**LSA Long Term Plan English: 2024 - 2025: Y11 *– Exam preparation, embedding knowledge and independent practice***

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| **AUTUMN** | **SPRING** | **SUMMER 1** |
| **6.5 weeks HT 1** | **7 weeks HT 2** | **6 weeks HT 3** |  **7 weeks HT 4** | **4 weeks HT 5** |
| **4th Sept – 18h Oct** | **30th Oct – 20th Dec** | **6th Jan – 14th Feb** | **24th Feb – 11th April** | **28th April – 23rd May** |
|  **30th Sept Attitude and Assessment** | **25th Nov – 9th Dec mock exams** | **13th January Spring Assessment** |  | **GCSE start 5th May** |
| **Lit Paper 1 Section A****Macbeth (6 weeks)****Key knowledge:*** Overview of plot and relevant context to illuminate the teaching of the text.
* Know and understand the plot of the play, key scenes, tension and character relationships.
* Track the development of the characters through selective quotations.
* Teach mood and tone, the theme of ambition, fate and supernatural, tyranny and kingship.
 | **Lit Paper 1 Section A****Macbeth (2 weeks)****Key knowledge:** * Build a bank of quotations and use effectively.
* Understand how to write about characters and themes on a whole text level.
* Know how to approach an extract and explore how characters (and an audience) might feel, react and respond to key events in the play.
* Demonstrate understanding and analysis through Part A and Part B exam responses.
* Assessment will focus on analysis and retention of details from the whole play through a timed essay response.

**Mock prep (18th November – 25th Nov)****Language Unit: Revisit C2 and Transactional Writing (Report and Review (2 weeks) 9th Dec – 20th Dec****Key knowledge:*** Demonstrate and master how to approach the range of question types.
* Demonstrate how to find evidence to support interpretations embedding it for fluency. .
* 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 feedback****Lang C1 Section A****Fiction Comprehension (3 weeks)****Key knowledge:*** **Introductory lessons – key skills and practice of questions through extracts**
* **C1 paper A – Rachel & Peter 2022 (guided)**
* **C1 paper B – Lisa 2023 (timed and feedback)**
* **C1 paper C – Jack & Alice 2024 (Independent)**
* Build on prior knowledge and experience of reading skills:
* Understand, demonstrate and master how to approach a range of possible question types: how questions, impression questions, tension/drama questions and excitement questions, evaluation questions.
* Master selecting relevant quotations
* Master being precise in inferences.
* Demonstrate understanding of the facets of the examination through examination practice.

**Lang C1 Section B****Narrative writing (3 weeks)****Key knowledge:*** Build and develop the narrative writing skills taught at KS3
* Develop a greater focus on the GCSE requirements in particular the structure an effective narrative through explicitly teaching each part of the narrative arc.
* Know how to create effective characters through actions, appearance, voice, feelings, personality and dialogue.
* Practice using descriptive techniques to set the scene and create tension and interest.
* Use vocabulary, sentence structures and punctuation to convey meaning, for effect and for impact.
 | **Lit Paper 1 Section B****Poetry War, death and endings/ Childhood and Experience** **(5 weeks)****Key knowledge:*** Understand the main themes, ideas and attitudes in the poems, Dulce Est Decorum Est, Mametz Wood and The Soldier
* Understand the main themes, ideas and attitudes in the poems, Afternoons, To Autumn, Imperceptibly as Grief
* Ensure that The Prelude, Death of Naturalist and Cozy Apologia and explored and analysed.
* Understand the key context of a poem/ poet and how this contributes to meanings.
* Understand the key ideas in the poems and how the writer uses language, structure and form to convey meaning.
* Write effectively about a poem demonstrating assured academic style and register.
* Demonstrate how to compare poems based on the themes of the anthology.
* Understand and demonstrate revision skills in themed clusters.

**Lit Paper 2 Section C** **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.

**Revising the curriculum:****Key knowledge and skills:*** Effective revision techniques for revising literature texts
* Effective revision techniques for revising how to approach the C1 and C2 paper.
* Effective revision technique for narrative writing, and transactional writing.
* Weekly focus with timed exam practice
* Classroom practice will support the learning of and practice of exam technique
* Embedded learning will support the learning of and practice of exam technique
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| **Why this? Why now? What next?**To develop knowledge around key themes appreciating and examining the impact of the writer’s message using a central text building on Y10 knowledge and targets. To develop analytical skills including examining the context of a writer to enhance understanding. To develop and track themes and characters across a text.   | **Why this? Why now? What next?**To give focused in class support building further precision on class and individual targets. 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 know how to analyse C1 fiction texts and the requirements of the examination. To embed comprehension skills, selecting evidence, and developing focused and sustained inferences. 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 further build poetry analysis skills and knowledge, building stamina when writing responses and making clear and assured comparisons between texts.To spiral back to prior learning in the year to cement knowledge and provide further supported practice. To prepare students for the unseen element of the poetry examination. 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 maximise revision time so students are supported to be successful in their examinations. |
| **Assessment point** | **Assessment point** | **Assessment point** | **Assessment point** |  **Assessment Point** |
| *Mid-point response:* *Part A /20* | *Mock exams:**English C2 reading /40**English Literature Paper 1 full paper (Macbeth and Poetry) /80* | *C1 Reading paper /40****C1 Narrative redraft /40*** | *Paper 2 Section Part B* *Lit 2 Section C Unseen response* |  |

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’)

Revision: C2 Transactional writing:

* Article, letter, speech, report, review, guide
* upleveling: using examples and forms of evidence to create a convincing voice and tone.
* AO6 improvements specifically sentence structures.

AIC:

* Planning for themes / character
* Building up quotation banks - tracking
* Writing effective responses
* Upleveling using exemplar responses linked to bands

ACC:

* Planning for themes / character
* Building up quotation banks - tracking
* Writing effective responses
* Upleveling using exemplar responses linked to bands

Macbeth:

* Planning for themes / character
* Building up quotation banks - tracking
* Writing effective responses
* Upleveling using exemplar responses linked to bands

Poetry:

* Summarising poems to key lines / images
* Embedding context
* Revisiting anchor poems
* Planning effective comparisons
* Upleveling using exemplar responses linked to bands