

Long Term Curriculum Plan

Lessons per week Key Stage : 4			Topic: English Language (Paper 1/Paper 2/Speaking and Listening)			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Language Paper 1 Reading Section: Q1-4 (8weeks)	Language Paper 1 Writing Section: Q5 (7 weeks)	Oracy - Speaking and Listening (6 weeks)	Introduction to Language Paper 2: Writer's viewpoint (4 weeks)	Language Paper 2 Reading Section: Q1-3 (6 weeks) Speaking and listening (1 week)	Language Paper 2 Reading section: Q4 Writing Section: Q5 (5 weeks) Speaking and Listening (1 week)
	Key texts: Mr Fisher		Key texts: Tony Blair: Education Barack Obama * Various soundbites to model successful delivery.	Key texts: Labour MP's Maiden Speech Bored Pupil's Bunk Off	Key texts 21 st century diary from a modern prisoner at Holloway Prison 19 th century article by an anonymous male prisoner describing his first day in Newgate Gaol	Key texts 21 st century diary from a modern prisoner at Holloway Prison 19 th century article by an anonymous male prisoner describing his first day in Newgate Gaol
	Key Concepts Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, Conflict Poetry	Key Concepts Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, Conflict Poetry	Key Concepts Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, The Art of Rhetoric, Identity and Humanity Poetry, Society: Victorian non-fiction.	Key Concepts Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, The Art of Rhetoric, Identity and Humanity Poetry, Society: Victorian non-fiction.	Key Concepts Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, The Art of Rhetoric, Identity and Humanity Poetry, Society: Victorian non-fiction	Key Concepts Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, The Art of Rhetoric, Identity and Humanity Poetry, Society: Victorian non-fiction

	<p>Disciplinary Literacy</p> <p>Tier 2: Illuminating Sullen Disillusionment Meticulous Amiable Impact Effect</p> <p>Tier 3: Imagery Juxtaposition Contrast Tone Figurative Structure</p>	<p>Disciplinary Literacy</p> <p>Tier 2: Ambitious Compelling Communication Technical</p> <p>Appropriate word banks provided to recap Autumn 1 vocabulary.</p> <p>Tier 3: Imagery Juxtaposition Contrast Tone Figurative Structure Recap all language devices appropriate the question</p>	<p>Disciplinary Literacy</p> <p>Tier 2: Didactic Superficially Sophisticated Ambitious Engaging Delivery Pace</p> <p>Tier 3: Tone Rhetoric Ethos Logos Pathos Structure Language Developing</p>	<p>Disciplinary Literacy</p> <p>Tier 2: Bias Perspective Intention Galvanise Persuade Objective Subjective</p> <p>Tier 3: Comparative adjectives Asyndetic Listing Tone Juxtaposition Contrast Sequencing Developing Structure Rhetoric Ethos Logos Pathos</p> <p>Recap all language devices appropriate to question.</p>	<p>Disciplinary Literacy</p> <p>Tier 2: Purpose Summary Perceptive Judicious Interpretation Synthesis</p> <p>Tier 3: Comparative adjectives Asyndetic Listing Tone Rhetoric Ethos Logos Pathos Juxtaposition Contrast Sequencing Developing Structure Evaluation</p> <p>Recap all language devices appropriate to question.</p>	<p>Disciplinary Literacy</p> <p>Tier 2: Passive Assertive Ambitious Compelling Communication Technical</p> <p>Appropriate word banks provided to recap Spring 2/Summer 1 vocabulary.</p> <p>Tier 3: Imagery Contrast Tone Figurative Structure Perspective Comparative adjectives Sequencing Developing Rhetoric Impact</p> <p>Recap all language devices appropriate to individual questions across both papers.</p>
	<p>Substantive Knowledge</p>	<p>Substantive Knowledge</p> <p>To know that fiction writing describes</p>	<p>Substantive Knowledge</p> <p>To know that accent is the way that sounds are</p>	<p>Substantive Knowledge</p>	<p>Substantive Knowledge</p> <p>To know that there are different forms, audiences, and purposes.</p>	<p>Substantive Knowledge</p> <p>To know that there are different forms, audiences, and purposes</p>

