

# ENGLISH LANGUAGE YEAR 10

### CURRICULUM INTENT:

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.

	<b>PRIOR LEARNING</b>	Students are introduced to threshold concepts (1-7) in Ks3. Units of work at Ks3 aim to introduce analytical and evaluative reading skills through an exploration of non-fiction, rhetoric, prose, plays and poetry.
	<b>PERSONAL DEVELOPMENT &amp; CURRICULUM LINKS</b>	» 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.
	<b>EXTRA-CURRICULAR &amp; CULTURAL CAPITAL</b>	After school club and lunchtime clubs, visits from poets and authors, writing competitions.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>T O P I C / K N O W L E D G E</b>	<b>UNDERSTANDING AND ANALYSING CREATIVE TEXTS - GREAT NOVELS</b> 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.	<b>UNDERSTANDING AND ANALYSING CREATIVE TEXTS - GREAT NOVELS</b> 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.	<b>UNDERSTANDING AND ANALYSING NON-FICTION TEXTS - TRAVEL AND TRANSPORT</b> 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.	<b>UNDERSTANDING AND ANALYSING NON-FICTION TEXTS - TRAVEL AND TRANSPORT</b> 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.	<b>UNDERSTANDING AND ANALYSING CREATIVE TEXTS - CHARACTER AND THEIR EXPERIENCES</b> 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.	<b>UNDERSTANDING AND ANALYSING CREATIVE TEXTS - CHARACTER AND THEIR EXPERIENCES</b> 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.
<b>S K I L L S</b>	-Making inference. -Selecting judicious textual detail. -Evaluation of a writer's choice of vocabulary. -Analysing the writer's use of methods.	-Making inference. -Selecting judicious textual detail. -Evaluation of a writer's choice of vocabulary. -Analysing the writer's use of methods.	-Literal and inferential comprehension. -Critical reading. -Evaluation of a writer's choice of vocabulary. -Comparison of texts.	-Literal and inferential comprehension. -Critical reading. -Evaluation of a writer's choice of vocabulary. -Comparison of texts.	-Making inference. -Selecting judicious textual detail. -Evaluation of a writer's choice of vocabulary. -Analysing the writer's use of methods.	-Literal and inferential comprehension. -Critical reading. -Evaluation of a writer's choice of vocabulary. -Comparison of texts.
<b>A S S E S S M E N T</b>	In class assessments and practice questions completed	Students will complete a GCSE English Language Paper 1 assessment.	Students will complete a GCSE English Language Paper 2 assessment.	In class assessments and practice questions completed.	In class assessments and practice questions completed.	Students will complete an end of year mock examination covering both GCSE English Language Paper 1 and Paper 2.
<b>V O C A B</b>	Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation.	Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation	Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas	Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas	Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation	Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas.

### READING SKILLS

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

### CAREER LINKS

Journalism, Law, Medicine, Law Enforcement, Education, Digital.

### SUPPORTING STUDENTS 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.

# ENGLISH LANGUAGE

# YEAR 11

## CURRICULUM INTENT

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.

	<b>PRIOR LEARNING</b>	Students are introduced to threshold concepts (1-7) in Ks3. Units of work at Ks3 aim to introduce analytical and evaluative reading skills through an exploration of non-fiction, rhetoric, prose, plays and poetry.
	<b>PERSONAL DEVELOPMENT &amp; CURRICULUM LINKS</b>	» 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
	<b>EXTRA-CURRICULAR &amp; CULTURAL CAPITAL</b>	Opportunities for OAT conferences for students to attend.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER
<b>TO PIC /K NO WL ED GE</b>	<b>UNDERSTANDING AND ANALYSING NON-FICTION TEXTS; PRODUCING NON-FICTION WRITING</b> <b>All students will know:</b> 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.	<b>UNDERSTANDING AND ANALYSING NON-FICTION TEXTS; PRODUCING NON-FICTION WRITING</b> <b>All students will know:</b> 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.	<b>UNDERSTANDING AND ANALYSING CREATIVE TEXTS; PRODUCING CREATIVE WRITING</b> <b>All students will know:</b> 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.	<b>UNDERSTANDING AND ANALYSING CREATIVE TEXTS; PRODUCING CREATIVE WRITING</b> <b>All students will know:</b> How writers manipulate language and structure to create meaning for readers. They will read and understand a range of fiction texts, taken 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.	<b>REVISION OF ALL ENGLISH LANGUAGE SKILLS</b> <b>All students will know:</b> 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.
<b>SKI LLS</b>	-Making inference. -Selecting judicious textual detail. -Evaluation of a writer's choice of vocabulary. -Analysing the writer's use of methods.	-Making inference. -Selecting judicious textual detail. -Evaluation of a writer's choice of vocabulary. -Analysing the writer's use of methods.	-Making inference. -Selecting judicious textual detail. -Critical reading. -Evaluation of a writer's choice of vocabulary. -Analysing the writer's use of methods. -Comparison of texts.	-Making inference. -Selecting judicious textual detail. -Critical reading. -Evaluation of a writer's choice of vocabulary. -Analysing the writer's use of methods. -Comparison of texts.	-Making inference. -Selecting judicious textual detail. -Critical reading. -Evaluation of a writer's choice of vocabulary. -Analysing the writer's use of methods. -Comparison of texts.
<b>AS SE SS ME NT</b>	In class assessments completed and practice questions completed.	Students will complete a mock exam covering GCSE English Language Paper 1 and Paper 2.	In class assessments and practice questions completed	Students will complete a mock exam covering GCSE English Language Paper 1 and Paper 2.	GCSE examinations to start in June - in class practice done in advance bespoke to the needs of students.
<b>VO CA B</b>	Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas.	Audience, perspective, attitudes, beliefs, structure, compare, inference, interpretation, summary, methods, synthesis, whereas.	Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation.	Characterisation, structure, plot, imagery, metaphor, narrative voice, dialogue, setting, tone, adjective, adverb, simile, methods, inference, interpretation.	Attitude, character, compare, convey, dialogue, evaluate, extract, however, in contrast, inference, interpretation, judicious, methods, narrative voice, perspective, setting, structure, tone, summary, synthesis.

### READING SKILLS

- Inference
- Information retrieval
- Judicious selection of evidence
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### CAREER LINKS

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