

Year group / module title	Main curriculum: skills and success criteria	Links with previous and future learning	Writing lessons: skills and success criteria	Links with previous and future learning
<p><b>Y7</b></p> <p><b>Novel study: The Giver</b></p>	<p><b>Literature Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Use a range of short, carefully-chosen quotes.</li> <li>2. Single word analysis.</li> <li>3. Name techniques for language, structure, and form.</li> <li>4. Regularly link back to the question</li> <li>5. Engage with writer's message and contextual links.</li> </ol>	<p>This age-appropriate yet challenging text provides an opportunity to read and enjoy a whole novel.</p> <p>Develops and builds upon inference skills learned in Year 6.</p> <p>Builds on Literature analysis skills from KS2.</p> <p>Links with key skills required for Language papers and literature papers.</p> <p>Link with Year 8 unit - Dystopian literature</p>	<p><b>Creative Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. An interesting, conscious structure to your story. AO5</li> <li>2. Extensive and ambitious vocabulary. AO5, AO6</li> <li>3. Tone and atmosphere is matched to purpose. AO5</li> <li>4. Different sentence starters and types for effect. AO6</li> <li>5. A range of punctuation for effect. AO6</li> <li>6. The five senses. AO5</li> <li>7. Coherent use of paragraphs. AO5</li> <li>8. Descriptive techniques such as simile, metaphor, personification. AO5</li> </ol>	<p>Links with writing and grammar required in SATs .</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are stand alone challenges just as they will be in the final exams.</p>
<p><b>Y7</b></p> <p><b>The Art of Rhetoric</b></p>	<p><b>Non Fiction Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. An interesting structure. AO5</li> <li>2. A wide vocabulary. AO5, AO6</li> <li>3. Different sentence starters and types. AO5, AO6</li> <li>4. A range of punctuation for effect. AO6</li> <li>5. A descriptive anecdote/detailed and descriptive expert opinion. AO5</li> <li>6. A range of ideas. AO5</li> <li>7. A key argument. AO5</li> </ol>	<p>Links with SPaG learned during SATS.</p> <p>An introduction to Non-fiction and persuasive writing that will be built upon in ultimate preparation for GCSE.</p>	<p><b>Non-Fiction Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. A wide vocabulary. AO5, AO6</li> <li>2. Different sentence starters and types. AO5, AO6</li> <li>3. A range of punctuation for effect. AO6</li> <li>4. A range of ideas. AO5</li> <li>5. A key argument. AO5</li> <li>6. PIRATEMOUSE techniques. AO5</li> </ol>	<p>Links with writing and grammar required in SATs .</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are stand alone challenges just as they will be in the final exams.</p>

	8. PIRATEMOUSE techniques. AO5			
<b>Y7 - Introduction to Shakespeare and his craft: heroes and villains</b>	<p><b>Literature Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Use a range of carefully-chosen quotes.</li> <li>2. Single word analysis.</li> <li>3. Name techniques for language.</li> <li>4. Regularly link back to the question.</li> </ol>	<p>Introduced to help inspire a love of Shakespeare and to show the joy of reading.</p> <p>An antidote to spag and reading comprehensions used for SATS.</p> <p>Builds on Literature analysis skills from KS2.</p> <p>Helps prepare for the context element required at GCSE and an introduction to Literature.</p>	<p><b>Creative Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. An interesting, conscious structure to your story. AO5</li> <li>2. Extensive and ambitious vocabulary. AO5, AO6</li> <li>3. Tone and atmosphere is matched to purpose. AO5</li> <li>4. Different sentence starters and types for effect. AO6</li> <li>5. A range of punctuation for effect. AO6</li> <li>6. The five senses. AO5</li> <li>7. Coherent use of paragraphs. AO5</li> <li>8. Descriptive techniques such as simile, metaphor, personification. AO5</li> </ol>	<p>Links with writing and grammar required in SATs .</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are stand alone challenges just as they will be in the final exams.</p>
<b>Y7 Poetry: Unheard Voices</b>	<p><b>Poetry Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Use a range of short, carefully-chosen quotes. AO1</li> <li>2. Analyse language techniques. AO2</li> <li>3. Analyse structural techniques. AO2</li> <li>4. Analyse form techniques. AO2</li> <li>5. Give alternative interpretations AO1 AO2</li> </ol>	<p>Builds on Literature analysis skills from KS2.</p> <p>Encourages reading of a range of poetry, increasing challenge from KS2.</p> <p>Introduction to poetry conventions and features that will be built upon in year 9 in preparation for Literature paper 2.</p>	<p><b>Non-Fiction Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. A wide vocabulary. AO5, AO6</li> <li>2. Different sentence starters and types. AO5, AO6</li> <li>3. A range of punctuation for effect. AO6</li> <li>4. A range of ideas. AO5</li> <li>5. A key argument. AO5</li> <li>6. PIRATEMOUSE techniques. AO5</li> </ol>	<p>Links with writing and grammar required in SATs .</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are stand alone challenges just as they will be in the final exams.</p>

