## Year 10 - English

|  | **Human Interaction** | **Lived Experiences** | **Power and Conflict** |
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|  | **Unit 1: Reading for Meaning** | **Unit 2: Transactional Writing to Review and Report** | **Unit 3: GCSE Speaking and Listening and Romantic Poetry** | **Unit 4: Component 1 Writing skills - Narrative**  | **Unit 5: Novel Study - Component 1 Reading skills** | **Unit 6: Novel Study - Component 1 Reading and Writing skills** |
| Learning outcomes/ composite knowledge:Pupils will be able to… | * LO1: explain what impressions are created of a character.
* L02: locate and retrieve information from a fiction text.
* LO3: analyse how a writer presents the relationships between characters.
 | * LO1: analyse and evaluate a range of written examples of reviews and reports to identify key components and writer’s craft in order to replicate this in their own writing.
* LO2: develop vocabulary to be able to write rich and precise non-fiction texts written for specific audiences and purposes.
* LO3: apply structural and linguistic and grammar knowledge to a written narrative to engage the reader.
 | * LO1: construct well-organised and sequenced non-fiction texts
* LO2: present ideas and information in a formal context
* LO3: comment on the ideas presented in a poem
 | * LO1: analyse and evaluate a range of written examples of anecdotal GCSE short stories to identify key components and writer’s craft in order to replicate this in their own writing.
* LO2: develop vocabulary to be able to write rich, precise and imaginative settings, characters and plots that immerse their readers.
* LO3: apply structural and linguistic and grammar knowledge to a written narrative to engage the reader.
 | * LO1: evaluate a text to support a critical assessment of the text.
* LO2: analyse the language and structure used by a writer.
* LO3: locate and retrieve information from a text.
 | * LO1: identify and interpret explicit and implicit information and ideas.
* LO2: explain, comment on, analyse how writers use language and structure to achieve effects and influence readers.
* LO3: evaluate texts critically and support this with appropriate textual references.
* LO4: plan and write an anecdotal short story.
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| Knowledge Components | Literary Studies | * Know how writers craft texts to create meanings for their readers.
* Know how writers use language and structure to influence readers.
* Know how word choices help the reader to make inferences.
* Know how writers create engaging story openings.
* Know how the structure of story can engage the reader.
* Know how implicit and explicit information is used to create ideas.
* Know which techniques a writer uses to create implicit meanings.
* Know how a variety of reading strategies can be applied to a text.
* Know how writers communicate effectively with their reader.
* Know which techniques a writer uses to create and develop characters.
 | * Know the presentational devices used in non-fiction texts.
* Know how writers craft non-fiction texts to create meanings for their readers.
* Know how a variety of reading strategies can be applied to a text.
* Know the variety of purposes, audiences and formats that are used in non-fiction writing.
 | * Know the skills needed to deliver a persuasive speech to their peers.
* Know how to communicate effectively with others in group discussion
* Know core skills of speaking and listening effectively.
* Know how to identify key themes, ideas and information in a poem.
 | * Know the differences between a variety of narrative perspectives.
* Know the structural elements of an anecdotal short story.
* Know how narrative techniques engage the reader.
* Know how figurative language can be used for effect.
* Know how narrative voice develops characterisation.
 | * Know how writers use language devices to create characters
* Know how writers use language and structure to present relationships between characters.
* Know how writers use language to create specific moods and atmospheres.
* Know how skimming and scanning techniques can be applied to an extract
* Know the differences between explicit and implicit information
* Know how to methodically track a writer’s idea across an extract
* Know how a writer uses devices to develop characters and themes across a text.
* Know the context of WW2
 | * Know how writers use language devices to create characters
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* Know how figurative language can be used for effect.
* Know how narrative voice develops characterisation.
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| Linguistics & grammar | * Know how vocabulary, sentence structures and punctuation are used to create effects.
* Know how tier 2 and 3 vocabulary can be used to develop characters and their relationships.
* Know how a variety of sophisticated sentences structures and punctuation can be used to achieve effects.
 | * Know the differences between formal and informal tone.
* Know how a variety of sentence structures can be used to manipulate a reader’s reaction.
* Know how a variety of Tier 2 language can be used to influence a reader’s reaction.
* Know how a variety of sophisticated sentence structures and punctuation can be used to achieve effects.
 | * Know how a variety of sentence structures can be used to manipulate a reader’s reaction.
 | * Know how elements of SPaG and vocabulary are used to create meaning.
* Know how precise and ambitious vocabulary can be used to engage the reader.
* Know how a range of punctuation can be used to create precise meanings.
* Know how a range of sentence structures achieve particular effects.
 | * Know how to analyse language at word and sentence level
* Know how words and sentences in the text link to specific questions
* Know how Tier 3 vocabulary is applied to reading responses
* Know how connectives are used within reading responses
* Know the grammatical structure of questions in Component 1, Section A of the GCSE exam.
 | * Know how to analyse language at word and sentence level
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| Complex composition | * Know how reading responses are organised to structure ideas.
 | * Know how writers organise ideas within and between paragraphs in a non-fiction text.
