

<u>Year 11 English</u>	<u>Topic</u>	<u>How is it assessed?</u>	<u>Key Words to include in study</u>	<u>Links to previous learning</u>	<u>Links to wider curriculum</u>	<u>What should students know by the end of this half term?</u>
Autumn 1	<p>Theme: Travel</p> <p>Component 2 Non-Fiction Writing</p> <p>Transactional Writing Styles.</p> <p>Formal letter, informal letter, article, speech, leaflet, report.</p> <p><i>Links to AO5 and AO6</i></p>	<p>Summative assessment: Travel Takeaway – Using the range of assessments, students will select 4 tasks to complete over the half term, which will reinforce the skills they are practising during lessons.</p> <p>OR</p> <p>“Travelling alone to faraway countries is dangerous and should be banned.” Write an article for in which you argue for or against this statement.</p> <p>OR</p> <p>“Travel is the best form of education”. Write an article explaining your views on this statement.</p> <p>Formative assessment: Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer assessment Mind maps Exit slip Frayer model</p>	<p>Sincerely Faithfully Attention Regarding Overview Findings Solution Recommendations Beneficial Advantageous</p>	<p>After a literature and language focus in Year 10, students will solely revisit the transactional writing styles that have been previously taught throughout KS3 and Year 10.</p> <p>Challenge increases through the complexity of the sentence structures, vocabulary, punctuation, and tone that are taught.</p> <p>They are exposed to a wide variety of tasks aimed at different audiences for different purposes on topics that are relevant to the theme of Travel.</p> <p>There are also links to KS3 year 3 half term 2 – which both have the focus upon immigration and migration.</p>	<p>Links to careers: journalism, how to write a letter of application, film critic, restaurant critic, social media influencer, marketing, travel writing, solicitor.</p> <p>Links to other subjects: Students will explore the theme of travel and the several types of writing styles will require them to use art, maths, science, personal development, and English to produce quality pieces of work.</p> <p>Links to Literacy: Students will engage with starter activities focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice.</p>	<p>This unit will develop the students’ knowledge and understanding of non-fiction writing techniques. They learn about the importance of purpose and audience and get to experiment with techniques and vocabulary to make their writing engaging and entertaining – all whilst exploring the importance of ‘broadening horizons.’</p> <p>This unit fits aptly before the next half term which will have a theme of endangered animals. This unit will give many the opportunity to make the link between travel and animals in captivity in countries around the world.</p>
Autumn 2	<p>Theme: Endangered Animals</p> <p>Component 2 Non-Fiction Reading</p>	<p>Summative assessment: Students to complete questions 1-6 from a previous GCSE exam year, using a staggered approach in lessons.</p>	<p>Alternatively On the contrary However Conversely Likewise Additionally</p>	<p>We begin with the study of Component 2 as it is worth 60% of the Language GCSE. The paper is longer and has two texts for students to read and</p>	<p>Links to careers: Students may go onto using skills of analysing, skimming, scanning, retrieving key information and summarising. This will then</p>	<p>This unit will develop students’ knowledge and understanding of non-fiction reading techniques. Students will learn how to interpret texts and will also develop an understanding of how to analyse in detail and think carefully</p>

	<p>Implicit and Explicit meaning</p> <p>Inferences</p> <p>Language analysis</p> <p>How to evaluate and summarise</p> <p>Making comparisons</p> <p><i>Links to AO1, AO2, AO3 and AO4</i></p>	<p>Formative assessment: Retrieval Multiple choice quiz Discussions Self-reflections Annotation Self-assessment Strategic questioning Exit slip Frayer model</p>	<p>Exaggeration Hyperbole Comparatives Statistics Triple list Personal experience Direct address</p>	<p>therefore students require more practise on this paper.</p> <p>The mock examination window is at the end of this half term and then reading skills are taught more comprehensively throughout the half term to then prepare students for their first mock examination.</p> <p>Component 1 takes less of a priority at this point in the year as students will be applying the skills, they have learnt during the course in Year 10 to this paper and Component 1 and 2 also share the same skills focus.</p> <p>There are also links to KS3 year 1, half term 6 and year 3 half term 1 – which both have the focus upon endangered species.</p>	<p>develop or continue into the workplace.</p> <p>Links to other subjects: Students will explore the theme of endangered animals and explore different texts reflecting endangered species. Students will also require the use of art, history, and personal development in their lessons to produce quality pieces of work.</p> <p>Links to Literacy: Students will engage with starter activities focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice.</p>	<p>about how perspectives and viewpoints are conveyed in texts.</p> <p>This unit links to Autumn 1 and continues a similar theme i.e., non-fiction reading and writing and a correlation between endangered animals in countries across the world and travel. This unit fits aptly before the next half term as it will give students the chance to make their links between countries and wars across the world.</p>
<p>Spring 1</p>	<p>Theme: War</p> <p>Component 1: Narrative Writing</p> <p>Narrative - Developing plot ideas</p> <p>Writing a narrative</p> <p>How to create tension</p> <p>How to use direct speech</p> <p>How to create a sense of setting</p> <p>Students will undergo a series of walking talking assessments where the process is modelled and replicated by students.</p>	<p>Summative Assessment: Students to produce a 450–600-word narrative forms a choice of four unseen titles.</p> <p>Formative Assessment: Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer-assessment Strategic questioning Exit slip Frayer model</p>	<p>Presents Expresses Exemplifies Signifies Highlights Criticises Disputes Reinforces Emphasises Fiction trigger Ellipsis Reader response Narrative arc Transformation</p>	<p>During KS3 and Year 10, students focus on components within a story and work to build upon those areas. As well as this we encourage students to develop their own narrative style and students will now refine their skills to fit to the requirements of the exam.</p> <p>Students then focus on the fiction reading component.</p> <p>Being able to analyse an extract of fiction is familiar to students from KS3 and Y10, but now the skills are taught in more detail through specific steps and refined and practised through teacher modelling and a gradual reduction in scaffolding throughout the unit to build independence.</p>	<p>Links to careers: journalism, art, media, writing, teaching, marketing, blogging, editor, technical writer.</p> <p>Links to other subjects: Students will be writing narrative pieces based on a specific theme which will relate to specific topics within history and personal development.</p> <p>Links to Literacy: Students will engage with starter activities focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice.</p>	<p>This unit develops the students' knowledge and understanding of a range of genres. They will explore and develop settings, plots, characterisations and tensions: all features touched upon in KS3 and Year 10.</p> <p>This unit is taught now because it offers an enticing and stimulating start to this term. It is also taught now because this unit will allow students to write from different viewpoints and learn the skills needed to create forceful and thought-provoking characters and settings. This unit will also teach students how to write a narrative and how to develop the different components.</p>

