



English Curriculum Plan Overview

2 year plan for Year 10 & 11

YEAR 10 KS4 - Pearson/Edexcel GCSE English Language 2.0					
Term	Topic	Overview of Content	Assessment Objectives	How can parents' best support	Key Vocabulary
Autumn 1	Component 1: Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.	<ul style="list-style-type: none"> • Develop imaginative writing skills to engage the reader. • Use spelling, punctuation and grammar accurately 	<p><u>AO5</u></p> <ul style="list-style-type: none"> • 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><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Ask your child to describe things around your house using ambitious vocabulary we have learned in class.</p> <p>Encourage your child to write short pieces of creative writing at home.</p> <p>Encourage spelling of ambitious vocabulary</p>	People Objects Setting Colour Connotation Apparition Discern Immodest Melancholy Gait Misconstrued Autobiography Self Experiences Memories Structure Narrative Genre Stimulus Tone Style Register Structure
Assessment:	Mock Paper Component 1: Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.				
Autumn 2	Class Read - Boys Don't Cry by Malorie Blackman	<ul style="list-style-type: none"> • Develop skills to analyse and evaluate 21st Century Fiction. • Use spelling, punctuation and grammar accurately 	<p><u>AO1</u></p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas 	<p>Have discussions with your child about the following topics:</p> <ul style="list-style-type: none"> - The LBGTQ+ community 	Racism LGBTQ+ Teenage pregnancy Homophobia Context Expectation Prediction

			<ul style="list-style-type: none"> ● Select and synthesise evidence from different texts <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO3</u></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><u>AO4</u></p> <p>Evaluate texts critically and support this with appropriate textual references</p>	<ul style="list-style-type: none"> - Racism - Teenage Pregnancy 	<p>Theme</p> <p>Characters</p> <p>Inference</p> <p>Prediction</p> <p>Societal issues</p> <p>Empathy</p> <p>Narrative</p> <p>Brainstorm</p> <p>Impression</p> <p>Structure</p> <p>Connective</p> <p>Conjunction</p> <p>Stereotype</p> <p>Responsibility</p> <p>Masculinity</p> <p>Education</p>
Assessment:	<u>Mock Paper</u>				
Spring 1	<p>Component 2: Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.</p>	<ul style="list-style-type: none"> ● Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction). ● Develop skills to analyse, evaluate and compare non-fiction extracts. ● Use spelling, punctuation and grammar accurately. 	<p><u>AO1</u></p> <ul style="list-style-type: none"> ● Identify and interpret explicit and implicit information and ideas ● Select and synthesise evidence from different texts <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO3</u></p>	<p>Encourage your child to read any non-Fiction texts such as newspaper articles, film/TV reviews, letters.</p> <p>Ask “who, what, where, when, why and how” questions when reading with your child.</p> <p>Encourage your child to look at two different types of non-fiction texts and compare them for</p>	<p>Structure</p> <p>Language</p> <p>Punctuation</p> <p>Paragraph</p> <p>Comparison</p> <p>Synthesis</p> <p>Situation</p> <p>Problems</p> <p>Moods</p> <p>Quote</p> <p>Phrase</p> <p>Comparison</p> <p>Perspective</p> <p>Perspective</p> <p>Comparison</p> <p>Review</p>

			<p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><u>AO4</u></p> <p>Evaluate texts critically and support this with appropriate textual references</p>	<p>example, a newspaper article and a report.</p>	
Assessment:	Mock Paper Component 2: Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.				
Spring 2	<p>Component 2 – Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.</p>	<ul style="list-style-type: none"> ● Develop transactional writing skills for a variety of forms, purposes and audiences. ● Use spelling, punctuation and grammar accurately. 	<p><u>AO5</u></p> <ul style="list-style-type: none"> ● 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><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Encourage your child to read any non-Fiction texts such as newspaper articles, film/TV reviews, letters.</p> <p>Encourage your child to write reviews on their favourite TV/ films.</p> <p>Encourage your child to write letters and discuss how a letter should look.</p>	<p>A RED FOREST</p> <p>Letter</p> <p>Article</p> <p>Structure</p> <p>Form</p> <p>Purpose</p> <p>Structure</p> <p>Point</p> <p>Evidence</p> <p>Explanation</p> <p>Literary device</p> <p>Evaluate</p> <p>Analyse</p> <p>Vocabulary</p> <p>Tension</p> <p>Opening</p> <p>Ending</p> <p>Suspense</p> <p>Account</p> <p>Organisation</p> <p>3 part story</p>
Assessment:	Mock Paper Component 2 – Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.				
Summer 1&2	<p>Poetry</p>	<ul style="list-style-type: none"> ● Study a range of Poetry ● Develop skills to analyse, evaluate and compare non-fiction extracts. ● Use spelling, punctuation and grammar accurately. 	<p><u>AO1</u></p> <ul style="list-style-type: none"> ● Identify and interpret explicit and implicit information and ideas ● Select and synthesise evidence from different texts <p><u>AO2</u></p>	<p>Ask “who, what, where, when, why and how” questions when reading with your child.</p> <p>Encourage your child to read poetry.</p>	<p>Rhyme</p> <p>Couplet</p> <p>Enjambment</p> <p>Prose</p> <p>Context</p> <p>Historical</p> <p>Autobiographical</p> <p>Stanza</p>

			<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO3</u></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><u>AO4</u></p> <p>Evaluate texts critically and support this with appropriate textual references</p>	Encourage spelling of ambitious vocabulary	<p>Verse</p> <p>Alliteration</p> <p>Consonance</p> <p>Language</p> <p>Structure</p>
Assessment:	A comparison on 2 poems				



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Term	Topic	Overview of Content	Assessment Objectives	How can parents' best support	Key Vocabulary
Autumn 1	Component 1: Section A – Reading: questions on an unseen	<ul style="list-style-type: none"> Study selections from a range of prose fiction. 	<p><u>AO1</u></p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas 	Encourage your child to read any fiction texts, books or online etc.	

