Year 11 Curriculum Implementation Plan ENGLISH LANGUAGE 2023-2024

Year 11	ACE ACADEMY ENGLISH CURRICULUM INTENT SEQUENTIAL CURRICULUM KS4 English Language five lessons each fortnight.					
	READING AND WRITING	READING	WRITING	REVISION	REVISION	
	Fiction and Imaginative	Non Fiction and	Paper 2	Paper 1	Paper 2	
	writing (Paper one)	Transactional writing	·	·		
		(Paper 2)				
Half-term	Autumn – 1.1	Autumn – 1.2	Spring – 2.1	Spring – 2.2	Summer – 3.1	Summer – 3.2
Curriculum	Pupils will start the year	Pupils will begin with	Using exemplar texts,	Students will revisit	Students will revisit	
content	on the reading section	revision of the material	students will learn	English Language paper	English Language paper	
	of paper one, which is	and skills for Paper one	about the requirements	1 to revise the key skills	2 to revise the key skills	
	based on 19 th century	in readiness for their	for all seven of the	required to best	required to best	
	fiction. This could be	November mock	possible forms they	approach the paper.	approach the paper.	
	extracts from novels or	examination.	may be asked to write	They will use exemplar	They will use exemplar	
	short stories written by		in an exam. This unit	texts to ensure that	texts to ensure that	
	authors including	Pupils will then revisit	will also include lessons	they understand how to	they understand how to	
	Charlotte Bronte,	the English Language	which enable students	approach the reading	approach the reading	
	Dickens, Wells, Poe etc.	paper 2 reading section	to work on building an	section of the paper	section of the paper	
	This unit will focus on	to revise the key skills	argument in their	and practice refining	and practice refining	
	further developing skills	required to best	writing and establishing	their creative writing	their transactional	
	in language and	approach the paper.	a firm viewpoint – all	skills using exam	writing skills using exam	
	structural analysis and	They will use exemplar	important skills for life	questions.	questions.	
	evaluation and applying	texts to ensure that	after school.	Students will study full	Students will study full	
	these to exam-style	they understand how to	The forms are:	papers through model	papers through model	
	questions on a wide	approach the questions	Formal letter	answers to give them a	answers to give them a	
	range of 19 th century	on this section and	Informal letter	holistic view of the	holistic view of the	
	texts.	practice refining their	Report	paper.	paper.	
		analysis, evaluation and	Leaflet/guide			
	We will then move our	synthesis skills using	Speech			
	focus onto the creative	exam questions.	Article			
	writing section of Paper		Review			
	one. This will include	Students will study full				
	developing skills in	papers through model	This will build on skills			
	generating ideas,	answers to give them a	ahead of the February			
	creating effective	holistic view of the	mock exam.			
	settings, plots and	paper.				

Curriculum Intent 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 text, preparing them for the unseen element of the unseen element of the unseen element of the unseen element of the card analysis and evaluation skills in the provious skills in the start. By developing non-fiction writing skills in the scond half of the spring term, students will refresh their understanding of the requirements of each question and apply this in deliberate practice. This unit will build on the analysis and evaluation shells, 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 the sa s 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 provious skills in the stars. By developing non-fiction writing skills in the second half of the spring term, students will refresh their understanding of the requirements of each question in their invest and apply this in deliberate practice. Students will learn how to write important to how to write important to the paper requirements of each question and apply this in deliberate practice. Students who have a secure understanding of the requirements of each question and apply this in deliberate practice. Students who have a secure understanding of the requirements will feel more confident approaching the question in the final GCSE.	characters and experimenting with different story structures.					
year. This will reduce with analysis, students cognitive load and allow them to focus on applying the skills to experience of, before these new texts, rather moving into more practising the skills which have been learned. Furthermore, by teaching students how	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	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. 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	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. 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	second half of the spring term, students will refresh their understanding of the requirements of each question and apply this in deliberate practice. Students who have a secure understanding of the paper requirements will feel more confident approaching the question in the final	first half of the summer term, students will refresh their understanding of the requirements of each question and apply this in deliberate practice. Students who have a secure understanding of the paper requirements will feel more confident approaching the question in the final	

	11	ah allamain a sualuati c	to build and davide or	I		
	than attempting to	challenging evaluation	to build and develop an			
	master them from	skills.	argument and write			
	scratch.		from a specific point of			
			view, they will learn an			
	Using the reading		important life skill in			
	section to springboard		relation to expressing			
	into the writing element		themselves clearly and			
	of this paper means		appropriately			
	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 it					
	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.					
Core Skills	Exposure to challenging	Close reading and active	VSPAG skills in	Consolidation of close rea	ding and active reading	-
	19 th century texts,	reading skills will help	developing a bank of	skills will help across all subjects.		
	, , , , , , , , , , , , , , , , , , , ,	across all subjects.	ambitious vocabulary,	Similar train the process of subjects.		
		across all subjects.	ambitious vocabulary,			

