

## Curriculum Area: Language

Year 10	Key Ideas/learning	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/ Key ideas		19 <sup>th</sup> Century Fiction (Paper 1, Section A)	Imaginative Writing (Paper 1, Section B)	20 <sup>th</sup> / 21 <sup>st</sup> Century Non-Fiction (Paper 2, Section A)	Transactional Writing (Paper 2, Section B)	Finish Transactional Writing Revision	Revision S&L Meet HTIs from mocks
Core Knowledge and Skills		<b>AO1:</b> Identify and interpret explicit and implicit information and ideas <b>AO2:</b> 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 <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references	<b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences ● Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <b>AO6:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	<b>AO1:</b> *Identify and interpret explicit and implicit information and ideas *Select and synthesise evidence from different texts <b>AO2:</b> 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 <b>AO3:</b> Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references	<b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences ● Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	<b>AO1:</b> *Identify and interpret explicit and implicit information and ideas *Select and synthesise evidence from different texts <b>AO2:</b> 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 <b>AO3:</b> Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 - Evaluate texts critically and support this with appropriate textual references <b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences ● Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	<b>AO7:</b> Demonstrate presentation skills in a formal setting <b>AO8:</b> Listen and respond appropriately to spoken language, including to questions and feedback to presentations
Prior Knowledge		<ul style="list-style-type: none"><li>Students will know how to analyse a fiction extract from previous units in The Gothic in Year 8/9, all three units across Year 9 and Oliver Twist/Great Expectations in Year 7</li><li>students will know structural and language techniques to apply to a text</li></ul>	<ul style="list-style-type: none"><li>students have had opportunities for creative writing previously in Relationships: Romeo and Juliet in Year 9 and The Power of Language: Animal Farm in Year 8.</li><li>students will know how to use a range of techniques to structure a narrative</li><li>students will able to apply a range of ambitious vocabulary to describe a setting/character</li></ul>	<ul style="list-style-type: none"><li>students will know how to analyse a non-fiction extract from previous units Diversity: Noughts &amp; Crosses in Year 9, Animal Farm in Year 8 and Ghost Boys in Year 7</li><li>students will know structural and language techniques to apply to a text</li></ul>	<ul style="list-style-type: none"><li>students have had opportunities for transactional writing previously in both Relationships: Romeo and Juliet and Diversity in Year 9, The Power of Language: Animal Farm in Year 8 and Me, Myself &amp; I: Ghost Boys in Year 7</li><li>students will know how to use a range of techniques to structure a narrative</li><li>students will able to apply a range of ambitious vocabulary to create different purposes/tones</li></ul>	<ul style="list-style-type: none"><li>students will have covered all aspects of both texts and should apply key knowledge from these texts</li></ul>	
Links to Future Learning		<ul style="list-style-type: none"><li>links to cross paper skills in Paper 2 for language &amp; structure and evaluation</li></ul>	<ul style="list-style-type: none"><li>links to using ambitious vocabulary in Paper 2, Section B</li><li>-links to being able to use ambitious grammatical and structural techniques</li><li>links to A level English Language Component 4: Creative Writing</li></ul>	<ul style="list-style-type: none"><li>links to preparation for revision of full paper in Term 2 in Year 11</li></ul>	<ul style="list-style-type: none"><li>links to preparation for revision of full paper in Term 2 in Year 11</li><li>links to A level English Language Component 4: Creative Writing</li></ul>	<ul style="list-style-type: none"><li>links to preparation for revision of full paper in Term 2 in Year 11</li></ul>	
Key Assessment – when and how:  (See MTPs for further details of specific tasks and when these should be completed by)		Peer assessment of responses WCFB Paper 1, Section A practice - codes	Peer assessment of responses WCFB Paper 1, Section B practice - codes	Peer assessment of responses WCF Paper 2, Section A - codes	Peer assessment of responses WCFB Paper 2, Section B practice - codes		Mock exam: Full paper 2 mock exam
Key homework and resources to support learning  (See MTPs for further details of specific tasks)		Knowledge and retention quizzes, question practice for peer assessment, spelling and grammar tests	Knowledge and retention quizzes, question practice for peer assessment, spelling and grammar tests	Knowledge and retention quizzes, question practice for peer assessment, spelling and grammar tests	Knowledge and retention quizzes, question practice for peer assessment, spelling and grammar tests	Set up S&L task S&L Practice	Complete meeting HTIs

## Key Stage 4 Curriculum Overview 2022 – 2023

### Curriculum Area: Language

The focus of this year is to revise the key skills needed on the language papers. Teachers should focus their teaching on ensuring HTIs from YR10 mocks are met and developed, therefore resources, rather than a SOL and MTPs will be available.

