



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

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</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</p>
2	<p>AS level component 2: The Language of Literary texts: <i>The Great Gatsby</i> And Writing as a reader</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>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>
3&4	<p>Component 2: The language of poetry <i>Rapture</i> and Non-examined assessment</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 	<p>Homework will often be flipped learning so that students can explore the topics in lesson more</p>

		<ul style="list-style-type: none"> • Development of writing skills for non-fiction original writing • Teaching/supervision of NEA original writing • Submission of student choice title to OCR • Applying various different theories to essay response 	thoroughly. It is set twice a week from each teacher.
5&6	Comparison of texts and features ROT Gatsby	<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 	