

Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Knowledge and skills covered: <u>Private Peaceful</u></p> <p>AO1: read understand and respond to texts</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written</p> <p>SOL Intent: To promote a love of literature and provide an understanding of the context of WW1</p>	<p>Topic: Knowledge and skills covered: <u>Myths and Legends</u></p> <p>AO5: 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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>SOL Intent: To explore the ideas of good versus evil and provide cultural capital whilst promoting literacy and vocabulary</p>	<p>Topic: Knowledge and skills covered: <u>Macbeth</u> <u>NH</u></p> <p>AO1: Read, understand and respond to texts</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written</p> <p>AO7: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>SOL Intent: To promote a love of Shakespeare and drama whilst developing language analysis</p>	<p>Topic: Knowledge and skills covered: <u>WW1 Poetry</u> <u>CS</u></p> <p>AO1: Read, understand and respond to texts</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written</p> <p>SOL Intent: To explore the context of WW1 and provide an understanding of different styles of poetry and poetic devices</p>	<p>Topic: Knowledge and skills covered: <u>Oliver Twist</u> <u>CM</u></p> <p>AO1: read understand and respond to texts</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written</p> <p>SOL Intent: To read a canonical text for pleasure and explore the context of Victorian England</p>	<p>Topic: Knowledge and skills covered: <u>Gothic</u> <u>BJ</u></p> <p>AO5: 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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>SOL Intent: To learn a range of language devices and develop a rich vocabulary while absorbing texts from our literary heritage</p>
<p>Milestones/outcomes: HPA: To know the context and to be able to analyse language MPA: To know how to answer exam questions and to be able to use quotations to support answers with some analysis of language LPA: To know the plot of PP and to be able to recall and respond to it</p>	<p>Milestones/outcomes: HPA: To know how to structure a story effectively and to be able to use a range of linguistic devices MPA: To know GO MASSIVE and to be able to use vocabulary for effect LPA: To know the legends and to be able to create an original story or description</p>	<p>Milestones/outcomes: HPA: To know the context and to be able to analyse language MPA: To know how to answer exam questions and to be able to use quotations to support answers with some analysis of language LPA: To know the plot of Macbeth and to be able to recall and respond to it</p>	<p>Milestones/outcomes: HPA: To know how to compare poems and to be able to use subject terminology analyse them MPA: To know different poetic devices and to be able to explain their effects LPA: To know what happened in WW1 and to be able to explain the content of the poems</p>	<p>Milestones/outcomes: HPA: To know the context and to be able to analyse language MPA: To know how to answer exam questions and to be able to use quotations to support answers with some analysis of language LPA: To know the plot of OT and to be able to recall and respond to it</p>	<p>Milestones/outcomes: HPA: To know how to structure a story effectively and to be able to use a range of linguistic devices MPA: To know GO MASSIVE and to be able to use vocabulary for effect LPA: To know the features of Gothic writing and to be able to create an original story or description</p>
<p>End of Year Milestones/Outcomes:</p> <p>Accelerated: To know how to use a range of language devices and analyse them in texts</p> <p>Main: To know how to use some language devices and to be able to analyse them in texts</p>					

LPA: To know how to identify some language devices and to begin to be able to use them

Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Knowledge and skills covered: Lord of the Flies</p> <p>AO5: 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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>SOL Intent: To explore the ideas of good versus evil and provide cultural capital whilst promoting literacy and vocabulary</p>	<p>Topic: Knowledge and skills covered: Lord of the Flies</p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written</p> <p>SOL Intent: To promote a love of literature and introduce ideas about human nature and symbolism</p>	<p>Topic: Knowledge and skills covered: Romeo and Juliet <u>EG</u></p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written</p> <p>SOL Intent: To promote a love of drama and expand on knowledge of the context of Shakespeare whilst building on language analysis</p>	<p>Topic: Knowledge and skills covered: Poetry from other cultures <u>RRS</u></p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written</p> <p>SOL Intent: To explore other cultures and challenging topics as well as encountering a range of poetry styles</p>	<p>Topic Knowledge and skills covered: Of Mice and Men <u>CS</u></p> <p>AO1: Read, understand and respond to texts.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>SOL intent: To explore the context of 1930s America and various forms of discrimination while analysing language</p>	<p>Topic: Knowledge and skills covered: Diversity <u>EG/RRS</u></p> <p>AO5: 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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>SOL intent: To challenge stereotypes and form views on issues in society through a range of challenging non-fiction texts</p>
<p>Milestones/outcomes: HPA: To know the symbols and be able to analyse language, structure and form within the text MPA: To know the context and be able to adopt a critical style with some explanation of language, structure and form LPA: To know the plot and to be able to write a basic story or description</p>	<p>Milestones/outcomes: HPA: To know the symbols and be able to analyse language, structure and form within the text MPA: To know the context and be able to adopt a critical style with some explanation of language, structure and form LPA: To know the plot and to be able to recall and answer basic questions</p>	<p>Milestones/outcomes: HPA: To know the context and to be able to analyse language, structure and form within the text MPA: To know how to answer exam questions and to be able to use quotations to support answers with some explanation of language, structure and form</p>	<p>Milestones/outcomes: HPA: To know a range of poetic devices and be able to explain the language, structure and form of each poem MPA: To know the context of each poem and be able to identify poetic devices with some explanation of language, structure and form</p>	<p>Milestones/outcomes: HPA: To know how to analyse language, structure and form in the text and to be able to develop a critical style MPA: To know the themes and to be able to link ideas in the text to context with some explanation of language, structure and form LPA: To know the plot and to be able to comment on context</p>	<p>Milestones/outcomes: HPA: To know a range of AFORREST techniques and to be able to use them in a variety of writing forms for different audiences MPA: To know different attitudes to the same issue and to be able to write from multiple viewpoints using some AFORREST techniques</p>

