

# English curriculum overview KS4

Year 10

Topic	<i>English Literature Component 2 - BLOOD BROTHERS</i>	<i>English Literature Component 2 - UNSEEN POETRY</i>
Links to specification	<u>Literature</u> AO1, 2 , 4	Literature AO1, 2
Assessment Task(s)	<u>Literature</u> : The relationship between Mrs Johnstone and Mrs Lyons Act 2 <i>Blood Brothers</i>	‘First Love’ and ‘Rejection’ (Comp 2 Lit)
Key Knowledge	<p><u>Literature:</u> literal and inferential comprehension:</p> <ul style="list-style-type: none"> <li>• understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events</li> <li>• critical reading: identifying the theme and distinguishing between themes;</li> <li>• supporting a point of view by referring to evidence in the text;</li> <li>• recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation;</li> <li>• making an informed personal response that derives from analysis and evaluation of the text</li> <li>• evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> </ul>	<p><u>Literature:</u> literal and inferential comprehension:</p> <ul style="list-style-type: none"> <li>• understanding a word, exploring events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events</li> <li>• critical reading: identifying the theme and distinguishing between themes;</li> <li>• supporting a point of view by referring to evidence in the text;</li> <li>• recognising the possibility of and evaluating different responses to a text;</li> <li>• making an informed personal response that derives from analysis and evaluation of the text</li> <li>• Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> </ul>
Key Skills	<p><u>Literature:</u> Read, understand and respond to texts.</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<p><u>Literature:</u> Read, understand and respond to texts.</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> </ul>
ENRICHMENT	<p>Lunchtime/after school revision – days tbc The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.</p>	

Topic	<b>English Literature Component 2 - A CHRISTMAS CAROL</b>	English Language Component 2 – Section A Reading
Links to specification	<b>Literature</b> AO1, 2 , 4 <u>Language</u> A01, 2	
Assessment Task(s)	<b>Literature:</b> The presentation of Scrooge in <i>A Christmas Carol</i>	
Key Knowledge	<b>Literature:</b> literal and inferential comprehension: <ul style="list-style-type: none"> <li>• understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events</li> <li>• critical reading: identifying the theme and distinguishing between themes;</li> <li>• supporting a point of view by referring to evidence in the text;</li> <li>• recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation;</li> <li>• making an informed personal response that derives from analysis and evaluation of the text</li> <li>• Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> </ul> <b>LANGAUGE:</b> read a wide range of texts, fluently and with good understanding	
Key Skills	<b>Literature:</b> Read, understand and respond to texts. <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <b>LANGUAGE:</b> Identify and interpret explicit and implicit information and ideas AND Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	
ENRICHMENT	<del>Lunchtime/ after school revision – days tbc</del> The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.	

Topic	<i>English Language Component 1 – READING</i>	<i>English Language Component 1 – WRITING</i>
Links to specification	Language AO1, AO2, AO4	<u>Language</u> AO5, 6
Assessment Task(s)	Summer 2017 Component 1 Reading Section A ‘Ruby’	Summer 2017 Component 1 Writing section B
Key Knowledge	<p><b><u>Language:</u></b> Critical reading and comprehension:</p> <ul style="list-style-type: none"> <li>identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing;</li> <li>drawing inferences and justifying these with evidence;</li> <li>supporting a point of view by referring to evidence within the text;</li> <li>reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading;</li> <li>recognising the possibility of different responses to a text</li> <li>Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text;</li> <li>Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail;</li> <li>analysing and evaluating how form and structure contribute to the effectiveness and impact of a text</li> </ul>	<p><b><u>Language:</u></b> Producing clear and coherent text:</p> <ul style="list-style-type: none"> <li>to describe, narrate, explain, selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;</li> <li>using language imaginatively and creatively; maintaining a consistent point of view; maintaining coherence and consistency across a text</li> <li>Writing for impact: selecting, organising and emphasising facts, ideas and key points;</li> <li>creating emotional impact; using language creatively, imaginatively</li> </ul>
Key Skills	<p><b><u>Language:</u></b> Identify and interpret explicit and implicit information and ideas</p> <ul style="list-style-type: none"> <li>Select and synthesise evidence from different texts</li> <li>Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>Evaluate texts critically and support this with appropriate textual references</li> </ul>	<ul style="list-style-type: none"> <li>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>
ENRICHMENT	Lunch time/ after school revision – days tbc The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.	

