



Cleveland School Learning Overview – English

Year 7 English

	Modern Novel Girl of Ink and Stars	Shakespeare The Tempest	Story Telling The Odyssey	Language Latin	Genre Gothic Fiction	Voices of Conflict
Enquiry Question	How do children’s writers stimulate the imagination? How can I, as a writer, use language to inhabit other worlds?	How does colonial context impact the presentation of character? How can I use language to show the relationships between characters?	How has Ancient Greek writing influenced modern story telling? How can I use literary techniques to influence my own writing?	How has modern English developed from Latin influences? How can I use ambitious vocabulary to develop my own writing?	How has the Gothic genre developed over time? How can I use structure to build tension in my own writing?	How can language be used to explore the experience of war and conflict? How can I use language to explore diverse experiences?
Subject Skills	Reading- Extract analysis focussing on world building Writing- Expression of empathy through persuasive writing e.g. letter, speech	Reading- Character presentation Writing- Expression of empathy through character interaction e.g. script writing, direct speech, embedded speech, dialogue	Reading- Character development Writing- Third person description of place using literary techniques	Reading- Vocabulary and etymology Writing- First person description of place using ambitious vocabulary	Reading- connections within a genre considering structure for tension Writing- Structuring narrative plots tense e.g. cyclical, flashback, twist, stand alone	Reading- connections within a theme across genre, form, and time – synoptic Writing- Expression of empathy through persuasive writing - synoptic
Justification	To hear the voices of and empathise with the voices of a diverse range of characters and writers. To cultivate a passion for literature and stories, while beginning to understand how the writer constructs the text.	To understand the role of Shakespeare in the literary canon. To evaluate the impact of colonialism on literature and society.	To identify the epic narrative and the hero archetype in literature. To build cultural capital and make links to future texts.	To understand where English comes from and develop a forensic understanding of why grammatical and spelling rules exist. To develop higher order Latin vocabulary for effect.	To develop the habit of reading widely and often, for both pleasure and information. To understand the Gothic genre and its role in modern story telling	To use discussion in order to learn. To be empowered to have a personal and authentic voice. To engage with real world thinking and concerns.
Careers	Politics/ policy makers/philosophy/ geology/ author/ publisher Government and politics/ law/ Justice/ policy makers Leadership of teams groups in management/ undertakers (after death) Careers Law and order/politics					
Subject Vocabulary	characterisation, setting, action, events, structure, voice, context, genre, purpose, intention, reader, symbolism	theme, character, genre, context, audience, purpose, staging, stage direction, symbolism, metaphor, simile, personification	Homer, translation, oral, storytelling, epic, hero, epitaph, characterisation, dialogue	etymology, prefix, suffix, root, subject, verb, aspect, accusative case	select, infer, summarise, analyse, evaluate, effect, structure, writer, reader, genre	discuss, debate, explain, retell, perform, chronology, conflict, impact, fiction, non-fiction, auto-biography, propaganda, nationalist, pacifist, morality
Assessment and Revision	<i>Write a persuasive speech about x</i>	<i>Starting with x extract, how does the writer present the relationship between x and y?</i>	<i>How is the character of Odysseus presented in x extract?</i>	<i>Write a description of x. Write a commentary explaining the choices you have made.</i>	<i>How does the author of the extract structure the text for effect?</i>	<i>Take part in a class debate about the impact of conflict on the lives of young people.</i>



