## Year 11 - English

|  | **Unit 1: Analysing and Evaluating non-fiction texts** | **Unit 2: Transactional Writing and Mock Exam prep** | **Unit 3: Analysing and Evaluating Fiction texts and Narrative Writing** | **Unit 4: Analysing and Evaluating non-fiction texts and Transactional Writing** | **Unit 5:Addressing Gaps** |  |
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| Learning outcomes/ composite knowledge:Pupils will be able to… | * LO1: analyse and evaluate how writers create a viewpoint across a text;
* LO2: comment on how writers present information in different ways.
 | * LO1:identify and interpret explicit and implicit information and ideas
* LO2: Select and synthesise evidence from different texts
* LO3: Explain, comment and analyse how writers use language and structure to achieve effects/influence readers and use relevant subject knowledge to support views
* LO4: Evaluate texts critically and support this with appropriate textual detail
* LO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
* LO6: Organise information and ideas, using structural and grammatical features
* LO7: Use a range of vocabulary and sentence structures for clarity, with accurate spelling and punctuation.
 | * LO1: identify and interpret explicit and implicit information and ideas
* LO2: Select and synthesise evidence from different texts
* LO3: Explain, comment and analyse how writers use language and structure to achieve effects/influence readers and use relevant subject knowledge to support views
* LO4: Compare writers’ ideas and perspectives
* LO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
* LO6: Organise information and ideas, using structural and grammatical features
* LO7: Use a range of vocabulary and sentence structures for clarity, with accurate spelling and punctuation.
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* LO2: Select and synthesise evidence from different texts
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| Knowledge Components | Literary Studies | * Know how to analyse language, form and structure
 | * Know how to analyse language form and structure
 | * Know .how to analyse language form and structure
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| Linguistics & grammar | * Know how to locate, retrieve and synthesise relevant/correct information
* Know correct and appropriate vocabulary to evaluate and compare
 | * Know how to locate, retrieve and synthesise relevant/correct information
* Know how structure can be used to promote a viewpoint/for effect
* Know how to punctuate sentences accurately and for effect
* Know how to structure written work in order to achieve a particular effect
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| Complex composition | * Know how to compare and evaluate writers’ viewpoints effectively
 | * Know how to analyse and evaluate writers’ language in order to promote a viewpoint
* Know how to engage a reader through varying sentences and adventurous vocabulary
* Know how to structure a text effectively
* Know how to communicate effectively and imaginatively
 | * Know how to analyse and evaluate writers’ language in order to promote a viewpoint
* Know how to compare writers’ viewpoints
* Know how to write for different purposes and audiences, using different formats
* Know how to engage a reader through varying sentences and adventurous vocabulary
* Know how to structure a text effectively
* Know how to communicate clearly and accurately
 | * Know how to analyse and evaluate writers’ language in order to promote a viewpoint
* Know how to compare writers’ viewpoints
* Know how to write for different purposes and audiences, using different formats
* Know how to engage a reader through varying sentences and adventurous vocabulary
* Know how to structure a text effectively

Know how to communicate clearly and accuratelyKnow how to communicate effectively and imaginatively  |  |  |
| Rhetoric  | * know devices and techniques used by writers to create a viewpoint
 | * Know correct subject terminology and techniques used by writers in order to promote a point of view
* Know how to include a range of devices in order to engage a reader
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 | Know correct subject terminology and techniques used by writers in order to promote a point of viewKnow how to include a range of devices in order to engage a reader |  |  |
| National Curriculum reference  | * understand how to use analytical language and subject terminology accurately
* know the relationship between words and understand nuisances in meaning
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* know the relationship between words and understand nuisances in meaning
* Know how to use figurative language effectively
 | * understand how to use analytical language and subject terminology accurately
* know the relationship between words and understand nuisances in meaning
* Know with depth and breadth on a particular topic
 | understand how to use analytical language and subject terminology accurately know the relationship between words and understand nuisances in meaningKnow with depth and breadth on a particular topicKnow how to use figurative language effectivelyKnow common spelling and punctuation rules |  |  |
| Common misconceptions | * Missing out sections of the exam
* Re-telling the text instead of analysing
* Choosing evidence from the wrong text (C2A)
* Failing to progress from inference to analysis/misunderstanding the difference
* Failing to allot time proportionately
* Misreading of question
 | * Missing out sections of the exam
* Misunderstanding tasks
* Not showing awareness of the PAFT
* Not developing paragraphs with specific examples
 | * Missing out sections of the exam
* Re-telling the text instead of analysing
* Choosing evidence from the wrong text (C2A)
* Failing to progress from inference to analysis/misunderstanding the difference
* Failing to allot time proportionately
* Misreading of question
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| Exemplar Composite Task(s) | * (1a) When did the Eyjakull volcano last erupt? [1] (1b) How close did Tom Robbins get to the crater of Eyjakull? [1]
* How does Tom Robbins try to make his account of ‘Iceland’s erupting volcano’ exciting

and dramatic?* ‘Pieter Sandrick gets across his feelings of increasing terror really well.’ How far do you agree with this statement?
* Both of these texts are about volcanoes that have erupted.

Compare:• what the writers could see and hear of the erupting volcanoes• how they get their experiences across to their readers [10] | * You have been asked to write an article for your school magazine, titled: ‘How to stay fit and healthy.’ Write your article.
* -The traffic in your community is busy and out of control and many accidents have nearly happened. Write a letter to your local councillor stating your concerns and solutions.
* List five things you learn about the narrator in these lines.
* What impressions does the writer create of the narrator’s husband in these lines?
* How does the writer create drama and tension in these lines?
* The writer changes our view of Ranjit as the story develops.’ How far do you agree with this statement?
 | * How does the writer try to persuade the reader that the hunting of whales is cruel and unacceptable?
* ’The writer, Henry Cheever, gives his readers a clear and dramatic description of what it was like to take part in a whale hunt in the 1850s.’ How far do you agree with this statement?
* To answer the following questions you must use both texts. Using information from both texts, explain briefly in your own words how whales were hunted in 1850 and are now hunted in the Faroe Islands.
* What impressions do you get of … ?
* How does the writer present…?
 | * You work for a local business who support teenagers in the community. You have been asked by the council to compile a report about the facilities available to local teenagers. Write your report.
* Write a guide titled ‘How to cope with teenage life.’
* ‘XL Bullies are dangerous predators and should no longer be kept as pets.’ Write a speech giving your view for your next community meeting.
* Compare and contrast how the writers present their viewpoint on the topic of ….
 | * 2024 GCSE Examination
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