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| Key Stage and Subject Long-Term Plan for GCSE English Language Year 10 |
| Diagram  Description automatically generated | School Pedagogy:Launchpad Tuition has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child’s ‘capacity to learn can change and be changed for the better because of what happens and what people do in the present’ (*Hart et al. 2004, P166*). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine’s 10 Principles of Instruction (*Rosenshine, 2012*). All learning sessions include the following elements: reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.Subject Specific Pedagogy:Pupils start each lesson with a review of learning in their last lesson using a variety of methods. New material is presented in small chunks with a focus on what, how and why questions to check understanding. Modelling is used to support pupils to practice new skills. Pupils are given ample opportunities to practice those new skills with regular feedback from their teacher. Scaffolding resources are available to support independent practice of reading, writing and spoken language skills. Pupils review prior learning at the beginning and the end of each topic to demonstrate explicit links between their learning. Tier 2 and Tier 3 vocabulary is taught within lessons.Subject Intent:The English department in each of our facilities aim to promote a passion for English within all students at Alternative Provision. The love of the subject is nurtured and will build on the vital foundations that students have already laid at Key Stages 1 and 2. The English department want all students to feel empowered by what they study, developing creativity for both the written and spoken word. Our students are immersed in a broad curriculum that allows them to research and theorise about the relationship between a writer’s context and their writing style. Students will develop the skills of empathy and enquiry for current literature as well as a thirst to know more about a world that has gone before them. |

| Key Stage and Subject Long-Term Plan | Topic/Learning Pathway | Key Vocabulary | Links to previous learning (Component Skills) | Links to wider curriculum |
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| GCSE Year 10Autumn 1 & 2 | **Dystopia Genre****Intention:****•**To use extracts and ideas from dystopia novels to develop pupils’ reading and writing skills•To explore the heritage of the dystopia genre and how it applies to real issues and concerns in the world around us•The genre touches on social, cultural, moral, and spiritual issues, therefore SMSC will be explored throughout•To make pupils think about the world around them and the choices governments and people in power make or don’t make than can have devastating consequences•Pupils will also get a cross-curricular look at science, history, politics, and media which allow them to explore the wider world around them**Content*** Learn what is meant by the word ‘dystopia’.
* Understand what is meant by a 'utopia'.
* Look at how writers can use adverbs, adverbial phrases, and sentence length to control the pace of the action in a narrative
* How writers can use adverbs, adverbial phrases, and sentence length to control the pace of the action in a narrative
* Features of a dystopian narrative
* Features of dystopia novels and their influence for an idea for a new novel
* How writers use nouns and noun phrases to influence the reader's view of the fictional
* How choice of pronouns, nouns and verbs can influence the reader's response to characters and their points of view
* Utilise the skills learned so far to create the opening paragraph for their own dystopian story.
* How writers use dialogue to convey characters' thoughts and feelings
* How language can be used to manipulate people through political language
* How proper nouns can be chosen to convey a structured society in an imaginary world.
* How writers can create a sense of fear by controlling the release of information to the reader.
