

	<u>YEAR 10</u>	<u>YEAR 11</u>
TERM 1 (AUTUMN 1-2)	A Christmas Carol (1st reading) & Creative Writing	English Language Comp 1 & 2 Revision
	<p>Lit Reading: PEEZL, essay writing- intro/conclusion Lang Reading: Writer's Craft, Evaluation & Comparison Creative Writing: Description of character and setting S + L: Arguing skills</p> <p>Reading Skills (N/C-KS4):</p> <ul style="list-style-type: none"> Summarise, synthesis ideas and information Draw on knowledge of the purpose, audience and context of the writing Identify and interpret themes, ideas and information Explore aspects of plot, character, events, setting Seek evidence in the text to support a point of view Analyse writer's choice of vocab, form, grammar and structural features- evaluate effectiveness and impact Make critical comparisons- refer to contexts, themes, characterisation, style Draw upon skills from wider reading <p>Writing Skills (N/C- KS4):</p> <ul style="list-style-type: none"> Adapt writing to a range of purposes: to describe, narrate, explain, instruct, give and respond to information, to argue Select and organise ideas, facts, key points, cite evidence, cite quotations effectively for support and emphasis Select and use judiciously vocabulary, grammar, form, structure and organisational features, rhetorical devices to reflect purpose, audience and context Use Standard English where appropriate Make notes, draft and write using information provided by others Revise, edit and proof-read Reflect on whether writing has intended impact7restructure writing to amend grammar and vocabulary, improve coherence, consistency, clarity and overall effectiveness Accuracy and effectiveness of grammar, punctuation and spelling <p>Speaking and Listening Skills (N/C- KS4):</p>	<p>Reading Skills (N/C- KS4)</p> <ul style="list-style-type: none"> Summarise and synthesis ideas and information Evaluate texts for their usefulness for particular purposes Identify and interpret themes, ideas and information Seek evidence in the text to support a point of view Distinguish between statements that are supported by evidence and those that are not Identify bias and misuse of evidence Analyse writer's choice of vocabulary, form, grammar and structure- evaluate their effectiveness and impact Make critical comparisons <p>Writing Skills (N/C- KS4):</p> <ul style="list-style-type: none"> Adapt writing to a range of purposes: to describe, narrate, explain, instruct, give and respond to information, to argue Select and organise ideas, facts, key points, cite evidence, cite quotations effectively for support and emphasis Select and use judiciously vocabulary, grammar, form, structure and organisational features, rhetorical devices to reflect purpose, audience and context Use Standard English where appropriate Make notes, draft and write using information provided by others Revise, edit and proof-read Reflect on whether writing has intended impact7restructure writing to amend grammar and vocabulary, improve coherence, consistency, clarity and overall effectiveness Accuracy and effectiveness of grammar, punctuation and spelling <p>'Walking-Talking' exam paper approach to revision</p> <p>Teach to Component 1: Emma and Robbie paper (summer 2018)</p>

- Use Standard English when the context and audience require it
- Work effectively in groups
- Take on required roles
- Lead/ manage discussions
- Involve others productively
- Review and summarise
- Contribute to meet goals/ deadlines
- Listen to and build on the contributions of others
- Ask questions to clarify and inform
- Challenge courteously when necessary
- Plan for different purposes and audiences
- Listen and respond in a variety of different contexts, both formal and informal
- Improvise, rehearse and perform
- Discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action

Ongoing Assessment:

Writer's Craft, Evaluation & Comparison

Mid- Assessment:

Lit Reading: Eduqas Exam style Lit question (extract and whole text)

Creative Writing: Creative Writing- description of setting and character (pathetic fallacy, personification, use of context and gothic)

S+L: Argue issue relating to the context of the novella

End- Assessment:

Lit Reading: Eduqas Exam style Lit question (extract and whole text)

Creative Writing: Creative Writing- description of setting and character (pathetic fallacy, personification, use of context and gothic)

S+L: Argue issue relating to the context of the novella

Experience:

Theatre/ Cinema production?

