CoDA Curriculum

ENGLISH



Improving the life chances of all students

Students in Year 10 and 11 study the following specification(s):

AQA Level 1/Level 2 GCSE (9-1) in English Language

AQA Level 1/Level 2 GCSE (9-1) in English Literature

Why study English?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

ENGLISH Curriculum INTENT Y7-9 (based upon the National Curriculum, 2013)

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The English Curriculum aims to ensure that all students:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

ENGLISH Curriculum INTENT Y10-11 (AQA GCSE English Language and GCSE English Literature)

GCSE ENGLISH LANGUAGE will encourage and enable students to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language
- use spoken Standard English effectively

Students will be taught and assessed on their ability to:

| | Judent | s will be taught and assessed on their ability to. |
|-----------------|--------|--|
| | A01 | identify and interpret explicit and implicit information and ideas |
| | AUI | 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 their views |
| | AO3 | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts |
| AO4 Evaluate te | | 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. |
| | AUS | Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts |
| | AO6 | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation |
| | A07 | Demonstrate presentation skills in a formal setting |
| | AO8 | Listen and respond appropriately to spoken language, including to questions and feedback on presentations |
| | AO9 | Use spoken Standard English effectively in speeches and presentations |

GCSE ENGLISH LITERATURE will encourage and enable students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read

Students will be taught and assessed on their ability to:

| | \sim , | |
|-----|---|--|
| A01 | Read, understand and respond to texts. Students should be able to: - maintain a critical style and develop an informed personal response | |
| AUI | 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 | 3 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. | |

ENGLISH YEAR 7

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|--|--|---|---|
| Autumn 1Novel study / non-fiction textsStudying a novel provides teachers the opportunity to cover a wide range of skills and to adapt according to findings in the baseline test. In addition to studying a novel, students will be introduced to non-fiction texts that thematically link to the novel they are studying.What key pieces of work will be produced and marked? Baseline assessment (reading & writing).What are students assessed on?• Able to make inferences • Accurate spelling • Communication is clear and effective • Identifies explicit ideas and support with appropriate quotations • Language techniques are used for effect • Make comment on the effect of language • Range of punctuation accurately used • Use subject terminology to refer to language features • Variety of sentence forms used • Vocabulary is used for effect• Writing follows a clear sequence | Autumn 2Charles Dickens - Oliver / non-fiction textsDuring this module, students are introduced to Dickens and elements of Victorian culture. This module also includes students completing their own research and making a verbal presentation; therefore building on communication skills.What key pieces of work will be produced and marked? Oral presentation.What are students assessed on?• Ability to listen to questions/feedback responding formally and in some detail• Ability to organise and structure your presentation clearly and appropriately to meet the needs of the audience• Ability to speak clearly and with confidence• Deduce / infer meaning from texts• Discuss and write about the effect of language choices.• Discuss themes in the texts you have studied• Express challenging ideas/information/ feelings using a range of vocabulary• Identify and discuss ideas and themes in short extracts• Improve skills for reading texts with challenging vocabulary• Linking the texts you have read to what you have learnt about Victorian Britain• Revise the meaning of language terms• Use precise and accurate quotations | Spring 1 Creative writing using short film stimuli During the baseline assessment students wrote a story / description inspired by an image. During this topic students will have the opportunity to revisit and hone these skills. Using visual and short film stimulus allows students to focus on their craft as a writer – rather than original construction of a story / plot. What key pieces of work will be produced and marked? Write an extract of a short story based on the short film "The Sandman". What are students assessed on? Accurate spelling Build vocabulary and use it in context Communication is clear and effective Language techniques are used for effect Make comment on the effect of language Make comment on the effect of structure Range of punctuation accurately used Use subject terminology to refer to language features Variety of sentence forms used Vocabulary is used for effect Writing follows a clear sequence and may use structural features such as motif Writing has an individual tone / viewpoint Writing uses a figurative language | "In the news" This topic gives students the opportunity to discuss current affairs and to encourage students to question the validity of what they may read / hear in news. The students will learn the differences between Tabloid and Broadsheet newspapers, through reading a variety of articles and creating their own. What key pieces of work will be produced and marked? Reading assessment. Creating own article (either Broadsheet or Tabloid) to be marked. What are students assessed on? Compare writer's viewpoints and perspectives Deduce / infer meaning from articles Define some key terms for features of a newspaper Discuss and write about the effect of language choices. Discuss some current issues that are in the news at the moment Identify and discuss ideas presented in newspaper articles Know the term bias and recognise where it is used Learn how to identify language techniques | Summer 1 Journeys (Non-fiction writing – autobiographical / travel writing) During this module, students will be applying descriptive writing skills the learnt earlier in the year to a differe format of non-fiction writing. Studer will look at a number of style model autobiographical and travel writing before producing their own piece. The module will demonstrate to student where skills applied to fiction writing be transferred to non-fiction format What key pieces of work will be produced and marked? Students write a first person accound place they have been or a journey the have gone on in the style of travel writing. What are students assessed on? Able to identify writer's viewpoon (including identifying bias) and discuss the impact of viewpoint Able to select appropriate quotations Broaden knowledge of different cultures / societies Comment on the effect of langu Communication is clear and effective Identifies explicit ideas and able make inferences Increased confidence in question what we read Language techniques are used f effect Strategies for reading challengin texts and building vocabulary Use subject terminology to refer language features Visual literacy Vocabulary is used for effect Writing follows a clear sequence Writing has an individual tone / |

| | Summer 2 |
|----------------------------------|--|
| | Poetry / Myths and Legends |
| e ley ent ents Is of | Students will explore several poems linked by the 'Myths and Legends' theme. The assessed skills involve the selection of appropriate quotations and making links and comparisons between poems. |
| This ts ng can t. | What key pieces of work will be produced and marked? A comparison of two poems. |
| t. nt of a hey | What are students assessed on? Able to explain the writer's ideas. Able to select appropriate quotations to support comments about writer's ideas and use of language for effect. Able to make links between texts. Able to use subject terms. |
| oints t eas in | Able to comment on the effects of language. Able to makes links between texts. Able to comment on historical/cultural content of text. Able to make clear/analytical comments on the effects of |
| it uage | Able to make some/clear comments on the writer's use of structure in a poem/s. |
| e to | |
| oning | |
| for | |
| ing | |
| er to | |
| ce / | |
| ence ose | |

