



SUBJECT INTENTIONS:	<ul style="list-style-type: none"> To develop imaginative and inquisitive learners, who are motivated to achieve their best, are ready to learn and who are resilient in the face of challenges; To develop learners who collaborate, communicate and challenge one another safely in mutual respect and tolerance; To instil a belief that all pupils can achieve and enjoy English, and ensure that pupils recognise the value these skills hold for life beyond school. 				
YEAR 11 IMPLEMENTATION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
	Topic – LANGUAGE COMPONENT 1 READING – SECTION A - 20 th CENTURY FICTION – and SECTION B – CREATIVE WRITING	Topic – LANGUAGE COMPONENT 2 READING – SECTION A NON-FICTION	Topic – LANGUAGE COMPONENT 2 – WRITING TRANSACTIONAL WRITING NEWSPAPER REPORTS/MAGAZINE ARTICLES/GUIDES/FORMAL REPORTS/ FORMAL AND INFORMAL LETTERS/REVIEWS	REVISION OF ALL LANGUAGE COMPONENTS	
Key concepts	AO1 Lang: - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts	AO1 Lang: - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts	AO5 Lang: - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	AO1 Lang: - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts AO2 Lang:	



	<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>AO4 Lang: Evaluate texts critically and support this with appropriate textual references</p> <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>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>- 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>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: - 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>
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	AO6 Lang: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.			
Themes	Conflict. Also dependent on focus of exam papers and own choice of creative writing subject.	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.	<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. 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</p>	SEE: ALL 11 LANGUAGE SOWs



			<p>variety of topics to write about.</p> <p>Awareness of the features of a review and how to include personal opinions and a balanced viewpoint</p>	
Challenge	Choice of tasks; encouragement of ambitious vocabulary choices; use of various tones; different styles and voices. Suggestion of 10 PEE paragraphs per 10 mark question.	Develop the use of PEE sentences; peer assessment of Grade 9 exam responses from the exam board; alternative interpretations of a range of texts.	Choice of tasks; encouragement of ambitious vocabulary choices; use of various tones; different styles and voices. Use of different tones and formalities; expectation of sophisticated vocabulary use; choice of higher-level tasks	SEE: ALL 11 LANGUAGE SOWs
Support	Building of vocabulary using support materials; sample responses to annotate and emulate	Sample responses to annotate and emulate; writing frames.	<p>Building of vocabulary using support materials; sample responses to annotate and emulate</p> <p>Building of vocabulary using support materials; sample responses to annotate and emulate</p> <p>DAFOREST (mnemonics to cover key elements), writing frames for a range of different writing formats; six paragraph structures;</p>	SEE: ALL 11 LANGUAGE SOWs



			multiple exemplar materials.	
Literacy focus	Sentence structures; vocabulary choices; introduction of PEE sentence structure	Comprehension elements such as finding and locating explicit and implicit information.	Sentence structures; vocabulary choices; structure (paragraphing), inclusion of various language techniques used for effect. Layout of formal letters and reports.	SEE: ALL 11 LANGUAGE SOWs
Numeracy focus	Word count for creative writing	N/A	Statistics included as appropriate	SEE: ALL 11 LANGUAGE SOWs
Cross-curricular links	N/A	Range of topics. 19 th C texts often have elements of contextual historic interest.	Some topics may have a PSHE link dependent on current news or local issues. Science - environmental concerns such as pollution and energy	SEE: ALL 11 LANGUAGE SOWs
SMSC & MBV	N/A	Human rights Treatment of children/animals in 19 th C.	Topics can be adjusted to current issues: news reports on climate change, etc. Magazine articles focusing on mental health in schools, etc. Society based issues for guides (guides are written about students' home areas – what are the positives and negatives of where they live); relationships (How to be the best Best Friend)	SEE: ALL 11 LANGUAGE SOWs



			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 concerns for young people, etc) N/A	
KEY PIECE OF WORK	Component 1 Section A – Ruby and the pet shop (2017)	Component 2 Section A – Prison paper (2017)	One transactional writing task (30 minutes) from 2017 paper – talk or letter	N/A
ASSESSMENTS	Creative writing assessment: a) A Memorable Weekend. b) Write about a time when you had to make a difficult choice or decision. c) Write a story which begins: “You are not staying here on your own. Get in the car now,” my mum said in that voice which did not allow any argument.	PPEs LANGUAGE Component 1 full paper Actual exam paper from two years previous (2026 PPE = 2024 paper)	Two transactional writing tasks based on consolidation of newspaper reports/ magazine articles/ guides/reviews/ formal letters/formal reports/review. Article and letter from 2023 paper.	PPEs LANGUAGE Component 1 and 2 – full papers Actual exam papers from previous year (2026 PPE = 2025 paper)

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	d) Write a story which ends: I feared the worst but the teacher could not stop herself from laughing			
Out of school learning	Carousel revision tasks for Literature texts Practice paper homework tasks	Carousel revision tasks for Literature texts Practice paper homework tasks	Carousel revision tasks for Literature texts Practice paper homework tasks	REVISION OF ALL LANGUAGE COMPONENTS