

Year 10 &11 English Language Curriculum Map

<p style="text-align: center;">Topic 1 English Language GCSE Component Section B: English Language Creative writing</p>	<p style="text-align: center;">Topic 2 English Language GCSE Component Section Paper A</p>	<p style="text-align: center;">Topic 3 English Language GCSE Component Section A:</p>	<p style="text-align: center;">Topic 4 English Language GCSE Two (Section B):</p>	<p style="text-align: center;">Topic 5</p>
<p>Writing (Creative) Language Paper 1: Section B (Writing) Teaching will be structured around descriptive and narrative writing, using visual and written prompts in line with the exam questions.</p> <p style="text-align: center;">By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</p> <ul style="list-style-type: none"> • 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>Reading (Fiction) Language, Paper 1: Section A (Reading) A range of fictional extracts from the 20th and 21st centuries will be used for teaching and these will be chosen by the teacher. Some of the extracts may be taken from AQA Paper 1: Reading Support Booklet</p> <p style="text-align: center;">By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</p> <ul style="list-style-type: none"> • 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 	<p>Reading (Non-Fiction) Language, Paper 2: Section A (Reading) A range of non-fiction and literary non-fiction extracts from the 19th, 20th and 21st centuries will be used for teaching and these will be chosen by the teacher. Some of the extracts may be taken from AQA Paper 2: Reading Support Booklet</p> <p style="text-align: center;">By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</p> <ul style="list-style-type: none"> • 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 	<p>Writing (Transactional) Language, Paper 2: Section B (Writing) Teaching will be structured around a study of the five forms prescribed by AQA (Leaflet, Letter, Article, Speech and Letter) and the four purposes (Inform, Explain, Describe, Persuade). Pupils will also consider how to adapt their writing for a range of audiences.</p> <p style="text-align: center;">By the end of the unit, pupils should demonstrate progress against the following Assessment Objectives:</p> <ul style="list-style-type: none"> • 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 	<p>Spoken Language Study. For this, they will give a presentation on a subject of their choice. This presentation will be recorded for moderation purposes and pupils will be awarded either a Pass, Merit or Distinction. Whilst the Spoken Language grade does not contribute to the overall English Language GCSE grade, it is a requirement of the course that it is completed.</p>

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<ul style="list-style-type: none"> • 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>subject terminology to support their views</p> <ul style="list-style-type: none"> • 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 	<p>achieve effects and influence readers, using relevant subject terminology to support their views</p> <ul style="list-style-type: none"> • 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 	<p>coherence and cohesion of texts</p> <ul style="list-style-type: none"> • 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>Text – Extracts</p> <ul style="list-style-type: none"> ➤ Dracula ➤ Monkey's paw <p>Close reading fiction</p>	<p>Text</p> <ul style="list-style-type: none"> ➤ Paddy Clarke ha ha ha by Roddy Doyle ➤ Wasteland ➤ Betrayal 	<p>Text</p> <ul style="list-style-type: none"> ➤ Life skills articles <p>Broadsheet newspapers.</p>	<p>Text</p> <ul style="list-style-type: none"> ➤ Close reading ➤ AQA articles <p>Close reading non-fiction detectives</p>	<p>Speeches</p> <ul style="list-style-type: none"> ➤ Inspirational speeches ➤ YouTube
<p>Assessments</p> <p>Y10 – Step up to English Gold Y11 - Creative Writing</p>	<p>Assessments</p> <p>Y10- Step up to English Gold Detectives</p> <p>Y11 -Paper 1 Mock exam Hartop Paper</p> <p>Y11 Speaking &Listening Functional Skills</p>	<p>Assessments</p> <p>Y10 – Step up to English Gold Next Steps</p> <p>Y11 – Mock exam June 2018 (Surfer)</p>	<p>Assessments</p> <p>Y10 - Booklets</p> <p>Y11 - Functional Skills Level 1</p>	