ENGLISH YEAR 8

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|---|--|--|---|--|
| Novel study / non-fiction articles | Viewpoint writing – articles inspired by images | Shakespeare – Much Ado About Nothing | Poetry – Performance poetry + learning about the world / writing inspired by | Short stories – evaluating / review writing |
| Prior Learning / Future Learning | | | poetry | |
| Students will have studied historical, and | Prior Learning / Future Learning | Prior Learning / Future Learning | | Prior Learning / Future Learning |
| autobiographical literature prior to this | Students have the opportunity to | Students' first experience of | Prior Learning / Future Learning | Students will build on the writing skil |
| unit, in year 7. This choices of novel this | analyse images and discuss the | Shakespeare at CODA. They can transfer | Students will have studied a novel from a | developed in HT2 by reading and |
| year offer more challenge and is | implications of them through writing | the AO1 and AO2 skills learnt from the | different time period, writing from a | analysing a range of short stories (wh |
| designed to prepare them more fully for | newspaper articles based on this. | novel at the start of Year 8. Introduces | viewpoint and a Shakespeare play. They | will differ according to ability). Havin |
| Year 9 and exam style Literature essays. | This topic will explore different ways | AO3 – how context shapes a reader's | should have some understanding of | explored the ways in which writers |
| | images can be used from news articles to | interpretation and writer's intent. | different cultural and historical time | create atmosphere, sequence their id |
| What key pieces of work will be | advertising. | What key pieces of work will be | periods. They should also have an | and use vocabulary for effect, studer |
| produced and marked? | M/hat have also af work will be | What key pieces of work will be produced and marked? | understanding of analysing language | will get the opportunity to put these |
| GCSE Literature-style extract response. | What key pieces of work will be | Write an argument that Much Ado about | from a text. This module is designed to | skills into practise by creating their of |
| Writing task – write a story or description based on an image linked to | produced and marked? | nothing is/isn't outdated and sexist. | encourage them to expand those skills | short story (or section thereof) in the |
| | Newspaper article. | GCSE Literature-style extract response. | and explore how poetry through can be | assessed piece. |
| the text. | What are students assessed on? | GCSE Elterature-style extract response. | used to capture a specific moment of cultural / historical significance. | |
| What are students assessed on? | Broaden knowledge of current | What are students assessed on? | | What key pieces of work will be |
| Able to make inferences | affairs | Begin to develop ideas and structure | What key pieces of work will be | produced and marked? |
| Able to make interences Able to select appropriate | Communication is clear and | effectively including introduction | produced and marked? | Writing assessment. |
| quotations | effective | and conclusion to essay writing | Assessment-Spoken language. Students | writing assessment. |
| Accurate spelling | Discuss impact of viewpoint in | Broaden knowledge of different | read a poem they have researched / | What are students assessed on? |
| Begin to develop ideas effectively | writing | cultures / societies | analysed themselves. They then explain | Accurate spelling |
| Identifies explicit ideas | Identify explicit and implicit ideas | Identify methods that writer's have | what they have found to the class. | Build vocabulary and use it in |
| Identifies language features | from a text | used | | context |
| | Identify language features and | Make comments on writer's use of | What are students assessed on? | Communication is clear and |
| Make detailed, specific comments on the effects of language | comment on effect | methods to create meaning | Broadening knowledge of different | effective |
| Use effective and appropriate | Identify writer's viewpoints and | (language - all / structure – | cultures/societies. | Language techniques are used for |
| vocabulary | potential bias | challenge) | Building vocabulary | effect |
| Use figurative and sensory language | Increase confidence in questioning | Plan a response that ensures the | • Discussing the impact of themes in | Make comment on the effect of |
| Use punctuation accurately and for | what we read | question set is responded to | the poem | language |
| effect | Make links between different texts | consistently using explicit ideas and | • Discussion of the 'big ideas' in the | Make comment on the effect of |
| Uses subject terminology to refer to | Sentence demarcation is secure and | inferences | poem. | structure |
| language features | range of punctuation used. | • Show an understanding of how | Expresses | Range of punctuation accurately |
| | Sentence forms are varied for effect | social and historical context have | ideas/information/feelings | used |
| | and standard English used. | shaped the reader's reaction to a | Identifies explicit ideas and makes | Use subject terminology to refer |
| | Spelling is accurate of a wide variety | text | inferences | language features |
| | of vocabulary choices. | • Strategies for reading challenging | • Identifying key themes in the poem | Use subject terminology to refer |
| | Strategies for reading challenging | texts | • Speaks clearly in standard spoken | structural features |
| | texts / building vocabulary | • Understanding of characters / plots | English | • Variety of sentence forms used |
| | Visual literacy – interpreting an | as constructed by a writer – | Understanding of other contexts | Vocabulary is used for effect |
| | image | characterised by use of the writer's | around the poem. | Writing follows a clear sequence |
| | Vocabulary / language techniques | name while discussing. | • Understanding of the period of time | may use structural features such |
| | are used for effect | Understanding of themes and 'big | that the poem was written in. | motif |
| | Writing follows a clear sequence, | ideas' in a text | | Writing has an individual tone / |
| | using paragraphs and discourse | Use effective and appropriate | | viewpoint |
| | markers | vocabulary including analytical verbs | | Writing is suitable for audience / |
| | Writing has an individual tone / | and comparative vocabulary | | purpose |
| | viewpoint | • Use punctuation accurately and for | | P P |
| | Writing is appropriate for purpose*/ | effect ; use a varied vocabulary | | |
| | audience | Use textual references to support | | |
| | | ideas, embedding where possible | | |

