

<p>Year 10</p> <p>English Language</p>	<p>Paper 1: Explorations in creative reading and writing (15 wks) Section A – Reading: AO1, AO2, AO4 Section B – Writing: AO5, AO6</p> <p>AO1: Identify and interpret explicit and implicit information and ideas AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology AO4: Evaluate texts critically and support this with appropriate textual references. AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Building on a sound knowledge and skills base established throughout KS3, English Language GCSE Paper 1, Section A requires students to answer questions about an unseen fiction extract and Section B is a narrative or descriptive writing task. Skills needed on Paper 1 of English Language are taught through the assessment objectives. The AOs are appropriately sequential to allow for prior learning to build the quality and skill of student responses. The process of block teaching with specific AO focus is designed to allow for mastery, furnishing clarity of each question through the required skills. Thematically linked extracts encourage engagement and promote a holistic intent.</p>	<p>Paper 2: Writers’ viewpoints and perspectives (15 wks) Section A – Reading: AO1, AO2, AO3 Section B – Writing: AO5, AO6</p> <p>AO1: Identify and interpret explicit and implicit information and ideas AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology AO3: Compare writers’ ideas and perspectives across two texts AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Building on a sound knowledge and skills base established throughout KS3 English Language Paper 2 Section A requires students to answer questions about 2 unseen non-fiction texts. Section B requires students to write an original piece of non-fiction such as an article, leaflet, letter or speech. Each of these forms demand a specific writing style and format, as well as technical accuracy and flair. The paper is taught through the assessment objectives, which are the same as those that are applied to Paper 1, with the addition of AO3. Again, following a process to effectively master each skill, students are taught skills in assigned, sequenced blocks and then assessed in a formative and summative way. The retrieval of skills across both papers offers opportunity to consolidate former learning in the final term where key AOs are meshed together across the two papers. Thematically linked extracts encourage engagement.</p>	<p>English Language Mastery: Retrieval Practice blending Assessment Objectives across Papers 1 & 2 (9 wks) Section A – Reading: AO1, AO2, AO3, AO4 Section B – Writing: AO5, AO6</p> <p>AO1: Identify and interpret explicit and implicit information and ideas AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology AO3: Compare writers’ ideas and perspectives across two texts AO4: Evaluate texts critically and support this with appropriate textual references. AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<p>Year 11</p> <p>English Language</p>	<p>Paper 1 Reconsolidation: Explorations in creative reading and writing (10 wks) <i>The intention is to build on prior learning remaining faithful to sequential block teaching and assessment.</i> Section A – Reading: AO1, AO2, AO4 Section B – Writing: AO5, AO6</p> <p>AO1: Identify and interpret explicit and implicit information and ideas AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology AO4: Evaluate texts critically and support this with appropriate textual references. AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Building on prior learning and AO knowledge from Year 10, more depth, detail and analytical tier 3 vocabulary are introduced to enable students to hone their skills in analytical and narrative / descriptive writing, whilst enjoying the creative process. Structural analysis and evaluation / synthesising skills are challenging for students so these are specifically targeted in this reconsolidation phase. The AOs are appropriately sequential to allow for prior learning to build the quality and skill of student responses. The process of block teaching with specific AO focus is designed to allow for mastery, furnishing clarity of each question through the required skills.</p>	<p>Paper 2: Reconsolidation: Writers’ viewpoints and perspectives (10 wks) <i>The intention is to build on prior learning remaining faithful to sequential block teaching and assessment.</i> Section A – Reading: AO1, AO2, AO3 Section B – Writing: AO5, AO6</p> <p>AO1: Identify and interpret explicit and implicit information and ideas AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology AO3: Compare writers’ ideas and perspectives across two texts AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Building on previous knowledge from KS4 English Language AOs, students should now approach the subject with maturity and individuality. By working with texts that are suitable for adults, challenge is incorporated, and students are prepared for reading language beyond KS4. Section B requires students to write an original piece of non-fiction such as an article, leaflet, letter or speech. Each of these forms demand a specific writing style and format, as well as technical accuracy and flair, and are presented in a real-world context so that students see the benefit of such forms beyond the classroom. The retrieval of skills across both papers offers opportunity to consolidate former learning in the final term where key AOs are meshed together across the two papers.</p>	<p>English Language Mastery: Retrieval Practice blending Assessment Objectives across Papers 1 & 2 – Reconsolidation (10 wks) Section A – Reading: AO1, AO2, AO3, AO4 Section B – Writing: AO5, AO6</p> <p>AO1: Identify and interpret explicit and implicit information and ideas AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology AO3: Compare writers’ ideas and perspectives across two texts AO4: Evaluate texts critically and support this with appropriate textual references. AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

