

DEPARTMENT: **ENGLISH**

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
9	<p>Boothic Genre</p> <p>WHY? These skills are needed throughout the students' lives; they are needed to be able to clearly analyse language, and make implicit and explicit interpretations and historic/cultural/political/social issues. Developing creative skills. Thematic of social justice, Frankenstein, science and genetics. Using extended writing task as well as small projects for class analysis. Encourage active reading, setting atmosphere and describing and recognizing emotion. Develop vocabulary and extended writing skills.</p> <p>Group Differentiation - Gothic key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Reading & Extended Writing - Students will be exploring different Gothic novels, poems and plays accessible for all levels of learning. Students will have the opportunity to create Gothic style pieces of writing throughout the term and one piece for their end of term assessment. Timed writing throughout the term to prepare them for assessment.</p> <p>SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues through a variety of different tests.</p>	<p>Poetry Anthology</p> <p>Knowledge & Skills A variety of poems, intended to extend the Learners understanding of society in the wider context of the world will be accessed to this, encouraged to discuss these topics and display misconceptions, build a deeper understanding of some language features for their next phase of study and to be future employment. WHY NOW? This building unit allows students to consolidate their existing knowledge and to develop their technical expertise so that they are best able to articulate themselves.</p> <p>Links to careers - Author</p> <p>Group Differentiation - Poetry key words and definitions, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Poet</p> <p>Numeracy - Calculating the amount of time to spend on planning their own poetry, ensuring that they have all enough time to complete their assessment. Timed writing throughout the term to prepare them for assessment.</p> <p>Reading & Extended Writing - Selection of different poems accessible to all levels of learning. Extended writing will be developed through a selection of detailed responses and analysis to a variety of poems.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>Language Component 1 Reading</p> <p>Knowledge & Skills - Critical reading and comprehension identifying and interpreting themes, and information in a range of literature and other high quality writing. Reading in different ways for different purposes, and communicating a view in a confident and clear manner. WHY NOW? This shows on and further our understanding from Term 2 where students developed an interest in analysis and the use of subject specific terminology to support their views in writing. This will prepare students for analysis of more complex texts next term.</p> <p>Links to careers - Law and politics, writing, administration and marketing.</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets. Selecting reading material by high, middle and lower ability.</p> <p>Reading & Extended Writing - Students will have the opportunity to express their views on certain characters, themes and ideas throughout the day. Extended writing will consist of character analysis, themes, and writers' intentions.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>An Inspector Calls</p> <p>Knowledge & Skills - This assessment will test, through a source based response, knowledge and understanding of a variety of different texts from different backgrounds. Learners will be expected to comment on the writer's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Teachers, Librarian, lawyer and editor.</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets. Selecting reading material by high, middle and lower ability.</p> <p>Reading & Extended Writing - Student will have the opportunity to express their views on certain characters and ideas throughout the play. Extended writing will consist of character analysis and themes.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>Poetry Anthology / An Inspector Calls</p> <p>Knowledge & Skills - This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first. Learners will be expected to consider the context of each poem, its content and key ideas, and the poet's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Author, writer and editor.</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Author, writer and editor</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>Reading & Extended Writing - Reading of a large selection of poems accessible for all levels of learning. Extended writing will consist of character analysis and themes.</p> <p>SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues through a variety of different tests.</p>	<p>Poetry Comparison</p> <p>Knowledge & Skills - This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first. Learners will be expected to consider the context of each poem, its content and key ideas, and the poet's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Poet</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues through a variety of different tests.</p>
	<p>Language Component 2 Writing / Speaking & Listening</p> <p>Knowledge & Skills - Section 1 - To explore a range of writing styles and information between formal and informal contexts. Using a broad range of text types, such as: formal/informal letters, speeches, reviews and articles. Learners will explore what makes these texts authentic/effective - Learners will develop both oral and business writing formats to be successful in a job, the workplace, and social settings. CV writing, job cover letters that are specifically tailored to the career aspirations of the learner (e.g. Engineering/Construction sector) to RISE and careers. Language component 2 - Section B (20%) - Writing (40 marks) This section will test functional, persuasive and creative writing through two equally weighted compulsory tasks (20 marks each). Across three tasks candidates will be offered opportunities to write for a range of audiences and purposes, adapting styles to form and to real-life contexts (e.g. for example, letters, articles, reviews, speeches, etc). This section assesses A05 and A06. This helps students develop skills ready for their Speaking & Listening assessment. Candidates will be required to complete one formal presentation of speech. They will also be assessed on their responses to questions and feedback following this presentation of speech. Standard English should be a feature of all parts of the candidates' work in this component.