

Curriculum IntentSubject: EnglishYear 11

|          | What?   | Why?   | Why? When?  | NC Aims  |
|----------|---|--|---|--|
| Term 1-1 | <p>Paper 1 – Exploring Fiction</p> <p>SPaG: incl. paragraphs</p> <p>Language Techniques: SMARTPERSON</p> <p>Structural Techniques: FOPS</p> <p>Analysis: PEE</p> <p>Evaluation: To what extent do you agree?</p> <p>Writing to Describe</p> | <p>Exploring Fiction facilitates students developing the skills required for the GCSE English Language Paper 1. This is enabled through the study of a range of engaging extracts from fictional texts. Accompanied by creative writing opportunities, pupils develop their ability to analyse quality writing and produce their own.</p> <p><b>To begin the GCSE English Language course, pupils apply their learning to discuss and analyse a range of fiction extracts. This knowledge is transferred to pupils' own fiction writing, with a focus on conscious crafting of vocabulary, language and structure.</b></p> | <p>Year 11 begins with GCSE English Language Paper 1, focusing on fictional texts. Having studied fiction texts during year 10, pupils are introduced to the English Language course using a familiar form. Throughout the year, literature recap is interleaved, to focus on retention, consolidation and development of prior learning.</p> | <ul style="list-style-type: none"> <li>• Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate</li> <li>• Appreciate our rich and varied literary heritage</li> <li>• Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences.</li> <li>• Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language</li> <li>• Read easily, fluently and with good understanding</li> <li>• Draw on knowledge of literary and theoretical devices from their reading and listening to</li> </ul> |



|          |   |  |   |   |
|----------|---|--|---|---|
|          |   |  |   | enhance the impact of their writing   |
| Term 1-2 | <p>Paper 2 – Writer’s Viewpoints and Perspectives</p> <p>SPaG</p> <p>Language Techniques: SMARTPERSON</p> <p>Structural Techniques: FOPS</p> <p>Writers' Perspectives</p> <p>Categories of Non-Fiction</p> <p>Summary</p> <p>Comparison</p> <p>Writing to Argue</p> | <p>During this unit, pupils will have the opportunity to discuss and analyse a range of non-fiction texts and extracts, prompting intellectual curiosity and debate. Further to reading extracts, pupils will produce a range of non-fiction writing in preparation for the GCSE English Language Paper 2.</p> <p><b>Pupils shift to discussing and analysing non-fiction text types. They can confidently apply their learning of PAF and non-fiction forms to their analysis, and their written analysis. Again, this learning is applied to pupils’ own confident construction of a range of non-fiction texts.</b></p> | <p>Having been introduced to Language Paper 1, pupils are introduced to Paper 2. Their studies of a range of non-fiction texts during year 7, 8 and 9 provide a familiarity with a range of forms and their features.</p> | <ul style="list-style-type: none"> <li>• Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate</li> <li>• Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences.</li> <li>• Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language</li> <li>• Read easily, fluently and with good understanding</li> <li>• Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul> |
| Term 2-1 | <p>Paper 1 – Teaching the Paper</p> <p>Q1: List 4 Things</p>  | <p>Similarly, this unit builds on learning from Paper 1 – Exploring Fiction. Pupils will focus on applying their learning with an exam focus. This</p>   | <p>This unit offers an opportunity to return to Language Paper 1 after its</p>  | <ul style="list-style-type: none"> <li>• Appreciate our rich and varied literary heritage</li> </ul>  |



|          |   |   |   |   |
|----------|---|---|---|---|
|          | <p>Q2: Language Analysis – SMARTPERSON PEE</p> <p>Q3: Structure Analysis – FOPS PEE</p> <p>Q4: Evaluation</p> <p>Q5: Writing to Describe</p>  | <p>unit facilitates confidence with the requirements of the GCSE Language paper 1, and equip pupils to respond to exam-style questions.</p> <p><b>Returning to Language Paper 1, pupils build on their ability to discuss writer's choices, applying this to their written analysis and creative writing. Pupils draw on their established understanding of grammar and linguistic devices to read and write fluently, with good understanding.</b></p>   | <p>introduction at the start of the year. During this unit, focus will shift more towards exam technique, building on the foundation of learning during the first term.</p>   | <ul style="list-style-type: none"> <li>• Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences.</li> <li>• Acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing, and spoken language. Read easily, fluently and with good understanding</li> <li>• Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> </ul> |
| Term 2-1 | <p>Paper 2 – Teaching the Paper</p> <p>Q1: Find 4 true facts</p> <p>Q2: Summary Comparison</p> <p>Q3: Language Analysis</p> <p>Q4: Comparison of Perspectives</p> <p>Q5: Writing to Argue</p> | <p>Building on the first unit of the year, pupils will focus on applying their learning with an exam focus. Pupils will be confident with the requirements of the GCSE Language paper 2, and equip to respond to exam-style questions.</p> <p><b>Returning to Language Paper 2, pupils build on their ability to discuss writer's choices, applying this to their written analysis and non-fiction writing. Pupils draw on their established understanding of grammar and linguistic devices to read and write fluently, with good understanding.</b></p> | <p>Likewise, this unit offers an opportunity to return to Language Paper 2 after its introduction at the start of the year. During this unit, focus will shift more towards exam technique, building on the foundation of learning during the first term.</p> | <ul style="list-style-type: none"> <li>• Are competent in the arts of speaking and listening, making formal presentations to others and participating in debate</li> <li>• Write clearly, accurately and coherently, adapting to a range of contexts, purposes and audiences.</li> <li>• Acquire a wide vocabulary, an</li> </ul>   |



understanding of grammar and a knowledge of linguistic conventions for reading writing, and spoken language

- Read easily, fluently and with good understanding
- Draw on knowledge of literary and therotical devices from their reading and listening to enhance the impact of their writing

Lit/Exam

During their exam period, pupils will hone their exam technique, putting into practice the skills developed and knowledge discovered across their English studies.

**Pupils focus on ensuring they are confident and prepared for their GCSE exams.**

Lessons are tailored to each group in preparation for the exams.

Term 2