

## English PoS: Year 10 HT1 Creative Writing

Students will colour code as they work through the scheme of work.

<p>Students will develop creative writing by demonstrating narrative and/or descriptive skills in response to poetry they have read and a visual image. They will write effectively for purpose and audience using language imaginatively and creatively in different forms to maintain coherence and consistency across texts. They will use poems from the Power and Conflict cluster of the AQA poetry anthology and pictures as stimulus for creative writing tasks. This creative writing practice will serve as preparation for the writing task in Section B of GCSE English Language Paper 1. In particular students will learn how to</p> <ul style="list-style-type: none"> <li>• communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences and will organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. (AO5)</li> <li>• will be encouraged to use a range of vocabulary and sentence structures for effect with accurate spelling and punctuation (AO6)</li> </ul>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:-</p> <p><b>For AO5:-</b> Communicate with some success</p> <p>Attempt to match purpose, form and audience and to control of register</p> <p>Begins to vary vocabulary with some use of linguistic devices</p> <p>Develop some linked and relevant ideas</p> <p>Attempt to write in paragraphs with some discourse markers; not always appropriately used</p> <p>Attempt to use structural features</p> <p><b>For AO6:-</b> Write sentences that are mainly secure and sometimes accurate</p> <p>Show some control of a range of punctuation</p> <p>Attempt a variety of sentence forms</p> <p>Show some use of Standard English with some control of agreement</p> <p>Demonstrate accurate spelling of more complex words</p> <p>Use some varied vocabulary</p>	<p>Students will:-</p> <p><b>For AO5:-</b> Communicate consistently clearly and effectively</p> <p>Match tone, style and register to purpose, form and audience</p> <p>Use increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices</p> <p>Develop engaging writing using a range of detailed and connected ideas</p> <p>Use coherent paragraphs with integrated discourse markers</p> <p>Make effective use of structural features</p> <p><b>For AO6:-</b> Use a range of sentence forms, punctuation, standard English and generally accurate spellings</p> <p>Usually demarcate sentences securely and accurately•</p> <p>Use a range of punctuation is used, mostly successfully</p> <p>Use a variety of sentence forms for effect</p> <p>Usually use Standard English appropriately with mostly controlled grammatical structures</p> <p>Generally spell accurately, including the spelling of complex and irregular words</p>	<p>Students will:-</p> <p><b>For AO5:-</b> Communicate convincingly and compellingly throughout</p> <p>Assuredly match tone style and register to purpose, form and audience</p> <p>Present subtle and increasingly abstract ideas</p> <p>Use extensive and ambitious vocabulary with sustained crafting of linguistic devices</p> <p>Produce highly structured, developed writing, incorporating a range of integrated and complex ideas</p> <p>Link paragraphs fluently with seamlessly integrated discourse markers</p> <p>Make varied and inventive use of structural features</p> <p><b>For AO6:-</b> Consistently demarcate sentences accurately</p> <p>Accurately use a wide range of punctuation</p> <p>Use a full range of appropriate sentence forms for effect</p> <p>Use Standard English consistently and appropriately with secure control of complex grammatical structures</p> <p>Demonstrate a high level of accuracy in spelling, including ambitious vocabulary</p> <p>Use extensive and ambitious use of vocabulary</p>

	Make increasingly sophisticated use of vocabulary	
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**Assessment:** Students will produce a piece of creative writing task based on a picture, similar to the task in the exam. There will be 45 minutes for this writing task, the same length of time as they will have for Q5 in GCSE English Language Paper 1 Section B.

**English PoS: Year 10 HT2 Reading Poetry AQA Anthology of 15 Poems - Power and Conflict Cluster**

Students will colour code as they work through the scheme of work.

Students will study how poets communicate their ideas about the world, and how readers might respond to these ideas, they will develop a critical understanding of the ways in which poems are a reflection of, and exploration of, the human condition. Students will appreciate how ideas and feelings are presented in poetry and will be encouraged to develop informed, critical responses to the ideas presented and the ways in which poets present these ideas. Students will be helped to make links between a variety of written poems and between the poems and the contexts within which they have been produced.

Students will study 15 poems including both past and contemporary poems work based on the themes of power and conflict from the AQA Anthology. This study will enable them to answer Section B of GCSE English Literature Paper 2 where they will have to link a named poem with another poem of their choice from the cluster. Poems will be studied in small groups, for example: Powerful Nature, Powerful People, Powerful Places, The Power of Society, The Experience of Conflict, The Effects of Conflict, etc. Sometimes students will explore a poem and develop their own response in order to provide approaches for responding to unseen poems.

