



<p>Year 10 English Language Curriculum:</p> <p>Year 10 Curriculum Concepts:</p> <ul style="list-style-type: none"> • Form an opinion on issues that matter in our own lives and in the world • Justify personal opinions convincingly and articulately • Develop a voice and be heard by others • Develop insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives • Read a wide range of texts, fluently and with good understanding • Read critically, and use knowledge gained from wider reading to inform and improve their own writing 		<ul style="list-style-type: none"> • Listen to and understand spoken language, and use spoken Standard English effectively • Synthesise and summarise themes and ideas from more than one text • Produce clear and coherent writing • Be able to write for impact, selecting organising and emphasising key ideas • Articulately present ideas orally and in various written forms • Use grammar correctly, punctuate and spell accurately • Write effectively and coherently using Standard English appropriately • Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
---	--	---

National Curriculum Links: [Department for Education \(publishing.service.gov.uk\) edugas-gcse-english-language-from-2015-e.pdf](http://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/422222/edu-gas-gcse-english-language-from-2015-e.pdf)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Topic	Component 1 – literary reading (fiction)	Component 1 - writing skills (creative/autobiographical)	Component 2 – reading skills (non-fiction)	Component 2 – reading skills (non-fiction)	Component 2 – transactional writing/spoken language (non-fiction)	Component 2 – Spoken Language endorsement
Vocab/ Literacy	impression, inference, deduction, explore, imply, evaluate, mood, tone; implicit/explicit adjectives associated with personal traits e.g. oppressive, controlling, unempathetic, kind, compassionate, deflated etc	mood, tone; compare; sustained, crafted, coherent, cohesive, thoughtful, implicit, motif, audience, form, purpose, tone, style, articulate, persuasive, transactional writing skills including the successful use of paragraphs, methods, tone, vocab, sentences and punctuation. Planning, editing and proofreading work.	impression, inference, deduction, explore, imply, evaluate, mood, tone; implicit/explicit impression, synthesise, compare, similarities, difference, explore, mood, tone, audience/reader adjectives associated with personal traits e.g. oppressive, controlling, unempathetic, kind, compassionate, deflated etc	impression, inference, deduction, explore, imply, evaluate, mood, tone; implicit/explicit impression, synthesise, compare, similarities, difference, explore, mood, tone, audience/reader adjectives associated with personal traits e.g. oppressive, controlling, unempathetic, kind, compassionate, deflated etc	mood, tone; compare; sustained, crafted, coherent, cohesive, thoughtful, implicit, motif, audience, form, purpose, tone, style, articulate, persuasive, transactional writing skills including the successful use of paragraphs, methods, tone, vocab, sentences and punctuation. Planning, editing and proofreading work.	Articulate, tone, pace, pitch, mood, tone; compare; sustained, crafted, coherent, cohesive, thoughtful, implicit, motif, audience, form, purpose, tone, style, articulate, persuasive, transactional writing skills including the successful use of paragraphs, methods, tone, vocab, sentences and punctuation. Planning, editing and proofreading work.

Knowledge, Skills and Understanding	<p>explore how writers create an impression of place/character; understand implicit and explicit information; identify, explore and apply language and structural features, including tone, characterisation, shifts and connotations; understand the important relationship between the reader and the writer.</p>	<p>Fully coherent and controlled writing (plot and characterisation are developed with detail, originality and imagination); clearly and imaginatively organise (narrative is sophisticated and fully engages the reader's interest); structural and grammatical features used ambitiously to give the writing cohesion and coherence; communication is ambitious communication which consistently conveys precise meaning; control and variety of sentence structures; accurately spell and punctuate work; planning, editing and proofreading work. writing skills including the successful use of paragraphs, methods, tone, vocab, sentences and punctuation. Planning, editing and proofreading work.</p>	<p>Explore how writers create an impression of place/character; understand implicit and explicit information; identify, explore and apply language and structural features, including tone, characterisation, shifts and connotations; understand the important relationship between the reader and the writer.</p>	<p>Explore how writers create an impression of place/character; understand implicit and explicit information; identify, explore and apply language and structural features, including tone, characterisation, shifts and connotations; understand the important relationship between the reader and the writer.</p>	<p>Fully coherent and controlled writing (plot and characterisation are developed with detail, originality and imagination); clearly and imaginatively organise (narrative is sophisticated and fully engages the reader's interest); structure and grammatical features used ambitiously to give the writing cohesion and coherence; communication is ambitious communication which consistently conveys precise meaning; control and variety of sentence structures; accurately spell and punctuate work; planning, editing and proofreading work.</p>	<p>Present information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; plan effectively for different purposes and audiences; make presentations and speeches; listen to and respond appropriately to any questions and feedback; express ideas using Standard English whenever and wherever appropriate</p>
What we will assess	<p>AfL throughout daily teaching; formative assessment as per SOWs; summative assessment of at least one marked response per question in addition to any AG responses for SIMS data</p>					
Personal Development	<p>Continuing a love of language and its importance in the world; empowering students by giving them a voice; listen with empathy and sensitivity; opportunities to explore diversity, including protected characteristics; develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society</p> <p>Careers linked to writing, law and any profession that requires articulate communication, for example: journalist; copywriter; teacher; paralegal; marketing executive; editor; museum curator; freelance writer; librarian; publisher; web editor; author; social media manager; PR manager</p>					