Literacy:

Teach to Component 2:

Summer 2019- Chilean Miners Rescued paper

Transactional Writing: review/letter

On-going Assessment:

Reading: (find and retrieve, writer's craft, evaluation, synthesis and comparison)

Writing: Creative & Transactional Writing

End-Assessment: Yr11 December mock exams

Literacy:

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, hyphen, dash, brackets, quotation marks, ellipsis

Macbeth Revision

Exam centred focus for revision- booklet of extracts/ questions- students to revise through re-reading of key extracts/ approaching GCSE style questions

Reading Skills (N/C – KS4):

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, brackets, ellipsis, speech marks

- Summarise, synthesis ideas and information
- Draw on knowledge of the purpose, audience and context of the writing
- Identify and interpret themes, ideas and information
- Explore aspects of plot, character, events, setting
- Seek evidence in the text to support a point of view
- Analyse writer's choice of vocab, form, grammar and structural features- evaluate effectiveness and impact
- Make critical comparisons- refer to contexts, themes, characterisation, style
- Draw upon skills from wider reading

Writing Skills (N/C – KS4):

- cite quotations effectively for support and emphasis
- Use Standard English where appropriate
- Make notes, draft and write using information provided by others
- Revise, edit and proof-read

Speaking and Listening Skills (N/C- KS4):

- Use Standard English when the context and audience require it
- Work effectively in groups
- Take on required roles
- Lead/ manage discussions
- Involve others productively
- Review and summarise
- Contribute to meet goals/ deadlines
- Listen to and build on the contributions of others
- Ask questions to clarify and inform
- Challenge courteously when necessary
- Plan for different purposes and audiences
- Listen and respond in a variety of different contexts, both formal and informal
- Improvise, rehearse and perform
- Discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action

On-going Assessment:

Lit Reading Assessment: theme/ character

Literacy:

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, hyphen, dash, brackets, quotation marks, ellipsis

**DECEMBER YEAR 11 MOCK EXAMS- LANG AND
MACBETH**

English Language Mocks

Component 1: Autumn 2017- 'Lucy and Brian paper

Component 2: Autumn 2018- Niagra Falls paper

English Literature Mocks

Component 1:

	<p><u>Component 2:</u></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TERM 2 (SPRING 1-2)</p> <p><u>Anthology (1st reading), Unseen Poetry and Transactional Writing</u></p> <p><u>Literature Reading Skills-</u> poetry reading skills/ unseen <u>Lang Reading Skills-</u> Writer’s Craft, Evaluation, Comparison <u>Transactional Writing-</u> leaflet, letter, article <u>Speaking and Listening-</u> Discussion skills</p> <p><u>Reading Skills (N/C- KS4):</u></p> <ul style="list-style-type: none"> • Summarise, synthesis ideas and information • Draw on knowledge of the purpose, audience and context of the writing • Identify and interpret themes, ideas and information • Explore aspects of plot, character, events, setting • Seek evidence in the text to support a point of view • Analyse writer’s choice of vocab, form, grammar and structural features- evaluate effectiveness and impact • Make critical comparisons- refer to contexts, themes, characterisation, style • Draw upon skills from wider reading <p><u>Writing Skills (N/C- KS4):</u></p> <ul style="list-style-type: none"> • Adapt writing to a range of purposes: to describe, narrate, explain, instruct, give and respond to information, to argue • Select and organise ideas, facts, key points, cite evidence, cite quotations effectively for support and emphasis • Select and use judiciously vocabulary, grammar, form, structure and organisational features, rhetorical devices to reflect purpose, audience and context • Use Standard English where appropriate • Make notes, draft and write using information provided by others • Revise, edit and proof-read • Reflect on whether writing has intended impact7restructure writing to amend grammar and vocabulary, improve coherence, consistency, clarity and overall effectiveness 	<p style="text-align: center;"><u>A Christmas Carol Revision</u></p> <p>Exam centred focus for revision- booklet of extracts/ questions- students to revise through re-reading of key extracts/ approaching GCSE style questions</p> <p><u>Reading Skills (N/C- KS4):</u></p> <ul style="list-style-type: none"> • Summarise, synthesis ideas and information • Draw on knowledge of the purpose, audience and context of the writing • Identify and interpret themes, ideas and information • Explore aspects of plot, character, events, setting • Seek evidence in the text to support a point of view • Analyse writer’s choice of vocab, form, grammar and structural features- evaluate effectiveness and impact • Make critical comparisons- refer to contexts, themes, characterisation, style • Draw upon skills from wider reading <p><u>Writing Skills (N/C- KS4):</u></p> <ul style="list-style-type: none"> • cite quotations effectively for support and emphasis • Use Standard English where appropriate • Make notes, draft and write using information provided by others • Revise, edit and proof-read <p><u>Speaking and Listening Skills (N/C- KS4):</u></p> <ul style="list-style-type: none"> • Use Standard English when the context and audience require it • Work effectively in groups • Take on required roles • Lead/ manage discussions • Involve others productively • Review and summarise • Contribute to meet goals/ deadlines

