

Year 11 Curriculum Implementation Plan ENGLISH LANGUAGE 2023-2024

CHASE TERRACE ACADEMY ENGLISH CURRICULUM INTENT SEQUENTIAL CURRICULUM KS4						
Year 11	English Language five lessons each fortnight.					
	READING AND WRITING Fiction and Imaginative writing (Paper one)	READING Non Fiction and Transactional writing (Paper 2)	WRITING Paper 2	REVISION Paper 1	REVISION Paper 2	
Half-term	Autumn – 1.1	Autumn – 1.2	Spring – 2.1	Spring – 2.2	Summer – 3.1	Summer – 3.2
Curriculum content	<p>Pupils will start the year on the reading section of paper one, which is based on 19th century fiction. This could be extracts from novels or short stories written by authors including Charlotte Bronte, Dickens, Wells, Poe etc. 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>We will then move our focus onto the creative writing section of Paper one. This will include developing skills in generating ideas, creating effective settings, plots and</p>	<p>Pupils will begin with revision of the material and skills for Paper one in readiness for their November mock examination.</p> <p>Pupils will then revisit the English Language paper 2 reading section to revise the key skills required to best approach the paper. They will use exemplar texts to ensure that they understand how to approach the questions on this section and practice refining their analysis, evaluation and synthesis skills using exam questions.</p> <p>Students will study full papers through model answers to give them a holistic view of the paper.</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>This will build on skills ahead of the February mock exam.</p>	<p>Students will revisit English Language paper 1 to revise the key skills required to best approach the paper. They will use exemplar texts to ensure that they understand how to approach the reading section of the paper and practice refining their creative writing skills using exam questions.</p> <p>Students will study full papers through model answers to give them a holistic view of the paper.</p>	<p>Students will revisit English Language paper 2 to revise the key skills required to best approach the paper. They will use exemplar texts to ensure that they understand how to approach the reading section of the paper and practice refining their transactional writing skills using exam questions.</p> <p>Students will study full papers through model answers to give them a holistic view of the paper.</p>	

	characters and experimenting with different story structures.					
Curriculum Intent	<p>This unit will build on the analysis and evaluation skills, applying them to 19th century fiction. Pupils 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 year. This will reduce cognitive load and allow them to focus on applying the skills to these new texts, rather</p>	<p>This unit is the most heavily weighted of all elements of the language GCSE and covers the full range of reading skills. 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 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. By beginning the unit with analysis, students will be developing a skill they already have experience of, before moving into more</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 important forms which they will use in their lives more broadly.</p> <p>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</p>	<p>By revisiting skills in the second half of the spring term, students will refresh their understanding of the requirements of each question and apply this in deliberate practice.</p> <p>Students who have a secure understanding of the paper requirements will feel more confident approaching the question in the final GCSE.</p>	<p>By revisiting skills in the first half of the summer term, students will refresh their understanding of the requirements of each question and apply this in deliberate practice.</p> <p>Students who have a secure understanding of the paper requirements will feel more confident approaching the question in the final GCSE.</p>	

	<p>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.</p> <p>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>	challenging evaluation skills.	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			
Core Skills	Exposure to challenging 19 th century texts,	Close reading and active reading skills will help across all subjects.	VSPAG skills in developing a bank of ambitious vocabulary,	Consolidation of close reading and active reading skills will help across all subjects.		

	<p>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</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. Synthesis skills.</p> <p>Essay structure</p>	<p>which can be used to improve the effectiveness of non-fiction writing skills. Skills in expression. Increased understanding of persuasive writing, formal registers and structuring non-fiction texts for effectiveness. Skills in understanding the effect created by manipulating language can be applied to other types of writing. Practical skills in writing forms which will be used later in life.</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 earlier in KS4.</p> <p>Evaluation skills supporting critical thinking. Synthesis skills (for paper 2 only)</p> <p>Essay structure</p> <p>Creativity and individuality from both creative and transactional writing.</p>	
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	can be applied to other types of writing.					
Main Assessment	Paper One Reading Assessment	Mock exam – Paper One	Transactional Writing (paper 2)	Mock exam- Paper 2		
Cross curricular	<p>Themes in 19th century literature may link to work completed in history.</p> <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>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&T.</p> <p>Links throughout to PSHE, as current issues are addressed.</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>	<p>Themes in 19th century literature may link to work completed in history.</p> <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>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&T.</p> <p>Links throughout to PSHE, as current issues are addressed.</p>	