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YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Non-Fiction UNIT 1: A LIFE'S STORY Learning Objectives To understand the terms biography and autobiography Sharpen your skills: Noun and verbs To find information you need Sharpen skills: Capital letters and full stops READING QUESTION - AO1,AO2, BASELINE	Non-Fiction UNIT 1: A LIFE'S STORY Learning Objectives To identify and to note down key points Sharpen your skills: sequencing and summarising To distinguish between fact and opinion. Evaluation READING QUESTION - AO1,AO2,AO4	Non-Fiction UNIT 1: A LIFE'S STORY Learning Objectives To decide where you might find relevant information and then select what you need Sharpen your skills: The past tense To sequence text logically and use topic sentences Sharpen your skills: Adverbs ASSESSMENT – WRITING: Biography, AO5,AO6 Page No:32-37	Non-Fiction UNIT 2: NEWS Learning Objectives What makes the news, the different forms it takes, and how we choose to get it. Sharpen your skills: noun and verb phrases To explore the layout of a newspaper front page and to write an effective headline. How the information in a newspaper article is organized by exploring the structure of an article and planning on your own. READING QUESTION - AO1,AO2 Sharpen your skills: comma	Non-Fiction UNIT 2: NEWS Learning Objectives How newspaper stories are chosen to suit their readers and how different newspapers tell the same stories in different ways. 7a Sharpen your skills: sentence types READING QUESTION - AO1,AO2	Non-Fiction UNIT 2: NEWS Learning Objectives How writer's express a point of view, developing your understanding can imply an opinion Sharpen your skills: Exclamations Explore the arguments made by the writer in the texts. Analyse the persuasive devices used	Non-Fiction UNIT 2: NEWS Learning Objectives How to write to argue Sharpen your skills: Apostrophes of possession Explore the arguments made by the writer in the texts. Analyse the persuasive devices used	Non-Fiction UNIT 2: NEWS Learning Objectives To inspire and engage students in the world of poetry Through creative exploration, develop their writing skills, expand their vocabulary, and express their emotions through the power of words. To inspire and engage students in the world of poetry Through creative exploration, develop their writing skills, expand their vocabulary, and express their emotions through the power of words.
	19th Century Fiction UNIT 3: GOTHIC TALES Learning Objectives To understand the main features of gothic stories To understand how a writer structure a story to try involve the reader Sharpen your skills: Suffixes READING QUESTION - AO1,AO2 Page No:58-61	19th Century Fiction UNIT 3: GOTHIC TALES Learning Objectives To learn make the ending of a story relate to its beginning To create an effective setting and atmosphere Sharpen your skills: adjectives READING QUESTION - AO1,AO2 WRITING-Imaginative Task AO5,AO6	19th Century Fiction UNIT 3: GOTHIC TALES Learning Objectives How a writer creates suspense how dialogue can make a story more vivid Sharpen your skills: speech Punctuation READING QUESTION - AO1,AO2, AO4[Evaluation] Page No:66-69	19th Century Fiction UNIT 3: GOTHIC TALES Learning Objectives To use a range of narrative devices to involve the reader and to explore how writer's convey setting, character and mood through word choice and sentence structure. Sharpen your skills: Simple, complex and compound sentences To appreciate how a writer creates expectations in a reader and gets readers interested in characters. Sharpen your skills: comma READING QUESTION - AO1,AO2	19th Century Fiction UNIT 3: GOTHIC TALES Learning Objectives To involve reader by using a lot of imaginative detail. How publicity is written to suit its audience. READING QUESTION - AO1,AO2 READING ASSESSMENT - AO1,AO2, AO4	19th Century Fiction UNIT 3: GOTHIC TALES Learning Objectives To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs, coherent organization of ideas to suit the form. WEEK 15	19th Century Fiction UNIT 3: GOTHIC TALES Learning Objectives To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs, coherent organization of ideas to suit the form. WEEK 15	19th Century Fiction UNIT 3: GOTHIC TALES Learning Objectives To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs, coherent organization of ideas to suit the form. WEEK 15
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Non-Fiction OUR WORLD Learning Objectives To recognize some key features of texts from different cultures. To select relevant evidence from a text Sharpen your skills: Parts of a sentence READING QUESTION - AO1,AO2,AO4 Page No:84-87	Non-Fiction OUR WORLD Learning Objectives To understand the difference between first and third person narrative and why authors choose a narrative point of view. Sharpen your skills: Auxiliary verbs To understand how writer's use language to describe setting and character. Sharpen your skills: Subject –verb agreement READING QUESTION - AO1,AO2,AO4	20th and 21st Century Non-Fiction SURFER USES SURFSKIDZ TO FIGHT SHARK Learning Objectives Understand the text and respond appropriately to questions infer key ideas from the text Identify specific words and phrases which are effective in a text and explain why they are effective. Comment on language use of features Evaluate a text	Non-Fiction OUR WORLD Learning Objectives To organize idea in a sequence of paragraphs. Sharpen your skills: The subject complement READING ASSESSMENT AO1, AO2, AO4 Page No:94-97	Non-Fiction OUR WORLD Learning Objectives To decide on your own point of view giving reasons for that viewpoint. Sharpen your skills: Pronouns - personal and possessive Writing-Argument AO5,AO6 Page No:98-101	Non-Fiction OUR WORLD Learning Objectives To compare and contrast pairs of ideas about one issue. Sharpen your skills: Connectives To use a variety of connectives to convey a personal viewpoint. Sharpen your skills: Paragraph Page No:98-101	Non-Fiction SPOKEN LANGUAGE Learning Objectives To identify persuasive language to deliver a speech effectively. To make notes for a speech; review rhetorical devices; review types of sentences. Deliver a speech effectively.	Non-Fiction TAKE ACTION Learning Objectives To understand how information can be presented and find the information you need Sharpen your skills: Colons and semi-colons To direct your writing and presentation to appeal to a specific audience.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Non-Fiction Identifying the main points Learning Objectives To follow an argument by identifying the key points Sharpen your skills: Previews To identify persuasive language to deliver a speech effectively. Sharpen your skills: Homophones and words often confused Sharpen your skills: Propositions	Non-Fiction Reading and Transactional Writing Learning Objectives To read and understand the purpose of the text To explore language and structural features used by the writer Explore similarities between two texts and support with relevant evidence. Understand how to write using a range of features to convey information.	Non-Fiction Reading and Transactional Writing Learning Objectives To read and understand the purpose of the text To infer key ideas from words and phrases in the text To explore language and structural features used by the writer To organize and develop a story using a range of relevant information and ideas, use of appropriate vocabulary organization of ideas in paragraphs, coherent organization of ideas to suit the form. Accurate use of sentence structure, spelling, grammar and punctuation	Non-Fiction OUR WORLD Learning Objectives To make notes to summarise information and help your understanding To plan and sequence your ideas for extended writing READING QUESTION - AO1,AO2 Page No:150-153	Non-Fiction PROJECT WORK Learning Objectives To develop your writing to argue by including connectives, a counter-argument and rhetorical devices. Sharpen your skills: First and Third Person To turn your plan into a successful piece of writing to argue.	Non-Fiction PROJECT WORK Learning Objectives To develop your writing to argue by including connectives, a counter-argument and rhetorical devices. Sharpen your skills: First and Third Person To turn your plan into a successful piece of writing to argue.	Non-Fiction PROJECT WORK Learning Objectives To develop your writing to argue by including connectives, a counter-argument and rhetorical devices. Sharpen your skills: First and Third Person To turn your plan into a successful piece of writing to argue.	Non-Fiction PROJECT WORK Learning Objectives To develop your writing to argue by including connectives, a counter-argument and rhetorical devices. Sharpen your skills: First and Third Person To turn your plan into a successful piece of writing to argue.