<p><b>Y8 Dystopian Literature</b></p>	<p><b>Language Analysis Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Use a range of short, carefully-chosen quotes.</li> <li>2. Single word analysis.</li> <li>3. Name word types and techniques.</li> <li>4. Give alternative interpretations of thoughts and feelings created.</li> <li>5. Use analytical verbs to vary your phrasing.</li> <li>6. Keep linking back to the question.</li> </ol>	<p>Refreshment of, and building upon skills learned in previous unit before summer break.</p> <p>Encourage and facilitate a love of literature and reading for pleasure while expanding upon Dystopian Literature study completed in Y7. The genre is a favourite of young adults and has proven successful.</p> <p>Links with language/literature analysis skills required for Y9.</p>	<p><b>Creative Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. An interesting, conscious structure to your story. AO5</li> <li>2. Extensive and ambitious vocabulary. AO5, AO6</li> <li>3. Tone and atmosphere is matched to purpose. AO5</li> <li>4. Different sentence starters and types for effect. AO6</li> <li>5. A range of punctuation for effect. AO6</li> <li>6. The five senses. AO5</li> <li>7. Coherent use of paragraphs. AO5</li> <li>8. Descriptive techniques such as simile, metaphor, personification. AO5</li> </ol>	<p>Links with writing and grammar required in SATs . Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>
<p><b>Y8 Novel Study: I Am Malala</b></p>	<p><b>Non Fiction Success Criteria</b></p> <ol style="list-style-type: none"> <li>9. An interesting structure. AO5</li> <li>10. A wide vocabulary. AO5, AO6</li> <li>11. Different sentence starters and types. AO5, AO6</li> <li>12. A range of punctuation for effect. AO6</li> <li>13. A descriptive anecdote/detailed and descriptive expert opinion. AO5</li> <li>14. A range of ideas. AO5</li> <li>15. A key argument. AO5</li> <li>16. PIRATEMOUSE techniques. AO5</li> </ol>	<p>Building on writing skills learned in Year 7 in Rhetoric Unit</p> <p>Encourages understanding of cultural difference and perspective.</p> <p>Links with GCSE paper 2 question 5.</p>	<p><b>Non-Fiction Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>7. A wide vocabulary. AO5, AO6</li> <li>8. Different sentence starters and types. AO5, AO6</li> <li>9. A range of punctuation for effect. AO6</li> <li>10. A range of ideas. AO5</li> <li>11. A key argument. AO5</li> <li>12. PIRATEMOUSE techniques. AO5</li> </ol>	<p>Links with writing and grammar required in SATs . Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>

