**LSA Long Term Plan English: 2022 - 23: Y11 *– Exam preparation, embedding knowledge and independent practice***

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| **AUTUMN** | | **SPRING** | | **SUMMER** | |
| **7 weeks** | **6 weeks** | **6 weeks** | **6 weeks** | **6 weeks** |  |
|  |  |  |  |  |  |
| **Sep -Oct** | **Oct - Dec** | **Jan - Feb** | **Feb-Apr** | **Apr-May** |  |
| **Unit 1 S&L and Transactional Writing (3 Week)**  **Key Knowledge:**   * Understand and demonstrate how to structure a speech for an audience and purpose * Understand and use the key conventions and devices of a speech (rhetorical devices) * To understand and demonstrate how to influence and convince an audience to a point of view (argue and persuade) * Use vocabulary, sentence structures and punctuation to convey meaning, for effect and for impact.   **Unit 3 A Christmas Carol (4 weeks)**  **Key knowledge**   * Have a clear understanding of the plot, character and theme in *A Christmas Carol* * Know and analyse the methods Dickens uses to create character and how he conveys his message. * Explore how Dickens structures the novella for impact * Understand and explain Dickens’ intentions for writing this novella. * Examine, understand and analyse the central themes of the novella and, through questioning, be able to discuss them confidently. * Explain the key context of the time and how this influenced Dickens; explain how this influences a reader’s understanding of the text. | **A Christmas Carol (6 weeks)**   * Have a clear understanding of the plot, character and theme in *A Christmas Carol* * Know and analyse the methods Dickens uses to create character and how he conveys his message. * Explore how Dickens structures the novella for impact * Understand and explain Dickens’ intentions for writing this novella. * Examine, understand and analyse the central themes of the novella and, through questioning, be able to discuss them confidently. * Explain the key context of the time and how this influenced Dickens; explain how this influences a reader’s understanding * Write analytically about the novella.   **Write for a purpose and form (letter and article) embedded in ACC**   * Demonstrate how to structure a review and report for an audience and purpose * Use the key conventions and devices of each form. * Demonstrate how to influence and convince and audience to a point of view (argue and persuade) * Use vocabulary, sentence structures and punctuation to convey meaning, for effect and for impact. | **Unit 4 Poetry War (2 weeks)**  **Key knowledge:**   * Understand the main themes, ideas and attitudes in the poems, Dulce Est Decorum Est, Mametz Wood and The Soldier * Demonstrate how to analyse poetry focusing on meanings and how the poet conveys these meanings through tracking a poem. * Understand the key context of a poem/ poet and how this contributes to meanings. * Write effectively about a poem demonstrating assured academic style and register. * Understand and practice how to compare poems based on the themes of the anthology. * Understand and demonstrate revision skills in themed clusters.   **Unit 5 Language Unit: C1 and C2 consolidation and Transactional Writing (Report and Review (3/4 weeks)**  **Papers to use:**  **C1 – Fiction 2022**  **C2 – Any other than 2022**  **Key knowledge:**   * Build on prior knowledge and experience of reading skills: * Demonstrate and master how to approach the range of question types. * Demonstrate how to find evidence to support interpretations embedding it for fluency. * Demonstrate the facets of the examination. * Demonstrate how to structure a review and report for an audience and purpose * Use the key conventions and devices of each form. * Demonstrate how to influence and convince and audience to a point of view (argue and persuade) * Use vocabulary, sentence structures and punctuation to convey meaning, for effect and for impact. * Demonstrate how to plan effectively. | **Mock examinations:**  February: English Literature: ACC/AIC full paper  April: C2 paper in class with 1 x transactional piece (2022 paper)  **Unit 6 Poetry Death and Endings (2 weeks)**  **Key knowledge:**   * Understand the main themes, ideas and attitudes in the poems, Afternoons, To Autumn, Imperceptibly as Grief * Demonstrate how to analyse poetry focusing on meanings and how the poet conveys these meanings through tracking a poem. * Understand the key context of a poem/ poet and how this contributes to meanings. * Write effectively about a poem demonstrating assured academic style and register. * Understand and practice how to compare poems based on the themes of the anthology. * Understand and demonstrate revision skills in themed clusters. | **Unit 8: Unseen poetry (2 weeks)**  **Key knowledge:**   * Understand the requirements of the Unseen paper through the selected poems. * Demonstrate how to analyse poetry focusing on meanings and how the poet conveys these meanings through tracking a poem. * Understand the key context of a poem/ poet and how this contributes to meanings. * Write effectively about a poem demonstrating assured academic style and register. * Understand and practice how to compare poems based on the themes of the anthology. * Understand and demonstrate revision skills in themed clusters. * Revision structure: * Revisit narrative writing * Revisit transactional writing * Revisit C1 and C2 * ACC exam preparation * Coverage of any poems |  |
| **Unit 2 An Inspector Calls x1 lesson per fortnight (10 lessons)**  **Key knowledge:**   * Themes and ideas * Quotations and analysis * Priestley’s intention and message * What the exam looks like and strategies for success. | | **BIG WRITE x1 per fortnight writing (6 lessons)**  **Structure:**  **Lesson 1:**  30 minute write  Self / peer assessment  immediate response  **Lesson 2:**  Give formative feedback, address misconceptions,  Impactful DIRT / feedforward into write. | | **Unit 7: Macbeth Revision x 1 per week**  **Key knowledge:**   * Themes and ideas * Quotations and analysis * Shakespeare’s intention and audience response * What the exam looks like and strategies for success. |
| **Why this? Why now? What next?**  To prepare students for public speaking and conveying a viewpoint in a mature way.  ACC: to build on literature skills from prior units.  To develop knowledge around key themes appreciating and examining the impact of the writer’s message.  To prepare students for the examination. | **Why this? Why now? What next?**  To build on prior non-fiction writing for an audience and purpose, bridging gaps and consolidating prior learning.  To prepare students for the examination including how to revise, prepare and practice responses in timed conditions.  To set clear targets for learning. | **Why this? Why now? What next?**  To develop analytical skills including examining the context of a poet / poem to enhance understanding.  To introduce comparison skills between two texts.  To start, develop and track themes across the poetry anthology.  To build on prior comprehension skills, bridging gaps and consolidating prior learning.  To prepare students for the examination including how to revise, prepare and practice responses in timed conditions.  To set clear targets for learning. | **Why this? Why now? What next?**  To spiral back to prior learning in the year to cement knowledge and provide further supported practice.  To prepare students for the examination including how to revise, prepare and practice responses in timed conditions.  To set clear targets for learning. | **Why this? Why now? What next?**  To prepare students for the unseen element of the poetry examination.  To maximise revision time so students are supported to be successful in their examinations. |  |
| **ASSESSMENT** | **ASSESSMENT** | **Skills Practice** | **ASSESSMENT** | **Skills/Revision** |  |
| **Speaking and Listening** | **ACC essay question** | ***Part A and Part B response*** | **Feb: Literature mock ACC/AIC Paper 1**  **April: C2 Comprehension in class / 1 x 30 min transactional writing (2022)** | **Unseen response** |
| **Ambitious Vocab and language of analysis** |  |  | **Ambitious vocabulary and language of analysis** | **See Creative Writing Knowledge Organiser** |  |

When teaching ‘accuracy’ please bear in mind the AO4 assessment requirements for the specific paper (see table below for the literature skills for 5 SPaG marks’)

