

SPRS – Academic Year 2021- 2022

Curriculum Map – Subject: English Year 11

Aim - The aim is that students will sit English Language GCSE in the summer.

The planning for this year is based around 2 ½ terms only.

AQA GCSE English Language - exam summer 2022

Functional Skills – Level 1 and 2

AQA Step Up to English will also be incorporated for identified students. Recommended scheme of work is available.

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Term 1		Term 2		Term 3	
Learning Cycle 1 7 th Sept 2021 – 22 nd Oct 2021 7 Weeks	Learning Cycle 2 1 st Nov 2021 – 17 th Dec 2021 7 Weeks	Learning Cycle 3 5 th Jan 2022 – 18 th Feb 2022 7 Weeks	Learning Cycle 4 28 th Feb 2022 – 8 th Apr 2022 6 Weeks	Learning Cycle 5 25 th Apr 2022 – 27 th May 2022 5 Weeks	Learning Cycle 6 6 th June 2022-25 th July 2022 7 Weeks
AQA GCSE English Language Paper 1 – Explorations in Creative Reading and Writing AQA Step Up to English – Exploring AQA Functional Skills	AQA GCSE English Language Paper 1 – Explorations in Creative Reading and Writing AQA GCSE English Language Paper 2 – Writers Viewpoints and perspectives AQA Functional Skills	AQA GCSE English Language Paper 1 – Explorations in Creative Reading and Writing AQA Step Up to English – Media AQA Functional Skills	AQA GCSE English Language Paper 2 – Writers Viewpoints and perspectives AQA Step Up to English – Music AQA Functional Skills	AQA GCSE English Language Paper 1 – Explorations in Creative Reading and Writing AQA GCSE English Language Paper 2 – Writers Viewpoints and perspectives AQA Functional Skills AQA Step Up to English – The Next Step	

<p><u>BASELINE ASSESSMENT</u></p> <p><u>Creative Writing</u></p> <p><u>Intent</u> - Reading and Prose Writing</p> <p>Pupils will read and analyse a variety of texts to be able to understand the creative writing theme.</p> <p>Implementation- Paper 1 - Section B, writing their own creative text, inspired by the topic that they have responded to in Section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario, or visual image.</p> <p><u>Descriptive Writing</u> Difference between descriptive and narrative</p> <p>How to read an image.</p> <p><u>Narrative Writing</u></p> <p>Students will be introduced to story writing.</p> <p>Conventions of a story Plot development Character building Use of Dialogue</p> <p>Students will then produce a piece to ensure the plot is well defined and developed with features of fiction writing, such as description, characterisation, and convincing details. Theme, context, style, literary quality, and critical comprehension</p> <p>Crafting Writing Timed Conditions</p>	<p><u>A Christmas Carol</u></p> <p>Intent - Dependant on previous study, establish and analyse plot, theme and character.</p> <p>Implementation - <u>Revisit skills-</u> -Inferential and literal -Comprehension -Critical reading -Evaluation of vocabulary, grammar, and structural features - Comparison of texts</p> <p>Theme Context Style and literary quality Critical comprehension</p> <p><u>Writing</u> Clear and coherent texts Describe Argue Evaluate Analyse Discuss Explain Summarise Key Points</p> <p><u>Impact</u> – Pupils will be able to analyse writing and be objective when speaking about writer's style and viewpoint</p> <p>Formal Assessment Extended writing task.</p>	<p><u>English language focus including Spoken Language</u></p> <p>Intent- Students to be given past papers, exam questions extended writing pieces.</p> <p>Students to practice identifying and interpreting themes, ideas, and information from a variety of texts.</p> <p>Implementation - How to approach the exam</p> <p>Point of view FAP Reading and Writing skills Comprehension Extended writing pieces IT Research SPaG Vocabulary</p> <p>Recap on writing... Letters Articles Emails Leaflets</p> <p>Spoken Language recording on specific topic based on specification requirements.</p> <p>Impact – Revisit from KS3 features of writing to present a point of view (explain, inform, argue) Structure for impact Identify and interpret explicit and implicit information and ideas.</p> <p><u>Time Management</u></p>	<p><u>Reading and Prose Writing</u></p> <p><u>Intent</u> - Reading and Prose Writing</p> <p>Pupils will read and analyse a variety of texts to be able to understand the creative writing theme.</p> <p>Implementation- Pupils will look at a range of short stories ensuring the pupils read a wide range of texts with good understanding. Pupils will look at structure and effectiveness and impact of the text. Examples of texts: Telling Tales Anthology of Short Stories On the sidewalk bleeding West Side Story Dramatic Monologues The Landlady Lamb to the Slaughter</p> <p><u>Impact</u> - Pupils will be able to identify themes and ideas alongside linguistic and literary language</p> <p><u>Formal Assessment</u></p>	<p><u>Exam prep and consolidation</u></p> <p><u>Intent</u> – Exam prep and consolidation.. Students to practice past papers, identifying how to approach each question in a way as to maximise marks.</p> <p>Implementation - Paper 1 Explorations in Creative Reading and Writing Section A, reading a literature fiction text to consider how established writers use narrative and descriptive techniques to capture the interest of readers.</p> <p>Students to focus on literature fiction text as the exam questions will be drawn from 20th/21st century.</p> <p>Focus on openings, endings, narrative perspectives, and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.</p> <p><u>Paper 2 – Writers viewpoints and perspectives.</u></p>	<p><u>Year 11 students who remain in the school until the end of the academic year.</u></p> <p>Preparation for Post 16 College Applications CV Writing Interview preparation Functional Skills</p>
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<p>Accuracy Proofreading</p> <p>Incorporating Functional Skills and Step Up to English.</p> <p>Step up to English formal assessment piece to be completed.</p>		<p>Narrative and descriptive techniques. Bridging gaps between reading and writing. Structure organisation Planning Perspectives Questions on style</p> <p><u>Recording of Spoken Language Piece- Formally Assessed.</u></p>		<p>Section A, reading two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader.</p> <p>Section B, producing a written text to a specified audience, purpose, and form in which they give their own perspective on the theme that has been introduced to them in section A.</p> <p>Students should consider viewpoints and perspectives over time.</p> <p>Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.</p> <p>Impact – Pupils will show a clear understanding of the perceptions of the media and the focus of perspectives. Pupils to use this module to prepare for presentation including responding to questions and feedback</p>	
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