

English Year 10 and 11 Long-Term Plan 2023 - 2024

<u>Term Topic/Focus</u>	<u>Skills taught/used</u>	<u>Key words</u>	<u>SPAG</u>	<u>Outcomes</u>	<u>Links to Previous Learning/Curriculum Links/ Culture Capital</u>
<u>Autumn 1</u> Reading - Fiction Baseline testing: Spelling test, Reading test Big write - narrative writing. This scheme of learning is intended to be topic based and cyclical, covering a six weekly cycle depending on student needs/ability. Topic	Reading skills AO1, AO2 and AO4 Encouraging engagement and enjoyment of reading through pair/group reading (scaffolding for increasing reading skills): - use wide range of extracts to develop confidence in approaching unfamiliar material - use strategies such as skim reading past unfamiliar words, cloze exercises, reading aloud, etc to raise confidence about complex vocabulary	Language and structure sequence of ideas sentence structure, punctuation contrasts, repetition Analysis of language Evaluation Synthesis and Comparison Summarise	Simile Metaphor Alliteration Onomatopoeia Superlative Imagery Connotation Symbolism Repetition Rhetorical question Statistic Superlative Emotive language Dialogue Hyperbole Noun Verb Adjective Adverb Preposition Proper noun Interrogative Imperative Exclamatory	AO1 - Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	PL - Pupils have some knowledge of language features such as simile, metaphor. CL – research skills, exam terminology, PSHE through themes, history through themes, setting and context. CC – CC – Knowledge of different cultures, religions, beliefs, religions and historical times.

one is based around the themes of 'Identity' and topic two (Spring Term) 'Adventures', with topic one intended as an introductory unit, and topic two intended as a development of skills.	pair reading – reading in pairs to help students engage with reading.		Full stops Exclamation marks Question marks Commas Sentence separation and comma splicing Apostrophes brackets Ellipsis Colon Semi-colon Connectives Sentences	AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4 - Evaluate texts critically and support this with appropriate textual references	
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<u>Autumn 2</u> Creative writing	Writing skills AO5 [creative] Develop planning skills: - generate ideas from a variety of stimuli, for instance using what/where/when/why or zoom in/out techniques - introduce a simple three-part structure for planning – beginning, middle, end - model planning for engaging openings/endings using exemplars. Writing skills AO6 Write a paragraph during every lesson to focus on a different AO6 element to	planning strategies sentence development Exposition Climax Resolution Punctuate to create tension Characterisation Setting Verbs and contrasts openings, endings, and narrative voice Narrative hooks	Simile Metaphor Alliteration Onomatopoeia Superlative Imagery Connotation Symbolism Repetition Rhetorical question Statistic Superlative Emotive language Dialogue Hyperbole Noun Verb Adjective Adverb Preposition Proper noun Interrogative Imperative Exclamatory	AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose	PL - Pupils have some knowledge of language features such as simile, metaphor. CL – research skills, exam terminology, PSHE through themes, history through themes, setting and context. CC – CC – Knowledge of different cultures, religions, beliefs, religions and historical times.

	develop students' ability to use: • a variety of sentence structures. • a variety of punctuation and vocabulary – encourage 'mining' of reading material		Full stops Exclamation marks Question marks Commas Sentence separation and comma splicing Apostrophes brackets Ellipsis Colon Semi-colon Connectives Sentences	and effect, with accurate spelling and punctuation	
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<u>Spring 1</u> Reading – Non fiction. This scheme of learning is intended to be cyclical, covering a six weekly cycle depending the students' needs/ability. It is intended that the cycle be repeated two or three times using a different question/image each time, decreasing the support and scaffolding until students are	Reading skills AO1, AO2 and AO4 Develop reading confidence for individual reading practice: - start with small paragraphs and work up to longer extracts gradually - use mini sagas and very short stories to give students a sense of reading accomplishment - use linked pictures as introductions to texts - use short AO1 activities as starters for each lesson. Develop language analysis skills:	Identify interpret explicit and implicit Select and synthesise how writers use language and structure to achieve effects writers' ideas and perspectives Evaluate texts critically appropriate textual references	Simile Metaphor Alliteration Onomatopoeia Superlative Imagery Connotation Symbolism Repetition Rhetorical question Statistic Superlative Emotive language Dialogue Hyperbole Noun Verb Adjective Adverb Preposition Proper noun Interrogative Imperative Exclamatory	To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. To evaluate texts critically and support this with appropriate textual references. To select and synthesise evidence from different	PL – knowledge of previous non-fiction reading and writing. CL – history, geography, Ict CC – knowledge of historical context, knowledge of current affairs