Cleveland School Learning Overview – English

Year 8 English		Language Language through Time	The Modern Novel Cue for Treason	Shakespeare Shakespeare’s Villains	Modern Novel The Crossing	Genre Science Fiction	
	Enquiry Question	Where does our language and literature come from? How can I use grammar to create effects in my story telling?	How do writers use narrative voice to explore social and moral issues? How can I use character voice to inhabit different time periods?	How does Shakespeare present the changing relationships between characters? How can I create my own character by <u>showing</u> what they are like?	How do writers use narrative voice to explore social and moral issues? How can I use structure and form to support the meanings I create in my writing?	How do writers use genre to explore societal fears and concerns? How can I adapt my writing style to use the conventions of genre?	
	Subject Skills	Reading- Decoding language. Making links and connections across time periods. Writing- Third person descriptive writing using sentence type and punctuation for effect	Reading- Evaluation using the whole text to make links to context and writer’s purpose Writing- First person historical narrative	Reading- Using multiple extracts to comment on writer’s purpose Writing- Character description using show don’t tell	Reading-Using the whole text to analyse structure and form Writing- use of structure and form to support the meaning of language	Reading- Range of extracts to analyse literary context i.e. science fiction Writing- adapting style to purpose using conventions of genre	
	Justification	To understand the changing nature of the English language, building on Year 7 Latin. The understand the development of literature through time, building cultural capital and the ability to make intertextual links	To understand the text as construct. To be able to comment on the ways in which a writer consciously crafts character, plot and setting to convey specific ideas, linking back to <i>Girl of Ink and Stars</i> . To pre-expose contextual factors linked to Shakespeare and the Elizabethans.	To gain an understanding of the intertextual, thematic links between Shakespeare’s plays as a body of work. To be able to evaluate how villainy is constructed to reflect contemporary cultural norms and fears, linking back to Y7 <i>The Tempest</i> Preexposure to these concepts in preparation for Y10 <i>Macbeth</i>	To apply understanding of the text as a construct to a modern novel, and to evaluate how the text reflects the society in which it was written. To discuss and understand wider world issues through an authentic voice. Understanding of wider societal issues in preparation for Y9 <i>THUG</i> .	Synoptic unit bringing together skills for analysis and understanding of texts as a reflection of the societies in which they were written.	
	Careers	Editor – Copywriter – Dramatist – Theatre back of house – Historian – Social worker – Counsellor – Police Community Support Officer – Teacher – Sport Coach – Physiotherapist - Translator – Engineer					
	Subject Vocabulary	oral, storytelling, etymology, semantic change, grammatical change, structure, monologue, speech, script, manuscript	characterisation, setting, voice, perspective, context, intention, purpose, narrative structure, dramatic irony, misunderstanding, linguistic, imperative, declarative, exclamative, dialogue, description, symbolism	theme, character, genre, context, audience, purpose, staging, stage direction, symbolism, metaphor, simile, personification	poetic, free verse, rhythm, rhyme, scan, white pace, end stopping, caesura, enjambement, duologue, perspective, empathy, social commentary		
	Assessment and Revision	<i>Write a description of a mythical beast or being.</i>	<i>A student said, ‘Trease portrays childhood effectively’. He makes me understand what children went through in WWII/ early 17th century England’</i>	<i>Starting with x extract, how does the writer present the relationship between x and y?</i>			



