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| **Year 11 Curriculum Intent ENGLISH LITERATURE** | | | | | | | | |
|  | **Autumn Term** | | | **Spring Term** | | | **Summer Term** | |
|  | **1** | **2** | | **1** | **2** | | **1** | **2** |
| Key Concepts | **Macbeth  A Christmas Carol** | **An Inspector Calls  Power and Conflict Poetry Unseen Poetry** | | **Following mock exams, revision of key areas of all texts will take place. Focusing on students’ areas for progression.** | **Following mock exams, revision of key areas of all texts will take place.**  **Focusing on students’ areas for progression.** | | **Following mock exams, revision of key areas of all texts will take place.**  **Focusing on students’ areas for progression.** | **Following mock exams, revision of key areas of all texts will take place.** |
| Knowledge & Understandi ng *(National Curriculum)* | **Pupils should be taught to:**  **Read and appreciate the depth and power of the English literary heritage through:**   * Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. The range will include: * At least one play by Shakespeare * Works from the 19th, 20th and 21st centuries * Poetry since 1789, including representative Romantic poetry * Re-reading literature and other writing as a basis for making comparisons. * Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation * Identifying and interpreting themes, ideas and information * Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects * Seeking evidence in the text to support a point of view, including justifying inferences with evidence * Make an informed personal response, recognising that other responses to a text are possible and evaluating these | | | | | | | |
| Assessment | Year 11 Pupils will have one series of mock exams. Their external exams take place in the Summer Term. | | | | | | | |
| End Points | **Basic** | | **Middle** | | | **Higher** | | |
|  | * Pupils will read a range of classic literature fluently and with good understanding and make connections across their reading. * Pupils will be able to identify some implicit and explicit meaning in the texts | | * Pupils will be able to identify implicit and explicit meaning in some detail from the texts they will study and support this with evidence. * Pupils will be able to comment on more sophisticated language and structural | | | * Pupils will be able to identify the implicit and explicit meaning in detail from the texts they will study and support this with judicious evidence. * Pupils will be able to comment on more sophisticated language and structural features and how meaning is presented. | | |

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|  | they will study and support this with evidence.   * Pupils will be able to comment on basic language and structural features that have been used by the writers. * Students can access the literature texts with some understanding; they can do so considering their own impressions. * Make ‘add-on’ links about the context of   the literature texts.   * Can make limited comparisons between two poems from the power and conflict poetry anthology. * Can discuss and explain their understanding and ideas about the texts in some detail. * Acquire some vocabulary, including grammatical terminology and other literary and linguistic terms they need to analyse what they read. | | features and how they have been used to present meaning in the texts   * Students can access texts with good understanding; they can do so considering their own impressions. * Appreciate the different contexts of the literature texts and recognise how context impacts on the meaning of a text. * Can make clear comparisons between two poems. * Can discuss and explain their ideas about the text clearly. * Acquire and use a range of vocabulary, including grammatical terminology and other literary and linguistic terms they need to criticise and analyse that they read. | | | * Students can access texts with good understanding; they can do so considering their own impressions and different concepts in relation to the text. * Appreciate how different contexts of the literature texts and interweave this into their response. * Can make perceptive comparisons between two poems, considering language, structure and meaning. * Can discuss and explain their understanding and ideas about the texts critically and evaluatively. * Acquire and use a wide and ambitious vocabulary, including grammatical terminology and other literary and linguistic terms they need to critisise and analyse what they read. | | |
| Why this? Why now? | **Why are we studying this unit of work?**  **How does it build on students’ prior knowledge?**  Students will study Macbeth and A Christmas Carol (paper 1 English Literature texts). These texts were explored in year 10, meaning students can develop their understanding of each text and begin making personal responses to theme, linking their own  knowledge of content and context. Now students should improve their exam style responses to questions linked to these texts and gain confidence in hitting the assessment objectives in the exam. | **Why are we studying this unit of work? How does it build on students’ prior knowledge?**  Students will study their Paper 2 texts in this half-term. These texts were explored in year 10, meaning students can develop their understanding of each text and begin making personal responses to theme, linking their own  knowledge of content and context. Now students should improve their exam style responses to questions linked to these texts and gain confidence in hitting the assessment objectives in the exam. | | **Why are we studying this unit of work? How does it build on students’ prior knowledge?**  Ahead of pupils’ exams lessons will become revision based. Teachers will use their professional judgement to cover topics  they feel will most benefit their classes, ensuring students make relevant progress and achieve in their exams. Pupils will spend time covering plot, character and theme in their core texts and will also practice their analysis and exams skills (focusing on extended responses). Time will also be spent covering contextual references that students need to know as well as literary terms and the effect of these. | **Why are we studying this unit of work? How does it build on students’ prior knowledge?**  Ahead of pupils’ exams lessons will become revision based. Teachers will use their professional judgement to cover topics  they feel will most benefit their classes, ensuring students make relevant progress and achieve in their exams. Pupils will spend time covering plot, character and theme in their core texts and will also practice their analysis and exams skills (focusing on extended responses). Time will also be spent covering contextual references that students need to know as well as literary terms and the effect of these. | | **Why are we studying this unit of work? How does it build on students’ prior knowledge?**  Ahead of pupils’ exams lessons will become revision based. Teachers will use their professional judgement to cover topics  they feel will most benefit their classes, ensuring students make relevant progress and achieve in their exams.  Pupils will spend time covering plot, character and theme in their core texts and will also practice their analysis and exams skills (focusing on extended responses). Time will also be spent covering contextual references that students need to know as well as literary terms and the effect of these. | **Why are we studying this unit of work? How does it build on students’ prior knowledge?**  Ahead of pupils’ exams lessons will become revision based. Teachers will use their profession al judgement to cover topics  they feel |

