

**Subject:** English      **Year:** 11      **Ability:** All

Term / Date(s)	Half-term 1	Half-term 2a	Half term 2b	Half-term 2c	Half-term 3a	Half term 3b	Half Term 4a	Half-term 4b	Half-term 4c
<b>Topic</b>	English Literature Paper 1 Shakespeare 'Macbeth' by William Shakespeare	Eduqas English Language Component 2 Section A: Non-fiction	Eduqas English Language Component 2 Section B: Transactional Writing	AQA English Literature Paper 1 'A Christmas Carol'	AQA English Literature Paper 2: Power and Conflict poetry	Eduqas English Language Component 2 Section B: Transactional Writing	AQA English Literature Paper 2: Unseen Poetry	Eduqas English Language Component 1 Section A: fiction	Eduqas English Language Component 1: Creative Prose
Topic overview  <b>Pupils will learn...</b>	Students will return to 'Macbeth' and critically evaluate, a number of themes so that they are able to refine their ability to discuss and explain their understanding and ideas.	Students will recall and retain how to identify and interpret information and ideas from a range of non-fiction extracts. They will also recall how to analyse language and structure to understand how writers influence the reader. Students will learn how to synthesise and compare evidence from different non-fiction texts.	How to write for a variety of transactional writing purposes and for a range of audiences.	Students will revisit 'A Christmas Carol' in depth, critically and evaluatively, using key themes as a framework to revisit the entire text so that they are able to discuss and deepen their existing understanding and ideas.	How to interpret the meaning and the moral message of the Power and Conflict anthology poems and to analyse the language, form, themes and structure of each individual poem. Students will also revisit and strengthen their skills in how to compare meaning, language, themes and structural features across the cluster.	How to write for a variety of transactional writing purposes and for a range of audiences.	Students will recall and retain how to interpret the meaning of unseen poems, and to analyse the language, themes and structure of each individual poem. Students will also learn how to compare meaning, language, themes and structural features across the poems presented.	Students will recall and retain how to identify and interpret information and ideas from a range of fiction extracts. They will also recall how to analyse language and structure to understand how writers influence the reader.	Students will recall and retain how to use language creatively and imaginatively to construct an extended narrative with a sustained plot and convincing characterisation.

<p><b>Components</b></p>	<p>Students will continue to learn to understand and explore the relationships between texts and the contexts in which they were written to develop a deeper understanding of the meanings and ideas. Context should focus on Jacobean England, King James and the supernatural, the Great Chain of Being and the role of women.</p> <p>Students will know how to read, understand and respond to texts in order to confidently analyse a text independently.</p> <p>Students will develop their use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Students will develop their knowledge of how to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Students will deepen their understanding of how to identify and analyse a theme in order to develop a considered interpretation of the writer's intentions.</p> <p>Students will be able to maintain a critical style and develop an informed personal response in order to express a point of view and thoughts on a text.</p> <p>Students will develop their skills and knowledge in how to use a range of vocabulary and sentence structures to ensure written work has clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Students will read and understand a new range of non-fiction texts, including a 21<sup>st</sup> and 19<sup>th</sup> Century resources, in order to make accurate inferences, building on their knowledge from Year 10.</p> <p>Students will independently select relevant, concise quotations in order to support an accurate viewpoint.</p> <p>Students will read and evaluate new non-fiction texts in order to come to a considered judgement.</p> <p>Students will recall being able to accurately identify language and structural features in order to comment on the effect of this on the reader.</p> <p>Students will be confident to use the quote/comment technique successfully in order to write concisely and cover a range of textual references.</p> <p>Students will recall and retain the techniques to synthesise information and ideas from two sources in order to show ability to retrieve explicit and implicit details.</p> <p>Student will recall and retain comparing writers' ideas and perspectives across two non-fiction texts in order to identify and explore similarities and differences.</p>	<p>Students will use examples of <b>formal letters</b>, and <b>articles</b>, covering a range of topics and issues to use as a stimulus for students' own extended writing.</p> <p>Students will understand the varying formats and layouts for each of the transactional writing types to see how each transactional writing piece may differ from another.</p> <p>Students will incorporate a variety of rhetorical devices to suit a range of forms, audiences and purposes in order to successfully use rhetoric in their own writing.</p> <p>Students will practise each of the necessary formats using a variety of question titles to ensure students know the accurate layout for each type of question.</p> <p>Students will revise and practise using accurate spelling, punctuation and grammar in order to improve technical accuracy in sustained writing pieces.