Cleveland School Learning Overview – English

Year 9 English

	Genre Tragedy - Antigone	Shakespeare Romeo and Juliet	Poetry Forbidden Love	Language Modern Social Inequality	Modern Novel The Hate U Give
Enquiry Question	What is tragedy and where does it come from? I can I use language to understand the motivations of characters and writers?	How does Shakespeare develop existing generic and formal conventions to comment on his society? How can I use language to create my own dramatic scenes?	How is love presented through poetry? How can writing reflect and inform social change? How can I use storytelling to create change in the world?	How can writing reflect and inform societal perceptions and norms? How can I use my writing to give myself a voice?	Angie Thomas says, 'Books are my activism.' To what extent is all writing activism? How can I use my writing to give myself a voice?
Subject Skills	Reading- Whole text analysis of generic conventions, especially structure Writing- Transactional writing in character	Reading- Extract to whole analysis of writer's methods and purpose. Writing- Third person narrative with use of literary techniques	Reading- Analysis of multiple of poetic forms making links and connections across theme. Writing- Use of structure and form to support meaning created by language	Reading- Using boxing up to model conventions of different forms Writing- Transactional writing in context, adapting language for real world purpose	Reading- Synoptic- whole text analysis to understand writer's purpose Writing- Synoptic- writing in a range of forms for a wider purpose.
Justification	To understand the conventions of a Greek tragedy, including form, character, and performance in preparation for study of <i>Romeo and Juliet</i> and <i>Macbeth</i> , developing understanding of literary context as well as historical. To evaluate the presentation of women as a reflection of society.	To analyse how Shakespeare uses and subverts formal and generic conventions. To develop analysis of rich language and how it is used to explore the presentation of gender and power.	To read a range of texts from different temporal and cultural backgrounds to explore how themes are presented similarly and differently and evaluate why this might be. To be able to recognise a range of poetic forms, and comment on how and why these forms are used or subverted by writers.	To understand the concept of media bias and to evaluate its impact on the representations of groups and events. To understand how the arts, including media, writing and visual arts, have a role in presenting societal ideas. To think critically about a range of current issues, understand the viewpoints of different voices and come to an informed personal response.	To evaluate the presentation of modern inequalities through the perspective of a writer with lived experience. Develop a passion for storytelling and an engagement with wider societal issues.
Careers	Leadership – women (glass ceiling); within theology; working for a charity Law and order/ community workers/ social workers Politics and justice/ law and order/ prison service/				
Subject Vocabulary	tragedy, hubris, peripeteia, hamartia, catharsis, chorus, dramatic irony, script, theme	simple, complex, compound, clause, subordinate, fronted adverbial, metaphor, simile, metaphor theme, tragedy, sonnet, structure, metre, iambic pentameter, rhyming couplet, act, scene, free verse, blank verse, similarities, differences, context, purpose, intent	society, inequality, perspective, privilege, rights, communication, identity, sonnet, quatrain, satire, pastiche, subversion, form	context, race, gender, marginalisation, segregation, empathy, style shifting, characterisation, symbolism	discuss, debate, explain, retell, perform, chronology, conflict, impact, fiction, non-fiction, auto-biography, propaganda, nationalist, pacifist, morality
Assessment and Revision	<i>Starting with X extract, explain how Sophocles presents the theme of Y.</i>	<i>Starting with x extract, how does Shakespeare explore the theme of y in the play?</i>	<i>Formative assessment of narrative and analytical writing</i>	<i>Transactional</i>	<i>A student says: "The novel "The Hate U Give" is effective because it creates empathy with the characters". To what extent do you agree?</i>



