choices and structural methods using appropriate subject terminology
- **(AO3 / AO4)** Evaluate texts critically, anlsysing ideas and methods, supporting judgements with precise textual references

How is your progress measured in English in Autumn Term?

Autumn:

Big write: Essay response to the text	Completed fortnightly
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Big write : Creative writing task inspired by the text	Completed fortnightly
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Emerging

Achieving

Excelling

Essay Responses

- **Point:** I can create a clear point in a topic sentence using key words which shows my understanding of the task.
- **Reference:** I can support inferences with precise, carefully chosen references.
- **Explain:** I can explain why a reference was used in a text accurately.
- **Technique:** I can identify a range of literary techniques effectively.
- **Zoom:** I can make accurate comments on the effect of methods.
- **Effect:** I can analyse the effect of a reference by linking it to a theme or writers' intentions.
- **Link:** I can make a range of comments linking to the writers' meaning and context.

- **Point:** I can introduce developed responses through topic sentences that are thoughtful and exploratory.
- **Reference:** I can support my response with apt references that are integrated into interpretations.
- **Explain:** I can show an increasingly deeper understanding of the purpose of a reference.
- **Technique:** I can use literary terminology to clearly explain writer's methods.
- **Zoom:** I can make thoughtful comments on the effect of methods on the reader
- **Effect:** I can analyse the purpose and effect of a reference with increasing originality.
- **Link:** I can make detailed and specific links between the text, the task or the context.

- **Point:** I can introduce conceptualised arguments through highly thoughtful point sentences
- **Reference:** I can support my response with precise and judiciously chosen references that support interpretations.
- **Explain:** I can show a clear and exploratory understanding of a reference within the context of the text and task.
- **Technique:** I can use literary terminology judiciously to analyse writer's methods .
- **Zoom:** I can explore varying effects of the writers methods on the reader.
- **Effect:** I can analyse and explore the effect of a reference, offering varied and original interpretations.
- **Link:** I can explore ideas and perspectives with detailed links between the context, the text or the task

How is your progress measured in English in Autumn Term?

Autumn:

Big write: Essay response to the text	Completed fortnightly
Big write : Creative writing task inspired by the text	Completed fortnightly

Emerging

Achieving

Excelling

Creative and Persuasive Writing

Language

- **Purpose:** I can write impactful sentences that are consistently matched to purpose.
- **Literary devices:** I can use a range of literary devices effectively to create impact.
- **Vocabulary:** I can use ambitious and precise vocabulary with confidence.
- **Structural features:** I can organise ideas clearly into paragraphs, with consistent links across them.
- **Spelling:** I can spell more complex and subject-specific words accurately.
- **Punctuation:** I can use a range of punctuation accurately and for effect.
- **Sentences:** I can control and vary sentence structures deliberately to shape meaning and create specific effects.

Language

- **Purpose:** I can craft writing that is convincingly matched to purpose and audience with clearly defined tone and style.
- **Literary devices:** I can consciously and confidently use a wide range of literary devices that create dramatic and varied effects on the reader.
- **Vocabulary:** I can use extensive and judiciously chosen vocabulary with varied effects throughout my writing.
- **Structural Features:** I can use a range of structural techniques to create writing that is both complex and engaging, including a clear and varied paragraph structure.
- **Spelling:** I can spell complex and ambitious words with a generally high level of accuracy and consistency.
- **Punctuation:** I can use a wide range of punctuation with accuracy and consistency, creating engagement and increasingly original effects.
- **Sentences:** I can use a range of sentences seamlessly and accurately to shape my narrative and create increasingly original effects.

Language

- **Purpose:** I can craft compelling and convincing writing that is confident and assured.
- **Literary devices:** I can craft a wide range of literary devices in increasingly inventive ways that create a clear range of effects on the reader.
- **Vocabulary:** I can utilise a highly ambitious vocabulary with increasing ingenuity.
- **Structural features:** I can use fluently linked paragraphs with seamlessly integrated discourse markers alongside other varied and inventive structural features.
- **Spelling:** I can spell complex and ambitious words with increasingly high accuracy and consistency.
- **Punctuation:** I can use a wide range of accurate and well-chosen punctuation to add layers of complexity to my writing.
- **Sentences:** I can use a full range of sentence types throughout my writing with consistently secure demarcation in inventive and engaging ways.

How is your attainment measured at GCSE in Autumn term?

Autumn: HT1

Consolidation Exam

Power & Conflict Poetry (Whole Cluster)

Autumn: HT2

AP2 English Literature

Power & Conflict Poetry

AP2 English Language

English Language Paper 1 (Section A)

Assessment Point 1

What is assessed?

% of course

Why?

