



# Long Term Plan 2022/23 Y11 English Language and Literature

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

Term 1 - Autumn 1 (7 wks)	Term 1 - Autumn 2 (7 wks)	Term 2 - Spring 1 (6 wks)	Term 2 - Spring 2 (6 weeks)	Term 3 - Summer 1 (7 wks)
<p><b>Literature Focus: Poetry Power and Conflict poetry (seen and unseen)</b></p> <p>Areas of study:</p> <p><b>Key Skills Literature:</b></p> <ul style="list-style-type: none"> <li>Close reading of poems and approaches to unseen/seen poetry</li> <li>Content/theme</li> <li>Structure and form</li> <li>Writer's craft</li> <li>Setting and atmosphere</li> <li>Attitudes expressed through language use</li> <li>Linking poems through theme (please see MTP for more information)</li> </ul> <p>(Poems left to cover for seen: Checkin' Out Me History; Poppies; Kamikaze; War Photographer; Bayonet Charge)</p>	<p><b>Literature Focus: Blood Brothers (Modern Drama)</b></p> <p>Areas of study:</p> <p><b>Key Skills Literature:</b></p> <ul style="list-style-type: none"> <li>Key extracts re/visited for close reading skills</li> <li>1980s Context</li> <li>Writer's Craft</li> <li>Key themes</li> <li>Structure and form</li> <li>Characterisation</li> <li>Theatricality</li> </ul> <p>(please see mid term plan for more details)</p>	<p><b>Literature Focus: Christmas Carol (19<sup>th</sup> Century novel)</b></p> <p>Areas of study:</p> <p><b>Key Skills Literature:</b></p> <ul style="list-style-type: none"> <li>Key extracts re/visited to develop close reading skills</li> <li>Characterisation</li> <li>Structure and narrative form</li> <li>Key attitudes and issues expressed within the language</li> <li>Narrative style and viewpoint</li> <li>Victorian context and setting</li> <li>Key themes</li> <li>The writer's craft</li> </ul> <p>(please see mid term plan for more details)</p>	<p><b>Literature Focus: Macbeth (Shakespearean drama)</b></p> <p>Areas of study:</p> <p><b>Key Skills Literature:</b></p> <ul style="list-style-type: none"> <li>Key extracts re/visited to develop close reading skills</li> <li>Jacobean language and context</li> <li>Writer's craft (with a focus on word play, figurative language, idiom use)</li> <li>Structure and form (e.g. iambic pentameter, use of prose, motifs, foreshadowing, structural echo etc.)</li> <li>Theatricality and dramatic techniques, including use of setting</li> <li>Tragedy as a genre (context)</li> </ul> <p>(please see mid term plan for more details)</p>	<p><b>Intensive Revision of Skills: Lit</b></p> <p>Areas of study</p> <p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Skills workshops to revise key skills in each paper -lit and lang</li> <li>Writer's craft: focus on analysing effect</li> <li>Language used for specific effects: connotations, semantic fields, symbolism etc.</li> <li>Reading for the extract question (lit): annotation, planning skills, close analysis</li> <li>Analysing a wide range of extracts (for lit and lang) both fiction and non fiction; drama and prose</li> <li>Comparing different techniques within two texts (poetry for lit; non-fiction for lang)</li> </ul> <p>(please see mid term plan for more details)</p>
<p><b>Language Focus: Language Paper 1, Q5 (Creative writing)</b></p> <p>Can use poetry as a stimulus but work must be in language books</p> <p><b>Key skills Language:</b></p> <ul style="list-style-type: none"> <li>Writing to describe and story writing skills</li> <li>Addressing misconceptions in creative writing e.g. length vs linguistic richness</li> <li>Considering crafting and use of key features/methods and their effects; language use/structural techniques etc.</li> <li>Using the mark scheme as a basis for adding value to creative pieces</li> </ul>	<p><b>Language Focus: Language Paper 2, Section A (Reading non-fiction)</b></p> <p><b>Key Skills Language:</b></p> <ul style="list-style-type: none"> <li>Overview/review of Paper 2 Reading approaches and skills</li> <li>Cover all questions and skills assessed:</li> <li>Looking at writer's viewpoints and perspectives</li> <li>Understanding implicit and explicit information; analysing hidden meanings</li> <li>Analysing how writers use structure to achieve a range of effects and influence readers</li> <li>Understanding what is meant by 'critical evaluation' and to apply this skill to two texts</li> </ul>	<p><b>Language Focus: Language Paper 1, Section A (Reading fiction)</b></p> <p><b>Key Skills Language:</b></p> <ul style="list-style-type: none"> <li>Choosing judicious quotations</li> <li>Writer's methods/writer's craft</li> <li>To develop the following reading skills:</li> <li>Identification and interpretation of explicit and implicit information and ideas; synthesising evidence from different text; understanding and analysing structural features; commenting on how writers use language; critical evaluation</li> </ul>	<p><b>Language Focus: Language Paper 2, Question 5 (non-fiction writing)</b></p> <p><b>Key Skills Language:</b></p> <ul style="list-style-type: none"> <li>Looking at a range of persuasive writing types: letters, speeches, articles</li> <li>To write creatively and clearly, using a range of ambitious vocabulary and rhetorical devices</li> <li>To explore methods used in persuasive/opinion writing, such as rhetorical questions and direct address</li> <li>Using the quotation as a springboard</li> </ul>	<p><b>Paper 1 and 2 intensive revision</b></p> <p><b>Key Skills Language:</b></p> <ul style="list-style-type: none"> <li>How writers use structure to achieve a range of effects and influence readers</li> <li>Analysing how writers use structure</li> <li>Evaluating a text critically and supporting with appropriate textual detail</li> <li>Developing understanding of the difference between descriptive and narrative writing</li> </ul>



