



Chellaston Academy

English	Year 10 GCSE English Language Curriculum
Intent <p>We aim to deliver a year 10 GCSE English language curriculum which is accessible to all students, irrespective of starting points, where students will thrive on their love of learning. Students will build confidence and demonstrate an ability to evaluate the world around them through examining a range of literary and non-literary texts. We will provide opportunities for an enriched understanding and appreciation of our literary heritage and cultural diversity. This should lead to a respect for all through a deeper compassion and empathy with different identities. Through exposure to different texts, students will develop a critical mindset which will engender an appreciation of the wider world and learning outside of English.</p>	
Implementation <p>We want to develop independent learners; students will discover how to establish a personal line of enquiry and how to equip themselves with the skills which build resilience. We will give students the opportunity to work on their own, in pairs and in groups. We expect student to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in their development as readers and writers, ensuring learning is differentiated to enable all students to make excellent progress. Clear and precise communication skills are important to us and will become more refined as students grow in confidence. We will use agreed pedagogy to help students craft their responses to texts and become fluent readers. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice and knowledge organisers.</p>	
Impact <p>A strong grasp of English will enable students to succeed in later life and we envisage them having a thorough understanding of how the curriculum links to potential future careers. We will enable our students to be the best versions of themselves through understanding and appreciating differences in others. Regular assessments will take place in year 10 to check on students' progress. These will identify where students are experiencing success and where the curriculum may need to be adjusted. Students will move into year 11 as more confident readers and writers who have made good progress towards their end of Key Stage academic targets.</p>	
Links to prior learning <p>The Year 10 English language curriculum builds on the skills learned in KS3 English by consolidating and reinforcing the understanding of words, sentences, linguistic conventions, and text level grammatical features. Linking ideas across paragraphs using a wider range of cohesive devices and grammatical connections. Students will extend their use of punctuation to develop a more sophisticated writing structure. Students will further develop their reading skills and enhance their ability to infer across a range of reading materials building on from their KS3 reading foci.</p>	
Links to future learning <p>The Year 10 English language curriculum directly introduces students to GCSE material in preparation for their forthcoming exams in Year 11. Students will explore an array of literary extracts comprising of 19th, 20th and 21st century writers to foster a deeper understanding of perspective/key concepts and historical references. Students will also be exposed to non-fiction texts to the same time periods. Students will acquire skills in inference, grammar for writing, and comparable techniques to be able to develop and write their opinion and ideas in both a fiction and transactional format.</p>	
Links to other subjects and the wider curriculum <p>The Year 10 English language curriculum links to other subjects through developing a broad awareness and understanding of the wider curriculum. Development of literacy will support the study of other text-based subjects. Study of historical novels and world texts will support an understanding of chronology and appreciation of different countries and cultures. We will build on written skills and oracy through all schemes of work and encourage students to critically question and interpret information available to them.</p>	

Topics

Autumn 1 – Explorations in Creative Writing (Paper 1, q5 AO5 and AO6)			
Reading Structure Language Exploration of form, purpose and audience		Writing Narrative Crafting Sentences Grammar for Writing Content and organisation	
Home Learning Short narrative writing Study of writers' techniques in selected extracts			
Learning content: Students are taught how to plan, draft, and edit a piece of narrative writing. A collection of texts will encourage and influence students' understanding of writers' techniques such as characterisation, plot and attributes which contribute to setting and atmosphere to strengthen their own writing.			
Assessment: Students will write their own narrative using the elements they have studied.			
Wider curriculum			
Literacy Editing skills Planning SPaG use for effect Cohesive writing Language techniques Structure and style	Numeracy Charts for plotting Freytag's pyramid Formulas for writing	British Values Understanding stereotypes Class system awareness Inclusion Respect	Employability Organisation Time management Planning Conscious crafting Effective language
SMSC Emotional exploration Coming of age Self-awareness Alternative viewpoints Challenging stereotypes	Cultural Capital Use of standard English Awareness of the world Character Exposure to different times and places	Character Education Independence Resilience Morality Being challenged Responding to feedback	Personal Development Expressing self Editing and evaluating Self-critiquing Reflection Initiative

Autumn 2 – Exploration of Language and Structure (p1, q2 and q3, AO2)			
<p>Reading Inference Language Syntax</p>		<p>Writing Academic writing Summarising Explain, comment, and analyse</p>	
<p>Home Learning A range of revision in language and grammar techniques.</p> <p>Set reading with information retrieval lessons to follow.</p>			
<p>Learning Content: Students read a range of prose texts from the 20th and 21st Century investigating writers' choice of language, structure, and grammatical techniques to emphasise viewpoints and understanding. Students will progress in their analytical skills to form their own written and independent opinion using appropriate subject terminology. In addition, there will be a Knowledge Retrieval period of two weeks to review and secure learning of the previous term.</p>			
<p>Assessment One language and one structure focused GCSE style question</p>			
Wider curriculum			
<p>Literacy Annotation Inferences and links Language analysis Cohesion Structure</p>	<p>Numeracy Location of line numbers Multiple choice revision Structure graphs Tension graphs</p>	<p>British Values Applying knowledge of law and how society has changed Tolerance of others' viewpoints and beliefs</p>	<p>Employability Effective written structure Communication Attention to detail Perseverance</p>
<p>SMSC Exploring viewpoints and experiences from different cultures and centuries Working with others Being imaginative</p>	<p>Cultural Capital Prose over the centuries Language over time Exposure to widely varying texts</p>	<p>Character Education Compassion Making choices Improving skills Evaluating Responding to feedback</p>	<p>Personal Development Forming a wider understanding of the world Confidence Accountability</p>

