

2022/23	AUTUMN 1 – LANGUAGE 3 double lessons per week	AUTUMN 2 – LANGUAGE 3 double lessons per week
YEAR 11	NEWSPAPER REPORTS/MAGAZINE ARTICLES/GUIDES –TRANSACTIONAL WRITING	COMPONENT 2 READING – SECTION A NON- FICTION
Key concepts	<p>AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 Lang: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p>AO1 Lang: - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts</p> <p>AO2 Lang: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3 Lang: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 Lang: Evaluate texts critically and support this with appropriate textual references</p>
Themes	<p>News based articles, covering a range of topical themes dependent on current news</p> <p>Opinion piece articles, covering a range of topical themes dependent on current news or local issues.</p> <p>Non-fiction texts: School life, sports, social situations. Other themes will depend on a range of different exam questions.</p>	A range of different themes based on issues that link to both the 19 th Century and the 21 st Century. Examples studied include prisons, adventures and natural disasters.
Challenge	Choice of tasks; encouragement of ambitious vocabulary choices; use of various tones; different styles and voices.	Develop the use of PEE sentences; peer assessment of Grade 9 exam responses from the exam board; alternative interpretations of a range of texts.
Support	Building of vocabulary using support materials; sample responses to annotate and emulate	Sample responses to annotate and emulate; writing frames.
Literacy focus	Sentence structures; vocabulary choices; structure (paragraphing)	Comprehension elements such as finding and locating explicit and implicit information.
Numeracy focus	Statistics included as appropriate	N/A
Cross-curricular links	Some topics may have a PSHE link dependent on current news or local issues.	Range of topics. 19 th C texts often have elements of contextual historic interest.
SMSC & MBV	<p>Topics can be adjusted to current issues: news reports on climate change, etc.</p> <p>Magazine articles focusing on mental health in schools, etc. Society based issues for guides (guides are written about students'</p>	Human rights Treatment of children/animals in 19 th C.

	home areas – what are the positives and negatives of where they live); relationships (How to be the best Best Friend)	
Assessments	Two transactional writing tasks based on consolidation of newspaper reports/ magazine articles/ guides.	Full paper: Component Section A – Waste Not Want Not Section B – Transactional writing
Out of school learning	Practice paper homework tasks	Practice paper homework tasks

2022/23	SPRING 1 – LANGUAGE 2 lessons per week	SPRING 1 – LITERATURE 4 lessons per week	SPRING 2 – LANGUAGE 2 lessons per week	SPRING 2 – LITERATURE 4 lessons per week
YEAR 11	FORMAL REPORTS/ FORMAL AND INFORMAL LETTERS – TRANSACTIONAL WRITING	LITERATURE REVISION: POETRY ANTHOLOGY UNSEEN POETRY 19 th CENTURY TEXT	REVISION OF ALL LANGUAGE COMPONENTS	LITERATURE REVISION: POST 1914 TEXT SHAKESPEARE
Key concepts	<p>AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 Lang: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p>AO1 Lit: Read, understand and respond to texts. Students should be able to: - maintain a critical style and develop an informed personal response - use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4 Lit: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO1 Lang: - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts</p> <p>AO2 Lang: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3 Lang: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 Lang: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5 Lang:</p>	<p>AO1 Lit: Read, understand and respond to texts. Students should be able to: - maintain a critical style and develop an informed personal response - use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2 Lit: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO4 Lit: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

			<p>- Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</p> <p>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 Lang: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	
Themes	<p>School based issues: state of facilities/ local issues: environmental issues/young people and their local area.</p> <p>Understanding of both formal and informal letter styles- there will be a variety of topics to write about.</p>	<p>SEE:</p> <ul style="list-style-type: none"> YEAR 9 AUTUMN 1 SOW – UNSEEN POETRY YEAR 9 SPRING 1 SOW – POETRY ANTHOLOGY YEAR 10 SPRING 2 to SUMMER 2 – 19TH CENTURY TEXT 	<p>SEE:</p> <ul style="list-style-type: none"> ALL YEAR 10 AND 11 LANGUAGE SOWs 	<p>SEE:</p> <ul style="list-style-type: none"> ALL YEAR 10 LITERATURE SOWs
Challenge	<p>Use of different tones and formalities; expectation of sophisticated vocabulary use; choice of higher-level tasks</p>	<p>SEE:</p> <ul style="list-style-type: none"> YEAR 9 AUTUMN 1 SOW – UNSEEN POETRY YEAR 9 SPRING 1 SOW – POETRY ANTHOLOGY YEAR 10 SPRING 2 to SUMMER 2 – 19TH CENTURY TEXT 	<p>SEE:</p> <ul style="list-style-type: none"> ALL YEAR 10 AND 11 LANGUAGE SOWs 	<p>SEE:</p> <ul style="list-style-type: none"> ALL YEAR 10 LITERATURE SOWs
Support	<p>Building of vocabulary using</p>	<p>SEE:</p>	<p>SEE:</p>	<p>SEE:</p>