	<p>To know that fiction writing describes imaginary events and people.</p> <p>To know that writers use language to influence their readers.</p> <p>To know that writers use sentence forms and structures to influence their readers.</p> <p>To know that writers structure texts for effect.</p> <p>To know the conventions that are appropriate for writing to describe or narrate.</p> <p>To know that adjectives modify nouns; adverbs modify verbs.</p> <p>To know that phrases can be made up of verbs, adjectives, and nouns.</p>	<p>imaginary events and people.</p> <p>To know that writers use language to influence their readers.</p> <p>To know that writers use sentence forms and structures to influence their readers.</p> <p>To know that writers structure texts for effect.</p> <p>To know the conventions that are appropriate for writing to describe or narrate.</p> <p>To know that adjectives modify nouns; adverbs modify verbs.</p> <p>To know that phrases can be made up of verbs, adjectives, and nouns.</p> <p>To know that evaluate means to gauge the effectiveness of something.</p>	<p>pronounced depending on where you come from.</p> <p>To know dialect are words associated with a particular geographical region.</p> <p>To know that standard English is an accepted way of speaking in which anyone can understand no matter what region they come from.</p> <p>To know that a semantic field is a group of words with a linked theme or topic.</p> <p>To know how to use formal language when speaking.</p> <p>To know that ethos, logos, and pathos are required to persuade.</p> <p>To know that speeches are used to galvanize their audiences.</p> <p>To know that colloquial language is casual and conversational language.</p>	<p>To know that non-fiction writing is about real-life experiences.</p> <p>To know that writers use language to influence their readers.</p> <p>To know that writers use sentence forms to influence their readers.</p> <p>To know that transactional writing is non-fiction writing that communicates information between individuals or groups.</p> <p>To know that comparative connectives are used to compare ideas between two texts.</p>	<p>To know that writers use language to influence their readers.</p> <p>To know that writers use sentence forms to influence their readers.</p> <p>To know that transactional writing is non-fiction writing that communicates information between individuals or groups.</p> <p>To know that comparative connectives are used to compare ideas between two texts.</p>	<p>for writing a response to Question 5</p> <p>To know the conventions that are appropriate for writing a letter, speech, and article.</p> <p>To know that writers use language to influence their readers.</p> <p>To know that writers use sentence forms to influence their readers.</p>
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	Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
	<p>To know how to identify relevant textual detail.</p> <p>To know how to make inferences from a text.</p> <p>To know how to identify language features in a text that are relevant to the task.</p> <p>To know how to identify structural features in a text that are relevant to the task.</p> <p>To know how to use textual detail to support points made.</p> <p>To know how to identify a phrase type.</p> <p>To know how to construct a response about language.</p> <p>To know how to construct a response about structure.</p>	<p>To know how to create a semantic field.</p> <p>To know how to create an extended metaphor.</p> <p>To know how to begin sentences in different ways.</p> <p>To know how to use a range of punctuation accurately.</p> <p>To know how to use the drop/zoom/shift structure.</p> <p>To know how to use colour and sensory imagery for impact and engagement.</p> <p>To know how to establish mood/tone and provide contrast.</p> <p>To know how to use emotive language to engage the reader.</p> <p>To know how to 'show not tell'.</p> <p>To know how to construct an evaluative response.</p>	<p>To know how to evaluate other pupil's performances based on a set criterion.</p> <p>To know how to listen to other pupil's speeches and question effectively.</p> <p>To know how to select an appropriate topic.</p> <p>To know how to structure speaking for clarity and pace.</p> <p>To know how to use body language effectively to engage an audience.</p> <p>To know how to speak formally using standard English.</p> <p>To know how to adjust intonation to engage an audience.</p>	<p>To know how to compare viewpoints of two texts.</p> <p>To know how to identify a writer's viewpoints and perspective.</p> <p>To know how to summarise two texts.</p> <p>To know how to use quotations to support points made.</p> <p>To know how to make inferences from a text.</p> <p>To know how to identify language methods used a text.</p>	<p>To know how to compare viewpoints of two texts.</p> <p>To know how to identify a writer's viewpoints and perspective.</p> <p>To know how to summarise two texts.</p> <p>To know how to use quotations to support points made.</p> <p>To know how to make inferences from a text.</p> <p>To know how to identify language methods used a text.</p>	<p>To know how to access the English Language GCSE curriculum using acquired disciplinary knowledge.</p> <p>To know how to deconstruct a question.</p> <p>To know how to use a range of appropriate language features.</p> <p>To know how to construct a persuasive argument.</p> <p>To know how to use different sentence openers.</p> <p>To know how to use structural features.</p>