YEAR 8 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2023-2024

YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	REVIEW REVIEW OPINION- FICTION TEXTS Recognise the purpose of different Non-fiction texts- autobiography and biography and the effect it has on the target audience. Resource file: Extract from autobiography WINGS	NON-FICTION UNIT 1 ADVERTISING- What is advertising? To identify examples of persuasive language and use of images in advertisements and to understand their effect on the audience. 2. Persuasive language-10-13	NON-FICTION UNIT 1 ADVERTISING- 5. target audience To understand how an advertisement is made to appeal to its target audience. Presenting a Product with awareness of audience and persuasive language. Resourcefile-Summer in The Alps.	NON-FICTION UNIT 1 ADVERTISING- Developing an argument: Formal and informal language Planned a letter. To respond to the opinions of others and develop an argument.	FICTION UNIT 3 DETECTIVE STORIES To identify the key features of the detective genre	FICTION UNIT 3 DETECTIVE STORIES To investigate the character of the detective To identify techniques for building tension in the detective story. Pg82-87	FICTION UNIT 3 DETECTIVE STORIES To understand how a writer plots and effective detective story. To grab the readers attention from the beginning of a story. To plan and write a detective story featuring at	FICTION SPOKEN LANGUAGE Poetry Project: Unleash Your Imagination: Poetry Voyage To inspire and engage students in the world of poetry. Through creative exploration, develop their writing skills, expand their vocabulary, and express their emotions through the power of words. Assessment Task:Spoken Language
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	AA
	19th Century FICTION Dracula To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues.	20 and 21st century NON-FICTION Autobiography - explorer Ranulph Fiennes and a newspaper article To identify and explain writer's use of language and structure and the effect created. Evaluate texts critically and support this with appropriate textual references.	NON-FICTION Autobiography - explorer Ranulph Fiennes and a newspaper article To identify and explore range of specific similarities in two texts, supported with a range of evidence synthesised from both.	NON-FICTION UNIT 4 COMMUNICATION To recognise how different types of communication are organized and understand how ICT has influenced the style of language. Pg88-94 Reading Questions: AO 1, AO 2,AO4 Grammar:Active and Passive Safety and communication-to select key	NON-FICTION UNIT 4 COMMUNICATION To recognise how writers organize features of a text. To identify the features of formal and informal texts. Pg95-99 7a ,87a) Reading Questions: AO1, AO2,AO3	NON-FICTION UNIT 4 COMMUNICATION Formal and informal texts. Guidance on interpreting questions, mind mapping key points, timing answers. Review exam style questions on unseen extracts - retrieval, Critical analysis of language and structure. Evaluation of ideas, events, settings, themes; similarity and perspectives from across texts.	NON-FICTION REVISION- FICTION Guidance on interpreting questions, mind mapping key points, timing answers. Review exam style questions on unseen extracts - retrieval, Critical analysis of language and structure. Evaluation of ideas, events, settings, themes; similarity and perspectives from across texts.	20 and 21st century NON-FICTION REVISION- NON FICTION Guidance on interpreting questions, mind mapping key points, timing answers. Review exam style questions on unseen extracts - retrieval, Critical analysis of language and structure. Evaluation of ideas, events, settings, themes; similarity and perspectives from across texts.
Term 2	WEEK 1 NON FICTION UNIT 4 COMMUNICATION To plan writing and develop ideas to suit a specific audience. Write a book review. Pg100-101 Grammar:Speech Punctuation	WEEK 2 NON FICTION UNIT 4 COMMUNICATION To consider different view points on a topic. Research information in different formats- Present information in different formats. Pg102-105 Grammar:Apostrophe for possession	WEEK 3 NON FICTION UNIT 4 COMMUNICATION To present a balanced analysis of an event or issue. Pg106-108 Reading Questions -AO1,AO2 Grammar: Paragraphs Writing- Letter of advice AO-5 and AO-6 ASSESSMENT 3 WRITING	WEEK 4 NON FICTION UNIT 6 PLACES AND PERSPECTIVES To understand the main features of Travel Writing. To recognise recount texts and write your own.	WEEK 5 NON FICTION UNIT 6 PLACES AND PERSPECTIVES To analyse how writer's use language to express a viewpoint, their ideas and emotions about a place or an experience. Pg146-149 Reading Questions -AO1,AO2	WEEK 6 NON FICTION UNIT 6 PLACES AND PERSPECTIVES To compare the writing of two different authors, their ideas and emotions about a place or an experience. To write a Travel article to recommend or review a destination. Writing about a real place using photographs.	WEEK 7 NON FICTION SPOKEN LANGUAGE To identify persuasive language to deliver a speech effectively. To make notes for a speech; review rhetorical devices; review types of sentences. Deliver a speech effectively.	WEEK 8 FICTION The Woman in White by Wilkie Collins To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events - Reading Questions -AO1,AO2,AO4 Imaginative Writing
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	NON FICTION Author Olive Schreiner - memoirs about his life in Australia Retrieving details from texts. Explore writer's use of language and structure. Synthesise information from across texts with evidence. Compare viewpoints and perspectives from a range of texts. Reading Questions -AO1, AO 2, AO3, AO4	19th CENTURY FICTION REVISION OF FICTION Guidance on interpreting questions, mind mapping key points, timing answers. Review exam style questions on unseen extracts - retrieval, Critical analysis of language and structure. Evaluation of ideas, events, settings, themes. Review exam style questions on Imaginative writing focusing on experiences, using images as stimulus. Resource file -Newspaper article about a Trip to a theme park and article from the New York Daily News on the opening of the first Disneyland Theme Park. Term Exam - Reading and Writing - AO1-AO6 Revision for Final Exam - Reading and Writing -AO1-AO6	20 and 21st century NON FICTION REVISION OF NON FICTION Guidance on interpreting questions, mind mapping key points, timing answers. Review exam style questions on Imaginative writing -focusing on experiences, using images as stimulus. Resource file -Newspaper article about a Trip to a theme park and article from the New York Daily News on the opening of the first Disneyland Theme Park. Term Exam - Reading and Writing - AO1-AO6 Revision for Final Exam - Reading and Writing -AO1-AO6	19th CENTURY FICTION 'Great Expectations' by Charles Dickens Notes from a memoir- Bill Bryson and an article To identify how key events in a narrative are structured and sequenced. Understand how character and perspective can be conveyed through events and dialogues. Reading Questions -AO1,AO2,AO4	NON FICTION Notes from a memoir- Bill Bryson and an article Evaluate texts critically and support this with appropriate textual references. To identify and explore range of specific similarities in two texts, supported with a range of evidence synthesised from both.	