English Long Term Plan

English

Vision and Intent: 'Education is not the filling of a pail, but the lighting of a fire.' W.B Yeats

	HT1 Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	HT2 Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	Week 40
Year 7 CHILDHOOD	**Chapter Zero Transition: Personal writing**			**Mr Neil and Responsible Transactional Writing**				**Fiction and Non-Fiction Reading analysis: LION**						**Class Reader Reading analysis LION: Focusing on plot, theme and characterisation - CHILDHOOD**									**Narrative and Creative Writing: Childhood and Adversity**								**Shakespeare's Comedies Reading plot, theme and characterisation: A Midsummer Night's Dream Story Chapter**							
	Pupils will know: - how to write using style, tone and format for different audiences and purposes for non-fiction writing; - how to write using paragraphs and sequence the reader; - how to construct different sentence types and use different types of punctuation. Pupils will be able to: - they can write clearly using different sentence types and accurate punctuation; - they can sometimes adapt style and tone for different audiences and purposes.							Pupils will know: - how to read and interpret explicit and implicit information in Fiction and non-fiction texts; - how to learn about key culture, language and structure in a range of fiction and non-fiction texts; - how to evaluate aspects of texts, using evidence to support points. Pupils will be able to: - respond to a Fiction and Non-Fiction extracts; - analyse writers' techniques and use evidence from texts in my responses.							Pupils will know: - how to read and interpret explicit and implicit meanings in the novel; - how structural devices are used to affect the reader; - how writers use language, using relevant subject terminology to support their opinions. Pupils will be able to: - explain different layers of meaning in the novel; - evaluate how structure is employed.								Pupils will know: - how to write using appropriate ideas and sequence ideas into logically paragraphs; - how to use appropriate sentence structure, punctuation and different types of punctuation; - the different transactional features and structures. Pupils will be able to: - write accurately and clearly, using different sentence types and accurate punctuation; - show they can adapt style and tone for different audiences and purposes.								Pupils will know: - how to evaluate clearly and imaginatively how to select and adapt tone - style and register for different purposes; - how to organise information and ideas using structural and grammatical features. Pupils will be able to: - use specific genre vocabulary and a variety of sentence types for effect - write with accurate spelling, punctuation and grammar.								Pupils will know: - how to explore the production, plot, themes and characters in a Shakespeare's 'A Midsummer Night's Dream'; - how Shakespeare uses diction and comedy to shape performance; - how historical context can affect meaning and audience reaction. Pupils will be able to: - explore the plot of 'A Midsummer Night's Dream' - respond to themes and ideas found in plays and poetry.						
Year 8 REJECTED & REBELLION	**Creative and Narrative Dystopian Writing**							**Class Reader Reading analysis : REJECTED & REBELLION**						**Utopian World Transactional Writing**									**Shakespeare's Comedies Reading plot, theme and characterisation**								**Willy Russell's Blood Brothers Scripts and Spoken Language**							
	Pupils will know: - features of the Dystopian genre; - how to use language and structure to create effective narratives; - the purpose and effect of using different narrative perspectives. Pupils will be able to: - write creatively and ambitiously adapting features of dystopian features; - refine the drafting skills and develop a mastery to write at length.							Pupils will know: - how writer's use explicit and implicit meanings in the novel; - how to learn about key culture, language and structure; - how writers use language, using relevant subject terminology to support their opinions. Pupils will be able to: - explain different layers of meaning in the novel; - evaluate how structure is employed.							Pupils will know: - how to write using appropriate ideas and sequence ideas into logically paragraphs; - how to use appropriate sentence structure, punctuation and different types of punctuation; - the different transactional features and structures. Pupils will be able to: - write accurately and clearly, using different sentence types and accurate punctuation; - show they can adapt style and tone for different audiences and purposes.								Pupils will know: - how to explore the plot, main themes and characters in Shakespeare's 'Othello'; - how to learn about key culture, language and structure in Shakespeare's writing; - the social and historical context in which the play was written and how this affects meaning. Pupils will be able to: - explore the plot of Othello the play and understand theme and characters; - understand how Shakespeare uses language and structure, using qualitative and subject terminology.								Pupils will know: - how to interpret theme and characterisation in plays; - how to learn about key culture, language and structure in a range of scripts and playscripting; - the different features used in scripts. Pupils will be able to: - explore writer's use of techniques and embed evidence from plays in my responses; - evaluate aspects of the play and the themes explored in it.						
