

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 fiction whilst utilising an increasingly sophisticated range of terminology in their analysis. Students will develop their creative writing skills, focusing on efficient planning, creative content, sophisticated vocabulary and technical accuracy.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Term 1 My Family and Other Animals Term 5&6 Animal Farm analysing fiction.</p> <p>Year 8 – Term 5&6 Oliver Twist, analysing fiction.</p> <p>Year 9 – Term 1 Educating Rita, analytical writing, analysing a fiction text. Term 5&6 Romeo and Juliet, analysing a fiction text.</p> <p>Year 9 – Non-Fiction Language Paper 2 Section B – AO5/AO6 covered.</p>	<p>Year 11 – Term 1 19th Century Novel</p> <p>Year 11 - Term 2 Language Paper 1 Section A and B</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?
<p>Extended reading</p> <p>Crafting of extended writing</p> <p>Exploring ways to analyse</p> <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

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Students will know requirements of the English Language Paper 1 Section A examination paper:

- 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.
- AO4 **Evaluate** texts critically and support this with appropriate textual references.

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

Students will know how to effectively plan an imaginative and organised response

Apply

The skills of decoding a fiction text

The skills of being able to analyse key quotations and apply sophisticated linguistic terminology

The skills of being able to effectively plan for creative writing

The skills of being able to utilise key terminology in a response

Extend

Increasingly sophisticated terminology in analysis

Developing perceptive inferences

What subject specific language will be used and developed in this topic?

Analyse
Climax
Direct speech
Evaluate
Explicit and implicit
Explore
Exposition/deferred exposition
Extended metaphor
Foregrounding
Imagery
Indirect speech

What opportunities are available for assessing the progress of students?

Week Three Self-assessment of 'Of Mice and Men' paper; peer-assessment of 'Jamaica Inn' paper

Week Four Teacher Assessment for support tracking: formative assessment and DIRT time

English Language Paper 1 Fiction Section A Q1—4 'CITY OF BEASTS' [\(or alternative due to COVID issues\)](#)

Tracking Point: w/b 4th October

Recall Curriculum:

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<p>Juxtaposition Motif Pathetic fallacy Personification Perspective Reiteration Shift Simple, compound and complex sentences Structures –/box/Labov Synonyms for demonstration of authorial perspective - present, reveal, show, illustrate, demonstrate, express, convey, suggest Synthesise</p>	<p>1 – Descriptive writing with juxtaposing language (Language Paper 2 Section B AO5) - three weeks 2 - Romeo and Juliet Plot Quiz 3- Romeo and Juliet Themes Table</p>
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Intent – Concepts

	Lesson title	Non-negotiable content	Suggested activities and resources
Week 1	Language Paper 1 Explicit and implicit information	Language paper and AO nomenclature Explicit and implicit information Exposition/deferred exposition RECALL: 1 – Descriptive writing with juxtaposing language (Lang P2SB) - three weeks	1. Creating a paragraph and Q1 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.
	Language Paper 1 Section A Q2 and Q3 skills	Figurative devices and writer’s methods – pathetic fallacy, personification, extended metaphor, etc. Motif, Foregrounding, Shift, Reiteration, Lens, Perspective, cyclical – structural terminology Synonyms for demonstration of authorial perspective	2. Reflecting on the Mark scheme 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
	Language Paper 1 Section A Q4 skills - Evaluate	Evaluate Synonyms for demonstration of authorial perspective	3. Question 4 Q4 – Understand the key phrase evaluate
We	Of Mice and Men Practise		4. OMAM Language Paper 1 Qs Slides

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	Of Mice and Men Practise	Continue to develop Q1-4 skills and use subject specific terminology for writer's language and structural choices	OMAM Paper Work through a practise paper Skills to read through questions then annotate response – Of Mice and Men – practise paper Peer assessing responses
	Of Mice and Men Practise	Exemplar	Exemplars in Folder Looking at Exemplars for Q2,3,4
Week 3	Language Paper 1 Section A	Continue to develop Q1-4 skills and use subject specific terminology for writer's language and structural choices	5. Top Tips Create a student guide for the questions Top Tips
	Language Paper 1 Section A		6. Jamaica Inn Jamaica Inn paper Complete Jamaica Inn in timed conditions – 1 lesson
	Language Paper 1 Section A		Peer assess Jamaica Inn
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	Creative writing language and methods for planning and structuring fictional response Section B AO5 AO6 nomenclature	7. recapping Language techniques Revise the requirements for Section B and look closely at the mark scheme for Section B. Revise techniques
Week 5	Language Paper 1 Section B Skills Structure and the Box method	Openings, structuring Box method Narrative (Labov) RECALL: 2 – Romeo and Juliet Plot Quiz	8. Structure and 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)
	Language Paper 1 Section B Skills openings and exposition	Exposition, deferred exposition	9. Openings and exposition Students should learn exposition and deferred exposition
	Language Paper 1 Section B Skills characterisation	Characterisation Symbolism	10. Characterisation and Symbolism Students should be equipped to use Characterisation Symbolism
Week 6	DIRT with exemplars		
	Language Paper 1 Section B Skills assessing an exemplar	Juxtaposition (recall task 1)	11. Peer assessing two exemplars exemplars Students should apply the mark scheme to the exemplars

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	Language Paper 1 Section B Skills – peer assessing	RECALL: 3 – Romeo and Juliet Themes Table	
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		