English Curriculum Overview – Year 10

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Summary	***Introduction to the GCSE English course Paper 1 Section A and B*** Study of fiction texts Writers' choice of language and structural choices Narrative writing **Skills/Knowledge:** ➢ Word class ➢ Innuendo ➢ Oxymoron ➢ Emotive language. ➢ summarising and synthesising information or ideas from texts. ➢ Identifying and interpreting themes, plots, genres, ideas and information. ➢ Evaluation and analysis of a writer's choice of language. ➢ Identify, develop and support a point of view by referring to evidence within the text.	***A Christmas Carol*** ***Text: A Christmas Carol by Charles Dickens*** Paper 1 Section A and B Study of fiction texts Writers' choice of language and structural choices **Skills/Knowledge:** Students read, understand and analyse language and structural techniques: ➢ Narrative voice ➢ Simile ➢ Metaphor ➢ Contrast ➢ Word class ➢ Dialogue **Skills/Knowledge:** ➢ Explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact ➢ Analysing and evaluating how form and structure	***Poetry*** Paper 2 Section A and B Introducing writers' viewpoints and perspectives Working with non-fiction texts Working with 19th Century texts Recapping on language knowledge Planning and writing a formal persuasive letter Students discover an anthology of poems from a range of cultures and identify poet's perspectives on relevant and current issues. Texts: Answering Back By Carol Anne Duffy *No Chairs for Prisoners by Stella Nyanzi* *I Know Why The Caged Bird Sings by Maya Angelou / And Still I Rise by Maya Angelou* *Remains By Simon Armitage*	***Creative Writing*** Paper 1 Section A and B Students learn to plan and create narratives using language imaginatively and creatively. **Skills/Knowledge:** ➢ Revision of all language and structural techniques ➢ The slow writing process ➢ Methods of planning creative writing ➢ Creating emotional impact	***Short Stories and Autobiographies*** Paper 2 Section A and B Students to read and discuss thought provoking autobiographies and short stories which encourage confidence, fluency and understanding when reading and speaking Texts: *I am Malala by Malala Yousafai* *The Yellow Wallpaper by Charlotte Perkins Gilman* *The Great Automatic Grammatizer by Roald Dahl* *Time Machine by HG Wells* *Refugee Boy by Benjamin Zephaniah* *Maus by Art Spiegelman* **Skills/Knowledge:** ➢ Changing mood ➢ Focus ➢ Withholding information	***Expanding Reading & Writing*** Paper 1 Section A and B Developing skills with language and structural analysis Descriptive writing Critical Evaluation skills and academic writing development Students read a range of texts to increase fluency and understanding whilst exploring the range of language techniques, integrating these into writing and speaking activities effectively. **Skills/Knowledge:** ➢ Adjectives ➢ Powerful verbs ➢ Simile ➢ Metaphor ➢ Semantic fields ➢ Sentence structure ➢ Contrast ➢ Imagery ➢ Flashback ➢ Explaining and illustrating how

		contribute to the effectiveness and impact of a text ➢ Selecting and organising information and ideas effectively and persuasively for prepared spoken presentations	**Skills/Knowledge:** ➢ Dictatorships vs Democracy ➢ Civil Rights ➢ Using language creatively, imaginatively and persuasively, Evaluation of a writer's choice of language		➢ Comparing two or more texts ➢ Identifying and interpreting themes, ideas and information ➢ Evaluation of a writer's choice of language	vocabulary and grammar contribute to effectiveness and impact. ➢ Using language creatively, imaginatively and persuasively. Selecting, organising and emphasising facts, ideas and key points
Assessment Students to sit EL exam papers upon arrival. FS exams are sat on an individual basis as teacher assesses students' readiness.	**Formative:** Retrieval - True or False P1 and P2 Q1 (AO1) **Summative:** Analysing Language P1 Q2 and P2 Q3 (AO2) - Character Presentation P1 Q3 and Q4 Entry Level Component Exam	**Formative**: Analysis (AO2), Comparing Scrooge vs Fred - P2 Q2 (AO3) **Summative:** End of Term Assessment - P1 Q1 - Retrieval, Q2 - Analysing Language, Q5 - Creative writing (AO1, AO2, AO5, AO6)	**Formative:** Summarising ideas and comparing perspectives P2 Q2 and Q4 (AO2, AO3) **Summative:** End of Year Assessment - P1 and P2 (AO1 - AO6) (Abridged) Complete Entry Level Component Exam still outstanding.	**Formative:** Structure Analysis - P1 Q3 (AO2) Evaluating Opinions and Perspective through language choices (AO4) Create your character or scene - P1 Q5 (AO5, AO6) **Summative:** End of Term Assessment - P1 Q1 - Retrieval, Q2- Analysing Language, Q3 - Analysing Structure for effect, Q5 - Creative writing (AO1, AO2, AO5, AO6) Q5 - Creative writing (AO5, AO6)	**Formative:** Summarising ideas and comparing perspectives P2 Q2 and Q4 (AO2, AO3) **Summative:** End of Term Assessment - P1 and P2 (AO1 - AO6) (Abridged)	**Formative**: Structure and Language Analysis - P1 Q2 and Q3 (AO2) SPAG Exercise (AO6) **Summative**: Creative writing – P1 Q5 (AO5, AO6) End of Year Assessment - P1 and P2 (AO1 - AO6) (Abridged) Entry Level Component Exam Complete entry level papers exams still outstanding.

