

GCSE English Language

Curriculum Intent 2022-2023

It is our intent that our students develop their communication skills to a high standard, both in speaking and listening and in writing. Communication is fundamental to personal development and successful study in English; students undertake a journey to achieve confident communication through the explicit teaching of vocabulary, spelling, grammar, punctuation and essay writing skills. They will prepare and perform speeches, take part in exploratory discussions to express, develop and challenge their own opinions, and discover and utilise their written voice for life-long learning.

Imagination and creativity are also central to writing; throughout our curriculum, students are given opportunity to write a range of creative and transactional responses, from travel memoirs and poems to opinion articles and mythical stories encompassing the breadth and depth of writing that occurs in the real, modern world. At KS4, English Language and Literature are closely intertwined in our curriculum (albeit assessed separately), empowering students to use their analysis of the nuances of language, structure and authorial intent to develop their own fluency, personal voice and creative flair. At KS5 the divide is more obvious as we focus more closely and with increased scrutiny on the impact of context on the nuances of English Language, building on the skills already acquired to look at the language or individuals and the impact of context.

At A-level students will study a broad and balanced curriculum with a range of interesting and multi-modal texts; theory and linguistic concepts from a range of timeframes; genres and forms which prompt discussion and debate; how to express, develop and challenge their own opinions; and discover and utilise their written voice. The course will enhance the skills of analysis and argument through a more scientific approach to linguistics and texts and understanding of the contextual factors which influence the language we use. We encourage students to take an interest in the linguistic world around them, drawing on social groups, such as ethnicity, gender, age, class and socio-economic status. The critical, analytical and evaluative skills that students develop through the subject are invaluable future preparation for employment and community involvement. Further, this A-level offers students the unique opportunity to create texts which fulfil the power of story-telling, the power of information and the power of persuasion. Students also produce an independent linguistic study using statistical data and secondary sources, investigate areas of linguistic interest and evaluate linguistic data using existing concepts

Studying English at Brine Leas gives challenging opportunities that build resilience and encourage ambition and aspiration. The critical, analytical and evaluative skills that students develop through the subject are invaluable future preparation for employment and community involvement. We pride ourselves on using the strong moral purpose of literature to prepare our students for a future in which they can find their place in society; inspired to participate fully in, and contribute positively to, life in modern Britain.

Assessment

Students are assessed regularly by their class teachers –homework, classwork, judgments during discussion. Assessments might be essays or sections of essays and creative writing, questioning and written/verbal answers, analysis of language. Details can be found on the assessment records for each year group. Frequent low stakes knowledge quizzes will help address gaps and misconceptions in learning as a result of lockdowns and remote learning.

External summative assessment:

Exam Paper 1: Explorations in Creative Reading and Writing using fictional texts (1 hour 45 minutes; 50% of GCSE)

Exam Paper 2: Writers' Viewpoints and Perspectives using non-fictional texts (1 hour 45 minutes; 50% of GCSE)

NEA: Spoken Language (separate endorsement)

Homework

Students are set homework weekly. This will be a combination of - short writing tasks, comprehension style activities which correspond to the exam paper, vocabulary enhancement tasks, wider reading, knowledge quizzes, exam practice, online learning (GCSE Pod/ The Oaks National Academy). In Y11, students will be set spaced learning and revision tasks to complement their independent revision.

Clubs and/or intervention

Students requiring significant intervention are enrolled in Thinking Reading and the 'Step Up to English' programmes.

Parental/Carer support

Details on what to revise each month will be shared via the parent newsletters. We produce our own study/revision guides for each student and recommend other study guides for home learning.

Helpful sources of information

[Exam Board \(AQA\)](#)

[GCSE Pod](#)

Knowledge Organisers for each unit of work will be uploaded to Microsoft Teams at the start of each unit as well as printed for students' books.

KS4 Wider Reading Lists: [Y10 Recommended Reads](#), [Y11 Recommended Reads](#)

Parental/Carer support

The skills developed in English language are arguably some of the most crucial for future learning as students are assessed on their spelling, punctuation and grammar – a vital part of society and life for all members of the world. It teaches functional grammar (relevant for any profession) which can be utilised widely in the future. In addition, verbal communication is as important to future education and career pathways as writing, and self-esteem and confidence are also developed through public speaking.

Careers: Writer of non-fiction such as journalism etc, writer of fiction, editing, publishing, politics, lawyer, civil service, policing and law enforcement

Future learning: Subjects linked closely to expressing and developing opinions including A levels in English literature, English language & literature, geography, history, law, psychology, religious studies, sociology ; Degrees in essay based and analytical subjects including law, humanities, languages and politics.