Year 9 SOCIETY	**Class Reader reading analysis and narrative writing - Social Prejudice**							**Media analysis and Transactional Writing**						**GENDER IN SOCIETY: Reading analysis**									**AN INSPECTOR CALLS: Introduction to plot, theme and characters.**								**Poetry Anthology: WAR & POWER**							
	Pupils will know: - how to learn about contextual context behind the social tensions depicted in the novels and experienced in the present day; - how writers present the effects of institutionalised racism in the novels; - how to use language and structure to create tension. Pupils will be able to: - write an effective descriptive piece employing language and structure to create tension; - analyse writers' use of structure and language to present the effects of institutionalised racism in society.							Pupils will know: - how media products present groups and issues according to agendas based on ownership and audiences; - the features of media language employed to influence us, such as bias, selection, framing and presentation techniques; - the conventions of News articles. Pupils will be able to: - analyse how media products use language and structure to present the same issue from a position of bias; - write a balanced written and effectively structured news article, employing language to present the event in a biased way.							Pupils will know: - how to learn about stereotypes are constructed in a patriarchal society; - how representation of gender is affected by context; - how and why presentation of gender in Literature has developed since the 19th Century; - the key terms. - analyse and compare the presentation of gender in a contrasting texts and relate it to context in which they were written; - produce a guide advising others on how to avoid the pitfalls of gender expectations.								Pupils will know: - how to explore how which Priestley wrote and set his play and how this affects meaning; - how Priestley employs plot, character and structure to explore themes and communicate his messages about society and social responsibility; Pupils will be able to: - write about the plot, characterisation, language and structure of JIC in depth; - respond confidently to extract/paired questions on the play.								Pupils will know: - how to learn about key culture, language and structure; - how writers use language to create meaning and how their portrayal of war and power is affected by context. Pupils will be able to: - analyse poetic use of language and structure to create meaning; - compare how poets employ poetic devices, language and structure to create meaning and how their portrayal of war and power is affected by context.						
Year 10	**ENGLISH LANGUAGE COMPONENT 2 Reading analysis and Transactional writing: VICTORIAN ERA**							**A Christmas Carol**						**Poetry Anthology: Place and Time**			**NARRATIVE WRITING**					**MACBETH: Introduction to Shakespeare's Macbeth**																
	Pupils will know: - how to read texts for layers of meaning; - the way different techniques are used for various text types and audiences; - how to evaluate the impact of different linguistic choices. Pupils will be able to: - write accurately and ambitiously, adapting features of transactional texts; - analyse and compare texts across time.							Pupils will know: - how ACC works as a text, and how context affects reception - how to explore the language in literary texts in depth; - how to use PEEL effectively; - respond confidently to extract/paired questions on the novella; - write fluently and at length about 19th Century prose.							Pupils will know: - how to analyse poems about place; - how to explore connections between poems; - how to use PEEL effectively; - compare poems about place; - analyse a wide range of poetry.				Pupils will know: - how narrative writing is structured; - how to analyse narratives engaging; - how to use a range of accurate punctuation; Pupils will be able to: - Use a variety of different narrative voices writing			Pupils will know: - how Macbeth works as a dramatic text; - how to explore the language in literary texts in depth; - how to use PEEL effectively; - how to explore the language of Shakespeare's writing; Pupils will be able to: - write about the plot, characterisation, language and structure of JIC in depth; - respond confidently to extract/paired questions on the play.																