</p> <p>Students will use examples to identify tone and register to create writing for a variety of audiences.</p> <p>Students will create extended writing pieces using a taught structure of introduction, three main ideas and conclusion, to ensure writing is sustained and developed.</p>	<p>Students will continue to understand and explore the relationships between texts and the contexts in which they were written to develop a deeper understanding of the meanings and ideas.</p> <p>Students will know how to re-read, understand and respond to key elements in the text in order to confidently analyse a text independently.</p> <p>Students will practise the use of textual references, including quotations, to support and illustrate interpretations.</p> <p>Students will deepen their analysis of the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate in their analytical writing.</p> <p>Students will now independently identify and analyse a theme in order to develop a considered interpretation of the writer's intentions.</p> <p>Students will revise being able to maintain a critical style and develop an informed personal response in order to express a clear and sustained point of view and thoughts on a text.</p> <p>Students will know how to use a range of vocabulary and sentence structures to ensure written work has clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Students will read, understand and interpret the 15 poems in the Power and Conflict cluster in the AQA anthology in order to answer comparative questions successfully in the exam.</p> <p>Students will explore how poets use language, form and structural devices when conveying a theme or message in order to successfully comment on and evaluate writers' methods.</p> <p>Students will explore a range of perspectives and presentations of conflict in order to analyse writers' choices and understand how conflicts affect individuals and communities.</p> <p>Students will explore how the writers' social, historical and cultural context has influenced the writers' choices in order to develop their interpretation and meaning.</p> <p>Students will use concise quotations and textual references to support and develop interpretation and comparisons in order to support and develop an informed viewpoint.</p> <p>Students will explore how writer's use poetic devices to convey themes in order to draw comparisons across poems in preparation for exams.</p> <p>Students will use a critical style in order to structure and develop an effective argument.</p>	<p>Students will use examples of <b>guides</b>, <b>reports</b> and <b>reviews</b>, covering a range of topics and issues to use as a stimulus for students' own extended writing.</p> <p>Students will understand the varying formats and layouts for each of the transactional writing types to see how each transactional writing piece may differ from another.</p> <p>Students will incorporate a variety of rhetorical devices to suit a range of forms, audiences and purposes in order to successfully use rhetoric in their own writing.</p> <p>Students will practise each of the necessary formats using a variety of question titles to ensure students know the accurate layout for each type of question.</p> <p>Students will revise and practise using accurate spelling, punctuation and grammar in order to improve technical accuracy in sustained writing pieces.</p> <p>Students will use examples to identify tone and register to create writing for a variety of audiences.</p> <p>Students will create extended writing pieces using a taught structure of introduction, three main ideas and conclusion, to ensure writing is sustained and developed.</p>	<p>Students will read, understand and interpret meaning in unseen poems in order to understand a poet's message.</p> <p>Students will explore how poets use language, form and structural devices when conveying a theme or message in order to analyse writers' methods.</p> <p>Students will explore poetry by reading and re-reading poems to uncover their deeper meaning in order to analyse an unseen poem successfully.</p> <p>Students will use concise quotations and textual references to support and develop interpretation and comparisons in order to support a viewpoint.</p> <p>Students will explore how writer's use poetic devices to convey themes in order to draw comparisons across poems.</p> <p>Students will use a critical style in order to structure and develop an effective argument.</p>	<p>Students will read and understand a new range of fiction texts, in order to make accurate inferences, building on their knowledge from Year 10.</p> <p>Students will independently select relevant, concise quotations in order to support an accurate viewpoint.</p> <p>Students will read and evaluate new fiction texts in order to come to a considered judgement.</p> <p>Students will recall being able to accurately identify language and structural features in order to comment on the effect of this on the reader.</p> <p>Students will be confident to use the quote/comment technique successfully in order to write concisely and cover a range of textual references.</p>	<p>Students will use a five-part story structure in order to create a cohesive and fluid narrative.</p> <p>Students will use descriptive language (including imagery, pathetic fallacy and figurative language) in order to create effective settings and characterisation.</p> <p>Students will use language techniques and structural devices to create tension in order to engage a reader.</p> <p>Students will use varied sentence types, sentence structures and paragraphing to support cohesion and to engage and sustain the reader's interest.</p> <p>Students will use accurate spelling, punctuation and grammar in order to write with clarity and precision.</p>
