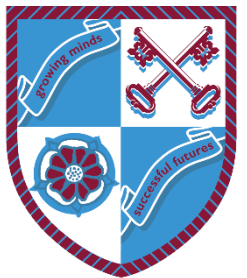


ENGLISH



English Language Paper 1 – Explorations in creative reading and writing

English Language Paper 2 – Writer's Viewpoints and Perspectives?

English Literature Paper 1 - Shakespeare and the 19th Century Novel (Romeo and Juliet & A Christmas Carol)

English Literature Paper 2 – Modern Texts and Poetry (Blood Brothers & Power and Conflict)

YEAR 11

How can I revise all elements of the English Language and Literature GCSE exams?

How can I respond to a question on Romeo and Juliet, focusing on an extract and the play as a whole?

How are dramatic devices and other methods used by Shakespeare to create meaning?

How do I engage in a whole text reading and find meaning from extracts from the play?

How do I revise and deepen my knowledge of the social and historical context of Romeo and Juliet?

How do I respond effectively to questions from a group of peers?

How can I use my accumulated writing skills to respond to section B of the Language papers?

How can I apply my skills to Paper 1 and Paper 2 of the English Language exam?

Non Fiction

How can I make comparisons between poems?

How are the methods, content and themes of the poems used to create meaning?



How is the relationship between Romeo and Juliet presented in the play?

How is the social and historical context of Blood Brothers relevant to the play?

How are dramatic devices and other methods used by the playwright to create meaning?

How are the plot, characters and key themes shown in A Christmas Carol?

How can I apply the social and historical context of a variety of poems to meaning?

YEAR 10

What is the plot and who are the key characters in Romeo and Juliet?

How do I write an editorial style article to entertain and inform?

Why is the social and historical context relevant to Romeo and Juliet?

What is a first person narrative and can I use it to describe a detective character?

What are the different genres of detective fiction?

What is culture and identity and how is it used to influence poetry?

How can we use other structural features to show cohesion in our narrative writing?

What is an extended metaphor and how can we use it?

How do I use speaking skills to express my opinion and entertain an audience?

How can I express my opinions in an entertaining way?

Can we compare two cultural poems, the context and their meaning?

How do we analyse cultural poetry, focusing on culture and meaning?

How can I use flashbacks in a more sophisticated way to structure my narrative writing?

What is a dual narrative and how can we use it to structure our creative writing?

What are the key themes in 'Of Mice and Men'?

What is the global significance of the seminal world text Animal Farm as explored through a whole text reading?

How can non-fiction texts and artwork develop my understanding of Animal Farm?

Can I debate and discuss the issue of healthy living using rhetorical devices?

Can I create an argument around the theme of healthy living using appropriate devices for purpose and audience, and edit my work for effectiveness?

Can I compare and contrast two sonnet forms e.g. Shakespearean and Petrarchan, using the formal essay writing style?

How is discrimination presented in the novel?

What is the social and historical context of 'Of Mice and Men'?

YEAR 9

Can I apply my growing knowledge, vocabulary and structure to create my own anthropomorphic monologue?

What was the Russian Revolution and how is it important to Animal Farm?

Can I use formal essay writing skills to form a close text analysis of a character from Animal Farm?

How do I write a transactional piece of writing in a formal letter-writing style, considering purpose and audience?

What is a sonnet and how have they changed through time?

Can I use my knowledge of sonnets to create my own poetry in a particular form?

What is a monologue and how can it be used to show an anthropomorphic character?

How well can I engage with a whole reading of the play-script of Frankenstein and use improvisation and formal essay writing to show my understanding?

Do I understand the contextual elements of the Victorian era and can I link these to the play Frankenstein?

Can I explore the way that structure is used in The Woman in Black to create tension and mislead the reader?

What are the key features of both Fiction and Non-Fiction Survival Writing?

How well can I explore a range of different grammatical structures and precise vocabulary to create my own short story?

How well can I engage with a range of non-fiction and fiction texts about global issues?

Can I identify the key poetic features in a particular genre of poetry?

How well can I discuss, rehearse and perform a play-script extract from the Tempest?

How well can I read and discuss meaning in a range of non-fiction and fictional survivor short stories?

Can I discuss and debate global and environmental issues?

Can I write and perform a speech about global issues?

Can demonstrate my knowledge of key poetic features by writing, performing and evaluating my own poem.

What is the setting, plot and characterisation of the Tempest?

What is the context of Shakespearean era?

How does the writer use language to present meaning through the Giver?

Can I use the features of dystopian fiction and generic writing skills to create a piece of my own?

How can I present information about the Shakespearean Era to match audience and purpose?

How does the context help us to understand The Giver?

What is the contemporary Dystopian novel, The Giver, about?

What are the features of Dystopian Fiction?

YEAR 7



welcome