



# SUNNYDOWN SCHOOL

## ENGLISH CURRICULUM PLAN

<b>Subject</b>	<b>ENGLISH</b>	<b>Year group</b>	<b>Y10 (PW1)</b>
<b>Course</b>	<b>English Language GCSE</b>	<b>Exam Board</b>	<b>AQA</b>
<b>Subject Intent</b>	<p>In Pathway 1 English, Sunnydown students have the opportunity to focus on the single English Language GCSE. Building from Key Stage 3, students continue to appreciate a variety of texts strengthening their critical reading skills, as well as developing a deeper awareness of the literary canon, particularly through a shared class reader, recalling formerly learnt – and accumulating new – subject-specific terminology to support their interpretations and analyses. At KS4, pupils will engage with more complex contextual elements and be taught strategies to analyse, compare and evaluate key skills needed for the GCSE exam. Throughout the course, students are given many opportunities to talk and discuss ideas, as well as practise the art of individual presentations.</p> <p>From the start of Y10, students will be prepared to sit the AQA English Functional Skills exams in reading, writing and spoken language; Level 1 is sat first and if successful, students subsequently are prepared to sit the Level 2 exams. There are several opportunities to sit these exams throughout the year, enabling students of all abilities to aim for and achieve success in a public exam, thus fulfilling the statement in the Sunnydown Curriculum Policy.</p>		

<b>Term</b>	<b>Topic</b>	<b>Core learning/Exam focus</b>	<b>Key concepts</b>	<b>Sequencing</b>
<b>Autumn 1</b>	<p>Preparation for Functional Skills including spoken language discussions and presentations.</p> <p>Exploring how writers use language and structure.</p>	<p>Functional Skills preparation.</p> <p>Reading for meaning.</p> <p><b>English Language Paper 1, Section A</b> <b>AO1, AO2, AO4</b></p> <p><b>Assessment question Stems</b> English Language Paper 1, Section A specimen paper – <i>'Animal Farm'</i></p>	<p>Salutations</p> <p>Identify</p> <p>Compare</p> <p>Presentation devices</p> <p>Sincerely/faithfully</p> <p>Presentational features</p> <p>Language features</p> <p>Structural Features</p> <p>key sentences</p> <p>contrasts</p> <p>repetition</p> <p>links between paragraphs</p>	<p><b>Building on.....</b></p> <p>Y10 in Pathway 1 begins with a revision of the key skills developed through KS3 (including AFOREST, Freytag's narrative arc, PEED) with a focus on the various texts that we read regularly and how we need to write to communicate within the world we live.</p> <p><b>Building towards...</b></p> <p>Writing tasks give learners the opportunity to produce texts of different lengths and for different audiences, building the skills needed to adapt responses to situations and the requirements of the AQA functional skills exams.</p>

		<p>40 marks Q1 – 3.</p> <p><b>Q1</b> – List 4 things</p> <p><b>Q2</b> – How does the writer’s use of language....?</p> <p><b>Q3</b> – How does the writer structure...?</p>	<p>perspective change</p> <p>shifts in focus</p> <p>flashbacks</p> <p>zooming in/out</p> <p>sentence types</p>	<p>Students are taught to plan and deliver group discussions and individual presentations.</p> <p>Reading skills are developed to ensure understanding of different texts and to practice questions 1-3 of Paper1: a class reader is introduced in order to model effective reading strategies.</p>
<b>Autumn 2</b>	<p>Approaches to descriptive and narrative writing.</p> <p>Technical accuracy</p>	<p>Narrative and descriptive writing. Students learn how to craft their own narrative and descriptive writing, with a clear audience, purpose and form. Planning and organising their writing in a clear, effective and imaginative way, using a wide range of descriptive techniques.</p> <p><b>Assessment question Stems</b></p> <p>English Language Paper 1, Section B specimen paper - Animal Farm - 40 marks Q5</p> <p><b>Q5</b> – choice of written prompt or visual stimulus focusing on narrative <b>and, or</b> descriptive writing skills.</p>	<p>narrative structure</p> <p>noun phrases</p> <p>similes/metaphors</p> <p>personification</p> <p>pathetic fallacy</p> <p>mind-maps</p> <p>semi-colons</p> <p>paragraphs</p> <p>topic sentences</p>	<p><b>Building on.....</b></p> <p>Students will reflect on their experiences with narrative and descriptive writing during KS3. For example, the gothic unit in Y9 where students learn about the effectiveness of pathetic fallacy. Homework at KS3 is very similar to Q5 in the Language papers and so students have had regular practice with these skills.</p> <p><b>Building towards...</b></p> <p>Now at KS4, students will use a range of extracts from quality fiction from across the centuries and from different cultures to explore, which then inform and inspire their own creative writing, developing their cultural awareness. Various planning methods are taught, including mindmaps. Students need to establish the habit of writing and redrafting in timed conditions early in the course.</p>
<b>End of term assessment : Paper 1 English Language (minus Q4)</b>				
<b>Spring 1</b>	<p>Evaluate texts critically and support this with appropriate textual references</p>	<p><b>Language focus:</b></p> <p>Paper 1 Q4 - evaluating a writer's choice of vocabulary, form, grammatical and structural features</p> <p>Evaluating how form and</p>	<p>Linguistic and literary terminology including:</p> <p>Semantic field</p> <p>Emotive Language</p> <p>Figurative techniques</p> <p>etc.</p>	<p><b>Building on.....</b></p> <p>Subject terminology to explore language and structure are recalled from KS3 using the PEED format.</p> <p><b>Building towards...</b></p> <p>Students are now taught the higher level skill of</p>