<p><b>Y8</b></p> <p><b>Shakespeare - Macbeth</b></p>	<p><b>Literature Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Use a range of short, carefully-chosen quotes.</li> <li>2. Single word analysis.</li> <li>3. Name techniques for language, structure, and form.</li> <li>4. Give alternative interpretations of thoughts and feelings.</li> <li>5. Regularly link back to the question.</li> </ol>	<p>Developing skills started in the Year 7 Shakespeare unit. Looking more closely into conventions and context rather than just character and language.</p> <p>Preparation for Romeo and Juliet studied in Year 9.</p>	<p><b>Creative Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. An interesting, conscious structure to your story. AO5</li> <li>2. Extensive and ambitious vocabulary. AO5, AO6</li> <li>3. Tone and atmosphere is matched to purpose. AO5</li> <li>4. Different sentence starters and types for effect. AO6</li> <li>5. A range of punctuation for effect. AO6</li> <li>6. The five senses. AO5</li> <li>7. Coherent use of paragraphs. AO5</li> <li>8. Descriptive techniques such as simile, metaphor, personification. AO5</li> </ol>	<p>Links with writing and grammar required in SATs . Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>
<p><b>Y8</b></p> <p><b>Playscript Study: The Curious Incident of the Dog in the Night-Time</b></p>	<p><b>Language Analysis Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Use a range of short, carefully-chosen quotes. AO1</li> <li>2. Single word analysis &amp; word class. AO1, AO2, AO4</li> <li>3. Language &amp; Structure techniques. AO2</li> <li>4. Give alternative interpretations of thoughts and feelings created. AO2, AO3</li> <li>5. Use analytical verbs to vary your phrasing.</li> <li>6. Keep linking back to the question.</li> </ol>	<p>Links with characterisation work from Year 7 - The Giver</p> <p>Perfecting a key skill (language analysis) that is essential for Language and Literature. Links with, Romeo and Juliet studied in Year 9 and An Inspector Calls play studied in Year 10</p>	<p><b>Non-Fiction Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. A wide vocabulary. AO5, AO6</li> <li>2. Different sentence starters and types. AO5, AO6</li> <li>3. A range of punctuation for effect. AO6</li> <li>4. A range of ideas. AO5</li> <li>5. A key argument. AO5</li> <li>6. PIRATEMOUSE techniques. AO5</li> </ol>	<p>Links with writing and grammar required in SATs . Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>
<p><b>Y9</b></p>	<p><b>Literature Success Criteria</b></p>	<p>Links with language analysis introduced in Year 7 and revised in</p>	<p><b>Creative Writing Success Criteria</b></p>	<p>Links to previous writing lessons and expands upon skills.</p>

<p><b>The Victorians - Context and extracts</b></p>	<ol style="list-style-type: none"> <li>1. Use a range of short, carefully-chosen quotes.</li> <li>2. Single word analysis.</li> <li>3. Name techniques for language, structure, and form.</li> <li>4. Give alternative interpretations of thoughts and feelings.</li> <li>5. Regularly link back to the question.</li> <li>6. Quote from the extract and the wider text.</li> <li>7. Explore what the writer is trying to teach readers in relation to the question.</li> <li>8. High-level analytical verbs and connectives.</li> <li>9. Make relevant contextual links.</li> </ol>	<p>Year 8 Giver Unit.</p> <p>Introduction to context - Victorian needed for GCSE literature. GCSE Literature text.</p>	<ol style="list-style-type: none"> <li>1. An interesting, conscious structure to your story. AO5</li> <li>2. Extensive and ambitious vocabulary. AO5, AO6</li> <li>3. Tone and atmosphere is matched to purpose. AO5</li> <li>4. Different sentence starters and types for effect. AO6</li> <li>5. A range of punctuation for effect. AO6</li> <li>6. The five senses. AO5</li> <li>7. Coherent use of paragraphs. AO5</li> <li>8. Descriptive techniques such as simile, metaphor, personification. AO5</li> </ol>	<p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>
<p><b>Y9 Fiction Skills</b></p>	<p><b>Language Analysis Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Use a range of short, carefully-chosen quotes. AO1</li> <li>2. Single word analysis &amp; word class. AO1, AO2, AO4</li> <li>3. Language &amp; Structure techniques. AO2</li> <li>4. Give alternative interpretations of thoughts and feelings created. AO2, AO3</li> <li>5. Use analytical verbs to vary your phrasing.</li> <li>6. Keep linking back to the question</li> </ol>	<p>Links to and extends previous skills,</p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Language analysis</li> <li>• Structural analysis</li> <li>• Evaluation</li> <li>• Justification</li> </ul> <p>GCSE Language paper 1</p>	<p><b>Non-Fiction Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. A wide vocabulary. AO5, AO6</li> <li>2. Different sentence starters and types. AO5, AO6</li> <li>3. A range of punctuation for effect. AO6</li> <li>4. A range of ideas. AO5</li> <li>5. A key argument. AO5</li> <li>6. PIRATEMOUSE techniques. AO5</li> </ol>	<p>Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>

