

CoDA Curriculum

ENGLISH



Improving the life chances of all students

Students in Year 10 and 11 study the following specification(s):

AQA Level 1/Level 2 GCSE (9-1) in English Language

AQA Level 1/Level 2 GCSE (9-1) in English Literature

Why study English?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

ENGLISH Curriculum INTENT Y7-9 (based upon the National Curriculum, 2013)

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The English Curriculum aims to ensure that all students:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

ENGLISH Curriculum INTENT Y10-11 (AQA GCSE English Language and GCSE English Literature)

GCSE ENGLISH LANGUAGE will encourage and enable students to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language
- use spoken Standard English effectively

Students will be taught and assessed on their ability to:

AO1	<ul style="list-style-type: none">• identify and interpret explicit and implicit information and ideas• select and synthesise evidence from different texts
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
AO4	Evaluate texts critically and support this with appropriate textual references
AO5	<ul style="list-style-type: none">• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
AO7	Demonstrate presentation skills in a formal setting
AO8	Listen and respond appropriately to spoken language, including to questions and feedback on presentations
AO9	Use spoken Standard English effectively in speeches and presentations

GCSE ENGLISH LITERATURE will encourage and enable students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read

Students will be taught and assessed on their ability to:

AO1	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 illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

ENGLISH YEAR 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Novel study / non-fiction texts</p> <p>Studying a novel provides teachers the opportunity to cover a wide range of skills and to adapt according to findings in the baseline test. In addition to studying a novel, students will be introduced to non-fiction texts that thematically link to the novel they are studying.</p> <p>What key pieces of work will be produced and marked? Baseline assessment (reading & writing).</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Able to make inferences • Accurate spelling • Communication is clear and effective • Identifies explicit ideas and support with appropriate quotations • Language techniques are used for effect • Make comment on the effect of language • Range of punctuation accurately used • Use subject terminology to refer to language features • Variety of sentence forms used • Vocabulary is used for effect • Writing follows a clear sequence 	<p>Charles Dickens – Oliver / non-fiction texts</p> <p>During this module, students are introduced to Dickens and elements of Victorian culture. This module also includes students completing their own research and making a verbal presentation; therefore building on communication skills.</p> <p>What key pieces of work will be produced and marked? Oral presentation.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Ability to listen to questions/feedback responding formally and in some detail • Ability to organise and structure your presentation clearly and appropriately to meet the needs of the audience • Ability to speak clearly and with confidence • Deduce / infer meaning from texts • Discuss and write about the effect of language choices. • Discuss themes in the texts you have studied • Explain how life in Victorian Times was different to now • Express challenging ideas/information/ feelings using a range of vocabulary • Identify and discuss ideas and themes in short extracts • Improve skills for reading texts with challenging vocabulary • Linking the texts you have read to what you have learnt about Victorian Britain • Revise the meaning of language terms • Use precise and accurate quotations 	<p>Creative writing using short film stimuli</p> <p>During the baseline assessment students wrote a story / description inspired by an image. During this topic students will have the opportunity to revisit and hone these skills.</p> <p>Using visual and short film stimulus allows students to focus on their craft as a writer – rather than original construction of a story / plot.</p> <p>What key pieces of work will be produced and marked? Write an extract of a short story based on the short film “The Sandman”.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Accurate spelling • Build vocabulary and use it in context • Communication is clear and effective • Language techniques are used for effect • Make comment on the effect of language • Make comment on the effect of structure • Range of punctuation accurately used • Use subject terminology to refer to language features • Use subject terminology to refer to structural features • Variety of sentence forms used • Vocabulary is used for effect • Writing follows a clear sequence and may use structural features such as motif • Writing has an individual tone / viewpoint • Writing is suitable for audience / purpose • Writing uses a figurative language 	<p>“In the news”</p> <p>This topic gives students the opportunity to discuss current affairs and to encourage students to question the validity of what they may read / hear in news. The students will learn the differences between Tabloid and Broadsheet newspapers, through reading a variety of articles and creating their own.</p> <p>What key pieces of work will be produced and marked? Reading assessment. Creating own article (either Broadsheet or Tabloid) to be marked.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Compare writer’s viewpoints and perspectives • Deduce / infer meaning from articles • Define some key terms for features of a newspaper • Discuss and write about the effect of language choices. • Discuss some current issues that are in the news at the moment • Identify and discuss ideas presented in newspaper articles • Identify writer’s viewpoints and perspectives • Know the term bias and recognise where it is used • Learn how to identify language techniques • Question the truth behind what we read in newspapers • Revise the meaning of language terms • Use precise and accurate quotations • Vocabulary is used for effect • Writing has an individual tone / viewpoint • Writing is appropriate for audience • Writing is appropriate for purpose 	<p>Journeys (Non-fiction writing – autobiographical / travel writing)</p> <p>During this module, students will be applying descriptive writing skills they learnt earlier in the year to a different format of non-fiction writing. Students will look at a number of style models of autobiographical and travel writing before producing their own piece. This module will demonstrate to students where skills applied to fiction writing can be transferred to non-fiction format.</p> <p>What key pieces of work will be produced and marked? Students write a first person account of a place they have been or a journey they have gone on in the style of travel writing.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Able to identify writer’s viewpoints (including identifying bias) and discuss the impact of viewpoint • Able to make links between ideas in different texts • Able to select appropriate quotations • Broaden knowledge of different cultures / societies • Comment on the effect of language • Communication is clear and effective • Identifies explicit ideas and able to make inferences • Increased confidence in questioning what we read • Language techniques are used for effect • Strategies for reading challenging texts and building vocabulary • Use subject terminology to refer to language features • Visual literacy • Vocabulary is used for effect • Writing follows a clear sequence • Writing has an individual tone / viewpoint • Writing is appropriate for audience • Writing is appropriate for purpose • Writing uses discourse markers • Writing uses paragraphs 	<p>Poetry / Myths and Legends</p> <p>Students will explore several poems linked by the ‘Myths and Legends’ theme. The assessed skills involve the selection of appropriate quotations and making links and comparisons between poems.</p> <p>What key pieces of work will be produced and marked? A comparison of two poems.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Able to explain the writer’s ideas. • Able to select appropriate quotations to support comments about writer’s ideas and use of language for effect. • Able to make links between texts. • Able to use subject terms. • Able to comment on the effects of language. • Able to make links between texts. • Able to comment on historical/cultural content of text. • Able to make clear/analytical comments on the effects of language. • Able to make some/clear comments on the writer’s use of structure in a poem/s.

