



Key content

Y10: Autumn

Language: **Explorations in Creative Reading and Writing, narrative writing.**

Literature: the 19th-century novel, ***A Christmas Carol***

Spring

Language: **Explorations in Creative Reading and Writing, descriptive writing.**

Language: **Writers' Viewpoints and Perspectives, non-fiction and literary non-fiction texts.**

Summer

Language: **Writers' Viewpoints and Perspectives, writing to present a viewpoint.**

Lit P2 Modern texts and poetry Section B and C: Unseen poetry and a return to the cluster

Y11: Autumn

Literature: Shakespeare, ***Macbeth***

Lit P2 Modern texts and poetry Section A: Modern text, ***An Inspector Calls***

Into-

NEA: **Spoken Language skills**, working towards a teacher-'judged' speech (inspired by *Macbeth* / *An Inspector Calls* themes) .

Spring

Spoken Language assessment

Revising Literature Paper 2:

Poetry cluster/unseen

Revising Language Paper 2, section A and mini writing tasks.

Revising Literature Paper 1: *A Christmas Carol* and *Macbeth*

Language P 1, narrative and descriptive writing techniques

Revision Carousel

English Language and Literature course components:

Literature: Shakespeare, ***Macbeth***

Literature: the 19th-century novel, ***A Christmas Carol***

Language: **Explorations in Creative Reading and Writing, literary fiction texts.**

Language: **Explorations in Creative Reading and Writing, descriptive or narrative writing.**

Language: **Writers' Viewpoints and Perspectives, non-fiction and literary non-fiction texts.**

Language: **Writers' Viewpoints and Perspectives, writing writing to present a viewpoint.**

Literature: **Modern texts and poetry: unseen poetry and a return to the AQA poetry Anthology** (first studied in Year 9), *Love and Relationships*.

NEA: **Spoken Language skills**, working towards a teacher-'judged' speech.

The **English Language** exams and Spoken Language endorsement will measure how students have achieved the following assessment objectives:

AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4: Evaluate texts critically and support this with appropriate textual references.

AO5: 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.

AO6: 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.)

AO7: Demonstrate presentation skills in a formal setting.

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

AO9: Use spoken Standard English effectively in speeches and presentations.

The **English Literature** exams will measure how students have achieved the following assessment objectives:

AO1: 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.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Key assessment points

An assessment will be made after the teaching of each unit, each half term.

Mock examinations will be held in line with the school's mock exam timetable for certain English Literature or Language paper. For aspects of the exams where formal mock exams are not held, students will always complete an in-class mock response for those questions.

English Language: 2 x exam papers:

Paper 1: Explorations in Creative Reading and Writing (written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE).

Paper 2: Writers' Viewpoints and Perspectives (written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE)

English Literature: 2 x exam papers:

Paper 1: Shakespeare and the 19th-century novel (written exam: 1 hour 45 minutes, 64 marks, 40% of GCSE).

Paper 2: Modern texts and poetry (written exam: 2 hour 15 minutes, 96 marks, 60% of GCSE).

Christian ethos

Where Christian ideas are explicitly expressed in texts studied, students will have the opportunity to discuss them and make connections to their own knowledge, and, or beliefs. The Federation's half termly value words will be used through class teaching to make connections between the ideas and themes encountered in the curriculum and the Christian ethos of the school. Through the study of the context of our chosen texts, students will be able to explore the influence of faith on individual writers and the societies within which they were writing.

British values

British values will be inherently upheld and explored through the themes presented in our studied texts, with links made to ideas of citizenship, kindness, fairness, justice and democracy. Through all lesson tasks, students in English will be encouraged to make connections between the texts, our society, and their own lives, and demonstrate British values as they discuss and write about Literature. As students study texts from different centuries, there will be opportunities to reflect on what it has meant- and still means- to be a British writer, reader and member of society.

