

English – Year 10



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>An Inspector Calls Lit 1</p> <p>Priestley’s tale highlighting the importance of social responsibility.</p> <p>Assessment: Sheila Birling: “But these girls aren't cheap labour – they're people.” How does Sheila change throughout An Inspector Calls?</p> <p>Assessment Objectives AO1: Read, understand and respond to texts. Students should be able to: - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create</p>	<p>A Christmas Carol Lit 2</p> <p>Dicken’s tale of the selfishness of Scrooge and his ultimate redemption.</p> <p>Assessment: Starting with this extract, how does Dickens present intense emotions?</p> <p>Assessment Objectives AO1: Read, understand and respond to texts. Students should be able to: - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject</p>	<p>Language Paper 1 Sections A & B</p> <p>Skills based papers for reading, understanding and analysing a range of texts.</p> <p>Assessment: Paper 1 Jamaica Inn Section A Section B: Show don’t tell assessment</p> <p>Assessment Objectives AO1: Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers’ ideas and perspectives, as well as how these are</p>	<p>Poetry Power & Conflict & Unseen Lit 2</p> <p>Poems old and new based on the themes of power, conflict, love and discord.</p> <p>Assessment: Unseen poetry</p> <p>Assessment Objectives AO1: Read, understand and respond to texts. Students should be able to: - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>Poetry Power & Conflict & Unseen Lit 2</p> <p>Poems old and new based on the themes of power, conflict, love and discord.</p> <p>Assessment: Compare how conflict and power is presented in Ozymandias and one other poem.</p> <p>Assessment Objectives AO1: Read, understand and respond to texts. Students should be able to: - Maintain a critical style and develop an informed personal response - Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject</p>	<p>Language Paper 2 Sec A & B</p> <p>Skills based papers for reading, understanding and analysing a range of texts.</p> <p>Assessment: Paper 2 sections A&B Skills based papers for reading, understanding and analysing a range of texts.</p> <p>Assessment Objectives AO1: identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers’ ideas and perspectives,</p>

<p>meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: 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</p> <p>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.)</p>	<p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5: 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</p> <p>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.)</p>
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