ENGLISH YEAR 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Novel study / non-fiction articles</p> <p>Prior Learning / Future Learning Students will have studied historical, and autobiographical literature prior to this unit, in year 7. This choices of novel this year offer more challenge and is designed to prepare them more fully for Year 9 and exam style Literature essays.</p> <p>What key pieces of work will be produced and marked? GCSE Literature-style extract response. Writing task – write a story or description based on an image linked to the text.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Able to make inferences • Able to select appropriate quotations • Accurate spelling • Begin to develop ideas effectively • Identifies explicit ideas • Identifies language features • Make detailed, specific comments on the effects of language • Use effective and appropriate vocabulary • Use figurative and sensory language • Use punctuation accurately and for effect • Uses subject terminology to refer to language features 	<p>Viewpoint writing – articles inspired by images</p> <p>Prior Learning / Future Learning Students have the opportunity to analyse images and discuss the implications of them through writing newspaper articles based on this. This topic will explore different ways images can be used from news articles to advertising.</p> <p>What key pieces of work will be produced and marked? Newspaper article.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Broaden knowledge of current affairs • Communication is clear and effective • Discuss impact of viewpoint in writing • Identify explicit and implicit ideas from a text • Identify language features and comment on effect • Identify writer’s viewpoints and potential bias • Increase confidence in questioning what we read • Make links between different texts • Sentence demarcation is secure and range of punctuation used. • Sentence forms are varied for effect and standard English used. • Spelling is accurate of a wide variety of vocabulary choices. • Strategies for reading challenging texts / building vocabulary • Visual literacy – interpreting an image • Vocabulary / language techniques are used for effect • Writing follows a clear sequence, using paragraphs and discourse markers • Writing has an individual tone / viewpoint • Writing is appropriate for purpose*/ audience 	<p>Shakespeare – Much Ado About Nothing</p> <p>Prior Learning / Future Learning Students’ first experience of Shakespeare at CODA. They can transfer the AO1 and AO2 skills learnt from the novel at the start of Year 8. Introduces AO3 – how context shapes a reader’s interpretation and writer’s intent.</p> <p>What key pieces of work will be produced and marked? Write an argument that Much Ado about nothing is/isn’t outdated and sexist. GCSE Literature-style extract response.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Begin to develop ideas and structure effectively including introduction and conclusion to essay writing • Broaden knowledge of different cultures / societies • Identify methods that writer’s have used • Make comments on writer’s use of methods to create meaning (language - all / structure – challenge) • Plan a response that ensures the question set is responded to consistently using explicit ideas and inferences • Show an understanding of how social and historical context have shaped the reader’s reaction to a text • Strategies for reading challenging texts • Understanding of characters / plots as constructed by a writer – characterised by use of the writer’s name while discussing. • Understanding of themes and ‘big ideas’ in a text • Use effective and appropriate vocabulary including analytical verbs and comparative vocabulary • Use punctuation accurately and for effect ; use a varied vocabulary • Use textual references to support ideas, embedding where possible 	<p>Poetry – Performance poetry + learning about the world / writing inspired by poetry</p> <p>Prior Learning / Future Learning Students will have studied a novel from a different time period, writing from a viewpoint and a Shakespeare play. They should have some understanding of different cultural and historical time periods. They should also have an understanding of analysing language from a text. This module is designed to encourage them to expand those skills and explore how poetry through can be used to capture a specific moment of cultural / historical significance.</p> <p>What key pieces of work will be produced and marked? Assessment-Spoken language. Students read a poem they have researched / analysed themselves. They then explain what they have found to the class.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Broadening knowledge of different cultures/societies. • Building vocabulary • Discussing the impact of themes in the poem • Discussion of the ‘big ideas’ in the poem. • Expresses ideas/information/feelings • Identifies explicit ideas and makes inferences • Identifying key themes in the poem • Speaks clearly in standard spoken English • Understanding of other contexts around the poem. • Understanding of the period of time that the poem was written in. 	<p>Short stories – evaluating / review writing</p> <p>Prior Learning / Future Learning Students will build on the writing skills developed in HT2 by reading and analysing a range of short stories (which will differ according to ability). Having explored the ways in which writers create atmosphere, sequence their ideas and use vocabulary for effect, students will get the opportunity to put these skills into practise by creating their own short story (or section thereof) in their assessed piece.</p> <p>What key pieces of work will be produced and marked? Writing assessment.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Accurate spelling • Build vocabulary and use it in context • Communication is clear and effective • Language techniques are used for effect • Make comment on the effect of language • Make comment on the effect of structure • Range of punctuation accurately used • Use subject terminology to refer to language features • Use subject terminology to refer to structural features • Variety of sentence forms used • Vocabulary is used for effect • Writing follows a clear sequence and may use structural features such as motif • Writing has an individual tone / viewpoint • Writing is suitable for audience / purpose 	<p>Gothic Poetry</p> <p>Prior Learning / Future Learning Students will have studied short stories and poetry prior to this unit. The gothic poetry stories and poetry is harder and designed to prepare them more fully for Year 9 and exam poetry/ extracts.</p> <p>What key pieces of work will be produced and marked? GCSE Literature-style Frankenstein extract response. Writing task – write a story or description based on a gothic image.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Accurate spelling • Identify methods that writer’s have used • Make comments on writer’s use of methods to create meaning • Respond to the question throughout response • Show an understanding of how social and historical context have shaped the reader’s reaction to a text • Use effective and appropriate vocabulary Begin to develop ideas effectively • Use figurative and sensory language • Use punctuation accurately and for effect • Use textual references to support ideas

