

1 – Comprehension and Inference (Comprehension, Inference, Perspective)

2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context)

3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy)

4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)

5 – Authors’ Choices (Authorial Intent, Narratology, Genre)

Lesson	Vocabulary	Key Concept	Retrieval	Success Criteria	Hinge Question	Red Zone
Lesson 1 To reaffirm my knowledge of the Language GCSE course and analyse language in a brand-new text. SF: Zoom in	Comprehension Inference	- Comprehension and inference - Analysis and interpretation	Language GCSE course.	- I can comprehend a passage of text. - I can locate evidence of my theories surrounding that passage of text. - I can analyse the evidence in SEIZED format.	What best aligns with language analysis?: A) The word... B) The phrase... C) The verb... D) The quote...	How does the writer use language here to describe the effects of the heat?
Lesson 2 To be able to comment on	Tension Anticipation Expectation	- Comprehension and Inference - Analysis and Interpretation	Language Vs Structure Methods.	- To comprehend a text. - To understand	The writer uses _____ to create tension. A) Switches in focus	How does the writer use language to build tension

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how a writer builds tension. SF: inference		- Critical Thinking		what the writer is wanting us to expect. - To analyse how and tension has been created.	B) A sense of impending doom C) Conflict D) Words	across the text?
Lesson 3 To examine the poem ‘Charge of the Light Brigade’ SF: Inference and analysis SF: Analysis	Refrain League	-Comprehension and Inference – Analysis and Interpretation – Critical Thinking	Apostrophe	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and	What is Tennyson's attitude towards the charge? A. Entirely critical. B. Entirely celebratory. C. Respectful of the soldiers while subtly acknowledging military failure.	How does Charge of the Light Brigade link with the other poems that we have studied so far this year?

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				meaning has been created. I can complete paragraph of analysis.	D. Indifferent.	
Lesson 4 To compare the ‘Charge of the Light Brigade’ against another poem. SF: Comparison	Cossack Sabre	Comprehension and Inference – Analysis and Interpretation – Critical Thinking	Foils in AIC	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. I can complete paragraph of analysis.	What is Tennyson's attitude towards the charge? A. Entirely critical. B. Entirely celebratory. C. Respectful of the soldiers while subtly acknowledging military failure. D. Indifferent.	Compare how the power of humans is presented in COLB and one other poem from the power and conflict anthology.

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Lesson 5 To respond to a ‘To what extent’ question. SF: Critical thinking and analysis	Cicadas Incessantly	1 – Comprehension and Inference (Comprehension, Inference, Perspective) 2 – Analysis and Interpretation (Analysis, Symbolism, Themes/Motifs, Characterisation, Context) 3 – Communication (Rhetoric, Communication, Creativity, Technical Accuracy) 4 – Critical Thinking (Critical Thinking, Evaluation, Comparison)	London, William Blake	- I can formulate an opinion. - I can find proof to substantiate my opinion. - I can communicate my point-of-view using the SEIZED mnemonic.	Justify what you believe: A) Dick’s anger is unfair AND Mary is powerless. B) Dick’s anger is unfair BUT Mary is not powerless. C) Dick’s anger is not unfair AND Mary is powerless. D) Dick’s anger is not unfair BUT Mary is not powerless.	“Dick’s anger towards Mary is really unfair. The writer makes it clear that Mary is totally powerless in this relationship.” How far do you agree or disagree?
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Lesson 6 To plan and begin the opening to a story or description. SF: Communication		Communication	AIC Plot	- I can think of an original idea. - I can ‘pack my bags’ and plan accordingly. - I can plan an invigorating description or story opening.	Why shouldn’t I just begin writing immediately?: A) Because it will ensure that I will only be able to see how it goes with no direction. B) Because I might run out of ideas C) Because I am more likely to finish early and not optimise my time	Either write a description of a very hot place OR write a story about a disagreement .
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					D) Because I might accidentally veer away from my original idea	
Lesson 7 To explore the message behind Bayonet Charge SF: Inference and analysis	Satire Indoctrination	Comprehension and Inference Analysis and Interpretation Authors’ Choices Critical Thinking	TRIFLE	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created.	King, honour, human dignity etc, is an example of: A) Satire B) Indoctrination C) Adjectives D) Ethos	Independent annotations.