Year 11	**Macbeth exploring extract and essay questions**		**Unseen poetry revision - Covid Catch up**		**Component 1 reading and narrative writing: Exam Skills and practice**		**TRIAL EXAMS**	**A Christmas Carol Revision**		**An Inspector Calls Revision**		**Unseen revision**		**Macbeth revision**			**General Revision**																						
	Pupils will know: - how Macbeth works as a dramatic text; - how to explore the language in literary texts in depth; - the effects of language on readers and audiences. Pupils will be able to: - analyse Shakespeare's use of language and the meanings conveyed; - respond confidently to extract/paired questions on the play.		Pupils will know: - how to analyse unseen poems; - how to explore connections between poems. Pupils will be able to: - compare unseen poems thematic; - analyse a wide range of poetry.		Pupils will know: - how to explore the language in fiction texts; - how to use PEEL effectively; Pupils will be able to: - analyse a range of fiction texts; - write narrative stories fluently and at length.			Pupils will know: - how ACC works as a dramatic text; - how to use PEEL effectively; - how to explore the language of literature texts in depth; - how to learn about key contextual factors into essays. Pupils will be able to: - analyse key language and structural techniques and their impact on a reader; - show effective use of language and structure; - explore the significance of contextual factors.		Pupils will know: - how ACC works as a dramatic text; - how to explore the language in literary texts in depth; - how to use PEEL effectively; - how to learn about key contextual information informs analysis of linguistic choices. Pupils will be able to: - respond confidently to exam style questions; - analyse and compare the presentation of gender in a contrasting texts and relate it to context in which they were written; - produce a guide advising others on how to avoid the pitfalls of gender expectations.		Pupils will know: - how to respond to the presentation of key themes in a range of poems; - how to make secure connections between poems and unseen texts; - how to explore how diction and syntax language features informs analysis of linguistic choices. Pupils will be able to: - write in detail about dramatic texts; - analyse Shakespeare's use of language		Pupils will know: - how to approach extract questions; - how to pick out relevant parts of the play to explore; - how to use PEEL effectively in paragraphs; - how to learn about key contextual information informs analysis of linguistic choices. Pupils will be able to: - write in detail about dramatic texts; - analyse Shakespeare's use of language	Pupils will know: - how to revise for the literature exam; - how to revise for the language exam Pupils will be able to: - answer a range of Literature questions; - respond confidently to exam style questions; - write in a variety of fiction and non-fiction styles.																						
Year 12 Combined Teacher 1	**Introduction to Poetry Anthology Nature and Oppression**				**Poetry Anthology Identity and Religion**									**Poetry Anthology Love and Relationships**									**Spoken Language**								**NEA: Genre Study Coursework**							
	Pupils will know: - contextual factors that influenced the production of poems; - how to begin to analyse literary techniques used in poems; - how context has impacted upon production and meaning. Pupils will begin to be able to: - assess the poet's use of literary devices; - respond articulately to poems.				Pupils will know: - how to respond to the presentation of key themes in a range of poems; - how to make secure connections between poems; - how to EXPLAIN how contextual information informs analysis of linguistic choices. Pupils will be able to: - respond confidently to Component 1 exam style questions; - effectively structure responses to ensure all objectives are being met.							Pupils will know: - how to respond to the presentation of key themes in a range of poems; - how to make secure connections between poems; - how to EXPLAIN how contextual information informs analysis of linguistic choices. Pupils will be able to: - respond confidently to Component 1 exam style questions; - effectively structure responses to ensure all objectives are being met.								Pupils will know: - how to respond to the presentation of key themes in a range of spoken language scripts; - how to make secure connections between spoken language texts; - how to explain how dialect and spoken language features informs analysis of linguistic choices. Pupils will be able to: - respond confidently to Component 3 exam style questions; - effectively structure responses to ensure all objectives are being met.								Pupils will know: - how to identify key features of Gothic genre - how to learn about Gothic conventions; - how to embed Genre study coursework and complete edits. Pupils will be able to: - understand the use of Gothic conventions within a range of texts - complete a first draft of Genre Study coursework.						