ENGLISH YEAR 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Steinbeck - Of Mice and Men</p> <p>Prior Learning / Future Learning Students have studied novels in both Years 7 and 8 and should have a grasp on how to write a reading response to a literary text. This module will introduce GCSE concepts for both a reading task and the writing assessment. Students will use Steinbeck's writing as a style model for their own piece of writing – therefore sufficient time should be spent examining and attempting to replicate Steinbeck's technique.</p> <p>What key pieces of work will be produced and marked? Reading – analysis of an extract Writing – description/story based from an image</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Begin to develop ideas effectively • Begin to make comments on writer's use of language to create meaning • Begin to make comments on writer's use of structure to create meaning • Develop use of structure to create meaning • Identify and discuss the impact of key themes and 'big ideas' in a text. • Show an understanding of how social and historical context have shaped the reader's reaction to a text • Use effective and appropriate vocabulary Use paragraphs in an effective way that helps organise your ideas • Use of analytical verbs and key subject terminology • Use punctuation accurately and for effect • Use textual references to support ideas • Vary your sentence types 	<p>Shakespeare - Macbeth</p> <p>Prior Learning / Future Learning Students have studied a Shakespeare play in Year 8. This unit will develop prior learning and students' ability to write about a Shakespeare play, including effective use of quotations, comment on the effects of features of language and structure, and understanding the impact of context on themes and ideas. These are all skills that will be required for GCSE study of Shakespeare.</p> <p>What key pieces of work will be produced and marked? Written assessment.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Academic writing skills including: analytical verbs, comparative connectives, key subject terminology, embedded quotations, technical accuracy, structured argument and use of the author's surname • Choose and embed appropriate quotations • Discuss the impact of themes and 'big ideas' in a text • Discuss the impact of writers' viewpoints • Effectively use a range of vocabulary and sentence structures with accurate spelling and punctuation • Identify and make detailed, specific comment on the effect of features of language and structure, and dramatic techniques, using subject terminology • Identify explicit ideas and make inferences • Make considered comparisons between texts • Make links between ideas in different texts • Understand and comment on the effects of other contexts around a text 	<p>Non-fiction Survivor Stories (Paper 2 - Titanic)*</p> <p>Prior Learning / Future Learning This topic is to be assessed during classwork. Prior to the assessment lessons students should be familiar with GCSE exam-style questions. They should be familiar with what inference means and have some ideas about what a clear comment on effect looks like.</p> <p>What key pieces of work will be produced and marked? Written assessment.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Apply strategies for tackling a text with challenging vocabulary • Choose precise quotations and embed in sentences • Comment on effect of language choices / techniques. • Deduce / infer meaning from non-fiction • Demonstrate a clear point of view • Synthesise information from different places in the same text or from different texts. Know key language terms • Use a variety of language techniques • Use emotive adjectives to show your opinion • Use precise nouns and powerful verbs to add detail to your writing • Vary sentence types for effect • Write in an informative style 	<p>Speech Writing + Spoken Language</p> <p>Prior Learning / Future Learning Students will study a range of speeches given for a variety of purposes in order to gain an understanding of how to plan, structure and deliver their own speech. This speech will then be delivered and recorded before being assessed using the criteria provided by AQA for the Spoken Language element of the GCSE.</p> <p>What key pieces of work will be produced and marked? Oral presentation.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Accurate spelling • Build vocabulary and use it in context • Communication is clear and effective • Language techniques are used for effect • Make comment on the effect of language • Make comment on the effect of structure • Range of punctuation accurately used • Use subject terminology to refer to language features • Use subject terminology to refer to structural features • Variety of sentence forms used • Vocabulary is used for effect • Writing follows a clear sequence and may use structural features such as motif • Writing has an individual tone / viewpoint • Writing is suitable for audience / purpose 	<p>Priestley - An Inspector Calls</p> <p>Prior Learning / Future Learning Students' first experience of the GCSE course at CoDA. They will study the play with a particular focus on characters and themes, creating notes in their English books that will be useful for revision for English Literature paper 2. The assessment will be an exam style question that will be scaffolded according to ability – the AQA English Literature paper 2 mark scheme will be used for the assessment.</p> <p>What key pieces of work will be produced and marked? Written assessment: exam-style question.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Maintain a critical style and develop an informed personal response • Read, understand and respond to texts. • Show understanding of the relationships between texts and the contexts in which they were written. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation • Use textual references, including quotations, to support and illustrate interpretations 	<p>Poetry –Love & Relationships & Unseen poetry/writing skills</p> <p>Prior Learning / Future Learning Students will build upon the analytical skills they have begun to develop in HT5 by applying them to the Love and Relationships section of the AQA English Literature poetry anthology. Students will study 5/6 poems that will be linked by the theme of 'parental love'. The assessment will be an adapted and differentiated version of a GCSE poetry question.</p> <p>What key pieces of work will be produced and marked? Written assessment: exam-style question.</p> <p>What are students assessed on?</p> <ul style="list-style-type: none"> • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Maintain a critical style and develop an informed personal response • Read, understand and respond to texts. Students should be able to: • Show understanding of the relationships between texts and the contexts in which they were written. • Use textual references, including quotations, to support and illustrate interpretations.

