

Autumn term: all students experience DEAR as well as a spelling, punctuation and grammar foci.		
Topic Outline	Students should know and understand	Students should be able to
Transition: GCSE Ready!	<ul style="list-style-type: none"> <li>GCSE overview, how they are examined, planning &amp; revision techniques, personal learning preferences</li> </ul>	<ul style="list-style-type: none"> <li>Apply appropriate planning techniques</li> <li>Write thoughtful PEEL/rainbow paragraphs</li> <li>Apply personal learning styles</li> </ul>
Explorations in Creative Reading & Writing OR Step Up To English  <i>Assessment: Language P1 Q1-5 or SUTE Detectives</i>	<ul style="list-style-type: none"> <li>Identification of relevant quotations.</li> <li>Inference</li> <li>Key terms needed for AO2 lang/structure analysis.</li> <li>How to explode a quotation for analysis</li> <li>Vocabulary of evaluation &amp; justification</li> <li>Summary of the main ideas in an extract.</li> <li>Development of evaluation, to what extent..? Character or setting</li> <li>Application of a mark scheme</li> <li>Effective openings &amp; narrative hooks, structural narrative devices, genre conventions</li> <li>Extend personal vocabulary, a range of punctuation (speech, pairs of dashes, brackets, commas) &amp; sentence structures</li> <li>Personification, adjectives, adverbs, embedded clauses, sensory description, zoom focus</li> </ul>	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> <li>Analyse how language &amp; structural devices achieve effects &amp; influence readers</li> <li>Evaluate critically</li> <li>Imaginatively write for a given audience/purpose, a description and a narrative. Extend and build on previous narrative approaches e.g. Drop, shift, zoom, leave by including extended metaphors or motifs. Accurately punctuate for speech and meaning.</li> </ul>
GCSE Literature text: An Inspector Calls  Poetry selection: Poppies, War Photographer, Remains, Exposure  <i>Assessment: AIC Theme/character/plot</i>	<ul style="list-style-type: none"> <li>Who was JB Priestley?</li> <li>Setting/character/plot arcs</li> <li>Themes/conceptualised approaches</li> <li>Theory of time: Ouspensky &amp; Dunne</li> <li>Staging choices/script conventions/tension</li> <li>How to learn &amp; select relevant quotations</li> </ul>	<ul style="list-style-type: none"> <li>Employ a critical style written in a formal essay that shows developed personal response</li> <li>Analyse how language/dramatic/structural devices achieve effects &amp; influence readers</li> <li>Comment on how the text is influenced by context</li> </ul>

	<ul style="list-style-type: none"> <li>• Structure &amp; plan a formal essay</li> <li>• Ways into reading poetry for criticism</li> <li>• Poetical techniques &amp; structures</li> <li>• How to make concise notes for revision</li> </ul>	<ul style="list-style-type: none"> <li>• Complete homework booklet</li> <li>• Show consolidated knowledge of each act, cluster of poems.</li> </ul>
Spring term: all students experience DEAR as well as a spelling, punctuation and grammar foci.		
Topic Outline	Students should know and understand	Students should be able to
<p>Poetry selection: Kamikaze, Charge of the Light Brigade, Bayonet charge</p> <p>Mock exam preparation: unseen poetry practice, AIC revision</p> <p>Writers' viewpoints &amp; Perspectives: reading non-fiction &amp; literary non-fiction. Writing for purpose, form &amp; audience</p> <p><i>Assessment: Poetry comparison, Language P2 Q1-5, College mock Lit P2</i></p>	<ul style="list-style-type: none"> <li>• Unseen poem approach e.g. read x3 times, exploding a poem (what, why how?)</li> <li>• Key messages from poetry selection</li> <li>• How to structure comparison</li> <li>• Organise revision: flash cards, side of A4 paper, mind maps, personalised revision for preferred learning style</li> <li>• Difference between T/F statements</li> <li>• Summary techniques &amp; inference</li> <li>• Language techniques employed by writers</li> <li>• Identification of writers' viewpoints &amp; methods used</li> <li>• Techniques for developing written argument</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> <li>• Select and synthesise evidence from different texts</li> <li>• Analyse how language &amp; structural devices achieve effects &amp; influence readers</li> <li>• Evaluate critically</li> <li>• Imaginatively write for a given audience/purpose, an article. Accurately punctuate for speech and meaning.</li> </ul>
Summer term: all students experience DEAR as well as a spelling, punctuation and grammar foci.		
Topic Outline	Students should know and understand	Students should be able to
<p>Shakespeare: Macbeth</p> <p>Poetry selection: My Last Duchess, Ozymandias, Tissue</p> <p>Speaking &amp; Listening endorsement</p> <p><i>Assessment: Macbeth character/plot/theme, S&amp;L endorsement banked for YR11</i></p>	<ul style="list-style-type: none"> <li>• Contexts: location, social structures and features, cultural contexts, and periods in time, relationship with audience</li> <li>• Setting/character/plot arcs</li> <li>• Themes/conceptualised approaches</li> <li>• How to move from micro to macrocosm</li> <li>• Theory of Aristotelean tragedy/lit criticism</li> <li>• Staging choices/script conventions/tension</li> <li>• How to learn &amp; select relevant quotations</li> <li>• Structure &amp; plan a formal essay</li> </ul>	<ul style="list-style-type: none"> <li>• Employ a critical style written in a formal essay that shows developed personal response</li> <li>• Analyse how language/dramatic/structural devices achieve effects &amp; influence readers</li> <li>• Comment on how the text is influenced by context</li> <li>• Show consolidated knowledge of each act, cluster of poems.</li> </ul>