PROJECT WORK- NON FICTION DIGITAL MAGAZINE To develop ideas, evaluate and decide on what key member of the group will contribute to the Group Project Work. To interpret the task and plan relevant research preferences and questions. Developing strategies to find the information. Reading Questions: AO 1, AO 2,AO4	PROJECT WORK- NON FICTION DIGITAL MAGAZINE To understand role and responsibilities in developing a project. Write a report about the Project work. Maintain Digital Project work file using 21st century ICT skills. Spoken -AO7 and AO8 Writing -AO-5 and AO-6	PROJECT WORK- NON FICTION GROUP PRESENTATION To provide opportunity to synthesise knowledge from various areas of learning, and to communicate this knowledge effectively. Conveying ideas effectively, observing critically, and listening actively. Spoken -AO7 and AO8 Writing -AO-5 and AO-6

YEAR 9 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2023-24

YEAR 9 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2023-24	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	20th and 21st CENTURY NON-FICTION KICK BY CAMILLA NEVILL, MATT VAN POORTVLIET To identify some relevant information in the text To identify organisational features and explain their purpose using visual and sentence frames. Explore, comment on and analyse how writers use language and structure to achieve effects. Review of Assessment Objectives AO1-AO6 READING Questions 1, 2, 3 [AO1,AO2] Baseline (Non-Fiction)	19th CENTURY FICTION JANE EYRE BY CHARLOTTE BRONTE To identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using punctuation. Understand how writers select ideas and events to manipulate the reader's empathy for a character READING Questions 1,2,3,4 [AO1,AO2,AO4] WRITING ASSESSMENT- IMAGINATIVE TASK [AO5, AO6] Introduction of Poetry Project	19th CENTURY FICTION THE HOUND OF BASKERVILLES BY SIR ARTHUR CONAN DOYLE To identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using punctuation. Understand how writers select ideas and events to manipulate the reader's empathy for a character READING Questions 1,2,3,4 [AO1,AO2,AO4] WRITING ASSESSMENT- IMAGINATIVE TASK [AO5, AO6] Introduction of Poetry Project	20th and 21st CENTURY NON-FICTION REALITY REALITY TV To select short and precise, references to support own ideas and opinions that are relevant to the topic. To discuss and explain how a writer has used language and structure to make the text effective To practice speaking about reality 7a and social media, incorporating useful new vocabulary relevant to this topic. To identify and explain the purpose of reality television READING Questions [AO1,AO2] Grammar-Clauses Page No: 6-9	20th and 21st CENTURY NON-FICTION REALITY REAL LIVES/ EXTRAORDINARY LIVES To compare how the media present real people and celebrities. To explore wide range of similarities from both the texts. To discuss and explain how a writer has used language and other high-quality writing. Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers. READING Questions 1,2,3,4 [AO1,AO2] WRITING-SHORT ARTICLES [AO5,AO6] Grammar-Speech Punctuation Page No: 10-13	20th and 21st CENTURY NON-FICTION REALITY WHAT REALLY HAPPENED, TAKING SIDES To develop ideas, evaluate and decide on what key member of the group will contribute to the Group Project Work. To interpret the task and plan relevant research preferences and questions. Developing strategies to find the information. Reading Questions: AO 1, AO 2,AO4	20th and 21st CENTURY NON-FICTION REALITY UNDERSTANDING THE AUTHOR'S CRAFT To evaluate how well an idea or atmosphere created. To explore the writer's possible intention and comment on how language choice contributes to it. READING-Question [AO4] Page No: 20-23 READING ASSESSMENT [AO1-AO4] PAPER 2-	20th and 21st CENTURY NON-FICTION SPOKEN LANGUAGE Speaking and listening skills. To demonstrate presentation skills in a formal setting To listen and respond appropriately to spoken language, including to questions and feedback to presentations. To use spoken Standard English effectively in speeches and presentations.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION REALITY UNDERSTANDING THE AUTHOR'S CRAFT To explore the writer's possible intention and comment on how language choice contributes to it. Explore links and connections between writers' ideas and viewpoints. READING-Question [AO3- 7a] Page No: 20-23 ASSESSMENT [AO1, AO4] PAPER 2: READING READING-Information Guide Page No: 20-23	20th and 21st CENTURY NON-FICTION REALITY UNDERSTANDING THE AUTHOR'S CRAFT Explore links and connections between writers' ideas and viewpoints. To explore the writer's possible intention and comment on how language choice contributes to it. Understand how to structure and write a complete information text READING-Question [AO3-7b] WRITING-Information Guide Page No: 20-23 PAPER 2-	20th and 21st CENTURY NON-FICTION REALITY EXPRESSING YOUR POINT OF VIEW To develop and explore arguments. To structure and link paragraphs cohesively To include a range of relevant and accurate sentence structures. To plan, structure and write an argument READING NON-FICTION AO1, AO2, AO3 Sequencing Paragraphs Page No: 34-39 Grammar-	20th and 21st CENTURY NON-FICTION MAGAZINE VISUAL LANGUAGE IN MAGAZINES/FRONT COVERS To analyse how print and images combine in texts to emphasise the writer's point of view and influence the reader. How text and images are used on the front covers of magazines to attract their target audience. READING Questions AO1, AO2, AO3 Grammar-Simple, Compound and Complex Sentences Page No: 44-49	20th and 21st CENTURY NON-FICTION MAGAZINE EXPLORING PURPOSE AND AUDIENCE/ PLANNING A MAGAZINE ARTICLE How magazine articles are structured and written to suit their purpose and audience. Plan and write a magazine article READING Questions AO1, AO2, AO3 Grammar-Simple, Compound and Complex Sentences Page No: 44-49	20th and 21st CENTURY NON-FICTION MAGAZINE To read with insight and engagement, understanding the writer's use of linguistic and structural devices. Explore links and connections between writers' ideas and viewpoints. READING-Magazine article AO5, AO6 Practice Question 7a and 7b Page No: 50-54	19th CENTURY FICTION REVIEW FICTION (5) To understand how characterisation can be developed through dialogue using informal or formal register Be able to use formal register in critical writing Writing an account Fiction/non-fiction writing Be able to create character through careful choice and review of vocabulary and sentence structures Paper 1: Reading Questions 1-4 [AO1,AO2,AO4] Writing Questions -5 and 6 [AO5,AO6]	20th & 21st CENTURY NON-FICTION REVIEW NON-FICTION (5) To analyse and interpret the non-fiction and fiction extracts Communicate clearly and write using linguistic devices Paper 2: Reading Questions 1-7b [AO1,AO2,AO4] Writing Questions 8 and 9 [AO5, AO6]