Cleverdon School Learning Overview – English

Year 10 English

	Power Anthology	Shakespeare Macbeth	Poetry Ozymandias – London – The Prelude - My Last Duchess	19 th Century Literature The Strange Case of Dr. Jekyll and Mr Hyde	Poetry The Charge of the Light Brigade – Exposure – Bayonet Charge	Post-1914 Literature An Inspector Calls
Enquiry Question	<p>What is power? How do people gain power? Why is power a prevalent theme in literature?</p>	<p>To what extent is Macbeth a tragedy? How does Shakespeare comment on ideas about power and conflict in society?</p>	<p>Who were the Romantics? How do the Romantics use poetry to explore ideas about power and conflict?</p>	<p>To what extent does <i>Jekyll and Hyde</i> manipulate formal conventions? How does Stevenson comment on ideas about power and conflict in society?</p>	<p>Why is war so inspiring for poetry? How do poets use the war to comment on ideas about power and conflict in society?</p>	<p>How does <i>An Inspector Calls</i> use dramatic conventions for effect? How does Priestley comment on ideas about power and conflict in society?</p>
Subject Skills	<p><i>reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</i></p>	<p><i>identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying inferences with evidence</i></p>	<p><i>drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation</i></p>	<p><i>identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying inferences with evidence</i></p>	<p><i>making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading</i></p>	<p><i>analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</i></p>
Justification	<p>This unit builds on fundamental reading and writing skills from KS3 to support a smooth academic transition to KS4. Thematically, it prepares students with concepts and vocabulary they will need for their study of Literature texts through discussion of contemporary, wider-world issues.</p>	<p>Students draw on their prior study of tragedy and its conventions to engage with <i>Macbeth</i> as a drama. The unit builds on their understanding of power and conflict as a theme and allows them to engage with societal attitudes through time.</p>	<p>By studying a poetic movement, students understand poetry and literature as both the product of and a force for social change.</p>	<p>This unit builds chronologically and thematically on previous literature study, encouraging students to engage with changing social attitudes through time. Through the study of the novel form, students make links and comparisons between the conventions of different forms and their impact on reader.</p>	<p>In revisiting poetry, students develop their confidence with the poetic form. Developing understanding of war as context, and power and conflict as theme, allow students to engage with real-world issues.</p>	<p>Students engage with a modern drama, allowing them to make links and connections with their previous study of the form. Ideas around democracy, representation and power build on prior understanding of art as a force for social commentary and change.</p>
Subject Vocabulary	<p>power; conflict; dictator; tyrant; divine right of kings; Machiavelli; select; inference; evidence; analyse; compare; evaluate</p>	<p>theme, tragedy, sonnet, structure, metre, iambic pentameter, rhyming couplet, act, scene, free verse, blank verse, similarities, differences, context, purpose, intent, audience, writer</p>	<p>Romantic, sonnet, rhythm, metre, rhyme, enjambment, dramatic monologue, realism, analysis, context, similarities, differences, effect, commentary, awe, the sublime, transcendence</p>	<p>Victorian, Gothic, stave, structure, morality, conscience, society, hierarchy, power, poverty, wealth, the sublime, symbolism, structure, dichotomy, detective genre, epistolatory</p>	<p>conflict, internal, external, political, free verse, end stop, volta, stanza, structure, form, context, comparison, similarities, differences, voice, speaker</p>	<p>power, conflict, form, letter, speech, article, opinion, counterargument, rhetoric, persuasion, discuss, debate, respond, argue, imply, anecdote, humour</p>
Assessment and Revision	<p>Language Paper 1 <i>Formative assessment of descriptive/narrative writing and analytical response</i></p>	<p>Literature Paper 1 <i>How does Shakespeare present the character X in this extract and the play as a whole?</i></p>	<p>Literature Paper 2 <i>How does the writer explore the theme of X in Y poem and one other poem of your choice?</i></p>	<p>Literature Paper 1 <i>How does Stephenson present the theme of X in extract Y and in the text as a whole?</i></p>	<p>Literature Paper 2 <i>How does the writer explore the theme of X in Y poem and one other poem of your choice?</i></p>	<p>Literature Paper 2 <i>Outstanding completion AQA English Language Speaking and Listening endorsement</i></p>



Cleveland School Learning Overview – English

Year 11 English		Fear Anthology	The Short Story The Day the Wasps Drowned	Poetry Tissue – The Emigree – Checking Out Me History- Kamikaze	100 Days to Success
	Enquiry Question	How do writers use language, structure and form to create effects?	How do writers use language, structure and form to create effects?	How do writers use poetry to explore ideas about power and conflict in society? Why have ideas changed over time?	How do different writers use and craft their language for purpose and effect? How can we adapt our language and structure for purpose, effect and clarity?
	Subject Skills	<i>reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes</i>	<i>analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</i>	<i>identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying inferences with evidence</i>	<i>identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying inferences with evidence</i>
	Justification	This unit builds on fundamental reading and writing skills from year 10 to support development into year 11. Thematically, it prepares students with concepts and vocabulary they will need for their study of Literature texts through discussion of contemporary, wider-world issues.	Through their study of a short story, students are introduced to key command vocabulary and methods of analysis they will need to approach unseen texts. The use of a high challenge, GCSE level text ensure a rich vocabulary.	In revisiting poetry, students develop their confidence with the poetic form, which is further extended. Students develop understanding of war as context, and power and conflict as theme, allow students to engage with real-world issues, and evaluate the role of poetry in exploring and expressing individual identity	In the cumulative unit, students review their cumulative knowledge, understanding and skills to build confidence in responding to a wide range of texts and clear written communication.
	Subject Vocabulary	Understand, analyse, language, structure, writer, purpose, effect, reader, evaluate, respond, argue, form, letter, speech, report, article, opinion, comparison, perspectives	Summarise, analyse, evaluate, critical, perceptive, purpose, effect, reader, structure, tone, dialogue, language, character, setting	respond, evaluate, compare, analyse, argue, select, explore, identify, effect, intention, purpose, contrast, subject, language, form, tone, function, unseen	understand, analyse, language, structure, writer, purpose, effect, reader, evaluate, respond, argue, form, letter, speech, report, article, opinion, description, narrative, conceptualised, respond, evaluative, analytical, judicious, subject terminology, effect, writer, reader, context, historical, literary, purpose
	Assessment and Revision	Language Paper 2 Formative assessment of transactional writing and analytical response.	Language Paper 1 Formative assessment of descriptive/narrative writing and analytical response	Literature Paper 2 How does the writer explore the theme of X in Y poem and one other poem of your choice?	GCSE Language/Literature Past papers