<p>Spring 1 – Language Paper 1 Question 4 – Evaluation / Paper 1 Question 5 (AO5 and AO6)</p> <p>Reading Inference Evaluate Language</p> <p>Writing Academic writing Evaluate and analyse</p> <p>Learning Content: Students to revise their creative writing and secure knowledge in descriptive and narrative writing in response to a written prompt, scenario, or visual image. There will be a particular focus on how to craft sentences to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p>		<p>Home Learning</p> <p>Individual class teachers will set revision tasks as appropriate to support learning.</p> <p>This can include past papers, model writing, quizzes via firefly and pre-selected YouTube videos.</p>	
<p>Assessment</p>			
<p>Wider curriculum</p>			
<p>Literacy Reading strategies Critical analysis Techniques Wider analysis Building arguments</p>	<p>Numeracy Preparing for timed conditions Comparison tables Page/line references</p>	<p>British Values Pride Respect and tolerance for others' opinions and beliefs</p>	<p>Employability Performing under timed conditions Revision Preparation Communicating ideas</p>
<p>SMSC Managing stress Awareness of own emotions Self-regulation Self esteem</p>	<p>Cultural Capital Ethos, pathos, and logos Knowledge of rhetoric speeches through history Language change</p>	<p>Character Education Supporting others Being constructive Self-reflection Being challenged academically</p>	<p>Personal Development Independent revision Organisation Arguing effectively Confidence Active listening</p>

<p>Spring 2 – Revision of Paper 1 Question 5 / Transactional Writing (P2, Q5 AO5 and AO6)</p> <p>Reading Fictional shorts Language Techniques</p> <p>Writing Narrative and Descriptive Writing Technical Accuracy Crafted writing</p> <p>Learning Content: Students to revise their creative writing and secure knowledge in descriptive and narrative writing in response to a written prompt, scenario, or visual image. There will be a particular focus on how to craft sentences to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p>		<p>Home Learning</p> <p>Vocabulary and spelling enhancement homework projects.</p> <p>Continued intervention and after school independent learning.</p>	
<p>Assessment GCSE style exam questions with supporting model writing and mark schemes</p>			

Wider curriculum			
Literacy Reading strategies Critical analysis Techniques Wider analysis Building arguments	Numeracy Preparing for timed conditions Comparison tables Page/line references	British Values Pride Respect and tolerance for others' opinions and beliefs	Employability Performing under timed conditions Revision Preparation Communicating ideas
SMSC Managing stress Awareness of own emotions Self-regulation Self esteem	Cultural Capital Ethos, pathos, and logos Knowledge of rhetoric speeches through history Language change	Character Education Supporting others Being constructive Self-reflection Being challenged academically	Personal Development Independent revision Organisation Arguing effectively Confidence Active listening

Summer 1 – Transactional Writing (P2, Q5 AO5 and AO6)		
Reading Non-fiction shorts Language techniques	Writing Writing for a Purpose Writing Technical Accuracy Crafted writing	Home Learning Vocabulary and spelling enhancement home-work projects. Continued intervention and after school independent learning.
Learning Content: Using their learning from the narrative/descriptive writing, students will look at crafting a response for a particular purpose. They will look at a variety of forms and structures as well. There will be a particular focus on how to craft sentences to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.		

Assessment GCSE style exam questions with supporting model writing and mark schemes

Wider curriculum			
Literacy Reading strategies Critical analysis Techniques Wider analysis Building arguments	Numeracy Preparing for timed conditions Comparison tables Page/line references	British Values Pride Respect and tolerance for others' opinions and beliefs	Employability Performing under timed conditions Revision Preparation Communicating ideas
SMSC Managing stress Awareness of own emotions Self-regulation Self esteem	Cultural Capital Ethos, pathos, and logos Knowledge of rhetoric speeches through history Language change	Character Education Supporting others Being constructive Self-reflection Being challenged academically	Personal Development Independent revision Organisation Arguing effectively Confidence Active listening

Summer 2 – Spoken Language & Revision of Paper 1 Questions 1 - 4		Home Learning	
<p>Reading Inference Evaluate Language</p> <p>Writing Writing for a Purpose Writing Technical Accuracy Crafted writing</p> <p>Learning Content: During this time the students will plan and craft their own speech in line with oracy and the spoken language GCSE. The topics can be completely independent and will be presented to their peers.</p> <p>After this has been done, students will continue their revision for Paper 1 in preparation for the summer mock exam.</p>		<p>Individual class teachers will set revision tasks as appropriate to support learning.</p> <p>This can include past papers, model writing, quizzes via firefly and pre-selected YouTube videos.</p>	
Assessment PPE summer exam – full paper 1 & spoken language assessment			
Wider curriculum			
<p>Literacy Annotation Inferences and links Language analysis Cohesion Structure</p>	<p>Numeracy Location of line numbers Multiple choice revision Structure graphs Tension graphs</p>	<p>British Values Applying knowledge of law and how society has changed Tolerance of others' viewpoints and beliefs</p>	<p>Employability Effective written structure Communication Attention to detail Perseverance</p>
<p>SMSC Exploring viewpoints and experiences from different cultures and centuries Working with others Being imaginative</p>	<p>Cultural Capital Prose over the centuries Language over time Exposure to widely varying texts</p>	<p>Character Education Compassion Making choices Improving skills Evaluating Responding to feedback</p>	<p>Personal Development Forming a wider understanding of the world Confidence Accountability</p>