Year 12 Combined Teacher 2	**Introduction to Terminology and Stylistic Analysis**				**Component 2 Section B Non-Literary Text: Dove in a House on Fire**									**Component 2 Section A Drama: When Afraid of Virginia Woolf**																	**REVISION & EXAMS**				**Component 1 Section B Prose: Introduction to The Colour Purple**						
	Pupils will know: - how to correctly identify and label word classes, phrases and clauses, sentence moods, sentence types; - how to precisely identify and label structural and cohesive devices; Pupils will be able to: - comment on writers' linguistic choices and explain their effect; - comment on writers' structural choices and explain their effect.				Pupils will know: - the literary conventions of memoirs; - the social historical context in which the memoir was set, written and received; - how the writer presents the main themes of violence, education, family, racism and gender in her memoir. Pupils will be able to: - explore and embed stylistic analysis of extracts, explaining the effects of writer's choices and employing linguistic and literary terminology precisely; - analyse how the writer presents themes across the memoir with detailed reference to incidents recounted and qualitative.							Pupils will know: - the literary conventions of tragicomedy and absurdist plays; - the social historical context in which the play was set, written and received; - how Albee presents the characters and main themes of marriage, the American Dream and gender in the play. Pupils will be able to: - respond confidently to essay questions on characters and themes, demonstrating detailed knowledge of the text, using qualifications to support opinions and employing linguistic and literary terminology; - analyse how Albee uses form, language and structure to create meaning and present themes in the play.																	Pupils will know: - how to revise effectively for the Component 1 1 Section B questions; - how to approach questions to ensure they hit assessment objectives and maximise marks. Pupils will be able to: - respond effectively to Component 1 1 Section B questions; - demonstrate their integrated study of Literature and language in each response					Pupils will know: - the literary conventions of autobiography novels; - the social historical context in which the novel was set with particular focus on sexual attitudes to women, race and male violence; - the social historical context in which the novel was written with particular focus on sexual attitudes to women, race and male violence; Pupils will be able to: - understand the social climate in which Walker was writing and her main themes and characterisation; - explain the social historical context of America in the 1980s and during the first half of the 20th Century with particular focus on the position of women of colour.						
Year 13 Literature Teacher 1	**Anthem Poetry**				**Anthem Poetry**									**NEA: The Remains of the Day**									**NEA: The Remains of the Day, beginning to write**												**Consolidation of poetry and Unseen Prose practise**				
	Pupils will begin to know: - contextual factors that influenced the production of poems; - how to begin to analyse literary techniques used in poems; - how context has impacted upon production and meaning. Pupils will begin to be able to: - assess the poet's use of literary devices; - respond articulately to poems.				Pupils will know: - how contextual factor influence our response to poems; - how to analyse literary techniques used in poems in more depth; - how context has impacted upon production and meaning. Pupils will be able to: - assess the poets' uses of literary devices including more sophisticated terminology - respond to exam style questions.							Pupils will know: - how to analyse narrative methods; - how to track themes through a novel. Pupils will be able to: - start to analyse the effects of a range of narrative methods; - write in an academic style.									Pupils will know: - how to analyse narrative methods; - how to track ideas and characterisation through a novel. Pupils will be able to: - analyse the effects of a range of narrative methods across two novels; - incorporate critical views and context into an individually researched essay; - write in an academic style.													Pupils will know: - the full range of Romantic poems; - how to approach unseen prose; - how to use contextual factors to unlock analysis of unseen texts. Pupils will be able to: - write fluently and at length supporting extracts; - analyse unseen prose for the inner war period; - use a range of literary devices and terminology.				
Year 13 Literature Teacher 2	**Poetry and Unseen Poetry**													**NEA: Notes on a Scandal**									**NEA: Notes on a Scandal, beginning to write**												**Consolidation of poetry and Unseen Poetry practise**				
	Pupils will begin to know: - contextual factors that influenced the production of poems; - how to begin to analyse literary techniques used in poems; - how context has impacted upon production and meaning. Pupils will begin to be able to: - assess the poet's uses of literary devices; - respond articulately to poems.				Pupils will know: - how contextual factor influence our response to poems; - how to analyse literary techniques used in poems in more depth; - how context has impacted upon production and meaning. Pupils will be able to: - assess the poets' uses of literary devices including more sophisticated terminology - respond to exam style questions.							Pupils will know: - how to analyse narrative methods; - how to track themes through a novel. Pupils will be able to: - start to consider the effects of a range of narrative methods; - write in an academic style.									Pupils will know: - how to analyse narrative methods; - how to track ideas and characterisation through a novel. Pupils will be able to: - analyse the effects of a range of narrative methods across two novels; - incorporate critical views and context into an individually researched essay; - write in an academic style.													Pupils will know: - how to approach unseen poetry of various genres and eras; - how to use contextual factors to analyse unseen poetry. Pupils will be able to: - write fluently and in detail about unseen poetry; - use a range of literary terminology to express their ideas.				