confident enough to tackle a question in exam conditions.	- start by 'reading' images rather than texts - introduce key idea of inference using very short extracts and linked/contrasting images - Introduce key idea of connotations to encourage word level analysis - develop key terminology via extracts and begin to create repertoire of terms to use when analysing language - embedding of short, relevant quotations. - Introduce and model what/how/why technique to build up ideas for answers. Introduce synthesis and comparison		Full stops Exclamation marks Question marks Commas Sentence separation and comma splicing Apostrophes brackets Ellipsis Colon Semi-colon Connectives Sentences	texts. To compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	
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	• Introduce comparison skills using images. • Use timed activities to develop student confidence. • Model writing a comparative paragraph using images. • Introduce exam questions and plan/answer under timed conditions.				
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<u>Spring 2</u> <u>Transactional writing</u>	Writing skills AO5 [creative] Develop writing skills by writing a variety of text in different forms and for different purposes. - write a variety of texts to develop creative skills - Use mark schemes to examine and identify how the marks are awarded moving up the mark scheme. - Redraft written work to get used to identifying weaknesses and strengths in preparation for exam questions in exam conditions. - develop thinking skills in order to get used to	Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Compare writers' ideas and	Simile Metaphor Alliteration Onomatopoeia Superlative Imagery Connotation Symbolism Repetition Rhetorical question Statistic Superlative Emotive language Dialogue Hyperbole Noun Verb Adjective Adverb Preposition Proper noun Interrogative Imperative Exclamatory	To develop planning strategies To structure transactional writing effectively To fully develop ideas To use effective sentence forms and styles To use punctuation effectively to aid meaning To create effective paragraphs To experiment with ambitious vocabulary	PL – knowledge of previous non-fiction reading and writing. CL – history, geography, Ict CC – knowledge of historical context, knowledge of current affairs

	responding to a variety of creative writing questions. Spoken language preparation	perspectives, as well as how these are conveyed, across two or more texts Evaluate texts critically and support this with appropriate textual references	Full stops Exclamation marks Question marks Commas Sentence separation and comma splicing Apostrophes brackets Ellipsis Colon Semi-colon Connectives Sentences		
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<u>Summer 1</u> Revision of reading skills	Reading skills AO1, AO2 and AO4, introduce AO3 - Develop evaluation skills - The assumption is that students will now be familiar with the different marking criteria for each question and should sit one (or both) of the papers at this point. This could be their first experience of a mock paper in English Language - Feedback from the results of the mock paper exam. - research extracts - analyse and discuss continuing to develop their reading skills.	Language and structure sequence of ideas sentence structure, punctuation contrasts, repetition Analysis of language Evaluation Synthesis and Comparison Summarise Select and synthesise	Simile Metaphor Alliteration Onomatopoeia Superlative Imagery Connotation Symbolism Repetition Rhetorical question Statistic Superlative Emotive language Dialogue Hyperbole Noun Verb Adjective Adverb Preposition Proper noun Interrogative Imperative Exclamatory	AO1 - Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3 - Compare writers' ideas and perspectives, as	PL - Pupils have some knowledge of language features such as simile, metaphor. CL – research skills, exam terminology, PSHE through themes, history through themes, setting and context. CC – CC – Knowledge of different cultures, religions, beliefs, religions and historical times.

		how writers use language and structure to achieve effects writers' ideas and perspectives Evaluate texts critically appropriate textual references	Full stops Exclamation marks Question marks Commas Sentence separation and comma splicing Apostrophes brackets Ellipsis Colon Semi-colon Connectives Sentences	well as how these are conveyed, across two or more texts AO4 - Evaluate texts critically and support this with appropriate textual references	
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<u>Summer 2</u> Revision of writing skills	Writing skills AO5 Begin to plan/write responses under timed conditions Develop planning skills annotate a wide variety of questions to develop ideas about audience and purpose - develop ideas using question bullets or what/why/where/when techniques - develop planning techniques, paying particular attention to openings/conclusions. Writing skills AO6 - A variety of sentence structures.	planning strategies sentence development Exposition Climax Resolution Punctuate to create tension Characterisation Setting Verbs and contrasts openings, endings, and narrative voice Narrative hooks	Simile Metaphor Alliteration Onomatopoeia Superlative Imagery Connotation Symbolism Repetition Rhetorical question Statistic Superlative Emotive language Dialogue Hyperbole Noun Verb Adjective Adverb Preposition Proper noun Interrogative Imperative Exclamatory	AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with	PL - Pupils have some knowledge of language features such as simile, metaphor. CL – research skills, exam terminology, PSHE through themes, history through themes, setting and context. CC – CC – Knowledge of different cultures, religions, beliefs, religions and historical times.

	• A variety of punctuation. • Advanced vocabulary • Appropriate rhetorical techniques.	Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Compare writers' ideas and perspectives, as well as how these are conveyed,	Full stops Exclamation marks Question marks Commas Sentence separation and comma splicing Apostrophes brackets Ellipsis Colon Semi-colon Connectives Sentences	accurate spelling and punctuation	
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		across two or more texts Evaluate texts critically and support this with appropriate textual references			
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