Cleveland School Learning Overview – English

A-Level English Language		4.1 - Language - Individual - Society -	4.2 - Language - Diversity - Change -	4.3 - Language in Action -
	Enquiry Question	How does language develop in the individual, children and society?	How does language change over time? What do wider social, geographical and temporal contexts do to language and attitudes towards it?	An investigation into language – A piece or original writing including analysis
	Subject Skills	<p>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</p> <p>AO2: Demonstrate critical understanding of concepts and issues relevant to language use.</p> <p>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</p> <p>AO4: Explore connections across texts, informed by linguistic concepts and methods.</p> <p>AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</p>	<p>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</p> <p>AO2: Demonstrate critical understanding of concepts and issues relevant to language use.</p> <p>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</p> <p>AO4: Explore connections across texts, informed by linguistic concepts and methods.</p> <p>AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</p>	<p>Language Investigation</p> <p>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</p> <p>AO2: Demonstrate critical understanding of concepts and issues relevant to language use.</p> <p>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</p> <p>Original Writing</p> <p>AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</p>
	Justification	This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. It also introduces students to the study of children’s language development, exploring how children learn language and how they can understand and express themselves through language.	The aim of this area of study is to allow students to explore language diversity and change over time. - Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change.	The aim of this area of study is to allow students to explore and analyse language data independently and develop and reflect upon their own writing expertise. - It requires students to carry out two different kinds of individual research: - a language investigation (2,000 words excluding data) - a piece of original writing and commentary (750 words each). - Students can choose to pursue a study of spoken, written or multimodal data, or a mixture of text types, demonstrating knowledge in areas of individual interest. -
	Subject Vocabulary	Command words: key terms and guide to methods of language analysis (aqa.org.uk)	Command words: key terms and guide to methods of language analysis (aqa.org.uk)	Command words: key terms and guide to methods of language analysis (aqa.org.uk)
	Assessment and Revision	Paper 1 Language, the individual and society 2 hours 30 minutes	Paper 2 Language diversity and change 2 hours 30 minutes	Language in Action: - a language investigation (2,000 words excluding data) - a piece of original writing and commentary (750 words each). Submitted October Half Term Year 2