AP1 – English Literature (Power & Conflict Poetry)

18.75%

Students have not completed all 15 poems of the Power & Conflict cluster. Students sit this during AP1 to ensure their knowledge of all poems is secure.

AP1 – English Language (Section A)

25%

Students have not completed their study of English Language Paper 1. They sit the untested part (section A) during AP1.

Topic:

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
'Poppies & Bayonet Charge'	Emerging: Identifying the Poppies focuses on a mother's loss after war and Bayonet Charge is about a soldier fighting in WW1. Achieving: Understanding the differences in how war impacts individuals. Excelling: Analysing how both poems explore incremental loss of faith due to the devastating impact of war.	Compare how poets present war in 'Poppies' and 'Bayonet Charge'.
'London' & 'My Last Duchess'	Emerging: Identifying that London focuses on the industrial revolution and My Last Duchess is about men's treatment of women. Achieving: Understanding how both poems criticise leaders who abuse their power. Excelling: Analysing how both poems critique human power as a corrupting influence that requires checks and balances to prevent harm.	Compare how poets present human power in war in 'Poppies' and 'Bayonet Charge'
'Storm on the Island' & 'The Prelude'	Emerging: Identifying that SoTI is about a storm and people's reactions to it, whereas The Prelude is about a man being scared after stealing a boat. Achieving: Understanding that both poems show nature's power as supreme through extended metaphors. Excelling: Analysing how the extended metaphors in each poem show the hubris of human power and the need for us to be humbled by unintended consequences.	Compare how poets present nature in 'Poppies' and 'Bayonet Charge'
'The Emigrée' and 'Tissue'	Emerging: Identifying that The Emigrée is about a displaced woman due to war and Tissue is about how humans try to be powerful. Achieving: Understanding how humans as having power but needing other things to survive. Excelling: Analysing how both poems present human existence as essentially fragile and needing the right conditions to thrive.	Compare how poets present human power in 'Poppies' and 'Bayonet Charge'
'War Photographer' & 'Charge of the Light Brigade'	Emerging: Identifying that the poem War Photographer is about someone who struggles with job whereas CotLB shows the bravery of soldiers during the Crimean War. Achieving: Understanding how both poems are different in that War Photographer shows the trauma of war whereas CotLB glorifies the bravery of soldiers. Excelling: Analysing how War Photographer explores the problematic moral and individual consequences in the role of a war photographer, whilst CotLB simultaneously praises bravery and critiques the power structures of leadership.	Compare how poets present conflict in 'Poppies' and 'Bayonet Charge'
English Language Paper 1 Section A	Emerging: I can attempt the skills needed to answer questions 1, 2, 3, and 4 and achieve a L1/2 response. Achieving: Understanding the skills needed to answer questions 1, 2, 3, and 4 and achieve a L3 response. Excelling: Able to apply the skills needed to answer questions 1, 2, 3, and 4 and achieve a L4 response.	English Language Paper 1 Section A Past Paper
English Language Paper 1 Section A	Emerging: I can attempt the skills needed to answer questions 1, 2, 3, and 4 and achieve a L1/2 response. Achieving: Understanding the skills needed to answer questions 1, 2, 3, and 4 and achieve a L3 response. Excelling: Able to apply the skills needed to answer questions 1, 2, 3, and 4 and achieve a L4 response.	English Language Paper 1 Section A Past Paper

Topic:

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
English Language Paper 1 Section A	Emerging: I can attempt the skills needed to answer questions 1, 2, 3, and 4 and achieve a L1/2 response. Achieving: Understanding the skills needed to answer questions 1, 2, 3, and 4 and achieve a L3 response. Excelling: Able to apply the skills needed to answer questions 1, 2, 3, and 4 and achieve a L4 response.	English Language Paper 1 Section A Past Paper
English Language Paper 1 Section A	Emerging: I can attempt the skills needed to answer questions 1, 2, 3, and 4 and achieve a L1/2 response. Achieving: Understanding the skills needed to answer questions 1, 2, 3, and 4 and achieve a L3 response. Excelling: Able to apply the skills needed to answer questions 1, 2, 3, and 4 and achieve a L4 response.	English Language Paper 1 Section A Past Paper
English Language Paper 1 Section A	Emerging: I can attempt the skills needed to answer questions 1, 2, 3, and 4 and achieve a L1/2 response. Achieving: Understanding the skills needed to answer questions 1, 2, 3, and 4 and achieve a L3 response. Excelling: Able to apply the skills needed to answer questions 1, 2, 3, and 4 and achieve a L4 response.	English Language Paper 1 Section A Past Paper
AP1		
DIRT Week		
Unseen Poetry	Emerging: Able to identify perspectives, ideas, and themes and able to write a Grade 4 response or above in essay form. Achieving: Understanding how unseen poems present perspectives, ideas, and themes and able to write a Grade 5 response or above in essay form. Excelling: Analysing how unseen poems present perspectives, ideas, and themes and able to write a Grade 7 response or above in essay form.	Unseen Past Paper Questions 28.1 & 28.2
Unseen Poetry	Emerging: Able to identify perspectives, ideas, and themes and able to write a Grade 4 response or above in essay form. Achieving: Understanding how unseen poems present perspectives, ideas, and themes and able to write a Grade 5 response or above in essay form. Excelling: Analysing how unseen poems present perspectives, ideas, and themes and able to write a Grade 7 response or above in essay form.	Unseen Past Paper Questions 28.1 & 28.2