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				I can complete paragraph of analysis.		
Lesson 8 To analyse and compare Bayonet Charge. SF: Comparison	Patriotic	Comprehension and Inference Analysis and Interpretation Authors’ Choices Critical Thinking	Mr Birling	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. - I can complete paragraph of comparison and analysis.	Which poem might be the best to use alongside Bayonet Charge, if the question is surrounding difficult experiences?: A) COLB B) London C) The Prelude D) My Last Duchess	How does Hughes present difficult experiences in Bayonet Charge? How does this link to one other poem?

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Lesson 9 To analyse how a writer uses language for effect. SF: Zoom in	Fall-line	- Comprehension and inference - Analysis and interpretation	A Christmas Carol Context	- I can comprehend a passage of text. - I can locate evidence of my theories surrounding that passage of text. - I can analyse the evidence in SEIZED format.	Zoe feels: A) Scared B) Excited C) Elated D) Worried	How does the writer use language here to describe Zoe’s feelings?
Lesson 10 To comment on how a writer	Inquisitive Curious	Analysis and Interpretation Comprehension and Inference	AIC context	- To comprehend a text. - To understand	When analysing a build-up of tension, we are looking for: A) Words used	How does the writer create tension in this extract?

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creates tension. SF: Inference				what the writer is wanting us to expect. - To analyse how the tension has been created.	B) Character introductions or dialogue C) Shifts in focus D) Sentence / paragraph length	
Lesson 11 To explore the message behind Remains SF: Context and analysis	Colloquialisms	Comprehension and Inference Analysis and Interpretation Authors’ Choices Critical Thinking	Storm on the Island	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and	Why might Armitage write “me [the speaker] and somebody else and somebody else”? A) To try and remove some accountability and guilt B) To avoid blame	How does Armitage present difficult individual experiences in Remains?

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				meaning has been created. - I can complete paragraph of analysis.	C) To show that it wasn’t his fault and there’s nothing to be guilty for D) To blame others for his actions	
Lesson 12 To analyse and compare Remains. SF: Comparison	Looters	Comprehension and Inference Analysis and Interpretation Authors’ Choices Critical Thinking	Word Classes	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and	Which other poem might Remains work well with to answer a question surrounding difficult individual experiences? A) Bayonet Charge B) COLB C) MLD D) London	How does Armitage present difficult experiences in Remains? How does this link to one other poem?

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				meaning has been created. - I can complete paragraph of comparison and analysis.		
Lesson 13 To respond to a contentious statement. SF: Analysis and Inference Marked Piece		Analysis and Interpretation Comprehension and inference Communication Critical Thinking	Gerald Croft	- I can formulate an opinion. - I can find proof to substantiate my opinion. - I can communicate my point-of-view using the SEIZED mnemonic.	A) Zoe is slow to react and the situation was dangerous. B) The situation was dangerous BUT Zoe was not slow to react. C) The situation was not dangerous BUT Zoe	'In this part of the story, where Zoe and Jake are caught in the avalanche, I can't believe Zoe is so slow to react to the warning signs because, in the end, the situation sounds really

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					reacted quickly. D) The situation was not dangerous AND therefore Zoe reacted slowly.	dangerous. How far do you agree or disagree?
Lesson 14 To write a descriptive and/or creative piece. SF: Communication	Idyllic Sanctuary	Communication	Exploding Quotes	- I can think of an original idea. - I can ‘pack my bags’ and plan accordingly. - I can plan an invigorating description or story opening.	How can you add meaningful structure to a story? A) Analepsis B) Lists C) Onomatopoeia D) Adjectives	Write a story opening about a magical world. OR Describe a place that you think is beautiful.
Lesson 15 War Photogr	Dark-room Intone	Analysis and Interpretation	Sybil Birling	- I can explain the poem’s context,	Carol Ann Duffy may have used caesura to	Independent annotations