* How to plan a dystopian story by exploring four different blurbs
* Planning the rest of their dystopia story by looking at setting, ideas, and values in their society then use the four-part model to help to structure effectively
* Write the opening chapter to a dystopian story
* Create front cover and blurb (and possible last chapter – extension task)
 | Tier 2Connotation, inference, denotation, dystopia, utopia, Marxism, communism, Stalinism, eugenics, themes, point of view, political language, blurb, propagandaTier 3Noun phrases, adjectives, nouns, setting, adverbs, adverbial phrases, sentence structure for dramatic effect, pronouns, verbs, characterisation, dialogue, structure, repetition, exposition, conflict, climax, resolution | ReadingRead and appreciate the depth and power of fiction through reading a wide range of high-quality, challenging, classic and contemporary literature. Understand and critically evaluatetexts through:- reading in different waysfor different purposes,summarising andsynthesising ideas andinformation, andevaluating their usefulnessfor purposes- drawing on knowledge ofthe purpose, audience forand context of the writing,including its social,historical and culturalcontext and the literarytradition to which itbelongs, to inform evaluationidentifying andinterpreting themes andideas- exploring aspects of plot,characterisation, eventsand settings, therelationships betweenthem and their effects- seeking evidence in thetext to support a point ofview, including justifyinginferences with evidence- analysing a writer’s choiceof vocabulary, form,grammatical and structuralfeatures, and evaluatingtheir effectiveness andimpact- referring to the contexts,themes, characterisation,style and literary quality oftexts, and drawing onknowledge and skills fromwider reading- make an informedpersonal response,recognising that otherresponses to a text arepossible and evaluatingthese.Writing- adapting their writing for awide range of purposesand audiences: to describe,narrate, explain, respondto information, and argue- selecting and organisingideas, facts, and key points,and citing evidence, detailsand quotation effectivelyand pertinently for supportand emphasis- using Standard Englishwhere appropriate- make notes, draft andwrite, including usinginformation provided byothers [e.g., writing a letterfrom key points provided.drawing on and usinginformation from apresentation]- paying attention to theaccuracy and effectivenessof grammar, punctuationand spelling.- use linguistic and literaryterminology accurately andconfidently in discussing reading, writing andspoken language.Spoken English- speak confidently, audiblyand effectively, includingthrough using StandardEnglish when the contextand audience require it- working effectively ingroups of different sizesand taking on requiredroles, including leading andmanaging discussions,involving othersproductively, reviewingand summarising, andcontributing to meetinggoals/deadlines- listening to and building onthe contributions ofothers, asking questions toclarify and inform, andchallenging courteouslywhen necessary- listening and respondingin a variety of differentcontexts, both formal andinformal, and evaluating content, viewpoints, evidence, and aspects of presentation. | Sociology, Science, Art, History |
| Spring 1 & Spring 2 | **What the Dickens? Using the Works of Charles Dickens to learn all the skills for the reading section of Paper 1****Intention:****•**Using the Works of Charles Dickens to learn all the skills for the reading section of Paper 1•To encourage enjoyment when understanding, analysing, and evaluating literary texts.•To build confidence in reading complex texts and to expand vocabulary•To experience Britain’s Literary Heritage and the social and historical context of Victorian Britain•To promote a love of reading and persuade pupils to expand their reading outside of school•To help to develop pupils’ creativity when writing•SCMS is discussed throughout the texts of Dickens as much of his work was a social commentary of the day**Content****Skills for question 1 of paper 1** **section A (Reading).** * Social and historical context in which Charles Dickens was writing. Introduce the skills for question 1 – ‘list four things’
* **Skills for Question 2** – ‘How writers use language to…’
* (The SSI formula will be used throughout the skills for this question)

Focus on characters of Charles Dickens. Use inferential skills to explore and analyse use of language to create a character* Describe and present a character(s). Utilise the techniques Dickens has used to present several different characters using names from Dickens novels.
* ‘How writers use language to …’ Focus on setting and atmosphere
* Attempt two questions from past paper 1 – question 1 & 2 (marked according to mark scheme)
* **Skills for question 3** – ‘How does the writer structure this extract to interest you as a reader’. (The formula Where, What, Why? Will be use throughout teaching the skills for this question)
* Identify how writers use structural features for effect through Dickens extracts, photographs, and film clips
* Attempt two questions from past paper 1 – question 3 (marked according to mark scheme)
* **Skills for question 4** – ‘To what extent do you agree’. To evaluate texts critically. (The formula agreement, reason, method, quotation, inference will be utilised throughout this question)
* The skills will be applied to the poem Havisham by Carol Ann Duffy and extracts from Great Expectations, Oliver Twist and A Christmas Carol.