	Big Questions	Big Questions	Big Questions	Big Questions	Big Questions	Big Questions
	<p>What is the difference between explicit and implicit information?</p> <p>What is meant by method?</p> <p>What is meant by language? How do writers use language for effect?</p> <p>What is meant by structure? How is structure used for impact?</p>	<p>How can I use language to create effects?</p> <p>How can I use structure for impact?</p> <p>How can I create mood and tone to engage the reader?</p> <p>How can I plan effectively? What is meant by evaluation?</p> <p>How can I evaluate a writer's success?</p>	<p>What are the origins of the English Language?</p> <p>How do I speak clearly and audibly?</p> <p>What makes a strong presentation?</p> <p>What makes 'Great' speeches 'Great'?</p>	<p>What is meant by viewpoint?</p> <p>What is meant by method?</p> <p>What is meant by language? How do writers use language for effect?</p>	<p>What is the difference between explicit and implicit information?</p> <p>What is meant by method? What is meant by language? How do writers use language for effect?</p> <p>What is meant by structure? How is structure used for impact? What is meant by evaluation? How can I evaluate a writer's success? What is meant by viewpoint? What is meant by summary? How can I compare and contrast viewpoints?</p>	<p>How can I use language to express my point of view?</p> <p>How can I use language to convince and influence the reader? How can I use language to create effects? How can I use structure for impact? How can I create mood and tone to engage the reader? How can I use language to express my point of view? How can I plan effectively?</p>
	<p>Key Assessment Task 1: Paper 1, Question 2</p> <p>Key Assessment Task 2: Paper 1, Question 3</p>	<p>Key Assessment Task 3: Paper 1, Question 5</p>	<p>Key Assessment Task 4: Speaking and listening research – presented in folder.</p>	<p>Key Assessment Task 5: Fully annotated text (method/evidence/effect)</p>	<p>Key Assessment Task 6: Paper 2, Question 2</p> <p>Key Assessment Task 7: Paper 2, Question 3</p>	<p>Key Assessment Task 8 Paper 2-Q5</p> <p>Additional Assessment: Speaking and listening (Relevant resources created to support presentation)</p>

By the end of this year pupils will have:

- Explored a range of language features used to create intended effects for intended purposes.
- Selected appropriate textual evidence from texts to support ideas, interpretations and understanding of writer's effects.
- Compared how different writers reveal ideas and perspectives, using a range of methods.
- Applied language features to both creative writing and when writing from a viewpoint.
- Explored a range of structural features used to organise and develop ideas.
- Explored a range of structural features used for impact.
- Embedded structural methods within both creative writing and when writing from a viewpoint.
- Effectively prepared and delivered a speech, expressing their knowledge and viewpoint.

Year 11	Language Paper 1 - Section A (8weeks)	Language Paper 1 - Section B	Oracy – Spoken Language (6 weeks)	Language Paper 2: Section A	Language Paper 2: Section B	Language Paper 1 Language paper 2 Revisitation and Reinforcement
	<p>Key texts:</p> <p>The Pearl Paper</p>	<p>Key Texts:</p> <p>Teacher modelled extracts The Pearl Paper</p>	<p>Key Texts:</p> <p>Aristotle's tools of Rhetoric</p> <p>Ted-Talk Transcript</p> <p>Winston Churchill's Wartime Speech (04/06/1940)</p>	<p>Key texts:</p> <p>Pupils Run Riot at Westbury Newgate Gaol</p>	<p>Key Texts:</p> <p>Teacher modelled extracts Pupils Run Riot at Westbury Newgate Gaol</p>	<p>Key Texts:</p> <p>Teacher modelled extracts</p> <p>A range of past paper extracts and sources</p>

