

<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>
Autumn 1	<p>Component 2 Non-Fiction Writing</p> <p>Transactional Writing Styles.</p> <p>Formal letter, informal letter, article, speech, leaflet, report, review, blog.</p> <p><i>Links to AO5 and AO6</i></p>	<p>Writing Assessment: A travel magazine is inviting readers to submit articles on places for a good day out for all the family. You decide to write about a place that you know well, where there is a lot to do for everyone in the family. Write your article.</p> <p>Writing Assessment: You have a friend at University who is considering getting a tattoo/ facial piercing or both. Write a letter to your friend to express your opinion.</p> <p>Writing Assessment: Many older people do not use modern technology because they do not understand it and are perhaps afraid of it. You have been asked to write an article for older people encouraging them to make use of modern technology. Your article should include information on the following: <ul style="list-style-type: none"> • the internet • social media such as Facebook and Twitter • smart phones/smart watches • tablets • the benefits of using technology </p>	<p>Sincerely Faithfully Attention Regarding Overview Findings Solution Recommendations Increasingly Beneficial Advantageous Complex Compound Pronouns Semi colon Clause</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 topic that are relevant to contemporary society.</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>
Autumn 2	<p>Component 2 Non-Fiction Reading</p> <p>Selecting information from a text, inference, language analysis, evaluation, synthesis, comparison.</p> <p>Reader response, skimming, scanning, close reading.</p>	<p>Mock Examination: Cumulative assessment of Paper 2 English Language GCSE to give assessment data at this point (works as a baseline for the reading skills) and to identify strengths and weakness of the cohort.</p>	<p>Alternatively On the contrary However Conversely Likewise Additionally Exaggeration Hyperbole Comparatives Statistics Anecdote Triple list Personal experience</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 therefore students require more practise on this paper.</p> <p>The mock examination window is at the start of the half term, and then reading skills are taught more comprehensively throughout the half term based on the strengths</p>	<p>Links to higher education: students may go onto using skills of analysing, skimming, scanning, retrieving key information and summarising. This will then develop or continue into the workplace.</p>

	<i>Links to AO1, AO2, AO3 and AO4</i>		Direct address	and weaknesses identified from the mock examination. 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.	
Spring 1	<p>Component 1: Narrative and Fiction Reading</p> <p>Narrative - Developing plot ideas for anecdotal narratives, writing a narrative in timed conditions, redrafting paragraphs, how to create tension, how to use direct speech and create a sense of setting.</p> <p>Reading – students will undergo a series of walking talking questions where the process is modelled and replicated by students.</p> <p><i>Links to AO1, AO2 and AO4.</i></p>	<p>Writing Assessment: Students to produce a 450-600-word narrative in timed conditions from a choice of four unseen titles.</p>	<p>Presents Expresses Exemplifies Signifies Highlights Criticises Disputes Reinforces Emphasises Fiction trigger Ellipsis Reader response Narrative arc Transformation</p>	<p>After developing their own narrative style in KS3 and Year 10, pupils 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</p> <p>Students will be writing narrative pieces based on a specific theme which will relate to specific topics within history.</p>
Spring 2	<p>Component 1: Reading</p> <p>Selecting information from a text, inference, language analysis, structure, evaluation, synthesis, comparison</p>	<p>Mock Examination: Cumulative assessment including both papers of the English Language GCSE to identify priorities to work on in the final half term.</p>	<p>Implies Represents Symbolises Indicates Convinces Establishes Subverts Delineates Reiterates</p>	<p>The Component 2 writing tasks are continually revisited through fortnightly homework pieces so now the Component 2 reading section is returned to.</p> <p>There is a focus in this unit on the skills of synthesis and comparison as these are the questions that</p>	<p>Links to higher education: students may go onto using skills of analysing, skimming, scanning, retrieving key information and summarising. This will then develop or continue into the workplace.</p>

	<p>Reader response, skimming, scanning, close reading.</p> <p><i>Links to AO5 and AO6.</i></p>		<p>Attitude Viewpoint Argument Balance Judgement</p>	<p>students find most challenging in timed conditions.</p>	
<p>Summer 1</p>	<p>Revision Retrieval of knowledge from all four sections of the English Language GCSE:</p> <p>Fiction Reading skills, Narrative Writing, Non-fiction Reading skills, Transactional Writing.</p>	<p>Teachers to choose the specific tasks to feed back to pupils on to target their class' weak areas.</p>	<p>Tier 2 and Tier 3 vocabulary from all four units of the English Language course will be revisited in this revision unit.</p>	<p>With several weeks to the exam, the final unit revisits and practises all the skills that pupils will be assessed on in the English Language GCSE.</p>	<p>Links to higher education: students may go onto using skills of analysing, skimming, scanning, retrieving key information and summarising. This will then develop or continue into the workplace.</p> <p>Links to careers: journalism, art, media, writing, teaching</p>