Threads	Understanding and appreciation Reading a selection of extracts to understand themes and features associated with it. Summarising information and exploring how writer develops character Critical analysis Analysing language and structural choices made by the writer, linking to themes, to show meaning, as well as evaluating writer's methods. Language proficiency Develop speech writing with a focus on showing emotion through word choices. Developing the senses to show not tell and reveal through word and phrase choices (soliloquy). Using a range of SPAG accurately, including the structure of a play with character's speech. Cultural awareness Engaging with historical context and overarching themes such as power and conflict, monarchy and	Understanding and appreciation Reading a Dickens' London-based extract where the context of the story is crucial to understanding the plot and the significance of redemption. Critical analysis Analysing the specific language and structural choices made by the writer. Comparison of characters to show the impact of influence on others. Language proficiency Develop non-fiction writing where a combination of knowledge from the text compliments real world knowledge to share thoughts and opinions. Using SPAG accurately and for impact in a purposeful way. Accurately meeting the purpose and addressing the audience. Cultural awareness Engaging with themes of redemption, social repression and the rich vs poor. Understanding the societal shift from Victorian England through to Modern Day.	Understanding and appreciation Reading poetry to understand the plot and message of the poem. Summarising key ideas from poems. Critical analysis Analysing the language form and structure of poetry, understanding that there are no strict parameters and that meaning can occur in many ways. Language proficiency Developing non-fiction writing with a focus on developing emotion through choice and meaning. Transforming ideas from the writer's perspective into a biographical style piece. Using a range of SPAG accurately, conveying meaning and ensuring tone is accurate. Accurately meeting the purpose, addressing the audience and using the appropriate form. Cultural awareness Engaging with themes such as identity, power, morality, conflict, and women's rights. Link to modern day Britain and consider the similarities	Understanding and appreciation Reading a selection of extracts from a range of texts (e.g., The Woman in Black, The Curious Incident of Dog in the Night-Time) to understand genres, themes and features associated with it. Identifying how writers develop narratives and descriptions for effect. Critical analysis Analysing language and structural choices made by the writer, linked to the genre to show meaning. Evaluating the success of writer's choices linked to the genre. Language proficiency Developing writing to create a believable setting with different genres, mimicking an author's style. Planning and creating narratives using language imaginatively and creatively. Using SPAG accurately for impact. Adapting tone for purpose and audience.	Understanding and appreciation Reading short stories and autobiographies to identify differing purpose and style. Critical analysis Analysing how writers use language and structure to achieve effects, considering the influence on the reader. Using relevant subject terminology to support Comparing how two writers present similar ideas through different forms. Language proficiency Developing non-fiction writing in appropriate format for targeted audience. Accurately adapting writing to tone and purpose. Using SPAG accurately and for impact. Discussing thought-provoking extracts that encourage confidence and fluency for S&L. Cultural awareness Engaging with themes of evolution, freedom, oppression, justice, Exploring these ideas in a variety of non-fiction	Understanding and appreciation Reading a range of texts to understand their plot and message. Summarising information and exploring how writer develops character and plot Critical analysis Analysing the specific language and structural choices made by the writer. Evaluating how a writer's language shapes meaning and perspective Language proficiency Develop fiction writing with a focus on integrating the range of language devices into writing and speaking activities effectively. Using a range of SPAG accurately. Accurately meeting the purpose, audience and tone.