Term 2	WEEK 1 FICTION SHORT STORIES STRUCTURE/OPENING/STORIES FROM OTHER CULTURES How to structure short stories. To identify some of the ways in which writers begin short stories. To explore the opening of an entire short story. Understand how characterisation can be developed through dialogue. Understand ideas, events, themes and writer's viewpoints. READING Questions AO1, AO2 WRITING- Opening of a short story [AO5, AO6] Grammar- Tense, Paragraphs Page No: 58-63	WEEK 2 FICTION SHORT STORIES CONFLICT AND CLIMAX/ENDING/UNIVERSAL THEMES To understand how writers develop their stories. To understand how writers create an effective ending for a short story. To understand how characterisation can be developed through dialogue. Understand ideas, events, themes and writer's viewpoints. READING Questions AO1, AO2, AO4 WRITING- Writing the climax and ending of a short story [AO5, AO6] Grammar- Preposition Page No: 64-73	WEEK 3 FICTION SHORT STORIES PLANNING YOUR OWN SHORT STORY To plan and write your own short story and present to an audience. Including to questions and feedback to presentations WRITING- Short Story [AO5, AO6] Grammar- Subject-verb Agreement Page No: 80-82 [AO5, AO6] WRITING ASSESSMENT- FICTION/ NON FICTION TASK PAPER 1: READING ASSESSMENT- AO1,AO2, AO4	WEEK 4 19th CENTURY FICTION A Christmas Carol: Charles Dickens To analyse, explore and evaluate the author's craft. To analyse and evaluate language and structure. To understand how choice of language influences meaning and effect. READING Questions AO1, AO2, AO3 Grammar- Simple, Compound and Complex Sentences Page No: 100-103	WEEK 5 20th and 21st CENTURY NON-FICTION DESCRIBING A WAR/ WAR SPEECHES To understand how choice of language influences meaning and effect. To analyse, and explore persuasive techniques used in speech-writing READING Questions AO1, AO2, AO3 Grammar- Simple, Compound and Complex Sentences Page No: 100-103	WEEK 6 20th & 21st CENTURY NON-FICTION JOHN F. KENNEDY'S PEACE SPEECH To explore the writer's intention and analyse how key ideas are presented To analyse some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention To explore the writer's intention and analyse how key ideas are presented To write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes. READING Questions -AO1, AO2	WEEK 7 20th and 21st CENTURY NON-FICTION SPOKEN LANGUAGE SPOKEN ENDORSEMENT Speaking and listening skills. To demonstrate presentation skills in a formal setting To listen and respond appropriately to spoken language, including to questions and feedback to presentations. To use spoken Standard English effectively in speeches and presentations.	WEEK 8 20th and 21st CENTURY NON-FICTION WEB ARTICLES ON NODERABLE (TRAVEL, WRITING) To read with insight and engagement, understanding the writer's use of linguistic and structural devices. Expresses critical responses to writer's use of ideas, events, themes and setting Explore links and connections between writers' ideas and viewpoints. READING AO1, AO2, AO3 Practice Question 7a and 7b
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	20th and 21st CENTURY NON-FICTION TRAVEL WRITING	NON-FICTION REVIEW NON-FICTION (5)	FICTION REVIEW FICTION(5)	20th and 21st CENTURY NON-FICTION GATHERING INFORMATION/ DEVELOPING A PRODUCT	20th and 21st CENTURY NON-FICTION DESCRIBING A PRODUCT/ PLANNING A PRESENTATION	20th and 21st CENTURY NON-FICTION PLANNING A PRESENTATION	20th and 21st CENTURY NON-FICTION PRESENTATION	20th and 21st CENTURY NON-FICTION PRESENTATION

Term 2	<p>To communicate clearly and imaginatively, using and adapting forms for different readers and purposes.</p> <p>To write a Travelogue using the appropriate form, structure and language.</p> <p>WRITING- ADS, A06</p>	<p>To analyse and interpret the non-fiction extracts and review exam style questions in Reading and Writing ;</p> <p>Paper 2 Questions 1- 7 (A01, A02, A03, A04) and Question 8, 9 (A05, A06)</p>	<p>To analyse and interpret the fiction extracts, and review exam style questions in Reading and Writing ;</p> <p>Paper 1 Questions 1- 4 (A01, A02, A03, A04) and Question 5, 6 (A05, A06)</p>	<p>To make notes and gather information from a variety of sources.</p> <p>To brainstorm ideas, evaluate and decide on what each member of the group will contribute to the Group Project work.</p> <p>To interpret the task and plan relevant research activities and questions</p> <p>To develop strategies to find the information</p> <p>(A01, A02, A03)</p>	<p>To explore and write informative and persuasive description of a product.</p> <p>To use verbal and non-verbal techniques to make their presentation as effective as possible.</p> <p>To define the problem and its variables.</p> <p>To use multiple sources for information, determine credibility, reliability, relevance and accuracy.</p> <p>To synthesise information, classifying the points, prioritizing the information to achieve the purpose.</p> <p>(A01, A02, A03)</p>	<p>To read and analyse extracts of presentation.</p> <p>To structure and write a presentation.</p> <p>To plan and create a successful presentation</p> <p>Conveying ideas effectively, observing critically, and listening actively.</p> <p>To understand roles and responsibilities</p> <p>To understand assessment criteria</p> <p>(A01, A02, A03)</p>	<p>To present an informative and persuasive description of a product.</p> <p>To use verbal and non-verbal techniques to make their presentation as effective as possible.</p> <p>PRESENTING AND RESPONDING TO QUESTIONS</p> <p>(A07, A08)</p>	<p>To present an informative and persuasive description of a product.</p> <p>To use verbal and non-verbal techniques to make their presentation as effective as possible.</p> <p>PRESENTING AND RESPONDING TO QUESTIONS</p> <p>(A07, A08)</p>
