



Chellaston Academy

English	Year 11 GCSE English Language Curriculum
Intent <p>We aim to deliver a year 11 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 11 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 their choice of further education and /or training 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 11 English language curriculum builds on the skills learned in KS3 English and KS4 materials taught in KS4 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 11 GCSE English language curriculum prepares students for their final examinations at the end of the academic year. The GCSE English language course is 100% examination. Students will hone in on their examination skills such as responding to timed conditions, academic writing, use of subject terminology and revising and retaining knowledge successfully. Students will continue to be exposed to a variety of fiction non-fiction texts from the 19th, 20th and 21st century. 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 11 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

<p><u>Autumn 1 – Writers’ Viewpoints and Perspectives (Paper 2)</u></p>			
<p>Reading Structure Language Comparison Synthesising and selecting information</p>		<p>Writing Transactional Writing Crafting Sentences Grammar for Writing Content and organisation Academic Writing / Subject Terminology</p>	
<p>Learning content: Students build on skills to select and synthesise appropriate evidence to form an academic response to the comparison of two texts. Students will consider writers’ techniques to craft their own transactional pieces of writing in timed conditions. Students will become familiar with revision techniques and be exposed to model writing in line with their grade expectations.</p>		<p>Home Learning Past Paper revision for Q2, 4 and 5 of Paper 2. Intervention and after school independent revision available.</p>	
<p>Assessment 3 exam style questions: Q2, Q4 and Q5</p>			
<p>Wider curriculum</p>			
<p>Literacy Reading/writing skills Comparison connectives Terminology Cohesion Annotation skills</p>	<p>Numeracy Use of T-Bar comparison charts Comparison tables Frequencies</p>	<p>British Values Understanding societal progression Respecting views of others</p>	<p>Employability Research skills Forming opinions Selecting and synthesising information</p>
<p>SMSC Exploration of character Developing critique Opinions Learning about others</p>	<p>Cultural Capital Awareness of and change in society and culture Exposure to notable works of fiction Speeches throughout history</p>	<p>Character Education Widening and shaping values Mutual respect Expressing opinion</p>	<p>Personal Development Confidence Growth mindset Challenging ideas Active listening skills</p>
<p><u>Autumn 2 – PPE Examination Season</u></p>			
<p>Reading Revise Paper 2 Skills</p>		<p>Writing Revise Paper 2 Skills</p>	
<p>Learning Content: Students have the initial week of this term to finalise question 3 of the paper which focus on the writer’s choice of language to influence the readers’ understanding. Students will then comply with the whole year 11 PPE examination across all subjects for a two-week period. The remaining weeks will be a reflection period for students to receive tailored feedback and support to improve their understanding and raw marks for paper 2.</p>		<p>Home Learning Revision timetable and resources to be given by individual teacher.</p>	
<p>Assessment PPE Paper 2</p>			

Wider curriculum			
Literacy Reading and Writing skills Inference Formulating speech Persuasive features Using standard English	Numeracy Timings Page/line references Frequencies	British Values Recognising diversity Respecting others' opinions and beliefs	Employability Working under time pressures Dealing with stress Editing and evaluating Writing skills
SMSC Social awareness Exploring morality Being creative Voicing opinion	Cultural Capital Understanding pay gaps Accessing a variety of literary texts Exposure to world current events	Character Education Moral judgement Mutual respect Using initiative Being objective Being challenged	Personal Development Independent revision Presenting a speech Confidence Awareness of audience Organisation

<p><u>Spring 1 – Explorations in Creative Writing (Paper 1, Q5, AO5 and AO6)</u></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>A 2-3-week period at the beginning of the term will be a dedicated time for class intervention in both / either Paper 1 and Paper 2. To be judged and planned by class teacher in response to PPE data.</p>		<p>Home Learning Vocabulary and spelling enhancement home-work projects. Continued intervention and after school independent learning.</p>	
<p>Assessment GCSE style exam questions with supporting model writing and mark schemes</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><u>Spring 2 – Walking Talking Mock PPE Examination Season</u></p>		
<p>Reading All Paper 1 and Paper 2 skills</p>		<p>Writing All Paper 1 and Paper 2 skills</p>
<p>Learning Content: Students will respond to revision strategies such as model writing across the reading sections of both papers during the first week before complying with a 2-3 week Walking Talking Mock PPE Examination period for all subjects. Upon return to the classroom students will receive feedback and intervention where most suitable for their independent learning.</p>		<p>Home Learning Revision and intervention to be judged individually. Easter Break intervention available Collection of Past Papers, model writing and quizzes on FireFly.</p>
<p>Assessment Students to complete a piece of transactional writing in accordance to GCSE style questions</p>		

Wider curriculum			
Literacy Reading and Writing skills Inference Formulating speech Persuasive features Using standard English	Numeracy Timings Page/line references Frequencies	British Values Recognising diversity Respecting others' opinions and beliefs Understanding law and democracy	Employability Written communication Working under time pressures Dealing with stress Editing and evaluating
SMSC Explore and form opinions Social awareness Exploring morality Being creative Voicing opinion	Cultural Capital Understanding pay gaps Accessing a variety of literary texts Exposure to world current events	Character Education Moral judgement Mutual respect Using initiative Being objective Being challenged	Personal Development Independent revision Presenting a speech Confidence Awareness of audience Organisation

Summer 1 – Exam Season <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Reading Please refer to revision timetable and class teacher Learning Content: Classes continue to offer revision support and guidance across both Paper 1 Explorations in Creative Reading and Writing and Paper 2: Writers' Viewpoints and Perspectives leading up to the exams. </td> <td style="width: 50%; vertical-align: top;"> Writing Please refer to revision timetable and class teacher </td> </tr> </table>			Reading Please refer to revision timetable and class teacher Learning Content: Classes continue to offer revision support and guidance across both Paper 1 Explorations in Creative Reading and Writing and Paper 2: Writers' Viewpoints and Perspectives leading up to the exams.	Writing Please refer to revision timetable and class teacher	Home Learning Individual class teachers will set revision tasks as appropriate to support learning. This can include past papers, model writing, quizzes via firefly and pre-selected YouTube videos.
Reading Please refer to revision timetable and class teacher Learning Content: Classes continue to offer revision support and guidance across both Paper 1 Explorations in Creative Reading and Writing and Paper 2: Writers' Viewpoints and Perspectives leading up to the exams.	Writing Please refer to revision timetable and class teacher				
Assessment Final Examinations. Dates TBC.					
Wider curriculum					
Literacy	Numeracy	British Values	Employability		
SMSC	Cultural Capital	Character Education	Personal Development		

Summer 2 – Year 11s finish their secondary education			Home Learning
Reading	Writing		
Learning Content:			
Assessment			
Wider curriculum			
Literacy	Numeracy	British Values	Employability
SMSC	Cultural Capital	Character Education	Personal Development