	social changes of marriage and women's rights. Link to modern day Britain and consider the similarities or differences to current affairs.		or differences to current affairs.		texts and their different forms of presentation for different audiences. Considering societal norms surrounding the topics to give an informed opinion.	
Intent	Students will have the opportunity to study varied fiction and non-fiction texts and sources across centuries and use information from those texts to respond to questions.	Students will have the opportunity to study varied fiction and non-fiction texts and sources across centuries and use information from those texts to respond to questions.	Students develop understanding of core language skills (reading, writing, speaking and listening) to be able to apply their knowledge in different contexts.	Context for texts is taught extensively to embed a broad range of historical, cultural and geographical knowledge and understanding.	Students develop understanding of core language skills (reading, writing, speaking and listening) and to be able to apply their knowledge in different contexts.	

English Curriculum Overview – Year 11

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Summary	***Exploring speeches and Paper 1 – revision*** Planning a formal speech and presentation Spoken Language Endorsement Creating Opinion articles Comparing and contrasting viewpoints **Writer's Views and Perspectives** Students read and analyse a variety of speeches in preparation for their S&L assessments Text/s: *I Have a Dream speech by Marting Luther King Jr* *Ain't I a Woman? by Soujourner Truth* *We shall fight them on the beaches by Winston Churchill* ➢ Emotive language	***Creative Reading and Writing*** Paper 2 Section A and B Language/structure techniques: ➢ Innuendo ➢ Oxymoron ➢ Emotive Language **Skills:** ➢ Summarising and synthesising information or ideas from texts ➢ Identifying and interpreting themes, ideas and information ➢ Evaluation of a writer's choice of language PEE ➢ Analysing and evaluating how form and structure contribute to the effectiveness and impact of the text	***Creative Reading and Writing*** Paper 1 and 2 Final revision and closing the gaps Revision clinics Masterclasses Wellbeing support Students revise planning and creating narratives developing language imaginatively and creativity. Text/s: *1984 by George Orwell* *The Book Thief by Markus Zusak* *Animal Farm by George Orwell* *War Horse by Micheal Morpurgo* *To Kill a Mockingbird By Harper Lee* **Skills:** ➢ Mood ➢ Simile ➢ Focus	***Writing for Different Purposes*** Paper 1 and 2 Final revision and closing the gaps Revision clinics Masterclasses Wellbeing support Students explore a range of forms of non- fiction writing **Skills/Knowledge:** ➢ Letters ➢ Emails ➢ Speeches ➢ Newspaper article ➢ Magazine article Evaluation of a writer's choice of language Explaining how vocabulary and grammar contribute to effective communication and impact. Analysing and evaluating form and structure	**Revision/Exams** Student practice time management and revisit language and structure techniques and forms of non-fiction writing in preparation for exam	**Exams** Student to attend timetabled lessons before study leave and to work on a bespoke lessons according to need.

	➢ To draw inferences and justify with evidence ➢ Producing clear and coherent text: writing effectively for different purposes / audiences ➢ Selecting appropriate & challenging vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context. ➢ Using language imaginatively and creatively ➢ Selecting and organising information and ideas effectively and persuasively to prepare for S&L presentations ➢ Listen and respond to questions Expressing ideas using Standard English.		➢ To read for increasing time improving fluently ➢ Use grammar and punctuation correctly ➢ Acquire and apply a wide vocabulary. ➢ Using language imaginatively and creatively	Select, organise and emphasise facts.		
Assessment Students to sit EL exam papers upon arrival. FS exams are sat	**Formative:** Retrieval - True or False P1 and P2 Q1 (AO1) Write a Speech to address a character (AO5, AO6) **Summative:**	**Formative:** Summarising differences - Travel (AO1) Comparing perspectives - Crime (AO3) **Summative:** Character analysis AO2	**Formative:** Analysis AO2, AO3 Creative writing exam style question AO5 and AO6 **Summative:** Speaking exam for GCSE (AO7, AO8 and AO9)	**Formative:** Newspaper article analysis (AO2) **Summative:** Speaking exam for GCSE (AO7, AO8 and AO9)	GCSE exams Functional Skills Reading, Writing and Speaking exam (for those outstanding)	GCSE exams