completed in KS3. Building vocabulary and understanding of different sentence types and story structures. Further development of analysis skills and application of SPITE memonic to deepen evaluative responses. Further development of sophisticated analytical skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. Skills in understanding the effect created by manipulating language and variety skills in developing plot, characters, setting. Skills in understanding the effect created by manipulating language and variety skills. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. Skills in understanding the effect created by manipulating language and variety skills. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. Skills in understanding the effect or eated by manipulating language and particulations will be used later in life. Writing styles. Skills in syression. Increased understanding of perspective and bias. Skills in expression. Increased understanding of persuasive writing, skills on derstanding of persuasive writing, skills on developed earlier in Ks4. Evaluation skills supporting critical thinking. Synthesis skills. Skills in understanding of persuasive writing, skills on developed at structuring non-fiction texts for effectiveness. Skills in understanding of persuasive writing, skills on developed and structuring non-fiction texts for effectiveness. Skills in understanding of persuasive writing, skills skills building on those developed arlier in Ks4. Evaluation skills supporting critical thinking. Synthesis skills to other types of writing. Fractical skills in understanding of writing that the persuasive writing skills writing formular versuant persuasive writing skills writing formular versuant persuasive wri	building on work	T	which can be used to	Exploration of a variety of text types, topics and
Building vocabulary and understanding of different sentence types and story structures. Further development of analysis skills and application of SPITE mnemonic to deepen evaluative responses. Further development of sophisticated analytical skills. Further development of sophisticated analytical skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by Skills in understanding the effect created by Skills in understanding of perspective and bias. Skills in syrpression. Increased understanding of perspective and bias. Skills in onderstanding of perspective and bias. Skills in inderstanding of perspective and bias. Increased understanding of perspective and bias. Skills in understanding of perspective and bias. Analytical skills building of structuring non-fiction attraction and structuring non-fiction attraction and structuring non-fiction and structuring non-fiction attraction and structuring non-fiction the structure and structuring non-fiction that structuring non-fiction and structuring non-fiction that structuring non-fiction that structuring non-fiction that structuring non-fiction and structuring non-fict	_	Evaloration of a variety		
understanding of different sentence types and story structures. Further development of analysis skills and application of SPITE mnemonic to deepen evaluative responses. Further development of sophisticated analytical skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. Skills in understanding the effect created by skills in writing skills. Works and story structure skills in writing skills. Skills in expression. Understanding of perspective and bias. Skills in expression. Understanding of persusview and bias. Skills in in expression. Understanding of persusview and bias. Skills in in expression. Understanding of perspective and bias. Analytical skills building on those developed earlier of in KS4. Evaluation skills supporting critical thinking. Synthesis skills (for paper 2 only) Essay structure Creativity and individuality from both creative and transactional writing. Essay structure Creativity and individuality from both creative and transactional writing. Essay structure Creativity and individuality from both creative and transactional writing. Essay structure Creativity and individuality from both creative and transactional writing. Essay structure Creativity and individuality from both creative and transactional writing. Essay structure Creativity and individuality from both creative and transactional writing. Essay structure Creativity and individuality from both creative and transactional writing. Skills in understanding the effect created by	•		•	writing styles.
different sentence types and story structures. Further development of analysis skills and application of SPITE mnemonic to deepen evaluative responses. Further development of sophisticated analytical skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing, son-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. Skills in expression. Analytical skills building on those developed earlier in KS4. Evaluation skills supporting critical thinking. Synthesis skills, Practical skills in writing forms which will be used later in life. Skills in expression. Creative writing, formal registers and structuring non-fiction texts for effectiveness. Skills in understanding the effect created by Analytical skills building on those developed earlier in KS4. Evaluation skills supporting critical thinking. Synthesis skills (for paper 2 only) Essay structure Creativity and individuality from both creative and transactional writing. Creativity and individuality from both creative and transactional writing.				Understanding of perspective and higs
types and story structures. Further development of analysis skills and application of SPITE mnemonic to deepen evaluative responses. Further development of sophisticated analytical skills. Further development of sophisticated analytical skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by	_	withing styles.	_	Uniderstanding of perspective and bias.
structures. Further development of analysis skills and application of SPITE mnemonic to deepen evaluative responses. Further development of sophisticated analytical skills. Further development of sophisticated analytical skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. 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. In MS4. Evaluation skills supporting critical thinking. Synthesis skills (for paper 2 only) Essay structure Evaluation skills supporting critical thinking. Synthesis skills in 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. Evaluation skills supporting critical thinking. Synthesis skills (for paper 2 only) Evaluation skills supporting critical thinking. Synthesis 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.		Understanding of	•	Analytical skills building on those developed earlier