</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Law and politics, writing, administration and marketing.</p> <p>Reading & Extended Writing - Students will be exploring different Gothic novels, poems and plays accessible for all levels of learning. Students will have the opportunity to express their views on certain characters, themes and ideas throughout the term. Extended writing will consist of character analysis, themes, and writers' intentions.</p> <p>Numeracy - Calculating the amount of time to spend on planning their own poetry, ensuring that they have all enough time to complete their assessment. Timed writing throughout the term to prepare them for their exam.</p> <p>SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues through a variety of different tests.</p>	<p>A Christmas Carol</p> <p>This assessment will test, through a source based response, knowledge and understanding of the 19th century prose novel. Learners will be expected to comment on the writer's use of language, structure and form of the text and key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Author, Librarian and editor</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Author, Librarian and editor</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>Reading & Extended Writing - Reading of white noise, novels, poems and plays accessible for all levels of learning. Extended writing will be developed through a selection of detailed responses and analysis to a variety of poems.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>Poetry Anthology / Unseen Poetry</p> <p>Knowledge & Skills - Knowledge and Skills - Learner's best study of all of the poems in the WJEC Eduqas Poetry Anthology in preparation for this assessment. The anthology covers a range of poems and is designed to introduce learners to the rich heritage of poetry across different periods from different backgrounds. Why Now? To recall characteristics from last year and to prepare for further general analysis in Term 3.</p> <p>Links to careers - Poet</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Poet</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>Language Component 2 Reading / An Inspector Calls</p> <p>Knowledge & Skills - Read, understand and respond to texts. Students should be able to: Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and sustain their responses. Analyse the language, form, structure and style by a writer to create meaning and effects, using relevant subject specific terminology where appropriate. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Links to careers - Teachers, Librarian, lawyer and editor.</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets. Selecting reading material by high, middle and lower ability.</p> <p>Reading & Extended Writing - Reading of white noise, novels, poems and plays accessible for all levels of learning. Extended writing will consist of character analysis, themes, and writers' intentions.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>Language Component 1 Writing / Poetry Anthology</p> <p>Knowledge & Skills - Poetry Anthology - This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first. Learners will be expected to consider the context of the poem, its content and key ideas, and the poet's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Author, writer and editor</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>Reading & Extended Writing - Reading of a selection of different poems.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues through a variety of different tests.</p>	<p>Language Component 1 Reading</p> <p>Knowledge & Skills - Critical reading and comprehension identifying and interpreting themes, and information in a range of literature and other high quality writing. Reading in different ways for different purposes, and communicating a view in a confident and clear manner. WHY NOW? This shows on and further our understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Presenters, teachers, counsellors.</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Presenters, teachers, counsellors.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues through a variety of different tests.</p>
	10	<p>Macbeth</p> <p>Knowledge & Skills - This assessment will test, through a source based response, knowledge and understanding of a 17th century drama. Learners will be expected to comment on the writer's use of language, structure and form of the text and key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar.</p> <p>Why? To understand how the themes of ambition, power and greed are relevant today. How where our language comes from. How to have an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar.</p> <p>Links to careers - Author, Librarian and editor</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Author, Librarian and editor</p> <p>Numeracy - Calculating the amount of time to spend on planning their own poetry, ensuring that they have all enough time to complete their assessment. Timed writing throughout the term to prepare them for their exam.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>A Christmas Carol / An Inspector Calls</p> <p>This assessment will test, through a source based response, knowledge and understanding of the 19th century prose novel. Learners will be expected to comment on the writer's use of language, structure and form of the text and key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Author, Librarian and editor</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Poet, writer and editor</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>Reading & Extended Writing - Reading of white noise, novels, poems and plays accessible for all levels of learning. Extended writing will be developed through a selection of detailed responses and analysis to a variety of poems.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>Language Component 1 Reading & Writing</p> <p>Knowledge & Skills - Section A - This section will test through a source based response, knowledge and understanding of a 19th century prose novel. Learners will be expected to comment on the writer's use of language, structure and form of the text and key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Poet</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Poet</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>Unseen Poetry</p> <p>Why? To be able to form an opinion, to express an idea and communicate an understanding of a variety of different texts from different backgrounds. Learners will be expected to comment on the writer's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Poet</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Poet</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>Language Component 1 Writing / Poetry Anthology</p> <p>Knowledge & Skills - Poetry Anthology - This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first. Learners will be expected to consider the context of the poem, its content and key ideas, and the poet's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Author, writer and editor</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>Reading & Extended Writing - Reading of a selection of different poems.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>
11	<p>Macbeth</p> <p>Knowledge & Skills - This assessment will test, through a source based response, knowledge and understanding of a 17th century drama. Learners will be expected to comment on the writer's use of language, structure and form of the text and key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar.</p> <p>Why? To understand how the themes of ambition, power and greed are relevant today. How where our language comes from. How to have an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar.</p> <p>Links to careers - Author, Librarian and editor</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Author, Librarian and editor</p> <p>Numeracy - Calculating the amount of time to spend on planning their own poetry, ensuring that they have all enough time to complete their assessment. Timed writing throughout the term to prepare them for their exam.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>A Christmas Carol / An Inspector Calls</p> <p>This assessment will test, through a source based response, knowledge and understanding of the 19th century prose novel. Learners will be expected to comment on the writer's use of language, structure and form of the text and key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Author, Librarian and editor</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Poet, writer and editor</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>Reading & Extended Writing - Reading of white noise, novels, poems and plays accessible for all levels of learning. Extended writing will be developed through a selection of detailed responses and analysis to a variety of poems.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>Language Component 1 Reading & Writing</p> <p>Knowledge & Skills - Section A - This section will test through a source based response, knowledge and understanding of a 19th century prose novel. Learners will be expected to comment on the writer's use of language, structure and form of the text and key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Poet</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Poet</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>Unseen Poetry</p> <p>Why? To be able to form an opinion, to express an idea and communicate an understanding of a variety of different texts from different backgrounds. Learners will be expected to comment on the writer's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Poet</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Poet</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, other people's faiths, feelings and values. Areas of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning techniques to reflect on their experience.</p>	<p>Language Component 1 Writing / Poetry Anthology</p> <p>Knowledge & Skills - Poetry Anthology - This assessment will test knowledge and understanding of poetry from 1789 to the present day. Learners will be assessed on two poems from the WJEC Eduqas Poetry Anthology. In the first question, learners will be asked to write about a specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology, and compare it to the first. Learners will be expected to consider the context of the poem, its content and key ideas, and the poet's use of language, structure and form and show an understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Author, writer and editor</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>Reading & Extended Writing - Reading of a selection of different poems.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>Language Component 1 Reading</p> <p>Knowledge & Skills - Critical reading and comprehension identifying and interpreting themes, and information in a range of literature and other high quality writing. Reading in different ways for different purposes, and communicating a view in a confident and clear manner. WHY NOW? This shows on and further our understanding of key themes, characters and ideas within the text. This assessment will also test learner's spelling, punctuation and grammar. Section A assesses AC1, AC2 and AC4.</p> <p>Links to careers - Presenters, teachers, counsellors.</p> <p>Group Differentiation - Key words, chunking work, knowledge organiser, sentence starters, exemplar work and scaffolded work sheets.</p> <p>Links to careers - Presenters, teachers, counsellors.</p> <p>Numeracy - Calculating the amount of time to spend on their planning time for their end of term assessment. How long to spend on each question.</p> <p>SMSC - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues through a variety of different tests.</p>