



Year 12 has been carefully planned to build on KS4 skills. The texts have been deliberately chosen to provide challenging texts and a transition unit to bridge any gaps in knowledge that needs building on from year 11.

| TERM | UNIT | Key skills and content | Resources |
|------|--|---|---|
| 1 | <p>Transition unit AS level component 2: Into in to Literary texts: <i>The Handmaid's Tale</i> and An Intro into linguistics – various texts Narrative writing</p> | <ul style="list-style-type: none"> • Introduction of key concepts and ideas and terminology: Narrative, voice, lexis, sentence types and functions, syntax, grammar, semantics, pragmatics, denotation, connotation, attitudes, values, discourse, genre, audiences and purpose. Application of concepts and terminology to transition text and extracts • Writing critical essays by discussing characters, plot and themes, social, historical and cultural context. Analysis of text and the effect on the reader, selecting and synthesizing quotes to support interpretation, developing critical response to texts, exploring wider themes and/or character within the whole text, using relevant terminology within written responses • Developing sentence structure and vocabulary, using different structural techniques, using grammatical choices for effect | <p>Additional sources to support: Assessment and Homework: Baseline transition task: Text analysis of extract and 'No joy in a dry sausage' skills test LLA Analysis of Gatsby extract and timed piece of narrative writing Mocks – Year 13 paper – Gatsby question and narrative question LLA – Timed analysis of poem and proposal for NEA non-fiction writing NEA submission – Non-fiction NEA first draft LLA – Duffy poetry question (comparison)</p> |
| 2 | <p>AS level component 2: The Language of Literary texts: <i>The Great Gatsby</i> And Writing as a reader Theoretical study</p> | <ul style="list-style-type: none"> • Revision of key concepts and ideas and terminology: Narrative, voice, lexis, sentence types and functions, syntax, grammar, semantics, pragmatics, denotation, connotation, attitudes, values, discourse, genre, audiences and purpose. Application of concepts and terminology to transition text and extracts • Writing a narrative fluently, developing knowledge and understanding of how a narrative is successful • Developing sentence structure and vocabulary, using different structural techniques, using grammatical choices for effect • Exploration of context of the text and applying various different theories to essay response | <p>Homework will often be flipped learning so that students can explore the topics in lesson more thoroughly. It is set twice a week from each teacher.</p> |
| 3&4 | <p>Component 2: The language of poetry <i>Rapture</i> and Non-examined assessment Anthology introduction</p> | <ul style="list-style-type: none"> • Stylistic analysis and comparison of poems in the collection • Context and historical background of the author • Analysis of text and the effect on the reader, selecting and synthesizing quotes to support interpretation, developing critical response to texts, exploring wider themes and/or character within the whole text, using relevant terminology within written responses • Development of writing skills for non-fiction original writing • Teaching/supervision of NEA original writing • Submission of student choice title to OCR | <p>Homework will often be flipped learning so that students can explore the topics in lesson more thoroughly. It is set twice a week from each teacher.</p> |

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| | | <ul style="list-style-type: none"> • Applying various different theories to essay response | |
| 5&6 | <p>Comparison of texts and features ROT Gatsby Preparation for NEA Introduction to studying a dramatic text (Wilde)</p> | <ul style="list-style-type: none"> • Comparison of vocabulary, themes, ideas, viewpoint, character, narrative, voice in texts • Essay writing skills and exam literacy. • Analysis of text and the effect on the reader, selecting and synthesizing quotes to support interpretation, developing critical response to texts, exploring wider themes and/or character within the whole text, using relevant terminology within written responses • Applying various different theories to essay response • Exploring the interactional features within a dramatic text • Applying understanding of linguistic analysis and spoken language theory to a dramatic text • Considering the relationship between a text and its (literary, social, historical and cultural) context | |



Year 13 expands existing knowledge from year 12 at a specific level of depth in order to meet the challenge of A level examination. Students spend time on the content of their NEA and examination content.

| TERM | UNIT | Key skills and content | Resources |
|------|---|---|---|
| 1 | A Level Component 1: Exploring Non-fiction spoken texts and NEA comparative piece ROT | <ul style="list-style-type: none"> Exploring a range of 12 Non-fiction extracts in detail, decision of Non-fiction text and then further exploration of the text. Analytical application of critical theory along with recent research of linguistic skills. Exploration of spoken texts and the conventions that they adhere to. Pattern making and pattern breaking. | Additional sources to support: Assessment and Homework: October Component 3 mock exam LLA: Narrative response LLA: Duffy essay LLA: The Great Gatsby essay NEA – Examined component Mock exam – component 2 Homework will often be flipped learning so that students can explore the topics in lesson more thoroughly. It is set twice a week from each teacher. |
| 2 | A level component 3: Reading as a writer; writing as a reader (Section A&B) NEA comparative piece ROT Application of theory | <ul style="list-style-type: none"> Exploring chosen Non-fiction text and student choice comparison text (post 2000) and develop critically comparative essay. Comparative themes and techniques. Comparative vocabulary. Grammar for writing – essay skills Narrative writing skills: developing sentence structure and vocabulary, using different structural techniques, using grammatical choices for effect Analysis of text and the effect on the reader, selecting and synthesizing quotes to support interpretation, developing critical response to texts, exploring wider themes and/or character within the whole text, using relevant terminology within written responses Applying key concepts learnt for theory and develop analysis through exploration | |
| 3 | A Level Component 2: The Language of poetry and plays ROT | <ul style="list-style-type: none"> Poetry collection comparison and development of year 12 skills. Drama text conventions and devices of the author Context of the period and important influences Applying key concepts learnt for theory and develop analysis through exploration | |
| 4 | A level component 3: Reading as a writer; writing as a reader (Section A&B) | <ul style="list-style-type: none"> Narrative writing skills: developing sentence structure and vocabulary, using different structural techniques, using grammatical choices for effect Analysis of text and the effect on the reader, selecting and synthesizing quotes to support interpretation, developing critical response to texts, exploring wider themes and/or character within the whole text, using relevant terminology within written responses | |
| 5 | Revision | <ul style="list-style-type: none"> Revision of all of the year 12 and 13 course and preparation for readiness for the examination period. | |