- Accuracy and effectiveness of grammar, punctuation and spelling

Speaking and Listening Skills (N/C- KS4):

- Use Standard English when the context and audience require it
- Work effectively in groups
- Take on required roles
- Lead/ manage discussions
- Involve others productively
- Review and summarise
- Contribute to meet goals/ deadlines
- Listen to and build on the contributions of others
- Ask questions to clarify and inform
- Challenge courteously when necessary
- Plan for different purposes and audiences
- Listen and respond in a variety of different contexts, both formal and informal
- Improvise, rehearse and perform
- Discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action

On-going Assessment:

Writer’s Craft, Evaluation, Comparison

Mid-Assessment:

Lit Reading: Eduqas Exam style Lit question exploration of one poem & comparison of poems

Transactional Writing- Speech using poem as inspiration

S+L- Discussion of themes/ideas from poem

End-Assessment:

Lit Reading: Eduqas Exam style Lit question exploration of one poem & comparison of poems

Transactional Writing- Travel writing using poem as inspiration

S+L- Discussion (Recordings for spoken language element of qualification)

Literacy:

- Listen to and build on the contributions of others
- Ask questions to clarify and inform
- Challenge courteously when necessary
- Plan for different purposes and audiences
- Listen and respond in a variety of different contexts, both formal and informal
- Improvise, rehearse and perform
- Discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action

On-going Assessment:

Lit Reading Assessment- theme/character

Literacy:

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, hyphen, dash, brackets, quotation marks, ellipsis

An Inspector Calls Revision

Exam centred focus for revision- booklet of extracts/ questions- students to revise through re-reading of key extracts/ approaching GCSE style questions

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, hyphen, dash, brackets, quotation marks

Reading Skills (N/C-KS4):

- Summarise, synthesis ideas and information
- Draw on knowledge of the purpose, audience and context of the writing
- Identify and interpret themes, ideas and information
- Explore aspects of plot, character, events, setting
- Seek evidence in the text to support a point of view
- Analyse writer's choice of vocab, form, grammar and structural features- evaluate effectiveness and impact
- Make critical comparisons- refer to contexts, themes, characterisation, style
- Draw upon skills from wider reading

Writing Skills (N/C- KS4):

- cite quotations effectively for support and emphasis
- Use Standard English where appropriate
- Make notes, draft and write using information provided by others
- Revise, edit and proof-read

Speaking and Listening Skills (N/C- KS4):

- Use Standard English when the context and audience require it
- Work effectively in groups
- Take on required roles
- Lead/ manage discussions
- Involve others productively
- Review and summarise
- Contribute to meet goals/ deadlines
- Listen to and build on the contributions of others
- Ask questions to clarify and inform
- Challenge courteously when necessary
- Plan for different purposes and audiences
- Listen and respond in a variety of different contexts, both formal and informal
- Improvise, rehearse and perform
- Discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action

	<p><u>On-going Assessment:</u> <u>Lit Reading Assessment</u>- character/theme</p> <p><u>Literacy:</u></p> <p><u>Parts of Speech</u> Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection</p> <p><u>Sentences-</u> Simple, compound, complex and minor</p> <p><u>Spelling</u></p> <p><u>Tenses</u> Past, present, future</p> <p><u>Vocabulary</u></p> <p><u>Punctuation</u> N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, hyphen, dash, brackets, quotation marks, ellipsis</p> <p style="text-align: center;">EASTER YEAR 11 MOCK EXAMS- LANG/LIT</p> <p><u>English Language Mocks</u> <u>Component 1- Nov 2018-</u> Samuel Hamilton paper</p> <p><u>Component 2- Summer 2018-</u> Iceland's Erupting Volcano paper</p>
<p>TERM</p> <p><u>An Inspector Calls (1st Reading) & Transactional Writing</u></p> <p><u>Lit Reading: PEEZL, essay writing skills</u> <u>Lang Reading:</u> Writer's Craft, Evaluation, Comparison</p>	<p><u>Anthology and Unseen Poetry Revision</u></p> <p>Exam centred focus for revision- booklet of extracts/ questions- students to revise through re-reading of key poems/ approaching GCSE style questions</p>

