



Golden Threads

- Continue to consolidate reading for meaning strategies in preparation for tackling unseen prose in an exam.
- Engaging with a diverse range of writers in prose and poetry to further develop analytical skills with a focus on why writers make language and structural choices to influence readers.
- Critically engaging with two set texts to examine how the contexts in which they were written influenced the writers' meanings and methods.
- Further developing KS3 literacy skills to craft writing.

Enrichment

Review and Evaluation

June 2026

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary		Knowledge Tracking
01/09 – 17/10 (7 weeks)	<p>English Literature Paper 1 Section A - Modern Text: 'An Inspector Calls'</p> <p>Plot events of the text</p> <p>3 Act play structure / morality play</p> <p>Context: Priestley's life and creative influences, socio-historical context of 1912 & 1945</p>	<p>Reading for meaning</p> <p>Inference</p> <p>Selecting evidence to support ideas</p> <p>Analysis of effects of writers' methods</p>	<p>Formative assessment in class, including some of the following strategies:</p> <ul style="list-style-type: none"> • Book sampling • Live marking • Whole Class Feedback • Hinge questioning • Cold Calling • Peer and self assessment/DIRT 	<p>Relationships between the characters (Sheila being engaged to Eric; Gerald being the father of Eva's unborn child)</p> <p>The classes of the Birlings and the Croft families</p> <p>Political ideologies</p> <p>Misspelling Priestley</p>	<p>Tier 2</p> <p>Obstinate</p> <p>static</p> <p>stagnant</p> <p>egotistical</p> <p>pompous</p> <p>imprudent</p> <p>gluttonous</p> <p>avaricious</p> <p>conceited</p> <p>imperious</p> <p>malicious</p> <p>hostile</p> <p>sheltered</p> <p>naïve</p> <p>inconsiderate</p> <p>opportunistic</p> <p>repentant</p> <p>enraged</p> <p>assertive</p> <p>compassionat</p> <p>reticent</p> <p>triumphant</p> <p>materialistic</p> <p>shallow</p> <p>vengeful</p>	<p>altruistic</p> <p>malleable</p> <p>omniscient</p> <p>authoritativ</p> <p>imposing</p> <p>influential</p> <p>moral</p> <p>virtuous</p> <p>capitalism</p> <p>socialism</p> <p>Tier 3</p> <p>Exposition</p> <p>denouement</p> <p>stage direction</p>	<p>Links to prior knowledge:</p> <ul style="list-style-type: none"> • Year 7, term 2 (memorable characters) • Year 7, term 6 (AMSND) • Year 8, terms 1 and 2 (equality and diversity) • Year 9, terms 1 and 2 (love and hate) <p>Future curriculum:</p> <ul style="list-style-type: none"> • Year 10 Literature (characterisation and play form in 'Macbeth') • Year 11 Literature (characterisation and narrative in 'Jekyll and Hyde') • Year 11 revision