| | Summer 2 |
|-----------------------------------|---|
| | Gothic Poetry |
| kills vhich ng | Prior Learning / Future Learning Students will have studied short stories and poetry prior to this unit. The gothic poetry stories and poetry is harder and designed to prepare them more fully for Year 9 and exam poetry/ extracts. |
| ideas ents e own neir | What key pieces of work will be produced and marked? GCSE Literature-style Frankenstein extract response. Writing task – write a story or description based on a gothic image. What are students assessed on? Accurate spelling |
| for f ly er to er to | Identify methods that writer's have used Make comments on writer's use of methods to create meaning Respond to the question throughout response Show an understanding of how social and historical context have shaped the reader's reaction to a text Use effective and appropriate vocabulary Begin to develop ideas effectively Use figurative and sensory language Use punctuation accurately and for effect Use textual references to support ideas |
| ce and ch as / : / | |

ENGLISH YEAR 9

| Steinbeck: Of Mice and Men Shakespeare - Madelin Non-fiction Survivor Stores (Paper 2 - Tranc)? Speech Writing + Spoken Language Prior Learning / Future Learning Prior Learning / Future Learning Students have student a suscessed Prior Learning / Future Learning Students have students a suscessed uning learning and students abust to work and a students' abuity to work and a student's abuity to work and a student a student's abuity to work and a student a student's abuity to work and | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|--|---------------------------------------|--|-------------------------------------|-------------------------------------|--|
| Prior Learning / Future Learning Students have st | Steinbeck - Of Mice and Men | Shakespeare - Macbeth | | Speech Writing + Spoken Language | Priestley - An Inspector Calls |
| Students have studied noves in bortStudents have studied a shake-pareProir Learning / Hour tearningStudents will study a range of pacetsStudents will study a range of pacets(GSE encarstyfe urbotia a sessment. StudentStudents will study a range of pacetsStudents will study a range of pacetsStudents will study a range of pacets(GSE encarstyfe urbotia a sessment. StudentStudents will study a range of pacetsStudents will study a range of pacetsStudents will study a range of pacets(GSE encarstyfe urbotia a sessment. StudentStudents will study a range of pacetsStudents will study a range of pacetsStudents will study a range of pacets(GSE encarstyfe urbotia a sessment. StudentStudents will study a range of pacetsStudents will study a range of pacetsStudents will study a range of pacets(GSE encarstyfe urbotia a sessment. StudentStudents will study a range of pacetsStudents will study a range of pacetsStudents will study a range of pacets(GSE encarstyfe urbotia a sessment. StudentStudents will study a range of pacetsStudents will study a range of pacetsStudents will study a range of pacets(GSE study of ShakespareStudents will study a range of pacetsStudents will study a range of pacetsStudents will study a range of pacets(GSE study of ShakespareNorther sets students assessed or?Norther sets students assessed or?Norther sets students assessed or?(GSE study of ShakespareNorther sets students assessed or?Norther sets students assessed or?Norther sets students(Students with students and students assessed or?Norther sets students assessed or? <td< td=""><td></td><td></td><td>Titanic)*</td><td></td><td></td></td<> | | | Titanic)* | | |
| Yens 7 and 8 and should have a graspo iteraring and student's ability to the with we are graspo iteraring and student's ability to the with we seesance the students ability to the student's ability to the | | | | | |
| how to write a reading response to a iterary text. This model will inrodue will rodue of non-tone as the offect of fourties of an understanding of how to plan.will be a particul focus on characters the infect of fourties on understanding the impact of context on there and ideal we there one subject sheapsere plan, nucleus the offect of fourties one of context on themes and ideal.will be addeal we there one the infect of fourties one the offect of fourties one the offect of fourties one the offect of fourties one of context on themes and ideal.will be addeal we there one the infect of fourties one the offect of fourties of fourties one the offect of fourties one <br< td=""><td></td><td>•</td><td></td><td></td><td>•</td></br<> | | • | | | • |
| Itteravet xt. This module will introduce GSC concepts for both ar eading task. and the writing assessment. Students withing assessment. Students withing assessment. Students withing assessment. Students withing assessment. Students withing assessment. Students withing assessment. What key pieces of work will be produced and marked? Written assessment. What key pieces of work will be produced and marked? Written assessment. What key pieces of work will be produced and marked? Written assessment. What key pieces of work will be produced and marked? Written assessment. What key pieces of work will be produced and marked? Written assessment. What key pieces of work will be produced and marked? Written assessment. What key pieces of work will be produced and marked? Written assessment. What key pieces of work will be produced and marked? Written assessment. What key pieces of work will be produced and marked? Written assessment. Written assessment. | | | | | |
| GSE concepts for both a reading task and he wring assessment. Studies the effects year of poutcein and marked? writter as sessment.GSE exam style questions. They should the effects year of poutcein and have some ideas about what a deal both with a reading the impact of context on themes and dates. They should the effects of should be spent early style of a network will be produced and marked? Writter assessment.This speech will then be delivered and marked? Soben Language element of the GSE. Soben Language element of the GSE.Dools that will be useful for revision fr assessment.Dools that will be useful for revision fr assessment.This seech will then be delivered and marked?Dools that will be useful for revision fr according to babity.Dools that will be useful for revision fr according to babity.Dools that will be useful for revision fr according to babity.Dools that will be useful for revision fr according to babity.What are students assessed or?••••••••What es students asses | | . . | | | |
| and the writing assessment. Students will use Steinbeck's technique.be familiar writh what inference mans technical social data. These are al skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for Gottext on theres and ideas. These are all skills that will be regulated for that are students assessed on?Character segrification What are students assessed on?Character segrification will be assessment.Fightee of work will be produced and marke?What are students assessed on? technical accuracy, structured an improve sugget to regulate comment on the effect of language terms of language ter | - | | | - | |
