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| **The curriculum for this stage of students’ education has been designed to continue students’ study of GCSE English literature texts as well as developing students’ understanding of the requirements of English Language Paper 1 and 2 through interleaved units within and between half terms. Our aim is to build on the skills and knowledge established in Year 10. All students should have a secure grasp of key reading skills with a developed appreciation of language and writers’ craft as well as a deeper understanding of contextual influences. In writing students should be able to adapt their writing to suit mature audiences, purpose and challenging forms with increasing sophistication.** | | |
| **TERM 1:** ‘A Christmas Carol,’ English Language Paper 1 Revision + Macbeth Revision  **STUDENTS MUST KNOW:**  Reading  The events of ‘A Christmas Carol’  How Dickens uses the novella to explore key themes.  How to form ideas about characters and themes  How to support their ideas with evidence from the text.  How to apply subject specific Tier 3 vocabulary as specified in the KS4 Key vocabulary list.  How to analyse the writer’s use of language and structure and their intended effects.  How the writer uses conventions of the genre – including fable/allegory  How the play was influenced by important historical and social contexts.  **English Language Paper 1:**  The requirements and timings of Section A.  Tier 3 Vocabulary for structure and language analysis.  How to accurately identify sophisticated language and structural features  How to select quotations judiciously.  How to analyse language and structural choices.  How to evaluate a view and support interpretations.  Writing  How to write a sustained response to the novella  The features of an academic essays including how to construct effective introductions and conclusions.  **English Language Paper 1 Section B:**  How to craft a description/narrative using a picture as a stimulus.  How to select and apply Tier 2 vocabulary for effect.  How to apply structural devices (Drop, Zoom, Flash, End) for effect including shifts in time, setting and place.  How to apply a range of sentences for specific effect.  Grammar  Connectives for Emphasis and Illustration  Academic writing:  Sentence signposts in academic essays.  Expanded noun phrases  Noun phrases  Adverbials  Prepositional phrases  Varying sentence for effect in fiction.  Spelling  Accurate spelling of ambitious Tier 2 and 3 vocabulary.  Punctuation  Using the full range of ambitious punctuation in extended descriptions and narratives.  Oracy  Are the messages of ‘A Christmas Carol’ still as relevant in the twenty first century?  **HOW THIS WILL BE ASSESSED: English Language Paper 1 Section A** | | **HALF TERM 3:** Unseen Poetry and English Language Paper 2 Section A Revision  **STUDENTS MUST KNOW:**  Reading  Reading strategies for reading and interpreting unseen poems.  Tier 3 vocabulary for language, form and structure analysis.  How to accurately identify language and structural features  How to select quotations judiciously.  How to analyse language and structural choices.  How to identify similarities and differences between two unseen poems.  **English Language Paper 2: Section A and B**  How to identify the differences between two texts.  How to select relevant and judicious quotations.  How to write a comparative summary with inferences.  How to analyse a writer’s use of language.  How to compare writers’ attitude, ideas and perspectives.  How to compare writers’ language, form and structural choices.  Writing  How to write a sustained response to an unseen poem.  How to create and craft a clear and engaging argument using conventions of the specified genre.  The conventions of specified genres.  How to select ambitious Tier 2 vocabulary for effect.  How to apply structural devices for effect using the Describe, Position, Relevance, Now structure.  How to use a range of discourse markers.  How to apply a range of sentence styles for persuasive effect.  Grammar  Connectives to compare and contrast  Spelling  Accurate spelling of ambitious Tier 2 and 3 vocabulary.  Punctuation  Using the full range of ambitious punctuation in extended descriptions and narratives.  Oracy  Articulation of interpretations of poetry – How are poet’s using their poetry to comment on the wider world?  **HOW THIS WILL BE ASSESSED:**  **Unseen Poetry 24 mark + 8-mark questions** |
| **HALF TERM 4:** An Inspector Calls, Poetry Revision and English Language Section B Revision  **STUDENTS MUST KNOW:**  Reading  **An Inspector Calls Revision:**  Tier 2 vocabulary to describe characters.  Key contexts and how to apply them to characters including the male gaze.  Key quotations linked to characters.  The methods Priestley uses to present themes and issues.  How to structure an argument.  **Power and Conflict Revision:**  Key contexts and how to apply them to their poems.  Key quotations  The methods writers use to present key ideas.  How poets use poetic form.  How poems are linked according to themes and issues  **English Language Paper: Section B**  How to match writing style and register to a specific audience and purpose.  How to select vocabulary for effect  How to use structural devices for effect  How to apply a range of sentence types and punctuation accurately  Writing  How to write sustained responses to literature including poetry comparison.  The features of conceptualised academic introductions and conclusions.  How to create and craft a clear and engaging argument using conventions of the specified genre.  Grammar  Modal verbs, Expanded Noun phrases and sentence signposts in academic writing.  Spelling  Accurate spelling of ambitious, Tier 2 and 3 vocabulary.  Punctuation  Using the full range of punctuation in extended opinion pieces.  Oracy  How can we apply the theory of the male gaze to ‘An Inspector Calls?’  **HOW THIS WILL BE ASSESSED:**  **English Language Paper 2**  **English Literature Paper 2** | **HALF TERM 5:**  English Literature/ Language Paper 1 Revision  **STUDENTS MUST KNOW:**  Reading  **‘Macbeth’ and ‘A Christmas Carol’ Revision**  Key quotations linked to specific themes and characters.  How to analyse the writer’s use of language and structure and their intended effects.  How the writer uses conventions of the genre.  How texts were influenced by significant contexts  **English Language Paper 1:**  How to evaluate a view and offer an individual interpretation. (Revision of Question 4)  How to effectively craft a narrative or description (Revision of Question 5)  Writing  Grammar  Tentative language, Additional Appositives, Sentence signposts in academic writing.  Spelling  Accurate spelling of ambitious, Tier 2 and 3 vocabulary.  Punctuation  Using the full range of punctuation in extended opinion pieces.  Oracy  How do characters transform over the course of the play/novella?  How far do you agree with a specific interpretation of a character?  **HOW THIS WILL BE ASSESSED:**  **English Literature Paper 1: A Christmas Carol or Macbeth**  **English Language Paper 1: Question 4 and 5** | **HALF TERM 6:**  Public Examinations. |
| **Embedding this knowledge can be supported at home by reading a range of text types (including novels, newspapers and other non-fiction) reading aloud to an adult and discussing meaning, proof reading written work together, enjoying texts in action at the cinema or theatre and visiting places of interest like museums.** | | |