			<ul style="list-style-type: none"> <li>Engaging the audience to persuade</li> </ul>	
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<p><b>Opportunity for stretch for high prior attainers</b></p> <p>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. We will encourage higher level debate through directed questioning. The creative task allows flexibility of stretch and challenge, with personalised feedback and support.</p>	<p><b>Opportunity for stretch for high prior attainers</b></p> <p>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. Blood Brothers encourages higher level discussion regarding contextual issues such as the social and political backdrop of the play.</p>	<p><b>Opportunity for stretch for high prior attainers</b></p> <p>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><b>Opportunity for stretch for high prior attainers</b></p> <p>Extension and challenge tasks take place each lesson. Language papers differentiate by question and the higher mark questions naturally stretch the top end. Discussion and analysis regarding higher level themes such as morality, ambition and gender politics offer opportunities to stretch the most able.</p>	<p><b>Opportunity for stretch for high prior attainers</b></p> <p>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><b>Anticipated Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Feature spotting</li> <li>Using "bolt on" context that does not enrich an argument</li> <li>Considering characters as if they were real people and not fictional constructs</li> <li>Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support)</li> <li>Stories that are overly long without enough description</li> </ul>	<p><b>Anticipated Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Feature spotting</li> <li>Using "bolt on" context that does not enrich an argument</li> <li>Considering characters as if they were real people and not fictional constructs</li> <li>Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support)</li> <li>Lack of engagement with audience for P2 Q2 language</li> </ul>	<p><b>Anticipated Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Feature spotting</li> <li>Using "bolt on" context that does not enrich an argument</li> <li>Considering characters as if they were real people and not fictional constructs</li> <li>Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support)</li> <li>Not focusing on methods</li> <li>Simple analysis</li> </ul>	<p><b>Anticipated Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Feature spotting</li> <li>Using "bolt on" context that does not enrich an argument</li> <li>Considering characters as if they were real people and not fictional constructs</li> <li>Not understanding some more complex vocabulary (support needed here with glossary sheets and teacher support)</li> <li>Lack of engagement with audience</li> </ul>	<p><b>Anticipated Misconceptions:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>



