

# YEAR 10 | ENGLISH LANGUAGE

After school club and lunchtime clubs, visits from poets and authors, writing competitions.

The curriculum and assessment of students at this stage of education has been carefully designed to build on the skills developed during KS3 to enable students to be fluent communicators. It begins to introduce students to the deep learning of English Language, and aims to begin to develop them into confident and critical writers. Exploring the writer's use of language and the way texts are structured will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to understand how writers can influence our perceptions of the world and its issues. Students are introduced to a wide range of genres and text types, developing their knowledge of form and structure and allowing them the opportunity to begin writing for a range of contexts, helping them to start developing functional and transferable skills applicable to everyday contexts.

## HALF TERM 1 UNDERSTANDING AND ANALYSING CREATIVE TEXTS; PRODUCING CREATIVE WRITING

### All students will know:

How writers manipulate language and structure to create meaning for readers. They will read and understand a range of fiction texts, taken from great literature from across history, society and culture, to help them to understand a writer's intentions. They will know how to identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form.

### All students will be assessed:

In class assessments and practice questions completed

### Reading skills needed for this unit:

- Prediction
- Inference
- Critical analysis
- Reading for meaning
- Information retrieval
- Judicious selection of evidence

### Key vocabulary:

Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation.

## HALF TERM 2 UNDERSTANDING AND ANALYSING CREATIVE TEXTS; PRODUCING CREATIVE WRITING

### All students will know:

How writers manipulate language and structure to create meaning for readers. They will read and understand a range of fiction texts, taken from great literature from across history, society and culture, to help them to understand a writer's intentions. They will know how to identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form.

### All students will be assessed:

Students will complete a GCSE English Language Paper 1 assessment.

### Reading skills needed for this unit:

- Prediction
- Inference
- Critical analysis
- Reading for meaning
- Information retrieval
- Judicious selection of evidence

### Key vocabulary:

Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation

# YEAR 10 | ENGLISH LANGUAGE

## HALF TERM 3

### UNDERSTANDING AND ANALYSING NON-FICTION TEXTS; PRODUCING NON-FICTION WRITING

#### All students will know:

How writers manipulate language and structure to help convey their attitudes and beliefs. They will read and understand a range of non-fiction texts, based around the theme of travel and modes of transport, helping them to understand a writer's intentions. They will identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form. Students develop their critical thinking skills to enable them to evaluate and summarise information from a text.

#### All students will be assessed:

In class assessments and practice questions completed.

#### Reading skills needed for this unit:

- Inference
- Information retrieval
- Judicious selection of evidence
- Reading non-fiction texts for meaning
- Critical analysis
- Comparison

#### Key vocabulary:

Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas.

## HALF TERM 4

### UNDERSTANDING AND ANALYSING NON-FICTION TEXTS; PRODUCING NON-FICTION WRITING

#### All students will know:

How writers manipulate language and structure to help convey their attitudes and beliefs. They will read and understand a range of non-fiction texts, based around the theme of travel and modes of transport, helping them to understand a writer's intentions. They will identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form. Students develop their critical thinking skills to enable them to evaluate and summarise information from a text.

#### All students will be assessed:

Students will complete a GCSE English Language Paper 2 assessment.

#### Reading skills needed for this unit:

- Inference
- Information retrieval
- Judicious selection of evidence
- Reading non-fiction texts for meaning
- Critical analysis
- Comparison

#### Key vocabulary:

Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas.

## HALF TERM 5

### UNDERSTANDING AND ANALYSING CREATIVE TEXTS; PRODUCING CREATIVE WRITING

#### All students will know:

How writers manipulate language and structure to create meaning for readers. They will read and understand a range of fiction texts, taken from great literature from across history, society and culture, to help them to understand a writer's intentions. They will know how to identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form.

#### All students will be assessed:

In class assessments and practice questions completed.

#### Reading skills needed for this unit:

- Prediction
- Inference
- Critical analysis
- Reading for meaning
- Information retrieval
- Judicious selection of evidence

#### Key vocabulary:

Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation

# YEAR 10 | ENGLISH LANGUAGE

## HALF TERM 6

### UNDERSTANDING AND ANALYSING CREATIVE TEXTS; PRODUCING CREATIVE WRITING

#### All students will know:

How writers manipulate language and structure to create meaning for readers.

They will read and understand a range of fiction texts, taken from great literature from across history, society and culture, to help them to understand a writer's intentions. They will know how to identify and explore methods employed by writers.

Students will know how to craft their own writing by manipulating their use of language, structure and form.

#### All students will be assessed:

Students will complete an end of year mock examination covering both GCSE English Language Paper 1 and Paper 2.

#### Reading skills needed for this unit:

- Inference
- Information retrieval
- Judicious selection of evidence
- Reading non-fiction texts for meaning
- Critical analysis
- Comparison

#### Key vocabulary:

Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas.

## HOW STUDENTS CAN BE SUPPORTED AT HOME

BBC bitesize includes relevant information on English Language skills ([www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)).

Students should be encouraged to read widely, both fiction and non-fiction, on a range of topics and from a range of authors.

## HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Reading and writing skills are present in the majority of subjects.
- » History and Classics use inference, interpretation and evaluation skills.
- » PRE explore social and ethical issues, and employ debating and discussion skills.

# YEAR 11 | ENGLISH LANGUAGE

## ENRICHMENT OPPORTUNITIES

Opportunities for OAT conferences for students to attend.

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of English Language and develop students into confident and critical readers and writers. Units of work at KS4 build on the skills developed during KS3 to enable students to be fluent communicators. Exploring the writer's use of language and the way texts are structured will help students to navigate the diverse world we inhabit, making informed choices about the world and its issues and enabling them to understand how writers can influence our perceptions of the world and its issues. Giving students the opportunity to write for a range of contexts helps to develop functional and transferable skills applicable to everyday contexts.

### HOW STUDENTS CAN BE SUPPORTED AT HOME

BBC Bitesize includes relevant information on English Language skills ([www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)). Students should be encouraged to read widely, both fiction and non-fiction, on a range of topics and from a range of authors.

### HALF TERM 1 UNDERSTANDING AND ANALYSING NON-FICTION TEXTS; PRODUCING NON-FICTION WRITING

#### All students will know:

How writers manipulate language and structure to help convey their attitudes and beliefs. They will read and understand a range of non-fiction texts, based around the theme of travel and modes of transport, helping them to understand a writer's intentions. They will identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form. Students develop their critical thinking skills to enable them to evaluate and summarise information from a text.

#### All students will be assessed:

In class assessments completed and practice questions completed.

#### Reading skills needed for this unit:

- Inference
- Information retrieval
- Judicious selection of evidence
- Reading non-fiction texts for meaning
- Critical analysis
- Comparison

#### Key vocabulary:

Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas.

### HALF TERM 2 UNDERSTANDING AND ANALYSING NON-FICTION TEXTS; PRODUCING NON-FICTION WRITING

#### All students will know:

How writers manipulate language and structure to help convey their attitudes and beliefs. They will read and understand a range of non-fiction texts, based around the theme of travel and modes of transport, helping them to understand a writer's intentions. They will identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form. Students develop their critical thinking skills to enable them to evaluate and summarise information from a text.

#### All students will be assessed:

Students will complete a mock exam covering GCSE English Language Paper 1 and Paper 2.

#### Reading skills needed for this unit:

- Inference
- Information retrieval
- Judicious selection of evidence
- Reading non-fiction texts for meaning
- Critical analysis
- Comparison

#### Key vocabulary:

Audience, perspective, attitudes, beliefs, structure, Compare, inference, interpretation, summary, methods, synthesis, whereas.

# CURRICULUM AND ASSESSMENT PLAN

## YEAR 11 | ENGLISH LANGUAGE

### HALF TERM 3 UNDERSTANDING AND ANALYSING CREATIVE TEXTS; PRODUCING CREATIVE WRITING

#### All students will know:

How writers manipulate language and structure to create meaning for readers. They will read and understand a range of fiction texts, taken from great literature from across history, society and culture, to help them to understand a writer's intentions. They will know how to identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form.

All students will be assessed:

In class assessments and practice questions completed

Reading skills needed for this unit:

- Prediction
- Inference
- Critical analysis
- Reading for meaning
- Information retrieval
- Judicious selection of evidence

Key vocabulary:

Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation.

### HALF TERM 4 UNDERSTANDING AND ANALYSING CREATIVE TEXTS; PRODUCING CREATIVE WRITING

#### All students will know:

How writers manipulate language and structure to create meaning for readers. They will read and understand a range of fiction texts, taken from great literature from across history, society and culture, to help them to understand a writer's intentions. They will know how to identify and explore methods employed by writers. Students will know how to craft their own writing by manipulating their use of language, structure and form.

#### All students will be assessed:

Students will complete a mock exam covering GCSE English Language Paper 1 and Paper 2.

#### Reading skills needed for this unit:

- » Prediction
- Inference
- Critical analysis
- Reading for meaning
- Information retrieval
- Judicious selection of evidence

Key vocabulary:

Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation.

### HALF TERM 5 REVISION OF ALL ENGLISH LANGUAGE SKILLS

#### All students will know:

How to consolidate their knowledge and develop the depth of understanding of a range of written texts, both fiction and non-fiction, to help them explore the writer's manipulation of language, form and structure. Students will know how to write critically, with an emphasis on the use of critical verbs to help explore the impact of language and structural choices. They will know how to produce their own writing, both fiction and non-fiction, employing a range of methods and adapting their tone and style to suit audience and purpose.

#### All students will be assessed:

GCSE examinations to start in June - in class practice done in advance bespoke to the needs of students.

#### Reading skills needed for this unit:

- Reading fiction and non-fiction for meaning
- Inference
- Judicious selection of evidence
- Critical analysis
- Critical comparison

Key vocabulary:

Attitude, character, compare, convey, dialogue, evaluate, extract, however, in contrast, inference, interpretation, judicious, methods, narrative voice, perspective, setting, structure, tone, summary, synthesis.

### HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » Reading and writing skills are present in the majority of subjects
- » History and Classics use inference, interpretation and evaluation skills
- » PRE explore social and ethical issues, and employ debating and discussion skills