Year 13 Combined Teacher 1	**Component 2: Study of Shakespeare play - King Lear**										**Component 1 Poetry Revision**		**Spoken Language revision**	**NEA: Genre Study Coursework**				**King Lear**						**Spoken Language revision**				**Component 1 Poetry Revision**				**King Lear revision**				**A LEVELS**			
	Pupils will know: - how to learn Shakespeare's use of language in presenting character and theme; - identify the key themes and contextual influences in the play; - how to analyse information from an extract and apply it to extract style questions. Pupils to be able to: - analyse and identify linguistic and literary features used in a play; - identify and response to key themes, characters and context in King Lear.										Pupils will know: - how to respond to the presentation of key themes in a range of poems; - how to make secure connections between poems and unseen texts; - how to explain and revise links between unseen texts that inform analysis of linguistic choices. Pupils will be able to: - make perceptive comments and examine linguistic choices. - make perceptive comparative links; - make perceptive comments and examine linguistic choices.		Pupils will know: - how to learn about spoken language texts; - how to make secure connections between spoken language texts; - how to explain how dialect and spoken language features informs analysis of linguistic choices. Pupils will be able to: - respond confidently to exam style questions; - effectively structure responses to ensure all objectives are being met.								Pupils will know: - how to learn about key culture, language and structure in a range of spoken language scripts; - how to make secure connections between spoken texts; - how to explain how dialect and spoken language features informs analysis of linguistic choices. Pupils will be able to: - respond confidently to exam style questions; - effectively structure responses to ensure all objectives are being met.								Pupils will know: - how to learn Shakespeare's use of language in presenting character and theme; - how the key themes and contextual influences in the play; - how to collate information from across the play and apply it to essay style questions. Pupils to be able to: - analyse and revise linguistic and literary features used in a play; - revise and response to key themes, characters and context in King Lear.						
Year 13 Combined Teacher 2	**NEA: Literary Writing First Draft & Component 2 Section B Non-Literary Text: Dove in a House on Fire**							**When Afraid Revision & NEA: Literary First Draft & Non-Literary Writing First Draft**														**NEA Non-Literary Creative Writing First Draft & Component 1 The Color Purple**												**REVISION & EXAM SKILLS**				**A LEVELS**			
	Pupils will know: - how to use sophisticated and original plot and structure for a Gothic story; - how Ashworth develops her portrayal of friends and family, and her situation in the second half of the memoir; - how Ashworth presents the main themes of violence, education, family, racism and gender in her memoir. Pupils will be able to: - write a well plotted and structured first draft of a story, employing linguistic and literary devices for effect, consciously employing Gothic conventions and ensuring grammar and punctuation are controlled; - complete detailed stylistic analysis of extracts, explaining the effects of Ashworth's choices and employing linguistic and literary terminology precisely; - analyse how the writer presents themes across the memoir with detailed reference to incidents recounted and qualitative.							Pupils will know: - how to use sophisticated and original plot and structure for a Gothic story; - how to create effective revision materials; - how to structure and adapt appropriate style for their chosen non literary form. Pupils will be able to: - respond effectively to the extract and essay questions for each Component Section B; - craft an improved final draft of Gothic story, employing linguistic and literary devices for effect, consciously employing Gothic conventions and ensuring grammar and punctuation are controlled;																	Pupils will know: - how to use sophisticated and original plot and structure for a Gothic story; - how to create effective revision materials; - how to structure and adapt appropriate style for their chosen non literary form. Pupils will be able to: - respond effectively to the extract and essay questions for each Component Section B; - craft an improved final draft of Gothic story, employing linguistic and literary devices for effect, consciously employing Gothic conventions and ensuring grammar and punctuation are controlled;																	Pupils will know: - how to use sophisticated and original plot and structure for a Gothic story; - how to create effective revision materials; - how to structure and adapt appropriate style for their chosen non literary form. Pupils will be able to: - respond effectively to the extract and essay questions for each Component Section B; - craft an improved final draft of Gothic story, employing linguistic and literary devices for effect, consciously employing Gothic conventions and ensuring grammar and punctuation are controlled;								Pupils will know: - how to revise the key themes, characters and relationships to revise for each Component Section B; - how to improve previous revision materials to ensure they respond more effectively to exam questions. Pupils will be able to: - respond more effectively to the extract and essay questions for each Component Section B						