| will use Steinbeck's writing as a style mode for their own pice of writing disconter time should be spent therefore sufficient time should be spent erail skills that will be required for GCS study of Shakespeare.and have some ideas about what a clear omment on effect looks like.the criteria provide (by AQA for their Spoken Language element of the GCSE. What key pices of work will be produced and marked?and have some sole outsing the sentence will be are all skills that will be required for GCSS study of Shakespeare.and have some ideas about what a clear of context will be an acoma syle outsing the impact of the AQA English Produced and marked?What key pices of work will be produced and marked?assessment. Will be an acoma syle question that will be scale some syle produced and marked?assessment. Will be an acoma syle question that accerWhat key pices of work will be produced and marked?What wey pices of work will be produced and marked? <t< td=""><td></td><td>•</td><td></td><td></td><td></td></t<> | | • | | | |
| model for their own piece of writing- warning and attempting or regitationof context on themes and ideas. These are all skills that will be regitation for GCSE study of Shakespeare.comment on effect looks like.Spoken Language element of the GCSE.question that will be scaffolded according to ability | _ | 0.0 | | | |
| therefore sufficient time should be spent examining and attempting to replicate Steinbeck's technique.are all skills that will be required for produced and marked?What key pieces of work will be produced and marked?according to ability - the AQA English produced and marked?What key pieces of work will be produced and marked?GSE study of shaksspace.What tey pieces of work will be produced and marked?What key pieces of work will be produced and marked?What key pieces of work will be produced and marked?What key pieces of work will be produced and marked?What re students assessed on?What are students assessed on?What key pieces of work will be produced and marked?What are students assessed on?What key pieces of work will be produced and marked?What are students assessed on?What are students assessed on?What are students assessed on?What key pieces of work will be produced and marked?What are students assessed on?What key pieces of work will be produced and marked?What key pieces of work will be produced and marked?What key pieces of work will be produced and marked?What key pieces of work will be produced an | | | | | - |
| Steinbeck's technique.What key pieces of work will be produced and marked?produced and marked? Ord presentation.used for the assessment.What key pieces of work will be produced and marked?Written assessment.What are students assessed on?Mkat are students assessed on? </td <td></td> <td>are all skills that will be required for</td> <td></td> <td></td> <td></td> | | are all skills that will be required for | | | |
| What key pieces of work will be produced and marked? Written assessment. Oral presentation. What resudents assessed on? Reading - nalysis of an extract Writing - description/story based for an image Mat are students assessed on? Accurate spelling written assessment. Mat are students assessed on? Accurate spelling written assessment. Mat are students assessed on? Mat are students assessed on? Accurate spelling written assessment. Mat are students assessed on? Accurate spelling written assessment. Mat are students assessed on? Accurate spelling written assessment. Accurate spelling written assessment. Mat are students assessed on? Accurate spelling written assessment. Accurate spelling written assessment. Mat are students assessed on? Accurate spelling written assessment. Mat are students assessed on? Accurate spelling written assessment. Mat are students assessed on? Accurate spelling written assessment. Accurate spelling written assessment. Mat are students assessed on? Accurate spelling written assessment. Accurate spelling written assessment. Mat are students assessed on? Accurate spelling written assessment. Written assessment. Written assessment. Written assessment. Mat are students assessed on? Accurate spelling written assessment. Accurate spelling written assessment. Accurate spelling written assessment. Accurate | examining and attempting to replicate | GCSE study of Shakespeare. | What key pieces of work will be | What key pieces of work will be | Literature paper 2 mark scheme will be |
| What key pieces of work will be produced and marked?What are students assessed on?Academic writing skills including: analytical webs, comparative analytical webs, comparative analytical webs, comparative seging to develop ideas effectively beging to make comments on writer's use of anguage to create meaning. Beging to make comments on writer's use of structure to create meaning. beging to make comments on writer's use of structure to create meaning. beging to make comments on writer's use of structure to create meaning. beging to make comments on the effect of structure data propriate workaland istorical context have show an understanding of how social and historical context have show an understanding of how subject terminology.What are students assessed on? Name comment on the effect of language to make comment on the effect of language terminology to refet Vori bigs and show show historial context have show and understanding of how subject terminology.What are students assessed on? Name comment on the effect of language terminology to refet Vori higs and show show high and show that and structure, subject terminology.What are student assessed on? Name comment on the effect of language to make com | Steinbeck's technique. | | produced and marked? | produced and marked? | used for the assessment. |
| produced and marked?Written assessment.What are students assessed on?Multa are students assessed on?Multa are students assessed on?Academic many strategies for tackling a texWhat are students assessed on?Multa ter students assessed on?Mul | | What key pieces of work will be | Written assessment. | Oral presentation. | |
| Reading - analysis of an extractAcademic writing skills including: analytical verbs, comparative connectives, key subjectAcademic writing skills including: analytical verbs, comparative context is a writer or crate meaning subject terminology to refer topinidAcademic write same struct treationsAccurate spellingWhat are students assessed on?Use enditive and historical context have shaped the reader's reactific and fight and partoch tert weader's reactific and and arcurates your rideasDemonstrate a clear point of wite subject terminology to refer topinidSynthesise information for topinidSynthesise information for topinidSynthesise information for topinidSynthesise information for topinidSynthesise information for topinidSynthesise information for topinid< | | produced and marked? | | | |
| Writing - description/story based fromWhat are students assessed on?What are students assessed on?What are students assessed on?What are students assessed on?Writing salis including: analytical verbs, comparative connectives, key subject connectives, key subject connective and appropriate weexplore connecti | - | Written assessment. | | | |