<p><b>Y9</b></p> <p><b>Non-fiction Skills</b></p>	<p><b>Language Analysis Success Criteria</b></p> <ol style="list-style-type: none"> <li>7. Use a range of short, carefully-chosen quotes. AO1</li> <li>8. Single word analysis &amp; word class. AO1, AO2, AO4</li> <li>9. Language &amp; Structure techniques. AO2</li> <li>10. Give alternative interpretations of thoughts and feelings created. AO2, AO3</li> <li>11. Use analytical verbs to vary your phrasing.</li> <li>12. Keep linking back to the question</li> </ol>	<p>Links to and extends previous skills,</p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Language analysis</li> <li>• Comparison</li> <li>• Inference</li> </ul> <p>GCSE Language paper 2</p>	<p><b>Non-Fiction Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. A wide vocabulary. AO5, AO6</li> <li>2. Different sentence starters and types. AO5, AO6</li> <li>3. A range of punctuation for effect. AO6</li> <li>4. A range of ideas. AO5</li> <li>5. A key argument. AO5</li> <li>6. PIRATEMOUSE techniques. AO5</li> </ol>	<p>Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>
<p><b>Y9</b></p> <p><b>Novel Study: The Ruby in the Smoke</b></p>	<p><b>Literature Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Use a range of short, carefully-chosen quotes.</li> <li>2. Single word analysis.</li> <li>3. Name techniques for language, structure, and form.</li> <li>4. Give alternative interpretations of thoughts and feelings.</li> <li>5. Regularly link back to the question.</li> <li>6. Quote from the extract and the wider text.</li> <li>7. Explore what the writer is trying to teach readers in relation to the question.</li> <li>8. High-level analytical verbs and connectives.</li> <li>9. Make relevant contextual links.</li> </ol>	<p>Links with Literature analysis built from previous unit.</p> <p>Links with contextual studies and application to analysis studied in previous unit.</p> <p>GCSE Literature text.</p>	<p><b>Creative Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. An interesting, conscious structure to your story. AO5</li> <li>2. Extensive and ambitious vocabulary. AO5, AO6</li> <li>3. Tone and atmosphere is matched to purpose. AO5</li> <li>4. Different sentence starters and types for effect. AO6</li> <li>5. A range of punctuation for effect. AO6</li> <li>6. The five senses. AO5</li> <li>7. Coherent use of paragraphs. AO5</li> <li>8. Descriptive techniques such as simile, metaphor, personification. AO5</li> </ol>	<p>Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>