Transactional Writing: speech, report, review

S+L: Interview Skills

Reading Skills (N/C- KS4):

- Summarise, synthesis ideas and information
- Draw on knowledge of the purpose, audience and context of the writing
- Identify and interpret themes, ideas and information
- Explore aspects of plot, character, events, setting
- Seek evidence in the text to support a point of view
- Analyse writer's choice of vocab, form, grammar and structural features- evaluate effectiveness and impact
- Make critical comparisons- refer to contexts, themes, characterisation, style
- Draw upon skills from wider reading

Writing Skills (N/C- KS4):

- Adapt writing to a range of purposes: to describe, narrate, explain, instruct, give and respond to information, to argue
- Select and organise ideas, facts, key points, cite evidence, cite quotations effectively for support and emphasis
- Select and use judiciously vocabulary, grammar, form, structure and organisational features, rhetorical devices to reflect purpose, audience and context
- Use Standard English where appropriate
- Make notes, draft and write using information provided by others
- Revise, edit and proof-read
- Reflect on whether writing has intended impact7restructure writing to amend grammar and vocabulary, improve coherence, consistency, clarity and overall effectiveness
- Accuracy and effectiveness of grammar, punctuation and spelling

Speaking and Listening Skills (N/C- KS4):

- Use Standard English when the context and audience require it
- Work effectively in groups
- Take on required roles
- Lead/ manage discussions
- Involve others productively
- Review and summarise

Reading Skills (N/C- KS4):

- Summarise, synthesis ideas and information
- Draw on knowledge of the purpose, audience and context of the writing
- Identify and interpret themes, ideas and information
- Explore aspects of plot, character, events, setting
- Seek evidence in the text to support a point of view
- Analyse writer's choice of vocab, form, grammar and structural features- evaluate effectiveness and impact
- Make critical comparisons- refer to contexts, themes, characterisation, style
- Draw upon skills from wider reading

Writing Skills (N/C- KS4):

- cite quotations effectively for support and emphasis
- Use Standard English where appropriate
- Make notes, draft and write using information provided by others
- Revise, edit and proof-read

Speaking and Listening Skills (N/C- KS4):

- Use Standard English when the context and audience require it
- Work effectively in groups
- Take on required roles
- Lead/ manage discussions
- Involve others productively
- Review and summarise
- Contribute to meet goals/ deadlines
- Listen to and build on the contributions of others
- Ask questions to clarify and inform
- Challenge courteously when necessary
- Plan for different purposes and audiences
- Listen and respond in a variety of different contexts, both formal and informal
- Improvise, rehearse and perform

- Contribute to meet goals/ deadlines
- Listen to and build on the contributions of others
- Ask questions to clarify and inform
- Challenge courteously when necessary
- Plan for different purposes and audiences
- Listen and respond in a variety of different contexts, both formal and informal
- Improvise, rehearse and perform
- Discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action

On-going Assessment: Writer's Craft, Evaluation, Comparison

Mid-Assessment:

Lit Reading: Eduqas Exam style Lit question (extract and whole text)

Transactional Writing: Letter as character

S+L: Interviewee/interviewer as character from the play

End-Assessment:

Lit Reading: Eduqas Exam style Lit question (extract and whole text)

Transactional Writing: Letter as character

S+L: Interviewee/interviewer as character from the play

Experience:

Theatre production

Literacy:

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection

Sentences-

Simple, compound, complex and minor

- Discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action

On-going Assessment:

Reading- Lit reading assessment- theme/comparison

Literacy:

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, hyphen, dash, brackets, quotation marks, ellipsis

Spelling

Tenses

Past, present, future

Vocabulary

Punctuation

N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, dash, quotation marks

Last 3 weeks of Summer 2- Revision of Macbeth

Plot, themes, characters, events, quotations

Assessment: End of Yr10 mocks

**END OF YEAR 10 LANGUAGE AND LITERATURE
MOCK EXAMS**

Year 10 Mock Exams- Language-

Component 1-

Summer 2018- Emma and Robbie

Component 2-

Autumn 2019- London's Traditional Markets

Language Component1 & 2 Revision

Reading Skills- (N/C- KS4)