on an individual basis as teacher assesses students' readiness.	Speaking Component: Speech about poverty in modern Britain AO7 - AO9 Functional Skills Reading, Writing and Speaking exam	Evaluating Opinions on a character (AO4) Mock Exam: P1 and P2 Functional Skills Reading, Writing and Speaking exam	Functional Skills Reading, Writing and Speaking exam	Mock Exam: P1 and P2 Functional Skills Reading, Writing and Speaking exam		
Threads	<u>Understanding and appreciation</u> Reading a selection of extracts to understand themes and characteristics associated with it. Summarising information and exploring how writer develops character <u>Critical analysis</u> Analysing language and structural choices made by the writer, linking to themes, to show meaning, as well as evaluating writer's methods. <u>Language proficiency</u> Developing speech writing with a focus on showing emotion through word choices. Developing the senses to show not tell and reveal through word and phrase choices (soliloquy).	<u>Understanding and appreciation</u> Reading a selection of extracts to understand writers' views and perspectives. Summarising key ideas. <u>Critical analysis</u> Explain and analyse how writers use language and structure to achieve effects and consider the influence on the reader. Using relevant subject terminology. Comparing writers' ideas and perspectives, supported by analysing how they are conveyed, across two texts. <u>Language proficiency</u> Developing non-fiction writing in the appropriate format that creates a believable message for a targeted audience with a focus on developing emotion	<u>Understanding and appreciation</u> Reading a range of texts to understand how writers develop narratives and descriptions for effect. Reading to understand how writers develop narratives and descriptions for effect. <u>Critical analysis</u> Analysing the language and structural choices made by the writer. Evaluating how a writer's language shapes meaning and mood, and tone. <u>Language proficiency</u> Developing fiction writing with a focus on creating a believable setting with different genres, mimicking an author's style. Writing effectively, adapting how writers build tension by controlling information. Using a range of SPAG accurately.	<u>Understanding and appreciation</u> Reading a selection of authentic texts such as letters, emails, Speeches, newspaper and magazine articles to explore a range of forms of non- fiction writing <u>Critical analysis</u> Analysing language and structural choices made by writers, linked to varied forms of non-fiction writing. Evaluating how writer's methods contribute to effective communication and impact. <u>Language proficiency</u> Developing writing in appropriate format for targeted audience. Accurately meeting the purpose, addressing the audience and using the appropriate form. Integrating a range of devices into writing and	<u>Understanding and appreciation</u> <u>Critical analysis</u> <u>Language proficiency</u> <u>Cultural awareness</u>	<u>Understanding and appreciation</u> <u>Critical analysis</u> <u>Language proficiency</u> <u>Cultural awareness</u>

	Using a range of SPAG accurately, including the structure of a play with character's speech. <u>Cultural awareness</u> Engaging with historical context and overarching themes such as power and conflict, monarchy and social changes of marriage and women's rights. Linking to modern day Britain and consider the similarities or differences to current affairs.	through language and structure. Using SPAG accurately. Discussing thought-provoking extracts that encourage confidence and fluency for S&L. <u>Cultural awareness</u> Engaging with themes of equality, identity, freedom, oppression, awareness, patriotism, and leadership, including how they are represented in a variety of non-fiction texts. Considering the societal norms surrounding the topics to give an informed opinion	Adapting tone for purpose and audience, accurately.	speaking activities effectively. Using a range of SPAG accurately for impact considering the tone and purpose. <u>Cultural awareness</u> Engaging with themes of travel, crime, bias, and identity, and how they are represented in a variety of non-fiction texts, for different audiences Looking at the difference between the imagined fiction and real life.		
Intent	Students will have the opportunity to study varied fiction and non-fiction texts and sources across centuries and use information from those texts to respond to questions.	Students develop in confidence to enable them to complete work independently, choosing their own level of challenge and enabling them to fully access the range of topics covered by the curriculum.	Students are encouraged to research, plan and present their speaking and listening assessments.	Students will have the opportunity to study varied fiction and non-fiction texts and sources across centuries and use information from those texts to respond to questions.	All students achieve accreditation at an appropriate level	All students achieve accreditation at an appropriate level