| an image Academic writing skills including: analytical verbs, comparative connectives, key subject terminology, embedded quotations, technical accuracy, structure local care, structure sources, sey subject terminology, embedded quotations, technical accuracy, structure to create meaning Develop use of structure to create meaning Develop use of structure to create meaning Develop use of structure to create meaning Identify and discuss the impact of they there and 'big ideas' in a text Show an understanding of how social and historical contex thave shaped the reader's reaction to text Use effective wan dappropriate vocabulary Use paragraphs in an effective way that helps organise your ideas Use textual references to support ideas Vary your sentence types Academic writing skills including: analytical webs, comparisons between texts Use textual references to support ideas Vary your sentence types Vary your sentence types Academic writing skills including: analytical webs, and on the effect of there comparisons between texts Understand and comment on the effect way that helps organise your ideas Vary your sentence types Vary your sentence types Conses previous and comment on the effect way that helps organise your ideas Vary your sentence types Conses previous and comment on the effect way that helps organise your ideas Vary your sentence types Vary your sentence types Conses previous and comment on the effect way that helps organise your ideas Vary your sentence types Make considered comparisons Detween texts Make lanks between ideas in different texts Understand and comment on the effect way that helps organise your ideas Vary your sentence types Make considered comparisons Detween texts Make inferences Make lanks | | | | Accurate spelling | - |
| What are students assessed on? Begin to develop ideas effectively Begin to make comments on writer's use of language to create meaning Develop use of structure to create meaning Develop use of structure to create meaning Develop use of structure to create meaning Discuss the impact of themes and fugideas' in a text. Show an understanding of how social and historical context have shaped the reader's reaction to a text Use offective and appropriate vocabulary use paragraphs in an effect. willing and purctuation accurately subject terminology or ideas and effect. using and purctuation accurately and for effect Use a fractive man to make dappropriate vocabulary use paragraphs in an effect of language and structure. Swith accurate splicit ideas and make inferences Use practice norse to support idease in different texts. Vary your sentence types Vary your sentence types Wat are students assessed on? Comment on effect of language to create meaning. Discuss the impact of themes and fugideas' in a text. Discuss the impact of writers' viewpoints Use a fractive and appropriate vocabulary use paragraphs in an effect. Use proctation oacurately and for effect. Write in an informative style Use proctation context have affect. Write in an informative style Use tarkal references to support ideas in different texts. Use tarkal references to support ideas of the effect of other contexts around a Wat are students assessed on? Comment on the effect of subcure of the effect of index and make interpretations. Use textual references to support ideas in different texts. Use textual references to support ideas in different texts. Use textual references to support ideas in different texts. Use textual references to support ideas in different texts. Use textual ref | | | | Build vocabulary and use it in | |
| What are students assessed on? Comment on effect of language to create meaning summe and use of the author's use of structure to create meaning and effects. Survame autobio success the impact of themes and 'big ideas' in a text. Comment on effect of language to create meaning from non-fiction Use and the comment on the effect of language to create meaning survame autobio success are used for autobio success are used for the same text or from different texts. Now key language to create meaning shaped the reader's reaction to a text. Comment on effect of language to create meaning survame autobio success are used for the same text or from different texts. Now key language terms in and structure and historical context have shaped the reader's reaction to a text. Comment on effect of language to create meaning survame autobio success are used for different texts. Now key language terms in a text. Comment on effect of language to create meaning survame autobio success are used for different texts. Now key language terms in a text. Comment on effect of language terms in a text or from different texts. Now key language terms in a text. Comment on the effect of language terms in a text or from different texts. Now key language terms in a text. Make comment on the effect of language terms in a text. Make comment on the effect of language terms in a text. Make comment on the effect of language terms in a text. Make comment on the effect of language terms in a text. Make comment on the effect of language terms in a text. Make comment on the effect of language terms in a text. Make comment on the effect of language terms in a text. Make comment on the effect of language terms in a text. Make comment on the effect of language terms in a text.< | an image | | | context | question. |
| Begin to develop ideas effectively Begin to develop ideas effectively Begin to make comments on writer's use of fanguage to create meaning Develop use of structure to create meaning Identify and liscuss the impact of key themes and 'big ideas' in a text. Show an understanding of how social and historical context have shaped the reader's reaction to a text Use effective way that helps organise your ideas Use effective way that helps organise your ideas and future, sung subject terminology Use tertuine occurately and for effect of language and structure, and dramatic techniques, using subject terminology to refer to fanguage and structure, and dramatic techniques, using subject terminology to refer to fanguage and structure, and dramatic techniques, using subject terminology to refer to fanguage and structure, and dramatic techniques, using subject terminology to refer to fanguage and structure, and dramatic techniques, using subject terminology to refer to fanguage and structure, and dramatic techniques, using subject terminology Use effective and harbicical context have subject terminology to refer to fanguage and structure, and dramatic techniques, using subject terminology Use fine trainence fructures, using subject terminology Use tertual references to support and iller or writing has an individual tone / viewpoint Use textual references to support afferent cexts Wake comment on the effect of orther contexts around a Warty your sentence types Make considered comparisons between letexts Understand and comment on the effect of other contexts around an domment on the effect of other contexts around an domment on the effect of other contexts around an domment on the effect of other contexts around an domment | What are students assessed and | | | Communication is clear and | What are students assessed an? |
| Begin to make comments on writer's use of language to create meaning Devolop use of structure to create meaning Detuctify and discuss the impact of themes and 'big ideas' in a text. Show an understanding of how social and historical context have subject terminology to refer to text inferences with accurate spelling and punctuation to the effect of features of language and structure, and dramate detailed, specific comment on the effect of features of language and structure, and dramate techniques, using subject terminology to refer to ideas in different texts. Use of analytical verbs and key subject terminology Use of analytical verbs and key subject terminology. Use textual references to support ide svour use ffect terminology. Use textual references to support ideas. Use textual references to support at informed texts. Ware your sentence types Use textual references to support at informed and and comment on the effect to features of language and structure, and dramatic techniques, using subject terminology. Use textual references including and punctuation informative style Deduce / infer meaning from non-fittion of the meaning from the effect of features of language and structure, and dramatic techniques, using subject terminology. Use textual references to support ideas in different texts. Ware structural features so support and illustration definet texts. Ware structural features to soup or the effect of comments on the effect of features of language and structure, and dramatic techniques, using subject terminology. Use textual references to support ideas in different texts. Ware structure feat of features of othe | | | | effective | |
