

Long Term Plan 2022/23 Y10 English Language and Literature:

*Please note: Split class teachers may separate the half termly topics below and study one each across a full term. Please see split class tracker

NB: Literature is highlighted in cream; Language is highlighted in blue

Term 1 - Autumn 1	Term 1 - Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1	Term 3 - Summer 2
<p>Literature Paper 2, Section A Modern Drama (Blood Brothers)</p> <p>Literature Reading Skills:</p> <ul style="list-style-type: none"> Reading of whole text and close examination of scenes Theatricality Writer's craft Structure and narrative form Characterisation Key themes and context Context of 1980s Liverpool & Thatcherism 	<p>Literature Paper 1, Section B - 19th Century Novel (Christmas Carol)</p> <p>Literature Reading Skills:</p> <ul style="list-style-type: none"> Analysis of key extracts to develop close reading skills Characterisation Structure and narrative form Key attitudes and issues expressed within the language Narrative style and viewpoint Victorian context and setting Key themes The writer's craft 	<p>Literature Paper 1, Section A Shakespeare Study: (Macbeth)</p> <p>Literature Reading Skills:</p> <ul style="list-style-type: none"> Analysis of key extracts to develop close reading skills Jacobean language and context Writer's craft (with a focus on word play, figurative language, idiom use) Structure and form (e.g.iambic pentameter, use of prose, motifs, foreshadowing, structural echo etc.) Theatricality and dramatic techniques, including use of setting Tragedy as a genre (context) 	<p>Literature Paper 1, Section A Shakespeare Study: (Macbeth)</p> <p>Literature Reading Skills:</p> <ul style="list-style-type: none"> Analysis of key extracts to develop close reading skills Jacobean language and context Writer's craft (with a focus on word play, figurative language, idiom use) Structure and form (e.g.iambic pentameter, use of prose, motifs, foreshadowing, structural echo etc.) Theatricality and dramatic techniques, including use of setting Tragedy as a genre (context) 	<p>English Literature Paper 2: Seen and Unseen Poetry</p> <p>Introduction to Power and Conflict poems as well as work on unseen poetry. Work Through P+C in an unseen manner then explore using context after the initial taught session.</p> <p>Literature Reading skills:</p> <ul style="list-style-type: none"> Content/theme Structure/form Writer's craft and use of language Context Poetic techniques Perspective/voice Developing approaches to unseen poetry Comparative links between poems <p>Seen poems:</p> <ol style="list-style-type: none"> Ozymandias London Extract from the Prelude My Last Duchess The Charge of the Light Brigade Exposure Storm on the Island 	<p>English Literature – Revision of Paper 2</p> <p>English Literature Reading skills:</p> <p>Paper 2: Blood Brothers & Poetry</p> <ul style="list-style-type: none"> Revision of seen poems Annotation, planning and analysis skills of seen poetry Analysis of a range of unseen poems Revise comparative skills Address any misconceptions work on timings of each question/te paper as a whole
<p>Language Writing Skills Paper 2, Question 5:</p> <p>Writing in the form of a: leaflet, speech, essay, letter, article — Use the context of Blood Brothers as a springboard for writing eg. A speech written by a character at a key point in the play</p> <ul style="list-style-type: none"> Practise using different sentence types/openers Work on SPAG skills and use of ambitious vocabulary Practise writing from different viewpoints 	<p>Language Reading skills: Paper 2 Q1-4</p> <p>Introduction to Paper 2</p> <ul style="list-style-type: none"> Identify attitudes of a writer in a variety of texts Explore the methods writers use to convey their attitudes Comparing ideas/perspectives 	<p>Language Writing Skills: Paper 1 Question 5:</p> <ul style="list-style-type: none"> Use 'Macbeth' as a springboard for creative writing e.g.A monologue from the perspective of Lady Macbeth Examine writer's craft and experiment with own writing Practise using different sentence types/openers Work on SPAG skills and use of ambitious vocabulary 	<p>Language Reading skills: Paper 1 Q1-4</p> <p>introduction to Paper 1</p> <ul style="list-style-type: none"> Use departmental strategies for teaching of each question e.g. structure question as a journey Exploring a wide range of extracts Analysing language features Understanding and exploring the structure of a text Practise evaluation skills 	<p>Language Reading skills: Paper 1 Q5</p> <ul style="list-style-type: none"> Use 'Poetry' as a springboard for creative writing Examine writer's craft and experiment with own writing Practise using different sentence types/openers Work on SPAG skills and use of ambitious vocabulary 	<p>English Language - Revision of Paper 1</p> <ul style="list-style-type: none"> Skills workshop of Paper 1 Address any misconceptions - work on timings of each question/the paper as whole Annotation, planning skills, close analysis Analysing a wide range of extracts <p>Language Writing skills</p> <ul style="list-style-type: none"> Writing to describe/narrate Writing to convey a viewpoint Addressing any misconceptions in creative writing