Year 10 English Literature	Modern Drama: An Inspector Calls – 12 wks Assessment Objectives: AO1, AO2, AO3 +AO4 SPAG	Modern drama appropriately situates students to begin KS4. Formerly having studied play texts, both modern and Shakespearean at KS3, students are well placed to further explore the playwright's dramatic devices as well as the relevance of character, theme and context. Themes include the importance of social responsibility, independent conscience and transformation, gender roles as well as the significance of morality. The chosen texts lend themselves to dialogue and debate – students are encouraged to articulate their opinions coherently and sensitively throughout the course.	Prose: 19th Century Novel: A Christmas Carol – 12 wks Assessment Objectives: AO1, AO2, AO3	In appropriate sequence to the study of authorial purpose, contextual influence and socio-political ideologies relative to the modern drama, this unit builds on prior learning of connected threads. Additionally, foundational study of 19 th Century prose embedded at KS3 anchors the relevance of the writer's structure and language presented in this textual form. Students will analyse aspects of narrative encompassing character, voice and themes. Approach to this Shakespearean text is layered as students studied drama in unit 1 and throughout KS3. Students are empowered to apply rooted skills of analysis to character, theme and context.	Shakespeare: Macbeth – 14 wks Assessment Objectives: AO1, AO2, AO3 (+ AO4 SPAG)	Study of effects created via form, structure and language is applicable to named content as well as unseen material in next unit. The Unseen Poetry unit enables students to capitalise on the knowledge of method, exploring crafted devices to uncover authorial purpose and impact across a range of poems. This interrogation of closer meanings and symbolism is befitting of the concluding Poetry unit.
	Development of 20 th century context – the significance of social class divide. Socialism versus capitalism. Gender roles with particular reference to the position of women. The importance of authorial purpose Authorial methods: Stagecraft (performance); stage directions; dramatic devices – dramatic irony, foreshadowing; use of language Key themes connected to social responsibility & conscience; transformation of the individual Exploring the significance of character construct (symbolism / proxy)		Exploration of C19 th context. Thematic links introduced at KS3 (and in the previous unit) now form the foundations for KS4 contextual awareness: conscience, the working conditions of the poor, social injustice, the supernatural (which leads into the next unit: Macbeth) Authorial purpose – text functions as social commentary. Structural organisation of novella /staves. Understanding the relationship between character and theme - the journey of character. Symbolism & motifs. Exploring complex themes connected to morality; good versus evil, social conscience and responsibility.		Jacobean context: kingship, power, masculinity, femininity, chaos in the natural world. Developed understanding of a Shakespearean tragedy from Romeo and Juliet in KS3. The tragic hero and contrasting characterisation, hubris, hamartia. Use of symbolism and character development. Dramatic devices: foreshadowing, proleptic irony Structural and language devices - the language of equivocation.	

Year 11 English Literature	Poetry: Power & Conflict Anthology and Unseen Poetry - 12 wks Assessment Objectives: Anthology:AO1, AO2, AO3 Unseen: AO1, AO2.	This unit of poetry study, connected by theme, enables students to apply analytical skills of structure, language and imagery relative to aspects of 'conflict' and 'power'. Across a range of poetic forms, students must discern the nuances of independent context applicable to each of the fifteen poems in the collection. Former training of authorial method and the application of subject terminology provides an appropriate vehicle for students to source meanings and analyse with thoroughness.	Reconsolidation: Modern Drama: An Inspector Calls - 5 wks Assessment Objectives: AO1, AO2, AO3 +AO4 SPAG	The purpose of revisiting modern drama enables students to build their knowledge of the writer's intentions, craft and relevant context. Consolidation will also furnish analysis of established meanings to be more proficient in line with recent textual study. Now having developed greater insight of the textual form of performance, as well as having been exposed to the commonality of themes shared across units, student approach is facilitated to be richer, drawing on an extended range of dramatic devices and textual features.	Reconsolidation: 19th Century Novel - 5 wks Assessment Objectives: AO1, AO2, AO3	In appropriate sequence to the modern drama, readdress of C19 th prose also benefits from reignited authorial purpose and method, positioning students to further hone study of language and structure throughout the novella. In relation to Shakespeare, compounding prior layered study of drama, content is well-embedded, prioritising exam strategies as well as seeking to use the wider play to good effect.	Reconsolidation: Shakespeare: Macbeth - 8 wks Assessment Objectives: AO1, AO2, AO3 (+ AO4 SPAG)
	Wide range of poetic forms: lyric, narrative, epic, dramatic monologue, sonnet. Analysing the effects and impact of the writer's use of language and structural devices. Embedded use of subject terminology. For Power and Conflict Anthology: Explore the significance of context and how this is influential to writer's craft.		Students have a deeper knowledge and understanding of relevant contexts and can now see links across the texts and apply this to analysis. Authorial methods: Stage craft (performance); stage directions; dramatic devices – dramatic irony, foreshadowing; use of language Key themes connected to social responsibility & conscience; transformation of the individual Exploring the significance of character. Timed conditions allow extended writing and resilience to be developed. Key quotations memorised and skilfully analysed.		Students have a deeper knowledge and understanding of relevant contexts and can now see links across the texts and apply this to analysis. Exploration of C19 th context. The working conditions of the poor. Importance of religion versus science Authorial purpose – text functions as social commentary. Structural organisation of novella /staves. Timed conditions allow extended writing and resilience to be developed. Key quotations memorised and skilfully analysed.		With maturity and independence, students can draw on previous knowledge and skills throughout the Key Stages to engage with the texts and write analytically, considering alternative interpretations and contextual implications. Students can now fluently analyse language, structure and form across literary genres, as well as form and articulate opinions, so are well placed to have a wider appreciation of literature and the Arts beyond life at school. Timed conditions allow extended writing and resilience to be developed. Key quotations memorised and skilfully analysed.