ENGLISH LANGUAGE & LITERATURE YEAR 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> English Language paper 1 English Literature paper 2 – 5 poems from the anthology <p>In the first half term of their GCSE, students will build on the poetry analysis skills that they were developing at the end of year 9, using the poems as the inspiration for creative writing practice.</p> <p><u>Assessment:</u> English Language paper 1 - creative writing – 24+16 marks. AO5 + AO6.</p>	<ul style="list-style-type: none"> A Christmas Carol <p>Students will continue to develop their analysis of Literature skill by applying them to a Victorian novel. They will learn how to focus on an extract and how to link it to themes and contextual factors relevant to the book and the society.</p> <p><u>Assessment:</u> English Literature Paper 1 Section B 30 marks AO1, AO2 + AO3.</p>	<ul style="list-style-type: none"> English Language paper 1 <p>Students will complete the reading section of paper 1 in this half term, with a specific focus on gaining an understanding of how writers use structure to interest a reader and what is meant by evaluation in English.</p> <p><u>Assessment:</u> English Language paper 1 – reading section – 40 marks. AO1, AO2, AO3 + AO4</p>	<ul style="list-style-type: none"> English Literature paper 2 – remaining poems from the anthology and unseen poetry. <p>Students will cover the remaining poems from their AQA anthology and develop an understanding of how to approach an answer about a poem they have never seen before, including a strong focus on the comparative element of this paper.</p> <p><u>Assessment:</u> English Literature paper 2 – Section C (unseen poetry) – 32 marks. AO + AO2</p>	<ul style="list-style-type: none"> Revision of English Literature paper 2 for PPE – Section A. <p>Students will revise Inspector Calls from the end of year 9 in order to prepare for the PPE at the start of the Summer 2 half term. Students will also revise the poems covered at the end of the year 9 as well as key examination skills.</p> <p><u>Assessment:</u> Book marking of practice questions on English Literature paper 2 Sections A + B.</p>	<p>PPE + second chance at Spoken Language Assessment</p> <p>Students will have a full PPE experience in the Sports Hall, after which they will have the opportunity to improve on the Spoken Language Assessment that was completed in year 9.</p> <p><u>Assessment:</u> English– Full paper in sports hall - 80 marks. AO1, AO2, AO3, AO4, AO5 + AO6.</p>

