

Year 10 Curriculum Implementation Plan (ENGLISH LANGUAGE) AUGUST 2020

CHASE TERRACE ACADEMY ENGLISH CURRICULUM INTENT SEQUENTIAL CURRICULUM KS4						
Year 10	English Language					
	READING Non-fiction	READING Non-fiction	READING 19 th Century fiction	WRITING Imaginative writing	WRITING Transactional writing	WRITING Language for work
Half-term	Autumn – 1.1	Autumn – 1.2	Spring – 2.1	Spring – 2.2	Summer – 3.1	Summer – 3.2
Curriculum content	<p>We explore the requirements of this paper, which is based on non-fiction texts across two different time periods. Students will cover general reading skills and understanding how to approach each question. This half-term will cover skills in information retrieval, language and structural analysis and evaluation of texts.</p> <p>This unit has a strong focus on practising the questions.</p>	<p>We will follow a scheme of learning to complete and consolidate the introduction to the skills needed to approach the reading section of paper 2 in the English Language qualification.</p> <p>This half-term will cover synthesis skills in establishing perspectives and viewpoints across two separate texts and comparing these.</p> <p>This unit has a strong focus on practising the questions.</p>	<p>Capitalising on the skills developed on paper two, we will move on to the reading section of paper one, which is based on 19th century fiction. This could be extracts from novels or short stories written by British authors including Charlotte Bronte, Dickens, Wells, Poe etc.</p> <p>This unit will focus on further developing skills in language and structural analysis and evaluation and applying these to exam-style questions on a wide range of 19th century texts.</p>	<p>This will directly follow the reading section of the fiction paper, so students will have a grounding in the requirements for a good story.</p> <p>We will focus on developing skills in generating ideas, creating effective settings, plots and characters and experimenting with different story structures. There will also be explicit writing skills lessons</p> <p>This unit will be driven by deliberate practice, with students having plenty of opportunity to experiment with their own writing.</p>	<p>Using exemplar texts, students will learn about the requirements for all seven of the possible forms they may be asked to write in an exam. This unit will also include lessons which enable students to work on building an argument in their writing and establishing a firm viewpoint – all important skills for life after school.</p> <p>The forms are: Formal letter Informal letter Report Leaflet/guide Speech Article Review</p>	<p>Students will use this unit to prepare speeches for the spoken language assessment, which is required as part of their English Language qualification. They will build on persuasive writing skills learned in the previous unit and develop skills in confident delivery. As part of this unit, students will also prepare CVs and covering letters ahead of mock interviews. They will also be given the chance to complete applications for a prestigious work placement with KPMG.</p>

