

# GCSE English Language

## Curriculum Overview 2020-2021

### Core intent of the subject at Key Stage 4

Reading is the golden thread of the whole curriculum. The ability to read and understand has a direct effect upon progress and attainment in all areas of the curriculum, as well as upon children's self-esteem and motivation to learn. It is our intent that all students at Brine Leas should become both competent and confident readers – able to read for information and understanding, to decode and deconstruct concepts, to develop knowledge at a deeper level, and achieve their potential.

In English lessons, reading is at the heart of everything we do. We aim to provide students with the skills they need to appreciate the beauty of language and structure through the exploration of the writer's craft. Our curriculum is knowledge-rich; students are immersed in inspirational texts, engaging with a broad range of genres, time periods, contexts and authors, from canonical classics to relevant contemporary works. These are under constant review to ensure students are equipped with the knowledge and cultural capital they need to become reflective and life-long learners in an ever-changing world. The breadth and depth of these texts – both fiction and non-fiction – offers a spiritual, moral, social and cultural education: by empathising with writers, characters and contexts, students reflect on their own beliefs, the world around them and the faiths, feelings and values of others, in order to develop mutual tolerance and respect.

A love of reading is key to both personal development and life-long learning. We want students to choose to read for pleasure – pleasure in reading should be separate from attainment pressures and an opportunity to develop and express their own passions and interests alongside widening their understanding of the world in which we live. We offer a range of motivational tools and initiatives: a dedicated wider-reading lesson each fortnight, a well-resourced library, carefully planned book recommendations and enrolment in the Accelerated Reader programme.

It is also our intent that our students develop their communication skills to a high standard, both in speaking and listening and in writing. Communication is similarly fundamental to personal development and successful study in English; students undertake a journey to 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.

Imagination and creativity are also central to writing; throughout our curriculum, students are given the opportunity to write a broad and wide range of creative and transactional responses, from travel memoirs and poems to opinion articles and mythical stories. Our curriculum is structured through accessible and relatable thematic links at KS3, enabling students to use their understanding of the author's craft to emulate inspirational and purposeful writing and thus achieve this mastery in their own work. 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.

Studying English at Brine Leas builds resilience and encourages 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 – to participate fully in, and contribute positively to, life in modern Britain.

Beyond the classroom, we offer challenging enrichment opportunities to place the subject in context. These include visits from prominent authors and poets, public speaking and performance poetry competitions, book clubs and creative writing clubs, competitive reading challenges and theatre performances.

### **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. Frequent low stakes knowledge quizzes will help address gaps and misconceptions in 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).

### **Clubs and/or intervention**

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

### **Parental/Carer support**

In Year 11, emails are sent home each month with specific and focused revision tasks. We produce our own study/revision guides for each student and recommend other study guides for home learning. [Revision emails to parents](#) can be found here.

### **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

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

## **Year 10 Overview**

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	<b>Aspects of Narrative</b> Explore and analyse fiction as ‘Creative Reading’ and develop personal responses to texts – Language Paper 1 Section A (Reading) preparation			
	<ul style="list-style-type: none"> <li>➤ Read a variety of texts from different genres, time periods and authors</li> <li>➤ Read for meaning</li> <li>➤ Extract information</li> <li>➤ Connectives to develop and sustain an argument</li> <li>➤ Author’s craft</li> <li>➤ Todorov &amp; Propp</li> <li>➤ Language and structure techniques – using terminology</li> <li>➤ Evaluation skills</li> <li>➤ Answering exam questions and exam technique practise</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practice questions for all Section A skills (Q1, Q2, Q3, Q4)</li> <li>➤ Knowledge quizzes for language and structure techniques</li> <li>➤ Assessment opportunities include a class mock or walk through of the full reading paper: these will be timed, collated and moderated to allow for a more formal data collection in the absence of Y9 core exams</li> <li>➤ Formal mock exams (February Y10 and November Y11)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Connection to KS4 literature: knowledge of terminology and techniques crossover with the way we analyse literature</li> <li>➤ SMSC: different cultures, views and beliefs</li> <li>➤ The ‘Step Up’ course is a lead in to this paper, with a focus on the functional communication skills behind it</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Writer of non-fiction such as journalism etc</li> <li>➤ Writer of fiction</li> <li>➤ Editing</li> <li>➤ Publishing</li> </ul> <p>University</p> <ul style="list-style-type: none"> <li>➤ Essay based and analytical subjects including law, humanities, languages and politics</li> </ul>
	<b>Descriptive &amp; Narrative Writing</b> 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			

	<ul style="list-style-type: none"> <li>➤ Structuring a piece of narrative</li> <li>➤ Structuring a piece of description</li> <li>➤ Using an image as stimulus</li> <li>➤ Planning a cohesive response</li> <li>➤ Using structural and language features deliberately for effect</li> <li>➤ Using paragraphs and sentences accurately and for effect</li> <li>➤ Creating subtle effects (show not tell) as a writer</li> <li>➤ Accurate writing (SPaG)</li> <li>➤ Revision of spelling rules, punctuation rules and sentence types</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual paragraphs and openings or endings of tasks to practice specific skills</li> <li>➤ Terminology quizzes</li> <li>➤ One extended piece of writing – draft and final piece (after feedback)</li> <li>➤ 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 absence of Y9 core exams</li> <li>➤ Low stakes SPaG quizzes</li> <li>➤ Formal mock exams (February Y10 and November Y11)</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS3: development of skills taught explicitly in Y7 Travel Writing, Y8 History of English and Y9 Taking A Stand</li> <li>➤ Connection to reading: using analysis of a text to mimic the style or ideas in their own work</li> <li>➤ Connection to KS4 literature: using the poetry studied as a way in to crafting for effect</li> <li>➤ SMSC: different cultures, views and beliefs</li> <li>➤ The ‘Step Up’ course is a lead in to this paper, with a focus on the functional and accurate writing</li> </ul>	<ul style="list-style-type: none"> <li>➤ The skills developed here 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.</li> <li>➤ It teachers functional grammar (relevant for any profession) which can be utilised widely in the future.</li> </ul>
<p><b>Summer</b></p>	<p><b>Don't Get Me Started On...</b></p> <p>Communicate effectively and express a personal viewpoint or opinion – NEA spoken language assessment (separate endorsement)</p>			

