

# KS4 ENGLISH LANGUAGE Curriculum Coverage : Eduqas Exam Board



Year 10/11

	SOW topic: C1 – Section A: READING	SOW topic: C1 – Section B: NARRATIVE WRITING	SOW topic: C2 – Section A: READING	SOW topic: C2 – Section B: TRANSACTIONAL
<b>Key Knowledge</b>	<p><b>To know:</b></p> <p>Section A (20%) – Reading Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions</p> <ul style="list-style-type: none"> <li>Language/literary techniques to achieve effects in prose writing</li> <li>Form/structural techniques to achieve effects in prose writing</li> <li>Narrative perspectives</li> </ul>	<p><b>To know:</b></p> <p>Section B (20%) – Prose Writing One creative writing task selected from a choice of four titles</p> <ul style="list-style-type: none"> <li>Narrative arc structure: exposition/rising action/climax/falling action/denouement</li> <li>Range of sentence structures for impact/effect</li> <li>Range of punctuation for effect</li> <li>Plot and characterisation</li> <li>Figurative language</li> <li>Sensory language</li> </ul>	<p><b>To know:</b></p> <p>Section A (30%) – Reading Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions</p> <ul style="list-style-type: none"> <li>Language/literary techniques to achieve effects in non-fiction writing</li> <li>Form/structural techniques to achieve effects in non-fiction writing</li> <li>Writer’s perspective (including bias)</li> </ul>	<p><b>To know:</b></p> <p>Section B (30%) – Writing <u>two</u> compulsory transactional/persuasive writing tasks</p> <ul style="list-style-type: none"> <li>P.A.F.T</li> <li>Layouts for: <ul style="list-style-type: none"> <li>letters</li> <li>articles</li> <li>guides</li> <li>reports</li> <li>reviews</li> <li>speeches</li> </ul> </li> </ul>
<b>Key Skills</b>	<p><b>To be able to:</b></p> <p><b>Critical reading and comprehension:</b></p> <ul style="list-style-type: none"> <li>Identify and interpret themes, ideas and information in a range of literature and other high-quality writing</li> <li>Read in different ways for different purposes</li> <li>draw inferences and justifying these with evidence</li> <li>support a point of view by referring to evidence within the text</li> <li>Reflect critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading</li> <li>Recognise the possibility of different responses to a text</li> <li>Summarise ideas and information from a single text</li> <li>Evaluate a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail</li> <li>Analyse and evaluate how form and structure contribute to the effectiveness and impact of a text</li> <li>Respond within a timeframe</li> <li>Track a text</li> <li>‘Read for meaning’ and ‘read for need’</li> <li>Select salient quotations focused on the question</li> <li>Write a cohesive and coherent response</li> </ul>	<p><b>To be able to:</b></p> <p><b>Produce a clear and coherent narrative with impact:</b></p> <ul style="list-style-type: none"> <li>Write effectively for different purposes and audiences including to describe and narrate</li> <li>Use figurative/sensory language for impact</li> <li>Select vocabulary, grammar, form, and structural and organisational features judiciously</li> <li>Use language imaginatively and creatively</li> <li>Maintain coherence and consistency across a text</li> <li>Create emotional impact</li> <li>Use language creatively and imaginatively</li> <li>Design a narrative arc aligned with the title selected</li> <li>Use accurate spelling, punctuation and sentence construction</li> <li>Select vocabulary (ambitious/pertinent)</li> <li>Respond within a timeframe</li> </ul>	<p><b>To be able to:</b></p> <p><b>Critical reading and comprehension:</b></p> <ul style="list-style-type: none"> <li>Identify and interpret themes, ideas and information in a range of literature and other high-quality writing;</li> <li>Read in different ways for different purposes, and comparing and evaluate the usefulness, relevance and presentation of content for these purposes;</li> <li>Draw inferences and justifying these with evidence;</li> <li>support a point of view by referring to evidence within the text;</li> <li>identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not;</li> <li>Reflect critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading;</li> <li>Recognise the possibility of different responses to a text</li> </ul> <p><b>Summary and synthesis:</b></p> <ul style="list-style-type: none"> <li>identify the main theme or themes</li> <li>summarise ideas and information from a single text</li> <li>synthesise from more than one text</li> <li>Evaluate a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail;</li> <li>analyse and evaluate how form and structure contribute to the effectiveness and impact of a text</li> </ul> <p><b>Comparing texts:</b></p> <ul style="list-style-type: none"> <li>compare two or more texts critically with respect to the above</li> <li>Read for need/track the text</li> <li>Respond within a timeframe</li> </ul>	<p><b>To be able to:</b></p> <p><b>Produce a clear and coherent transactional text:</b></p> <ul style="list-style-type: none"> <li>Write effectively for different purposes and audiences including to explain, instruct, give and respond to information, and argue;</li> <li>Select vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context;</li> <li>Use information provided by others to write (in different forms);</li> <li>Maintain a consistent point of view;</li> <li>Maintain coherence and consistency across a text</li> <li>Select, organise and emphasise facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views;</li> <li>Create emotional impact (if relevant)</li> <li>Use language persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)</li> <li>Respond within a timeframe</li> </ul>

	Tier 3 key vocabulary	Tier 3 key vocabulary	Tier 3 key vocabulary	Tier 3 key vocabulary
<b>Subject specific</b>	Adjectives, alliteration, adverbs, emotive language, hyperbole, imagery, metaphor, nouns, onomatopoeia, personification, pronouns, sensory imagery, simile, verbs, connotation, tone	Adjectives, alliteration, adverbs, emotive language, hyperbole, imagery, metaphor, nouns, onomatopoeia, personification, pronouns, sensory imagery, simile, verbs, connotation, tone	Adjectives, alliteration, adverbs, emotive language, hyperbole, imagery, metaphor, nouns, onomatopoeia, personification, pronouns, sensory imagery, simile, verbs, connotation, rhetorical questions, statistics, facts, opinions, direct address, triplets, exaggeration, tine, anecdote, chronological, parenthesis	Adjectives, alliteration, adverbs, emotive language, hyperbole, imagery, metaphor, nouns, onomatopoeia, personification, pronouns, sensory imagery, simile, verbs, connotation, rhetorical questions, statistics, facts, opinions, direct address, triplets, exaggeration, tone, anecdote, chronological, parenthesis

DO NOT USE