

Subject Curriculum Map: English Language Year 10 2024-25

Exam Board & Assessment Method: EDUQAS 100% Final examination

Curriculum Intent: The language course aims to give students an understanding of transactional writing and narrative writing and allows them to see texts in context. The intent is that students gain an understanding of how language is used in the media (with newspaper articles etc.) and how they can use language, structure and form to achieve a purpose in their own writing. The year 10 course intends to introduce key skills and ideas focusing on one aspect of the course at a time- this then develops through year 11 to a more holistic approach to the whole GCSE.

Curriculum Implementation: Students have 3 lessons over a fortnight. In year 10 students study: fiction texts from the 20th and century, write creatively and develop their functional writing skills. The homework pack includes one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks. Teachers use a range of different strategies in lessons to encourage students to develop independence and resilience including: group work, timed independent work, peer and self-assessment and modelling text analysis.

Curriculum Impact: The impact of the language course is that students can confidently approach an unseen prose text and consider the effect of language and structure. Students should also be confident in articulating their own opinions in fiction and non-fiction writing. Students will also have the confidence to proof read their written work to check, and correct, technical inaccuracies. By the end of the year 10 course students will have covered all the skills needed in Language and will be able to apply these to more challenging texts and questions in year 11.

Year <u> 10 </u>	Autumn 1	Autumn 2	Spring 1	Summer 1	Spring 2	Summer 2
Themes, Concepts & Ideas	<p>'English but not as you know it' Language skills for the reading and writing sections of English Language Component One</p>	<p>'Conflict' Begin to understand Writing a transactional text (writing for the correct audience, purpose and form. Focus on the structure of a transactional text). 21st century and 19th century non-fiction. Development of language skills for component 2 reading and writing Writing for varied purposes and audiences</p>	<p>'Language in the Media' Writing for different purposes and audiences Understanding non-fiction texts</p>	<p>'Language and power' Writing for different purposes and audiences Understanding non-fiction texts</p>	<p>'Language and People' Development of language skills for the reading sections of English Language Component One.</p>	<p>'Our future' Development of language skills for the writing sections of English Language Component One.</p>
Knowledge and understanding	<p>Knowledge of exam set up and skills required for the language component 1 reading and writing exams.</p>	<p>Begin to understand and analyse how language is used to create effects in literature.</p>	<p>Develop analysis skills from Autumn 1 and 2 applying them to a more challenging text.</p>	<p>Apply analysis skills to a range of text types; students of all ability to discuss the effect of structure at</p>	<p>Apply knowledge gained in Autumn one of the language component 1 reading exam.</p>	<p>Develop understanding of what makes successful prose. Begin to apply this</p>

		Understand how to identify purpose and audience in exam questions. Begin to understand the conventions of some non-fiction writing (either: report, letter, review, leaflet, article)	Develop Understanding of the conventions of some non-fiction writing (either: report, letter, review, leaflet, and article). Begin to consider how to use language techniques to create a desired purpose.	some level. Consider the writer's purpose and how it is conveyed through the language. Higher ability students to begin to evaluate their view of the writer.	Develop analysis of language and begin to articulate ideas using the POINT+QUOTE exam structure. Higher ability to begin to evaluate their ideas. Begin to develop time management skills with a focus just on component 1 language,	understanding to writing creatively.
Subject specific skills	Analysis of language in short prose at the start of the term.	A development of analysis skills with the view to apply this to exam style questions. Demonstrate creativity and understanding in the use of English to communicate in different ways	Proof reading work for spelling and punctuation mistakes and to expand choices of vocabulary and expression in order to develop writing skills. Continue to develop exam style responses Point+Quote	Analyse how language is used to express key ideas and views.	Applying appropriate methods of language analysis, using relevant subject terminology. Time management with a focus on one language exam.	Understanding the effective structure of prose. How to draft a story. Understanding and apply different techniques to write engaging prose

		for different purposes.				
Key Vocabulary	beginning explicit implicit evaluate empathise techniques evidence impression connotations archaism synthesis integrate simultaneous	conflict character setting tension climax planning atmosphere dialogue punctuation subordinate chronological resolution exposition ambitious structural	effect affect separate alliteration definitely preposition ellipsis there their they're comprehensive informative persuasion innovative sensationalism	transactional exaggeration connective headline embarrassed address sentence recipient rhetorical receive syntax adverbial conjunction emphasis synonym	tone suspense linguistic necessary plot patterns adjective protagonist punctuation antagonist semantic fallacy antonym parenthesis juxtaposition	
1.SMSC	Developing empathy for characters, moral issues, understanding the difference between right and wrong.	Cultural imagery and language. Attitudes to society and how they have developed and changed over time	Values and beliefs (how these are presented in the media) through considering how a modern and contemporary reader may interpret texts differently. Consider language in the media by looking at non-fiction texts from	Understanding stereotypes and considering how these are challenged in writing. To reflect on prior learning from Autumn 1 and mock feedback and to write for specific purposes	Cultural imagery and language.	Exploring (and then creating) the relationships between fictional characters – gender, opportunities and moral dilemmas.