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<p><b>What pupils should already know (prior learning components )</b></p>	<p>Students began their study of Macbeth in HT6 of Y10 so should be familiar with the plot, characters and some key contexts.</p> <p>Throughout KS3 and KS4, students have studied a range of texts, developing their knowledge of how to consider contextual elements and how to analyse a text.</p> <p>Students have studied A Midsummer Night's Dream and Romeo and Juliet, thus being familiar with Shakespearean language.</p> <p>Students should also be able to identify and incorporate relevant textual references to support their point of view.</p> <p>Students have read 'Blood Brothers'; this should have developed an understanding of how to read a playscript and the conventions of plays.</p> <p>Students have studied 'A Christmas Carol', developing their knowledge of how to analyse characters, themes and key events.</p>	<p>Students will have studied this component in Year 10 and should have an understanding of the requirements of the paper.</p> <p>Students should be able to select relevant quotes to support a viewpoint.</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer.</p> <p>Students should be able to use comparative phrases.</p> <p>Students should be able to evaluate.</p>	<p>How to write for a variety of purposes at KS3 level (letters, speeches, articles, reviews)</p> <p>How to accurately punctuate writing.</p> <p>Consider a viewpoint other than their own.</p> <p>How to use stimulus materials to support their own writing.</p> <p>How to construct an argument in writing.</p> <p>How to use grammatical and structural features to write a response.</p>	<p>Students will have studied this text once in Year 10 and this is an opportunity to deepen their understanding of the text, and how to respond to exam questions.</p> <p>Throughout KS3 and KS4, students have studied a range of texts, developing their knowledge of how to consider contextual elements and how to analyse a text.</p> <p>Students should also be able to identify and incorporate relevant textual references to support their point of view.</p>	<p>The topic will build on poems studied in Y10</p> <p>Students should know how to identify poetic and structural devices and comment on the effect of these devices and make accurate inferences</p> <p>Students will know how the context of a text or poem can influence writer's choices.</p>	<p>How to write for a variety of purposes at KS3 level (letters, speeches, articles, reviews)</p> <p>How to accurately punctuate writing.</p> <p>Consider a viewpoint other than their own.</p> <p>How to use stimulus materials to support their own writing.</p> <p>How to construct an argument in writing.</p> <p>How to use grammatical and structural features to write a response.</p>	<p>The topic will build on the unseen poetry unit from Y9 and the Power and Conflict unit in the previous term.</p> <p>Students should know how to identify poetic and structural devices and comment on the effect of these devices and make accurate inferences. (Y10 poetry, Y9 unseen poetry; Y8 Different Cultures poems; Y7 thematic poems)</p> <p>Students will know how to use concise textual references to support interpretations. (Y10 poetry, Y9 Sherlock HT1, Heroes, , ACC Y10, Post-1914 text Y10)</p> <p>Students will know how to analyse a writer's methods to explore meaning. (Y10 Lit texts, Y9 Sherlock HT1, Heroes, Poetry, ACC Y10, Post-1914 text Y10)</p> <p>Students will be familiar with using a critical writing style in structuring and developing an interpretation. (Y10 Lit texts, Y9 Sherlock, Heroes, Poetry, ACC Y10, Post-1914 text Y10)</p>	<p>Students will have studied this component in Year 10 and should have an understanding of the requirements of the paper.</p> <p>Students should be able to select relevant quotes to support a viewpoint.</p> <p>Students should be able to identify and comment on the effect of techniques used by a writer.</p> <p>Students should be able to evaluate.</p>	<p>Students will have studied this component in Year 10 and should have an understanding of the requirements of the paper.</p> <p>How to use a story mountain to structure a narrative (Fictional Genre Writing: Y9).</p> <p>How to use language to create mood and atmosphere (Fiction Genre Writing: Y9. 19<sup>th</sup> Century and Post-1914 Prose Study: Y9).</p> <p>How to craft sentences for effect (Fiction Genre Writing: Y9, Transactional Writing: Y10).</p> <p>How to use functional punctuation.</p>
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<b>Transferrable knowledge (skills)</b>	Through reading 'Macbeth', students will develop their cultural and contextual knowledge of the world. They will develop their confidence with reading, understanding and responding to a text, which will prepare them for GCSE and studying literature at a higher level.  Students will develop their use of textual references to support and illustrate interpretations.  Students will be able to apply their knowledge of how to analyse the language, form and structure used by a writer to create meanings and effects to a range of texts across subjects and in further study.	This topic will build on students' ability to make accurate inferences and select textual reference to support their viewpoint.  This topic will build on students' ability to retrieve explicit and implicit information from a text.  Students will build on their ability to analyse and compare features of a non-fiction text.	This topic builds on students' ability to communicate clearly, effectively and imaginatively.  It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.  It also serves to further embed students' technical accuracy.	Through reading 'A Christmas Carol', students will develop their cultural and contextual knowledge of the world. They will develop their confidence with reading, understanding and responding to a text, which will prepare them for GCSE and studying literature at a higher level.  