ENGLISH LANGUAGE AND LITERATURE

What are the aims and intentions of this curriculum?

The aims of our Year 10 curriculum are:

- Developing language skills: The curriculum aims to enhance students' ability to communicate effectively in spoken and written English. This includes developing vocabulary, grammar, and syntax to express ideas accurately and coherently.
- Reading comprehension: The curriculum focuses on improving students' ability to understand and analyse various forms of written texts, including fiction, non-fiction, poetry, and media sources. Students learn to extract meaning, infer information, and engage critically with the text.
- Writing proficiency: The curriculum aims to strengthen students' writing skills by encouraging them to produce clear, well-structured, and persuasive texts. Students learn different writing styles, such as narratives, persuasive essays, reports, and responses to literature.
- Oral communication: The curriculum emphasizes the development of effective oral communication skills, including listening and speaking. Students are encouraged to participate in discussions, debates, presentations, and other speaking activities to express their ideas and engage in meaningful dialogue.
- Literature appreciation: The curriculum introduces students to a range of literary works, both classic and contemporary, to foster an appreciation for literature. Students learn to analyse literary techniques, explore themes, and interpret meaning in texts.
- Critical thinking and analysis: The curriculum aims to develop students' critical thinking skills by encouraging them to analyse and evaluate information from various sources critically. They learn to identify bias, evaluate arguments, and form evidence-based opinions.
- Media literacy: In the digital age, the curriculum addresses the importance of media literacy. Students learn to critically evaluate media sources, recognize different media techniques, and understand how media influences opinions and attitudes.
- Cultural understanding: The curriculum promotes an understanding and appreciation of diverse cultures, traditions, and perspectives. Students explore texts that reflect different cultures, fostering empathy, respect, and an understanding of global issues.
- Independent learning: The curriculum encourages students to take ownership of their learning by developing research skills, independent study habits, and self-reflection. They learn to plan, organize, and manage their work effectively.
- Examination preparation: As students progress towards the end of Year 10, the curriculum may also include elements that prepare them for examinations or assessments that evaluate their English language skills and knowledge.

Link the craft of writers studied to develop own descriptive techniques and write to describe

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	**AQA English Language Paper 1 Section A** **English Language Spoken Language Assessment**	• Tone: The writer's attitude or feelings towards the subject matter. • Genre: The category or type of text, such as a newspaper article, speech, or letter. • Language features: Specific linguistic elements used in the text, including figurative language, sentence structure, and word choice.	• Analytical skills: Students learn to critically analyse and evaluate the language, structure, and techniques used in the given texts. • Inference: Students practice making inferences based on textual evidence, drawing conclusions, and understanding implicit meanings.	**Summative:** Paper 1 Section A in-class practice test. Spoken Language Assessment

		- Structure: The organization and arrangement of ideas within the text. - Narrative perspective: The point of view from which the story or information is presented. - Rhetorical devices: Techniques used to persuade or engage the audience, such as rhetorical questions, repetition, and emotive language. - Context: The circumstances or background information surrounding the creation and reception of the text. - Register: The level of formality or informality in the language used. - Audience response: The effect or impact the text has on the reader and how it achieves this. - Comparative analysis: Comparing and contrasting different aspects of the text(s) provided. - Inference: Drawing conclusions or making interpretations based on evidence from the text(s). - Evaluation: Assessing the effectiveness of the text(s) in achieving their intended purpose.	Language analysis: Students develop skills to identify and analyse the use of language features, such as figurative language, rhetorical devices, tone, style, and register.	
Autumn 2	**Literature Paper 2** **Section B/C** **Love & Relationships poetry anthology and unseen poetry**	- Allegory; Allusion; Analogy; Cliché; Connotation/Connote; Contrast; Denotation/Denote; Euphemism; Hyperbole; Irony; Metaphor–or 'as'; Oxymoron; Paradox; Personification; Pun–Simile - Verse– A line of a poem, needn't be a complete sentence. - Stanza- A collection of verses similar to a paragraph, separated from other stanzas. - Rhetorical Question– A Question intended to provoke thought without expecting an answer.	**Reading** - Comprehension - Critical reading - Understanding poets' social, historical and cultural contexts - Evaluation of poets' choices, intent and effect on reader - Comparing poems - Approaches to unseen poems **Writing** - To summarise, argue, analyse and evaluate; discussing and maintaining a point of view - Selecting key points; using quotations	**Formative** - Bi Weekly Assessments - Worksheets - Homework - Peer assessment - Student presentations - Self-marking exercises **Summative** - Class tests

		- Rhyme Scheme– Regular or irregular (does it follow a pattern or not) popular examples are alternate rhymes - abab, cross rhyme abba, or couplets aabb. Rhyme scheme often depicted by letters abcd to help follow. - Enjambment– A sentence or on-going piece of text carried over verses or stanzas to continue the spoken effect without pause. - Form– Open (no real pattern of rhyme or length), closed (follows a specific form or pattern), couplets (pairs of rhyming - lines), quatrains (stanzas of 4 lines, often rhyming), blank verse (iambic pentameter with not consistent rhyme). - Fixed Forms– Some examples include Sonnets (3 quatrains and a couplet), Ballads (large poems in quatrains often - telling a story) - Pathetic Fallacy– Using weather or environment to reflect the themes and contexts of the poem, e.g. a horror - genre may involve a dark and stormy night, joyful poems may use a sunny meadow etc. - Foreshadowing– Content in the poem which gives an indication of the direction the poem will take, allows - people to guess what will happen or the poet to prepare the reader	Standard English: accurate SPAG	Trial mock examination
Spring 1	**Literature Paper 1** **Section B** **A strange case of Dr Jekyll and Mr Hyde** **Robert Louis Stevenson** **Or** **A Christmas Carol**	**Point of view**- the vantage point or perspective from which a literary work is told… 1st person point of view- the narrator is a character in the story (use of 'I') 2nd person point of view- the speaker addresses the listener or reader directly, using "you" 3rd person point of view- the narrator is outside of the story (use of 'he' 'she' 'they') * may be limited or omniscient	**Reading:** - Exploring plot, characters, themes - Critical reading - Understanding writers' social, historical and cultural contexts - Evaluation of a writer's choices, intent and effect on reader - Making judicious inferences and comment on the writer's intent and effect on reader **Writing**	**Formative** - Bi Weekly Assessments - Worksheets - Homework - Peer assessment - Student presentations - Self-marking exercises - Panel Discussions