			current news stories.			
2.Skills For life	<p>Empathy: show an understanding of social behaviours and how they adapt and change depending on circumstances (through a range of short prose texts)</p> <p>To encourage reading for pleasure by offering a range of exemplar reading material in sample component 1 questions.</p>	<p>Empathy – Understanding the differences in society and impact culture and societal pressures can have on a person.</p>	<p>Transactional Writing - writing for the correct audience, purpose and genre. Writing letters, reports, reviews and speeches.</p> <p>Literacy – planning and structuring a response to an exam style question. Using accurate terminology</p> <p>Independence through revision- students are given revision resources to use independently</p>	<p>Self-evaluation through consideration of their own revision up to the exams. Also through the mock feedback students set targets for future revision.</p>	<p>Empathy –being aware of situations and dilemmas that people have faced and how writers approach situations from a different angles.</p> <p>To encourage reading for pleasure by offering a range of exemplar reading material in sample component 1 questions.</p> <p>Proof reading work for spelling and punctuation mistakes and to expand choices of vocabulary and expression in order to develop writing skills.</p>	<p>Resilience – learning how to proof read and re work creative writing in timed conditions.</p>
3.FBV	Tolerance: understanding	Diversity: through a study of a range of	Independence: Students are encouraged to	Tolerance: understanding	Respect and tolerance: through	Respect and tolerance: through

	<p>the topical issues raised in texts.</p> <p>Empathy: To consider other people's situations and form opinions</p>	<p>texts by different authors.</p> <p>Tolerance: understanding the topical issues raised in texts.</p>	<p>complete revision tasks in their own time.</p>	<p>the topical issues raised in texts</p>	<p>discussion of texts from different cultures and eras.</p>	<p>discussion of peers creative work</p> <p>Diversity: through a study of a range of different fiction texts</p>
Stretch & challenge	<p>To confidently use terminology throughout their analysis. To understand context and use this understanding to inform their knowledge of the plot of the text. Use sophisticated vocabulary and aim for literacy band 2</p>	<p>Begin to evaluate the ideas presented in the texts.</p> <p>Complete challenge tasks in homework pack</p>	<p>Students can complete extra exam style questions</p>	<p>Evaluation – evaluating the ways in which meanings and ideas are conveyed through language</p>	<p>Research a range of different non-fiction texts to apply the skills and terminology developed in lessons.</p> <p>Aim to read a range of fiction texts (access to A level dystopian library)</p>	<p>To use a variety of sentence types, techniques and challenging structure to create interesting stories in timed conditions</p>
Key assessment focus, suggested assessments	<p>Language Skills (AO1, AO2, AO3, AO4)</p>	<p>Language Skills (AO1, AO2, AO3, AO4, AO5 and AO6)</p>	<p>Language Skills (AO5 and AO6)</p>	<p>Language Skills (AO5 and AO6). Whole school Y10 mocks – March – Component 2 writing paper 2 writing tasks</p>	<p>Language Skills (AO1, AO2, AO3, AO4)</p>	<p>Language Skills (AO5 and AO6)</p>

Visits/extra curricular	English Club for year 10 takes place every Monday after school for one hour. Students are able to receive extra support. Creative writing club 'AR' Club	English Club for year 10 takes place every Monday after school for one hour. Students are able to receive extra support. Creative writing club 'AR' Club	English Club for year 10 takes place every Monday after school for one hour. Students are able to receive extra support. Creative writing club 'AR' Club	English Club for year 10 takes place every Monday after school for one hour. Students are able to receive extra support. Creative writing club 'AR' Club	English Club for year 10 takes place every Monday after school for one hour. Students are able to receive extra support. Creative writing club 'AR' Club	English Club for year 10 takes place every Monday after school for one hour. Students are able to receive extra support. Creative writing club 'AR' Club
Homework/Independent Learning	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)	Homework Pack (one compulsory extended piece, one compulsory spellings list, two additional differentiated tasks)

READING (50%)	
Read and understand a range to texts to:	
AO1	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts
AO2	Explain, comment on 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
WRITING (50%)	
AO5	<ul style="list-style-type: none"> 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.)