Subject: English
Annual plan Y10



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Week	Month	Learning Intentions and/or Key Questions
1	September	Lang P1 Explorations in Creative Reading and Writing, Section B: Narrative writing. <ul style="list-style-type: none"> Pupils will understand the assessment criteria and the expectations of their 'writing journal' for this unit. Pupils will also reflect on their prior knowledge of and ability to creatively write. Using style models, students analyse structure, including openings and endings. Using style models, students will draft and improve a piece of their own narrative writing. Pupils will understand the importance of structure and develop their ability to use it effectively. Analysis of style models to practice Section A questions (see below).
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6	October	<p>Pupil's will evaluate and assess each other's creative writing, using their knowledge of the assessment criteria and produce a piece of teacher-assessed work.</p> Lang P1 Explorations in Creative Reading and Writing, section A: Literary fiction text <ul style="list-style-type: none"> To understand a text and be able to retrieve information. To interpret the language used in a text as reflective of certain attitudes of the writer. To appraise how the writer's attitudes come across and their effectiveness. To analyse how the structure of a text can effect it. To appraise how the writer's intentions are explored through a text's structure. <p>To critique a text and its effectiveness through analysis of the writer's methods, language and structure.</p>
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9		Half term holiday
10	November	Lit P1 Shakespeare and the 19th-century novel, Section B: A Christmas Carol <ul style="list-style-type: none"> Pupils will gain an understanding of the assessment criteria, and will develop their understanding of Victorian society (historical/social/literary context) Pupils will explore the characterisation of Scrooge, and consolidate their knowledge of Stave One. Pupils will engage with the theme of poverty and consolidate their knowledge of Stave Two. Pupils will gain a deeper understanding of Dickens' moral message, and consolidate their knowledge of Stave Three. Pupils to explore the symbolism of the Christmas ghosts and complete a detailed analysis on a given extract. Pupils will explore and evaluate Scrooge's transformation, and evaluate the structure of the novella as a whole. Pupils will evaluate an example essay, and understand the marking criteria in more depth. Pupils will also complete an assessed essay of their own.
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14	December	
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17		Christmas holiday
18	January	Lang P1 Explorations in Creative Reading and Writing, Section B: Descriptive writing.
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21	February	<ul style="list-style-type: none">• Pupils will understand the assessment criteria and the expectations of their 'writing journal' for this unit. Pupils will also reflect on their prior knowledge of and ability to creatively write.• Using style models, students will draft and improve a piece of their own descriptive writing based on an image• Pupils will understand the importance of a range of figurative techniques, and practice using them in a variety of ways.• Pupils will understand the importance of structure and develop their ability to use it effectively.• Analysis of style models to practice Section A questions (see below). <p>Pupil's will evaluate and assess each other's creative writing, using their knowledge of the assessment criteria and produce a piece of teacher-assessed work.</p> <p>Lang P1 Explorations in Creative Reading and Writing, section A: Literary fiction text</p> <ul style="list-style-type: none">• To understand a text and be able to retrieve information.• To interpret the language used in a text as reflective of certain attitudes of the writer.• To appraise how the writer's attitudes come across and their effectiveness.• To analyse how the structure of a text can effect it.• To appraise how the writer's intentions are explored through a text's structure.• To critique a text and its effectiveness through analysis of the writer's methods, language and structure.
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25	March	Half term holiday
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27		<p>Lang P2 Writers' Viewpoints and Perspectives, Section A: non-fiction and literary non-fiction</p> <ul style="list-style-type: none">• An Introduction to the paper• Assessment Objectives• Inferring Meaning in non-fiction and literary non-fiction• Inferring meaning to answer questions, close reading, writing to summarise• Textual analysis, comparisons, understanding adverbial phrases and their effects, analysing language and applying in their own writing.• Analyse peers creative writing; identifying rhetorical techniques and discussing their effects; analysing emotive language.• Analysing writers' attitudes; comparing writers' attitudes• Floating – dependent on need; practice questions•
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31	Easter holiday	
32	April	<p>Lang P2 Writers' Viewpoints and Perspectives, Section B: Writing writing to present a viewpoint</p> <ul style="list-style-type: none">• Language Paper 2 Section B• Focus on Q2. To identify and interpret information from a source.• Focus on Q3- how writers use language and structure.• Focus on Q4- compare writers' ideas and perspectives.• Q5- communicating effectively (recap of AFOREST techniques)• Q5- communicating effectively.• Practise questions and revision.•
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36	May	
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40	June	Half term holiday
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42	July	Lit P2 Modern texts and poetry Section B and C: Unseen poetry (and a return to the cluster) <ul style="list-style-type: none"> Exploring ways to approach a new poem for meaning. How to work a variety of valid interpretations into poetry analysis; understanding the 'how' in a question and combining language, form and structure analysis with own interpretation effectively. Look at AQA exemplar answers. Practice analysis of an unseen poem (mock question). Return to anthology poems Love and Relationships (covered in Y9 Summer 2): making connections between groups of poems-comparison charts. Anthology: Comparison practice; returning to the challenging poems. Anthology: Look at AQA exemplar answers. Comparison practice question (mock question).
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Subject: English
Annual plan Y11



