



Key content

Year 10 (2 hours per week) - Silver/Gold Step

Autumn Term:

Component 1: Literacy topics - Music and Travel

Music

- Spoken language task (presenting/responding to questions and feedback) – **12 marks**
- Reading Task - 3 transactional texts + short form questions – **24 marks**
- Writing task – long transactional writing – **24 marks**

Travel

- Spoken language task (presenting/responding to questions and feedback) – **12 marks**
- Reading Task - 3 transactional texts + short form questions – **24 marks**
- Writing task – long transactional writing – **24 marks**

Students should complete and submit two topics. Externally set NEA up to 1 hour and 30 minutes per topic

Total= 120 marks [50% of Step- Up to English]

Spring Term:

Component 2: Sports

Section A = two literary texts + short form questions – **30 marks**

Section B = one longer form creative writing – **30 marks**

Students should complete one paper. Externally set NEA up to 1 hour and 30 minutes

Total = 60 marks [50% of Step- Up to English]

Summer Term:

During the summer term students who completed the Silver-Step may now progress to Gold. Students who did not pass their step can retake with another topic.

Component 1: Literacy topics TBC

1. Spoken language tasks (presenting/responding to questions and feedback) -**12 marks**
2. Reading tasks - 3 transactional texts +short form questions – **24 marks**
3. Writing task – one extended writing task – **24 marks**

Year 11 (1 hour per week) - Gold Step/GCSE

Autumn Term:

Component 2: Creative Reading and Writing TBC

Section A = two literary texts + short form questions – **30 marks**

Section B = one longer form creative writing – **30 marks**

Students should complete one paper. Externally set NEA up to 1 hour and 30 minutes

The assessment objectives for this specification are set by AQA and based on those for GCSE English Language. This is so that the specification mirrors what students need at GCSE and enables progression and co-teachability.

AO1: Read and understand a range of texts:

Identify and interpret explicit and implicit information and ideas.

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

AO3: Compare writers' ideas and perspectives.

AO4: Evaluate texts 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: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: Demonstrate presentation skills.

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

AO9: Use spoken English effectively in speeches and presentations.

Key assessment points

This qualification is linear. Linear means that all assessments are submitted at the end of the course. The components must be taken under controlled conditions, directly supervised by the teacher. The components may be taken in any order and at any time throughout the course.

DOA to manage the marking process and sign the *Centre declaration sheet* to confirm that internal standardisation has taken place.

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:
Annual plan Y10



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Week	Month	Learning Intentions and/or Key Questions	
1	September	<u>Component 1: Music</u> <ul style="list-style-type: none">Students to take part in group discussions and make an individual presentation .Students to complete spoken language assessment (12 marks)Read a selection of non-fiction texts (timelines, magazines, factual books, factsheets).Use the text to learn how to:<ul style="list-style-type: none">infercomment on language and structureevaluate ideasexpress personal preferences for jobs in radio.Students analyse and comment on radio station advertsStudents learn how write a cover letter ,how to editStudents to complete reading assessment (24 marks) and Writing task – long transactional writing(24 marks)	
2			
3			
4			
5			
6	October		
7			
8			
9	<u>Half Term Holiday</u>		
10	November	<u>Component 1: Travel</u> <ul style="list-style-type: none">Students take part in group discussions and make an individual presentation (12 marks)In groups/pairs students discuss their last holiday and feedback.read a selection of non-fiction texts – research travel destinations and express a preferenceuse the text to learn how to infer, comment on language and structure and to compare ideas and express personal preferencesDesign a poster for a travel destination and include key featuresStudents learn how to plan, write, edit and proof read a piece of informative writing (email to a travel destination).Write a review of a holidayStudents to complete reading assessment (24 marks) and Writing task – long transactional writing(24 marks)	
11			
12			
13			
14			December
15			
16			
17	<u>Christmas holiday</u>		
18	January		<u>Component 2: Sports</u> <ul style="list-style-type: none">Students to read text and practice comprehensionAnalyse language used across and explain importance of key wordsComparing two texts – writing about similarities and differencesStudents to complete reading section - short form questions [30 marks]
19			
20			
21			
22			
23	February		
24			
25			
26	<u>Half Term Holiday</u>		
27	March	<ul style="list-style-type: none">Students to plan for a piece of extended writingDevelop skill of writing a description/ narrative inspired by an imageDescribe their favorite sporting eventStudents develop accuracy in spellings, grammar and punctuation.Write a story about a sports team / match / eventStudents to complete writing assessment – extended writing [30 marks]	
28			
29			
30			
31			
32	April		
33			
Marking of Silver /Gold Step work to be submitted by 15th May 2020			

34	May	<p><i>At this point students who completed the silver step will have an opportunity to work towards the Gold Step.</i></p> <p><u>Component 1: 1st topic TBC</u></p> <ul style="list-style-type: none"> Students to take part in group discussions and make an individual presentation . Students to complete spoken language assessment (12 marks) Read a selection of non-fiction texts (timelines, magazines, factual books, factsheets). Use the text to learn how to: <ul style="list-style-type: none"> infer comment on language and structure evaluate ideas express personal preferences for jobs in radio. Students analyse and comment on radio station adverts Students learn how write a cover letter ,how to edit Students to complete reading assessment (24 marks) and Writing task – long transactional writing(24 marks)
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40	June	Half term holiday
41	July	<p><u>Component 1: 2nd topic TBC</u></p> <ul style="list-style-type: none"> Students take part in group discussions and make an individual presentation (12 marks) In groups/pairs students discuss their last holiday and feedback. read a selection of non-fiction texts – research travel destinations and express a preference use the text to learn how to infer, comment on language and structure and to compare ideas and express personal preferences Design a poster for a travel destination and include key features Students learn how to plan, write, edit and proof read a piece of informative writing (email to a travel destination). Write a review of a holiday Students to complete reading assessment (24 marks) and Writing task – long transactional writing(24 marks)
42		
43		
44		
45		
46		

Subject: English
Annual plan Y11



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Week	Month	Learning Intentions and/or Key Questions
1	September	<p><u>Component 2: TBC</u></p> <ul style="list-style-type: none"> Students to read text and practice comprehension Analyse language used across and explain importance of key words Comparing two texts – writing about similarities and differences Students to complete reading section - short form questions [30 marks]
2		
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6	October	<p>Half term holiday</p>
7		
8		
9		
10	November	<ul style="list-style-type: none"> Students to plan for a piece of extended writing Develop skill of writing a description/ narrative inspired by an image Describe their favorite TBC Students develop accuracy in spellings, grammar and punctuation. Write a story about a topic TBC / match / event
11		
12		
13		
14	December	

15		- Students to complete writing assessment – extended writing [30 marks]
16		
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20	January	Christmas holiday
21		
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25	February	<u>Gold Step work to be submitted for moderation by 10 January 2021</u>
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30	March	All students should have completed the Gold Step and be ready for submission if not then they should be entered at Silver Step.
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35	April	Additional English One Hour per week shall be used to prepare students for the GCSE English Language Papers 1 and 2 - <u>Question 4</u> :
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40	May	<ul style="list-style-type: none">• Paper 1 - Evaluating writers intentions• Paper 2 - Comparing non-fiction texts• Revision for GCSE Literature text
41		
42		
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45	June	Half term holiday
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50	July	N/A
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