

YEAR 11 Term 1	Transactional Writing Travel – Non-fiction		Rationale	Links to Wider Curriculum and Careers	
	<b>Summative Assessments</b> <b>Writing:</b> Write an informal letter to your friend, persuading them to visit one of four destinations. AO5 AO6 <b>Reading:</b> Read two travel texts and compare them. Which do you prefer and why? AO3 AO4 <b>Writing:</b> Write a review of a historical landmark/building. AO4 AO5 <b>Formative Assessments</b> Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment Frayer model.	Simile Metaphor Alliteration Structure Compare contrast Preference audience Adjectives Recommendations	<p>In this unit students will draw together their knowledge and understanding of transactional writing which they have studied every term from year 7. In every term, a whole week is dedicated to transactional writing that is relevant to the topic being studied. Students will study travel writing so that they can identify the literary techniques used to interest the reader and so they can develop their own writing skills by using the models they have studied.</p> <p>In this unit, students will analyse numerous texts linked to travel. They will study travel brochures, websites, newspaper articles, essays, journals, blogs and autobiographies. They will also read experiences of travel in the form of a book or short story, which give a longer narrative about a journey or place. Students will be shown that travel writing contains the features of literary non-fiction so they will enhance their skills of identifying the literary techniques used to persuade the reader to visit, advise the reader what to do or entertain the reader with a creative style of writing. Students will learn about the importance of purpose and audience and get to experiment with techniques and vocabulary to make their own writing engaging and exciting. (This unit also develops student's story writing skills as they really get to focus on language used to entertain, inform, persuade, evaluate, explain and describe).</p>	<p>This study links to the wider curriculum as it broadens student horizons by introducing different experiences and different cultures to them through travel writing. The links are with history, geography, art and curriculum for life.</p> <p>Links to Careers: Travel agent, travel writer/blogger and journalist.</p>	
Year 11 Terms 2	Serial Killers Nature-Nurture Non-Fiction Texts		Rationale	Links to Wider Curriculum and Careers	
	<b>Summative Assessments</b> <b>Reading:</b> How does the writer persuade you that the public are obsessed with serial killers? AO1 AO3 AO4 <b>Writing:</b> Imagine you are the relative of a serial killer's victim. Write an informal letter to the killer about how you feel about your relative's murder. AO5 AO6 <b>Reading:</b> How does Oscar Wilde demonstrate his disapproval of children in prison? AO1 AO2 AO4 <b>Formative Assessments</b> Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment Frayer model.	Analysis Adjectives Persuasive Emotive Audience Emotive Analysis Statistics Alliteration Rule of three Opinion	<p>This unit is taught now because it offers an enticing and stimulating return to non-fiction texts. There is a fascination with serial killers so this unit will give students the to opportunity enhance their skills whilst studying infamous killers. Students will be able to refer back to the techniques they have learned so far and develop them in this unit. This unit mirrors the GCSE English Component 2 non-fiction tasks so it will prepare students for their final term in Year 11.</p> <p>In this unit students will expand their minds by studying serial killers over time, looking at Jack the Ripper, Ed Gein, Jeffrey Dahmer, Myra Hindley and Ian Brady. Students will develop their skills in analysing, selecting the most appropriate evidence, tracking a text for changes/developments in attitude and analysing words. Students will also enhance their skills in comparing texts when they read two articles that question why people turn into serial killers, is it nature or nurture?</p> <p><b>Transactional Writing:</b> Students will write an informal letter in this unit. As they are writing to present a viewpoint they will develop their skills in communicating clearly, effectively and imaginatively to impact on the reader. Students will organise ideas, using structural and grammatical features and include a range of vocabulary for effect.</p>	<p>This topic links to media studies, Curriculum for life, Emotional Literacy and history as it examines serial killers' overtime, analysing media texts/news and delve into the debate of 'nature V nurture'.</p> <p>Links to Careers: Investigator, journalist, news broadcaster and police officer.</p>	

Year 11 Term 3	Exam Madness				
	<p><b>Summative Assessments</b></p> <p>Component 1</p> <p>English Language 20<sup>th</sup> Century Literature Reading Assessments.</p> <ul style="list-style-type: none"> <li>Creative writing prose - Narrative writing Assessments.</li> </ul> <p>Component 2 - 19<sup>th</sup> and 21<sup>st</sup> non-fiction Reading Assessments.</p> <ul style="list-style-type: none"> <li>Persuasive Writing. Assessments.</li> </ul> <p><b>Formative Assessments</b></p> <p>Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment Frayer model.</p>	<p>Techniques</p> <p>DAFORREST</p> <p>Simile</p> <p>Metaphor</p> <p>Analysis</p> <p>Effect</p> <p>Emotive</p> <p>Plot</p> <p>Climax</p> <p>Audience</p> <p>Persuade</p>	<p>This unit revisits all of the skills, knowledge and understanding students have developed in other units throughout Key Stages 3 and 4.</p> <p>In this unit students will prepare for their GCSE English exams. The unit will focus upon fiction and non-fiction text reading elements they have studied in various units. They will revisit analysing texts identifying implicit and explicit information, language analysis and evaluating texts.</p> <p>In addition, students will cover both narrative and transactional writing. This unit is all about revising all the key skills they have developed throughout the academic year.</p>		