20/10 – 16/01 (10 weeks)	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary		Knowledge Tracking
	English Language Paper 1	Section A:	Assessment on 'An Inspector Calls' content (sample question from Literature Paper 2 Section A)	Section A:	Tier 3	compound sentence	Links to prior knowledge:
	Structure of the examination for Section A:	<ul style="list-style-type: none"> Reading for meaning Inference Selecting evidence to support ideas Analysis of effects of writers' methods 		Not addressing the correct assessment objective for each question	Identify	simple sentence	Section A:
	<ul style="list-style-type: none"> Q1. Information retrieval – write four sentences Q2. Language analysis of a section of the text. Q3. Structural analysis of the whole text to interest the reader. Q4. Evaluation of a statement about the text. Analysis of the writer's methods. 			Identifying structural features of the text	analys	complex sentence	<ul style="list-style-type: none"> Year 7, term 1 (New beginnings)
	<ul style="list-style-type: none"> Word classes (noun, verb, adjective, etc.) Language techniques (simile, metaphor, repetition, etc.) Grammatical Structures (simple, compound, complex sentences, etc.) 	Section B:		Mislabelling of word classes	methods		<ul style="list-style-type: none"> Year 7, term 2 (memorable characters)
	Section B:	<ul style="list-style-type: none"> How to plan a piece of creative writing How to use an image as a stimulus How to use 'zooming' to develop a response How to use paragraphs and discourse markers to effectively structure a piece of creative writing How to use grammatical structures effectively 		Not being able to articulate what the reader's response to the text is, and as a result, making generalised comments such as 'it makes the reader want to read on'	structure		<ul style="list-style-type: none"> Year 8, term 3 (Gothic writing)
	<ul style="list-style-type: none"> Figurative language techniques Structural techniques Grammatical structures 			Section B:	character		<ul style="list-style-type: none"> Year 9, term 4 (short stories)
				Misunderstanding the use of an image as a stimulus	simple		<ul style="list-style-type: none"> Year 9, term 5 (London)
				Over-reliance on dialogue	compound		Future curriculum:
				Short, underdeveloped pieces of writing	complex		<ul style="list-style-type: none"> Language practice throughout Y10 and Y11
				Simple use of language and structure	minor (sentences)		
					noun		
					verb		
					adjective		
					adverb		
					simile		
					metaphor		
					imagery		
					repetition		
					dialogue		
					mood		
					tone		
					alliteration		
					sibilance		
					onomatopoeia		
					structure		
					juxtaposition		
					discourse marker		
					paragraph		
					semi-colon		
					colon		
					parentheses		
					subordinate clause		



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary		Knowledge Tracking
19/01 – 20/03 (8 weeks)	<p>English Literature Paper 1 Section A – ‘Macbeth’</p> <p>‘Macbeth’:</p> <ul style="list-style-type: none"> plot social and historical context how Shakespeare uses characterisation, language, structure and form to portray ideas about: gender; power; ambition; the supernatural; kingship; deception and guilt. 	<p>‘Macbeth’:</p> <p>Forming interpretations and personal responses to texts</p> <p>Supporting interpretations and arguments with textual references</p> <p>Analysing the writers’ craft through choices of language, structure and form</p> <p>Understanding the relationships between texts and the contexts in which they were produced and received</p> <p>Understanding authorial intent</p> <p>Planning a response that moves from extract to whole text</p>	<p>Formative assessment in class, including some of the following strategies:</p> <ul style="list-style-type: none"> Book sampling Live marking Whole Class Feedback Hinge questioning Cold Calling Peer and self assessment/DIRT 	<p>‘Macbeth’:</p> <p>Not understanding the plot</p> <p>Oversimplifying context</p> <p>The role of Macduff</p> <p>Not grasping the significance of horror of The Witches</p> <p>Oversimplifying Shakespeare’s ideas</p> <p>Oversimplifying an audience’s response</p>	<p>Tier 2</p> <p>Virtue</p> <p>subversion</p> <p>treacher</p> <p>diabolical</p> <p>femininity</p> <p>ambition</p> <p>regicide</p> <p>psychological</p> <p>hubris</p> <p>masculinity</p> <p>bravery</p> <p>prophecy</p> <p>Machiavellian</p> <p>supernatural</p> <p>honour</p> <p>dishonour</p> <p>tyrant</p> <p>tyranny</p> <p>Jacobean</p>	<p>Tier 3</p> <p>Divine Right of Kings</p> <p>Shakespearean tragedy</p> <p>allusion</p> <p>juxtaposition</p> <p>pathetic fallacy</p> <p>iambic pentameter</p> <p>soliloquy</p> <p>monologue</p> <p>symbolism</p> <p>form</p> <p>free verse</p> <p>metaphor</p> <p>imagery</p>	<p>‘Macbeth’:</p> <ul style="list-style-type: none"> Year 7, term 6 (‘A Midsummer Night’s Dream’) Y9, terms 1 and 2 (‘Romeo and Juliet’)



