

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning Year 10 – Term 1 English Language Paper 1

Intent – Rationale

Students will focus on English Language Paper 1 this term and they will fully understand the requirements of the paper, including the different AOs being assessed. Students will develop their structural and language analysis skills. They will also develop their decoding skills and their ability to comment on a play whilst utilising an increasingly sophisticated range of terminology in their analysis. Students will focus on and develop their creative writing skills; focusing on planning, content vocabulary and developing technical accuracy in their work.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 9 – Educating Rita, analytical PEE skills and analysing a fiction text.</p> <p>Year 9 – Romeo and Juliet, analysing a fiction text.</p> <p>Year 9 – Non-fiction Paper 2 Section B responses where A05 and A06 are also assessed.</p>	<p>Year 11 - Term 2 Language Paper 1 Section A and B</p> <p>Year 11 – 19th Century Novel</p> <p>Year 11 – Revision of Language Paper 1</p> <p>KS5 – Units in English A level Literature – particularly the novel which is studied – this also requires close language analysis of a fiction text</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> Geography – considering the different locations of the extracts. EP – Sense of debate and ethical exploration of the different extracts. 	<ul style="list-style-type: none"> SMSC – SP2 - A sense of enjoyment and fascination in learning about themselves, others and the world around them SMSC – SP3 - The use of imagination and creativity in learning Careers – comparing the experiences in the extracts to job opportunities and possible career paths
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Extended reading Crafting of extended writing Exploring ways to analyse <p>FROM THE LIBRARY- students will regularly access and borrow from a broad and diverse range of fiction and non-fiction titles. Particular attention should now be paid to the Classical fiction section as well as Young Adult. Students should be able to read around their subjects and identify the links to other subjects within their chosen reading material.</p>	<ul style="list-style-type: none"> Use of numbering to find key information in extracts

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning Year 10 – Term 1 English Language Paper 1

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><u>Know</u></p> <p><u>Term 1</u> Students will know requirements of the English Language Paper 1 examination paper:</p> <ul style="list-style-type: none"> - AO1 To Identify and interpret explicit and implicit information and ideas. To select evidence from different texts. - AO2 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. - What When Why? For Question 3 - AO4 Evaluate texts critically and support this with appropriate textual references. <p>Students will learn features of formal analysis based on previous study of PEEZAE / PETER Students will know how to use specific textual references, including quotations, to support and illustrate interpretations Students will know the exam timings and understand how to work efficiently to achieve the best results – 5 10 10 20 Students will know how to effectively plan an imaginative response – The ‘Box’ method for a picture</p> <p style="text-align: center;"><u>Apply</u></p> <p>The skills of decoding a Fiction text The skills of constructing an effective imaginative response The skills of being able to analyse key quotations and apply sophisticated linguistic terminology The skills of being able to clearly structure an imaginative response The skills of being able to effectively plan The skills of being able to utilise key terminology in a response</p> <p style="text-align: center;"><u>Extend</u></p> <p>Increasingly sophisticated terminology in analysis Developing perceptive inferences</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Explicit and implicit • Synthesise • Evaluate • Analyse • Explore 	<p>Self-assessment of ‘Of Mice and Men’ paper Peer-assessment of ‘Jamaica Inn’ paper</p> <p>Teacher Assessment for support tracking Week 4: formative assessment and DIRT time English Language Paper 1 Fiction Section A Q1—4 <u>CITY OF BEASTS</u> (Official tracking point: Week 6)</p>

KESTEVEN AND SLEAFORD HIGH SCHOOL

<ul style="list-style-type: none"> • Simple, compound and complex sentences • Imagery • Pathetic fallacy • Personification • Extended metaphor • Direct speech • Indirect speech • Exposition / deferred exposition • Climax 	Recall Curriculum:
	Term 1 – Romeo and Juliet Plot Quiz Term 1 - Romeo and Juliet Themes Table

Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	Language Paper 1 Explicit and implicit information	Ensure students know AOs for the paper and that they are aware of timings and requirements Revisit tips for successfully tackling unseen texts in the exam from Year 9 Educating Rita and Romeo and Juliet. Revise AO nomenclature. Difference between Explicit and Implicit Information Q1	1. Creating a paragraph and Q1
	Language Paper 1 Section A Q2 and Q3 skills	Explore AO2 and writer's methods and the effects they create Apply the Q2 mark scheme to their created paragraphs Familiarise students with Q3 structure nomenclature	2. Reflecting on the Mark scheme
	Language Paper 1 Section A Q4 skills - Evaluate	Q4 – Understand the key phrase evaluate	3. Question 4
Week 2	Of Mice and Men Practise	Work through a practise paper Skills to read through questions then annotate response – Of Mice and Men – practise paper Peer assessing responses	4. OMAM Language Paper 1 Qs Slides
	Of Mice and Men Practise		OMAM Paper
	Of Mice and Men Practise	Looking at Exemplars for Q2,3,4	Exemplars in Folder
Week 3	Language Paper 1 Section A	Create a student guide for the questions Top Tips	5. Top Tips
	Language Paper 1 Section A	Complete Jamaica Inn in timed conditions – 1 lesson	6. Jamaica Inn Jamaica Inn paper
	Language Paper 1 Section A	Peer assess Jamaica Inn	

KESTEVEN AND SLEAFORD HIGH SCHOOL

Week 4	City of Beasts assessment Q1 – 4 start	Assessment for support tracking Week 4: formative assessment and DIRT time	City of Beasts
	City of Beasts assessment Q1 – 4 complete		
	Language Paper 1 Section B skills Recapping	Revise the requirements for Section B and look closely at the mark scheme for Section B. Revise rhetorical techniques	7. recapping Language techniques
Week 5	Language Paper 1 Section B Skills Structure and the Box method	Students should learn how openings planning and structuring meet the 'organise' criteria from the mark scheme. The Box Method for creating a structure for a description Simple Narrative structure (Labov)	8. Structure and box method
	Language Paper 1 Section B Skills openings and exposition	Students should learn exposition and deferred exposition	9. Openings and exposition
	Language Paper 1 Section B Skills characterisation	Students should be quipped to use Characterisation Symbolism	10. Characterisation and Symbolism
Week 6	DIRT with exemplars		
	Language Paper 1 Section B Skills assessing an exemplar	Students should apply the mark scheme to the exemplars	11. Peer assessing two exemplars exemplars
	Language Paper 1 Section B Skills – peer assessing		
Week 7			
	Language Paper 1 Section B Skills – Section B Assess	City of Beasts Section B task can be set.	City of Beasts
	Language Paper 1 Section B Assess	City of Beasts Section B task can be set.	