



Learning Aims and Curriculum Intent:

Students in Year 10 begin their coursework portfolios and ready themselves for their year 11 examinations. They use the skills developed in previous years: the ability to analyse the language, structure and form of texts, to evaluate the significance of contexts, and to plan and write a detailed, analytical essay. Much of the year is given over to using these skills to write both first and final drafts of their coursework, after which exam practise is introduced where they apply these skills but under timed conditions.

Students should aim to read widely outside of their course texts, including non-fiction, to broaden their vocabulary and grasp of language for the creative writing aspect of the course and the unseen component of the end of year test.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Imaginative Writing Coursework - 20% of GCSE Language</p> <p>Students will read a variety of fiction as style models to inspire them in writing their own piece of creative coursework on it. Style models may include:</p> <ul style="list-style-type: none"> Gothic writing Journey Narratives Setting Descriptions Narratives of Conflict 	<p>Analysis of language, structure and form Evaluation of the significance of language choice Planning and structuring a piece of short fiction that aims to engage and entertain Writing to show assured understanding of style, genre and purpose</p>	<p>A piece of fictional coursework that aims to be 800 – 1000 words.</p>
	<p>Literary Heritage Coursework – 20% of GCSE Literature (<i>Macbeth, Merchant of Venice</i>)</p> <p>Themes studied may include:</p> <ul style="list-style-type: none"> tragedy masculinity the role of women conflict the law and justice character-based focus villain/victim analysis prejudice 	<p>Analysis of language, structure Evaluation of the significance of the context of the text Planning and structuring an essay Editing and rewriting an essay based on feedback</p>	<p>A piece of coursework that aims to be between 1000 – 1200 words.</p>
Lent	<p>Poetry and Prose Exploration – 20% of GCSE Language</p> <p>Students will read a variety of poetry and prose texts from the Edexcel GCSE Anthology part 2 that explore a range of themes including:</p> <ul style="list-style-type: none"> Identity Conflict Violence Social expectations Prejudice Freedom Oppression <p>Students will select their own theme to explore in three of the texts (from both poetry and prose) in their essay.</p>	<p>Analysis of language, structure with some consideration of the significance of the context of the text Planning and structuring an essay independently Editing and rewriting an essay based on feedback</p>	<p>A piece of coursework that aims to be between 1000 – 1200 words.</p>
	<p>GCSE Exam Introduction: Anthology poetry and non-fiction</p> <p>Students will be introduced to GCSE Language and Literature elements in preparation for the end of year 10 test. Texts studied: a combination of the non-fiction (part 1) and poetry (part 3) texts with a focus on how language, structure and form shape meaning.</p>	<p>Analysing how language and structure shapes meaning in non-fiction Comparing texts' presentation of themes and use of language, structure and form in poetry Planning and structuring an essay Prioritising the key points when writing under timed conditions</p>	<p>Practice exam-style essays written under timed conditions</p>

Trinity	<p>Revision for the end of year 10 test</p> <p>Students will be revising to prepare for their end of year 10 test that includes elements of both GCSE Language and Literature. Revision strategies may include:</p> <ul style="list-style-type: none"> • Retrieval practice • Deliberate practice • Dual coding • Timed responses • Revision tasks of central themes and ideas <p>Texts studied: a combination of the non-fiction (part 1) and poetry (part 3) texts with a focus on how language, structure and form shape meaning.</p>	<p>Analysing how language and structure shapes meaning in non-fiction Comparing texts' presentation of themes and use of language, structure and form in poetry Planning and structuring an essay Prioritising the key points when writing under timed conditions</p>	End of year 10 test.
	<p>Yr 11 Preparation</p> <p>Students will continue to study texts for both GCSE Language and Literature. Teachers may introduce classes to their Year 11 prose text (<i>To Kill a Mockingbird, Things Fall Apart</i>). Students must read the prose text over the summer.</p>	<p>Analysing how language and structure shapes meaning in non-fiction Comparing texts' presentation of themes and use of language, structure and form in poetry Exploring how context impacts the writing of a novel Understand how central characters and themes are introduced in a novel</p>	N/A

What consolidation looks like in this subject	<p>Rereading set texts Annotating clean copies of set poems and non-fiction Planning practice exam essays Making mindmaps showing the connections between the anthology poems Preparing revision cards Consulting mark schemes and model answers- highlighting where model answers meet the assessment objectives Practising writing in timed conditions – whole answers or key paragraphs</p>	
Examples of Homework	<p>Write an essay comparing two anthology poems; choose the five most significant quotations from each of your non-fiction anthology texts and analyse them in detail; listen to an analysis of a poem or text on YouTube or on a podcast and annotate it, ready for discussion in class; plan an essay in detail and write up one phase of the essay; re-write a short section of an essay to achieve a higher mark using feedback</p>	
Key terminology	<p>Purpose, audience, form, tone, narrative perspective, themes, metre, caesura, enjambment, anaphora, end-stopped, alliteration, consonance, assonance, fricatives, sibilance, plosives, dramatic monologue, sonnet, lyric poem, iambic pentameter, cyclical structure</p>	
Super-curricular enrichment and scholarly extension	<ul style="list-style-type: none"> • Read: See the GCSE suggested reading list; Edgar Allan Poe; <i>Short Stories</i> by Charlie Fish and Frederick Brown; Bill Bryson; plays and poems by Shakespeare; Kate Chopin; Maya Angelou; Chimamanda Ngozi Adichie; Benjamin Zephaniah; Guy de Maupassant; Rose Tremain; poems by Wilfred Owen, Robert Frost • Watch: <i>Travel Man</i> on channel 4; Mrs Rumsey tutorials on YouTube; clips on BBC Bitesize; Graham Green on YouTube; the Ted Talk by Chimamanda Ngozi Adichie; planet estream • Listen: In Our Time on Radio 4; This Cultural Life; search for podcasts by title, writers or era • Visit: Go and see a play at the theatre, The Tates, British Library, British Museum, 	
Useful websites	<p>Forest School Library, Lit Charts, BBC Bitesize, Edexcel website to access past papers and mark schemes, The British Library, The English and Media Centre</p>	
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	Teachers	