			* various soundbites to model successful delivery.			
	<p>Key Concepts</p> <p>Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, Conflict Poetry</p>	<p>Key Concepts</p> <p>Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, Conflict Poetry</p>	<p>Key Concepts</p> <p>Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, The Art of Rhetoric, Identity and Humanity Poetry, Society: Victorian non-fiction.</p>	<p>Key Concepts</p> <p>Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, The Art of Rhetoric, Identity and Humanity Poetry, Society: Victorian non-fiction.</p>	<p>Key Concepts</p> <p>Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, The Art of Rhetoric, Identity and Humanity Poetry, Society: Victorian non-fiction</p>	<p>Key Concepts</p> <p>Marginalisation, inequality and Injustice: KS3-Voices and Viewpoints, The Art of Rhetoric, Identity and Humanity Poetry, Society: Victorian non-fiction</p> <p>Allusion as a literary device: KS3- Myths and Legends, The Art of Rhetoric, Conflict Poetry.</p>
	<p>Disciplinary Literacy</p> <p>Tier 2: Illuminating Sullen Disillusionment Meticulous Amiable</p> <p>Tier 3:</p>	<p>Disciplinary Literacy</p> <p>Tier 2: Appropriate word banks provided linked to tasks.</p> <p>Tier 3: Imagery Juxtaposition Contrast Tone Figurative</p>	<p>Disciplinary Literacy</p> <p>Tier 2: Didactic Superficially Sophisticated Ambitious Engaging Delivery Pace</p> <p>Tier 3:</p>	<p>Disciplinary Literacy</p> <p>Tier 2: Biased Intention Galvanise Persuade Argue Objective Subjective</p> <p>Tier 3:</p>	<p>Disciplinary Literacy</p> <p>Tier 2: Biased Intention Galvanise Persuade Argue Objective Subjective</p> <p>Tier 3:</p>	<p>Disciplinary Literacy</p> <p>Tier 2: Appropriate word banks provided linked to both papers.</p> <p>Tier 3: Imagery Juxtaposition Contrast Tone</p>

	Recap all terminology appropriate for each specific question.	Structure Recap all language devices appropriate the question	Tone Rhetoric Ethos Logos Pathos Structure Language	Viewpoint Perspective Comparative adjectives Asyndetic Listing Tone Juxtaposition Contrast Sequencing Developing Structure Rhetoric Ethos Logos Pathos Recap all language devices appropriate to question.	Viewpoint Perspective Comparative adjectives Asyndetic Listing Tone Rhetoric Ethos Logos Pathos Juxtaposition Contrast Sequencing Developing Structure Recap all language devices appropriate to question.	Figurative Structure Viewpoint Perspective Comparative adjectives Asyndetic Listing Tone Sequencing Developing Rhetoric Ethos Logos Pathos Recap all language devices appropriate to individual questions across both papers.
	<p>Substantive Knowledge</p> <p>To know that fiction writing describes imaginary events and people.</p> <p>To know that writers use language to influence their readers.</p> <p>To know that writers use sentence forms and structures to influence their readers.</p> <p>To know that writers structure texts for effect.</p>	<p>Substantive Knowledge</p> <p>To know that fiction writing describes imaginary events and people.</p> <p>To know that writers use language to influence their readers.</p> <p>To know that writers use sentence forms and structures to influence their readers.</p>	<p>Substantive Knowledge</p> <p>To know that accent is the way that sounds are pronounced depending on where you come from.</p> <p>To know dialect are words associated with a particular geographical region.</p> <p>To know that standard English is an accepted way of speaking in which</p>	<p>Substantive Knowledge</p> <p>To know that non-fiction writing is about real-life experiences.</p> <p>To know that writers use language to influence their readers.</p> <p>To know that writers use sentence forms to influence their readers.</p> <p>To know that transactional writing is non-fiction writing that</p>	<p>Substantive Knowledge</p> <p>To know that there are different forms, audiences, and purposes for writing a response to Question 5</p> <p>To know the conventions that are appropriate for writing a letter, speech, and article.</p> <p>To know that writers use language to influence their readers.</p> <p>To know that writers use sentence forms to influence their readers.</p>	<p>Substantive Knowledge</p> <p>To know a range of substantive knowledge linked to the English Language GCSE curriculum.</p>

