



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

ENGLISH

INTENT

Studying English at CHS South allows learners to be submersed in a vast array of texts that will challenge, inspire and excite them. We aim to provide students with the tools and knowledge needed to learn to appreciate the beauty of language through exploration of the writer's craft. With a huge emphasis on creativity and the discovering and utilising of their voice, opinions and ideas are shared and developed through exploratory talk, which is an integral part of our curriculum. We pride ourselves on our strong moral purpose to prepare students not only for the classroom, but for life beyond – offering opportunity upon opportunity to explore current topics, widening their understanding of the world in which they live. Sharing our passion for this subject helps to ignite a passion for reading, writing and all things English related in our students. Some incredibly challenging texts and concepts are explored through accessible and relatable thematic links, pushing students to think outside of the box and develop their own blossoming opinions on the written word. We aim to inspire, to challenge and to help develop happy, creative and successful learners through our expertly planned, colourful curriculum.



YEAR GROUP

YEAR 11

RATIONAL / NARRATIVE

Year 11 will prepare students for the GCSEs they will sit in the summer term of this year in both English Literature and English Language. Over the course of the year, students will have opportunities to consolidate their Literature knowledge as well as how to approach each of the questions they will face across all four of the exam papers (two for Literature and two for Language). This year will focus on the consolidation of knowledge, depth of understanding and expert analysis. This year will build students' resilience when it comes to exams and develop their skills when it comes to both reading for meaning and writing creatively. The units have been designed to both support and challenge students so that each student is pushed to their potential. There is still a strong focus on improving reading stamina and cultural capital and the texts explored particularly in the Language units allow students to respond to pertinent issues which link to their set texts. Whilst the Literature curriculum is rigid at GCSE with the set texts, there are options for diversity within Language and so there are a vast range of diverse voices and perspectives represented through the Language extracts.

TERM KNOWLEDGE

AUTUMN 1

Language Papers 1&2 AQA

- A range of fiction and non-fiction extracts from the 19th, 20th and 21st century will be explored.
- Purpose/Audience/Form.
- Appreciation of writers' craft.

AUTUMN 2

Literature Paper 1 AQA

(Section A – Macbeth, Section B – Jekyll & Hyde)

- Plot.
- Characterisation.
- Overarching themes.
- Social and historical context.
- The methods used by the writer to convey key ideas.

Literature Paper 2 AQA

(Section A – Lord of the Flies, Section B – Poetry Anthology and Section C – Unseen Poetry)

- Plot.
- Characterisation.
- Overarching themes.
- Social and historical context.
- The methods used by the writer to convey key ideas.

SPRING 1

Literature Paper 2 AQA

(Section A – Lord of the Flies, Section B – Poetry Anthology and Section C – Unseen Poetry)

- Plot.
- Characterisation.
- Overarching themes.
- Social and historical context.
- The methods used by the writer to convey key ideas.

Language Papers 1&2 AQA

- A range of fiction and non-fiction extracts from the 19th, 20th and 21st century will be explored. Purpose/Audience/Form. Appreciation of writers' craft.
- Creative and Discursive writing employing a range of features to engage a reader.

SPRING 2

Literature Paper 2 AQA

(Section A – Lord of the Flies, Section B – Poetry Anthology and Section C – Unseen Poetry)

- Plot.
- Characterisation.
- Overarching themes.
- Social and historical context.
- The methods used by the writer to convey key ideas.

SUMMER 1

An amalgamation of the previous sections on this row will be covered as we carry out final revision across both Literature and Language.



SKILLS

- Exploration and analysis of language and structure used for effect within a range of texts.
- Summarise key ideas.
- Evaluate texts and form personal opinions on the content of them.
- Plan critical essays successfully to ensure that they are thoughtful and developed *Structure a coherent and sophisticated critical essay.
- Embed a range of quotes and references to support their ideas.
- Develop their ability to craft their own pieces of writing, using an appropriate 'voice' and range of devices for impact.

