



Subject: ENGLISH	Components		Composite	Mission statement
	What new knowledge do we introduce?		What do students <i>do</i> with this knowledge?	By the end of year 11 a Sybil Andrews English student will...
	Year 10	Year 11		
Autumn	<p>Shakespeare</p> <p><i>Macbeth</i></p> <p>Students study <i>Macbeth</i> as their required Shakespeare text for Literature Paper 1 developing an in-depth understanding of characters, themes, historical context. Students develop the ability to answer, using PETAL paragraphs, a range of character or theme questions based on the analysis of an extract and then to expand their response to incorporate the play as a whole.</p>	<p><i>An Inspector Calls</i></p> <p>J.B. Priestley</p> <p>Students study <i>An Inspector Calls</i> as their required 20th Century text for Literature Paper 2 developing an in-depth understanding of characters, themes, historical context and the writer's intention.</p> <p>Students develop the ability to answer a range of character or theme questions using PETAL paragraphs.</p> <p>Novel</p> <p><i>A Christmas Carol</i></p> <p>Charles Dickens</p> <p>(Reteach)</p>	<p>Students spend Years 10 and 11 studying required texts and developing required skills for GCSE English Literature and Language exams.</p> <p>The years are planned to provide as much variety as possible: balancing the requirements of Literature and Language, including the Spoken Language Assessment.</p>	<p>Be able to successfully complete their GCSE exams and attain, at least, their target grades</p> <p>Be confident individuals and independent learners who have transferrable, life-long skills.</p> <p>Have a broad knowledge and understanding of a range of English Literature texts</p> <p>Have the literacy skills of reading and writing to serve them in their future lives.</p>



		<p>Student revisit their study of a required 19th Century text for Literature Paper 1. Characters and themes revised as well as the skill of dealing with a range of extract-based questions.</p>		
<p>Spring</p>	<p>Language Paper 2 Introduction to the specific requirements of Language Paper 2. Students develop their understanding and ability to deal with two unseen, non-fiction texts – one from the 19th Century. Skills to be developed include: identifying, interpreting and synthesising information; analysis of language and structure; comparison of ideas and perspectives of texts; writing effectively to express an opinion.</p> <p>AQA Anthology: Power & Conflict Comparison & Unseen</p>	<p>Language Paper 2 Students revisit Language paper 2 – honing skills for both the reading and writing sections. Skills to be developed include: identifying, interpreting and synthesising information; analysis of language and structure; comparison of ideas and perspectives of texts; writing effectively to express and opinion.</p> <p>Literature revision Students use revision skills and strategies to revise Shakespeare play, 19th Century text, 20th Century text, Poetry Anthology and Unseen poems and practise answering questions.</p>		



	<p>Students revisit poetry – revising, practising and honing their analytical skills of poetic techniques of language, form and structure.</p> <p>Students revise the 15 anthology poems and develop skills of comparison for Literature Paper 2.</p>			
<p>Summer</p>	<p><i>A Christmas Carol – Revision</i></p> <p>Student revisit their study of a required 19th Century text for Literature Paper 1. Characters and themes revised as well as the skill of dealing with a range of extract-based questions.</p> <p>-----</p> <p>Mock preparation/revision</p> <p>Students experience exam conditions and understand the revision requirements.</p> <p>DIRT used to highlight areas for improvement with detailed,</p>	<p>Language revision</p> <p>Students use revision skills and strategies to revise and practise the reading and writing sections of Language Paper 1 and 2. Skills to be developed include: identifying, interpreting and synthesising information; analysis of language and structure; critical evaluation of perspectives within texts; comparison of ideas and perspectives of texts; writing effectively to express an opinion, and narrative writing.</p>		



specific and actionable feedback given to individuals.

Introduction to Spoken Language

(prep over half-term)

Formal assessment of Spoken Language

Students prepare and deliver the required Spoken Language Assessment for English Language. Student are required to speak cogently, expressing ideas effectively within a well-structured speech. They must be able to respond to questions and develop their ideas, utilising Standard English.

Language Paper 1

Introduction to the specific requirements of Language Paper 1. Students develop their understanding and ability to deal with a narrative text. Skills developed include: identifying



	<p>and interpreting information from texts; analysis of language and structure; critical evaluation of perspectives within texts; writing effectively to explain and describe – narrative writing.</p>			
<p>Rationale for these specific components and composite outcomes:</p>	<p>Year 10 builds students' skills and knowledge, revisiting prior learning, culminating in the mock exams. The results of these will inform future teaching to plug skills and knowledge gaps.</p>	<p>Year 11 builds students to be ready for their GCSE English Language and Literature exams. Comprehensive programmes of revision, with regular assessment and review, are used to make sure students have the best opportunity to perform at their very best.</p>		
<p>How is challenge embedded into the KS4 curriculum?</p> <p>Students are constantly challenged to produce higher level responses. Marking identifies areas for improvement, in reference to the assessment criteria AOs. Students are then given targeted DIRT tasks on the cycle of improvement.</p>			<p>How does the KS4 curriculum above build on prior knowledge from KS3 and adequately prepare the student for KS5?</p> <p>Students develop and refine skills of critical reading, analytical writing, research and revision to enable them to access post-16 study.</p> <p>Students have a breadth of knowledge and literacy skills including the ability to speak in a formal situation and write transactional texts using standard, formal and interesting language.</p>	