

English Curriculum: Year 11

Students have 9 lessons a fortnight. One lesson per week is interleaving (focus identified in red).

| Year 11 | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
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| Topic | READING LANGUAGE PAPER 1 (3WKS) + LANGUAGE PAPER 2 (3WKS) + <i>P&C poetry</i> | <i>MACBETH</i> + <i>Narrative writing</i> | WRITING LANGUAGE PAPER 1 (2WKS) + LANGUAGE PAPER 2 (3WKS) + <i>P1 Lit essay writing</i> | <i>UNSEEN POETRY</i> + <i>COMPARATIVE POETRY</i> + <i>Lang P1 & P2</i> | <i>LITERATURE REVISION</i> LANGUAGE REVISION | |
| Why this? Why now? | Revision of reading comprehension skills will support their reading in all other GCSE units. | The development of an academic style in essay writing will support all GCSE Literature units and GCSE Language reading units. | Revision of narrative and opinion writing – form, style, tone, register, methods – allows students to consolidate and refine their writing skills and to employ the ambitious vocabulary garnered through prior study. | Understanding of core metaphors, symbols, allegories and resonances in the English language will support students in approaching the unseen texts on the GCES Language papers, and provide the students with a schema for identifying the deeper levels of meaning inherent in texts, linked to ‘bigger ideas’. | Revision of their literature skills, synoptically, will prepare students for the GCSE Literature examinations in the latter half of this half term. Revision of constructing a personal, critical response to literature will support students with all GCSE units. Revision of their language skills will prepare students for the GCSE Language examinations. This culmination of the Key Stage 4 programme of study empowers students to be confident and controlled communicators, which is vital to all next steps beyond school. | |
| Essential knowledge | By the end of this unit students will know and understand how writers use narrative and descriptive | By the end of this unit students will know and understand aspects of: plot, characterisation, motivation, settings, | By the end of this unit students will know and understand how to employ techniques effectively in their own | By the end of this unit they will know and understand how to analyse an unseen poem and use | By the end of this unit students will know the significant ideas, events, themes, quotations | In the short time prior to GCSE examinations, students will focus their revision on |

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| | <p>techniques to engage the interest of readers; how to read critically and analyse writers' use of linguistic and structural techniques; and how to garner marks on the higher tariff questions. Through exposure to and deconstruction of levelled examples, joint construction of live models, and independent construction practice students will hone their abilities and improve their confidence.</p> | <p>events, sequence of events, the relationship between actions or events and the significance of Jacobean social, historical and cultural contexts. They will be able to identify and distinguish between themes and recognise the possibility of and evaluate different responses to a text. They will be able to use linguistic and literary terminology to analyse and evaluate Shakespeare's use of language, structure and form. They will also be able to make an informed personal response to the text.</p> | <p>writing and how to match tone, style and register to audience, purpose and form, to enable convincing and compelling communication. They will know how to plan a written opinion response and how to proofread effectively. They will be able to organise a range of convincing and complex ideas and use discourse markers for effect.</p> | <p>annotation to support understanding and the structuring of a written response. They will also know how to look for 'bigger ideas' and then use these to inform an interpretation. They will be able to compare key features such as content, theme, structure and use of language.</p> | <p>and contexts for the Literature texts. They will also be more confident in making an evaluative response through deconstruction of levelled examples, joint construction of live models, and independent construction practice. They will also reconsider the significance of different audiences and differing perspectives, and make value judgements about different readings, thus becoming both more independent in accessing alternative interpretations, and in writing academically about them.</p> | <p>significant individual target areas as identified through patterns in mock and class assessments. They will continue to look at examples and levelled models, quiz for knowledge recall and revise skills through practice responses.</p> |
| <p>Assessment</p> | <ul style="list-style-type: none"> Comparative poetry essay <p>AO1, AO2, AO3, AO4</p> <ul style="list-style-type: none"> Mock exam: Language Paper 1 Language Paper 2 | <ul style="list-style-type: none"> Mock exam: Language Paper 1 Language Paper 2 Literature Paper 1 <p>AO1, AO2, AO3, AO4 AO5, AO6</p> | <p>GCSE Literature and Language Paper 1</p> | <p>GCSE Language and Literature Paper 2</p> | | |

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| | Literature Paper 2 | | AO1, AO2, AO3, AO4 | | | |
| | AO1, AO2, AO3, AO4 AO5, AO6 AO1, AO2, AO3, AO4 | | | | | |
| NC coverage | Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. | Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. | Write accurately, fluently, effectively and at length for pleasure and information. | Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. | Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. | Read a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. Write accurately, fluently, effectively and at length for pleasure and information. |

Language

AO1: Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more 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; organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Literature

AO1: Read, understand and respond to texts; maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

AO3: Show understanding of the relationships between texts and the contexts in which they were written

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation