

Curriculum Summary: Year 10 English Language

Autumn	Spring	Summer
<p>Haunted- Introduction to Paper 1</p> <p>Students will explore a range of short gothic fiction texts. They will analyse a variety of extracts, including 'Dracula' and 'The Woman in Black'. Students will answer a series of structured questions based around these texts and be introduced to the "Spot / Comment" approach.</p> <p>Students will also develop their creative writing skills through writing their own gothic story and be introduced to the story arc, featuring a setting, development, complication, crisis and resolution, Students will be encouraged to select vocabulary for effect.</p> <p>Extremes – Introduction to Paper 2</p> <p>Students will develop the skills required to read and understand non-fiction texts. They will be introduced to a range of writing types and build on the "Spot / Comment" approach when responding to structured questions and beginning to use "Overviews". They will begin to develop the idea of writer's intention.</p> <p>Students will be challenged to write in a variety of non-fiction types. They will be introduced to the idea of PAL (Purpose, Audience, Layout) and explore how writing can change accordingly to reflect this.</p>	<p>Paper 1 - Practice Reading</p> <p>Students will build on the skills gained during the "Haunted" unit and begin to apply them to practice exam papers reading 20th century prose, developing their confidence with a "Walking / Talking" approach, modelled answers and timed-practice. Students will be introduced to the idea of "Reader's reaction".</p> <p>Paper 1 - Practice Writing</p> <p>Students will have a chance to craft a prose based on a memory of their choice. They will build on the skills introduced in the "Haunted" unit to create structured and effective writing, using a range of vocabulary and sentence construction.</p> <p>Paper 2 – Practice Reading</p> <p>Students will revisit the skills required to read and understand non-fiction texts introduced in the "Extremes" unit and begin to use "Reader's reaction". Students will begin to apply them to practice exam papers reading a range of 19th and 21st century non-fiction, developing their confidence with a "Walking / Talking" approach, modelled answers and timed-practice.</p> <p>Paper 2 – Practice Transactional Writing</p> <p>Students will develop confidence in planning and writing a range of non-fiction letters; speech; article; report; review; guide, focusing on PAL.</p>	<p>Paper 1 – Reading & Writing Re-cap</p> <p>Students will continue to practice exam papers reading 20th century prose, developing their confidence with a "Walking / Talking" approach, modelled answers and more independent timed-practice. The idea of "Reader's reaction" will begin to be embedded into higher-end answers. Students will redraft and improve their creative writing pieces and begin to adapt them to fit a range of possible exam question</p> <p>Paper 2 – Reading</p> <p>Students will revisit the skills required and will to apply them to practice exam papers reading a range of 19th and 21st century non-fiction, developing their confidence with a "Walking / Talking" approach, modelled answers and independent timed-practice. The idea of "Reader's reaction" will begin to be embedded into higher-end answers.</p> <p>Speaking and Listening</p> <p>Students will explore effective presentational skills, prepare and deliver a presentation.</p>