ENGLISH LANGUAGE & LITERATURE YEAR 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> English Language paper 2 <p>Students will prepare for the November PPE which will be English Language Paper 2. They will revisit AO1, AO2, AO3 and AO4 but this time with a focus on non-fiction and literary non-fiction sources.</p> <p><u>Assessment:</u> Book marking of practice questions on English Language paper 2 Sections A + B.</p>	<ul style="list-style-type: none"> PPE English Lang. Paper 2 Romeo and Juliet <p>Students will continue to develop their analysis of Literature skills by applying them to a Shakespeare play. They will learn how to focus on an extract and how to link it to themes and contextual factors relevant to the play and the society.</p> <p><u>Assessment:</u> English Language paper 2 - Full paper in sports hall - 80 marks. AO1, AO2, AO3, AO4, AO5 + AO6.</p>	<ul style="list-style-type: none"> Romeo and Juliet completed. <p>Students will complete Romeo and Juliet this half term, with a specific focus on developing the exam skills required to succeed in English Literature paper 1 section A.</p> <p><u>Assessment:</u> Book marking of practice questions on English Literature paper 1 Sections A.</p>	<ul style="list-style-type: none"> English Literature paper 1 PPE English Language paper 1 PPE <p>With two full PPEs in this half term in English, students will revise the skills required to be successful in English Literature paper 1 and English Language paper 1.</p> <p><u>Assessment:</u> English Literature paper 1 – Full paper. English Language paper 1 – Full paper.</p>	<ul style="list-style-type: none"> PPE feedback and fix it and final exam preparation. <p>In the final build up to the exams, students will have the chance to improve upon their March PPE grade during comprehensive fix it lessons, as well as work on final revision which will vary according to the needs of each class.</p> <p><u>Assessment:</u> Feedback on fix it improvements and book marking of exam preparation.</p>	