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YEAR 10 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS YEAR 2023 - 24

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	<p>21st CENTURY NON-FICTION REVIEW</p> <p>THE MAYOR OF CASTERNOOD (EXTRACT OF A NOVEL) (S)</p> <ul style="list-style-type: none">Identify how key events in a narrative are structured and sequencedUnderstand how writers structure events in a narrative for dramatic impactExplain, comment on and analyse how writers use language and structure to achieve effects <p>Diagnostic Test</p> <p>Questions 1, 2, 3 (A01,A02)</p> <p>Reading for Pleasure- 1584 - Orwell</p>	<p>21st CENTURY NON-FICTION REVIEW</p> <p>LOVE IS NOT ALL YOU NEED IN A MARRIAGE (NEWSPAPER ARTICLE) (ARTICLE) (S)</p> <ul style="list-style-type: none">Understand how key points in an article are selected and sequenced to express a personal point of viewUnderstand how writers select and sequence points to make opinions clear and convincingBe able to sequence and connect key points clearly <p>WRITING- Newspaper Report / Article</p> <p>READING-Questions 1,2,3,4(A01,A02)</p>	<p>21st CENTURY NON-FICTION</p> <p>THE HINDMAN'S TAIL (EXTRACT OF A NOVEL) (S)</p> <p>ACCOUNT / PROSE- BLOG</p> <ul style="list-style-type: none">Be able to identify key narrative clues and understand how to make inferences about setting from themUnderstand that writers consciously make a choice of tense and viewpointEvaluate texts critically and support this with appropriate textual references <p>WRITING- Account (A05), A06</p> <p>PROJECT Work- Poetry</p>	<p>21st CENTURY NON-FICTION</p> <p>AN EYE CHANGING (S)</p> <ul style="list-style-type: none">Be able to identify and comment on how a writer selects ideas to convey a vivid picture of personal experienceUnderstand how character and perspective can be conveyed through dialogueEvaluate texts critically and support this with appropriate textual references <p>Paper 1, Questions 1, 2 and 4 (A01,A02,A04)</p>	<p>21st CENTURY NON-FICTION</p> <p>PRIDE AND PREJUDICE (EXTRACT OF A NOVEL) (S)</p> <ul style="list-style-type: none">Understand how the writer's perspective can be conveyed through irony and short statement sentencesUnderstand how character and perspective can be conveyed through dialogueEvaluate texts critically and support this with appropriate textual references <p>Paper 1, Questions 3, 5 and 6 (A01, A02, A03, A04)</p>	<p>21st CENTURY NON-FICTION</p> <p>REVIEW OF SEVERAL FINITE REVIEW & LETTERS OF NOTE IN THE EVENT OF A MOON DISASTER (OPEN LETTER) (LETTER, JOURNAL & PERSONAL) (S)</p> <ul style="list-style-type: none">Understand how implied meaning is established through extended metaphorUnderstand that using nouns in apposition returns to the first noun to provide greater detailUnderstand how implied meaning is established through the choice of concrete and abstract nouns of concrete and abstract nounsUnderstand how implied meaning is intensified through the use of parallel structures in sentences which can contrast ideasBe able to use parallel structures in sentences which can contrast ideas to comment on writers' language choices <p>Paper 2, Questions 3, 5 and 6 (A01, A02, A03, A04)</p> <p>ASSESSMENT- PAPER 2 WRITING</p> <p>WRITING- Open Letter / Letter- Formal and Informal</p>	<p>21st CENTURY NON-FICTION</p> <p>LOVELY FROM CHESS, ANGEL, YOUR CAMMAGE TO ABSURDITY AWAYS (MAGAZINE ARTICLE) (S)</p> <ul style="list-style-type: none">Identify and explain how the writer conveys an opinion by using factsUnderstand and explain how opinion is emphasised through use of the colon and short statement sentencesBe able to express critical perspectives on text through the use of the colon and short statement sentences <p>WRITING- Magazine Article(A05-A06)</p>	
	<p>WEEK 9</p> <p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none">demonstrate presentation skills in a formal settinglisten and respond appropriately to spoken language, including to questions and feedback to presentationsuse spoken Standard English effectively in speeches and presentations <p>WRITING- Speech (A07, A08, A09)</p>	<p>WEEK 10</p> <p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none">demonstrate presentation skills in a formal settinglisten and respond appropriately to spoken language, including to questions and feedback to presentationsuse spoken Standard English effectively in speeches and presentations	<p>WEEK 11</p> <p>21st AND 21st CENTURY NON-FICTION</p> <p>A LETTER FROM JOHN STEINBECK TO HIS SON (LETTER) & WHEN YOU SHOULD LEAVE YOUR FIRST LOVE (NEWSPAPER ARTICLE) (S)</p> <ul style="list-style-type: none">Be able to identify connotations and comment on how they convey the writer's opinionUnderstand how writers create emphasis through the positioning of clauses within sentencesExpress ideas with clarity and emphasis through careful choice of sentence structure <p>Paper 2, Questions 7 (a) , 7 (b) - Assessment</p> <p>WRITING- Newspaper Article A05, A06</p>	<p>WEEK 12</p> <p>21st CENTURY NON-FICTION</p> <p>SAVE NEW WORLD (PERSONAL ACCOUNT/ STORY WRITING) (S)</p> <ul style="list-style-type: none">Understand how the writer's perspective can be conveyed through irony and short statement sentencesUnderstand how character and perspective can be conveyed through dialogueEvaluate texts critically and support this with appropriate textual references <p>WRITING- Story Writing (A05 AND A06)</p>	<p>WEEK 13</p> <p>21st CENTURY NON-FICTION</p> <p>ONE EYE (EXTRACT FROM A NOVEL) (S) IMAGINATIVE WRITING- (IMAGE BASED)</p> <ul style="list-style-type: none">Be able to use a range of reading for meaning skills explored in previous topicsUnderstand how to express ideas concisely and precisely through careful choice of nounsBe able to explore layers of meaning at word levelBe able to explore the writer's possible intention and comment on how language choice contributes to it <p>Paper 1, Questions 3, 5 and 6 (A01, A02, A03, A06)</p> <p>WRITING- IMAGINATIVE WRITING - Image based</p>	<p>WEEK 14</p> <p>21st CENTURY NON-FICTION</p> <p>A YEAR IN PROVENCE (PERSONAL ACCOUNT) & MY FAMILY MOVED FROM PROVENCE TO THE UK 40 YEARS AGO- HOW FAR WE'VE COME (S)</p> <p>NON-FICTION</p> <ul style="list-style-type: none">Be able to identify the writer's possible intention and the key ideas that support it, and express a response to themBe able to explore how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intentionBe able to identify and explore a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both <p>Fiction/non-fiction writing (A05-A06)</p> <p>Paper 2, Question 7a AND 7b (A01,A02,A03,A04)</p>	<p>WEEK 15</p> <p>21st AND 21st CENTURY NON-FICTION</p>	<p>WEEK 16</p> <p>21st AND 21st CENTURY NON-FICTION</p>
