

Subject Curriculum Overview for Academic Year 2022/2023

Subject: English		Subject Leader: Julia Haynes	Year Group: 11	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>Writer's Craft</p> <p>To know how to analyse language, structure and form, and to model in own writing</p> <p>Whole texts: 'An Inspector Calls' and 'A Christmas Carol' revision</p>	<p>English Language:</p> <ul style="list-style-type: none"> know how to actively read and annotate identify and explain a writer's intention in fiction identify language techniques used eg metaphor, simile, personification, semantic field explain the impact of a writer's choice of language plan narrative and descriptive writing using 5-part structure identify and explain impact of structural techniques (beginning, shifts focus (temporal, spatial, place, develops, changes, setting, character, foreshadowing, contrast, drip feed, zoom in and out, analepsis and prolepsis) evaluate the decisions a writer makes (language, tone, structure, dialogue, narrative style, shifts of tone) and the impact of them using quotation to support: varying length and being judicious writing with concision know how to vary and analyse sentence types and openers <p>'An Inspector Calls' and 'A Christmas Carol'</p> <ul style="list-style-type: none"> revise plot and character understand message and social criticism understand how to structure a literary essay and develop personal response learn textual references 'An Inspector Calls' and 'A Christmas Carol' know Edwardian/Post War context of 'An Inspector Calls' and Victorian context of 'A Christmas Carol' analysis and interpretation of symbols 		<p>Writer Reader Implicit Explicit Annotation Analysis Evaluation Language Structure Semantic field Imagery Juxtaposition</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge. Mock exams: Paper 1 Language. Literature mock exam: 'An Inspector Calls' and 'A Christmas Carol'</p> <p>Extended writing: Descriptive, narrative, analytical and evaluative</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Reading out loud to stress modifiers (and therefore meaning)</p>

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Subject: English		Subject Leader: Julia Haynes	Year Group: 11	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>Mastering a critical voice</p> <p>To know how to articulate own opinion and know ideas and perspectives of others</p> <p>Whole text: 'Macbeth' revision</p>	<p>English Language</p> <ul style="list-style-type: none"> • know how to read in an active way • understand GAP of a text: genre, audience and purpose • be able to locate key pieces of information • know how to summarise differences between texts and synthesise • know how to analyse language choices in a text • know how to identify mood and tone in a text including humour and sarcasm • know how to identify and compare viewpoints and perspectives • using quotation to support: varying length and being judicious • know how to write letters, articles, speeches, leaflets with a clear viewpoint • write with a range of sentence structures and punctuation to create nuance • know how to write in clearly linked paragraphs • know how to plan using the 7-part structure <p>'Macbeth' and poetry</p> <ul style="list-style-type: none"> • know how a classic five act tragedy is structured • know the context of the production of 'Macbeth' • how to respond to the opening of the play • writing analytically about 'Macbeth' and poetry using analytical verbs • using quotation to support: varying length and being judicious and embedding. • using discourse markers and topic sentences to frame an argument • comparison of language, structure and form of poetry 		<p>Attitude Perspective Anecdote Imperative Comparative Superlative Declarative Cynical Ironic Sarcastic Critical Colloquial Coerces</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment based on curriculum knowledge. Mock exams: Paper 2 Language. Literature mock exam: Poetry and 'Macbeth'</p> <p>Extended writing: transactional writing, analytical writing</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Reading out loud to note tone, especially with the view of creating pathos.</p>