In particular students will learn how to:

- read, understand and respond to texts, develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations AO1
- analyse how poets use language, form, and structure to create meaning and use subject terminology appropriately (AO2)
- show understanding of the relationships between the poems and the contexts in which they were written AO3

Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:-</p> <p>Produce a relevant answer supported by some explanation, including some focus on comparison with relevant comments AO1</p> <p>Use some supporting references from the text AO1</p> <p>Identify the effects of deliberate choices made by writer with some reference to subject terminology AO2</p> <p>Show awareness of some contextual factors AO3</p>	<p>Students will:-</p> <p>Produce a sustained comparison of the poems demonstrating clear understanding of ideas and feelings AO1</p> <p>Use a range of references to effectively illustrate and justify explanations AO1</p> <p>Clear explain the poet's supported by an appropriate use of subject terminology AO2</p> <p>Show clear understanding of ideas, perspectives and contextual factors AO3</p>	<p>Students will:-</p> <p>Produce a critical, exploratory, well-structured comparison adopting a conceptualised approach to the whole task AO1</p> <p>Use precise, judicious references to support interpretation(s) AO1</p> <p>Include insightful analysis of language, form and structure supported by judicious use of subject terminology AO2</p> <p>Explore of one or more ideas/perspectives/contextual factors/interpretations convincingly. AO3</p>

**Assessment:**

Students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict cluster. There will be 45 minutes for this writing task, the same length of time as students will have for Section B in GCSE English Literature Paper 2. Students will be expected to revise for this assessment as copies of the anthology are not allowed during the assessment. Hopefully these conditions will help students prepare for exam conditions.

**English PoS: Year 10 HT3 Non-Fiction Reading Skills English Language Paper 2**

Students will colour code as they work through the scheme of work.

<p>Students will read high-quality, challenging texts from the 19th, 20th and 21st centuries. The texts will include extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online). Texts may focus on working conditions in factories; women's rights and the sinking of the Titanic in order to prepare for the study of Priestley's <i>An Inspector Calls</i> next term.</p> <p>Students will develop the ability to:-</p> <ul style="list-style-type: none"> <li>• Identify true and false statements by interpreting explicit and implicit information and ideas Q1 AO1</li> <li>• Summarise differences between texts by identifying and interpreting explicit and implicit information and ideas., and selecting and synthesising evidence from different texts Q2 AO1 Explain how the writer uses language and structure to achieve effects and influence readers, using relevant subjects terminology to support their views Q3 AO2</li> <li>• Compare how the writers have presented and conveyed ideas and perspectives across two or more texts Q4 AO3</li> <li>• <b>Links will be made with reading skills required for Section A of English Language Paper 1. Similarities will be highlighted between Q1 on both papers and Q3 on Paper2 with Q2 &amp; Q3 on Paper 1.</b></li> </ul>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:-</p> <p>Identify some differences between the texts and attempt to make some inferences from one/both texts by linking evidence between texts AO1</p> <p>Select some quotations/references; not always supporting (from one/both texts) AO1</p> <p>Show some understanding of language by attempting to comment on the effect of the language used AO2</p> <p>Select some relevant examples AO2</p> <p>Use some subject terminology, not always appropriately AO2</p> <p>Identify some differences between the ideas and perspectives AO3</p> <p>Attempt to compare ideas and perspectives AO3</p> <p>Make some comment on how methods are used to convey ideas and perspectives AO3</p> <p>Select some quotations/references, not always supporting (from one or both texts) AO3</p>	<p>Students will:-</p> <p>Shows clear understanding of the differences between the texts and begin to interpret both texts demonstrating clear connections between the texts AO1</p> <p>Selects relevant quotations/references from both texts to support response AO1</p> <p>Shows clear understanding of language by clearly explaining the effects of the writer's choices of language AO2</p> <p>Select a range of relevant examples AO2</p> <p>Uses subject terminology accurately AO2</p> <p>Show a clear understanding of the differences between ideas and perspectives AO3</p> <p>Compare ideas and perspectives in a clear and relevant way AO3</p> <p>Explain clearly how methods are used to convey ideas and perspectives AO3</p> <p>Select relevant quotations to support from both texts AO3</p>	<p>Students will:-</p> <p>Show detailed and perceptive understanding of the differences between texts and offer perceptive interpretation of both texts AO1</p> <p>Demonstrate the ability to synthesises evidence between texts AO1</p> <p>Select a range of judicious quotations from both texts AO1</p> <p>Show detailed and perceptive understanding of language by analysing the effects of the writer's choices of language AO2</p> <p>Select a range of judicious examples AO2</p> <p>Use sophisticated subject terminology accurately AO2</p> <p>Show a detailed understanding of the differences between the ideas and perspectives AO3</p> <p>Compare ideas and perspectives in a perceptive way AO3</p> <p>Analyses how methods are used to convey ideas and perspectives AO3</p> <p>Select a range of judicious quotations from both texts AO3</p>

**Assessment:**

Students will complete English Language Paper 2 Section A in exam conditions.