	19th-century fiction extract.	<ul style="list-style-type: none"> ● Develop skills to analyse and evaluate 19th-century fiction extracts. ● Use spelling, punctuation and grammar accurately 	<ul style="list-style-type: none"> ● Select and synthesise evidence from different texts <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO4</u></p> <p>Evaluate texts critically and support this with appropriate textual references</p> <p><u>AO5</u></p> <ul style="list-style-type: none"> ● 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>Encourage your child to highlight any key words related to emotion and feeling in anything they read.</p> <p>Ask “who, what, where, when, why and how” questions when reading with your child.</p> <p>Parents can encourage their child to research what life was like in 19th Century Britain.</p> <p>Watch films with your child set in the 19th Century e.g A Christmas Carol, Great Expectations.</p>	
Assessment:	Mock Paper Component 1: Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.				
Autumn 2	Component 2 – Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.	<ul style="list-style-type: none"> ● Develop transactional writing skills for a variety of forms, purposes and audiences. ● Use spelling, punctuation and grammar accurately. 	<p><u>AO5</u></p> <ul style="list-style-type: none"> ● 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>Encourage your child to read any non-Fiction texts such as newspaper articles, film/TV reviews, letters.</p> <p>Encourage your child to write reviews on their favourite TV/ films.</p> <p>Encourage your child to write letters and discuss how a letter should look.</p>	<p>A RED FOREST</p> <p>Letter</p> <p>Article</p> <p>Structure</p> <p>Form</p> <p>Purpose</p> <p>Structure</p> <p>Point</p> <p>Evidence</p> <p>Explanation</p> <p>Literary device</p> <p>Evaluate</p> <p>Analyse</p> <p>Vocabulary</p>

			<p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>		<p>Tension Opening Ending Suspense Account Organisation 3 part story</p>
Assessment:	<u>Mock Paper</u>				
Spring 1	<p>Component 2: Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.</p>	<ul style="list-style-type: none"> ● Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction). ● Develop skills to analyse, evaluate and compare non-fiction extracts. ● Use spelling, punctuation and grammar accurately. 	<p><u>AO1</u></p> <ul style="list-style-type: none"> ● Identify and interpret explicit and implicit information and ideas ● Select and synthesise evidence from different texts <p><u>AO2</u></p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p><u>AO3</u></p> <p>Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><u>AO4</u></p> <p>Evaluate texts critically and support this with appropriate textual references</p>	<p>Encourage your child to read any non-Fiction texts such as newspaper articles, film/TV reviews, letters.</p> <p>Ask “who, what, where, when, why and how” questions when reading with your child.</p> <p>Encourage your child to look at two different types of non-fiction texts and compare them for example, a newspaper article and a report.</p>	<p>Structure Language Punctuation Paragraph Comparison Synthesis Situation Problems Moods Quote Phrase Comparison Perspective Perspective Comparison Review</p>
Assessment:	<u>Mock Paper</u> Component 2: Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.				
Spring 2	<p>Component 1: Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the</p>	<ul style="list-style-type: none"> ● Develop imaginative writing skills to engage the reader. ● Use spelling, punctuation and grammar accurately 	<p><u>AO5</u></p> <ul style="list-style-type: none"> ● 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 	<p>Ask your child to describe things around your house using ambitious vocabulary we have learned in class.</p> <p>Encourage your child to write short pieces of creative writing at home.</p>	<p>People Objects Setting Colour Connotation Apparition Discern Immodest Melancholy Gait</p>

	reading extract.		<p>features to support coherence and cohesion of texts</p> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	Encourage spelling of ambitious vocabulary	<p>Misconstrued</p> <p>Autobiography</p> <p>Self</p> <p>Experiences</p> <p>Memories</p> <p>Structure</p> <p>Narrative</p> <p>Genre</p> <p>Stimulus</p> <p>Tone</p> <p>Style</p> <p>Register</p> <p>Structure</p>
Assessment:	<u>Mock Paper</u> Component 2 – Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.				
Summer 1	Revision		<p>Component 1 - Reading/writing fiction revision.</p> <p>Component 2 – Reading/writing non-fiction revision.</p>	As above	As above
Assessment:	<u>Practise papers</u>				
Summer 2	Examinations		<p>Revisiting reading/ writing skills.</p> <p>Decoding of exam questions.</p> <p>Practise exam questions.</p>	<p>Talk about exam stress with your child.</p> <p>Discuss strategies to deal with the pressure of exams.</p> <p>Discuss with your child the importance of exams.</p>	As above