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn	<p>Aspects of Narrative</p> <p>Explore and analyse fiction as 'Creative Reading' and develop personal responses to texts – Language Paper 1 Section A (Reading) preparation</p> <p>BIG QUESTIONS: How do writers communicate ideas and concerns through texts? How are writers influenced by the era in which they write? How can we identify underlying meaning in the language and structural features of texts?</p>		
	<ul style="list-style-type: none"> ➤ Read a variety of texts from different genres, time periods and authors ➤ Read for meaning ➤ Extract information ➤ Connectives to develop and sustain an argument ➤ Author's craft ➤ Language and structure techniques – using terminology ➤ Evaluation skills ➤ Answering exam questions and exam technique practise ➤ Enhance and build the grammatical and lexical repertoire of students ➤ Diverse range of texts used, in terms of both era, style, writer and context 	<ul style="list-style-type: none"> ➤ Practice questions for all Section A skills (Q1, Q2, Q3, Q4) ➤ Knowledge quizzes for language and structure techniques ➤ Assessment opportunities include a class mock or walk through of the full reading paper ➤ Formal mock exams (February) 	<ul style="list-style-type: none"> ➤ KS3: development of skills taught explicitly in Y7 Great British Novel, Y8 Literary Shorts and Y9 Seminal World Literature, particularly analysis of the author's craft ➤ Connection to KS4 literature: knowledge of terminology and techniques crossover with the way we analyse literature ➤ SMSC: different cultures, views and beliefs ➤ The 'Step Up' course is a lead in to this paper, with a focus on the functional communication skills behind it ➤ 5. Discussion of morality of attitudes held in different eras, e.g. post-war and pre-war. ➤ 6. Writers selected from a wide range of backgrounds, e.g. Alice Walker, Patrick Ness, Zadie Smith.

	<div>Descriptive & Narrative Writing</div> <div>Write accurately, logically and imaginatively, using knowledge of the author’s craft to develop fluency and style in their own writing - Language Paper 1 Q5 (Writing) preparation</div> <div>BIG QUESTIONS: How do writers use language and structural features to create character, plot, setting, etc? How can the descriptive and narrative writing of professional writers teach students to form their own style? How can we inspire students to see writing as a way to communicate with others?</div>		
	<div>➤ Structuring a piece of narrative</div> <div>➤ Structuring a piece of description</div> <div>➤ Using an image as stimulus</div> <div>➤ Planning a cohesive response</div> <div>➤ Using structural and language features deliberately for effect</div> <div>➤ Using paragraphs and sentences accurately and for effect</div> <div>➤ Creating subtle effects (show not tell) as a writer</div> <div>➤ Accurate writing (SPaG)</div> <div>➤ Revision of spelling rules, punctuation rules and sentence types</div> <div>➤ Using established writers to inspire creation of setting, tone, narrative structure and characterisation</div> <div>➤ To refine and polish writing to ensure that meanings are subtle or bold, depending on the effect desired</div> <div>➤ To understand that language is a powerful tool which can be manipulated to adjust shades of meaning</div>	<div>➤ Individual paragraphs and openings or endings of tasks to practice specific skills</div> <div>➤ Terminology quizzes</div> <div>➤ One extended piece of writing – draft and final piece (after feedback)</div> <div>➤ A class mock or walk through in timed condition</div> <div>➤ Formal mock exams (February Y10)</div> <div>➤ An additional ‘cold’ creative writing task from No More Marking will be set in September as a baseline assessment in the absence of formal Y9 core exams</div>	<div>➤ KS3: development of skills taught explicitly in Y7 Travel Writing, Y8 History of English and Y9 Taking A Stand</div> <div>➤ Connection to reading: using analysis of a text to mimic the style or ideas in their own work</div> <div>➤ Connection to KS4 literature: using the poetry studied as a way in to crafting for effect</div> <div>➤ SMSC: different cultures, views and beliefs</div> <div>➤ The ‘Step Up’ course is a lead in to this paper, with a focus on the functional and accurate writing</div> <div>➤ 1. writing as an outlet of emotion and creativity.</div> <div>➤ 6. creation of settings which reflect the cultural and geographical landscape of both the UK and internationally, e.g. using references to flora and fauna to create convincing settings.</div>
Summer	<div>Don’t Get Me Started On...</div> <div>Communicate effectively and express a personal viewpoint or opinion – NEA spoken language assessment (separate endorsement)</div> <div>BIG QUESTIONS: How can the use of the spoken word, paralinguistic behaviour and gesture persuade and evoke reactions in the audience? How can we build confidence in our own ability to use language assertively and to interest the listener?</div>		