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apher To know the message behind War Photographe R SF: Context and analysis	Dispel	Comprehension and Inference Authors’ Choices		alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. I can complete paragraph of analysis.	separate the locations because: A) She struggled to remember the names of the locations B) It emphasises the separation and division between civilians and war. C) It makes it more dramatic. D) To show the distance, geographically, between the locations.	
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Lesson 16 To analyse and compare War Photo Grapher SF: Comparison		Analysis and Interpretation Comprehension and Inference Authors’ Choices	Foils	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. - I can complete paragraph of comparison and analysis.	Which poem links well with War Photographer regarding memory? A) Remains B) Bayonet Charge C) COLB D) The Prelude	How is memory presented in War Photographer and one other poem?
Lesson 17 To know the demands of	Summarise Collate	- Analysis and Interpretation	Ozymandias	- I can comprehend a central theme	What is different about the robbers? A) Preparation B) Intent	The robbers in Source A and the

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Language Paper 2 and complete the summary. SF: Comprehend and summarise		- Comprehension and Inference - Critical Thinking		running across two sources. - I can summarise the depiction of the central focus across two texts.	C) Force D) Equipment	robber in Source B are different. Use details from both sources to write a summary of what you understand about the differences between the robbers in Source A and the robber in Source B.
Lesson 18		Comprehension and Inference	Word Classes	- I can comprehend both sources	The writers felt: A) Exactly the same	Compare how the

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To complete question 4 ‘compare’. SF: Comparison		Analysis and Interpretation Critical Thinking		and how the focus of each source is similar or different to the other text. - I can pinpoint evidence that proves my point. - I can compare and evaluate the similarities or differences across two	B) Similarly C) Dissimilarly D) Completely opposingly	writers convey their similar attitudes and feelings about their experiences in Egypt.
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				sources of information.		
Lesson 19 To explore the message behind Kamikaze SF: Context and analysis	Kamikaze Samurai Translucent	Analysis and Interpretation Comprehension and Inference Authors’ Choices	ACC Setting and Genre	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. - I can complete paragraph of analysis.	Who is telling the story?: A) Garland B) The Pilot C) The Pilot’s mother D) The Pilot’s daughter	Independent annotations
Lesson 20		Comprehension and Inference	Ignorance and Want	- I can explain the poem’s context,	Which poem links with Kamikaze best, regarding power?	How is power presented in Kamikaze

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To analyse and compare Kamikaze SF: Comparison <u>Marked Piece</u>		Analysis and Interpretation Authors' Choices		alongside the poem's message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. - I can complete paragraph of comparison and analysis.	A) Bayonet Charge B) COLB C) London D) Ozymandias	and one other poem from the P&C Anthology?
Lesson 21 Paper 2 To write a transactional piece that	Ethos Pathos Logos Transaction	Communication Critical Thinking	Stage Directions	- I can formulate an opinion - I can communicate my reasons	Ethos is achieved when; A) Your audience care	'The past is irrelevant to our generation and learning about it is a

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achieves persuasion. SF: Ethos, Pathos, Logos				for why I believe those - I can use E,P,L in order to achieve persuasion.	B) You present a logical argument C) You write a lot D) You present as knowledgeable and trustworthy	waste of time and effort. The future is in innovation, so that’s where all our efforts should be directed.’ Write an article for your school or college website in which you argue your point of view on this statement.
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Lesson 22 To complete section A in timed conditions 1,2,3, 4	Socialisation	Comprehension and Inference Analysis and Interpretation Critical Thinking	Microcosms	- I can comprehend both sources and how the focus of each source is similar or different to the other text. - I can pinpoint evidence that proves my point. - I can compare and evaluate the similarities or differences across two sources of information.	The attitudes to parenting and education are: A) The same B) Somewhat similar C) Different D) Completely opposing	Use details from both Sources. Write a summary of the differences between Eddie and Henry. How does Henry use language to try to influence his father? Compare how the two
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						writers convey their different attitudes to parenting and education.
Lesson 23 To understand the message behind The Emigree SF: Analysis and context	Immigration Emigration Docile	Comprehension and Inference Analysis and Interpretation Authors’ Choices	The Ghost of Christmas Present	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created.	Sunlight is: A) An adjective B) A Metaphor C) Personification D) A verb	Independent annotations