| use of language to create meaning Begin to make comments on writer's sumame Develop use of structure to create meaning Discuss the impact of themes and 'big ideas' in a text. Show an understanding of how social and historical context have shaped the reader's reaction to a text Use effective and appropriate vocabulary use paragraphs in an effect vice way that helps organise of language and structure, and dramatic techniques, using subject terminology Use of analytical verbs and key subject terminology Use of analytical verbs and key subject terminology Use precise nouns and make inferences Make considered comparisons between texts Wary your sentence types Vary your sentence types Vary your sentence types | | | · · | Language techniques are used for | |
| Begin to make comments on writer's use of structure to create meaning Develop use of structure to create meaning Identify and discuss the impact of themes and 'big ideas' in a text Show an understanding of how social and historical context have shaped the reader's reaction to a text Use effective and appropriate vocabulary Use paragraphs in an effect of language and the reader's reaction to a text Use of analytical verbs and key subject terminology Use of analytical verbs and key subject terminology Use of analytical verbs and key subject terminology Use prences Wake comment on the effect of features of fraguage and structure, and dramatic techniques, using subject Use prences Make comment on the effect of features of fraguage and structure, and dramatic techniques, using subject Use prences Make comment on the effect of features of fraguage and structure, and dramatic techniques, using subject Use prences Make comment on the effect of features of fraguage and structure, and dramatic techniques, using subject Use prences Make comment on the effect of eatures of language and structure, and dramatic techniques, using subject Use prences Make comment on the effect of eatures of dramas Use prences Make comment on the effect of readers of orefroct in an informative style Use prences Make comment on the effect of eatures of language and structure, and dramatic techniques, using subject terminology Use prences Make comment on the effect of eatures of theme and structure, and dramatic techniques, using subject terminology Use prences Make comment on the effect of eatures of theme and make inferences Unde | - | - | - | effect | - |
| use of structure to create meaning Develop use of structure to create meaning Develop use of structure to create meaning Discuss the impact of the mean of 'big ideas' in a text. Show an understanding of how social and historical context have shaped the reader's reaction to a text Use effective and appropriate vocabulary Use paragraphs in an effective way that helps organise your ideas Use of analytical verbs and key subject terminology Use practuation accurately and for effect Use textual references to support ideas (national comment on the effects of other contexts around a Vary your sentence types Vary your sentence types Solar and accomment on the effect of other contexts around a Solar and provide a comment on the effect of other contexts around a Synthesise information from different texts. Know key language terms Use subject terminology to refer to structures with informed personal response worth of the sentence structures with accurate spelling and punctuation. Use of analytical verbs and key inferences Make considered comparisons between texts Make links between ideas in different texts Use taxtual references to support ideas of the effect of other contexts around a Some an and comment on the effect of other contexts around a Synthesise information from different texts Make considered comparisons between texts Make links between ideas in different texts around a Some and appropriate worth contexts around and comment on the effects of other contexts around and comment on the effects of other contexts around and comment on the effects of other contexts around and comment on the effect of tother contexts around and comment on the effect of toth | | _ | | Make comment on the effect of | |
| Develop use of structure to create meaning Identify and biscuss the impact of themes and 'big ideas' in a text Discuss the impact of themes and 'big ideas' in a text Discuss the impact of writers' viewpoints Discuss the impact of writers' viewpoint on the effect of features of language and structure, and dramatic techniques, using subject terminology Use punctuation accurately and for effect Make links between ideas in different texts Make links between ideas in different texts Wary your sentence types Vary your sentence types Wate links between ideas in different texts around a Wary your sentence types Wake links between ideas in different texts around a Wary your sentence types Wake links between ideas in different texts around a Wary your sentence types Wake links between ideas in different texts around a Wary your sentence types Wake links between ideas in different texts around a <li< td=""><td>_</td><td></td><td>-</td><td>language</td><td></td></li<> | _ | | - | language | |
| meaning Discuss the impact of themes and 'big ideas' in a text. Show an understanding of how social and historical context have shaped the reader's reaction to a text Use effective and appropriate vocabulary use paragraphs in an effective way that helps organise your ideas Use of analytical verbs and key subject terminology Use punctuation accurately and for effect Wake links between ideas in different texts Wary your sentence types Wary your sentence types Wake links between ideas in different texts Wary your sentence types | • | | | Make comment on the effect of | |
| Identify and discuss the impact of key themes and 'big ideas' in a text. Show an understanding of how social and historical context have shaped the reader's reaction to a text Use effective and appropriate vocabulary Use paragraphs in an effective way that helps organise your ideas Use punctuation accurately and for effect Wake considered comparisons between texts Wake links between ideas in different texts Vary your sentence types Vary your sentence types< | | • | - | structure | |
| key themes and 'big ideas' in a text. Show an understanding of how social and historical context have shaped the reader's reaction to a text Use effective and appropriate vocabulary use paragraphs in an effective way that helps organise your ideas Use of analytical verbs and key subject terminology Use terminology Understand and comment on the effect of contexts around a Understand and comment on the effects of other contexts around a Understand and comment on the effect so for the contexts around a Understand and comment on the effects of other contexts around a | | | - | Range of punctuation accurately | |