<p><b>Links to previous Key Stage</b></p> <p>Poetry runs throughout KS3 and students will be equipped with many skills to analyse these. Creative and analytical linguistic opportunities are weaved throughout our KS3 curriculum.</p>	<p><b>Links to previous Key Stage</b></p> <p>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><b>Links to previous Key Stage</b></p> <p>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><b>Links to previous Key Stage</b></p> <p>Shakespeare study runs right through KS3 and students have been exposed to a range of texts. Creative and analytical linguistic opportunities are weaved throughout KS3 curriculum.</p>	<p><b>Links to previous Key Stage</b></p> <p>All of the skills covered in the revision unit have been covered at KS3 e.g. comparison of two texts, Shakespearian study, pre-1900 texts, analysing the writer's intentions using methods</p>
<p><b>Links to future learning</b></p> <p>This unit prepares students for AS lit study of Keats and A2 lit study of Blake. This also prepares students for AS Language creative and analytical writing</p>	<p><b>Links to future learning</b></p> <p>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><b>Links to future learning</b></p> <p>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><b>Links to future learning</b></p> <p>This unit prepares learners with the foundation knowledge for AS Literature Othello study and also for AS Language creative and analytical writing</p>	<p><b>Links to future learning</b></p> <p>This unit prepares learners with the foundation knowledge for all units at AS and A2.</p>
<p><b>SMSC and British Values</b></p> <p>Students consider language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)</p>	<p><b>SMSC and British Values</b></p> <p>Students explore the concepts of morality, class division and inequality, liberty and the cultural background of the British class system.</p>	<p><b>SMSC and British Values</b></p> <p>Christmas Carol offers opportunities to discuss social inequality, malthusian attitudes, morality/immorality and the class divide.</p>	<p><b>SMSC and British Values</b></p> <p>Students explore themes of morality, power, consequence, liberty and the cultural significance of gender politics.</p>	<p><b>SMSC and British Values</b></p> <p>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><b>Cultural Capital</b> The range of poems and texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p><b>Cultural Capital</b> This encourages students to consider their place in society and to debate regarding the class system in Britain.</p>	<p><b>Cultural Capital</b> This unit encourages students to understand how the class system can create an unfair and discriminatory bias in society.</p>	<p><b>Cultural Capital</b> Shakespeare as part of students' literary heritage. Gender roles and how these change over time.</p>	<p><b>Cultural Capital</b> The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>
<p><b>Career Links</b></p> <p>This unit prepares students for a range of careers including journalism and teaching</p>	<p><b>Career Links</b></p> <p>This unit prepares students for a range of careers including journalism, politics and teaching</p>	<p><b>Career Links</b></p> <p>This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p><b>Career Links</b></p> <p>This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>	<p><b>Career Links</b></p> <p>This unit prepares students for a range of careers including journalism, politics, teaching and any role that involves communicating with others</p>



<b>Language Assessment Objectives:</b>	<b>AO1:</b> <ul style="list-style-type: none"><li>• identify and interpret explicit and implicit information and ideas</li><li>• select and synthesise evidence from different texts</li></ul> <b>AO2:</b> 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 <ul style="list-style-type: none"><li>• <b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li><li>• <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</li><li>• <b>AO5:</b> 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</li><li>• <b>AO6:</b> 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.)</li><li>• <b>AO7:</b> Demonstrate presentation skills in a formal setting</li><li>• <b>AO8:</b> Listen and respond appropriately to spoken language, including to questions and feedback on presentations</li><li>• <b>AO9:</b> Use spoken standard English effectively in speeches and presentations.</li></ul>				
<b>Literature Assessment Objectives:</b>	<b>AO1:</b> Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"><li>• maintain a critical style and develop an informed personal response</li><li>• use textual references, including quotations, to support and illustrate interpretations.</li></ul> <b>AO2:</b> Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. <ul style="list-style-type: none"><li>• <b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written.</li><li>• <b>AO4:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li></ul>				



ARCHBISHOP  
SENTAMU  
ACADEMY  
CHURCH OF ENGLAND