<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Encouraging the skills needed for selection of judicious quotations and detailed analysis of these (exploding the quotation). Encouraging higher level debate (spoken and written). Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Emulating a broadsheet style is incredibly challenging; pre-1900 prose texts pose a high level of challenge for high attainers; Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Exploration of Shakespearean themes, such as ambition, gender politics and power will stretch higher attainers. Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Exploration of Shakespearean themes, such as ambition, gender politics and power will stretch higher attainers. Language papers differentiate by question and the higher mark questions naturally stretch the top end.</p>	<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Exploration of the themes within each poem will provide many opportunities for higher level discussion and analysis. Language element will focus on the highest marked question.</p>	<p><u>Opportunity for stretch for high prior attainers</u> Extension and challenge tasks take place each lesson. Students will be challenged on their own individual areas of weakness through targeted FAR feedback and individual actions.</p>
<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Feature spotting • Using "bolt on" context that does not enrich an argument • Considering characters as if they were real people and not fictional constructs • Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) • Lack of engagement with audience for P2 Q5 language 	<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Feature spotting • Using "bolt on" context that does not enrich an argument • Considering characters as if they were real people and not fictional constructs • Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) 	<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Feature spotting • Using "bolt on" context that does not enrich an argument • Considering characters as if they were real people and not fictional constructs • Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) • Not focusing on writer's methods in critical analysis • Telling rather than showing in descriptive writing 	<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Feature spotting • Using "bolt on" context that does not enrich an argument • Considering characters as if they were real people and not fictional constructs • Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) 	<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Feature spotting • Using "bolt on" context that does not enrich an argument • Considering characters as if they were real people and not fictional constructs • Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support) • Stories that are overly long without enough description 	<p><u>Anticipated Misconceptions:</u></p> <ul style="list-style-type: none"> • Students will use FAR feedback to target specific, personalised misconceptions during their revision these may include: feature spotting, lack of depth for conceptual issues, mislabelling terms and etc.
<p><u>Links to previous Key Stage</u> Students study modern drama in Y9 with 'Our Day Out' and have already explored theatricality through their study of Shakespeare. Non-fiction study and the writer's craft is central to our KS3 curriculum</p>	<p><u>Links to previous Key Stage</u> Students have already been exposed to pre-1900 text and Victorian context, such as Frankenstein when looking at Gothic. Language skills for P2 Q4 and Q5 are developed throughout KS3.</p>	<p><u>Links to previous Key Stage</u> Shakespeare study runs right through KS3 and students have been exposed to a range of texts. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum.</p>	<p><u>Links to previous Key Stage</u> Shakespeare study runs right through KS3 and students have been exposed to a range of texts. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum.</p>	<p><u>Links to previous Key Stage</u> Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum</p>	<p><u>Links to previous Key Stage</u> All of the skills covered in the revision unit have been covered at KS3 e.g. comparison of two texts, Shakespearean study, pre-1900 texts, analysing the writer's intentions using methods</p>

<p>Links to future learning This unit prepares learners with the foundation knowledge for AS Language creative and analytical writing. The study of Blood Brothers and theatricality prepares students for Shakespeare study for AS Lit.</p>	<p>Links to future learning This unit prepares learners with the foundation knowledge for AS Language creative and analytical writing and for AS Literature when studying pre-1900 texts.</p>	<p>Links to future learning This unit prepares learners with the foundation knowledge for AS Literature Othello study and also for AS Language analytical writing</p>	<p>Links to previous Key Stage This unit prepares learners with the foundation knowledge for AS Literature Othello study and also for AS Language analytical writing.</p>	<p>Links to future learning Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout out KS3 curriculum.</p>	<p>Links to future learning This unit prepares learners with the foundation knowledge for all units at AS and A2.</p>
<p>SMSC and British Values Students explore the concepts of morality, class division and inequality, liberty and the cultural background of the British class system.</p>	<p>SMSC and British Values Christmas Carol offers opportunities to discuss social inequality, malthusian attitudes, morality/immorality and the class divide.</p>	<p>SMSC and British Values Students explore themes of morality, power, consequence, liberty and the cultural significance of gender politics.</p>	<p>SMSC and British Values Students explore themes of morality, power, consequence, liberty and the cultural significance of gender politics.</p>	<p>SMSC and British Values Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)</p>	<p>SMSC and British Values Students will cover all SMSC and British values as they revise for this unit as the past papers deal with a range of social, moral, political and spiritual issues.</p>
<p>Cultural Capital This encourages students to consider their place in society and to debate regarding the class system in Britain.</p>	<p>Cultural Capital This unit encourages students to understand how the class system can create an unfair and discriminatory bias in society.</p>	<p>Cultural Capital Shakespeare as part of students' literary heritage. Gender roles and how these change over time.</p>	<p>Cultural Capital Shakespeare as part of students' literary heritage. Gender roles and how these change over time.</p>	<p>Cultural Capital The range of unseen poems and texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p>Cultural Capital The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>
<p>Career Links This unit prepares students for a range of careers including journalism and teaching</p>	<p>Career Links This unit prepares students for a range of careers including journalism, politics and teaching</p>	<p>Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p>Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p>Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p>Career Links This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>

Language Assessment Objectives:	<p>AO1:</p> <ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts <p>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</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>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</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20 % of the marks for each specification as a whole.)</p> <p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken standard English effectively in speeches and presentations.</p>				
Literature Assessment Objectives:	<p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>				

English Literature Paper 2: Poetry

Introduction to Power and Conflict poems as well as work on unseen poetry. Work Through P+C in an unseen manner then explore using context after the initial taught session.

Literature Reading skills:

- Content/theme
- Structure/form
- Writer's craft and use of language
- Context
- Poetic techniques
- Perspective/voice
- Developing approaches to unseen poetry
- Comparative links between poems

Language Reading skills: Paper 1 Q1-4

Use departmental strategies for teaching of each question e.g. structure question as a journey

- apply skills to poetry texts eg. how and why poems are structured in certain ways
- consider the writer's craft and effects of certain techniques.

- Ozymandias
- London
- Extract from the Prelude
- My Last Duchess
- The Charge of the Light Brigade
- Exposure

-Storm on the Island
Follow this order so we know what will have been covered by year 11.