

KS3 Unit Overviews

Please see the detailed overviews in Public/OneDrive for specific unit content, texts and aims

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reading Units</u>	<u>Class Reader:</u> <u>20th /21st century text</u> <u>Texts:</u> Love that Dog, Millions, Pepper Roux, Blitzed, Tins, Graveyard Book, The Wolf Wilder, Coraline. <u>To cover:</u> plot; character presentation and development; relationships; setting; writer's craft; creation of worlds; developing personal, critical responses.		<u>Villainous Victorians</u> <u>To cover:</u> a range of 19 th century non-fiction and fiction extracts, based around Victorian Villains (crime, detectives, Fagen etc.) to teach reading skills. Classes should cover specifically <u>one Sherlock Holmes short story</u> (eg. 'The Engineer's Thumb' or 'The Speckled Band').		<u>The Tempest</u> Use CPG / Graphic versions of the texts. <u>To cover:</u> Overview of plot; film version; analysis of key scenes in original text. <u>Close task: Creative Project</u> Wedding fayre, masks, menus, speeches, storyboard, drama, costume design etc.	<u>Poetry from other cultures</u> <u>To cover:</u> other cultures; voice; figurative language; structure and shape; rhythm and rhyme; developing critical, personal response. <i>We do not cover GCSE anthology poems, but poets are recommended.</i>
<u>Reading Assessment</u>	How is (a character/setting) presented?		'Hound of the Baskervilles' extract: how fear is created?		No More Marking #2	In-house competition for the best poem/promote national competitions <u>S&C:</u> Poetry by Heart style assessment
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Writing Projects</u>	<u>Introduction to Narrative Writing</u> <u>To cover:</u> old 'I Love Reading' resources for authorial method; voice; creation of characters and setting; structuring plot. In-house competition for the best short story. <u>S&C:</u> BBC 500 words (opens in September) No More Marking #1		<u>A tourist guide / leaflet about Norfolk</u> <u>To cover:</u> leaflet structure; PAT; computer use and research skills.	<u>Writing to advise – transition article for Year 6/7</u> <u>To cover:</u> blog structure; PAT; writing to advise; empathy.	<u>Charity campaign: for pupils to produce a campaign (main task is a group persuasive speech) on a charity of their choice, with the class voting for their favourite charity.</u> <u>To cover:</u> persuasive writing; rhetoric; language use; group work; a range of non-fiction text types (speech, posters, letters, leaflets, articles and reports).	

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reading Units</u>	<u>Survival Unit</u> To cover: a range of survival-based texts (19 th c.-21 st c.) centred around Comp. 2 reading skills. Biography structure; voice; article structure; writing to inform and explain; writing to entertain; retrieval; critical writing skills.	<u>Drama</u> To cover: development of character and relationship; exploration of stagecraft and effect; setting; contextual influences. <u>Texts:</u> View from the Bridge, Blood Brothers, Curious Incident, Private Peaceful, War Horse, Scary Play, Feather Boy.	<u>Class reader (20th / 21st century)</u> To cover: development of character and setting; creation and changes of mood and atmosphere; implied meaning of language; narrative structure and context. <u>Texts:</u> The Prisoner of the Inquisition, My Swordhand is Singing, Animal Farm, Revolver, Here Lies Arthur, Nation, Ghost Boy, Stormbreaker, The Foreshadowing, Wonder, Bone Sparrow	<u>Poetry Heroes</u> To cover: recapping poetic terminology; how to read a poem; voice and tone; poetry analysis skills, including analysis of structure and style; the relevance of context . <i>We do not cover GCSE anthology poems, but poets are recommended.</i>	<u>Shakespeare’s Comedies:</u> To cover: comedy conventions; Shakespearian context; Shakespeare’s language, structure and style; creation of character and relationships; stagecraft and appeal. Original texts need to be increasingly used throughout this unit to develop confidence when studying Shakespeare. <u>Texts:</u> Much Ado About Nothing; Twelfth Night; Midsummer Night’s Dream	
	<u>Reading Assessment</u>	Eduqas Component 2 ‘Mountains’ paper (reduced Reading Section only)	Extract analysis on how a relationship is presented in the play.	Springboard style analysis on a theme or a character.	‘Out of the Blue’ – unseen poetry analysis.	<u>Creative Project</u> Wedding fayres, creative masks, menus, speeches, storyboarding, costume design.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Writing Projects</u>	<u>Trip Advisor review of a hotel stay and attached restaurant</u> To cover: review structure; voice in writing; PAT; positive and negative attitudes; writing to inform, review and entertain.	<u>Advisory speech on how to have a healthy lifestyle.</u> To cover: speech structure; healthy lifestyle (physical and mental); PAT; voice; writing to advise.	<u>Myths and Legends</u> <u>Narrative writing inspired by a myth or legend.</u> To cover: history/origins of storytelling; creation of structure and style; crafting characters and relationships; authorial craft; morals and lessons; recasting and ‘Talk for Writing’.	<u>Formal letter of application for a summer /part time job.</u> To be typed and formally emailed to teacher as part of assessment. To cover: letter structure; formal writing; writing to inform and argue; PAT; careers discussion; formal emails.	<u>Exploring stereotypes</u> <u>Students present an assembly about the dangers of stereotypes, using their research.</u> To cover: research skills and computer use; presentation and speech drafting and writing; PAT; a range of fiction, non-fiction and media examples; culture and prejudice; group work.	