Term 2								

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<p>21st AND 21st CENTURY NON-FICTION</p> <p>MOUNTAINS OF THE MIND: A HISTORY OF A FASCINATION (TRAVELLER) & THE LAST ASCENT OF ALASKA HARBREAVES, WHY DO THE WORLD'S FAMOUS ALMOST NEVER CAME OF AGE? (NEWSPAPER ARTICLE) (S)</p> <ul style="list-style-type: none"> Be able to summarise and synthesise key points Know what is meant by chronological and non-chronological order Understand how writers can engage readers using a non-chronological structure Be able to summarise and synthesise key points Understand how writers can engage the reader through their sentences, selection and sequencing of ideas Be able to evaluate how a writer emphasises the excitement and dangers of mountaineering through vocabulary and structural choices <p>Paper 2, Questions 8 and 9</p> <p>WRITING- Newspaper Article (A05, A06)</p> <p>Reading for Pleasure-A Child Called 'It', by Dave Pelzer</p>	<p>21st AND 21st CENTURY NON-FICTION</p> <p>REAL LIFE ALWAYS INTERLUDES ON HOLIDAYS, THAT'S HOW IT SHOULD BE. (S)</p> <ul style="list-style-type: none"> Be able to select, summarise and synthesise the key ideas in a text Understand how a humorous and conversational tone can be intensified by using minor sentences <p>Exam-style questions</p> <p>Paper 2, Questions 1, 2 and 4,5 (A01, A02)</p>	<p>21st CENTURY NON-FICTION</p> <p>THREE MEN IN A SCUTTLE (3RD EXTRACT OF THE GOS) (EXTRACT OF A NOVEL) (S)</p> <ul style="list-style-type: none"> Be able to select, summarise and synthesise the key events in a text and explain how connections between these create humour Understand how a humorous tone can be intensified through deliberate use of coordination Be able to link ideas using coordination, subordination and non-finite clauses Understand that minor sentences create an informal tone <p>Fiction/non-fiction writing</p> <p>WRITING- Travelogue (A05, A06)</p> <p>(PAPER II ASSESSMENT) A01-A04</p>	<p>21st CENTURY NON-FICTION</p> <p>THE GHOST STORY COMES BACK TO HAUNT US. (S)</p> <ul style="list-style-type: none"> Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Understand how word choices signal the writer's purpose and tone <p>Paper 2, Question 1 or 1 (A02, A04)</p>	<p>21st CENTURY NON-FICTION</p> <p>LOST HEARTS (EXTRACT OF A NOVEL) (S)</p> <ul style="list-style-type: none"> Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Be able to identify and explore the writer's choices of vocabulary and how these signal the conventions of the ghost story genre Be able to express a precise response to a text through careful selection of vocabulary <p>IMAGINATIVE WRITING- (A05, A06)</p>	<p>WEEK 6</p> <p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations <p>WRITING- Speech (A05, A06, A07, A08, A09)</p>	<p>WEEK 7</p> <p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations 	<p>WEEK 8</p> <p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations
	<p>WEEK 9</p> <p>21st CENTURY NON-FICTION</p> <p>FRANKENSTEIN SAYS (OPIED) PROFESSOR NEWS (NEWSPAPER ARTICLE) (S)</p> <ul style="list-style-type: none"> Be able to identify and explore patterns of vocabulary and imagery Understand how writers build description of characters and setting through careful choice of noun phrases and verbs Be able to express a precise response to a text through careful selection of vocabulary <p>Paper 1, Questions 4, 5 and 6 (A01, A04)</p> <p>WRITING- PICTURE WRITING</p>	<p>WEEK 10</p> <p>21st CENTURY NON-FICTION</p> <p>GENETICALLY ENGINEERING: ETHICAL BABIES IS A MORAL OBLIGATION, SAYS (OPIED) PROFESSOR NEWS (NEWSPAPER ARTICLE) (S)</p> <ul style="list-style-type: none"> Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs Be able to express a precise response to a text through careful selection of vocabulary <p>Non-fiction writing</p> <p>WRITING- Review- Letter/Travelogue (A05, A06)</p>	<p>WEEK 11</p> <p>21st CENTURY NON-FICTION</p> <p>THE TIME MACHINE (EXTRACT OF A NOVEL) REVIEW FICTION (S)</p> <ul style="list-style-type: none"> Be able to identify and explain connotations in a text Understand how characterisation can be developed through dialogue using informal register Be able to use formal register in critical writing Be able to express a precise response to a text through careful selection of vocabulary Understand how characterisation can be developed through dialogue using formal register Be able to create character through careful choice and review of vocabulary and sentence structures <p>Paper 1 Questions 1-4 (A01,A02,A04)</p>	<p>WEEK 12</p> <p>21st CENTURY NON-FICTION</p> <p>ARITHMETIC TOWN (IMAGINEZINE ARTICLE) REVIEW NON-FICTION (S)</p> <ul style="list-style-type: none"> Be able to identify and explain connotations in a text Understand how characterisation can be developed through dialogue using informal register Be able to use formal register in critical writing Be able to express a precise response to a text through careful selection of vocabulary Understand how characterisation can be developed through dialogue using formal register Be able to create character through careful choice and review of vocabulary and sentence structures <p>Paper 2 Questions 1-4 (A01, A02, A03, A04)</p>	<p>WEEK 13</p> <p>21st AND 21st CENTURY NON-FICTION</p> <p>MY FIRST VISIT TO THE MOVIES (MAGAZINE ARTICLE) & WHY ALL THIS SELFIE OBSESSION (NEWSPAPER ARTICLE / REPORT) (REPORT) (S)</p> <ul style="list-style-type: none"> Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to create character through careful choice and review of vocabulary and sentence structures <p>Non-fiction writing</p> <p>Paper 2, Question 7a and 7b (A01,A02,A03,A04)</p> <p>ARTICLE/REPORT Project- Digital Blog</p>	<p>WEEK 14</p> <p>21st CENTURY NON-FICTION</p> <p>NOTES FROM AN AUTHOR: PAUL ROSS (MAGAZINE ARTICLE / JOURNAL WRITING / DIARY ENTRY) (S)</p> <ul style="list-style-type: none"> Understand how language choice can convey thought and feeling Understand how writers use figurative language to explore unexpected and unusual experiences Understand how the writer creates an impression of danger, threat or suffering using figurative language <p>Non-fiction writing</p> <p>WRITING- article/Journal writing/ Diary entry (A05, A06)</p>	<p>WEEK 15</p> <p>21st CENTURY NON-FICTION</p> <p>HEART OF DARKNESS (EXTRACT OF A NOVEL) (S)</p> <ul style="list-style-type: none"> Understand how language choice can convey tone and atmosphere Understand how writers use figurative language to explore unexpected and unusual experiences Understand how writers introduce a striking and unusual character by using figurative language Be able to analyse how writers use language to bring alive for the reader unusual experiences and encounters <p>Paper 1, Questions 3 & 4 (A04)</p>	<p>WEEK 16</p> <p>21st CENTURY NON-FICTION</p>