Topic	<i>English Literature Component 1 – MACBETH</i>	<i>ENGLISH Language Component 2 Section B Transactional Writing</i>
Links to specification	Literature A01, 2, 4 Language A05,6	
Assessment Task(s)	Presentation of Lady Macbeth – essay question	
Key Knowledge	<p>literal and inferential comprehension:</p> <ul style="list-style-type: none"> <li>• understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events</li> <li>• critical reading: identifying the theme and distinguishing between themes;</li> <li>• supporting a point of view by referring to evidence in the text;</li> <li>• recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation;</li> <li>• making an informed personal response that derives from analysis and evaluation of the text</li> <li>• Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> </ul> <p>Language: opportunities for producing extended writing write effectively and coherently using Standard English appropriately ☒ use grammar correctly, punctuate and spell accurately</p>	
Key Skills	<p>Read, understand and respond to texts.</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO4</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul> <p>Language: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
ENRICHMENT	Lunch time/ after school revision – days tbc The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.	

Topic	<i>English Language Component 2 - READING</i>	<i>English Language Component 2 – Transactional Writing</i>
Links to specification	A01, 2,3,4	A05, 6
Assessment Task(s)	Summer 2017 Prisons – Reading Section A	Summer 2017 – Writing Section B – Speech
Key Knowledge	<p>Critical reading and comprehension:</p> <ul style="list-style-type: none"> <li>identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing;</li> <li>reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes;</li> <li>drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text;</li> <li>identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not;</li> <li>reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text</li> <li>Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text</li> <li>Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail;</li> <li>analysing and evaluating how form and structure contribute to the effectiveness and impact of a text</li> <li>Comparing texts: comparing two or more texts critically with respect to the above</li> </ul>	<ul style="list-style-type: none"> <li>Producing clear and coherent text: writing effectively for different purposes and audiences;</li> <li>to describe, narrate, explain, instruct, give and respond to information, and argue;</li> <li>selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;</li> <li>using language imaginatively and creatively;</li> <li>using information provided by others to write (in different forms);</li> <li>maintaining a consistent point of view; maintaining coherence and consistency across a text</li> <li>Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views;</li> <li>creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).</li> </ul>
Key Skills	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> <li>Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>Evaluate texts critically and support this with appropriate textual references</li> </ul>	<ul style="list-style-type: none"> <li>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>
ENRICHMENT	<p>Lunch time/ after school revision- days tbc The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.</p>	

Topic	English Literature	English Language
	Mock Exam preparation English Literature = BB/ACC mock in exam hall English Language = Component 2 mock in exam hall	
Links to specification	Literature AO1, 2, 3, 4	Language A01, 2, 3, 4, 5, 6
Assessment Task(s)	<b>Lesson by lesson timetable</b>	<b>Lesson by lesson timetable</b>
Key Knowledge	literal and inferential comprehension: <ul style="list-style-type: none"> <li>understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events</li> <li>critical reading: identifying the theme and distinguishing between themes;</li> <li>supporting a point of view by referring to evidence in the text;</li> <li>recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation;</li> <li>making an informed personal response that derives from analysis and evaluation of the text •</li> <li>Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> <li>comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.</li> </ul>	<p><b>READING</b></p> <p>Critical reading and comprehension:</p> <ul style="list-style-type: none"> <li>identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing;</li> <li>reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes;</li> <li>drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text;</li> <li>identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not;</li> <li>reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text</li> <li>Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text</li> <li>Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail;</li> <li>analysing and evaluating how form and structure contribute to the effectiveness and impact of a text</li> <li>Comparing texts: comparing two or more texts critically with respect to the above.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Producing clear and coherent text: writing effectively for different purposes and audiences:</li> <li>to describe, narrate, explain, instruct, give and respond to information, and argue;</li> <li>selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;</li> <li>using language imaginatively and creatively;</li> <li>using information provided by others to write (in different forms);</li> <li>maintaining a consistent point of view; maintaining coherence and consistency across a text</li> <li>Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views;</li> <li>creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, anti thesis, parenthesis)</li> </ul>
Key Skills	<p><b>Read, understand and respond to texts.</b></p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> <li>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> <li>Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>Evaluate texts critically and support this with appropriate textual references</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>
<b>ENRICHMENT</b>	Lunch time/ after school revision – days tbc The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.	