		<p>structure contribute to the effectiveness of a text</p> <p><b>Assessment question Stems</b></p> <p><b>Q4 – To what extent do you agree?</b></p>	<p>Evaluating Judicious</p>	<p>evaluation and are shown explicitly through modelling, how to plan for this response. They are taught to express and support their opinion, justifying responses with judicious use of textual references.</p>
<b>Spring 2</b>	<p>Approaches to non-fiction literary prose. 19th – 21st century extracts. Summary (synthesis) skills.</p> <p>Paper 2 q 1-2</p>	<p><b>Language focus:</b> Critical reading Identifying and interpreting theses, ideas and information</p> <p><b>English Language, Paper 2, Section A</b> <b>AO1, AO2, AO3</b></p> <p><b>Assessment question Stems</b> English Language Paper 2, Section A specimen paper 'Festivals and Fairs' 40 marks, Q1 – 2</p> <p><b>Q1 – True/False statements</b> <b>Q2 – Write a summary</b></p>	<p>Summarise Synthesis C19th Century Context Explicit/implicit</p>	<p><b>Building on.....</b> KS3 units which explore C19th literature will be recalled, including multi-clause sentences and the influence of contextual aspects on writers and the themes and issues they were concerned with in Victorian times, including poverty. Students will be reminded what a summary is and how to write one.</p> <p><b>Building towards...</b> Texts studied will now include those from the British Library on workhouses as well as texts that explore political and social history in all 3 centuries. Students are taught to explore quality writing on webpages and news sites and so become familiar with both the content and style of current opinion writing.</p>
<b>Summer 1</b>	<p>Approaches to non-fiction writing e.g. persuasive/argumentative writing.</p>	<p><b>Language focus:</b> Transactional writing skills Rhetorical devices Producing clear and coherent</p>	<p>Rhetorical devices Transactional writing AFOREST Discourse Markers</p>	<p><b>Building on.....</b> The rhetorical writing skills taught in KS3 - the Art of Rhetoric and Boxing to Argue provides a solid foundation from which to build upon. The Mnemonic of AFOREST is</p>

	Paper 2: Q5	<p>texts Writing for impact with clear sequencing of ideas.</p> <p><b>English Language, Paper 2, Section B, AO5, AO6</b></p> <p><b>Assessment question Stems</b> English Language Paper 2, Section B specimen paper – ‘Festivals and Fairs’ 40 marks Q5</p>	<p>Coherent paragraphs Sequencing Influence Tone</p>	<p>recalled and embedded to support opinion writing as is the knowledge from the previous term's explorations of journalistic/transactional writing.</p> <p><b>Building towards...</b> Students discover the importance of a wide vocabulary, choosing language to enhance meaning. From explicitly taught planning methods, students are taught to create and link together coherent paragraphs, structuring their own writing for order and impact in order to influence readers.</p>
<b>Summer 2</b>	<p>Comparative skills. Approaches to non-fiction literary prose. 19th – 21st century extracts. Paper 2 q3-4</p>	<p><b>Language focus:</b> Comparing and evaluating how ideas and perspectives are presented Identifying bias</p> <p>English Language Paper 2, Section A specimen paper ‘Festivals and Fairs’ 40 marks, Q1 – 4</p> <p><b>Assessment question Stems</b> <b>Q3</b> – How does the writer’s use language... <b>Q4</b> – Compare how the writers present...</p> <p>Full English Language paper to take place using other specimen paper.</p> <p><b>Introductory lessons:</b> leading to extended holiday</p>	<p>Comparison Similarly Alternatively Viewpoint Subjectivity Objectivity Context Ideas Perspectives</p>	<p><b>Building on.....</b> The various extracts from across the three centuries are now explored in greater depth. The skills of comparison are recalled from KS3 so that students have the terminology/discourse with which to express their ideas.</p> <p><b>Building towards...</b> Students are taught now to recognise similarities and differences in viewpoint, learning about subjectivity and objectivity and considering how language reveals that viewpoint. Students are further taught to consider and examine the links between viewpoint and the time in which something is written. These skills are essential for the GCSE Language Paper 2, Q4. There will always be a 19<sup>th</sup> century extract on this paper - students will become familiar with strategies to approach archaic and more complex syntax and vocabulary.</p>

		homework project for the Spoken Language Endorsement for GCSE.		
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## End of Term Assessment: Paper 2 English Language

Rationale – by the end of Y10 students will have had experience of both papers under timed conditions.