

# ENGLISH LEARNING JOURNEY

**Destination Two –**  
Seek to be you.

**Destination One:** All roads lead to your future take control and make the right decisions

‘Two roads diverged in a wood, and I— I took the one less traveled by, And that has made all the difference.’  
Robert Frost

**GCSE Revision and honing exam practice**

## Macbeth

To understand the plot, structure and character development in Macbeth.  
To understand how language and structure is used to create meaning and incorporate contextual knowledge to enhance your understanding of the writer’s ideas.  
To formulate an argument and use evidence to create analytical essays



**Language – Paper 1 and Paper 2**  
Demonstrate understanding of links between texts in both fiction and non-fiction  
To explore how language and structure are used to present ideas and viewpoints  
To develop ideas creatively using language and structures to create meanings for the reader.

**Year 11 GCSE Language and Literature**

**End of year 10 mocks**

## GCSE FLASH CODES

**Reading** -KW E AE Z LI CO EV CH TH SET NV  
**Writing** – S JO PP F AV S NV SS SI 14 WT TO

## Literature - An Inspector Calls, Conflict Poetry and Jekyll and Hyde

Show understanding of the modern play, 19<sup>th</sup> century novel and 15 thematically connected poems from the 19<sup>th</sup> 20<sup>th</sup> and 21<sup>st</sup> century.  
To understand the plot, structure and character development in all the texts studied.  
To understand how language and structure is used to create meaning and incorporate contextual knowledge to enhance your understanding of the writer’s ideas.  
To formulate an argument and use evidence to create analytical essays

## Language – introduction to thematically linked texts

Demonstrate understanding of links between texts in both fiction and non-fiction  
To explore how language and structure are used to present ideas and viewpoints  
To develop ideas creatively using language and structures to create meanings for the reader.

**Year 10 GCSE Language and Literature**

**Year 9 - End of year assessment**

## Year 9 FLASH CODES

**Reading** -KW E AE Z LI CO EV CH TH SET  
**Writing** – S JO PP F AV S NV SSSI 14 WT

## The Merchant of Venice

**Reading** – How does literature question ideas in society and how is the theme of gender still relevant in today’s society?  
How does poetry highlight oppression in society and seek to challenge oppression?  
**Writing** – How do we vary our sentence openers and sentence structures to deliberately enhance meaning?  
How do we use structures and writer’s techniques to create convincing voices in our writing?

## The Lord of the Flies

**Reading** - How do writers use context and genre to explore issues in society?  
How does poetry explore conflict and culture as central themes and ideas?  
**Writing** – How do we write persuasively using a range of writer’s techniques?  
How do we use sense the full range of punctuation to create subtle meanings?



## A Christmas Carol

**Reading** - How do writers use language and structure to create meanings for the reader?  
How does poetry explore the theme of change and redemption  
**Writing** – How do discourse markers improve the fluency in our writing and ensure meanings are clear for the reader?  
How do we use sense imagery to create vivid images when writing creatively?

## Year 8 FLASH CODES

**Reading** -KW E AE Z CH TH SET  
**Writing** – S JO PP F AV S NV SS SI 14 WT

**Year 9**

**Year 8- End of year assessment**



## Kestrel for a Knave

**Reading** How are texts structured to develop characters? What effect do different narrative perspectives have on the reader?  
How is family presented in literature throughout different times?  
**Writing** – How do we create imagery through using ambitious vocabulary and a range of verbs, adverbs and adjectives?  
How can imperatives cause change to occur and how do we use them effectively in our writing?

## Dracula Modern Play

**Reading** How do we identify conventions of the gothic in literature?  
How does narrative viewpoint change the interpretations for the audience?  
How does gothic poetry use writer’s techniques to create the conventions of the genre?  
**Writing** – How do we create settings using conventions of the gothic?  
How do we use punctuation to create effects change the way a script is read?



## Much Ado About Nothing

**Reading** - How is context significant to understanding the importance of gender in Shakespeare’s plays?  
How does poetry explore identify and who we are?  
**Writing** – How can we create absent voices from literature to aid our understanding of the play?  
How can we use the full range of punctuation to craft speech?

**Year 8 STAR testing**

**Year 7 - End of year assessment**

## Year 7 FLASH CODES

**Reading** -KW E AE CH TH  
**Writing** – S JO PP F AV S NV SS SI 14

**Year 7 STAR testing and CATs**

## Our Day Out

**Reading** - How are characters created to explore the purpose of education? How is a modern different script different to Shakespeare?  
**Writing** – how do you create a script using stage directions to enhance the character?  
How to develop writing using colons and semi colons and apostrophes accurately?  
Ensuring accuracy with tenses in independent writing



## Romeo and Juliet

**Reading**  
How are relationships presented between parents and children?  
How have these relationships changed over time?  
Themes – How has love changed through the ages and how is this shown in fiction?  
**Writing** – How do we structure texts effectively using paragraphs and topic sentences?  
How to avoid common errors with homophones and use basic punctuation effectively and clearly in all writing?

## The Hunger Games

**Reading**  
How are characters created in fiction?  
How is the setting of the dystopian used to support the character’s growth?  
Themes – How does literature explore identity, strength and resilience?  
**Writing** – create texts to be show not tell using adverbs, verbs, adjectives and sense imagery  
How to use different sentences to create effects and understanding word classes in sentences.



**START**