<p>To know the conventions that are appropriate for writing to describe or narrate.</p> <p>To know that adjectives modify nouns; adverbs modify verbs.</p> <p>To know that phrases can be made up of verbs, adjectives, and nouns.</p> <p>To know that evaluate means to gauge the effectiveness of something.</p>	<p>To know that writers structure texts for effect.</p> <p>To know the conventions that are appropriate for writing to describe or narrate.</p> <p>To know that adjectives modify nouns; adverbs modify verbs.</p> <p>To know that phrases can be made up of verbs, adjectives, and nouns.</p>	<p>anyone can understand no matter what region they come from.</p> <p>To know that a semantic field is a group of words with a linked theme or topic.</p> <p>To know how to use formal language when speaking.</p> <p>To know that ethos, logos, and pathos are required to persuade.</p> <p>To know that speeches are used to galvanize their audiences.</p> <p>To know that colloquial language is casual and conversational language.</p>	<p>communicates information between individuals or groups.</p> <p>To know that comparative connectives are used to compare ideas between two texts.</p> <p>To know that there are different forms, audiences and purposes for writing a response to Question 5</p> <p>To know the conventions that are appropriate for writing a letter, speech, and article.</p>		
<p>Disciplinary Knowledge</p> <p>To know how to identify relevant textual detail.</p> <p>To know how to make inferences from a text.</p> <p>To know how to identify language features in a text that are relevant to the task.</p>	<p>Disciplinary Knowledge</p> <p>To know how to create a semantic field.</p> <p>To know how to create an extended metaphor.</p>	<p>Disciplinary Knowledge</p> <p>To know how to evaluate other pupil's performances based on a set criterion.</p> <p>To know how to listen to other pupil's speeches and question effectively.</p>	<p>Disciplinary Knowledge</p> <p>To know how to compare viewpoints of two texts.</p> <p>To know how to identify a writer's viewpoints and perspective.</p> <p>To know how to summarise two texts.</p>	<p>Disciplinary Knowledge</p> <p>To know how to deconstruct a question.</p> <p>To know how to use a range of appropriate language features.</p> <p>To know how to construct a persuasive argument.</p> <p>To know how to use different sentence openers.</p>	<p>Disciplinary Knowledge</p> <p>To know how to access the English Language GCSE curriculum using acquired disciplinary knowledge?</p>

	<p>To know how to identify structural features in a text that are relevant to the task.</p> <p>To know how to use textual detail to support points made.</p> <p>To know how to identify a phrase type.</p> <p>To know how to construct a response about language.</p> <p>To know how to construct a response about structure.</p> <p>To know how to construct an evaluative response.</p>	<p>To know how to begin sentences in different ways.</p> <p>To know how to use a range of punctuation accurately.</p> <p>To know how to use the drop/zoom/shift structure.</p> <p>To know how to use colour imagery for impact.</p> <p>To know how to use sensory imagery to engage the reader.</p> <p>To know how to establish mood and tone.</p> <p>To know how to provide contrast in mood and tone.</p> <p>To know how to use emotive language to engage the reader.</p> <p>To know how to 'show not tell'</p>	<p>To know how to select an appropriate topic.</p> <p>To know how to structure speaking for clarity and pace.</p> <p>To know how to use body language effectively to engage an audience.</p> <p>To know how to speak formally using standard English.</p> <p>To know how to adjust intonation to engage an audience.</p>	<p>To know how to use quotations to support points made.</p> <p>To know how to make inferences from a text.</p> <p>To know how to identify language methods used a text.</p> <p>.</p>	<p>To know how to use structural features.</p>	
	<p>Big Questions</p>	<p>Big Questions</p> <p>How can I use language to create effects?</p>	<p>Big Questions</p> <p>What are the origins if the English Language?</p>	<p>Big Questions</p> <p>What is meant by viewpoint?</p>	<p>Big Questions</p> <p>How can I use language to express my point of view?</p>	<p>Big Questions</p>