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Subject: English		Subject Leader: Julia Haynes	Year Group: 11	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>Mastery</p> <p>To know the significance of the texts and their message. To analyse reading with clear interpretation.</p> <p>Whole text: all Literary texts studied</p>	<p>English Language:</p> <ul style="list-style-type: none"> • comprehension of all texts and understanding the big picture • close and concise textual analysis using analytical language • zooming into quotes to explore meaning • understand and use a broad range of vocabulary • understand and apply analysis, inference, summary • compare and contrast using discourse markers • identify, explore and create writers' methods • analyse style, tone and mood • evaluate and interpret ideas and viewpoints • craft narrative and descriptive writing using 5-part structure • craft point of view writing with 7-part structure • adapting writing to suit GAPS (genre, audience and purpose) • ensure the coherence of texts using sophisticated discourse markers <p>English Literature:</p> <ul style="list-style-type: none"> • craft analytical and interpretative essays, considering the views of others. • craft writing using a sophisticated range of sentence structures • craft writing using a sophisticated range of punctuation • build a detailed response to all texts, extending each paragraph to show interpretation • identify and comment on symbolism, motif, language and structure of all texts • produce a coherent argument using thesis and topic sentences • understand the concept of Human Condition 		<p>Characterisation</p> <p>Setting</p> <p>Narrative</p> <p>Summary</p> <p>Synthesis</p> <p>Inference</p> <p>Evaluation</p> <p>Differences</p> <p>Attitude</p> <p>Perspective</p> <p>Compare</p> <p>Analyse</p>	<p>Formative on going assessment of knowledge using starters and plenaries and low stakes quizzing. Timely feedback through peer/self-assessment using models and criteria and teacher 'book look'.</p> <p>Summative assessment: final exams Language and Literature</p> <p>Extended writing: extended analytical essays</p> <p>Reading: vocabulary, comprehension, inference and analysis.</p> <p>Oracy: Recitation for revision</p>

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How parents can support learning in the subject this academic year

Watch adaptations of the texts we have covered at home.
 Discuss the wider themes of texts covered at home.
 Visit the library and discuss reading in order to encourage personal choice.
 Practise using broad vocabulary in conversation.
 Read the news and discuss links to the texts we have covered.
 Test the key learning points and quiz what C.O.M.P.A.S.S.; S.T.E.A.L.; PPP, RRRR and D.A.F.O.R.E.S.T. stand for.
 C.O.M.P.A.S.S: Colour and contrast; onomatopoeia, metaphor, personification, pathetic fallacy, alliteration, adjectives, similes, sentences, senses (used to create setting)
 D.A.F.O.R.E.S.T: direct address, alliteration, facts, opinions, repetition, rhetorical question, emotive language, statistics, triplet (all rhetorical devices used to persuade)
 S.T.E.A.L: speech, thoughts, effects on others, actions, looks (all devices a writer uses to create character)
 G.A.S.E: gist, a closer look, summary, elaboration (the JMHS reading strategy)
 PPP: person, purpose, period (introductions for Literature essays)
 RRRR: Reader, response, reason, resonance (conclusion for Literature essays)

Recommended Reading

<p><i>Rebecca</i> by Daphne Du Maurier <i>The Strange Case of Dr Jekyll and Mr Hyde</i> by Robert Louis Stevenson <i>The Haunting of Hill House</i> by Shirley Jackson <i>The Godfather</i> by Mario Puzo <i>Dune</i> by Frank Herbert <i>Out of Shadows</i> by Jason Wallace <i>Catch 22</i> by Joseph Heller <i>Wuthering Heights</i> by Emily Bronte <i>The French Lieutenant's Woman</i> by J Fowles <i>The Crow Road</i> by I Banks <i>The Bloody Chamber</i> by A Carter <i>When God was a Rabbit</i> by S Winman</p>	<p><i>The Catcher in the Rye</i> by JD Salinger <i>The Sun is also a Star</i> by Nicola Yoon The Last Lecture by Randy Pausch <i>A Short History of Nearly Everything</i> by Bill Bryson <i>Cosmos</i> by Carl Sagan <i>East of Eden</i> by John Steinbeck <i>A Child Called It</i> by D Pelzer <i>My Left Foot</i> by C Brown Ash on a Young Man's Sleeve by D Abse <i>The Long Walk to Freedom</i> by N Mandela <i>The Secret Agent</i> by J. Conrad <i>The Red Badge of Courage</i> by S Crane <i>Room</i> by E Donaghue</p>	<p><i>1984</i> by G Orwell <i>Pride and Prejudice</i> by J Austen <i>The Kite Runner</i> by Khaled Hosseini <i>On the Road</i> by Jack Kerouac <i>The Time Machine</i> by HG Wells <i>The Name of the Rose</i> by Umberto Eco <i>The Taxidermist's Daughter</i> by Kate Mosse <i>Reader I Married Him</i> edited by Tracy Chevalier <i>The Elephant Man</i> by Christine Sparks <i>Orlando</i> by Virginia Woolf <i>Middlemarch</i> by George Eliot <i>Cold Comfort Farm</i> by S Gibbons <i>Jane Eyre</i> by Charlotte Bronte</p>
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Points to note

We will seek to give students the opportunity to see plays and texts in action at the theatre.
 Students will be involved in poet and author visits throughout the year.