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and Summer 2	
<u>Reading Units</u>	<u>Novel in Context</u> To cover: advanced development of character and setting; writer's craft; creation and changes of mood and atmosphere; narrative structure; how context influences a text; critical writing. <u>Texts:</u> To Kill a Mockingbird, Frankenstein, Dracula, War of the Worlds, Caged Bird Sings, Of Mice and Men (To a Mouse), About A Boy, Heroes, Stone Cold, Trash, Lord of the Flies.		<u>Identity – Voices in Writing</u> To explore how texts are impacted by culture and identity (writer's craft), and how this is presented. <u>To cover:</u> a range of fiction, non-fiction and media texts based around a range of identities; explore voice and context influences; discuss and analyse different forms and structures; 'Talk for Writing' style tasks to encourage pupils to explore voice and identity; prepare pupils for Comp 1. Language style question and responses.	<u>'Dead or Alive?' Short stories</u> To cover: a range of engaging short stories; short story narrative structure; analysis of plot twists; how tension is created; article structure; PAT; 'Talk for Writing' skills; recasting; opportunity to introduce and discuss the Gothic.	<u>Exploring Verse</u> To introduce and explore the concept of verse writing. <u>To cover:</u> sonnet structure; poetry terminology; unseen poetry; creation of voice; analysis of language, structure and style; create a 'buzz' around Shakespeare and his writing; develop students' confidence in analysing Shakespeare through extracts; introduce context (tragedy, love). NOT 'Romeo and Juliet' and 'Macbeth' OR GCSE anthology poems <u>S&C: can do whole plays</u>	
<u>Reading Assessment</u>	Springboard style analysis on a theme or a character.		'Pet Shop' Component 1 Reading exam.	Lively newspaper article based on an event in one of the stories	'Sunday Dip' Unseen poetry analysis	Shakespeare extract response
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Writing Projects</u>	<u>Narrative: creating tension</u> a) <u>Write about a time when you were embarrassed or</u> b) <u>The Rescue.</u> <u>To cover:</u> narrative structure and tension writing; character creation; writer's craft and voice; endings.	<u>Component 2: Animals</u> <u>To cover:</u> range of non-fiction extracts based upon animals/wildlife; prepare pupils for Comp 2. Language style questions. <u>EDUQAS 'Dogs' reduced reading paper.</u>	<u>In the News</u> <u>To cover:</u> report structure; current news and affairs; range of news stories (perhaps topics over time); how to debate; formal writing; writing to argue, inform, persuade and entertain; research skills. <u>Write a report on a current, topical subject</u> <u>S&C: Links to BBC School Report</u>	<u>Analysing Reviews</u> <u>To cover:</u> a range of reviews; review structure; writing to review, entertain and argue; encourage opinion writing; voice. <u>Write a review of...(teacher's choice dependent on class)</u>	<u>London Through the Ages</u> To explore a range of texts and examples that prepare pupils for their 19 th c. novel study. <u>To cover:</u> a range of fiction and non-fiction extracts concerned with London; Shakespeare's London; 19 th century London; 20 th /21 st century London; movements from the Poetry Anthology (eg. Romanticism). <u>Structured presentation on an aspect or period of London</u>	