	<i>Links to AO1, AO2 and AO4.</i>					
Spring 2	<p>Theme: family and relationships</p> <p>Component 1: Fiction Reading</p> <p>Implicit and Explicit meaning</p> <p>Language analysis</p> <p>Evaluating texts</p> <p>Reader response, skimming, scanning and close reading.</p> <p><i>Links to AO5 and AO6.</i></p>	<p>Summative Assessment: An assessment including questions 1-5 of Component 1 Section A of the English Language GCSE using a staggered approach in lessons.</p> <p>Formative Assessment: Retrieval Discussions Self-reflections Annotation Self-assessment Strategic questioning Exit slip Frayer model</p>	<p>Implies Represent Symbolise Indicate Convince Establish Unsettle Portray Reiterate Attitude Viewpoint Argument Balance Judgement</p>	<p>The Component 1 and 2 writing tasks are continually revisited through free writing lessons every 3 weeks, so now the Component 1 reading section is focused upon. The skills required in Component 2 Section A and this part of the exam are the same, however the key difference is being fiction and non-fiction texts. Fiction and non-fiction texts are focused upon in Year 10.</p> <p>There is a focus in this unit on the skill of language analysis and evaluation as this is the question that students find most challenging in timed conditions.</p> <p>Links to year 10, half term 1 and 2 which have a focus upon the theme of family and relationships.</p>	<p>Links to careers: politician, mayor, MP, journalism, banking, accountancy, council jobs.</p> <p>Links to other subjects: students will be exploring a range of texts relating to the theme which will be embedded through all lessons. Students will explore other subjects such as religious studies, science, personal development, maths, and humanities. These subjects will all be embedded through the range of texts students will be accessing in lessons.</p> <p>Links to Literacy: Students will engage with starter activities focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice.</p>	<p>This unit develops students' knowledge and understanding of both the effects of language and the method of evaluating texts. Students will delve into a range of fiction texts relating to the themes of this half term. Student will learn how to approach several types of question and shape their own opinions. This unit is taught now because it offers a return to fiction following a narrative writing unit for balance. The students will be able to look for some of the techniques they will have covered in HT1 when exploring Travel, but the vocabulary and subject matter is now more intense and emotive to work in additional challenge.</p> <p>These skills are gradually building students towards the final half term in which their GCSE's will take place. Moreover, students have now had good coverage of several topics that have allowed them to express views and opinions; they have also shaped their ability to write non-fiction texts in a purposeful and engaging manner.</p>

<p>Summer 1</p>	<p>Revision Retrieval of knowledge from all four sections of the English Language GCSE:</p> <p>Fiction Reading skills</p> <p>Narrative Writing</p> <p>Non-fiction Reading skills</p> <p>Transactional Writing</p>	<p>Summative Assessment: Students to complete the following tasks:</p> <p>Transactional writing tasks (3 in total)</p> <p>Fiction and Non-fiction reading tasks (2 in total)</p> <p>Narrative writing (1)</p> <p>Formative Assessment: Retrieval Multiple choice quiz Discussions Self-reflections Annotation Peer-assessment Strategic questioning Exit slip Frayer model Self-assessment</p>	<p>Tier 2 and Tier 3 vocabulary from all four units of the English Language course will be revisited in this half term.</p>	<p>With several weeks to the exam, this final half term revisits and practises all the skills that pupils will be assessed on in the GCSE English Language Component 1 and 2.</p>	<p>Links to careers: journalism, art, media, writing, teaching, politician, mayor, MP, journalism, banking, accountancy, council jobs, marketing, blogging, editor, technical writer.</p> <p>Links to other subjects: art, religious studies, history, maths, science, and personal development.</p> <p>Links to Literacy: Students will engage with starter activities focusing specifically on SPAG skills. They will also have targeted workbooks for GCSE English practice.</p>	<p>The skills the student learn this half term will allow them to prepare for their GCSE English exams. This unit will focus upon fiction and non-fiction reading elements i.e., implicit, and explicit information, language analysis and evaluating texts. Alongside this, students will also cover narrative writing and transactional writing. This half term is about revising all the key skills they have developed throughout the academic year.</p>
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