	support materials; sample responses to annotate and emulate DAFOREST (mnemonics to cover key elements), writing frames for a range of different writing formats; six paragraph structures; multiple exemplar materials.	<ul style="list-style-type: none"> • YEAR 9 AUTUMN 1 SOW – UNSEEN POETRY • YEAR 9 SPRING 1 SOW – POETRY ANTHOLOGY • YEAR 10 SPRING 2 to SUMMER 2 – 19TH CENTURY TEXT 	<ul style="list-style-type: none"> • ALL YEAR 10 AND 11 LANGUAGE SOWs 	<ul style="list-style-type: none"> • ALL YEAR 10 LITERATURE SOWs
Literacy focus	Sentence structures; vocabulary choices; structure (paragraphing)	SEE: <ul style="list-style-type: none"> • YEAR 9 AUTUMN 1 SOW – UNSEEN POETRY • YEAR 9 SPRING 1 SOW – POETRY ANTHOLOGY • YEAR 10 SPRING 2 to SUMMER 2 – 19TH CENTURY TEXT 	SEE: <ul style="list-style-type: none"> • ALL YEAR 10 AND 11 LANGUAGE SOWs 	SEE: <ul style="list-style-type: none"> • ALL YEAR 10 LITERATURE SOWs
Numeracy focus	Statistics included as appropriate	SEE: <ul style="list-style-type: none"> • YEAR 9 AUTUMN 1 SOW – UNSEEN POETRY • YEAR 9 SPRING 1 SOW – POETRY ANTHOLOGY • YEAR 10 SPRING 2 to SUMMER 2 – 19TH CENTURY TEXT 	SEE: <ul style="list-style-type: none"> • ALL YEAR 10 AND 11 LANGUAGE SOWs 	SEE: <ul style="list-style-type: none"> • ALL YEAR 10 LITERATURE SOWs
Cross-curricular links	Science - environmental concerns such as pollution and energy	SEE: <ul style="list-style-type: none"> • YEAR 9 AUTUMN 1 SOW – UNSEEN POETRY • YEAR 9 SPRING 1 SOW – POETRY ANTHOLOGY • YEAR 10 SPRING 2 to SUMMER 2 – 19TH CENTURY TEXT 	SEE: <ul style="list-style-type: none"> • ALL YEAR 10 AND 11 LANGUAGE SOWs 	SEE: <ul style="list-style-type: none"> • ALL YEAR 10 LITERATURE SOWs
SMSC & MBV	Topics can be adjusted to current issues (e.g. letters to head/report based on bullying; focusing on portrayal of young people in society; environmental	SEE: <ul style="list-style-type: none"> • YEAR 9 AUTUMN 1 SOW – UNSEEN POETRY • YEAR 9 SPRING 1 SOW – POETRY ANTHOLOGY • YEAR 10 SPRING 2 to SUMMER 2 – 	SEE: <ul style="list-style-type: none"> • ALL YEAR 10 AND 11 LANGUAGE SOWs 	SEE: <ul style="list-style-type: none"> • ALL YEAR 10 LITERATURE SOWs

	concerns for young people, etc)	19 TH CENTURY TEXT		
Assessments	N/A	Full sections of papers for Poetry Anthology and 19 th C text	N/A	Full sections of papers for post-1914 text and Shakespeare
Out of school learning	Practice paper homework tasks	Practice paper homework tasks	Full and partial papers	Full and partial papers

2022/23	SUMMER 1 – LANGUAGE 2 lessons per week	SUMMER 1 – LITERATURE 4 lessons per week
YEAR 11	GENERAL REVISION	GENERAL REVISION
Key concepts	AS ABOVE	AS ABOVE