How is your progress measured in English in Spring term?

Spring:

Big write: Essay response to the text Completed fortnightly

Big write : Creative writing task inspired by the text Completed fortnightly

Emerging	Achieving	Excelling
Essay Responses		
• Point: I can create a clear point in a topic sentence using key words which shows my understanding of the task. • Reference: I can support inferences with precise, carefully chosen references. • Explain: I can explain why a reference was used in a text accurately. • Technique: I can identify a range of literary techniques effectively. • Zoom: I can make accurate comments on the effect of methods. • Effect: I can analyse the effect of a reference by linking it to a theme or writers' intentions. • Link: I can make a range of comments linking to the writers' meaning and context.	• Point: I can introduce developed responses through topic sentences that are thoughtful and exploratory. • Reference: I can support my response with apt references that are integrated into interpretations. • Explain: I can show an increasingly deeper understanding of the purpose of a reference. • Technique: I can use literary terminology to clearly explain writer's methods. • Zoom: I can make thoughtful comments on the effect of methods on the reader • Effect: I can analyse the purpose and effect of a reference with increasing originality. • Link: I can make detailed and specific links between the text, the task or the context.	• Point: I can introduce conceptualised arguments through highly thoughtful point sentences • Reference: I can support my response with precise and judiciously chosen references that support interpretations. • Explain: I can show a clear and exploratory understanding of a reference within the context of the text and task. • Technique: I can use literary terminology judiciously to analyse writer's methods . • Zoom: I can explore varying effects of the writers methods on the reader. • Effect: I can analyse and explore the effect of a reference, offering varied and original interpretations. • Link: I can explore ideas and perspectives with detailed links between the context, the text or the task

How is your progress measured in English in Spring term?

Spring:

Big write: Essay response to the text Completed fortnightly

Big write : Creative writing task inspired by the text Completed fortnightly

Emerging	Achieving	Excelling
Creative and Persuasive Writing		
Language Purpose: I can write impactful sentences that are consistently matched to purpose. Literary devices: I can use a range of literary devices effectively to create impact. Vocabulary: I can use ambitious and precise vocabulary with confidence. Structural features: I can organise ideas clearly into paragraphs, with consistent links across them. Spelling: I can spell more complex and subject-specific words accurately. Punctuation: I can use a range of punctuation accurately and for effect. Sentences: I can control and vary sentence structures deliberately to shape meaning and create specific effects.	Language Purpose: I can craft writing that is convincingly matched to purpose and audience with clearly defined tone and style. Literary devices: I can consciously and confidently use a wide range of literary devices that create dramatic and varied effects on the reader. Vocabulary: I can use extensive and judiciously chosen vocabulary with varied effects throughout my writing. Structural Features: I can use a range of structural techniques to create writing that is both complex and engaging, including a clear and varied paragraph structure. Spelling: I can spell complex and ambitious words with a generally high level of accuracy and consistency. Punctuation: I can use a wide range of punctuation with accuracy and consistency, creating engagement and increasingly original effects. Sentences: I can use a range of sentences accurately to shape my narrative and create increasingly original effects.	Language Purpose: I can craft compelling and convincing writing that is confident and assured. Literary devices: I can craft a wide range of literary devices in increasingly inventive ways that create a clear range of effects on the reader. Vocabulary: I can utilise a highly ambitious vocabulary with increasing ingenuity. Structural features: I can use fluently linked paragraphs with seamlessly integrated discourse markers alongside other varied and inventive structural features. Spelling: I can spell complex and ambitious words with increasingly high accuracy and consistency. Punctuation: I can use a wide range of accurate and well-chosen punctuation to add layers of complexity to my writing. Sentences: I can use a full range of sentence types throughout my writing with consistently secure demarcation in inventive and engaging ways.

How is your attainment measured at GCSE in Spring term?

