

CNCS
Year 10 English: Curriculum Overview

Rationale: In Year 10 students will work towards completing their GCSE English Language qualification (Eduqas specification). They will develop skills of reading and writing building on prior learning in KS2 and KS3 and understand how to approach all aspects of the examination with security and confidence. Students will also develop their oracy skills and have the opportunity to plan, draft, write, learn and perform a speech to their peers on a topic of their choice.

Assessment Objectives

Reading

AO1

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

AO2 - Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

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

Writing

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

AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Spoken Language

AO7 - Demonstrate presentation skills in a formal setting

AO8 - Listen and respond appropriately to spoken language, including to questions and feedback to presentations

AO9 - Use spoken Standard English effectively in speeches and presentations.

A Learner in Year 10 will know:

Reading: Students will have read and explored a wide variety of fiction-non-fiction extracts from 19th Century to the modern day; they will know 19th Century context and influences; a range of cultural topics/new items

Writing: Students know the conventions of the text types (letters, articles, reports, diary entries, reviews, guides, speeches, email, blog); differences between formal/informal writing/tone/register; the differences between targeted audiences and strategies to adapt writing to suit; a range of language/structural devices to use to influence the reader; strategies for planning/editing of own work;

Spoken English: the conventions of performance/presentation; in-depth research/study into a topic of their choice.

A learner in Year 10 will be able to:

Reading: Read and understand a range of fiction/non-fiction texts from 19th Century to the modern day. They will be able to identify a range of relevant evidence, analyse writer's craft and methods and be able to discuss the impact on the reader whilst using subject terminology. Students will be able to evaluate the successes of texts and will be able to make comparisons between them.

Writing: Demonstrate good technical accuracy in their original writing such as sentence control/construction, accurate spellings, accurate uses of punctuation and accurate grammar. They will be able to plan and edit their own writing accordingly and be able to write for different purposes, audiences and forms.

Spoken English: express challenging/sophisticated ideas using a range of vocabulary, organise ideas coherently and meet the needs of an audience, listen and respond to questions in detail.

Term	Outline	Assessment	Home Learning	Key Skills/ End Point
1.1 Introduction to Component 2 (8 weeks)	<p><u>Introduction to Component 2</u></p> <p>Students will be introduced to English Language Component 2 (19th and 21st Century non-fiction reading and Transactional and Persuasive Writing)</p> <p>Students will understand the requirements of the GCSE and understand key concepts such as:</p> <ul style="list-style-type: none"> - 19th century context - Exposure to a range of 19th and 21st century texts - Persuasive and Rhetorical Devices - The features of key text types: guide, letter (formal), article (magazine), speech - How to adapt writing for different purposes, audiences and forms - How to use vocabulary and punctuation accurately and to achieve effect - How to research a topic of their choice - How to identify, interpret, analyse, evaluate and compare writer's choices 	<p>Pitstop 1: Reading (AO1, AO2)</p> <p>End Assessment: Transactional Writing (AO5, AO6)</p> <p>End Assessment; Component 2 Section A Reading (AO1, AO2, AO3, AO4)</p>	<p>Educake: English Language Component 2 Activities</p> <p>Ongoing: Spoken Language Preparation (Weekly schedule set by teacher)</p>	<p><u>End point:</u></p> <ul style="list-style-type: none"> -Students can write fluently about 2 texts linked by theme, identifying relevance evidence and exploring how writers' methods influence a reader/ their own reading of a text. Students can make comparisons across texts. -Students can respond to real-life transactional writing tasks, identify and plan for the accurate purpose, audience, form, tone -Students can write with development/detail, using accurate spelling, vocabulary, sentence construction and punctuation -Students can deliver a presentation to their peers with confidence and only notes/PPT to rely on <p>Skills Interleaved</p> <ul style="list-style-type: none"> - Knowledge of 19th century context (Year 9 ACC study) - Knowledge of English Language GCSE requirements (Year 9 English Language transition unit) - Development of Speaking and Listening (KS3 S&L units)
1.2 Introduction to Component 1 (7 weeks)	<p><u>Introduction to Component 1</u></p> <p>Students will be introduced to English Language Component 1 (20th Century fiction reading and narrative writing)</p> <p>Students will understand the requirements of the GCSE and understand key concepts such as:</p> <ul style="list-style-type: none"> - Exposure to a range of 20th century reading texts - Creative and structural devices 	<p>Pit Stop 1: Narrative writing (40 marks)</p> <p>Pit Stop 2: AO1 (5 marks) /AO2 (10 marks)</p> <p>End Assessment: AO4 (10 marks) / Spoken English (P/M/D)</p>	<p>Educake: English Language Component 1 Activities</p> <p>Ongoing: Spoken Language Preparation (Weekly schedule set by teacher)</p>	<p><u>End Point</u></p> <ul style="list-style-type: none"> -Students can write fluently about a fictional extract, identifying relevant evidence and exploring how writer's methods influence a reader/their own reading of a text. -Students can choose 1 of 4 provided narrative titles as a stimulus for their own writing. They can plan, construct, edit and proof read their narrative (500 approx. words).