YEAR 11 - LONG TERM PLAN with CURRICULUM STANDARDS 2023-2024

YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	<p>21st CENTURY NON-FICTION</p> <p>WHY TEACHING TABLE MANNERS CAN DO MORE HARM THAN GOOD (ARTICLE) (A)</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</p> <p>REVIEW ADS 1-6 (DIAGNOSTIC TEST)</p> <p>Exam Style Question</p> <p>Paper 2 Question 1-3</p> <p>1. From lines 2-4, identify one detail that shows the behaviour of the writer's daughter and her friend.</p> <p>2. From lines 10-13, identify two phrases that describe the writer's attitude to raising children.</p> <p>3. How does the writer use language and structure to engage and interest the reader? (10 Marks)</p> <p>(Reading for Pleasure- Book 1 Literary Non-Fiction "Between a Rock and a Hard Place" by Aaron Ralston)</p>	<p>21st CENTURY NON-FICTION</p> <p>CLINGING TO THE WRECKAGE (AUTOBIOGRAPHY) (A)</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</p> <p>Be able to identify points of comparison in the writers' ideas and perspectives, exploring how they are presented at word, sentence and text level, and their impact on the reader</p> <p>REVIEW ADS 1-6</p> <p>Exam-style question:</p> <p>Paper 2 Q 7a and 7b</p> <p>7a. The two texts revolve around childhood experiences. How is the article of 3rd October 2013 and John Mortimer's text similar?</p> <p>7b. Compare how the writers of Text 1 and Text 2 present the ideas and opinions about growing up? (20 Marks)</p>	<p>21st CENTURY NON-FICTION</p> <p>TREASURE ISLAND (EXTRACT OF A NOVEL) (A)</p> <p>Explore how the writer has selected narrative events to manipulate the reader's response</p> <p>Understand how writers use tense and viewpoint to position the reader and manage their response</p> <p>REVIEW ADS 1-6</p> <p>Exam Style Question</p> <p>Paper 1 Questions 1&2</p> <p>TERM I ASSESSMENT (PAPER 1 WRITING 40 MARKS)</p>	<p>21st CENTURY NON-FICTION</p> <p>OLIVER TWIST (EXTRACT OF A NOVEL) (A)</p> <p>Be able to explore patterns of inference and their impact on the reader</p> <p>Understand how writers create emphasis and manage tone through sentence structure</p> <p>Be able to express a precise critical response through careful choice of sentence structure</p> <p>REVIEW ADS 1-6</p> <p>Exam Style Question</p> <p>Paper 1 Question 4</p> <p>TERM I ASSESSMENT 2 (PAPER 2 READING 56 MARKS)</p>	<p>21st CENTURY NON-FICTION</p> <p>THE WOMAN IN WHITE (EXTRACT OF A NOVEL) (A)</p> <p>Be able to summarise, synthesise and connect key ideas in the narrative.</p> <p>Understand how writers structure a text to achieve their intention: to develop character and create humour.</p> <p>Exam Style Question</p> <p>Paper 2, Q6 (The writer attempts to engage the reader through the description of Miss Shepherd. Evaluate how successfully this is achieved. 15 Marks)</p> <p>WRITING- Writing a recount (40 Marks)</p>	<p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations <p>WRITING SPEECH</p>	<p>SPOKEN LANGUAGE ENDORSEMENT</p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations 	<p>21st CENTURY NON-FICTION</p> <p>COULD YOU BE A VOLUNTEER NOW?</p> <p>Be able to summarise, synthesise and connect key points in the text</p> <p>Understand how writers structure a text to achieve their intention: to persuade the reader</p> <p>Be able to identify the writer's possible intention and analyse closely some of the writer's choices that contribute to achieving it.</p> <p>Be able to gather, reject, select, sequence and shape texts to achieve purpose and intention</p> <p>Exam Style Question</p> <p>Paper 2 Questions 8 & 9</p> <p>WRITING- Writing a leaflet (40 Marks)</p>
	<p>WEEK 9</p> <p>21st CENTURY NON-FICTION</p> <p>THE DIARY OF A NOBODY (EXTRACT OF A DIARY) (A)</p> <p>To summarise and synthesise key ideas in the text, exploring connections and their likely impact on the reader</p> <p>Understand how writers manipulate the reader's response through paragraph structure</p> <p>To analyse some of the writer's choices and their impact on the reader in some detail</p> <p>Exam-style question:</p> <p>Paper 1 Q6 (In this extract the writer tries to portray the life of Charles Porter and his wife Carrie. Evaluate how successfully the writer has created this impression 15Marks)</p> <p>WRITING-Glory Entry/ Imaginative Writing- Personal Narrative (40 Marks)</p> <p>(Reading for Pleasure- Book 2 Fiction "The Alchemist" By Paulo Coelho)</p>	<p>WEEK 10</p> <p>21st CENTURY NON-FICTION</p> <p>THE NAKED JAPE- UNCOVERING THE HIDDEN WORLD OF JONES (ARTICLE) (A)</p> <p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader</p> <p>Be able to analyse some of the writer's choices and their impact on the reader in some detail</p> <p>Be able to review paragraph structure for clarity and likely reader response after writing</p> <p>Exam-style question</p> <p>Paper 2, Question 8 and 9. (Write an article for a newspaper, exploring how television entertains us. 40 Marks)</p>	<p>WEEK 11</p> <p>21st CENTURY NON-FICTION</p> <p>YOU CAN'T FORCE A TEENAGER TO TALK TO YOU (ARTICLE) (A)</p> <p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader.</p> <p>Understand how writers structure an argument to manage the reader's response and achieve their intention.</p> <p>Exam Style Question</p> <p>Paper 2, Question 8 & 9</p> <p>Writing- Writing a speech/ Magazine Article (40 Marks)</p>	<p>WEEK 12</p> <p>21st CENTURY NON-FICTION</p> <p>THE FLOWERS REPORT (REPORT) (A)</p> <p>Be able to use a range of reading for meaning skills explored in previous topics</p> <p>Understand how writers select modification to achieve precision and connotation to support their intention.</p> <p>Exam Style Question</p> <p>Paper 2 Questions 8 & 9</p> <p>Writing- Informative Report Writing & Guide (40 Marks)</p>	<p>WEEK 13</p> <p>21st CENTURY NON-FICTION</p> <p>THE WOMAN IN WHITE (EXTRACT OF A NOVEL) (A)</p> <p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader.</p> <p>Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</p> <p>Exam Style Question</p> <p>Paper 1, Question 3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Perdual and his pets?)</p> <p>WRITING- Imaginative Writing- Short Story (40 Marks)</p>	<p>WEEK 14</p> <p>21st CENTURY NON-FICTION</p> <p>NEITHER HERE NOR THERE</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention</p> <p>Exam-style question:</p> <p>Paper 1, Questions 5 and 6.</p> <p>5. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks)</p> <p>Writing an</p>	<p>WEEK 15</p> <p>21st CENTURY NON-FICTION</p> <p>HEART OF DARKNESS (EXTRACT OF A NOVEL) (A)</p> <p>Be able to use a range of reading for meaning skills explored in previous topics</p> <p>Understand how writers select modification to achieve precision and connotation to support their intention.</p> <p>Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it.</p> <p>Exam-style question:</p> <p>Paper 1, Questions 5 and 6.</p> <p>5. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks)</p> <p>Writing an</p>	<p>WEEK 16</p> <p>21st AND 21st CENTURY NON-FICTION</p> <p>FLORUSIMA HORSE BREEDER BRAVES HIGH</p> <p>To explore the writer's intention and analyse how key ideas are connected and presented</p> <p>To analyse with increasing depth and selected details how the writer's choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer's intention</p> <p>To identify and explore in some detail a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both To communicate clearly and imaginatively, using and adapting forms for different readers and purposes.</p> <p>Exam-style question:</p> <p>Paper 1, Question 4</p> <p>(In this extract Oliver is being taken through the Streets of London by Bill Sikes exposing him to the reality of the streets. Evaluate how successfully this is portrayed.)</p> <p>Paper 1, Questions 5 and 6</p> <p>(Write about an experience in which someone</p>
	<p>WEEK 1</p> <p>21st AND 21st CENTURY NON-FICTION</p> <p>I KNOW WHY THE CAGED BIRD SINGS (AUTOBIOGRAPHY) EVOLUTION OF THE TEENAGER (RESEARCH REPORT) (A)</p> <p>Be able to explore patterns of inference and their impact on the whole text and reader.</p> <p>Understand how writers structure sentences and position clauses for rhetorical effect.</p> <p>Be able to explore patterns of inference and their impact on the whole text and reader.</p> <p>Understand how and why writers can deliver detailed information clearly and achieve an even, factual tone using sentences beginning with the subject-verb construction.</p> <p>Be able to express and develop a precise critical response through careful choice of sentence structure.</p> <p>Exam-style question:</p> <p>Paper 2 Questions 7a&7b</p> <p>7a. The two texts describe a sense of commitment to achieve. How are Maya Angelou and the NCS report similar?</p> <p>7b. Compare how the writers of Text 1 and Text 2 present the ideas and opinions about ambition? (20 Marks)</p> <p>(Reading for Pleasure- Book 3 Literary Non-Fiction "I Know Why the Caged Bird Sings" by Maya Angelou)</p>	<p>WEEK 2</p> <p>SPOKEN LANGUAGE ENDORSEMENT (FINAL)</p> <p>ARGUMENTATIVE/ DISCURSIVE SPEECH (A)</p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations 	<p>WEEK 3</p> <p>SPOKEN LANGUAGE ENDORSEMENT (FINAL)</p> <p>ARGUMENTATIVE/ DISCURSIVE SPEECH (A)</p> <p>Speaking and listening skills:</p> <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations 	<p>WEEK 4</p> <p>21st CENTURY NON-FICTION</p> <p>THE YELLOW WALFAPER (SHORT STORY) (A)</p> <p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader.</p> <p>Understand how writers structure paragraphs to reflect a narrator's mood and voice, and to manage emphasis, pace and tone.</p> <p>Be able to develop, sequence and link ideas effectively within a paragraph of critical writing.</p> <p>Exam-style question:</p> <p>Paper 1, Questions 5 and 6</p> <p>(Look at the images provided. Write about an experience in which someone jumped to the wrong conclusion. 40 Marks)</p>	<p>WEEK 5</p> <p>21st CENTURY NON-FICTION</p> <p>THE MEN WHO START AT GOATS LITERARY</p> <p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and explore possible multiple responses</p> <p>Be able to identify and analyse the writer's use of punctuation and sentence structure to create tone and manage emphasis, pace and tone.</p> <p>Exam-style question:</p> <p>Paper 2 Q 3</p> <p>(Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.)</p> <p>TERM II ASSESSMENT 1</p>	<p>WEEK 6</p> <p>21st CENTURY NON-FICTION</p> <p>OPENING THE TOMB OF</p> <p>Be able to analyse patterns of vocabulary and layers of meaning and explore possible multiple responses</p> <p>Be able to identify and analyse the writer's use of punctuation and sentence structure to create tone and manage emphasis, pace and tone.</p> <p>Exam-style question:</p> <p>Paper 2, Question 6</p> <p>(The writer attempts to create a sense of mystery and excitement. Evaluate</p>	<p>WEEK 7</p> <p>21st CENTURY NON-FICTION</p> <p>SILAS MARNER (EXTRACT OF A NOVEL) (A)</p> <p>Be able to use a range of reading for meaning skills explored in previous topics</p> <p>Understand how writers use symbolism and language choice to connect and develop key ideas and the reader's response</p> <p>Be able to identify the writer's possible intention and analyse closely a range of the writer's choices which contribute to achieving it</p> <p>Exam-style question:</p> <p>Paper 1, Questions 1-3</p> <p>(1. From lines 1-3 select two details that tell you us about the setting.</p> <p>2. From lines 5-7 identify a phrase that</p>	<p>WEEK 8</p> <p>21st CENTURY NON-FICTION</p> <p>HARD TIMES REVISION- READING AND</p> <p>Be able to explore patterns of vocabulary and imagery, and a variety of possible impacts on the whole text and reader.</p> <p>Understand how writers select vocabulary for precision and connotation to support their intention.</p> <p>Exam-style question:</p> <p>Paper 1, Question 4</p> <p>(In this extract Oliver is being taken through the Streets of London by Bill Sikes exposing him to the reality of the streets. Evaluate how successfully this is portrayed.)</p> <p>Paper 1, Questions 5 and 6</p> <p>(Write about an experience in which someone</p>
	<p>WEEK 9</p> <p>21st AND 21st CENTURY NON-FICTION (A)</p> <p>THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING) (A)</p> <p>Be able to explore the writer's intention and develop analysis of how key ideas are connected and presented.</p> <p>Be able to develop a detailed analysis of the writer's choice of whole text structure, sentence structure and vocabulary, and their cumulative contribution to achieving the writer's intention.</p> <p>Be able to make a discerning comparison of two texts beyond simple similarities or differences, analysing the writers' choices at word, sentence or text level in increasing detail.</p> <p>Exam-style question:</p> <p>Paper 2, Question 7b</p> <p>7b. Compare how the writers of the two texts present their ideas and perspectives about other countries and cultures.</p> <p>Paper 2, Questions 8 and 9</p> <p>Review of the writing forms</p>	<p>WEEK 10</p>	<p>WEEK 11</p>	<p>WEEK 12</p>	<p>WEEK 13</p>	<p>WEEK 14</p>	<p>WEEK 15</p>	<p>WEEK 16</p>

MOCK EXAMS followed by BOARD EXAMINATIONS 2024