	<ul style="list-style-type: none"> <li>➤ Using persuasive language (rhetorical devices)</li> <li>➤ Structuring and developing a speech</li> <li>➤ Using connectives</li> <li>➤ Using salutations</li> <li>➤ Body language, tone, gesture and other non-verbal clues</li> </ul>	<ul style="list-style-type: none"> <li>➤ Opinion speech performed to the class and filmed as evidence for the NEA</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS3: closely linked to the skills and content of Y9 Taking A Stand</li> <li>➤ KS4: revision of key contextual and political ideas raised in study of An Inspector Calls</li> <li>➤ KS4: Introduction to Language Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Verbal communication is as important to future education and career pathways as writing</li> <li>➤ Self-esteem and confidence are also developed here through public speaking</li> </ul>
--	--	--	--	---

## Year 11 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	<p><b>Writers' Viewpoints &amp; Perspectives</b></p> <p>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</p>			
<b>Spring</b>	<ul style="list-style-type: none"> <li>➤ Read a variety of texts from different genres, time periods (including pre-20<sup>th</sup> Century) and authors</li> <li>➤ Read for meaning</li> <li>➤ Extract information and synthesise across two texts</li> <li>➤ Compare and contrast two texts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practice questions for all Section A skills (Q1, Q2, Q3, Q4)</li> <li>➤ Knowledge quizzes for language and structure techniques</li> <li>➤ Assessment opportunities include a class mock or walk through of the full reading paper: these</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Connection to KS4 literature: identifying viewpoints in literature can open up analysis (especially <i>London</i>,</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>➤ Writer of non-fiction such as journalism</li> <li>➤ Writer of fiction</li> <li>➤ Politics</li> <li>➤ Law</li> <li>➤ Civil service</li> <li>➤ Policing and law enforcement</li> </ul> <p>University</p> <ul style="list-style-type: none"> <li>➤ Subjects linked closely to expressing and developing opinions</li> </ul>

<ul style="list-style-type: none"> <li>➤ Vocabulary to explain and infer emotions and viewpoints</li> <li>➤ Author’s craft – specifically for non-fiction genres and forms</li> <li>➤ Persuasive language (rhetorical devices)</li> <li>➤ Answering exam questions and exam technique practise</li> </ul>	<p>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"> <li>➤ Y11 mock exams (March)</li> </ul>	<p><i>Tissue, Checking Out Me History and An Inspector Calls</i></p> <ul style="list-style-type: none"> <li>➤ KS4: revision of skills from Language Paper 1 (Q2)</li> <li>➤ SMSC: tolerance and respect of different viewpoints</li> <li>➤ The ‘Step Up’ course is a lead in to this paper, with a focus on the functional communication skills behind it</li> </ul>	<p>including politics, economics, sociology, other humanities and law</p> <ul style="list-style-type: none"> <li>➤ We teach students to read between the lines of what is written and therefore uncover unconscious bias – a vital skill for effective members of a community</li> <li>➤ We encourage students to question and research the facts and opinions presented to them which is increasingly important in modern life and the digital age of “fake news”</li> </ul>
---	---	--	---

**Your Own Viewpoints & Perspectives**

Write accurately and logically to inform, persuade and explain. Develop fluency and style in writing - Language Paper 2 Q5 (Writing) preparation

<ul style="list-style-type: none"> <li>➤ Writing in the correct form to match the task (article, letter, speech, essay)</li> <li>➤ Using the correct conventions and formality for the genre, audience and purpose of the task</li> <li>➤ Planning a cohesive response</li> <li>➤ Using structural and language features deliberately for effect</li> <li>➤ Using rhetorical devices to persuade</li> </ul>	<ul style="list-style-type: none"> <li>➤ Individual paragraphs and openings or endings of tasks to practice specific skills</li> <li>➤ Terminology quizzes</li> <li>➤ One extended piece of writing – draft and final piece (after feedback)</li> <li>➤ 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 event</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS3: development of skills taught explicitly in Y7 Travel Writing, Y8 History of English and Y9 Taking A Stand</li> <li>➤ Connection to reading: using analysis of a text to mimic the style or ideas in their own work</li> <li>➤ SMSC: tolerance and respect of different viewpoints</li> <li>➤ The ‘Step Up’ course is a lead in to this paper, with a focus on the functional and accurate writing</li> </ul>	<ul style="list-style-type: none"> <li>➤ The skills developed here 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.</li> <li>➤ It teaches functional grammar (relevant for any profession) which can be utilised widely in the future.</li> <li>➤ Students become aware of the world that they live in: who has power, who does not, and how this influences culture, society and the media.</li> </ul>
---	--	--	---

	<ul style="list-style-type: none"><li>➤ Using paragraphs and sentences accurately and for effect</li><li>➤ Accurate writing (SPaG)</li><li>➤ Revision of spelling rules, punctuation rules and sentence types</li></ul>	<p>of further school closure</p> <ul style="list-style-type: none"><li>➤ Low stakes SPaG quizzes</li><li>➤ Y11 mock exams (March)</li></ul>		
--	---	---	--	--