Year 10

Autumn term: all students experience a weekly writing lesson as well as a spelling, punctuation and grammar foci.		
Topic Outline	Students should know and understand	Students should be able to
Explorations in Creative Reading & Writing	<ul style="list-style-type: none"> <li>• Information retrieval</li> <li>• To what extent..? evaluation</li> <li>• Frameworks for writing narratives/description, elevated vocabulary &amp; punctuation</li> <li>• Differences between clear/thoughtful/perceptive</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit &amp; implicit info</li> <li>• Select and synthesise evidence</li> <li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two texts.</li> <li>• Evaluate critically supported by evidence</li> </ul>
<p>C19th novel: Jekyll &amp; Hyde or A Christmas Carol</p> <p>Poetry selection: London, Extract from Prelude, Storm on the Island</p> <p><i>Assessment: Language P1 Q1-5, College mock Lit P1</i></p>	<ul style="list-style-type: none"> <li>• Contexts: location, social structures and features, cultural contexts, and periods in time, relationship with audience</li> <li>• Setting/character/plot arcs</li> <li>• Themes/conceptualised approaches</li> <li>• How to move from micro to macrocosm</li> <li>• Theory/lit criticism</li> <li>• Structural choices/narrative conventions/language techniques</li> <li>• How to learn &amp; embed relevant quotations</li> <li>• Structure &amp; plan a formal essay</li> </ul>	<ul style="list-style-type: none"> <li>• Create a thoughtful, developed response</li> <li>• Use apt integrated references</li> <li>• Examine writer's methods with subject terminology used effectively to support consideration of methods</li> <li>• Examine the effects of writer's methods on reader</li> <li>• Thoughtfully consider ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> <li>• Build on YR10 progress: Language P1 &amp; Lit P2</li> </ul>
Spring term: all students experience a weekly writing lesson as well as a spelling, punctuation and grammar foci.		
Topic outline:		
<p>Reading non-fiction &amp; literary non-fiction</p> <p>Writing for purpose, form &amp; audience</p>	<ul style="list-style-type: none"> <li>• Difference between T/F statements</li> <li>• Summary techniques &amp; inference</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and interpret explicit and implicit information and ideas</li> </ul>

	<ul style="list-style-type: none"> <li>• Language techniques employed by writers</li> <li>• Identification of writers' viewpoints &amp; methods used</li> <li>• Techniques for developing written argument</li> </ul>	<ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts</li> <li>• Analyse how language &amp; structural devices achieve effects &amp; influence readers</li> <li>• Evaluate critically</li> <li>• Imaginatively write for a given audience/purpose, an article. Accurately punctuate for speech and meaning.</li> </ul>
<p>Poetry selection: Emigree, Checking out me History</p> <p>Lit revision: An Inspector Calls, Anthology, unseen poetry</p> <p>Assessment: Walking Talking mini mock <i>Language P1 or 2 Q1-5, College mocks Language P2 &amp; Literature P2</i></p>	<ul style="list-style-type: none"> <li>• How to create mind maps</li> <li>• Preferred learning style and compatible strategies</li> <li>• Consolidate content knowledge</li> <li>• Dates of summer term exams and implications</li> <li>• Know Language &amp; Lit question stems</li> </ul>	<ul style="list-style-type: none"> <li>• Memorise key themes, quotations, poetry pairings</li> <li>• Recognise the demands of each question stem</li> <li>• Employ taught approaches to specific exam questions</li> </ul>
<p>Summer term: all students experience a weekly writing lesson as well as a spelling, punctuation and grammar foci.</p>		
<p>Topic outline:</p>		
<p>Class specific revision: An Inspector Calls, Macbeth, C19th novel, anthology Language P1&amp;2</p>	<ul style="list-style-type: none"> <li>• Strengths and weaknesses on both papers</li> <li>• Access to revision and where to get help</li> <li>• Creation of exemplar practice responses</li> <li>• Strategies for independent study/memory</li> </ul>	<ul style="list-style-type: none"> <li>• Create a thoughtful, developed response</li> <li>• Use apt integrated references</li> <li>• Examine writer's methods with subject terminology used effectively to support consideration of methods</li> <li>• Examine the effects of writer's methods on reader</li> <li>• Thoughtfully consider ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> <li>• Enter exams fully prepared</li> </ul>

Year 11

