

Greenfields Academy (Secondary) - Long Term Planning – ENGLISH & LITERACY

Academic Year Overview 2020/21 – Year 11

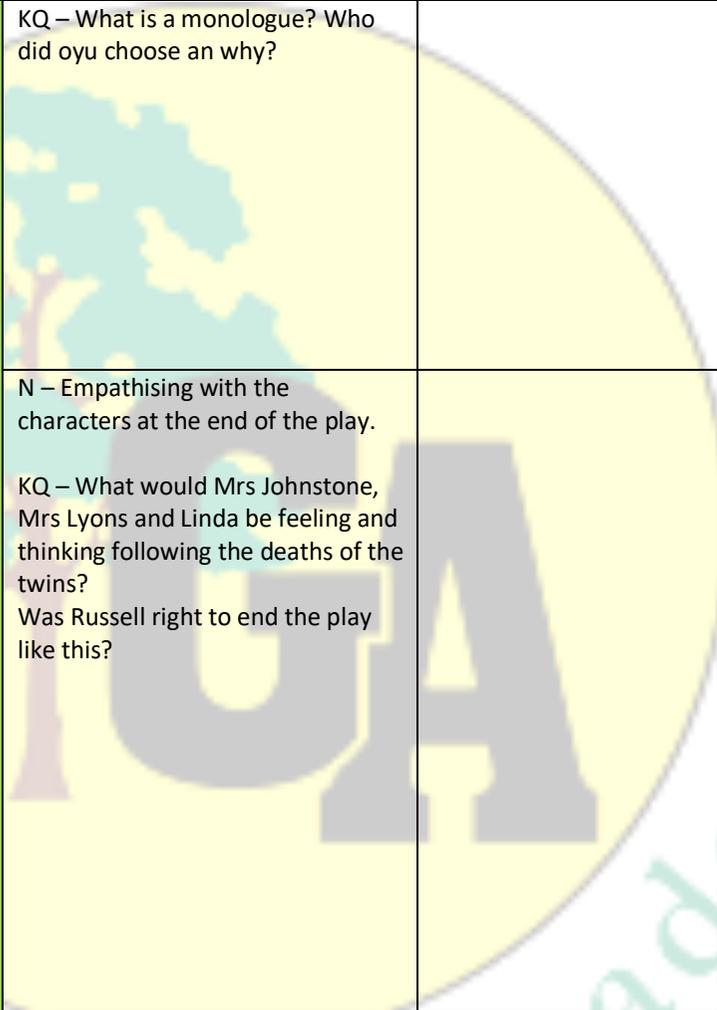
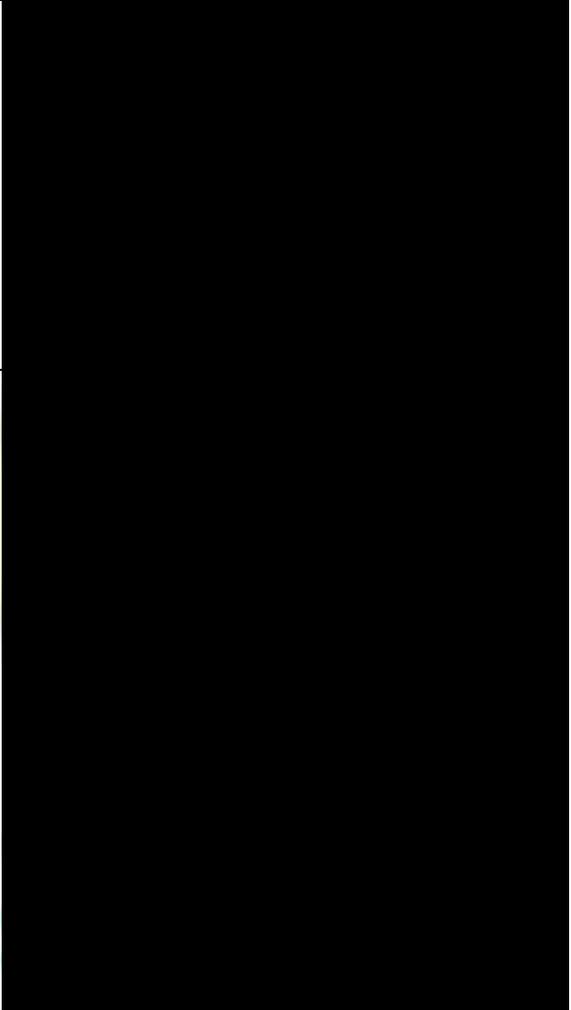
Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
   TRANSITION FROM....	Creative Writing Skills	Reading & writing (transactional) S&L prep and performance	Blood Brothers Playscript	Revision Past exam papers Key questions	Exam Leave/ Revision	
Weekly Sequence	KEY: N – New Learning & Knowledge, KQ – Key Question					
1	N – To generate appropriate and engaging ideas to include in writing. To use stimuli to generate ideas to include in writing. What is a good description? How can it be improved?	N – To understand how language reveals a writer’s perspective. To understand the impact language choice can have on the reader KQ – How do you identify main points? How do language choices differ between texts?	N – Considering the cultural and historical context of the play and how these may have influenced the author. KQ – What information can you find for each topic of the play? What do you think Willy Russell’s aim was in writing the play Blood Brothers?	Paper 1 revision		