* Attempt two questions from past paper 1 – question 4 (marked according to mark scheme)
 | Tier 2 vocabularyIdentify, interpret explicit, implicit information, synthesise Tier 2 vocabulary (question 2)Explain, comment, analyse, infer, connote, describe, judiciousTier 3 vocabularyNouns, verbs, adjectives, adverbs, simile, metaphor, personification, onomatopoeia, alliteration, assonance, sentence structure, repetition, symbolism, characterisation, juxtaposition, oxymoron, appeal to the senses, rhythm.Tier 2 vocabulary (question 3)Explain, comment, analyse, infer, connote, judiciousTier 3 vocabulary (question 3)Freytag Pyramid, zooms in/out, foreshadows, flashback,Contrast, repetition of idea, shift in time/mood/theme, circular structure, inciting incident,rising action, climax, falling action, resolution, inside to outside, internal thought external actionTier 2 vocabulary Evaluate criticallyTier 3 vocabulary(All the vocabulary specified in questions2-3) Also a range of discourse markers – additionally, on the other hand, however, although, conversely, furthermore, in summary, alternatively, consequently, etc. | (All the skills learned in the dystopia unit will now be re-iterated and expanded in order that pupils apply these skills in a focussed way to understand the requirements for each question)summarising andsynthesising ideas andinformation, andevaluating their usefulnessAnalysing a writer’s choiceof vocabulary, form,grammatical and structuralfeatures, and evaluatingtheir effectiveness andimpactAnalysing a writer’s choiceof vocabulary, form,grammatical and structuralfeatures, and evaluatingtheir effectiveness andimpactUnderstand and critically evaluatetexts through:seeking evidence in thetext to support a point ofview, including justifyinginferences with evidence- analysing a writer’s choiceof vocabulary, form,grammatical and structuralfeatures, and evaluatingtheir effectiveness andimpactmake an informedpersonal response,recognising that otherresponses to a text arepossible and evaluatingthese. | History. Sociology |
| Summer 1 | **Creative Writing – Skills for answering paper 1, question** **Intention:****•**To allow pupils to utilise and develop the vocabulary, sentence structure, linguistic devices, structural devices, and poetic devices they have been studying in Section A of this paper**•**To develop confidence in student’s creative writing abilities•To promote a love of the creative text•To develop a wider vocabulary**Content*** Re-cap of techniques which we could use to make our writing effective acquired in Section A
* Use visual stimulus to influence creative writing
* Learn to create drama and suspense in my writing.
* revise structural features in writing
* Applying structural techniques to visual stimulus by creating two differing types of plan
* Novel Openings : Analyse several famous novel openers and explain why they are effective
* What the Examiners said will look at what the examiners are looking for
* Analyse exemplar answers and establish how they have been marked by using the mark scheme
* Apply all the skills acquired in this unit to answer 2 questions 5s.
* Self-evaluation using mark scheme before teacher assessment
 | Tier 2 vocabularyPurpose, audience, formTier 3 vocabularyNouns, verbs, adjectives, adverbs, simile, metaphor, personification, onomatopoeia, alliteration, assonance, sentence structure, repetition, symbolism, characterisation, juxtaposition, oxymoron, appeal to the senses, rhythm, Freytag Pyramid, zooms in/out, foreshadows, flashback,Contrast, repetition of idea, shift in time/mood/theme, circular structure, inciting incident, rising action, climax, falling action, resolution, inside to outside, internal thought external action, crafting | To allow pupils to utilise and develop the vocabulary, sentence structure, linguistic devices, structural devices, and poetic devices they have been studying in Section A of this paper.Writing- adapting their writing for aFor the purpose to describeand audiences: to describe,- using Standard Englishwhere appropriate- make notes, draft andwrite, including usinginformation provided bySection A, of paper 1- paying attention to theaccuracy and effectivenessof grammar, punctuationand spelling.- use linguistic and literaryterminology accurately. |  |
| Summer 2 | **Speaking & Listening: ‘Talking About My Generation’.****Intention:****•**To allow pupils to utilise and develop the vocabulary and their confidence when expressing an opinion verbally Section A of this paper•To explore the social and cultural world around them and have a voice on these topics (SCMS)**Content*** A contribution to a TV programme that is aimed at the youth of today. It is called Talking About My Generation and it is looking for young people, aged 14-21, to talk for 5 minutes about a subject they are passionate about that is prevalent to their generation.
* Talk to explain, inform, persuade, argue, or advise.
* Preparation and practice time given
* Marked according to AQA pass, merit distinction
 | Tier 2 vocabularyStandard English, purpose, audience, form, point of view | Spoken English-speak confidently, audiblyand effectively, includingthrough using StandardEnglish when the contextand audience require it- working effectively ingroups of different sizesand taking on requiredroles, including leading andmanaging discussions | Sociology, Science, PSHE |