	<p>What is the difference between explicit and implicit information?</p> <p>What is meant by method?</p> <p>What is meant by language?</p> <p>How do writers use language for effect?</p> <p>What is meant by structure?</p> <p>How is structure used for impact?</p> <p>What is meant by evaluation?</p> <p>How can I evaluate a writer's success?</p>	<p>How can I use structure for impact?</p> <p>How can I create mood and tone to engage the reader?</p> <p>How can I plan effectively?</p>	<p>How do can I speak clearly and audibly?</p> <p>What makes a strong presentation?</p> <p>What makes 'Great' speeches 'Great'?</p>	<p>What is meant by method?</p> <p>What is meant by language?</p> <p>How do writers use language for effect?</p> <p>What is meant by summary?</p> <p>How can I compare and contrast viewpoints?</p>	<p>How can I use language to convince and influence the reader?</p> <p>How can I use structure for impact?</p> <p>How can I create mood and tone to engage the reader?</p> <p>How can I plan effectively?</p>	<p>What is the difference between explicit and implicit information?</p> <p>What is meant by method?</p> <p>What is meant by language?</p> <p>How do writers use language for effect?</p> <p>What is meant by structure?</p> <p>How is structure used for impact?</p> <p>What is meant by evaluation?</p> <p>How can I evaluate a writer's success?</p> <p>What is meant by viewpoint?</p> <p>What is meant by summary?</p> <p>How can I compare and contrast viewpoints?</p> <p>How can I use language to create effects?</p>
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						<p>How can I use structure for impact?</p> <p>How can I create mood and tone to engage the reader?</p> <p>How can I use language to express my point of view?</p> <p>How can I use language to convince and influence the reader?</p> <p>How can I plan effectively?</p>
<p>Key Assessment Task 1: Paper 1, Question 2</p> <p>Key Assessment Task 2: Paper 1, Question 3</p> <p>Key Assessment Task 3: Paper 1, Question 4</p>	<p>Key Assessment Task 5: Paper 1, Question 5</p> <p>Key Assessment Task 6: Paper 1, Question 5</p>	<p>Key Assessment Task 7: Speaking and listening presentation (recorded)</p> <p>or</p> <p>Creating relevant and appropriate questions to develop and extend other pupil's presentations.</p>	<p>Key Assessment Task 8: Paper 2, Question 2</p> <p>Key Assessment Task 9: Paper 2, Question 2</p> <p>Key Assessment Task 10: Paper 2, Question 3</p>	<p>Key Assessment Task 11: Paper 2, Question 3</p> <p>Key Assessment Task 12: Paper 2, Question 4</p>	<p>Key Assessments: Paper 2/AQA assessed Q5</p> <p>Mini revision/recall tasks Paper 1: Q1, Q2, Q3, Q4, Q5</p> <p>Paper 2: Q1, Q2, Q3, Q4, Q5</p>	
<p>By the end of this year pupils will have:</p> <ul style="list-style-type: none"> • Explored a range of language features used to create intended effects for intended purposes. • Selected appropriate textual evidence from texts to support ideas, interpretations and understanding of writer's effects. 						

- Compared how different writers reveal ideas and perspectives, using a range of methods.
- Applied language features to both creative writing and when writing from a viewpoint.
- Explored a range of structural features used to organise and develop ideas.
- Explored a range of structural features used for impact.
- Embedded structural methods within both creative writing and when writing from a viewpoint.
- Effectively prepared and delivered a speech, expressing their knowledge and viewpoint.
- Had the opportunity to revisit prior learning linked to the GCSE curriculum.