Year 13 Literature Teacher 1	**Component 2: Comparison of two plays, Starting with A Streetcar Named Desire**													**Component 2: Comparison of plays, The Duchess of Malfi**																	**Revision Weeks**				**REVISION & EXAM SKILLS**				**A LEVELS**			
	Pupils will initially know: - contextual factors that influenced the production of plays - how to begin to analyse literary techniques used in plays. Pupils will be able to: - assess the writer's use of literary devices. in the opening scenes of the play - respond to exam style questions.							By the end of the UCW, pupils will know: - How the context informs the play; - How the dramatic methods work; By the end of the UCW, pupils will be able to: - Use context to explore characterisation - Evaluate the use of dramatic methods																													Pupils will know: - how to revise the key themes, characters and relationships to revise for each Component Section B; - how to improve previous revision materials to ensure they respond more effectively to exam questions. Pupils will be able to: - respond more effectively to the extract and essay questions for each Component Section B						
Year 13 Literature Teacher 2	**Component 2: Study of Shakespeare play - King Lear**				**Component 2: Study of Shakespeare play - King Lear**									**Component 2: Study of Shakespeare play - King Lear**				**Plath and Hughes Revision**					**Unseen Poetry Prep**								**REVISION & EXAM SKILLS**								**A LEVELS**			
	Pupils will initially know: - contextual factors that influenced the production of plays - how to begin to analyse literary techniques used in plays. Pupils will be able to: - assess the writer's use of literary devices. in the opening scenes of the play - respond to exam style questions.				By the end of the UCW, pupils will know: - How the context informs the play; - How the dramatic methods work; By the end of the UCW, pupils will be able to: - Use context to explore characterisation - Evaluate the use of dramatic methods									By the end of the module, Pupils will know: - how to embed context; - how to embed understanding of context. Pupils will be able to: - respond to exam style questions; - be able to write in an academic style - how to respond to questions about theme and characterisation				Pupils will know: - how to revise the exam; - How to link a wider number of poems. Pupils will be able to: - respond to exam style questions; - be able to write in an academic style					Pupils will know: - how to revise techniques for unseen poetry; - how to revise unseen poetry Pupils will be able to: - respond to the English Literature exam; - be able to produce a piece of critical prose								Pupils will know: - how to revise the key themes, characters and relationships to revise for each Component Section B; - how to improve previous revision materials to ensure they respond more effectively to exam questions. Pupils will be able to: - respond more effectively to the extract and essay questions for each Component Section B						
Year 10 Resit	**ENGLISH LANGUAGE COMPONENTS 1 & 2 Revision**				**GCSE RESITS**			**COMPONENTS 1 & 2 LITERATURE TEXT REVISION**									**ENGLISH LANGUAGE COMPONENTS 1 & 2 Revision**								**LITERATURE EXAM SKILLS**								**GCSEs**						
	Pupils will know: - how they will be assessed and how to approach questions in the reading sections of Component 1 & 2 GCSE English Language exams; - how they will be assessed and how to approach questions in the writing sections of Components 1 & 2 of GCSE English Language exams. Pupils will be able to: - respond to English Language analysis confidently; - respond to reading section questions with confidence; - respond to writing sections with control and clear structure							Pupils will know: - how to read and respond to unseen poetry using the STILPS acronym; - how the writers present characters and themes in Macbeth, A Christmas Carol and An Inspector Calls; - how to revise for the Literature exams. Pupils will be able to: - respond confidently to extract/paired questions effectively; - produce effective revision resources for use in Literature.							Pupils will know: - how to revise the reading and writing sections of Component 1 and 2 GCSE English Language exam; - how to revise Component 2 of GCSE English Language exam; how to revise Component 1 of GCSE English Language exam. Pupils will be able to: - respond to their English Language exam; - respond with control and clear structure in English Language exam; - employ structure and language analysis confidently;								Pupils will know: - how to revise the themes and main themes of the texts; how to explore and respond to exam style questions; - how to approach exam/respond and essay questions effectively; - how to use STILPS to structure their response to and comparison of unseen poems. Pupils will be able to: - respond to all question types confidently; - explain effects of writer's language choices, using qualifications to support and some terminology.						