**LSA English Long-Term Plan 2024-25: *Y10 Building and securing knowledge***

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| **AUTUMN** | | **SPRING** | | **SUMMER** | |
| **6.5 weeks** | **7 weeks** | **6 weeks** | **7 weeks** | **4 weeks** | **7 weeks** |
| **4th Sept – 18h Oct** | **30th Oct – 20th Dec** | **6th Jan – 14th Feb** | **24th Feb – 11th April** | **28th April – 23rd May** | **2nd June – 18th July (Mock exams 23rd June – 7th July)** |
| **30th Sept Attitude**  **14th Oct Expected Grades** |  |  | **3rd March Spring Assessment** |  | **14th July Summer Assessment** |
| **Introduction to GCSE English Language and Literature (2 weeks)**  - unseen extracts: reading for meaning  - making connections and drawing comparisons  - unseen poetry  **Lit 1 Section B**  **Love Poetry (4 weeks)**  Poetry: Love and Relationships   * **Valentine** * **The Manhunt** * Sonnet 43 * She Walks in Beauty * A Wife in London   **Key knowledge**   * Understand the main themes, ideas and attitudes in the poems, Valentine, The Manhunt, Sonnet 43, She Walks in Beauty and A Wife in London. * 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. * Make explicit links between the poems drawing clear and structured comparisons. * Understand and practice how to compare poems based on the themes of the anthology. | **Lit Paper 2 Section B**  **A Christmas Carol (7 weeks)**  **Key knowledge:**   * Secure 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 through character development. * Know and analyse how Dickens structures the novella for impact. * Understand and explain Dickens’ intentions for writing this novella. * Examine, understand and analyse the central themes (Transformation, redemption and Christmas) 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 understanding. * Write analytically about the novella. * Understand what the exam requirements are and how to answer a question in exam conditions. | **Language C2 Section A and B**  **C2 Language (6 weeks)**  **Key knowledge:**   * Build on prior knowledge and experience of reading skills: * Understand and practice how to locate and retrieve information from a text * Understand and practice how to find evidence to support interpretations embedding it for fluency. * Comment effectively on how writers use methods for effect. * Evaluate a text making an informed judgement. * Understand Audience, Purpose, Format and Tone. * Understand and demonstrate how to structure an article, guide and letter for an audience and purpose. * Understand and use effectively the key conventions and devices of each form. * To understand and demonstrate how to influence and convince an audience to a point of view (argue and persuade). * Use sentence structures, grammar and spelling accurately and for effect. | **Lit paper 2 Section A**  **An Inspector Calls (7 weeks)**  **Key knowledge:**   * Secure understanding of the plot, character and theme in *An Inspector Calls.* * Know and analyse the methods Priestley uses to create dramatic tension and interest for an audience. * Understand and explain Priestley’s motives for writing this play. * Examine, understand and analyse the central themes of the play and, through questioning, be able to discuss them confidently. * Be able to extend knowledge of key themes (power, equality, and responsibility) and how to approach an ‘explode the extract’ style question. * Use sentence structure, grammar and spelling accurately and for effect. | **Lang C1 Section A**  **Fiction Comprehension**  **(4 weeks)**  **Key knowledge:**   * 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, character questions, tension/excitement and dramatic questions / thoughts and feelings questions, evaluation questions. * Clearly understand the facets of the examination.   **Use Comps:**   * Rachel & Peter 2022 * Lisa 2023 | **Lang C1 Section B**  **Narrative writing (3 weeks)**  **Key knowledge:**   * Build and develop the narrative writing skills taught at KS3: character, setting, narrative structure, building tension, ending effectively, writing creatively. * Develop a greater focus on the GCSE requirements in particular the structure an effective narrative and the time restrictions. * Understand different viewpoints / speaker to support developing characterisation and applying to own writing. * Use vocabulary, sentence structures and punctuation to convey meaning, for effect and for impact.   **Lit 1 Section B**  **Poetry: Power and Place (2 weeks)**   * Hawk * Ozymandias * London * Living Space   **Key knowledge**   * Understand the main themes, ideas and attitudes in the poems, Hawk Roosting, Ozymandias, London and Living Space * 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.   **English Language C3**  **Speaking and Listening Paper 2 Section B Speech (2 weeks)**  **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. |
| **Why this? Why now? What next?**  To develop engagement with the course, outlining, modelling and practice the key skills for GCSE English Language and Literature.  To develop personal engagement with texts and becoming critical enquirers, selecting evidence, analysing language, structure and form and exploring the writer’s ideas and meanings. Understanding the importance of context and how these contexts open further meaning and understanding.  To develop comparison skills between texts to build connections and embed schema.  To build on skills and knowledge in KS3 and to gain a solid understanding of the requirements of GCSE Literature. | **Why this? Why now? What next?**  To build on literature skills from KS3.  To develop knowledge around key themes appreciating and examining the impact of the writer’s message using a central text.  To develop analytical skills including examining the context of a writer to enhance understanding.  To develop and track themes and characters across a text.  To build writing experience and stamina when responding to extracts and whole texts.  To know how to approach the examination. | **Why this? Why now? What next?**  To know how to analyse non-fiction texts and the requirements of the examination.  To master precise inferences and tracking a text.  To build on prior non-fiction comprehension skills and writing for an audience and purpose, bridging gaps and consolidating prior learning.  To improve students’ writing accuracy and use of sentence structures for effect. | **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.  To develop analytical skills including examining the context of a writer to enhance understanding.  To develop and track themes and characters across a text.  To build writing experience and stamina when responding to extracts and whole texts.  To know how to approach the examination | **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 build on learning from KS3 around approaches to narrative writing.  To continue develop student enjoyment and stamina around creative writing.  To build on reading skills from AIC and Macbeth and knowledge around narrative structure, characterisation, and narrative writing devices from previous unit in the year.  To prepare students for public speaking and conveying a viewpoint in a mature way.  To embed analytical skills including examining the context of a poet / poem to enhance understanding.  To track themes across the poetry anthology. |
| **Assessment point** | **Assessment point** | **Assessment point** | **Assessment point** | **Assessment point** | **Assessment point** |
| *Timed conditions: essay response.*  *Part A and Part B Lit 1 Section B (Poetry)*  */40*  *MARK AND BAND ON TRACKER* | *Timed conditions: essay response.*  *Lit 2 Section B (ACC)*  */40*  *MARK AND BAND ON TRACKER* | *Recorded C2 mark /40*  *Timed Redraft Magazine Article C2 Section B /20*  *MARK AND BAND ON TRACKER* | *Timed conditions: essay response*  *Lit 2 Section A (AIC) / 40*  *MARK AND BAND ON TRACKER* | *Record C1 mark / 40* | *Redraft Narrative*  *Part A and Part B response*  *Teacher mark book*  *Speech Spoken Language*  *Grade recorded on Tracker* |