



Subject: English Language and Literature

Module: Component 3- Producing fiction and non-fiction texts (Non-examination assessment for Spring Term 2 in Year 12 up to end of Autumn Term Year 13)

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>Production of the non-examination assessment portfolio begins in the summer term of Year 12. By now, students are developing a broad and rich understanding of the different genres and their conventions, and will have developed an interest in their chosen subject and genre around which to build their own creative writing portfolio.</p> <p>An exciting opportunity to follow their own interests and create unique and meaningful pieces of both fiction and non-fiction writing, the work is extensive and involves both research and wider independent reading. Over the months to come, students will read and research around their chosen anchor texts and undergo a period of drafting and editing. This culminates in a reflective commentary on the process as a whole and is usually banked by Christmas.</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> How do I select a genre and topic? What texts provide the best style models for this? What do I want to say in my own pieces of writing? What is the best genre and form for this? How do I construct a plot or structure? 	<ul style="list-style-type: none"> What do I learn from my anchor texts and how will I use this understanding in my own? What are the unique features of style and narrative in my style models and how do writers like me take inspiration from the work of others? How do I improve on my drafts through a process of reading and editing? 	<ul style="list-style-type: none"> What is a 'convincing' and 'assured' piece of writing, and how do nuance in the language that I use, and grammatical crafting, create this impression? Self-reflection: How successful was I? What makes my texts multi-layered, meaningful and compelling and where is the evidence for this and its link to the original anchor texts?
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<ul style="list-style-type: none"> Selecting and planning original pieces 	<ul style="list-style-type: none"> Exploration of genre and form Independent reading and research around a variety of own selected and recommended texts 	

	<ul style="list-style-type: none">• Original creative writing	<ul style="list-style-type: none">• Analysis and investigation of a range of style models and exemplars• Class and independent writing sessions• Learning discussions and feedback sessions• Editing and redrafting
	<ul style="list-style-type: none">• Producing a reflective commentary	<ul style="list-style-type: none">• Keeping a reading and research log• Analysis of own writing• Lessons on producing Harvard referencing, footnotes/ end notes and bibliography• Analysis and investigation of exemplars