**English PoS: Year 10 HT4 Modern Drama: An Inspector Calls English Literature Paper 2 Section A**

Students will colour code as they work through the scheme of work.

<p>Students will study how Priestley communicates his ideas about the world, and how readers might respond to these ideas. They will understand how the play is a reflection of, and exploration of, the human condition, and how it can help the audience to develop an empathic understanding of human nature. They will learn that although the play is shaped by a particular context, it transcends this context and presents ideas about the universality of the human condition. Topics studied will include: the social &amp; historical context of the play; character development, themes of social responsibility and generational differences; the structure of the play and Priestley's use of dramatic devices.</p> <p>Students will:-</p> <ul style="list-style-type: none"> <li>• read, understand and respond to the play developing an informed personal response and using textual references to support interpretations AO1</li> <li>• analyse the language, form and structure used by Shakespeare to create meanings and effects, and will use relevant subject terminology where appropriate AO2</li> <li>• show an understanding of the relationship between the play and the context in which it was written AO3</li> <li>• use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation AO4</li> </ul>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:-</p> <p>Produce a relevant response supported by some explanation. It will include some focus on the task with relevant comments and some supporting references from the text AO1</p> <p>There will be identification of effects of deliberate choices made by writer with some reference to subject terminology AO2</p> <p>Awareness of some contextual factors will be shown AO3</p> <p>Spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors will not hinder meaning in the response AO4</p>	<p>Students will:-</p> <p>Produce a clear, sustained and consistent response to the full task which demonstrates clear understanding using a range of references effectively to illustrate and justify explanations AO1</p> <p>Present clear explanations of the effects of a range of writer's methods supported by appropriate use of subject terminology AO2</p> <p>Show clear understanding of ideas/perspectives/contextual factors. AO3</p> <p>Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning AO4</p>	<p>Students will:-</p> <p>Produce a response which presents a critical, exploratory and well-structured argument supported by a range of judicious references AO1</p> <p>Present an insightful analysis of language, form and structure supported by judicious use of subject terminology AO2</p> <p>Convincingly explore contextual factors AO3</p> <p>Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning AO4</p>
<p><b>Assessment:</b></p> <p>Students will produce one essay answer on An Inspector Calls similar to the task in the exam. There will be 45 minutes for this task, the same length of time as they will have for Q5 in GCSE English Literature Paper 2 Section A. Students will be expected to revise for this assessment as copies of the play are not allowed during the assessment. Hopefully these conditions will help students prepare for exam conditions.</p>		

**English PoS: Year 10 HT5 Non-Fiction Writing English Language Paper 2 Section B, plus revision of Reading Skills for Section A Paper 1 & Paper 2**

Students will colour code as they work through the scheme of work.

<p>Students will develop writing skills by producing a clear and coherent text for a specified audience, purpose and form in which they give their own perspective on a subject. They will write to explain, instruct, inform, or argue. Vocabulary, grammar, form, and structural features will be selected to reflect audience, purpose and context. Language will be used imaginatively and creatively to develop a consistent point of view; maintaining coherence and consistency across the text. Students will write for impact by selecting, organising and emphasising facts, ideas and key points. They will cite evidence and use quotation effectively to support views and create emotional impact by using language persuasively, using rhetorical devices (such as rhetorical questions, antithesis, parenthesis) for effect.</p> <p>In particular students will:</p> <ul style="list-style-type: none"> <li>• communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences AO5</li> <li>• organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts AO5</li> <li>• use a range of vocabulary and sentences for clarity, purpose and effect, with accurate spelling and punctuation AO6</li> </ul>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:-</p> <p><b>For AO5:-</b> Communicate with some success</p> <p>Attempt to match purpose, form and audience and to control of register</p> <p>Begins to vary vocabulary with some use of linguistic devices</p> <p>Develop some linked and relevant ideas</p> <p>Attempt to write in paragraphs with some discourse markers; not always appropriately used</p> <p>Attempt to use structural features</p> <p><b>For AO6:-</b> Write sentences that are mainly secure and sometimes accurate</p> <p>Show some control of a range of punctuation</p> <p>Attempt a variety of sentence forms</p> <p>Show some use of Standard English with some control of agreement</p>	<p>Students will:-</p> <p><b>For AO5:-</b> Communicate consistently clearly and effectively</p> <p>Match tone, style and register to purpose, form and audience</p> <p>Use increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices</p> <p>Develop engaging writing using a range of detailed and connected ideas</p> <p>Use coherent paragraphs with integrated discourse markers</p> <p>Make effective use of structural features</p> <p><b>For AO6:-</b> Use a range of sentence forms, punctuation, standard English and generally accurate spellings</p> <p>Usually demarcate sentences securely and accurately•</p> <p>Use a range of punctuation is used, mostly successfully</p> <p>Use a variety of sentence forms for effect</p>	<p>Students will:-</p> <p><b>For AO5:-</b> Communicate convincingly and compellingly throughout</p> <p>Assuredly match tone style and register to purpose, form and audience</p> <p>Present subtle and increasingly abstract ideas</p> <p>Use extensive and ambitious vocabulary with sustained crafting of linguistic devices</p> <p>Produce highly structured, developed writing, incorporating a range of integrated and complex ideas</p> <p>Link paragraphs fluently with seamlessly integrated discourse markers</p> <p>Make varied and inventive use of structural features</p> <p><b>For AO6:-</b> Consistently demarcate sentences accurately</p> <p>Accurately use a wide range of punctuation</p> <p>Use a full range of appropriate sentence forms for effect</p>