Topic	<i>English Language Component 3</i>
Links to specification	A07,8,9
Assessment Task(s)	Candidates will be required to complete one formal presentation or speech. They will also be assessed on their responses to questions and feedback following the presentation or speech.
Key Knowledge	<p>Present information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches</p> <p>Respond to spoken language: listening to and responding appropriately to any questions and feedback</p> <p>Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.</p>
Key Skills	<p>Demonstrate presentation skills in a formal setting</p> <p>Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p> <p>Use spoken Standard English effectively in speeches and presentations.</p>
ENRICHMENT	<p>Lunch time/ after school revision – days tbc</p> <p>The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.</p>

Year 11

Topic	<b>English Literature Component 1 Section A – Anthology poetry</b>
Links to specification	<b>Literature</b> AO1, 2 , 4
Assessment Task(s)	Presentation of ‘Time’ – Ozymandias
Key Knowledge	<p><b>Literature:</b> literal and inferential comprehension:</p> <ul style="list-style-type: none"> <li>• understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events</li> <li>• critical reading: identifying the theme and distinguishing between themes;</li> <li>• supporting a point of view by referring to evidence in the text;</li> <li>• recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation;</li> <li>• making an informed personal response that derives from analysis and evaluation of the text</li> <li>• evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> </ul>
Key Skills	<p><b>Literature:</b> Read, understand and respond to texts.</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>
ENRICHMENT	Lunch time – days tbc The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.

Topic	<i>English Literature</i>	<i>English Language</i>
	Autumn 2 – week by week plan covering all sections of lang and lit Spring 1 – lesson by lesson plan Spring 2 – lesson by lesson plan Summer 1 and 2 – exams	
Links to specification	Literature AO1, 2, 3, 4	Language AO1, 2, 3, 4, 5, 6
Assessment Task(s)	<b>Week by week plan - TBC</b> <b>Lesson by lesson timetable</b>	<b>Week by week lesson plan - TBC</b> <b>Lesson by lesson timetable</b>
Key Knowledge	<p>literal and inferential comprehension:</p> <ul style="list-style-type: none"> <li>• understanding a word, exploring aspects of plot, characterisation, events and settings; distinguishing explaining motivation, sequence of events, and the relationship between actions or events</li> <li>• critical reading: identifying the theme and distinguishing between themes;</li> <li>• supporting a point of view by referring to evidence in the text;</li> <li>• recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation;</li> <li>• making an informed personal response that derives from analysis and evaluation of the text •</li> <li>• Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation</li> <li>• comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.</li> </ul>	<p><b>READING</b></p> <p>Critical reading and comprehension:</p> <ul style="list-style-type: none"> <li>• identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing;</li> <li>• reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes;</li> <li>• drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text;</li> <li>• identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not;</li> <li>• reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text</li> <li>• Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text</li> <li>• Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail;</li> <li>• analysing and evaluating how form and structure contribute to the effectiveness and impact of a text</li> <li>• Comparing texts: comparing two or more texts critically with respect to the above.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Producing clear and coherent text: writing effectively for different purposes and audiences:</li> <li>• to describe, narrate, explain, instruct, give and respond to information, and argue;</li> <li>• selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;</li> <li>• using language imaginatively and creatively;</li> <li>• using information provided by others to write (in different forms);</li> <li>• maintaining a consistent point of view; maintaining coherence and consistency across a text</li> <li>• Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views;</li> <li>• creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)</li> </ul>
Key Skills	<p>Read, understand and respond to texts.</p> <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations.</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>• Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> <li>• Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> <li>• Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</li> <li>• Evaluate texts critically and support this with appropriate textual references</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>
ENRICHMENT	Lunchtime revision – days tbc The faculty will look out for any suitable plays/ events/ productions to suit current SOWs.	