	<ul style="list-style-type: none"> ➤ Using persuasive language (rhetorical devices) ➤ Structuring and developing a speech ➤ Using connectives ➤ Using salutations ➤ Body language, tone, gesture and other non-verbal clues ➤ Adopting a confident style of delivery by watching more experienced speakers perform ➤ Identification and analysis of the skills required to perform in front of an audience 	<ul style="list-style-type: none"> ➤ Opinion speech performed to the class and filmed as evidence for the NEA 	<ul style="list-style-type: none"> ➤ KS3: closely linked to the skills and content of Y9 Taking A Stand ➤ KS4: revision of key contextual and political ideas raised in study of An Inspector Calls ➤ KS4: Introduction to Language Paper 1. encouraging and challenging students to speak in front of demanding audiences ➤ 4. to encourage students to reflect on their own performance and maximise feelings of pride ➤ 5. the selection of subjects which might be challenging, both technically and morally
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
Spring	Writers' Viewpoints & Perspectives Explore and analyse the features and ideas of a range of literary non-fiction and develop personal responses to texts – Language Paper 2 Section A (Reading) preparation BIG QUESTIONS: How can we compare the use of language and structure in texts where the subject-matter is similar? How can we challenge ourselves to read texts which are demanding? How do writers use language and structure to create meaning?		
	<ul style="list-style-type: none"> ➤ Read a variety of texts from different genres, time periods (including pre-20th Century) and authors ➤ Read for meaning ➤ Extract information and synthesise across two texts ➤ Compare and contrast two texts ➤ Vocabulary to explain and infer emotions and viewpoints 	<ul style="list-style-type: none"> ➤ Practice questions for all Section A skills (Q1, Q2, Q3, Q4) ➤ Knowledge quizzes for language and structure techniques ➤ Assessment opportunities include a class mock or walk through of the full reading 	<ul style="list-style-type: none"> ➤ KS3: development of skills taught explicitly in Y7 Travel Writing, Y8 History of English (language change) and Y9 Taking A Stand in the techniques and conventions of non-fiction ➤ Connection to KS4 literature: identifying viewpoints in literature can open up analysis (especially <i>London</i>, <i>Tissue</i>,

	<ul style="list-style-type: none"> ➤ Author's craft – specifically for non-fiction genres and forms ➤ Persuasive language (rhetorical devices) ➤ Answering exam questions and exam technique practice ➤ Using texts which develop the linguistic repertoire of students by creating glossaries of sophisticated and unfamiliar language ➤ Giving students a wide range of texts to read independently to build experience and confidence 	<p>paper: these will be timed, collated and moderated to allow for a more formal data collection in the event of further school closure</p> <ul style="list-style-type: none"> ➤ Y11 mock exams (March) 	<p><i>Checking Out Me History and An Inspector Calls</i></p> <ul style="list-style-type: none"> ➤ KS4: revision of skills from Language Paper 1 (Q2) ➤ SMSC: tolerance and respect of different viewpoints ➤ The 'Step Up' course is a lead in to this paper, with a focus on the functional communication skills behind it ➤ 6. the use of authors originating from a diverse range of backgrounds and experiences. ➤ 2. the use of texts which have links to the political and social climate of both the modern world and the past ➤ 3. the use of texts which are mentally, morally and linguistically demanding
<p style="text-align: center;">Your Own Viewpoints & Perspectives</p> <p style="text-align: center;">Write accurately and logically to inform, persuade and explain. Develop fluency and style in writing - Language Paper 2 Q5 (Writing) preparation</p> <p style="text-align: center;">BIG QUESTIONS: What are the fundamental ways in which we persuade others using language and rhetoric? How do language and structure affect how texts are interpreted by readers? What are the key stylistic features of non-fiction genres, e.g. newspaper articles, letters, speeches?</p>			
	<ul style="list-style-type: none"> ➤ Writing in the correct form to match the task (article, letter, speech, essay) ➤ Using the correct conventions and formality for the genre, audience and purpose of the task ➤ Planning a cohesive response ➤ Using structural and language features deliberately for effect ➤ Using rhetorical devices to persuade ➤ Using paragraphs and sentences accurately and for effect ➤ Accurate writing (SPaG) 	<ul style="list-style-type: none"> ➤ Individual paragraphs and openings or endings of tasks to practice specific skills ➤ Terminology quizzes ➤ One extended piece of writing – draft and final piece (after feedback) ➤ A class mock or walk through in timed conditions: these will be timed, collated and moderated to allow for a more formal data collection in the 	<ul style="list-style-type: none"> ➤ KS3: development of skills taught explicitly in Y7 Travel Writing, Y8 History of English and Y9 Taking A Stand ➤ Connection to reading: using analysis of a text to mimic the style or ideas in their own work ➤ SMSC: tolerance and respect of different viewpoints

	<ul style="list-style-type: none"> ➤ Revision of spelling rules, punctuation rules and sentence types ➤ The refinement of language and structure to create contrasting shades of meaning ➤ To polish and perfect writing to a standard worthy of publication ➤ To appreciate the nuances of language which can affect how texts are received 	<p>event of further school closure</p> <ul style="list-style-type: none"> ➤ Low stakes SPaG quizzes ➤ Y11 mock exams (March) ➤ An additional 'cold' persuasive writing task from No More Marking will be set in January as a baseline assessment for additional data collection (TBC) 	<ul style="list-style-type: none"> ➤ The 'Step Up' course is a lead in to this paper, with a focus on the functional and accurate writing ➤ 5. the use of subject-matter which provokes discussion and thorough understanding of challenging subjects; the need to be logical and thoughtful. ➤ 1. a widening of experiences and awareness of subject-matter formerly unfamiliar to students. The need to be logical and considered when establishing an argument.
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