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
23/03 – 12/06 (9 weeks)	<p>Language Paper 2</p> <p>All knowledge for Language Paper 1 in addition to:</p> <ul style="list-style-type: none"> Non-fiction genre conventions Logos, pathos and ethos, Persuasive writing teachings (direct address, using facts, statistics, rhetorical questions, emotive language, triplets, asyndetic list, polysyndetic list). 	<p>All knowledge for Language Paper 1 in addition to:</p> <ul style="list-style-type: none"> Summary writing Comparing writers' ideas and perspectives Communicate clearly, effectively and imaginatively Adapting tone, style and register for different forms, purposes and audiences. Organising information and ideas 	<p>Formal assessment in sports hall on previous Language exam skills (sample Language Paper 1)</p> <p>Spoken Language endorsement</p>	<p>Using evidence in a summary</p> <p>Comparing language rather than perspectives</p> <p>Punctuation in compound and complex sentences</p> <p>Paragraphing and sequencing ideas for effect and readability</p> <p>Misuse of advanced punctuation such as colons and semi-colons</p> <p>Sporadic capitalisation, particularly for common nouns</p>	<p>Tier 3</p> <p>Rhetorical question</p> <p>direct address</p> <p>emotive language</p> <p>triplet</p> <p>asyndetic list</p> <p>polysyndetic list</p> <p>logos</p> <p>pathos</p> <p>ethos</p>	<p>Links to prior knowledge:</p> <ul style="list-style-type: none"> Year 7, terms 3 and 4 (survival of the fittest) Year 8, term 3 (Gothic writing) Year 9, terms 1, 2, 3 and 5 (short stories) Year 10, terms 1, 2, 3 and 4 (Language Paper 1) <p>Future Curriculum:</p> <ul style="list-style-type: none"> Language practice throughout Y10 and Y11 <p>Spoken Language:</p> <ul style="list-style-type: none"> See Language Paper 2



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
15/06 – 17/07 (5 weeks)	<p>Literature Paper 2 Section C - Unseen Poetry</p> <p>Word classes (noun, verb, adjective, etc.)</p> <p>Poetic structure techniques (stanza organisation, layout, enjambment, etc.)</p> <p>Language techniques (simile, metaphor, repetition, etc.)</p> <p>Phonology (cacophony, plosives, euphony, etc.)</p>	<p>Reading for meaning</p> <p>Inference</p> <p>Selecting evidence to support ideas</p> <p>Analysis of effects of writers' methods</p>	<p>Formative assessment in class, including some of the following strategies:</p> <ul style="list-style-type: none"> • Book sampling • Live marking • Whole Class Feedback • Hinge questioning • Cold Calling • Peer and self assessment/DIRT 	<p>Misreading the poem, often due to insufficient time spent reading and thinking about the poem</p> <p>Selecting the wrong evidence to support an otherwise valid point</p> <p>Misusing terminology</p>	<p>Tier 3</p> <p>Concrete noun</p> <p>abstract noun</p> <p>simile</p> <p>metaphor</p> <p>sensory imagery</p> <p>personification</p> <p>shift</p> <p>stanza length</p> <p>enjambment</p> <p>punctuation (caesura, end stop)</p> <p>layout</p> <p>resolution</p> <p>tone</p> <p>mood</p> <p>message</p> <p>ambiguity</p> <p>rhythm</p> <p>rhyme</p> <p>alliteration</p> <p>assonance</p> <p>cacophony</p> <p>plosives</p> <p>sibilance</p>	<p>Links to prior knowledge:</p> <ul style="list-style-type: none"> • Year 7, terms 3 and 4 (survival of the fittest) • Year 8, term 4 (childhood poetry) • Year 9, term 6 (a sense of place) • Future curriculum: • Year 11, terms 1 and 2 (power and conflict poetry) • Year 11 revision