Year 11: Core and Extension	Term 1 and Term 2		Term 3 and Term 4		Term 5	Term 6
Topic/ Key ideas	Revision of writing skills (creative and transactional) through the analysis and evaluation of different writers' craft. Revision of reading skills (19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> Century) through the analysis and evaluation of a range of different texts.		Meet HTIs from Mocks	Meet HTIs from mock Revision to include WTM's	Revision through Walking Talking mocks, Practise Papers and meeting HTIs	
<b>Core Knowledge and Skills</b>	<b>AO5</b> - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <b>AO6</b> - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation  <b>AO2</b> - 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 <b>AO4</b> - Evaluate texts critically and support this with appropriate textual references.	<b>AO1</b> - Identify and interpret explicit and implicit information and ideas <b>AO2</b> - 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 <b>AO4</b> - Evaluate texts critically and support this with appropriate textual references	<b>AO5</b> - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <b>AO6</b> - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation  <b>AO2</b> - 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 <b>AO4</b> - Evaluate texts critically and support this with appropriate textual references.	<b>AO1</b> – *Identify and interpret explicit and implicit information and ideas *Select and synthesise evidence from different texts <b>AO2</b> - 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 <b>AO3</b> - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <b>AO4</b> - Evaluate texts critically and support this with appropriate textual references	<b>AO1</b> – *Identify and interpret explicit and implicit information and ideas *Select and synthesise evidence from different texts <b>AO2</b> - 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 <b>AO3</b> - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <b>AO4</b> - Evaluate texts critically and support this with appropriate textual references <b>AO5</b> - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <b>AO6</b> - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>- students will be able to critically analyse both fiction and non-fiction texts</li> <li>- students will be able to use a broad range of structural and language techniques</li> <li>- students will be able to evaluate the successfulness of a text</li> <li>- students will be able to write both creative and transactional pieces using ambitious vocabulary and</li> </ul>					
<b>Links to Future Learning</b>	<ul style="list-style-type: none"> <li>- links to cross paper skills in both papers for language &amp; structure and evaluation</li> <li>- links to preparation for revision of full paper from Term 4</li> <li>- links to A level English Language Component 4: Creative Writing</li> <li>- links to both Component 1 &amp; 2 for A Level English Literature</li> </ul>					
<b>Key Assessment – when and how:</b>  <b>GGI to supply details</b>	Practice responses to receive feedback via peer assessment, WCFB	Practice responses to receive feedback via peer assessment, WCFB  <b>Mock exams</b>  Full Language Mock – Paper 1 and 2 to be marked using codes. Papers to be distributed across the department.	Practice responses to receive feedback via peer assessment, WCFB	<b>Core Mock exams:</b>  Classes to sit weakest paper following term 2 mocks – to be marked by classroom teacher via codes.	<b>WTMs of weakest paper</b>  WCFB with individual comments for disadvantaged and underachievers.	<b>GCSE Exam Dates:</b>  <b>TBC</b>
<b>Key homework and resources to support learning</b>	Knowledge and retention quizzes, question practice for peer assessment, spelling and grammar tests To be set based on classes need.	Knowledge and retention quizzes, question practice for peer assessment, spelling and grammar tests To be set based on classes need.	Knowledge and retention quizzes, question practice for peer assessment, spelling and grammar tests To be set based on classes need.	Knowledge and retention quizzes, question practice for peer assessment, spelling and grammar tests To be set based on classes need.	Revision and practice questions. To be set based on classes needs.	