Students will develop their use of textual references to support and illustrate interpretations.  Students will be able to apply their knowledge of how to analyse the language, form and structure used by a writer to create meanings and effects to a range of texts across subjects and in further study.	The topic will build on students' ability to read and understand poetry and develop an informed personal response. It will build on students' ability to use quotes to support and develop interpretations.  It will build on students' ability to analyse language, form structure and to use subject terminology when analysing writer's techniques.  It will also build on students' ability to understand the relationship between a text and the contexts it was written in	This topic builds on students' ability to communicate clearly, effectively and imaginatively.  It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.  It also serves to further embed students' technical accuracy.	Students will further develop the skills of reading and understanding poetry to develop an informed personal response. It will build on students' ability to use quotes to support and develop interpretations. These can be used to support the learning of other Power and Conflict poems when introduced.  Students will be able to refer to prior knowledge of poetic devices (how to analyse poetry) in order to successfully analyse an unseen poem. This can be used to support learning of future Power and Conflict poems.  Students will build and develop the skills of analysing language, form structure and to use subject terminology when analysing writer's techniques which can be used to support learning in other Literature texts and reading analysis in English Language.  It will further develop students' ability to plan and structure a critical essay to develop an interpretation which can be transferred to all Literature analysis pieces.	This topic will build on students' ability to make accurate inferences and select textual reference to support their viewpoint.  This topic will build on students' ability to retrieve explicit and implicit information from a text.  Students will build on their ability to analyse and compare features of a fiction text.	This topic builds on students' ability to communicate clearly, effectively and imaginatively.  It further develops students' skills in organising information and ideas by developing confidence in their use of structural and grammatical structures to support cohesion and coherence.  It also serves to further embed students' technical accuracy.
<b>Key skills students will explore and use</b>	Pathetic fallacy, symbolism, foreshadowing, imagery.	personification, simile, evaluation, information retrieval, inference, synthesis, comparison	Argument, rhetorical devices, tone, register, audience, pathos, ethos and logos.	Critical comprehension, inference, close language analysis, authorial intent.	Interpretations, oxymoron, enjambment, caesura, juxtaposition.	Argument, rhetorical devices, tone, register, audience, pathos, ethos and logos.	Simile, metaphor, personification, rhyme, enjambment, caesura.	personification, simile, evaluation, information retrieval, inference, synthesis, comparison	5-part structure, sensory imagery, show not tell, tension, authorial voice.
<b>Key vocabulary pupil will know and learn</b>	<ul style="list-style-type: none"> <li>• Futile</li> <li>• Brutality</li> <li>• Paranoia</li> <li>• Prophecy</li> <li>• Duplicity</li> </ul>	<ul style="list-style-type: none"> <li>• Conversely</li> <li>• Contemptuous</li> <li>• Satirical</li> <li>• Adverse</li> <li>• Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Migrant</li> <li>• Sanction</li> <li>• Punitive</li> <li>• Rehabilitation</li> <li>• Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Avaricious</li> <li>• Melancholy</li> <li>• Isolation</li> <li>• Ignorance</li> <li>• Allegory</li> </ul>	<ul style="list-style-type: none"> <li>• Juxtaposition</li> <li>• Criticise</li> <li>• Primacy</li> <li>• Ascendancy</li> <li>• Dominance</li> </ul>	<ul style="list-style-type: none"> <li>• Abysmal</li> <li>• Transcendent</li> <li>• Thus</li> <li>• Directive</li> <li>• Mandate</li> </ul>		<ul style="list-style-type: none"> <li>• Refuge</li> <li>• Abolished</li> <li>• Abruptly</li> <li>• Preposterous</li> <li>• Fortuitous</li> </ul>	
<b>Assessment activities</b>	<u>Formative Assessment:</u> starting with this extract, how does Shakespeare explore the theme of Kingship in the play? In class assessment (45 mins)	<u>Summative Assessment:</u> Mock Exam Language Paper 2 (June 2020 section A)	<u>Summative Assessment:</u> Mock Exam Language paper 2 (Conglomerate section B)	<u>Summative Assessment:</u> Mock Exam Literature paper 2 (June 2019)	In class formative assessment	In class formative assessment	Formative book marking of unseen poetry analysis of both Q1 and Q2.	In class formative assessment	In class formative assessment