	<ul style="list-style-type: none"> - The features of a coherent narrative - How to adapt writing and implement creative features of effect - How to use vocabulary and punctuation accurately and to achieve effect - How to identify, interpret, analyse and evaluate writer's choices 			Skills Interleaved <ul style="list-style-type: none"> - Knowledge of fiction extracts (KS3 units of study) - Knowledge of writer's craft and how to construct a story (KS3 units of study) - Knowledge of how to use spelling, punctuation, grammar and vocabulary to achieve particular effect (KS2, KS3)
2.1 Component 2 Development (5 Weeks)	<u>Component 2 Development</u> Students will recap the requirements for component 2. Students will be taught through a range of paired extracts to develop skills of comparison and synthesis. Students will be taught features of remaining text types and learn to develop their content with depth and detail	January Mock Exams: Full Component 1 End Assessment: Full Component 2	Educake: English Language Component 2 Activities Narrative writing development and practice	End Point Students can write fluently about 2 texts linked by theme in 1 hour, identifying relevance evidence and exploring how writers' methods influence a reader/their own reading of a text. Students can make comparisons across texts. -Students can respond to real-life transactional writing tasks (2 in 1 hour), identify and plan for the accurate purpose, audience, form, tone -Students can write with development/detail, using accurate spelling, vocabulary, sentence construction and punctuation
2.2 Component 1 Development (5 weeks)	<u>Component 1 Development</u> Students will recap the requirements for Component 1. Students will evaluate and develop an opinion based on a provided text, weighing up where their opinion develops/changes throughout -Students will use accurate spelling, punctuation and grammar in their original writing -Students will plan and construct a piece of original, narrative writing which engages the reader through a convincing/realistic plot, convincing character insight and development, and through carefully crafted language choices	March Mock Exams: Full Component 2 End Assessment: Full Component 1	Educake: English Language Component 1 Activities Transactional writing development and practice	End Point -Students can write fluently about a fictional extract, identifying relevant evidence and exploring how writer's methods influence a reader/their own reading of a text. -Students can choose 1 of 4 provided narrative titles as a stimulus for their own writing. They can plan, construct, edit and proof read their narrative (500 approx words).

3.1 Revision (7 weeks)	<u>GCSE English Language Revision</u> Students will revise the key requirements, skills and knowledge required for Component 1 and Component 2.	Pit Stop 1: Component 1 Full Paper Pit Stop 2: Component 2 Full Paper	Structured revision booklet	<u>End point:</u> -Students can complete the GCSE English Language examinations with confidence
3.2 Introduction to GCSE English Literature Eduqas Poetry Anthology (7 weeks)	<u>GCSE English Literature: Component 2 Poetry Anthology</u> Students will be introduced and taught the contents of their GCSE English Literature Poetry Anthology Students will understand the context, story, structure, language and key messages of each poem.	Pitstop: War and Love/ Relationships knowledge check End Assessment: Nature/ Power/ People and Place Knowledge Check	Educake: Eduqas Poetry	<u>End point:</u> -Students can understand and respond to a thematic question based on one of the poems from the poetry anthology. They can write fluently and academically, analysing the poet's choices of language, structure and tone effectively. Students can apply knowledge of context appropriately to highlight their analysis -Students are beginning to make comparisons between poems (key ideas, language, structure, tone, contexts) and are starting to recall evidence from the poems. Skills Interleaved <ul style="list-style-type: none"> - Poetry units taught (Year 7-8_ - Introduction to Eduqas War/ Love Poetry (Year 9)
<u>Wider Reading Opportunities:</u> 18 Under 18 recommendations: The Bell Jar by Sylvia Plath, This Lie Will Kill You by Chelsea Pitcher, The Midnight Library by Matt Haig, Blackout by Dhonielle Clayton, 1984 by George Orwell, The Girl On the Train by Paula Hawkins, Evolution of a Girl by L.E.Bowman, Eleanor and Park by Rainbow Rowell, The Women of Brewster Place by Gloria Naylor, Catherine House by Elisabeth Thomas, The Westing Game by Ellen Raskin, Girl in Pieces by Kathleen Glasgow, The Great Godden by Meg Rosoff, The Prime of Miss Jean Brodie by Muriel Spark, Love in English by Maria.E.Andreu, Geese are Never Swans by Eva Clark, Sanctuary by Abby Sher, Punching the Air by Ibi Zoboi				