KS4 Unit Overviews

Please see the detailed overviews in Public/OneDrive for specific unit content, texts and aims

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>English Literature</u>	<u>Pre-1914 Prose (J&H or Christmas Carol)</u> To cover: thorough knowledge of the plot, characters, relationships and key themes; independently discuss the impact of language and structure choices; inferences; use and apply key terminology and vocabulary; understand the relationships between texts and the contexts in which they were written ; explore their impact on the reader; write examination style responses. <u>Poetry Anthology: select poems in clusters</u>		<u>Modern Text - Prose or Drama (An Inspector Calls)</u> To cover: thorough knowledge of the plot, characters, relationships and key themes; independently discuss the impact of language and structure choices; inferences; use and apply key terminology and vocabulary; understand the relationships between texts and the contexts in which they were written; explore their impact on the reader; write examination style responses. <u>Poetry Anthology: select poems in clusters</u>		<u>Shakespeare (Macbeth or R&J)</u> To cover: thorough knowledge of the plot, characters, relationships and key themes; independently discuss the impact of language and structure choices; inferences; use and apply key terminology and vocabulary; understand the relationships between texts and the contexts in which they were written; explore their impact on the reader; write examination style responses. <u>Poetry Anthology: select poems in clusters</u>	
<u>Literature assessments</u>	Analysis of extract only	Extract 'springboard' exam style essay	Analysis of extract only	Extract 'springboard' exam style essay	Shakespeare extract analysis	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>English Language</u>	<u>Letters and advice writing</u> To cover: letter structure; writing to advise and inform; complex PAT; food poverty; healthy lifestyle; money management; wider societal issues	<u>Component 2: The Environment</u> To cover: a range of non-fiction texts concerning the environment; PAT; speeches; writing to inform, persuade, argue and entertain; article structure; Comp 2. Language exam skills. Volcanoes/ Elephant Papers	<u>Component 1</u> To cover: range of fiction extracts; voice and writer's craft; short story structure; story beginnings and endings; 'Talk for Writing'; Comp 1. Language Reading exam skills.		<u>1) Spoken Language preparation:</u> Free choice of tasks. Recording approx. end of June. <u>2) Component 1 mock prep: June</u> <u>3) Shakespeare overflow</u>	
<u>Language assessments</u>	Letter to a local newspaper from someone who runs a food bank, offering advice on how to shop and cook for less.	Reduced Component 2 'Gorilla's' paper		Write a story (teacher's choice, based on previous exam titles)	Spoken Language GCSE	Component 1 Paper: <u>MOCK</u>

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<u>English Literature texts</u>	<u>Finish Shakespeare / Anthology poems</u> To cover: thorough knowledge of the poems' narrative, voice, purpose and key themes; independently discuss the impact of language and structure choices; inferences; use and apply key terminology and vocabulary; understand the relationships between texts and the contexts in which they were written; explore their impact on the reader; write examination style responses.		<u>Finish teaching Anthology poems</u> <u>Revise and Exam preparation</u> Unseen poetry; J&H or Christmas Carol; An Inspector Calls; Poetry Anthology; R&J or Macbeth.	<u>Revise and Exam preparation</u> Unseen poetry; J&H or Christmas Carol; An Inspector Calls; Poetry Anthology; R&J or Macbeth.	
<u>Literature assessments</u>	<u>Shakespeare essay</u>	<u>November Mock Exam (Lit Component 2)</u>	Ongoing timed work	<u>March Mock Exam (Lit Component 1)</u>	Ongoing timed work
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<u>English Language</u>	<u>Component 2</u> <u>To cover:</u> a range of non-fiction texts; PAT; speeches; articles; reports; letters; reviews; writing to inform, persuade, argue, advise, review and entertain; developing personal responses; Comp 2. Language reading exam skills.		<u>Component 1</u> <u>To cover:</u> narrative writing and structure; writer's craft and voice; inference; using VSSP effectively; developing personal responses; Comp 1. Language reading exam skills	<u>Component 1 and 2 exam skills revision</u>	
<u>Language Assessments</u>	<u>November Mock Exam (Lang Component 2)</u>		Ongoing timed work	<u>March Mock Exam (Language Component 1)</u>	Ongoing timed work