<b>Resources available</b>	<p>AQA GCSE English Literature: <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content/shakespeare-and-the-19th-century-novel">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content/shakespeare-and-the-19th-century-novel</a></p> <p>Mr Bruff's detailed analysis of the text: <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cCMpq89C0yaU5scvuYiIKuL">https://www.youtube.com/playlist?list=PLqGFsWf-P-cCMpq89C0yaU5scvuYiIKuL</a></p> <p>Sparknotes: <a href="https://www.sparknotes.com/shakespeare/macbeth/">https://www.sparknotes.com/shakespeare/macbeth/</a></p> <p>Stuart Pryke: 'How to Teach Macbeth'.</p>	<p>Shared area lesson resources: See English faculty Team folder. Includes exemplar materials within unit to support.</p> <p><a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1690">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1690</a> (reading skills)</p> <p><a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1686">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1686</a> (implicit meaning)</p> <p><a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1684">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1684</a> (comparison)</p>	<p><a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1644">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1644</a> (technical accuracy resource)</p> <p><a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1047">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1047</a> (approaches to writing)</p>	<p>AQA GCSE English Literature: <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content/shakespeare-and-the-19th-century-novel">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/subject-content/shakespeare-and-the-19th-century-novel</a></p> <p>Mr Bruff's detailed analysis of the text: <a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cCMpq89C0yaU5scvuYiIKuL">https://www.youtube.com/playlist?list=PLqGFsWf-P-cCMpq89C0yaU5scvuYiIKuL</a></p> <p>Sparknotes: <a href="https://www.sparknotes.com/shakespeare/macbeth/">https://www.sparknotes.com/shakespeare/macbeth/</a></p> <p>Stuart Pryke: 'How to Teach Macbeth'.</p>	<p>This topic focuses on a GCSE anthology and will be on the GCSE Literature examination. Through studying the Power and Conflict cluster, students will improve their reading and literature analysis skills which can be applied to a range of other GCSE texts.</p>	<p><a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1644">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1644</a> (technical accuracy resource)</p> <p><a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1047">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1047</a> (approaches to writing)</p>	<p>Shared area lesson resources: See English faculty Team folder.</p> <p>AQA Resources: <a href="#">AQA   English   GCSE   English Literature</a></p> <p>GCSE Bitesize: <a href="#">What to look for in a poem - Responding to poetry - AQA - GCSE English Literature Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Responding to poems - Comparing unseen poems - GCSE English Literature Revision - BBC Bitesize</a></p>	<p>Shared area lesson resources: See English faculty Team folder. Includes exemplar materials within unit to support.</p> <p><a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1690">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1690</a> (reading skills)</p> <p><a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1686">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1686</a> (implicit meaning)</p>	<p>Eduqas Narrative Writing Resources: <a href="https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1195">https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1195</a></p>
<b>Notes</b>  <b>Why this topic is important...</b>	<p>This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying a Shakespeare text, students will improve their reading and literature analysis skills which can be applied to a range of other GCSE texts.</p> <p>In addition, this topic will help students to develop the habit of reading widely and often, appreciating the depth and power of the English literary heritage.</p> <p>Through studying this topic, students will be able to write accurately, effectively and analytically about their reading, using Standard English.</p>	<p>This topic focuses on an element of the GCSE language exam. Through studying GCSE language, students will improve their ability to analyse non-fiction texts. It will provide them with the skills required to analyse both fiction and non-fiction.</p> <p>This will also support students with analysing extracts within the Macbeth and A Christmas Carol exam questions.</p>	<p>This topic focuses on transactional writing which will be on the GCSE Language exam.</p> <p>Through exploring their own writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units and in non-fiction reading.</p> <p>In addition, writing for a variety of purposes can prepare students for real-world situations.</p>	<p>This topic focuses on a GCSE set text and will be on the GCSE Literature examination. Through studying a Shakespeare text, students will improve their reading and literature analysis skills which can be applied to a range of other GCSE texts.</p> <p>In addition, this topic will help students to develop the habit of reading widely and often, appreciating the depth and power of the English literary heritage.</p> <p>Through studying this topic, students will be able to write accurately, effectively and analytically about their reading, using Standard English.</p>		<p>This topic focuses on transactional writing which will be on the GCSE Language exam.</p> <p>Through exploring their own writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units and in non-fiction reading.</p> <p>In addition, writing for a variety of purposes can prepare students for real-world situations.</p>	<p>This topic is important because it hones and builds on poetry analysis skills needed in order to successfully analyse an unseen poem.</p>	<p>This topic focuses on an element of the GCSE language exam. Through studying GCSE language, students will improve their ability to analyse fiction texts.</p>	<p>This topic focuses on narrative writing which will be on the GCSE Language exam.</p> <p>Through exploring their own creative writing, students will practise using language, form and structure to create meaning and effects in order to engage a reader which aids their study of other writers' methods in the literature units.</p>