

Year 11 - English

Curriculum Intent	<p>In Year 11, students will revise the four exam papers they have been preparing for throughout KS4. Across the year students will consolidate their knowledge of the structure of all the GCSE English papers for both Language and Literature. The year is structured in separate exam components in order to give students an understanding of the requirements, success criteria and timing of each. In terms of Literature, students will revise and refine their knowledge of the set texts for English Literature, analysing and exploring these texts in relation to the language and structure, the writers' intentions and the contexts within which they were written. In English Language, students will continue to refine their skills at reading and understanding unfamiliar texts, particularly through analysing their impact on readers, evaluating writers' choices and comparing the perspectives. In writing, students will continue to hone their writing skills through writing for different purposes and audiences, as well as in different formats. There will be a continued focus on the style, tone and technical accuracy of writing through rhetorical and figurative devices, syntax and grammar.</p>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Exam Paper	Literature Paper 2 and Language Paper 2		Literature Paper 1 and Language Paper 1		Consolidation	
Knowledge	<ul style="list-style-type: none"> • Plot, character and theme in A Christmas Carol • Key concepts in Conflict poetry collection • Conventions of 19th Century literature • Historical context influencing writers • Language, structure and form devices • Language devices including both rhetorical and figurative devices • Word classes • Structural devices including sentence types • Format of different writing styles, including article, speech and memoir 		<ul style="list-style-type: none"> • Plot, character and theme in Animal Farm • Plot, character and theme in the Shakespeare play: Macbeth • Historical context influencing writers • Language, structure and form devices • Language devices including both rhetorical and figurative devices • Word classes • Structural devices including sentence types • Narrative structures • Characterisation • Reading unseen 19th century fiction extracts • Imaginative writing 		<ul style="list-style-type: none"> • A consolidation of the English Language and English Literature courses, dependent on the needs of the class. 	
Skills	<ul style="list-style-type: none"> • Analysis of language, 	<ul style="list-style-type: none"> • Analyse language and 	<ul style="list-style-type: none"> • Analysis of language, 	<ul style="list-style-type: none"> • Analyse language and 	<ul style="list-style-type: none"> • The full range of analysis, 	

	<p>structure and form</p> <ul style="list-style-type: none"> • Exploration of a key theme throughout the full text • Application of context to a full text exploration • Inference of writers' meaning and intentions • Inference and deduction of readers' reactions 	<p>structure in an extract of contemporary non-fiction</p> <ul style="list-style-type: none"> • Evaluate the writer's success in a piece of contemporary non-fiction • Identify similarities and compare perspectives between two non-fiction texts • Crafting, drafting and refining a piece of original transactional writing 	<p>structure and form</p> <ul style="list-style-type: none"> • Exploration of a key theme throughout the full text • Application of context to a full text exploration • Inference of writers' meaning and intentions • Inference and deduction of readers' reactions • Comparison of two poems 	<p>structure in a short extract of unfamiliar 19th Century literature</p> <ul style="list-style-type: none"> • Evaluate the writer's success in a piece of 19th Century literature • Crafting, drafting and refining a piece of original narrative writing 	<p>evaluation, exploration and comparison, as well as transactional and imaginative writing, as taught through the course.</p>	
Assessments	<ul style="list-style-type: none"> • Hour-long assessment: extract analysis and full text exploration of <i>Macbeth</i> • 45-minute assessment: full text exploration of <i>Animal Farm</i> 	<ul style="list-style-type: none"> • 80-minute assessment: extract analysis, evaluation and comparison of two unseen extracts • 45-minute assessment: transactional writing 	<ul style="list-style-type: none"> • Hour-long assessment: extract analysis and full text exploration of <i>A Christmas Carol</i> • 75-minute assessment: poetry anthology comparison and two unseen poems comparison 	<ul style="list-style-type: none"> • Hour-long assessment: extract analysis and evaluation of unseen extract • 45-minute assessment: narrative writing 	<p>To be determined by the teacher dependent on the needs of the class.</p>	
Curiosity	<ul style="list-style-type: none"> • Research on Shakespearean context and the 	<ul style="list-style-type: none"> • Reading of a full range of contemporary 	<ul style="list-style-type: none"> • Research context influencing all 	<ul style="list-style-type: none"> • Reading of a full range of 19th Century fiction 	<p>Revision</p>	

	<p>influences on the authors</p> <ul style="list-style-type: none"> • Student Leader role: An English/Literacy Leader. • 8th September- International Literacy Day • October - National Poetry Day • Revision Focus: Secondary reading on the novel. 	<p>non-fiction texts, considering writers' purposes and intentions.</p> <ul style="list-style-type: none"> • 28 January - 4th February- National Storytelling week • Revision Focus: Reading and writing paper 	<p>fifteen poets; write essays comparing the poems to one another.</p> <ul style="list-style-type: none"> • 3rd March - World Book Day • 21st March - World Poetry Day • Revision Focus: Secondary reading on the novella and poems. 	<p>texts, considering writers' purposes and intentions.</p> <ul style="list-style-type: none"> • May - National share a story month • Revision Focus: Reading and writing paper 		
--	---	---	---	---	--	--