KS5 Unit Overviews: Literature

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Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Teacher 1</u>	<p>Introduction to Critics (e.g. David Lodge, Terry Eagleton, Oxford Chronology of English Literature).</p> <p><u>Intro to Prose</u></p> <p><u>To cover:</u> terminology and devices; a history of the novel; developments in the novel over time; narrative voice; intro to literary history.</p> <p><u>‘The Great Gatsby’ by F. Scott Fitzgerald</u></p> <p><u>To cover:</u> historical and literary contexts; plot; characters; themes and representations of love; genre; structure; language; setting; narrative voice; critical reception over time; essay structure; timed writing practice; introduction of comparisons with the anthology poems.</p>		<p><u>‘Othello’ by William Shakespeare</u></p> <p><u>To cover:</u> historical and literary contexts; dramatic methods; dramatic structure; plot; characterisation; language, imagery, symbols and motifs; representations of love; the play as a tragedy (character types; terminology; history of tragedy and Shakespeare’s tragedy vs Aristotle and classical tragedy).</p>		<p><u>‘Othello’ by William Shakespeare</u></p> <p><u>To cover:</u> as before</p> <p><u>NEA Preparation:</u></p> <p><u>To cover:</u> extracts from a range of texts grouped by theme (e.g. representations of women, power, the supernatural etc); writing a critical essay; contextual influences; research of chosen writers from pre-1900 and modern text; comparative devices.</p>	<p><u>Critics revision and Unseen extracts</u></p> <p><u>To cover:</u> critical writing skills; research skills; voice; contextual influences; comparative skills</p> <p><u>NEA Preparation:</u> as before</p>
<u>Teacher 2</u>	<p>Introduction to ‘Love through the Ages’: context/attitudes to love across time, chronology, narrative structure, unseen extracts.</p> <p><u>Poetry anthology – Pre-1900</u></p> <p><u>To cover:</u> timeline of literature and poetic movements; poetic terminology; poetic structure; context for each poet; historical context; critical reception; representations of love; voice; comparative skills; critical essay structure; timed essay writing skills.</p>		<p><u>‘The Handmaid’s Tale’ by Margaret Atwood</u></p> <p><u>To cover:</u> contextual influences (1980s Berlin); critical reception; dystopian genre; authorial method; voice; theme; character; narrative structure; wider reading (Atwood essays, 1984); close language analysis.</p>		<p><u>‘The Handmaid’s Tale’ by Margaret Atwood</u></p> <p><u>To cover:</u> as before, consider the power of endings.</p> <p><u>NEA Preparation:</u></p> <p><u>To cover:</u> extracts from a range of texts grouped by theme (e.g. representations of women, power, the supernatural etc); writing a critical essay; contextual influences; research of chosen writers from pre-1900 and modern text; comparative devices.</p>	<p><u>Critics revision and Unseen poetry</u></p> <p><u>To cover:</u> critical writing skills; research skills; voice; contextual influences; comparative skills</p> <p><u>NEA Preparation:</u> as before</p>
<u>Assessments</u>	Year 12 Benchmark task (unseen poetry)	Ongoing extended writing assessments	Ongoing extended writing assessments	Exam style response	Ongoing extended writing assessments	Ongoing extended writing assessments
<p><u>Suggested Homework and Extensions</u></p> <p><i>6th Form Guidance document</i></p>	<p>Independent essays</p> <p>Wider reading on set texts and authors/poets</p> <p>Terminology quizzes</p>	<p>Revision for mock texts</p> <p>Pre-1900 texts – begin to explore and read around in preparation for NEA</p> <p>Watch film versions of set texts</p>	<p>Read Atwood’s essays from Curious Pursuits on writing the male character and writing utopia</p>	<p>Learn key quotations from Othello</p> <p>Mind map key quotes for themes and characters in THMT</p>	<p>Read for NEA – choose two texts to compare</p> <p>Begin research into chosen theme</p>	<p>NEA Prep</p> <p>Think about October mocks and make flashcards to revise for texts assessed</p>