Spring: HT1

Consolidation Assessment

Unseen Poetry

Spring: HT2

AP2 English Literature

Unseen Poetry

AP2 English Language

English Language Paper 2 (Section A)

Assessment Point 2

What is assessed?	% of course	Why?
English Literature - Unseen Poetry	20%	This completes the study of English Literature Paper 2 and has been studied this term.
English Language - English Language Paper 2 (Section A)	25%	This completes the study of English Language Paper 2 and has been studied this term.

Topic:

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Unseen Poetry	Emerging: Able to identify perspectives, ideas, and themes and able to write a Grade 4 response or above in essay form. Achieving: Understanding how unseen poems present perspectives, ideas, and themes and able to write a Grade 5 response or above in essay form. Excelling: Analysing how unseen poems present perspectives, ideas, and themes and able to write a Grade 7 response or above in essay form.	Unseen Past Paper Questions 28.1 & 28.2
Unseen Poetry	Emerging: Able to identify perspectives, ideas, and themes and able to write a Grade 4 response or above in essay form. Achieving: Understanding how unseen poems present perspectives, ideas, and themes and able to write a Grade 5 response or above in essay form. Excelling: Analysing how unseen poems present perspectives, ideas, and themes and able to write a Grade 7 response or above in essay form.	Unseen Past Paper Questions 28.1 & 28.2
Unseen Poetry	Emerging: Able to identify perspectives, ideas, and themes and able to write a Grade 4 response or above in essay form. Achieving: Understanding how unseen poems present perspectives, ideas, and themes and able to write a Grade 5 response or above in essay form. Excelling: Analysing how unseen poems present perspectives, ideas, and themes and able to write a Grade 7 response or above in essay form.	Unseen Past Paper Questions 28.1 & 28.2
English Language Paper 2 Section A	Emerging: I can attempt the skills needed to answer questions 1, 2, 3, and 4 and achieve a L1/2 response. Achieving: Understanding the skills needed to answer questions 1, 2, 3, and 4 and achieve a L3 response. Excelling: Able to apply the skills needed to answer questions 1, 2, 3, and 4 and achieve a L4 response.	English Language Paper 2 (Section A) Past Paper
English Language Paper 2 Section A	Emerging: I can attempt the skills needed to answer questions 1, 2, 3, and 4 and achieve a L1/2 response. Achieving: Understanding the skills needed to answer questions 1, 2, 3, and 4 and achieve a L3 response. Excelling: Able to apply the skills needed to answer questions 1, 2, 3, and 4 and achieve a L4 response.	English Language Paper 2 (Section A) Past Paper
English Language Paper 2 Section A	Emerging: I can attempt the skills needed to answer questions 1, 2, 3, and 4 and achieve a L1/2 response. Achieving: Understanding the skills needed to answer questions 1, 2, 3, and 4 and achieve a L3 response. Excelling: Able to apply the skills needed to answer questions 1, 2, 3, and 4 and achieve a L4 response.	English Language Paper 2 (Section A) Past Paper

Topic:

Spring Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
English Language Paper 2 Section A	Emerging: I can attempt the skills needed to answer questions 1, 2, 3, and 4 and achieve a L1/2 response. Achieving: Understanding the skills needed to answer questions 1, 2, 3, and 4 and achieve a L3 response. Excelling: Able to apply the skills needed to answer questions 1, 2, 3, and 4 and achieve a L4 response.	English Language Paper 2 (Section A) Past Paper
English Language Paper 2 Section A	Emerging: I can attempt the skills needed to answer questions 1, 2, 3, and 4 and achieve a L1/2 response. Achieving: Understanding the skills needed to answer questions 1, 2, 3, and 4 and achieve a L3 response. Excelling: Able to apply the skills needed to answer questions 1, 2, 3, and 4 and achieve a L4 response.	English Language Paper 2 (Section A) Past Paper
AP2		
DIRT		
English Literature Paper 1 & 2 Revision	Emerging: I can attempt to show the knowledge & skills needed to answer questions in both literature papers and achieve a grade 4. Achieving: I can attempt to show the knowledge & skills needed to answer questions in both literature papers and achieve a grade 5. Excelling: I can attempt to show the knowledge & skills needed to answer questions in both literature papers and achieve a grade 7.	English Literature Paper 1 & 2 Past Papers
English Language Paper 1 & 2 Revision	Emerging: I can attempt to show the knowledge & skills needed to answer questions in both language papers and achieve a grade 4. Achieving: I can attempt to show the knowledge & skills needed to answer questions in both language papers and achieve a grade 5. Excelling: I can attempt to show the knowledge & skills needed to answer questions in both language papers and achieve a grade 7.	English Language Paper 1 & 2 Past Papers