Further development of analysis skills and application of SPITE mnemonic to deepen evaluative responses. Further development of application of SPITE mnemonic to deepen evaluative responses. Further development of sophisticated analytical skills. Further development of sophisticated analytical skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative 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. Essay structure Evaluation skills supporting critical thinking. Synthesis skills in writing forms which will be used later in life. Essay structure Creativity and individuality from both creative and transactional writing. Synthesis skills in writing forms which will be used later in life. Essay structure Creativity and individuality from both creative and transactional writing. Synthesis skills for paper 2 only) Essay structure Creativity and individuality from both creative and transactional writing. Synthesis skills in writing forms which will be used later in life.	, · ·	<u> </u>		,
Further development of analysis skills and application of SPITE mnemonic to deepen evaluative responses. Further development of sophisticated analytical skills. Further development of sophisticated analytical skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. 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. Evaluation skills supporting critical thinking. Synthesis skills (for paper 2 only) Essay structure Creativity and individuality from both creative and transactional writing. Synthesis skills (for paper 2 only) Essay structure Creativity and individuality from both creative and transactional writing. Synthesis skills in writing forms which will be used later in life. Evaluation skills supporting critical thinking. Synthesis skills (for paper 2 only) Essay structure Creativity and individuality from both creative and transactional writing.	structures.	perspective and bias.	_	III N34.
analysis skills and application of SPITE mnemonic to deepen evaluative responses. Further development of sophisticated analytical skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. Skills in understanding the effect created by on those developed at KS3 to become increasingly sophisticated 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. Synthesis skills (for paper 2 only) 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. Synthesis skills (for paper 2 only) texts for effectiveness. Skills in understanding the effect created by	From the end of end of the first	م المال		Fundamental and a supposition of the state o
application of SPITE mnemonic to deepen evaluative responses. Further development of sophisticated analytical skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. 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. Essay structure 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. Essay structure Creative yriting. Essay structure 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. Essay structure Creativity and individuality from both creative and transactional writing. To reative writing. Essay structure Creativity and individuality from both creative and transactional writing.	•		_	
mnemonic to deepen evaluative responses. Further development of sophisticated analytical skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. Skills in understanding the effect created by sophisticated. Skills in understanding the effect created by skills and understanding		· ·	_	Synthesis skills (for paper 2 only)
evaluative responses. Further development of sophisticated analytical skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. 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. Creative writing skills — generating ideas; developing plot, characters, setting. 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. Creative writing skills — generating ideas; developing plot, characters, setting.				For the desired
Further development of sophisticated analytical skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. 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. Creative and transactional writing. Creativity and individuality from both creative and transactional writing. Creativity and individuality from both creative and transactional writing. Creative types of writing. Practical skills in writing forms which will be used later in life. Creative and transactional writing. Creative and transactional writing.	·	<i>G .</i>	_	Essay structure
Further development of sophisticated analytical skills. Evaluation skills supporting critical thinking. Synthesis skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by	evaluative responses.	sopnisticated.		Country and the state of the st
sophisticated analytical skills. Supporting critical thinking. Synthesis skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by	E alba da da da da C	E al area della		
skills. VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. Skills in understanding the effect created by	· ·		' '	transactional writing.
VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills – generating ideas; developing plot, characters, setting. Skills in understanding the effect created by			, ,.	
VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by	SKIIIS.	_	_	
VSPAG skills in developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by		Synthesis skills.		
developing a bank of ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by	LIGHA G. LIII.		used later in life.	
ambitious vocabulary, which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by		Essay structure		
which can be used in precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by				
precise descriptions and narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by	, ,			
narratives. Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by				
Skills in expression. Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by				
Creative writing skills — generating ideas; developing plot, characters, setting. Skills in understanding the effect created by	narratives.			
generating ideas; developing plot, characters, setting. Skills in understanding the effect created by	Skills in expression.			
developing plot, characters, setting. Skills in understanding the effect created by	Creative writing skills –			
characters, setting. Skills in understanding the effect created by	generating ideas;			
Skills in understanding the effect created by	developing plot,			
the effect created by	characters, setting.			
the effect created by	Skills in understanding			
·	_			
manipulating language	manipulating language			

	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	Themes in 19 th century literature may link to work completed in history.	Nature of the non- fiction texts means there may be links across whole curriculum.	Potential cross- curricular links created through topics written about. Reviews could link with drama.	Themes in 19 th century literature may link to work completed in history.	Nature of the non- fiction texts means there may be links across whole curriculum.	
	Creative links with drama. Images used as stimulus may link in with art.	Potential for science, geography, computer science, drama, art, history, D&T.	PSHE in terms of supporting students to write to express an opinion and to write for	Creative links with drama. Images used as stimulus may link in with art.	Potential for science, geography, computer science, drama, art, history, D&T.	
	Possible link with PSHE in supporting students to express themselves.	Links throughout to PSHE, as current issues are addressed.	a purpose.	Possible link with PSHE in supporting students to express themselves.	Links throughout to PSHE, as current issues are addressed.	