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<u>Teacher 1</u>	<u>'A Streetcar Named Desire' by Tennessee Williams</u> <u>To cover:</u> staging and dramatic method; voice; Williams and contextual influences (the Gothic, the American South, modern tragedy); character; themes; narrative structure; plot points; the tragic genre (interleave revision of Othello as tragedy); wider critical responses to the play, wider critical reading.		Revise – Handmaid/Othello/ Poetry Anthology/Gatsby/ Unseen texts – extracts and poems		
<u>Teacher 2</u>	<u>'Feminine Gospels' by Carol Ann Duffy</u> <u>To cover:</u> revision of poetic devices and approaches to unseen poetry; concepts and themes in the literature of modern times (Paper 2); context- post-1945 literature and Duffy; approaching Paper 2- how to choose an option; structure of the collection; language, structure, form and context for each poem; essay writing skills- comparative and single text; timed writing practice, wider critical reading.		Revise – Gatsby/Unseen poems/extracts/Othello/ Handmaid/ Duffy poems		
<u>Assessments</u>	<u>October Mock Exam</u> <u>NEA first complete draft deadline: October half-term</u>	Ongoing extended writing assessments/ <u>NEA final deadline: December</u>	Ongoing extended writing assessments	<u>March Mock Exam</u>	Ongoing extended writing assessments
<u>Suggested Homework and Extensions</u> <i>6th Form Guidance document</i>	Read or watch 'Cat on a Hot Tin Roof' for wider contextual understanding of Williams' dramatic method.	Wider critical reading on set texts Timed essays at home in preparation for Paper 2 Mind map of comparisons between Paper 2 texts	Pupils should be fully prepared for independent revision, using teachers recommended sites and Google Classroom resources.		

KS5 Unit Overviews: Lang-Lit

Please see the detailed overviews in Public/OneDrive for specific unit content, texts and aims

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Teacher 1</u>	<p>Introduction to Fantasy: how writers craft worlds; creating fantasy spaces; linguistic theories (eg. Deixis); Privileged positions; Surrealism.</p> <p><u>‘The Lovely Bones’ by Alice Sebold</u> <u>To cover:</u> new Lang-Lit specific linguistic terminology and theories; in depth study of characters; critical analysis of narrative structure and devices; authorial style and craft; contextual influences (eg. 1970s Suburban American); critical reception of texts; critical essay structure.</p> <p><u>‘Paris Anthology’ (Teacher 1 Texts)</u> <u>To cover:</u> new Lang-Lit specific linguistic terminology and theories; presentation of place (Paris); writer’s craft; CAMPLINGS; non-fiction text types; multi-modal texts; comparison skills and writing.</p>		<p>Carry on with <u>‘The Lovely Bones’ by Alice Sebold</u></p> <p>Carry on with <u>‘Paris Anthology’</u></p>		<p>Finish <u>‘The Lovely Bones’ by Alice Sebold</u></p> <p>Carry on with <u>‘Paris Anthology’</u></p> <p><u>NEA Preparation:</u> <u>To cover:</u> NEA criteria and mark scheme; previous examples of NEA; how to structure an NEA essay; topic selection; fiction and literary non-fiction selection; how to write an introduction; secondary critics and criticism; expectation for NEA completion (in sections).</p>	
<u>Teacher 2</u>	<p>Introduction to the <u>‘Paris Anthology’ (Teacher 2 Texts)</u></p> <p><u>To cover:</u> new Lang-Lit specific linguistic terminology and theories; presentation of place / first impressions / travel / Parisians (Paris); writer’s craft; CAMPLGSS; literary non-fiction text types; multi-modal texts; comparison skills and writing.</p>		<p><u>‘The Kite Runner’ by Khaled Hosseini</u></p> <p><u>To cover:</u> literature in context (writing about society); characterisation and setting; narrative perspective; a writer’s craft; experimentation with recasting; linguistic and stylistic analysis; comparison.</p> <p>Carry on with <u>‘Paris Anthology’</u></p>		<p>Finish <u>‘The Kite Runner’ by Khaled Hosseini</u></p> <p><u>To cover:</u> entrances and exits of characters; developing voices in literature; character arcs; confidence building in textual recasting and commentary writing (linked to specific exam AOs).</p> <p><u>NEA Preparation</u></p>	
<u>Assessments</u>	Year 12 Benchmark task (Paris Comparison)	Ongoing extended writing assessments	Ongoing extended writing assessments	Ongoing extended writing assessments	‘Lovely Bones’ Exam style assessment	‘Kiterunner’ Exam style assessment
<u>Suggested Homework and Extensions</u> <i>6th Form Guidance document</i>	<p>Literary author and context research; research on place (Paris); focused pre-reading of texts and chapters; Lang-Lit subject terminology revision and quizzes; independent essays.</p>		<p>Literary author and context research; research on place (Paris); focused pre-reading of texts and chapters; Lang-Lit subject terminology revision and quizzes; independent essays / recasting and commentaries; revision for mock texts.</p>		<p>Previous homework suggestions with a NEA focus: reading of potential NEA texts; researching suitable literary non-fiction texts; NEA contextual research (historic movements and significant time periods); sub-heading planning; secondary critic and criticism research; trip to UEA archives and sample lecture on aspect of course.</p>	