Year 11 English Language Curriculum:

Year 11 Curriculum Concepts:

- Form an opinion on issues that matter in our own lives and in the world
- Justify personal opinions convincingly and articulately
- Develop a voice and be heard by others
- Feel passionately about something
- Insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives
- Read a wide range of texts, fluently and with good understanding
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing

- Listen to and understand spoken language, and use spoken Standard English effectively
- Synthesise and summarise themes and ideas from more than one text
- Produce clear and coherent writing
- Be able to write for impact, selecting organising and emphasising key ideas
- Articulately present ideas orally and in various written forms
- Use grammar correctly, punctuate and spell accurately
- Write effectively and coherently using Standard English appropriately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language

National Curriculum Links: [Department for Education \(publishing.service.gov.uk\) eduqas-gcse-english-language-from-2015-e.pdf](http://publishing.service.gov.uk/eduqas-gcse-english-language-from-2015-e.pdf)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Topic	Component 1 – literary reading and original writing (autobiography; travel writing; reportage)	Component 2 - reading skills	Component 2 – writing skills (letters, speeches, articles)	Component 1 – revision and reinforcement	Revision – exam skills	Revision/EXAMS
Vocab/ Literacy	impression, inference, deduction, explore, imply, evaluate, mood, tone; implicit/explicit adjectives associated with personal traits e.g. oppressive, controlling, unempathetic, kind, compassionate, deflated etc	impression, synthesise, compare, similarities, difference, explore, mood, tone, audience/reader adjectives associated with personal traits e.g. oppressive, controlling, unempathetic, kind, compassionate, deflated etc	sustained, crafted, coherent, cohesive, thoughtful, implicit, motif, audience, form, purpose, tone, style, articulate, persuasive, transactional various methods and stylistic features to do with non-fiction writing	impression, inference, deduction, explore, imply, evaluate, mood, tone; implicit/explicit adjectives associated with personal traits e.g. oppressive, controlling, unempathetic, kind, compassionate, deflated etc	impression, inference, deduction, explore, imply, evaluate, mood, tone; implicit/explicit; synthesise; compare; sustained, crafted, coherent, cohesive, thoughtful, implicit, motif, audience, form, purpose, tone, style, articulate, persuasive, transactional various terminology to do with characterisation and writing skills	impression, inference, deduction, explore, imply, evaluate, mood, tone; implicit/explicit; synthesise; compare; sustained, crafted, coherent, cohesive, thoughtful, implicit, motif, audience, form, purpose, tone, style, articulate, persuasive, transactional various terminology to do with characterisation and writing skills
Knowledge, Skills and Understanding	Explore how writers create an impression of place/character; understand implicit and explicit information; identify, explore and apply language and structural features, including tone, characterisation, shifts and connotations; understand the important relationship between the reader and the writer writing skills including the successful use of paragraphs, methods, tone, vocab, sentences and punctuation. Planning, editing and proofreading work.	Explore how writers successfully convey attitudes and opinions on a topic; understand implicit and explicit information; identify, explore and apply language and structural features, including tone, shifts and connotations; understand the important relationship between the reader and the writer; develop meaningful comparisons with clear and logical connections across texts; select precise and relevant textual support	Fully coherent and controlled writing (plot and characterisation are developed with detail, originality and imagination); clearly and imaginatively organise (narrative is sophisticated and fully engages the reader’s interest); structure and grammatical features used ambitiously to give the writing cohesion and coherence; communication is ambitious communication which consistently conveys precise meaning; control and variety of sentence structures; accurately spell and punctuate work; planning, editing and proofreading work.	Explore how writers create an impression of place/character; understand implicit and explicit information; identify, explore and apply language and structural features, including tone, characterisation, shifts and connotations; understand the important relationship between the reader and the writer; select precise and relevant textual support	Explore how writers create an impression of place/character; understand implicit and explicit information; identify, explore and apply language and structural features, including tone, characterisation, shifts and connotations; understand the important relationship between the reader and the writer writing skills including the successful use of paragraphs, methods, tone, vocab, sentences and punctuation. Planning, editing and proofreading work.	Explore how writers create an impression of place/character; understand implicit and explicit information; identify, explore and apply language and structural features, including tone, characterisation, shifts and connotations; understand the important relationship between the reader and the writer writing skills including the successful use of paragraphs, methods, tone, vocab, sentences and punctuation. Planning, editing and proofreading work.

<p>What we will assess</p>	<p>AfL throughout daily teaching; formative assessment as per SOWs; summative assessment of at least one marked response per question in addition to any AG responses for SIMS data</p>
<p>Personal Development</p>	<p>Continuing a love of language and its importance in the world; empowering students by giving them a voice; listen with empathy and sensitivity; opportunities to explore diversity, including protected characteristics; develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society</p> <p>Careers linked to writing, law and any profession that requires articulate communication, for example: journalist; copywriter; teacher; paralegal; marketing executive; editor; museum curator; freelance writer; librarian; publisher; web editor; author; social media manager; PR manager</p>