<p>Curriculum Intent</p>	<p>This unit is the most heavily weighted of all elements of the language GCSE and covers the full range of reading skills. By beginning the year with this, it allows students to begin developing the full range of skills through looking at a diverse range of non-fiction texts. Texts will cover a broad range of time periods, topics, audiences and forms, so will expose students to mature writing of all kinds. This will prepare them for the challenge of facing unseen texts in the exam.</p> <p>By beginning the unit with analysis, students will be developing a skill they already have experience of, before moving into more challenging evaluation skills.</p>	<p>In this unit, students will continue their non-fiction work, with a specific focus on understanding how perspective and bias are communicated through writing and developing synthesis and comparison skills which are essential not only for English but also other subjects which use source texts. By allowing students to learn about perspective and bias in text, we aim to make them critical readers, a vital skill in a world of fake news and competing viewpoints. Students will also have the chance during this unit to practice a full paper two reading section over two lessons, allowing them to become familiar with the format of the exam.</p>	<p>This unit will build on the analysis and evaluation skills developed in the first term, applying them to 19th century fiction. Students will have been exposed to this type of text earlier in the school (specifically Dickens in y8 and Conan Doyle in y9), and we will use these as a springboard to expose students to a variety of texts, preparing them for the unseen element of the exam. Beginning paper one with reading allows students to build confidence as they have already practised their analysis and evaluation skills in the previous term. This will reduce cognitive load and allow them to focus on applying the skills to these new texts, rather than attempting to master them from scratch.</p>	<p>Using the reading section to springboard into the writing element of this paper means students will have some understanding of what makes good fiction writing. By running through structure, character, setting, plot and the drafting process, students should gain a good grasp of narrative writing, which can be built on through year 11. The intention throughout this unit is to ensure students have plenty of opportunity to practise writing skills. The skills lessons will also enable them to develop their work, improving both their VSPAG grade in this element of the AOs and improving their writing skills more generally.</p>	<p>This section of the course has real world applications from the start. By developing non-fiction writing skills, students will be able to improve communication in their lives during and after school. They will learn how to write a speech, a formal letter, a report and other important forms which they will use in their lives. This element of the course will use some of the skills developed through the previous unit and will build on the development of writing skills. Once again, there is a strong focus on practising the skills which have been learned. Furthermore, by teaching students how to build and develop an argument and write from a specific point of view, they will learn an important life skill in relation to expressing themselves clearly and appropriately.</p>	<p>This is another 'real-work unit', completed in partnership with careers work taking place in the school. Students will build on the non-fiction writing skills developed in the previous unit to develop speeches for assessment. This links to the workplace as it supports the development of presentation skills. In addition, the development of CVs and covering letters will also link with better understanding of formal communication developed through the previous unit. The increased confidence in using formal and professional language will also support students to perform well in their mock interviews, and perhaps help to secure success in the KPMG application process.</p>
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Core Skills	<p>Close reading and active reading skills will help across all subjects.</p> <p>Exploration of a variety of text types, topics and writing styles.</p> <p>Understanding of perspective and bias.</p> <p>Analytical skills building on those developed at KS3 to become increasingly sophisticated.</p> <p>Evaluation skills supporting critical thinking.</p> <p>Essay structure</p>	<p>Continued exposure to a wide variety of texts.</p> <p>Comparison and synthesis skills are the focus in this half-term.</p> <p>Development of closer reading and interpretation of meaning and perspective.</p> <p>Essay structure for comparative questions.</p>	<p>Exposure to challenging 19th century texts, building on work completed in KS3. Building vocabulary and understanding of different sentence types and story structures.</p> <p>Further development of analysis skills and application of SPITE mnemonic to deepen evaluative responses.</p> <p>Further development of sophisticated analytical skills.</p>	<p>VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives.</p> <p>Skills in expression.</p> <p>Creative writing skills – generating ideas; developing plot, characters, setting.</p> <p>Skills in understanding the effect created by manipulating language can be applied to other types of writing.</p>	<p>VSPAG skills in developing a bank of ambitious vocabulary, which can be used to improve the effectiveness of non-fiction writing skills.</p> <p>Skills in expression.</p> <p>Increased understanding of persuasive writing, formal registers and structuring non-fiction texts for effectiveness.</p> <p>Skills in understanding the effect created by manipulating language can be applied to other types of writing.</p> <p>Practical skills in writing texts which will be used later in life.</p>	<p>Practical preparation for work, including presentation skills developed in readiness for the spoken language assessment.</p> <p>Development of letter writing skills for covering letters needed for job applications.</p> <p>Further development of skills in writing for a purpose.</p> <p>Development of drafting skills.</p>
Main Assessment	Each skill assessed after teaching.	Full paper 2 reading section at the end of the unit.	Full reading section at the end of the unit.	Full question at the end of the half term – compared to a baseline story completed at the start.	Full writing section at the end of the unit with a choice of task.	Spoken language assessment (graded for GCSE qualification)
Cross curricular	Nature of the non-fiction texts means there may be links	Nature of the non-fiction texts means there may be links	Themes in 19 th century literature may link to	Creative links with drama.	Potential cross-curricular links created through topics written	Clear link to careers education here.

	<p>across whole curriculum.</p> <p>Potential for science, geography, computer science, drama, art, history, D&T.</p> <p>Links throughout to PSHE, as current issues are addressed.</p>	<p>across whole curriculum.</p> <p>Synthesis skills may be useful for source questions in humanities subjects.</p>	<p>work completed in history.</p>	<p>Images used as stimulus may link in with art.</p> <p>Possible link with PSHE in supporting students to express themselves.</p>	<p>about. Reviews could link with drama.</p> <p>PSHE in terms of supporting students to write to express an opinion and to write for a purpose.</p>	<p>Speech topic may link to a number of other subjects.</p> <p>Presentation skills developed in this unit may be useful in other subjects.</p>
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