<p><b>Y10</b></p> <p><b>'An Inspector Calls'</b></p>	<p><b>Literature Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Use a range of short, carefully-chosen quotes.</li> <li>2. Single word analysis.</li> <li>3. Name techniques for language, structure, and form.</li> <li>4. Give alternative interpretations of thoughts and feelings.</li> <li>5. Regularly link back to the question.</li> <li>6. Quote from the extract and the wider text.</li> <li>7. Explore what the writer is trying to teach readers in relation to the question.</li> <li>8. High-level analytical verbs and connectives.</li> <li>9. Make relevant contextual links.</li> </ol>	<p>Links with play unit Curious Incident of the Dog in the Night-Time in Year 7.</p> <p>Links with Literature analysis built from Romeo and Juliet Unit.</p> <p>Links with contextual studies and application to analysis studied Romeo and Juliet Unit.</p> <p>GCSE Literature text.</p>	<p><b>Creative Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. An interesting, conscious structure to your story. AO5</li> <li>2. Extensive and ambitious vocabulary. AO5, AO6</li> <li>3. Tone and atmosphere is matched to purpose. AO5</li> <li>4. Different sentence starters and types for effect. AO6</li> <li>5. A range of punctuation for effect. AO6</li> <li>6. The five senses. AO5</li> <li>7. Coherent use of paragraphs. AO5</li> <li>8. Descriptive techniques such as simile, metaphor, personification. AO5</li> </ol>	<p>Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>
<p><b>Y10 Fiction: Language Skills</b></p>	<p><b>Language Analysis Success Criteria</b></p> <ol style="list-style-type: none"> <li>13. Use a range of short, carefully-chosen quotes. AO1</li> <li>14. Single word analysis &amp; word class. AO1, AO2, AO4</li> <li>15. Language &amp; Structure techniques. AO2</li> <li>16. Give alternative interpretations of thoughts and feelings created. AO2, AO3</li> <li>17. Use analytical verbs to vary your phrasing.</li> <li>18. Keep linking back to the question</li> </ol>	<p>Links to and extends previous skills, applying them to exam AOs.</p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Language analysis</li> <li>• Structural analysis</li> <li>• Evaluation</li> <li>• Justification</li> </ul> <p>GCSE Language paper 1</p>	<p><b>Creative Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>9. An interesting, conscious structure to your story. AO5</li> <li>10. Extensive and ambitious vocabulary. AO5, AO6</li> <li>11. Tone and atmosphere is matched to purpose. AO5</li> <li>12. Different sentence starters and types for effect. AO6</li> <li>13. A range of punctuation for effect. AO6</li> <li>14. The five senses. AO5</li> <li>15. Coherent use of paragraphs. AO5</li> </ol> <p>Descriptive techniques such as simile, metaphor, personification. AO5</p>	<p>Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>

<p><b>Y10</b></p> <p><b>Non-Fiction : Language Skills</b></p>	<p><b>Language Analysis Success Criteria</b></p> <ol style="list-style-type: none"> <li>19. Use a range of short, carefully-chosen quotes. AO1</li> <li>20. Single word analysis &amp; word class. AO1, AO2, AO4</li> <li>21. Language &amp; Structure techniques. AO2</li> <li>22. Give alternative interpretations of thoughts and feelings created. AO2, AO3</li> <li>23. Use analytical verbs to vary your phrasing.</li> <li>24. Keep linking back to the question</li> </ol>	<p>Links to and extends previous skills, applying them to exam AOs.</p> <ul style="list-style-type: none"> <li>● Comprehension</li> <li>● Language analysis</li> <li>● Comparison</li> <li>● Inference</li> </ul> <p>GCSE Language paper 2</p>	<p><b>Non-Fiction Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. A wide vocabulary. AO5, AO6</li> <li>2. Different sentence starters and types. AO5, AO6</li> <li>3. A range of punctuation for effect. AO6</li> <li>4. A range of ideas. AO5</li> <li>5. A key argument. AO5</li> <li>6. PIRATEMOUSE techniques. AO5</li> </ol>	<p>Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>
<p><b>Y11</b></p> <p><b>Paper 1: creative texts</b></p>	<p><b>Language Analysis Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Use a range of short, carefully-chosen quotes. AO1</li> <li>2. Single word analysis &amp; word class. AO1, AO2, AO4</li> <li>3. Language &amp; Structure techniques. AO2</li> <li>4. Give alternative interpretations of thoughts and feelings created. AO2, AO3</li> <li>5. Use analytical verbs to vary your phrasing.</li> <li>6. Keep linking back to the question</li> </ol> <p><b>Creative Writing Success Criteria</b></p>	<p>Links with writing units from all years previously. Links with all units that have used language analysis success criteria.</p> <p>GCSE Language preparation. HPA Students introduced to A level skills - conceptualised approach to analysis of unseen texts.</p>	<p><b>Creative Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. An interesting, conscious structure to your story. AO5</li> <li>2. Extensive and ambitious vocabulary. AO5, AO6</li> <li>3. Tone and atmosphere is matched to purpose. AO5</li> <li>4. Different sentence starters and types for effect. AO6</li> <li>5. A range of punctuation for effect. AO6</li> <li>6. The five senses. AO5</li> <li>7. Coherent use of paragraphs. AO5</li> <li>8. Descriptive techniques such as simile, metaphor, personification. AO5</li> </ol>	<p>Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>