- Show an awareness of the writers' methods.
- Include subject terminology confidently when analysing and writing comparative responses.
- Plan essays successfully to ensure that they are thoughtful and developed.
- Structure a coherent and sophisticated comparative essay. Analyse the use of language and its impact on the readers. Understand the context of the poems and how that links with the ideas within the poetry. Embed a range of quotes and references to support their ideas.
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- Include subject terminology confidently when analysing and writing comparative responses.
- Plan essays successfully to ensure that they are thoughtful and developed.
- Structure a coherent and sophisticated comparative essay. Analyse the use of language and its impact on the readers. Understand the context of the poems and how that links with the ideas within the poetry. Embed a range of quotes and references to support their ideas.

An amalgamation of the previous sections on this row will be covered as we carry out final revision across both Literature and Language.



ASSESSMENT

		<p>sophisticated critical essay.</p> <ul style="list-style-type: none"> • Embed a range of quotes and references to support their ideas. • Develop their ability to craft their own pieces of writing, using an appropriate 'voice' and range of devices for impact. 			
<p>Students will complete THREE progress check points across this half term. The assessments within this half term will be based on Language Paper 1 and 2 and will:</p> <ul style="list-style-type: none"> • Check students' ability to analyse language and structural choices made by writers. • Check personal opinions on texts they read across 19th, 20th and 21st centuries. • Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively. • Check for technical accuracy (QWC). 	<p>Students will complete TWO progress check points across this half term and two of them will make up the College Entry Exams. The CEEs will be on Language Paper 1 and 2.</p> <ul style="list-style-type: none"> • Consolidate the students' awareness of characters and events across all Literature Paper 1 and 2 texts. • Ensure that students are developing their level of analysis. • Check for technical accuracy (QWC). • Build students' resilience with writing essays in timed conditions. • Check students' ability to analyse language and structural choices made by writers. • Check personal opinions on texts they read across 19th, 	<p>Students will complete TWO progress check points across this half term. The first will be a full MOCK of Literature Paper 2 encompassing Section A,B and C.</p> <ul style="list-style-type: none"> • The remaining progress checks will: • Check students' ability to analyse language and structural choices made by writers. • Check personal opinions on texts they read across 19th, 20th and 21st centuries. • Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively. • Check for technical accuracy (QWC). 	<p>Students will complete THREE progress check points across this half term and two of them will make up the PPE Exams. The PPEs will test both Language Paper 1 and 2 and Literature Paper 1 skills. Assessments will:</p> <ul style="list-style-type: none"> • Check students' ability to analyse language and structural choices made by writers. • Check personal opinions on texts they read across 19th, 20th and 21st centuries. • Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively. • Ensure that students are consolidating their level of analysis. • Build students' resilience with writing 	<p>Students will complete TWO progress check points across this half term. The assessments within this half term will be based on both Language and Literature and will consolidate the skills and knowledge worked on throughout this year Students will complete 3 progress check points across this half term. The assessments within this half term will be based on both Language and Literature and will consolidate the skills and knowledge worked on throughout this year</p>	



HOME LEARNING

READING, WRITING, TALK, NUMERACY

		<p>20th and 21st centuries.</p> <ul style="list-style-type: none"> • Check students' ability to write discursively, ensuring that they engage their readers throughout and blend their devices effectively. • Check for technical accuracy (QWC). 		<p>essays in timed conditions.</p> <ul style="list-style-type: none"> • Consolidate students' knowledge of plot, character, theme. • Consolidate students' level of analysis. • Check for technical accuracy (QWC). • Consolidate the students' understanding of the poems. • Ensure that students are developing their level of analysis through a comparative response. 	
Students will receive weekly tasks and exam essay questions linked to the knowledge and skills of this unit, and they will be set on MS Teams and be given out in booklet form - to be handed in weekly.	Students will receive weekly tasks and exam essay questions linked to the knowledge and skills of this unit, and they will be set on MS Teams and be given out in booklet form - to be handed in weekly.	Students will receive weekly tasks and exam essay questions linked to the knowledge and skills of this unit, and they will be set on MS Teams and be given out in booklet form - to be handed in weekly.	Students will receive weekly tasks and exam essay questions linked to the knowledge and skills of this unit, and they will be set on MS Teams and be given out in booklet form - to be handed in weekly.	Students will receive weekly tasks and exam essay questions linked to the knowledge and skills of this unit, and they will be set on MS Teams and be given out in booklet form - to be handed in weekly.	Students will receive weekly tasks and exam essay questions linked to the knowledge and skills of this unit, and they will be set on MS Teams and be given out in booklet form - to be handed in weekly.
<p>The SEEC structure will be used to teach vocabulary through the Select, Explore, Explain and Consolidate process. The chosen words will be tier 2 and 3 words that connect with the language and content being taught, along with the skills being taught. These words will then be used in students' vocabulary and writing.</p> <ul style="list-style-type: none"> • A variety of different reading strategies used when reading 	<ul style="list-style-type: none"> • Writing opportunities in the form of crafting sophisticated essays in response to a Literature text. • Writing opportunities both creative and discursive using the texts as a stimulus – to help keep writing skills developed for the Language qualification. • Oracy strategies used to debate big ideas explored in the set texts. Lots of 	<ul style="list-style-type: none"> • Writing opportunities in the form of crafting sophisticated essays in response to a Literature text or poetry. • Writing opportunities both creative and discursive using the texts as a stimulus – to help keep writing skills developed for the Language qualification. • Oracy strategies used to debate big ideas explored in the set 	<ul style="list-style-type: none"> • Variety of different reading strategies used when reading the poems – asking questions and inferring in particular. • Explicit unpicking of vocabulary from the older poems. • Oracy strategies used to debate big ideas explored in the poems – helping students to draw connections between the poems. 	<p>An amalgamation of the previous sections on this row will be covered as we carry out final revision across both Literature and Language.</p>	



