

Year 11 Curriculum Overview [2022-2023]
Subject – English

Autumn Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1 & HT2 <i>(All composites and components interleaved throughout)</i>	Clear understanding of 'unseen' 19 th century fiction texts (Language Paper 1)	<ul style="list-style-type: none"> Understand writers' methods Inference Analysis of language Analysis of structure 	<ul style="list-style-type: none"> Vocabulary Planning strategies for Section A, Paper 1 and Section B, Paper 1 	<ul style="list-style-type: none"> Reciprocal reading Teacher as the fluent model in the classroom Vocabulary choice (including focus on tier 2 vocabulary) 	<ul style="list-style-type: none"> Writing for different audiences Working with others 	Mock English Language Examination: Paper 1 and Paper 2 Mock English Literature Examination: Paper 1 and Paper 2
	Clear understanding of 'unseen' non-fiction texts (Language Paper 2)	<ul style="list-style-type: none"> Read increasingly challenging material independently Identify purpose, audience and form Summarise the writer's ideas and perspectives Identification and analysis of conventions 	<ul style="list-style-type: none"> Planning strategies for Section A, Paper 2 and Section B, Paper 2 	<ul style="list-style-type: none"> Plan, draft, edit and proof-read Spoken English (oracy) opportunities for group participation in formal debate and structured discussions, summarising and/or building on what has been said 	<ul style="list-style-type: none"> Oracy Independent thinking skills 	
	Write for impact (Language Paper 1 and Language Paper 2)	<ul style="list-style-type: none"> Consider how their writing reflects the audiences and purposes for which it was intended Organise material effectively Draw on their knowledge of literary and rhetorical devices from their reading Plan, draft, proof-read, edit and re-draft to enhance the impact of their writing 	<ul style="list-style-type: none"> Quotations Context 		<ul style="list-style-type: none"> Time management 	
	Clear understanding of Shakespeare's 'Romeo and Juliet' and Priestley's An Inspector Calls	<ul style="list-style-type: none"> Understanding of writers' methods & dramatic devices Social & historical context of the play Plot of the play Characters and their function in the play Key themes Authorial intent 				

Year 11 Curriculum Overview [2022-2023]

Subject – English

Spring Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT3 & HT4 <i>(All composites and components interleaved throughout)</i>	Clear understanding of selected AQA Power and Conflict poetry	<ul style="list-style-type: none"> Understanding of writers' methods & dramatic devices Social & historical context of the play Plot of the play Characters and their function in the play Key themes Authorial intent 	<ul style="list-style-type: none"> Plot/character/theme Vocabulary Social and historical context Quotations 	<ul style="list-style-type: none"> Reciprocal reading Vocabulary choice (including focus on tier 2 vocabulary) Plan, draft, edit and proof-read Spoken English (oracy) opportunities for group participation in formal debate and structured discussions, summarising and/or building on what has been said 	<ul style="list-style-type: none"> Writing for different audiences Working with others Oracy Independent thinking skills Time management 	In class formative assessment(s): responding to areas of weakness in the mock examinations
	Clear understanding of Dickens' A Christmas Carol	<ul style="list-style-type: none"> Understanding of writers' methods & literary devices Social & historical context of the novel Plot of the novel Characters and their function in the novel Key themes Authorial intent 				
	Clear understanding of a range of 19 th century fiction and 20 th -21 st century non-fiction texts	<ul style="list-style-type: none"> Read increasingly challenging material independently Identification of purpose, audience and form Summarise the writer's ideas and perspectives Identification and analysis of rhetorical devices 				
	Write for impact	<ul style="list-style-type: none"> Consider how their writing reflects the audiences and purposes for which it was intended Organise material effectively Draw on their knowledge of literary and rhetorical devices from their reading Plan, draft, proof-read, edit and re-draft to enhance the impact of their writing 				

Year 11 Curriculum Overview [2022-2023]

Subject – English

Summer Term	Knowledge & Understanding			Literacy Skills Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT5 & HT6	<p>Clear understanding of a range of unseen 19th century fiction texts (Language Paper 1)</p> <p>Clear understanding of a range of non-fiction texts (Language Paper 2)</p> <p>Write for impact (Language Paper 1 and Language Paper 2)</p> <p>Clear understanding of AQA Power and Conflict poetry</p>	<ul style="list-style-type: none"> Understand writers' methods Inference Analysis of language Analysis of structure <ul style="list-style-type: none"> Read increasingly challenging material independently Identify purpose, audience and form Summarise the writer's ideas and perspectives Identification and analysis of conventions <ul style="list-style-type: none"> Consider how their writing reflects the audiences and purposes for which it was intended Organise material effectively Draw on their knowledge of literary and rhetorical devices from their reading Plan, draft, proof-read, edit and re-draft to enhance the impact of their writing <ul style="list-style-type: none"> Understanding of the writers' ideas Identification of form Understanding of the writers' methods including structure Social and historical context of the poems 	<ul style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> Planning strategies for Section A, Paper 1 and Section B, Paper 1 <ul style="list-style-type: none"> Planning strategies for Section A, Paper 2 and Section B, Paper 2 <ul style="list-style-type: none"> Quotations <ul style="list-style-type: none"> Context 	<ul style="list-style-type: none"> Reciprocal reading <ul style="list-style-type: none"> Vocabulary choice (including focus on tier 2 vocabulary) <ul style="list-style-type: none"> Plan, draft, edit and proof-read <ul style="list-style-type: none"> Spoken English (oracy) opportunities for group participation in formal debate and structured discussions, summarising and/or building on what has been said 	<ul style="list-style-type: none"> Writing for different audiences Working with others Oracy Creative thinking Creativity Independent thinking skills Time management 	GCSE Examinations in English Language and English Literature Summer 2022