| Show an understanding of how social and historical context have shaped the reader's reaction to a text Use effective and appropriate vocabulary tax thelps organise of language and structure, and dramatic techniques, using subject terminology Use of analytical verbs and key subject terminology Use subject terminology Use subject terminology Use of analytical verbs and key subject terminology Use subject terminology Use subject terminology Use of analytical verbs and key subject terminology Use subject terminology Use subject terminology Use of analytical verbs and key subject terminology Use of analytical verbs and key subject terminology Use textual references to support ideas Wark considered comparisons between ideas in different texts Wary your sentence types Vary your sentence types Understand and comment on the effects of other contexts around a | | • Discuss the impact of writers' | | | texts. |
| social and historical context have shaped the reader's reaction to a text Use effective and appropriate vocabulary Use paragraphs in an effective way that helps organise your ideas Use of analytical verbs and key subject terminology Use of analytical verbs and key subject terminology Use of analytical verbs and key subject terminology Use textual references to support ideas Use textual references to support ideas Wake considered comparisons between texts Make inks between ideas in different texts Uary your sentence types Use textual references to support ideas Uary your sentence types Use textual references to support ideas Use textual references to support ideas Use textual references to support ideas Uary your sentence types Use textual references to support ideas Uary your sentence types Use textual references to support ideas Understand and comment on the effects of other contexts around a Use texts and and comment on the effects of other contexts around a Use texts and and comment on the effects of other contexts around a | | - | | Use subject terminology to refer to | Show understanding of the |
| shaped the reader's reaction to a text use effective and appropriate vocabulary Use paragraphs in an effect of patures of language and structure, and grantic techniques, using subject terminology Use of analytical verbs and key subject terminology Use textual references to support ideas Ware considered comparisons between texts Wary your sentence types Vary your sentence types Use textual references to support ideas and make inferences Wary your sentence types Use textual references to support ideas and addition comment on the effects of other contexts around a Use textual references to forther contexts around a Use textual references to support ideas Understand and comment on the effects of other contexts around a | social and historical context have | • Effectively use a range of vocabulary | | | relationships between texts and t |
| text Use effective and appropriate vocabulary use paragraphs in an effect of features of language and structure, and dramatic techniques, using subject terminology Use of analytical verbs and key subject terminology Use punctuation accurately and for effect Wase considered comparisons between texts Wase inks between ideas in different texts Vary your sentence types Vary your sentence types Understand and comment on the effects of other contexts around a | shaped the reader's reaction to a | | Use precise nouns and powerful | | - |
| Use effective and appropriate vocabulary Use paragraphs in an effective way that helps organise your ideas Use of analytical verbs and key subject terminology Use punctuation accurately and for effect Make considered comparisons between texts Wary your sentence types Vary your sentence types Uaentify and make detailed, specific comment on the effect of features of language and structure, and dramatic techniques, using subject terminology Use punctuation accurately and for effect Make considered comparisons between ideas in different texts Understand and comment on the effects of other contexts around a | text | accurate spelling and punctuation | verbs to add detail to your writing | | |
| Vocabulary Use paragraphs in an effective way that helps organise your ideas Use of analytical verbs and key subject terminology Use punctuation accurately and for effect Use punctuation accurately and for effect Use textual references to support ideas Vary your sentence types Vary your sentence types Write in an informative style Writing follows a clear sequence and may use structural features such as motif Writing has an individual tone / viewpoint Writing is suitable for audience / purpose Understand and comment on the effects of other contexts around a | | | Vary sentence types for effect | | |
| Writing follows a clear sequence and may use structural features such as motif Use of analytical verbs and key subject terminology Use punctuation accurately and for effect Use textual references to support ideas Wake considered comparisons between texts Wake links between ideas in different texts Understand and comment on the effects of other contexts around a Warting follows a clear sequence and may use structural features such as motif Use textual references to support ideas Writing is suitable for audience / purpose Understand and comment on the effects of other contexts around a | | | Write in an informative style | | |
| Use of analytical verbs and key subject terminology Use of analytical verbs and key subject terminology Identify explicit ideas and make inferences Use punctuation accurately and for effect Use textual references to support ideas Use textual references to support ideas in different texts Wark links between ideas in different texts Understand and comment on the effects of other contexts around a | | | | | |
| Subject terminology Identify explicit ideas and make inferences Use punctuation accurately and for effect Make considered comparisons between texts Make links between ideas in different texts Make links between ideas in different texts Understand and comment on the effects of other contexts around a | | | | | |
| Use punctuation accurately and for effect Use textual references to support ideas in different texts Vary your sentence types Wake considered comparisons between ideas in different texts Understand and comment on the effects of other contexts around a Writing has an individual tone / viewpoint Writing is suitable for audience / purpose | | . | | | |
| effect• Make considered comparisons between textsviewpoint• Use textual references to support ideas• Make links between ideas in different texts• Writing is suitable for audience / purpose• Vary your sentence types• Understand and comment on the effects of other contexts around a• Understand and comment on the effects of other contexts around a | | | | | interpretations |
| Use textual references to support ideas Vary your sentence types Understand and comment on the effects of other contexts around a | | | | | |
| Make links between ideas in different texts Understand and comment on the effects of other contexts around a | | - | | · · | |
| Vary your sentence types different texts Understand and comment on the effects of other contexts around a | | | | | |
| Understand and comment on the effects of other contexts around a | | | | purpose | |
| effects of other contexts around a | • vary your sentence types | | | | |
| | | | | | |
| | | text | | | |

