

<p>effects and influence readers using relevant subject terminology</p> <p>AO4 - Evaluate texts critically and support with evidence</p>	
<p>Half Term Two: Language Unit – Writers’ Viewpoints</p> <p>The Overarching Inquiry: How do writers present varying perspectives and viewpoints?</p> <ul style="list-style-type: none"> Year 11 – English Language, Paper 2 <p>Key Concepts</p> <p>AO1 - To identify and interpret explicit and implicit information and ideas and to select and synthesise evidence from a range of texts.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p> <p>AO3 - Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 - Evaluate texts critically and support with evidence</p> <p>AO5 - Communicate clearly, effectively and imaginatively</p> <p>AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Assessment One:</p> <p>Written assessment using GCSE stem: In this extract, how does the writer use language to...</p> <p>Sample Paper 2 – Question 3 (AO1, AO2, AO4) (timed assessment – PPE style task)</p> <p>Assessment Two:</p> <p>Written assessment using GCSE stem: Compare how writers present attitudes on... (AO1, AO2, AO3, AO4) (timed assessment – PPE style task)</p> <p>Assessment Three:</p> <p>Written assessment using GCSE stem: Write a letter/speech/article/essay on a relevant modern topic. (AO5, AO6) (timed assessment – PPE style task)</p>
<p>Half Term Three: Literature Unit – Paper 2 Revision</p> <ul style="list-style-type: none"> Year 11 – English Literature, Paper 2 <p>The Overarching Inquiry: How do modern writers use language and</p>	<p>Assessment One:</p> <p>Written assessment using GCSE stem: Starting with this extract, how does the writer present...? (focus on character)</p> <p>Sample Paper 2 – Question 1</p>

<p>structure to convey meaning to an audience? How do the poets convey ideas about power and conflict?</p> <ul style="list-style-type: none"> • First 3 weeks - To revise modern text • Second 3 weeks - To prepare for unseen poetry questions <p>Key Concepts</p> <p>AO1 - Respond to texts critically and imaginatively: select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p> <p>AO3 - Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>(AO1, AO2) (timed assessment - PPE style task)</p> <p>Assessment Two:</p> <p>Written assessment using GCSE stem: How does the poet present ideas about... (focus on a theme) (AO1, AO2) (timed assessment - PPE style task)</p>
<p>Half Term Four: Literature Unit - Paper 1 Revision</p> <ul style="list-style-type: none"> • First 3 weeks - To revise Macbeth • Second 3 weeks - To revise A Christmas Carol <p>The Overarching Inquiry:</p> <p>How does Shakespeare use the conventions of the tragedy genre to convey meaning?</p> <p>Key Concepts</p> <p>AO1 - Respond to texts critically and imaginatively: select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p> <p>AO3 - Show understanding of the relationships</p>	<p>Assessment One:</p> <p>Written assessment using GCSE stem: Starting with this extract, how does the writer present...? (focus on character)</p> <p>Sample Paper 1 - Question 1 (AO1, AO2, AO3) (timed assessment - PPE style task)</p>

<p>between texts and the contexts in which they were written.</p> <hr/> <p>How does Dickens present the Victorian Era through language, structure and characterisation?</p> <p>Key Concepts</p> <p>AO1 - Respond to texts critically and imaginatively: select and evaluate relevant textual detail to illustrate and support interpretations.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p> <p>AO3 - Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Assessment Two:</p> <p>Written assessment using GCSE stem: Starting with this extract, how does the writer present...? (focus on character)</p> <p>Sample Paper 1 – Question 2 (AO1, AO2, AO3) (timed assessment – PPE style task)</p>
<p>Half Term Five: Language Unit – Papers 1 & 2 Year 11 – English Language.</p> <p>The Overarching Inquiry:</p> <p>How can I be successful in Language papers 1 & 2?</p> <ul style="list-style-type: none"> • First 3 weeks – To revise Language Paper 1 • Second 3 weeks – To revise Language Paper 2 <p>Key Concepts</p> <p>AO1 - To identify and interpret explicit and implicit information and ideas and to select and synthesise evidence from a range of texts.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p>	<p>Assessment One:</p> <p>Written assessment using GCSE stem: GCSE Language Paper 1 – tailor to the needs of the group according to previous PPE results.</p> <p>(AO1, AO2, AO3, AO4, AO5, AO6) (timed assessment – PPE style task)</p> <p>Assessment Two:</p> <p>Written assessment using GCSE stem: GCSE Language Paper 2 – tailor to the needs of the group according to previous PPE results.</p> <p>(AO1, AO2, AO3, AO4, AO5, AO6) (timed assessment – PPE style task)</p>

<p>AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 - Evaluate texts critically and support with evidence</p> <p>AO5 - Communicate clearly, effectively and imaginatively</p> <p>AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
<p>Half Term Six: Carousel Skills</p> <p>The Overarching Inquiry: How can I succeed in English?</p> <ul style="list-style-type: none"> Teachers to rotate between set texts, poetry cluster and key skills for Language papers 1 & 2 <p>Key Concepts</p> <p>AO1 - To identify and interpret explicit and implicit information and ideas and to select and synthesise evidence from a range of texts.</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology</p> <p>AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 - Evaluate texts critically and support with evidence</p> <p>AO5 - Communicate clearly, effectively and imaginatively</p> <p>AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <hr/> <p>AO1 - Respond to texts critically and imaginatively:</p>	<p>Assessments: Fortnightly teacher assessments relevant to the skills being revised.</p>

select and evaluate relevant textual detail to illustrate and support interpretations.

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

AO3 - Show understanding of the relationships between texts and the contexts in which they were written.