

			Year 10 Long Term Plan English Language	
Year 10 TERM 1	Science Fiction War and Conflict War of the Worlds Fiction Non-Fiction: Have aliens already landed on earth?	KEY WORDS	Rationale	Links to Wider Curriculum and Careers
	Summative Assessments Transactional Writing: Write an emergency broadcast (speech) asking for volunteers to help fight the aliens. AO5 AO6 Reading: How does the writer try to convince us that aliens have landed on earth? AO 1 AO2 AO4 (Half Term 2) Writing: Write a scene of a modern alien invasion. AO5 AO6 Formative Assessments Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment Frayer model.	Extra-terrestrial Catastrophic Invasion Narrator Subordinate Adjectives Plot Tension Imagery	<p>This unit is taught now as it introduces students to science fiction and conflict within society, a theme they have already studied in Oliver Twist and Stone Cold and when studying the author, Maya Angelou. students have studied multiple texts and have developed their understanding of how context can influence a text.</p> <p>In this unit students will enhance their skills in writing effectively. Students will communicate using a range of linguistic and structural devices bearing in mind their audience and purpose. They will develop their ability to amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness of their writing. In reading, students will continue to analyse both fiction and non-fiction texts, comparing writer's ideas and perspectives and using relevant terminology when analysing the writer's use of language and structure.</p> <p>For the transactional writing component, students will clearly demonstrate the purpose, audience, tone and format for the task. They will develop their ability to write accurately and fluently for a range of purposes by studying and producing non-fiction writing on the focus of writing a speech. They will learn to write well-structured arguments, supporting ideas with any necessary factual detail. They will draw on their knowledge of rhetorical devices from their reading and listening to enhance the impact of their speech.</p>	<p>This unit links to emotional literacy and Curriculum for life as it covers topics such as war and conflict and living in conflict.</p> <p>Links to Careers: Radio/news broadcaster, armed forces and scientist.</p>
TERM 2	Crime and Punishment 19th Century Fiction Pre- 1900. Great expectations + Non-fiction (prisons)	KEY WORDS	Rationale	Links to Wider Curriculum and Careers
	Summative Assessments Reading: Do the writers of the texts give a realistic interpretation of what it is like in the prisons? (non-Fiction texts) AO1 AO2 AO3 Writing: Write a letter to the Director of Prisons demanding drastic improvements in prison conditions. AO5 AO6 Reading: How does Dickens develop the theme of social class throughout the text? Class Reader AO1 AO2 AO4 Formative Assessments Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment Frayer model.	Social class Punishment Deterrent Retribution Interpretation Impression Structure Direct address Over-exaggerate	<p>This unit is taught now to further study the works of Charles Dickens and 19th Century fiction. Students have gained an awareness of the social, cultural and historical influences of this text and will now develop their reading and writing skills.</p> <p>In this unit students will study both fiction and non-fiction texts. Initially, students will analyse and compare numerous non-fiction texts when examining the conditions in Victorian prisons. Students will develop their skills in analysing different texts, identify and comment on language and structure and compare the perspectives of numerous writers. Students will develop their writing skills when writing to persuade by using language and structural features and they will enhance their skills in identifying a theme throughout the text and how the writer develops that theme.</p> <p>For the transactional writing component, students will clearly demonstrate the purpose, audience, tone and format for the task. They will develop their ability to write accurately and fluently for a range of purposes by studying and producing non-fiction writing with a focus on persuasive letter writing. They will learn to write well-structured arguments, supporting ideas with any necessary factual detail. They will draw on their knowledge of rhetorical devices from their reading and listening to enhance the impact of their letter writing.</p>	<p>This unit links to the wider curriculum as it deals with social class and crime. It links to history as it examines the conditions in Victorian prisons and the Bloody Code. It links to Curriculum for life as it deals with the emotions of feeling different from other people.</p> <p>Links to Careers: Judge, prison officer, solicitor and a blacksmith.</p>

Term 3	Conflict and Fiction - Narrative writing		The Adventures of a Brave Teenager: Short Stories for Young Adults	Links to Wider Curriculum and Careers
	<p>Summative Assessments</p> <p>Transactional Writing: Write a review of one of the short stories. AO5 AO6</p> <p>Reading: How does the writer make the short story exciting? AO2 AO4</p> <p>Speaking and Listening:</p> <p>Formative Assessments Retrieval, Comprehensions, discussions, self-reflection, annotation, peer-assessment Frayer model.</p> <p>+</p> <p>(Speaking and Listening skills) GCSE</p>	<p>Narrative</p> <p>Imagery</p> <p>Simile</p> <p>Plot</p> <p>Metaphor</p> <p>Tension</p> <p>Characters</p> <p>1st 2nd 3rd person</p> <p>Trigger</p> <p>Opening</p> <p>Climax</p> <p>Resolution</p>	<p>This unit is taught now as students have studied a range of fiction texts in Key Stage 3 and will again in Year 11. Therefore, studying this unit now will embed knowledge and skills of narrative writing.</p> <p>In this unit, students will read a number of short stories filled with relatable characters and powerful messages that will help young adults navigate the challenges of growing up. The stories cover a wide range of themes, including self-discovery, perseverance, friendship, and social impact. Students will learn to identify and interpret explicit and implicit information and ideas. They will explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Students will also evaluate texts critically and support this with appropriate textual references. This unit will also give students numerous models of how to write a story so that they are familiar with the features of a narrative. This will encourage students to develop their own narrative style by refining their skills to fit the requirement of the narrative component of the English exam.</p> <p>Transactional Writing: Students will write a review of one of the short stories studied in this unit. As they are writing to present a viewpoint they will develop their skills in communicating clearly, effectively and imaginatively to interest the reader. Students will organise ideas, using structural and grammatical features and include a range of vocabulary for effect.</p> <p>The last three weeks of this study will students will enhance their Spoken Language skills by selecting and organising information and ideas effectively and persuasively by preparing for spoken presentations. Initially, students will conduct group discussions on a topic (chosen by the teacher) and they will develop their skills in debating. Then students will choose a topic for them to present to the class.</p>	<p>This unit has links to the subjects of Emotional Literacy and Curriculum for Life as it encompasses the varied experiences of young people and how they face and over come adversity.</p> <p>Links to Careers: Social worker, police officer, teacher, youth worker and phycologist.</p>