

Year 11 Curriculum Implementation Plan ENGLISH LANGUAGE AUGUST 2020

CHASE TERRACE ACADEMY ENGLISH CURRICULUM INTENT SEQUENTIAL CURRICULUM KS4						
Year 11	English Language 6 lessons each fortnight.					
	READING Non-fiction and transactional writing (paper two – reading and writing sections)	READING Fiction and imaginative writing (paper one reading section)	WRITING Imaginative writing	WRITING Transactional writing	Revision of all skills.	
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. Beginning with the reading section, students will review and develop analysis skills by reviewing full texts and looking in detail at the writer's choices. They will also develop evaluation and synthesis skills using a range of texts from the 20<sup>th</sup> and 21<sup>st</sup> century.</p> <p>There is a strong focus on understanding the meaning and</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 19<sup>th</sup> 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 19<sup>th</sup> 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</p> <p>This will build on skills developed ahead of the November mock exams.</p>		

	<p>perspective of these texts, as well as understanding bias and writer perspective. We will use this as a springboard to develop transactional writing skills (building on work completed for speech writing at the end of year 10) in preparation for the mock exam.</p>					
Curriculum Intent	<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. By allowing students to learn about perspective</p>	<p>This unit will build on the analysis and evaluation skills developed in the first term, applying them to 19<sup>th</sup> century fiction. Students will have been exposed to this type of text earlier in the school and also through literature texts introduced in year 10, 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</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,</p>	<p>This section of the course has real world applications right 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 more broadly. 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.</p>		

	<p>and bias in text, we aim to make them critical readers, a vital skill in a world of fake news and competing viewpoints. 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>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>improving both their VSPAG grade in this element of the AOs and improving their writing skills more generally.</p>	<p>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>		
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>Synthesis skills.</p>	<p>Exposure to challenging 19<sup>th</sup> century texts, building on work completed in KS3.</p> <p>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</p>		

	Essay structure			can be applied to other types of writing.  Practical skills in writing texts which will be used later in life.		
Main Assessment	Mock exam	Full reading section completed at the end of the unit.	Full writing section at the end of the unit.	Full question at the end of the half term – with a choice of task		
Cross curricular	<p>Nature of the non-fiction texts means there may be links across whole curriculum.</p> <p>Potential for science, geography, computer science, drama, art, history, D&amp;T.</p> <p>Links throughout to PSHE, as current issues are addressed.</p>	Themes in 19 <sup>th</sup> century literature may link to work completed in history.	<p>Creative links with drama.</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>Potential cross-curricular links created through topics written 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>		