<p>Demonstrate accurate spelling of more complex words</p> <p>Use some varied vocabulary</p>	<p>Usually use Standard English appropriately with mostly controlled grammatical structures</p> <p>Generally spell accurately, including the spelling of complex and irregular words</p> <p>Make increasingly sophisticated use of vocabulary</p>	<p>Use Standard English consistently and appropriately with secure control of complex grammatical structures</p> <p>Demonstrate a high level of accuracy in spelling, including ambitious vocabulary</p> <p>Use extensive and ambitious use of vocabulary</p>
<p><b>Assessment:</b></p> <p>Students will produce a piece of non fiction writing presenting a point of view and similar to the task in the exam. There will be 45 minutes for this writing task, the same length of time as they will have for Q5 in GCSE English Language Paper 2 Section B.</p>		

**English PoS: Year 10 HT6 Preparation for YR10 exams English Language Paper 1 and English Literature Paper 2**

**Preparation for Spoken Language Study & Starting the Shakespeare Text**

Students will colour code as they work through the scheme of work.

<p>Students will prepare their spoken language presentation on a topic of their choice to present at the start of YR11 in front of an audience in a formal context lasting up to 10 minutes. They will be required to present information and ideas; select and organise information and ideas effectively and persuasively and plan effectively for different purposes and audiences. They will respond appropriately to any questions or feedback and will use standard English. They will be awarded a Pass, Merit or Distinction this result will not count towards the final GCSE grade, but will be recorded on GCSE certificates as an endorsement. Students will begin their study of one of Shakespeare's plays to enable them to answer Section A of English Literature Paper 1. Students will develop an interpretation of the text using textual references to support ideas (AO1)                  Analyse the effect of the language, form and structure used by Shakespeare and use relevant subject terminology to do this effectively (AO2)                  Show understanding of the play and the context in which it was written (AO3)</p>		
Grade 1-3	Grade 4-6	Grade 7-9
<p>Students will:-</p> <p><b>Spoken Language Study (Pass)</b>                  Express straightforward ideas/information/feelings</p> <p>Make an attempt to organise and structure his or her presentation</p> <p>Make an attempt to meet the needs of the audience</p> <p>Listen to questions/feedback and provide an appropriate response in a straight forward manner.</p>	<p>Students will:-</p> <p><b>Spoken Language Study (Merit)</b>                  Express challenging ideas/information/feelings using a range of vocabulary</p> <p>Organises and structure his or her presentation clearly and appropriately to meet the needs of the audience</p> <p>Achieves the purpose of his or her presentation</p> <p>Listen to questions/feedback and respond formally and in some detail</p>	<p>Students will:-</p> <p><b>Spoken Language Study (Distinction)</b>                  Express sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary</p> <p>Organise and structure his or her presentation using an effective range of strategies to engage the audience</p> <p>Achieve the purpose of his or her presentation</p> <p>Listen to questions/feedback, and respond perceptively and if appropriate elaborate with further ideas and information.</p>
<p><b>Assessment:</b></p> <p>Students will complete English Language Paper 1 and English Literature Paper 2 Sections A and B for their assessment this term as art of the Year 10 summer exam. They will also prepare for the assessment of the Spoken Language Study at the start of YR11 when they will have up to ten minutes to present their talk to an audience and to answer questions on the subject of their talk. This will be assessed by the class teacher at the start of Year 11, and some students will then be chosen to be included in a sample of students whose work will be moderated and sent to the exam board.</p>		