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<u>Teacher 1</u>	<u>'A Streetcar Named Desire' by Tennessee Williams</u> To cover: tragedy conventions; stagecraft; playwright authorial voice and writer's craft; conflict in Literature; Lang-Lit specific linguistic terminology and theories; in depth study of characters; critical analysis of narrative structure and devices; contextual influences (eg. 1920s New Orleans); critical reception of texts; critical adaptations of the text; critical essay structure. <u>'Paris Anthology' (Teacher 1 Texts)</u> To cover: Lang-Lit specific linguistic terminology and theories; presentation of place (Paris); writer's craft; CAMPLGGS; non-fiction text types; multi-modal texts; comparison skills and writing. <u>NEA Work</u>		Finish <u>'A Streetcar Named Desire' by Tennessee Williams</u> Collaborative work with English Literature A level group on context and the play. Online lecture opportunity with UCL or UEA. Finish <u>'Paris Anthology'</u> Begin revision of all texts	Revise: 'The Lovely Bones'; Paris Anthology; 'A Streetcar Named Desire'.	
<u>Teacher 2</u>	<u>NEA Work:</u> To cover: ensure NEA criteria and mark scheme are being met; previous examples of NEA; topic coverage and consistency; fiction and literary non-fiction analysis and comparison; how to edit coursework extended writing; secondary critics and criticism application; expectation for NEA competition (in sections); individual tutorials with teacher-mentor. Introduction to <u>'Poetry' by Seamus Heaney</u> To cover: Death of Naturalist collection poems: Digging, Follower, Mid Term Break, Personal Helicon and Death of a Naturalist; collaborative work with English Literature A level exploring significance of poetry in context. <u>'Paris Anthology' (Teacher 2 Texts)</u>		Finish <u>'Poetry' by Seamus Heaney</u> To cover: Completion of set texts in collection; comparisons; Talk for Writing using excellent exemplars. <u>Revision of all set texts:</u> Use 'Teach to the Top' AQA resources; timed exam responses; explicit revision strategies suitable for English.	Revise: Paris Anthology; 'The Kite Runner'; Heaney Poetry	
<u>Assessments</u>	<u>October Mock Exam:</u> Paper 1? <u>NEA First complete draft deadline:</u> <u>October half-term</u>	Ongoing extended writing assessments/ <u>NEA final deadline: December</u>	Ongoing extended writing assessments	<u>March Mock Exam:</u> Paper 2?	Ongoing extended writing assessments
<u>Suggested Homework and Extensions</u> <i>6th Form Guidance document</i>	NEA secondary reading and research; completion of sections of NEA with clear deadlines; tutorial meetings; Heaney research (e.g. Growing up in Ireland; Literary influences; Family).	Editing and responding to NEA feedback from first draft; tutorial meetings; annotation of poetry; poetry analytical tasks and comparisons; revision and re-reading of set texts. Trip to University of Suffolk to explore A level English / Media at Higher Education Institute.	Pupils should be fully prepared for independent revision, using teachers' recommended sites and Google Classroom resources.		