- Summarise and synthesis ideas and information
- Evaluate texts for their usefulness for particular purposes
- Identify and interpret themes, ideas and information
- Seek evidence in the text to support a point of view
- Distinguish between statements that are supported by evidence and those that are not
- Identify bias and misuse of evidence
- Analyse writer's choice of vocabulary, form, grammar and structure- evaluate their effectiveness and impact
- Make critical comparisons

Writing Skills (N/C- KS4):

- Adapt writing to a range of purposes: to describe, narrate, explain, instruct, give and respond to information, to argue

- Select and organise ideas, facts, key points, cite evidence, cite quotations effectively for support and emphasis
- Select and use judiciously vocabulary, grammar, form, structure and organisational features, rhetorical devices to reflect purpose, audience and context
- Use Standard English where appropriate
- Make notes, draft and write using information provided by others
- Revise, edit and proof-read
- Reflect on whether writing has intended impact7restructure writing to amend grammar and vocabulary, improve coherence, consistency, clarity and overall effectiveness
- Accuracy and effectiveness of grammar, punctuation and spelling

'Walking/Talking' exam paper approach to revision

Revise with-

Component 1- Summer 2019- Jonathan and Francis paper

Component 2- David Hempleman-Adams paper

Assessment:

Reading- 10 markers

Writing- creative/ transactional

Literacy:

Parts of Speech

Noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, interjection

Sentences-

Simple, compound, complex and minor

Spelling

Tenses

	Past, present, future <u>Vocabulary</u> <u>Punctuation</u> N/N- Full stop, capital letters, Question marks, exclamation marks, comma, semi-colon, colon, apostrophe, hyphen, dash, brackets, quotation marks, ellipsis
--	---

KEY THEMES/ TIME PERIODS KS4 LITERATURE

<u>A CHRISTMAS CAROL</u>	<u>MACBETH</u>	<u>AN INSPECTOR CALLS</u>	<u>POETRY</u>
The Christmas Spirit Redemption Poverty Social responsibility Family/ relationships The supernatural	The supernatural Loyalty Guilt Ambition Reality vs. appearance Fate Kingship/ politics	Equality Social responsibility Family/ Relationships Gender Social class Age	War Relationships Nature Childhood memories Sense of place/other cultures Power
Victorian England (19 th Century)	Elizabethan England (1606- 17 th Century)	20 th Century England (pre/post WWs)	17 th - 21 st Century

Tier 2 Vocabulary- English Language

<u>Reading</u>				<u>Writing</u>	
<u>A01</u>	<u>A02</u>	<u>A03</u>	<u>A04</u>	<u>A05</u>	<u>A06</u>
Identify List Select Summarise Synthesise	Explain How does the writer...? Analyse What impressions...?	Compare Identify similarities and differences	To what extent do you agree? Evaluate How effective is? What do you think and feel?	Communicate Select Adapt Organise	Range Clarity Purpose Accurate

Tier 3 Vocabulary – From National Curriculum (non-statutory) Glossary

Active voice	Adjective	Adverb	Adverbial	Antonym
Apostrophe	Article	Auxiliary verb	Clause	Cohesion
Cohesive device	Complement	Compound, compounding	Conjunction	Consonant
Co-ordinate/ co-ordination	Determiner	Digraph	Ellipsis	Etymology
Finite verb	Fronting, fronted	Future	Grapheme	Homonym
Homophone	Infinitive	Inflection	Intransitive verb	Main clause
Modal verb	Modify/ modifier	Morphology	Noun	Noun phrase
Object	Participle	Passive	Past tense	Perfect
Phoneme	Phrase	Plural	Possessive	Prefix
Preposition	Present tense	Progressive	Pronoun	Punctuation
Received pronunciation	Register	Relative clause	Root word	Schwa
Sentence	Standard English	Stress	Subject	Subjunctive
Subordinate, subordination	Subordinate clause	Suffix	Syllable	Synonym
Tense	Transitive verb	Trigraph	Unstressed	Verb
Vowel	Word	Word class	Word family	

Literacy Skills

Noun	Pronoun	Adjective	Determiner	Verb
Adverb	Preposition	Conjunction	Interjection	
Full stop	Capital letter	Question mark	Exclamation mark	Comma
Semicolon	Colon	Apostrophe	Hyphen/dash	Brackets
Quotation marks	Ellipsis	Simple sentence	Compound sentences	Complex sentences
Minor sentences	Past tense	Present tense	Future tense	Spelling
Vocabulary				