	Charles Dickens **English Literature Paper 2** **An Inspector Calls**	**Key Terms** Class Hierarchy Privilege The Supernatural Vices Avarice Transgression Victorian Compromise Consequences Countenance **Key Terms** Apprehensive Combustion Misanthropic Predicament Capacious Facetious Benevolence Artifice Scabbard Entrity **Themes** Reputation/identity Past/Future/Present Duality of mankind Family/Child Labour Good versus Evil Greed/Generosity/ Repression Forgiveness **Character as a social construct** **Plot Development** **Context- Victorian Era**	• To argue, analyse and evaluate; discussing and maintaining a point of view • Summarise and synthesise information or ideas within texts. • Selecting key points; using quotations • Standard English: accurate SPAG • Write using Standard English and correct SPAG • Use a wide vocabulary	• Debates **Summative** • Class tests • Termly trial / mock examination
Spring 2	**Literature Paper 1** **Section A** **Macbeth** **William Shakespeare**	**Key Terms:** • Allude, allusion • Chiasmus • Despot, Despotic • Dramatic Irony • Diabolic, Diabolical • Characteristic of absolute evil • Embody, Embodies • Equivocal, Equivocator • Foreshadows, foreshadowing • Hallucination • Hamartia • Hubris • Iambic pentameter • Juxtaposition • Machiavellian	**Reading** • Comprehension • Exploring plot, characters, themes • Critical reading • Understanding the playwright's social, historical and cultural contexts • Evaluation of the playwright's choices, intent and effect on reader **Writing** • Memorising key themes, context, quotations and plot • Exam skills • use knowledge gained from wide reading to inform and improve own writing. write effectively and coherently using Standard English appropriately.	**Formative** • Bi Weekly Assessments • Worksheets • Homework • Peer assessment • Student presentations • Self-marking exercises • Panel Discussions • Debates • Thought Tracking • Conscience Alley **Summative**

	English Language Paper 1 Section B	<mark style="background:lime">• Cunning, scheming, unscrupulous, especially in politics</mark> <mark style="background:lime">• Pathetic fallacy</mark> <mark style="background:lime">• Blank verse</mark> <mark style="background:lime">• Protagonist</mark> • Antagonist **Themes:** <mark style="background:yellow">• Loyalty/Betrayal</mark> <mark style="background:yellow">• Ambition</mark> <mark style="background:yellow">• Appearance vs Reality</mark> <mark style="background:yellow">• The Supernatural</mark> **Point of view** **Characterisation /Characters as a social construct** **Plot Development** **Context- Elizabethan/Jacobean Era**	• Develop creative writing skills • use grammar correctly, punctuate and spell accurately	• Class tests • Termly trial / mock examination
Summer 1	**English Language Paper 2** **Sections A and B**	• Outline the structure of letters and newspaper articles, including heading and sub-headings; attention grabbing openings; development of the body; closing; anecdotal references; • Create letters and articles, utilising appropriate structures and techniques. • Pinpoint target audience and purpose of various nonfiction forms of writing, including advertisements, newspaper articles and editorials • Further explore additional techniques including tricolon, repetition of ideas, sarcasm, counter arguments, analogy, and direct address. **Key Terms** • Alliteration • Antithesis • Assonance • Atmosphere • Cliché • Colloquialism	**Reading** • Comprehension • Critical reading • Evaluation of a writer's choices, intent and effect on reader • Comparing texts **Writing** • To explain, summarise, argue, persuade, analyse and evaluate; discussing and maintaining a point of view • Selecting key points; using quotations • Standard English: accurate SPAG • Read and understand a range of texts from the 19th, 20th and 21st centuries • Write using Standard English and correct SPAG • Use a wide vocabulary • Make comparisons between texts • Summarise information and ideas from texts	**Formative** • Bi Weekly Assessments • Worksheets • Homework • Peer assessment • Student presentations • Self-marking exercises **Summative** • Class tests • Termly trial / mock examination

		• Connotation • Ellipsis • Foregrounding • Figurative language • Idiom • Juxtaposition • Simile • Metaphor • Monosyllabic words • Onomatopoeia • Parallelism • Parenthetical remark • Personification • Sarcasm • Syntax	• Use knowledge gained from wide reading to inform own writing	
	1. Transition 2. Introduction to English Alliance Form Challenge	• Common noun • Proper noun • Adjective • Verb • Adverb • Simile • Metaphor • Hyperbole • Onomatopoeia	• Composition • Creative writing • Descriptive writing • Spelling, punctuation, and grammar • Presentation skills Teamwork skills	English Alliance Year 10 Creative Writing Challenge