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|  | **How does this unit provide a foundation for future learning?** Literature enhances pupils understanding of the world and human history. It also develops a habit of critical thinking. In addition, producing essay- style responses in Literature makes pupils more confident in their reading and writing ability, which can be applied to other subjects/further education.  **What skills should students master through their study/revision of the differing Literature texts?** Reading comprehension and reading critically *literal and inferential comprehension:* understan ding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of  events, and the the relationship between actions or events  *critical reading:* identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text  *evaluation of a writer’s choice of vocabulary, grammatical and structural*  *features:* analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation  *comparing texts:* comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and  literary quality; comparing two texts critically with respect to the above Writing  *producing clear and coherent text: writing effectively about literature for a range of purposes such as:* to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references *accurate Standard*  *English:* accurate spelling, punctuation and grammar. | **How does this unit provide a foundation for future learning?** Literature enhances pupils understanding of the world and human history. 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Pupils will spend time covering plot, character and theme in their core texts and will also practice their analysis and exams skills (focusing on extended responses). Time will also be spent covering contextual references that students need to know as well as literary terms and the effect of these. |

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| Skills & Characteristi cs | Students read different texts with good understanding, and make connections across the texts. Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas displaying insight and, at times, perception. Appreciate the context and writers’ intent. Write accurately, effectively and analytically about their reading, using Standard English.  Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms, they need to criticize, evaluate and analyse what they have read.  Main skills explored in English: **creativity, aiming high, listening and team work. Speaking is also especially important, with a whole school focus on**  **improving oracy.** | | | | | |
| Aspirations and Careers | Literature plays a key role in developing pupils culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Students are competent and well equipped to engage in literary debates and discussion.  Students should have embedded skills that can then be transferred into degree level or further higher education. They will be secure in their ability to  explore aspects of plot, characterisation, events and settings, themes and the relationships between them and their effects. Furthermore, pupils will | | | | | |

leave us with an ability to draw on knowledge of the purpose, audience for and context of writing, including its social, historical and cultural context and the literary tradition to which it belongs to inform evaluation.

Reading fiction enables pupils to understand the world from a variety of viewpoints and navigate through often challenging ideas and concepts.

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| **Year 11 Curriculum Intent ENGLISH LANGUAGE** | | | | | | |
|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | **1** | **2** | **1** | **2** | **1** | **2** |
| Key Concepts | **Paper 1 Reading and Writing skills.** | **Paper 2 Reading and Writing Skills.** | **Paper 1/Paper 2 Reading and writing** | **Paper 1/Paper 2 Reading and writing** | **Paper 1/Paper 2 Reading and writing** | **Paper 1/Paper 2 Reading and writing** |
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| Knowledge & | **READING** | | | | | |
| understanding | **Pupils should be taught to:** | | | | | |
| *(The National*  *Curriculum)* | **Read and appreciate the depth and power of the English literary heritage through:**   * Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. * Understand and critically evaluate texts through: * Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for | | | | | |
|  | particular purposes   * Seeking evidence in the text to support a point of view, including justifying inferences with evidence * Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence * Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact * Make an informed personal response, recognising that other responses to a text are possible and evaluating these | | | | | |
|  | **WRITING** | | | | | |
|  | **Write accurately, fluently, effectively and at length for pleasure and information through:**   * Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, | | | | | |
|  | and argue   * Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect | | | | | |
|  | audience, purpose and context, and using Standard English where appropriate | | | | | |

