



Year 10 English Curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Literature Paper 2 Section A: <i>An Inspector Calls</i> by J.B.Priestley	English Language Paper 1 Section A	Literature Paper 2: 7 Poems from Power and Conflict Cluster Section B & C	English Language Paper 1 Section B	Literature Paper 1 Section B: <i>The Strange Case of Jekyll and Hyde</i> by Robert Louis Stevenson	Speaking and Listening- Formal Assessment
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature, including works from the 19th, 20th and 21st centuries, one Shakespeare text, and poetry since 1789. • Draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation. • Identify and interpret themes, ideas and information . • Explore aspects of plot, characterisation, events and settings, the relationships between them and their effects § seek evidence in the text to support a point of view, including justifying inferences with evidence . • Analyse a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact. • Make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading • Make an informed personal response , recognising that other responses to a text are possible and evaluating these. • Write accurately, fluently, effectively and at length for pleasure and information through adapting their writing for a wide range of purposes and audiences • Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate. • Revise, edit and proof-read, paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. • Consolidate and build on their knowledge of grammar and vocabulary through drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects 					



	<ul style="list-style-type: none"> • Use linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language. • Speak confidently, audibly and effectively. • Use Standard English when the context and audience require it. • Listen and respond in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation. • Rehearse and perform scripts in order to generate language, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	
Skills	<p>R Develop RESILIENCE</p>	<p>Literature</p> <ul style="list-style-type: none"> ★ Read a wide range of classic literature fluently and with good understanding, and make connections across their reading. <p>Language</p> <ul style="list-style-type: none"> ★ read critically, and use knowledge gained from wide reading to inform and improve their own writing ★ acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
	<p>A Possess AMBITION</p>	<p>Literature</p> <ul style="list-style-type: none"> ★ develop the habit of reading widely and often ★ write accurately, effectively and analytically about their reading, using Standard English <p>Language</p> <ul style="list-style-type: none"> ★ write effectively and coherently using Standard English appropriately.
	<p>I Demonstrate INTEGRITY</p>	<p>Literature</p> <ul style="list-style-type: none"> ★ acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.



				<p>Language</p> <ul style="list-style-type: none"> ★ use grammar correctly, punctuate and spell accurately 		
	<p>S Embed Self-Discovery</p>			<p>Literature</p> <ul style="list-style-type: none"> ★ appreciate the depth and power of the English literary heritage <p>Language</p> <ul style="list-style-type: none"> ★ read a wide range of texts, fluently and with good understanding 		
	<p>E Display EMPATHY</p>			<p>Literature</p> <ul style="list-style-type: none"> ★ read a wide range of classic literature fluently and with good understanding, and make connections across their reading <p>Language</p> <ul style="list-style-type: none"> ★ listen to and understand spoken language, and use spoken Standard English effectively. 		
<p>Curriculum Links</p>	<p>An Inspector Calls feeds from:</p> <ul style="list-style-type: none"> -KS2: Word types, etymology, etc. -Mythical characters Y7 (context) Harry Potter Unit - Male and Female dynamics within 'The Hunger Games' -Yr 7 Frankenstein 	<p>Language Paper 1 from:</p> <ul style="list-style-type: none"> -KS2, KS3 and KS4 analytical skills -Harry Potter in Y7 (context) -Gothic Genre in Y9 & Yr 7 -Dystopian Study in Y9 -KS3 and KS4 substantive knowledge around English Language 	<p>Poetry feeds from:</p> <ul style="list-style-type: none"> -Y7 (poetry) -Y8 War Poetry -Y9 GCSE poetry and culture -AIC in Y9 (context) -Dystopian writing in Y9 	<p>Creative writing feeds from:</p> <ul style="list-style-type: none"> -Dystopian writing in Y9 - Yr7, Yr8, Yr 9 fiction novels. 	<p>J&H feeds from:</p> <ul style="list-style-type: none"> -KS2: Word types, etymology, etc. -Gothic Genre in Y7 / y9 § -Dystopian Study in Y9 A -Y9 AIC -Yr 8 Coraline - Gothic Fiction Yr 9 - Yr 7 Frankenstein 	<p>Spoken Language feeds from:</p> <ul style="list-style-type: none"> -Harry Potter in Y7 -Coraline in Y8 -AIC in Y9 -All Language schemes in Y9/Y10 -Spoken language projects within KS3.



Assessment

Literature

AO1: Read, understand and respond to texts. Students should be able to:

- Maintain a critical style and develop an informed personal response.
- Use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Language

AO1:

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Spoken Language

AO7: Demonstrate presentation skills in a formal setting



	<p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>
<p>Aspirations & Careers</p>	<p>Literature plays a key role in developing pupils culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, who, therefore, do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Students are competent and well equipped to engage in literary debates and discussion.</p> <p>Students should have embedded skills that can then be transferred into degree level or further higher education. They will be secure in their ability to explore aspects of plot, characterisation, events and settings, themes and the relationships between them and their effects. Furthermore, pupils will leave us with an ability to draw on knowledge of the purpose, audience for and context of writing, including its social, historical and cultural context and the literary tradition to which it belongs to inform evaluation. Reading fiction enables pupils to understand the world from a variety of viewpoints and navigate through often challenging ideas and concepts.</p> <p>Potential Job Sectors: Education, Journalism, Administration, Marketing, Film, Hospitality,</p>

Due to the lengthy nature of English assessments, some of the topics may need extra lessons to ensure students' responses, marking and feedback is given. As such, some topics may need extra time for completion.