2	<p>N – To create interesting and imaginative narratives and descriptions</p> <p>KQ – What is included in a narrative? What would the reader want to know? What information do they need? What adjectives could we use?</p>	<p>N – To comment effectively on how language communicates ideas and perspectives. To understand what structural features and devices a writer can use</p> <p>To understand the impact of structure on the reader.</p> <p>KQ – What language has the writer used? Why did they order events as they did? Can you identify different sentence types?</p>	<p>N – Describe and consider the characterisations of key characters.</p> <p>KQ – What are your first impressions of the characters Mrs Johnstone and Mrs Lyons? How does Russell create sympathy for Mrs Johnstone in the opening song? How does Mrs Lyons persuade Mrs Johnstone?</p>	Paper 1 revision
3	<p>N – To create interesting and imaginative monologues. To select the best ideas to write about. To consider how to organise these ideas into paragraphs.</p> <p>KQ – What is a monologue? How do you get into the head of a character? What is a paragraph? How do we move from one paragraph to another effectively?</p> <p>ICT Week</p>	<p>N – To comment on the way structural features are used</p> <p>To explore the effects structural devices create. To select appropriate examples from a text</p> <p>To select examples that help support a detailed response.</p> <p>KQ – How and why have the language devices been used? How could you change the text to change its purpose? Can you find a quotation to support your reasoning?</p>	<p>N – Tracing the theme of social class to help create a poem.</p> <p>KQ – Can you link social class to the play Blood Brothers?</p>	Paper 1 revision
4	<p>N – To organise ideas effectively. To identify how to effectively open</p>	<p>N – To use vocabulary that will help them compare</p>	<p>N – Contrast of Mrs Lyons and Mrs Johnstone.</p>	Paper 2 revision

	<p>the writing. To understand different types of evidence and how to use evidence to support their argument and improve their writing. KQ – Does the opening line grab your attention? Why? How could we improve it? Is it effective? What is evidence? Forms of writing?</p>	<p>To make appropriate comparisons between writers' use of presentation and language</p> <p>To evaluate the effectiveness of a text. To use vocabulary that will help them compare</p> <p>To make appropriate comparisons between writers' views and perspectives</p> <p>To evaluate the effectiveness of a text. KQ – What is the purpose? Do they differing points of view?</p>	<p>KQ – How does the attitude and dialogue of the policeman change when he speaks to Mrs Johnstone and Mrs Lyons? How does Russell present the characters of Mrs Johnstone and Mrs Lyons to the audience?</p>
5	<p>N – To plan a piece of effective writing: understand the importance of effective beginnings and endings & understand the importance of linking paragraphs into a coherent argument. KQ – Who is the audience? Is it effective and why?</p>	<p>N – To explore similarities and differences between texts</p> <p>To structure a comparison between texts</p> <p>To construct a paragraph in response to text</p> <p>To construct a whole response to two texts. KQ – What connectives can you list? Why has the image been used in the text?</p>	<p>N – Considering the theme of childhood and adolescence in the play. KQ – What can you evaluate about how Russell shows education in the play?</p>
6	<p>N – To make appropriate and effective vocabulary choices. To understand</p>	<p>N – S&L planning and assessment</p>	<p>N – A monologue for a chosen character.</p>

Paper 2 revision

Paper 2 revision

	<p>the range of sentence types and structures</p> <p>To use a variety of sentence types to create specific</p> <p>KQ – What are the different structures of sentences? Can you identify the different types in a text?</p>	<p>Children chose a topic, plan and make a presentation to support.</p> <p>Perform S&L assessment to group and answer questions</p>	<p>KQ – What is a monologue? Who did you choose and why?</p>		
<p>7</p>	<p>N – To select a range of punctuation</p> <p>To select punctuation to create specific effects. To select the most appropriate language for audience and purpose, employ vocabulary effectively, choose sentences for effect & employ punctuation effectively.</p> <p>KQ – Can you name different punctuation devices? How does changing the punctuation affect the reader / meaning?</p>		<p>N – Empathising with the characters at the end of the play.</p> <p>KQ – What would Mrs Johnstone, Mrs Lyons and Linda be feeling and thinking following the deaths of the twins?</p> <p>Was Russell right to end the play like this?</p>		