	<ol style="list-style-type: none"> <li>1. An interesting, consciously crafted structure to your story. AO5</li> <li>2. Extensive and ambitious vocabulary. AO5, AO6</li> <li>3. Tone and atmosphere is matched to purpose. AO5</li> <li>4. Different sentence starters and types for effect. AO6</li> <li>5. A range of punctuation for effect. AO6</li> <li>6. The five senses. AO5</li> <li>7. Coherent use of paragraphs. AO5</li> <li>8. Descriptive techniques such as simile, metaphor, personification. AO5</li> </ol>			
<p><b>Y11</b></p> <p><b>Paper 2: Non-fiction texts</b></p>	<p><b>Language Analysis Success Criteria</b></p> <ol style="list-style-type: none"> <li>25. Use a range of short, carefully-chosen quotes. AO1</li> <li>26. Single word analysis &amp; word class. AO1, AO2, AO4</li> <li>27. Language &amp; Structure techniques. AO2</li> <li>28. Give alternative interpretations of thoughts and feelings created. AO2, AO3</li> </ol>	<p>Links with writing units from all years previously.</p> <p>Links with all units that have used language analysis success criteria.</p> <p>Comparing texts in preparation for GCSE.</p> <p>GCSE Language preparation.</p>	<p><b>Non-Fiction Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. A wide vocabulary. AO5, AO6</li> <li>2. Different sentence starters and types. AO5, AO6</li> <li>3. A range of punctuation for effect. AO6</li> <li>4. A range of ideas. AO5</li> <li>5. A key argument. AO5</li> <li>6. PIRATEMOUSE techniques. AO5</li> </ol>	<p>Links to previous writing lessons and expands upon skills.</p> <p>Links with question 5 for both papers - writing skills are interwoven into units but are standalone challenges just as they will be in the final exams.</p>

	<p>29. Use analytical verbs to vary your phrasing.</p> <p>30. Keep linking back to the question</p> <p><b>Non-Fiction Writing Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. An interesting structure. AO5</li> <li>2. A wide vocabulary. AO5, AO6</li> <li>3. Different sentence starters and types. AO5, AO6</li> <li>4. A range of punctuation for effect. AO6</li> <li>5. A descriptive anecdote/detailed and descriptive expert opinion. AO5</li> <li>6. A range of ideas. AO5</li> <li>7. A key argument. AO5</li> <li>8. PIRATEMOUSE techniques. AO5</li> </ol>			
<p><b>Y11 Writers' intentions: Paper 1 and Paper 2</b></p>	<p><b>AQA GCSE mark schemes</b></p> <p><b>Language Analysis Success Criteria</b></p> <p><b>Creative Writing Success Criteria</b></p> <p><b>Non-Fiction Writing Success Criteria</b></p>	<p>Links with writing units from all years previously.</p> <p>Links with all units that have used language analysis success criteria.</p> <p>GCSE Language preparation.</p>		
<p><b>Y11 - Exam practice</b></p>	<p><b>AQA GCSE mark schemes</b></p>	<p>Links with writing units from all years previously.</p> <p>Links with all units that have used</p>		

		language analysis success criteria. GCSE Language preparation.		
<b>Y11 - Final revision and exam practice</b>	<b>AQA GCSE mark schemes</b>	Links with writing units from all years previously. Links with all units that have used language analysis success criteria. GCSE Language preparation.		