| Poetry –Love & Relationships & Unseen poetry/writing skills Prior Learning / Future Learning Students will build upon the analytical skills they have begun to develop in HT5 by applying them to the Love and Relationships section of the AQA English Literature poetry anthology. Students will study 5/6 poems that will be linked by the theme of 'parental love'. The assessment will be an adapted and |
|---|
| Students will build upon the analytical skills they have begun to develop in HT5 by applying them to the Love and Relationships section of the AQA English Literature poetry anthology. Students will study 5/6 poems that will be linked by the theme of 'parental love'. The |
| differentiated version of a GCSE poetry question. |
| What key pieces of work will be produced and marked? Written assessment: exam-style question. |
| What are students assessed on? Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Maintain a critical style and develop an informed personal response Read, understand and respond to texts. Students should be able to: Show understanding of the |
| relationships between texts and the contexts in which they were written. Use textual references, including quotations, to support and illustrate interpretations. |
| |
| |

ENGLISH LANGUAGE & LITERATURE YEAR 10

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|---|---|
| English Language paper 1 English Literature paper 2 – 5 poems from the anthology | A Christmas Carol | English Language paper 1 | English Literature paper 2 – remaining poems from the anthology and unseen poetry. | Revision of English Literature paper 2 for PPE – Section A. | PPE + second chance at Spoken Language Assessment |
| In the first half term of their GCSE, students will build on the poetry analysis skills that they were developing at the end of year 9, using the poems as the inspiration for creative writing practice. | Students will continue to develop their analysis of Literature skill by applying them to a Victorian novel. They will learn how to focus on an extract and how to link it to themes and contextual factors relevant to the book and the society. | Students will complete the reading section of paper 1 in this half term, with a specific focus on gaining an understanding of how writers use structure to interest a reader and what is meant by evaluation in English. | Students will cover the remaining poems from their AQA anthology and develop an understanding of how to approach an answer about a poem they have never seen before, including a strong focus on the comparative element of this paper. | Students will revise Inspector Calls from the end of year 9 in order to prepare for the PPE at the start of the Summer 2 half term. Students will also revise the poems covered at the end of the year 9 as well as key examination skills. | Students will have a full PPE experience in the Sports Hall, after which they will have the opportunity to improve on the Spoken Language Assessment that was completed in year 9. |
| <u>Assessment:</u> English Language paper 1 - creative writing – 24+16 marks. AO5 + AO6. | Assessment: English Literature Paper 1 Section B 30 marks AO1, AO2 + AO3. | Assessment: English Language paper 1 – reading section – 40 marks. AO1, AO2, AO3 + AO4 | Assessment: English Literature paper 2 – Section C (unseen poetry) – 32 marks. AO + AO2 | Assessment: Book marking of practice questions on English Literature paper 2 Sections A + B. | Assessment: English– Full paper in sports hall - 80 marks. AO1, AO2, AO3, AO4, AO5 + AO6. |

ENGLISH LANGUAGE & LITERATURE YEAR 11

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 |
|--|---|--|--|--|
| English Language paper 2 Students will prepare for the | PPE English Lang. Paper 2 Romeo and Juliet Students will continue to develop | Romeo and Juliet completed. | English Literature paper 1 PPE English Language paper 1 PPE | PPE feedback and fix it and final exam preparation. |
| November PPE which will be English Language Paper 2. They will revisit AO1, AO2, AO3 and AO4 but this time with a focus on non-fiction and literary non-fiction sources. | their analysis of Literature skills by applying them to a Shakespeare play. They will learn how to focus on an extract and how to link it to themes and contextual factors relevant to the play and the society. | Students will complete Romeo and Juliet this half term, with a specific focus on developing the exam skills required to succeed in English Literature paper 1 section A. | With two full PPEs in this half term in English, students will revise the skills required to be successful in English Literature paper 1 and English Language paper 1. | In the final build up to the exams, students will have the chance to improve upon their March PPE grad during comprehensive fix it lessons as well as work on final revision which will vary according to the needs of each class. |
| Assessment: Book marking of practice questions on English Language paper 2 Sections A + B. | Assessment: English Language paper 2 - Full paper in sports hall - 80 marks. AO1, AO2, AO3, AO4, AO5 + AO6. | Assessment: Book marking of practice questions on English Literature paper 1 Sections A. | <u>Assessment:</u> English Literature paper 1 – Full paper. English Language paper 1 – Full paper. | <u>Assessment:</u> Feedback on fix it improvements ar book marking of exam preparation. |

| | Summer 2 |
|------|----------|
| nd | |
| | |
| 5, | |
| rade | |
| ons, | |
| | |
| | |
| and | |
| on. | |
| | |