* Know how writers open and close non-fiction texts.
* Know how planning ideas supports the cohesion of a non-fiction text.
 | * Know how writers organise ideas within and between paragraphs in a non-fiction text.
* Know how writers open and close non-fiction texts.
* Know how planning ideas supports the cohesion of a non-fiction text.
 | * Know how writers organise ideas within and between paragraphs in short stories.
* Know how a range of connective devices can aid the organisation of a narrative.
* Know how paragraphs support the shape and direction of a narrative.
* Know how planning ideas supports the cohesion of an anecdotal short story.
 | * Know how punctuation is used in reading responses to clarify.
* Know how connectives are used within reading responses
 | * Know how writers organise ideas within and between paragraphs in short stories.
* Know how a range of connective devices can aid the organisation of a narrative.
* Know how paragraphs support the shape and direction of a narrative.
* Know how planning ideas supports the cohesion of an anecdotal short story.
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| Rhetoric  | * Know how writers create and sustain a viewpoint.
 | * Know how writers use rhetorical devices to present a viewpoint.
* Know how ideas are structured in a review to create and sustain a viewpoint.
* Know how ideas are structured in a report to create and sustain a viewpoint.
 | * Know how writers use persuasive devices to present a viewpoint.
* Know how ideas are structured in a persuasive speech to create and sustain a viewpoint.
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| National Curriculum reference  | * identifying and interpreting themes, ideas and information
* exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
* seeking evidence in the text to support a point of view, including justifying inferences with evidence
* analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.
 | * read and appreciate the depth and power of the English literary heritage.
* reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism.
* distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
* analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
* write accurately, fluently, effectively and at length for pleasure and information
* adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
 | * write accurately, fluently, effectively and at length
* speak confidently, audibly and effectively
* poetry since 1789, including representative Romantic poetry
 | * selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features.
* drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
 | * understand and critically evaluate texts.
* make an informed personal response.
 | * exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
* seeking evidence in the text to support a point of view, including justifying inferences with evidence
* analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact.
* understand and critically evaluate texts.
* make an informed personal response.
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| Common misconceptions | * Evidence from a text can only be dialogue.
* A lack of understanding of the differences between inference and analysis.
* A lack of understanding that all writing, including fiction, is written for a purpose.
 | * Reviews can only be written about films/T.V.
* Reports are found in newspapers in use the 5Ws.
* A lack of understanding of bias.
* Rhetorical devices are only used in persuasive speeches/letters.
* A lack of understanding between formal, informal and colloquial language.
 | * Presentations and speeches should be based on a personal interest – speech topics should allow the speaker argue a viewpoint.
* A speech is reading a written speech word for word.
* The difference between open and closed questions
* Romantic poetry is difficult to understand
* Poems can only be written in a specific form and style.
 | * Using words/phrases which link to recounts as opposed to narratives.
* Narratives have to have lots of dialogue between characters.
* Narratives can only be long, like we find in novels.
* Narratives can only be a certain genre.
 | * Own knowledge of mental health, if weak, may hinder understanding of the complex ideas presented within a text.
* Own knowledge of political ideas, if weak, may hinder understanding of the deeper themes within war fiction;
* Evidence from a text can only be dialogue of characters
* A lack of understanding about the differences between inference and analysis
 | * Evidence from a text can only be dialogue of characters.
* A lack of understanding about the differences between inference and analysis.
* Using words/phrases which link to recounts as opposed to narratives.
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| Exemplar Composite Task(s) | * Answer the following questions:

What impressions are created of the mother in this extract?List five details about the mother’s appearance.How does the writer present the children and their relationships?How convincing is this section of the story? | * Write a review for an online website called Foodies about your recent CCA restaurant experience.
* Write a review for an online teenage website about a film you have watched recently.
* Write a report for the Headteacher about the teaching and social facilities in your school.
 | * You are going to complete a 5-7-minute presentation explaining your viewpoint on, or arguing for or against a specific topic.
* Summarise the main events of the poem Extract from the Prelude/Ozymandias and provide a personal response.
 | * Choose one of the below story stimuli:
1. Write about a time when you panicked.
2. ‘And if that was just the first day of the holiday, I certainly wasn’t looking forward to the rest of it.’
3. A most unlikely hero.
4. Continue the following: ‘As I came out, I was just so relieved it was all over…’
5. Looking Back
 | * Answer the following questions:

List five things you learn about Arthur;What impressions do you get of Francis?;‘The writer presents Arthur as a broken man’ How far do you agree with this statement? | * Eduqas English Language Component 1:
* Reading: questions 1, 2, 3 and 5.
* Writing: a selection of narrative titles.
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