		LPA: To know the plot of Romeo and Juliet and to be able to recall and respond to it	LPA: To know what each poem is about and to be able to comment on language choices		LPA: To know different points of view and to be able to write from your own point of view
End of K.S. Milestones/Outcomes: Accelerated: To know how to use a range of language devices and analyse them in texts Main: To know how to use some language devices and to be able to analyse them in texts LPA: To know how to identify some language devices and to begin be able to use them					
Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Knowledge and skills covered: <u>Victorian ghost stories (AQA Lang paper 1)</u></p> <p>AO1- Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>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.</p> <p>AO4-Evaluate texts critically and support this with appropriate textual references.</p> <p>AO5-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.</p> <p>AO6- Candidates must use a range of vocabulary and</p>	<p>Knowledge and skills covered: <u>Victorian non-fiction (AQA Lang paper 2)</u></p> <p>AO1- Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>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.</p> <p>AO3- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO5-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.</p>	<p><u>An Inspector Calls (AQA Lit paper 2 Section A)</u></p> <p>EJ</p> <p>AO1-Read, understand and respond to texts</p> <p>AO2-Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3-Show understanding of the relationships between texts and the contexts in which they were written</p> <p>AO4-Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>SOL intent: To promote a love of drama and provide contextual knowledge of the play, as well as analysis of the language, structure and form</p>	<p><u>A Christmas Carol (AQA Lit paper 1 Section B)</u></p> <p>CS</p> <p>AO1-Read, understand and respond to texts</p> <p>AO2-Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3-Show understanding of the relationships between texts and the contexts in which they were written</p> <p>SOL intent: To explore literary heritage and the context of the Victorian era as well as analysis of language, structure and form in the novella</p>	<p><u>Conflict poetry (AQA Lit paper 2 Section B)</u></p> <p>EJ</p> <p>AO1-Read, understand and respond to texts</p> <p>AO2-Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3-Show understanding of the relationships between texts and the contexts in which they were written</p> <p>SOL intent: To promote a love of poetry and explore challenging themes whilst analysing language, structure and form in a range of genres</p>	<p><u>Unseen poetry (AQA Lit paper 2 Section C)</u></p> <p>CM</p> <p>AO1-Read, understand and respond to texts</p> <p>AO2-Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>SOL intent: To promote a love of poetry and explore challenging themes whilst analysing language, structure and form in a range of genres</p>

<p>sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>SOL intent: To provide an introduction to the fiction writing styles of the time as well as Lang paper 1</p>	<p>AO6- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>SOL intent: To provide contextual knowledge of the Victorian era and an introduction to Lang paper 2</p>				
<p>Milestones/outcomes: HPA: To know structural features used in Victorian fiction and to be able to explore the interrelationship between language, structure and form in texts MPA: To be able to respond to texts and analyse language, structure and form LPA: To be able to comment on the context of the Victorian era and identify basic language features</p>	<p>Milestones/outcomes: HPA: To know how to use a range of linguistic devices and to be able to explore the interrelationship between language, structure and form in texts MPA: To be able to use a range of AFORREST devices and analyse language, structure and form LPA: To know features of transactional writing and be able to use some AFORREST devices</p>	<p>Milestones/outcomes: HPA: To know how to develop a critical style and to be able to explore the interrelationship between language, structure and form in texts MPA: To know the context and themes and to be able to apply them to exam questions and analyse language, structure and form LPA: To know the plot and to be able to explain socialism, capitalism and class</p>	<p>Milestones/outcomes: HPA: To know how to develop a critical style and to be able to explore the interrelationship between language, structure and form in texts MPA: To know the context and themes and to be able to apply them to exam questions and analyse language, structure and form LPA: To know the plot and to be able to explain redemption and avarice</p>	<p>Milestones/outcomes: HPA: To know a wide range of poetic devices and to be able to explore the interrelationship between language, structure and form in texts MPA: To know the context of each poem and be able to identify poetic devices and analyse language, structure and form LPA: To know what each poem is about and to be able to comment on language choices</p>	<p>Milestones/outcomes: HPA: To know a wide range of poetic devices and to be able to explore the interrelationship between language, structure and form in texts MPA: To know the context of each poem and be able to identify poetic devices and analyse language, structure and form LPA: To know what each poem is about and to be able to comment on language choices</p>
<p>End of Year Milestones/Outcomes:</p> <p>HPA: To know how to use subject terminology to reach higher level analysis and develop a critical style MPA: To know the contexts of each exam text and to be able to comment on language, structure and form LPA: To know the plots of the exam texts and to be able to form a basic answer to exam questions</p>					

Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Topic:</p> <p>Knowledge and skills covered: The Tempest (AQA Lit Paper 1 Section A)</p> <p>AO1-Read, understand and respond to texts</p>	<p style="text-align: center;">Topic:</p> <p>Knowledge and skills covered: The Tempest (AQA Lit Paper 1 Section A)</p> <p>AO1-Read, understand and respond to texts</p>	<p style="text-align: center;">Topic:</p> <p>Knowledge and skills covered: AQA Lit Revision EJ</p> <p>AO1-Read, understand and respond to texts</p>	<p style="text-align: center;">Topic:</p> <p>Knowledge and skills covered: AQA Lit Revision CS</p> <p>AO1-Read, understand and respond to texts</p>	<p style="text-align: center;">Topic:</p> <p>Knowledge and skills covered: AQA Lit Revision EJ</p> <p>AO1-Read, understand and respond to texts</p>	<p style="text-align: center;">Topic:</p> <p>Knowledge and skills covered: AQA Spoken Language endorsement NH</p> <p>AO7: Demonstrate presentation skills in a formal setting</p>

<p>AO2-Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3-Show understanding of the relationships between texts and the contexts in which they were written</p> <p>1x AIC 1 x ACC 1 x conflict poetry 1 x unseen poetry</p> <p>SOL Intent: To promote a love of Shakespeare and drama. To provide a detailed analysis of the plot of the Tempest and introduce exam questions.</p>	<p>AO2-Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3-Show understanding of the relationships between texts and the contexts in which they were written</p> <p>1x AIC 1 x ACC 1 x conflict poetry 1 x unseen poetry</p> <p>SOL Intent: To promote a love of Shakespeare and drama. To provide a detailed analysis of the plot of the Tempest and introduce exam questions.</p>	<p>AO2-Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3-Show understanding of the relationships between texts and the contexts in which they were written</p> <p>AO4-Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>SOL Intent: To provide a detailed revision programme of the key texts needed for GCSE Literature and provide opportunities to improve both skills and knowledge.</p>	<p>AO2-Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3-Show understanding of the relationships between texts and the contexts in which they were written</p> <p>AO4-Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>SOL Intent: To provide a detailed revision programme of the key texts needed for GCSE Literature and provide opportunities to improve both skills and knowledge.</p>	<p>AO2-Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>AO3-Show understanding of the relationships between texts and the contexts in which they were written</p> <p>AO4-Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>SOL Intent: To provide a detailed revision programme of the key texts needed for GCSE Literature and provide opportunities to improve both skills and knowledge.</p>	<p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p> <p>SOL Intent: To provide a detailed revision programme of the key texts needed for GCSE Literature and provide opportunities to improve both skills and knowledge.</p>
<p>Milestones/outcomes: HPA: To know the context and to be able to explore the interrelationship between language, structure and form in texts MPA: To know how to answer exam questions and to be able to use quotations to support answers with analysis of language, structure and form LPA: To know the plot of The Tempest and to be able to recall and form basic responses to exam questions</p>	<p>Milestones/outcomes: HPA: To know the context and to be able to explore the interrelationship between language, structure and form in texts MPA: To know how to answer exam questions and to be able to use quotations to support answers with analysis of language, structure and form LPA: To know the plot of The Tempest and to be able to recall and form basic responses to exam questions</p>	<p>Milestones/outcomes: HPA: To know how to develop a critical style and to be able to explore the interrelationship between language, structure and form in texts MPA: To know the context and themes of each exam text and to be able to apply them to exam questions with analysis of language, structure and form LPA: To know the plot of each exam text and to be able to write a basic response to an exam question</p>	<p>Milestones/outcomes: HPA: To know how to develop a critical style and to be able to explore the interrelationship between language, structure and form in texts MPA: To know the context and themes of each exam text and to be able to apply them to exam questions with analysis of language, structure and form LPA: To know the plot of each exam text and to be able to write a basic response to an exam question</p>	<p>Milestones/outcomes: HPA: To know how to develop a critical style and to be able to explore the interrelationship between language, structure and form in texts MPA: To know the context and themes of each exam text and to be able to apply them to exam questions with analysis of language, structure and form LPA: To know the plot of each exam text and to be able to write a basic response to an exam question</p>	<p>Milestones/outcomes: HPA: To know how to create a speech with sophisticated structure and rhetorical devices and to be able to perform it and answer questioning with a high level of vocabulary MPA: To know how to structure a speech effectively and use a range of AFOREST devices LPA: To know the success criteria for the assessment and to be able to produce and perform a basic presentation</p>
<p style="text-align: center;">End of Year Milestones/Outcomes:</p> <p>HPA: To know how to use subject terminology to reach higher level analysis and develop a critical style MPA: To know the contexts of each exam text and to be able to comment on language, structure and form LPA: To know the plots of the exam texts and to be able to form a basic answer to exam questions</p>					

Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Knowledge and skills covered: <u>AQA Lang P1 (5 weeks); Lang P2 (1 week)</u></p> <p>AO1: 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 AO4: Evaluate texts critically and support this with appropriate textual references AO5: 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. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>SOL Intent: To provide cultural capital and a wide range of texts whilst implicitly teaching</p>	<p>Topic: Knowledge and skills covered: <u>AQA Lang P2 (4 weeks) – mock – DIRT – Lang P1</u></p> <p>AO1: 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: 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. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p>Topic: Knowledge and skills covered: <u>AQA Lang P1</u></p> <p>AO1: 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: 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. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p>Topic: Knowledge and skills covered: <u>AQA Lang P2</u></p> <p>AO1: 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 AO4: Evaluate texts critically and support this with appropriate textual references AO5: 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. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>SOL Intent: To provide cultural capital and a wide range of texts whilst implicitly teaching the skills necessary to analyse and</p>	<p>Topic: Knowledge and skills covered: <u>AQA Lang P1 and 2 revision</u></p> <p>AO1: 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: 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. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	

the skills necessary to analyse and use a range of linguistic devices and vocabulary	SOL Intent: To provide cultural capital and a wide range of texts whilst implicitly teaching the skills necessary to analyse and use a range of linguistic devices and vocabulary	SOL Intent: To provide cultural capital and a wide range of texts whilst implicitly teaching the skills necessary to analyse and use a range of linguistic devices and vocabulary	use a range of linguistic devices and vocabulary	SOL Intent: To provide cultural capital and a wide range of texts whilst implicitly teaching the skills necessary to analyse and use a range of linguistic devices and vocabulary	
<p>Milestones/outcomes: HPA: To know how to use a wide range of linguistic devices in writing and to be able to explore the interrelationship between language, structure and form in texts MPA: To know how to answer exam questions and to be able to use quotations to support answers with analysis of language, structure and form LPA: To know basic language devices and be able to comment on them and begin to use them in their own writing</p>	<p>Milestones/outcomes: Milestones/outcomes: HPA: To know how to use a wide range of linguistic devices in writing and to be able to explore the interrelationship between language, structure and form in texts MPA: To know how to answer exam questions and to be able to use quotations to support answers with analysis of language, structure and form LPA: To know basic language devices and be able to comment on them and begin to use them in their own writing</p>	<p>Milestones/outcomes: Milestones/outcomes: HPA: To know how to use a wide range of linguistic devices in writing and to be able to explore the interrelationship between language, structure and form in texts MPA: To know how to answer exam questions and to be able to use quotations to support answers with analysis of language, structure and form LPA: To know basic language devices and be able to comment on them and begin to use them in their own writing</p>	<p>Milestones/outcomes: Milestones/outcomes: HPA: To know how to use a wide range of linguistic devices in writing and to be able to explore the interrelationship between language, structure and form in texts MPA: To know how to answer exam questions and to be able to use quotations to support answers with analysis of language, structure and form LPA: To know basic language devices and be able to comment on them and begin to use them in their own writing</p>	<p>Milestones/outcomes: Milestones/outcomes: HPA: To know how to use a wide range of linguistic devices in writing and to be able to explore the interrelationship between language, structure and form in texts MPA: To know how to answer exam questions and to be able to use quotations to support answers with analysis of language, structure and form LPA: To know basic language devices and be able to comment on them and begin to use them in their own writing</p>	
<p>End of K.S. Milestones/Outcomes: Accelerated: To know how to use a range of language and structural devices and analyse them in texts, as well as using in their own writing with a rich vocabulary Main: To know how to use some language devices and to be able to explain how they are used in texts, as well as using some of them in their own writing LPA: To know how to identify some language devices and to begin to be able to use them in their own writing</p>					