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|  | * Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation   **Consolidate and build on their knowledge of grammar and vocabulary through:**   * Studying their effectiveness and impact in the texts they read * Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects * Analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English * Using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language. | | |
| Assessment | Year 11 Pupils will have one round of mock exams. Their external exams take place in the Summer Term. | | |
| End Points | **Basic** | **Middle** | **Higher** |
|  | * Pupils will be able to identify some implicit and explicit meaning in the texts they will study and support this with evidence. * Pupils will be able to understand some of the meaning presented in the texts and will be able to comment on basic language and structural features. * Students can access the text with some understanding; they can do so considering their own impressions. * Students can read and discuss and explain their understanding and ideas. * Appreciate the different perspectives of different texts. * Make some links between texts. * Write using Standard English. * Acquire and use a wide vocabulary, including some literary and linguistic terms. * Write creatively * Pupils will use some use of sentence demarcation, such as commas and full stops. | * Pupils will be able to identify implicit and explicit meaning in some detail from the texts they will study and support this with evidence. * Pupils will be able to understand in some detail the meaning presented in the texts and will be able to comment on more sophisticated language and structural features. * Students can access the text with good understanding, they can do so considering their own impressions and different concepts in relation to the text. * Students can read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas. * Appreciate the different contexts of different texts. * Clearly compare and summarise texts. * Write accurately, effectively and analytically about their reading, using Standard English. * Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to analyse and evaluate what they read. * Write creatively and clearly. | * Pupils will be able to identify the implicit and explicit meaning in detail from the texts they will study and support this with evidence. * Pupils will show a detailed/perceptive understanding of the meaning presented in the texts and will be able to comment on more sophisticated language and structural features. * Students can access the text with good understanding, they can do so considering their own impressions and different concepts in relation to the text. * Students can read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas. * Appreciate the different contexts of different texts. * Summarise, synthesise and compare texts confident, supporting ideas with judicious references. * Write accurately, effectively and analytically about their reading, using Standard English. * Acquire and use a wide vocabulary, including the grammatical terminology and other |

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|  | * There will be an occasional use of Standard English with limited control of agreement. * Accurate basic spelling. * Pupils are able to speak with some confidence about the meaning of the texts being analysed, discuss their ideas and opinions with others and listen well. | * Pupils will use a variety of links between their ideas and will use clear paragraphs and discourse markers. * Sentence demarcation will be mostly secure and accurate and there will be some control of a range of punctuation. * Pupils will use Standard English with some control of agreement. * Some accurate spelling of more complex words. * Pupils are able to speak clearly and with confidence about the texts being analysed. They share ideas and opinions in a clear manner and listen well to others, often questioning speakers. | literary and linguistic terms they need to analyse and evaluate what they read.   * Write in a compelling and convincing way. * Increasingly sophisticated vocabulary chosen for effect. * Sentence demarcation is secure and accurate. * Wide range of punctuation used with success. * Variety of sentences forms used for effect. * Uses Standard English appropriately. * Accurate spelling of more complex words. * Pupils are able to speak in a standard and sophisticated manner about the texts being analysed. They are able to share ideas and opinions in a thoughtful way and can converse with others in a mature way. |
| Why this? Why now? | Throughout each term, students will explore either language paper 1 or paper 2 skills. Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.  This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.  **Why do students complete both language paper 1 and paper 2 across each term? How does it build on students’ prior knowledge?**  By studying this unit of work, pupils will consolidate and revise their learning from year 10, but will now have a closer focus on texts that will prepare pupils for external assessment. Pupils will develop their comprehension and analytical skills by accessing a range of fiction and non-fiction extracts. They will also develop their skimming and scanning, evaluative and comparative skills, alongside their creative and transactional written skills too.  **How does this unit provide a foundation for future learning?**  This will enable pupils to develop their skills in English Language paper 1 and 2 and will provide a good foundation for A-Level subjects or other  qualifications that may require the aforementioned skills, especially writing at length and sharing opinions. Both of these papers demand pupils to operate in an independent way – they are required to read difficult texts and respond to these in a sophisticated manner. | | |
| Skills & Characteristics | Paper 1   1. Retrieve and select explicit and implicit information 2. Identify striking/unusual key words, phrases or sentence forms • Identify language devices • Explain what is the intended effect on the reader of the key words, phrases or sentence forms 3. Consider the structural impact of a text and explore the effect of structural techniques used by a writer 4. Evaluate a statement, considering methods the writer has used to impact your opinion. | | |

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|  | 5) Produce a piece of narrative or description, displaying a range of skills included, imagination, organisation, figurative language and technical accuracy.  Paper 2   1. Infer and interpret explicit and implicit information 2. Explain the similarities or differences inferred between two texts • Select quotes which identify these similarities or differences • Compare the   quotes highlighted from each text • Explain what the quotes imply/ suggest • Create a summary that refers to both texts   1. Identify striking/unusual key words, phrases or sentence forms • Identify language devices • Explain what is the intended effect on the reader of the key words, phrases or sentence forms 2. Identify key words, phrases or sentences forms that are relevant to the question and support their views • Name the word, phrase or sentence form • Explain what effect/impression the word, phrase, sentence form or structural feature has on them, the reader. • Identify and explain the similarities and/or differences between the ideas in both texts, • Use connectives to show comparison 3. Decide whether they agree or disagree with the statement • Plan their ideas • Use ambitious words, phrases, sentence forms and structural   features to create impact on the reader • Write under timed conditions • Identify errors in their own work/proof-read |
| Aspirations & Careers | **Aspiration and careers links:** *Pupils will develop their literacy skills, which is vital in any profession but will also work on time management and building interpretation skills.*  Main skills explored in English: creativity, aiming high, listening and team work. In addition, speaking is also an essential skill, in line with our whole school plan of improving oracy.  Pupils will progress in their writing skills and how to organise work effectively. This skill is essential in all lines of work. Pupils will also work on their understanding of texts and will use inference when interpreting ideas. This is transferable into the workplace where comprehension of documents etc  is required. |