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				- I can complete paragraph of analysis.		
Lesson 24 To analyse and compare The Emigree. SF: Comparison		Analysis and Interpretation Comprehension and Inference Authors’ Choices	The Inspector	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. - I can complete paragraph of comparison and analysis.	How is identity impacted in Kamikaze?: A) The pilot wanted a new identity B) The daughter did not identify as the pilot’s daughter anymore C) The pilot lost his identity and sense of belonging	How is identity presented in The Emigree and Kamikaze?

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					D) Identity was not impacted	
Lesson 25 To know the message behind COMH SF: Context and Analysis	Arawak	Analysis and Interpretation Comprehension and Inference Authors’ Choices	Zooming in on quotes	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. - I can complete paragraph of analysis.	The italics may signify: A) Over-looked history B) Something he wants to be emphasised C) Parts that need to be sung	Independent annotations
Lesson 26		Comprehension and Inference	Poetic Devices	- I can explain the poem’s context,	Which poem best accompanies COMH regarding identity?	Compare how identity is presented

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To analyse and compare COMH SF: Comparison		Analysis and Interpretation Authors’ Choices		alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. - I can complete paragraph of comparison and analysis.	A) Kamikaze B) The Emigree C) MLD D) War Photographer	in COMH and one other poem in the power and conflict anthology.
Lesson 27 To know the message behind Poppies	Armistice Lapel Intoxicated	Comprehension and Inference Analysis and Interpretation Authors’ Choices	Symbols in AIC	- I can explain the poem’s context, alongside the poem’s message.	Jane Weir uses a lot of textile-based imagery because: A) It is too painful for her to be direct	Independent annotations

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SF: Context and analysis				- I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. - I can complete paragraph of analysis.	about the pain B) Because she is familiar with it due to her textiles background C) She hates textiles as much as she hates war D) It offers a nuanced understanding of grief	
Lesson 28 To analyse and compare Poppies		Comprehension and Inference Analysis and Interpretation Authors’ Choices	Comparison on language	- I can explain the poem’s context, alongside the poem’s message.	Which poem best accompanies Poppies in an essay regarding loss? A) Remains	Compare how loss is presented in Poppies and one other

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SF: Comparison				- I can find various exam foci within this poem. - I can annotate how this message and meaning has been created. - I can complete paragraph of comparison and analysis.	B) The Emigree C) Kamikaze D) My Last Duchess	poem from the Power and Conflict Anthology.
Lesson 29 To know the message behind Tissue SF: Context and analysis	Sepia date Transparent	Comprehension and Inference Analysis and Interpretation Authors’ Choices	Syntax	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem.	Tissue is: A) An extended metaphor B) A Conceit C) A simile D) A sonnet	Independent annotations

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				- I can annotate how this message and meaning has been created. I can complete paragraph of analysis.		
Lesson 30 To analyse and compare Tissue SF: Comparison		Comprehension and Inference Analysis and Interpretation Authors’ Choices	ACC Plot	- I can explain the poem’s context, alongside the poem’s message. - I can find various exam foci within this poem. - I can annotate how this message and meaning has been created.	Which poem would accompany Tissue best in an essay on weakness of humans?	How is the weakness of humans presented in Tissue and one other poem?

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				I can complete paragraph of comparison and analysis.		
Lesson 31 Green Pen Reserved 30min Lit 30min Lang						

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