



# YEAR 10 ENGLISH LEARNING JOURNEY

Building knowledge. Developing skills. Preparing for success.

"Literature fuels empathy, criticism and change."



## AUTUMN 1

### MY TOPICS:

Modern Drama & Language  
An Inspector Calls – J.B. Priestley.  
Paper 2 Language skills

### MY SKILLS:

- Securing and applying understanding of non-fiction texts and constructions.
- Read, understand, and respond to texts, maintaining a critical style and developing an informed personal response (Lit).
- Explain, analyze, and explore writers' methods using accurate subject terminology (Lit).
- Relate drama texts to their social, cultural, and historical contexts (Lit).

### WHY NOW?

I am securing the foundational text-level analysis skills needed for my GCSE Literature papers. Building directly on the transition work from the end of Year 9, this unit trains me to track dramatic intentions and synthesize context into formal essay responses.



## AUTUMN 2

### MY TOPICS:

19th-Century Novel:  
A Christmas Carol – Charles Dickens.

### MY SKILLS:

- Develop a coherent interpretation of text by drawing on imaginative insights well supported by reference to the text (Lit).
- Demonstrate a clear appreciation of how the text structure and language use support the writer's purpose and contribute to meaning (Lit).
- Explain, analyze, and explore writers' methods using accurate subject terminology (Lit).

### WHY NOW?

I am developing my reading stamina for older literature. Navigating Dickens' complex 19th-century syntax, vocabulary, and allegorical characters teaches me to unpack historical perspectives and track moral messages across a full prose text.



## SPRING 1

### MY TOPICS:

Language Paper 1:  
Explorations in Creative Reading & Writing.  
Power and Conflict Anthology – Ozymandias, London, Prelude

### MY SKILLS:

- Identify and interpret explicit and implicit information and ideas (Lang).
- Explain, comment on, and analyze how writers use language and structure to achieve effects (Lang).
- Critically evaluate texts and support views with judicious textual references (Lang).
- Write creative texts with distinct personal voice, controlled paragraphing, and punctuation variety (Lang).

### WHY NOW?

I am mastering the mechanics of unseen narrative prose. Shifting focus to Language Paper 1 teaches me to evaluate structural hooks in short extracts and consciously manipulate my own writing techniques to meet assessment objectives.



## SPRING 2

### MY TOPICS:

Language Paper 2:  
Writers' Viewpoints & Perspectives.  
Power and Conflict Anthology – My Last Duchess, Charge of the Light Brigade, Exposure

### MY SKILLS:

- Select and synthesize evidence across different text locations (Lang).
- Compare writers' ideas, perspectives, and purposes across distinct non-fiction sources (Lang).
- Produce transactional texts appropriate to task, reader, and purpose, managing paragraphing and technical accuracy (Lang).

### WHY NOW?

I am exploring how real-world arguments are constructed. Analyzing paired texts that reflect 21st-century non-fiction trains me to compare shifting viewpoints and adapt my own transactional writing style to a target audience.



## SUMMER 1

### MY TOPICS:

Macbeth  
Power and Conflict Anthology – Storm on the Island, Bayonet Charge

### MY SKILLS:

- Construct clear comparative grids to track how views and methods match or differ across distinct text profiles (Lit).
- Explain and comment on structural forms, rhyme, metre, and localized language features at word and sentence level (Lit).
- Explore the writer's intentions and how Shakespeare presents key themes, characters and ideas (Lit).
- Use relevant subject terminology accurately and effectively (Lit).

### WHY NOW?

I am developing the specialized comparative tracking skills required for my exams. Moving through the anthology poems allows me to examine how various writers across history use compressed language and structural frames to articulate conflicts.



## SUMMER 2

### MY TOPICS:

Macbeth  
Spoken Language Endorsement & Mock Examination Prep.

### MY SKILLS:

- Select from a wide range of writing forms to meet challenges with a distinct personal voice (Lang).
- Demonstrate complete control over syntax, grammar, sentence variety, and spelling accuracy under timed pressure (Lang).
- Analyse how Shakespeare's language, structure and form create meaning and reflect the writer's intentions (Lit).
- Explore key themes and characters in the play and how they are presented (Lit).
- Speak confidently to present a viewpoint and field questions (Lang).

### WHY NOW?

I am validating my communication skills ahead of Year 11. Compiling and verbally presenting my independent viewpoint piece completes my formal Spoken Language Endorsement, while the mock revisions ensure I can consolidate my learning under strict exam pacing conditions.



READ



THINK



QUESTION



ANALYSE



CREATE



COMMUNICATE

Better Readers  
Brighter Thinkers