Cleveland School Learning Overview – English

A-Level English Literature

	Component 1: - Poetry 20th century: Plath and Hughes Milton - Book IX Paradise Lost	ESB	Component 2: Drama: The Duchess of Malfi, A Streetcar Named Desire King Lear	Component 3: Unseen texts prose and poetry	Component 4 NEA - Prose: 19 th and 20 th century Wide Sargasso Sea and Jane Eyre
Enquiry Question	How do the poets present the theme of nature, violence, connectivity, relationships, mythology, conflict, life and death, appearance versus reality? How does Milton present the themes of freedom, imagery of nature, characterisation, good and evil, spiritual, individual, moral, ethical, social, cultural and contemporary issues?	How can oracy provide a gateway, not only to improved reading and writing, but also boosting progression and employability?	How do the dramatists present themes of relationships, madness, nature and setting in context, class and social inequality, life and death, human condition?	Explore an unseen piece of prose fiction from the period of fin de siècle or between the wars, and an unseen poem from any period.	How do the writers present the characters in context focusing on representation, appearance versus reality, events and settings, ethics and morality, class and social inequality, religion and spirituality?
Subject Skills	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO2 Analyse ways in which meanings are shaped in literary texts AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO4 Explore connections across literary texts AO5 Explore literary texts informed by different interpretations.	This exam and the preparation for it helps learners develop their communication and writing skills as they become more competent in researching, writing, delivering short speeches and presentations. This in turn supports students with their academic writing in all subjects, university interviews whilst boosting employability.	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO2 Analyse ways in which meanings are shaped in literary texts AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received AO4 Explore connections across literary texts AO5 Explore literary texts informed by different interpretations.	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression AO2 Analyse ways in which meanings are shaped in literary texts AO4 Explore connections across literary texts AO5 Explore literary texts informed by different interpretations.	<ul style="list-style-type: none"> • pursue wider reading during the course • undertake independent and sustained study of literary texts • undertake research in exploring contextual factors that have helped shape the production and reception of texts, including literary traditions of texts • select material that is culturally, personally and academically relevant • research other interpretations of texts • explore connections and comparisons between texts in greater depth and detail • plan, draft and edit work.
Justification	This component encourages learners to develop their ability to read widely and engage critically with a range of poetry from different times whilst developing further their techniques of analysis and evaluation.		This component encourages learners to develop their ability to read widely and engage critically with a range of poetry from different times whilst developing further their techniques of analysis and evaluation.	This component gives learners the opportunity to synthesise and reflect upon the knowledge they have gained from the course as a whole and to apply their skills of literary analysis to the examination of unseen prose and unseen poetry texts. Here, learners can approach each section in a personal and engaged way, demonstrating their own critical skills as they encounter texts that have not been previously set for study as part of the course.	This component is designed to enable learners to pursue wider reading that is of interest to them and to undertake independent and sustained studies of literary texts. In selecting a text from post-2000, learners are given the opportunity to engage with, and reflect on, literature published within their own lifetime.
Subject Vocabulary	Free verse, structure, rhyme, rhythm, irony, monosyllable, polysyllable, stand alone, enjambment, simile, metaphor, onomatopoeia, symbolism, motif, personification, antithesis, juxtaposition, dehumanisation, universalisation, anthropomorphism, awe, the sublime, transcendence, time as a concept, Shamanism, Romantic, cult, connectivity, Plato, White Goddess. Cromwell, Civil War, pamphlet, Restoration, Puritan, Calvinist, Methodist. Epic, blank verse, oxymoron		ambiguity imagery irony rhetoric metaphor rhythm blank verse monosyllabic satire motif setting characterisation multiple narrators simile cliché narrative stance soliloquy lighting sound effects stage directions centre stage downstage costume colloquial conceit omniscient narrator staging devices pace stream of consciousness dialogue paradox suspense diction parody symbolism didactic pathetic fallacy syntax dramatic irony pathos theme dramatic monologue persona tone dramatic tension personification tragic hero ellipsis perspective unreliable narrator	Prose, poetry, sonnet, free verse, quatrains, monologue, structure, phrase, complex sentence, simple sentence, dialogue, monosyllable, polysyllable, characterisation, representation, narrative perspective, compare, analyse, literary terminology: alliteration, assonance, simile, metaphor, personification, symbolism, onomatopoeia, personification, dehumanisation, universalisation, antithesis, juxtaposition.	Prose, structure, phrase, complex sentence, simple sentence, dialogue, monosyllable, polysyllable, characterisation, representation, narrative perspective, compare, analyse, literary terminology: alliteration, assonance, simile, metaphor, personification, onomatopoeia, personification, motif, symbolism, dehumanisation, universalisation, antithesis, juxtaposition.
Assessment and Revision	Poetry Written examination: 2 hours (120 marks) 30% of qualification	Intermediate Level – ESB Level 2 Certificate in Speech (Grade 4-5)	Drama Written examination: 2 hours (120 marks) 30% of qualification This is a closed-book examination.	Unseen Texts Written examination: 2 hours (80 marks) 20% of qualification	Prose Study Non-exam assessment: 2500-3500 word assignment (80 marks) 20% of qualification