TIER 2 VOCABULARY

TIER 3 VOCABULARY

<p>extracts from a variety of eras and in a variety of forms – asking questions and inferring in particular as well as forming opinions.</p> <ul style="list-style-type: none"> • Writing opportunities in the form of crafting sophisticated essays in response to an extract from the 19th – 21st century will be incorporated throughout the unit. • Writing opportunities both creative and discursive using the extracts as a stimulus, honing ability to craft written pieces to achieve specific effects. • Oracy strategies used to debate big ideas explored in the extracts. Lots of exploratory talk used when planning responses to really add depth to analysis. 	<p>exploratory talk used when planning responses to really add depth to analysis.</p>	<p>texts. Lots of exploratory talk used when planning responses to really add depth to analysis</p>	<ul style="list-style-type: none"> • Writing opportunities both creative and discursive in response to ideas that are present in the poems. 	
<p>Structure Argue Create Evaluate Source</p>	<p>Period Interpret Context Debate Justify</p>	<p>Structure Argue Create Evaluate Source</p>	<p>Period Interpret Context Debate Justify</p>	<p>Revisiting vocabulary from previous half terms.</p>
<p>Tier 3 and key vocabulary from the sources chosen by teachers will be explicitly taught.</p>	<p>Premodification Post modification Gothic conventions Foil Epistolory</p>	<p>Cynical Critical Hyperbolic</p> <p>Further vocabulary from 19 – 21st century texts selected by teachers to explore.</p>	<p>Caesura Cyclical Sonnet Great chain of being Emasculate Supernatural Iambic pentameter</p>	<p>Revisiting vocabulary from previous half terms.</p>



PSPSMC, BRITISH VALUES AND DIVERSITY

Through exploration of a wide range of fiction and non-fiction extracts from 19th-21st century, students will gain a wider appreciation of how writers present their ideas on a number of **social and cultural** topics. Students will be encouraged to develop thoughtful, personal responses to the texts they read which will allow them to foster a compelling voice in their own writing.

Both the **social** and **cultural** backgrounds of the texts will be explored in particular the Victorian and Jacobean eras, alongside their revision of key moments, quotes and wider ideas. The revision for Literature Paper 1 covers Macbeth and Jekyll and Hyde. Please see these columns on the Year 10 sections of this document for further information.

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This unit allows for students to develop their **personal** responses to poetry through the range of poets and poems from different **social, cultural** and religious backgrounds that the AQA anthology provides. Their **spiritual** development will also be demonstrated by their ability to see their own and others' perspective on life and the world around them whilst gaining further respect for different peoples' faith, feelings and values through this poetry. Both the **social** and **cultural** backgrounds of the texts will be explored alongside their revision of key moments, quotes and wider ideas. The revision for Literature Paper 2 covers Lord of the Flies and Poetry Anthology. Please see these columns on the YEAR 10 section of this document for further information.

See previous columns