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Week	Month	Learning Intentions and/or Key Questions
1	September	Lit P1 Shakespeare and the 19th-century novel, section A: Macbeth <ul style="list-style-type: none">To understand the contextual influences behind Macbeth (life in the 1600s, gender expectations, witches and the supernatural, divine right of Kings)To understand the role of Lady Macbeth and how she transgresses gender expectations (focus on Act 1 scene 5)To understand how Macbeth feels following the murderTo understand why Macbeth murders Banquo (focus on Act 3 and the banquet scene)To understand how Macbeth can be considered a tragic heroPractise questions and revision Spoken Language week1: talking about universal themes, e.g. ambition and preparing a short speech on the subject in small groups.
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6	October	
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9	Half term holiday	
10	November	Lit P2 Modern texts and poetry Section A: Modern text, <i>An Inspector Calls</i> <ul style="list-style-type: none">An introduction: Contexts and influences – Edwardian England and 1945 England, Socialism v. Capitalism etc. Assessment Objectives. Dramatic devices revision.Act 1. Identifying context within Act One. Analysis dramatic devices Act One. Key characters/ characterisation. Mr Birling v. Inspector Goole.Act 2. Complete Act one and begin Act Two. Themes - Responsibility, class, capitalism, gender. Characterisation - Eva Smith, Sheila Birling v. Inspector Goole.Act 3. Exploring modern day reactions to key characters. Themes – presentation of women in 1912. Themes – Age. Characterisation – Mrs Birling, Gerald Croft.Themes – class, social responsibility in 1912 v. 1945. Characterisation – Mrs Birling's Perspective, Inspector Goole's role, Eric Birling. Cyclical structure and dramatic devices.The final call. Eva Smith's downfall. Tackling exam questions. Watch 2015 film (or during revision carousel).Spoken Language week 2: talking about universal themes, e.g. class and preparing a short speech on the subject in small groups.
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13	December	
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		Choosing one of the two speeches prepared over the course of the GCSE as the Spoken Language Assessment.
17	January	Christmas holiday
18		Spoken Language NEA prep homework
19		Non-examination Assessment: Spoken Language
20		<ul style="list-style-type: none"> Preparing and delivering spoken language speeches in small groups.
21		In-class revision carousel begins:
22		<ul style="list-style-type: none"> 2 x weeks Lit content- bespoke lessons to suit each group. 2 x weeks Lang content- bespoke lessons to suit each group. 1 x week Lit question practice- bespoke lessons to suit each group. 1 x week Lang question practice- bespoke lessons to suit each group.
23	February	Revising Literature Paper 2: Poetry cluster/unseen
24		Revising Language Paper 2, section A and mini writing tasks.
		Revising Literature Paper 1: A Christmas Carol and Macbeth
		Language P 1, narrative and descriptive writing techniques Revision Carousel
25		Half term holiday
26		Four week focus:
27		<ul style="list-style-type: none"> Literature Paper 1 Section A: quotes; how to springboard from the given extract to the wider text; embedding context in interpretation. Literature Paper 1 Section B: quotes; how to springboard from the given extract to the wider text; embedding context in interpretation. Language Paper 1 Section A. Question recap; talking about structure; analysing language ('how') without just 'feature spotting'. Language Paper 2 Section A: how to compare two writers' methods; developing sophisticated and fluent comparison and a personal structure to comparison (as long as the question is always answered).
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29	March	
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31		Easter holiday
32	April	Creating revision aids. Lectures, Drop-ins, Question clinics, Teacher-led and student-led discussion groups Podcasts, Interventions,
33		Bespoke lesson time = practicing questions and specific areas of need per class. Revision sessions tailored to each class.
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36	May	Revision carousel
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40	June	Half term holiday
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44	July	
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