

## English Language – Year 10

	Year 10 – Block A	Year 10 – Block B
What do we teach?	<p style="text-align: center;"><b>Specification: AQA English Language (8700)</b></p> <p>The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:</p> <ul style="list-style-type: none"> <li>in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers</li> <li>in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.</li> </ul> <p><b>Spoken Language Endorsement:</b> The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:</p> <ul style="list-style-type: none"> <li>giving a presentation in a formal context</li> <li>responding appropriately to questions and to feedback, asking questions themselves to elicit clarification</li> <li>using spoken Standard English.</li> </ul>	<p><b>English Language Paper 2 – Writers’ Viewpoints and Perspectives</b></p> <p>The aim of this paper is to develop students’ insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> <li>in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader</li> <li>in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.</li> </ul>
How does this meet the National Curriculum?	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students: read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literary heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas; and are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. All of these aspects are developed fully across our curriculum in Year 10.</p>	
Why does this knowledge matter?	<p style="text-align: center;"><b>English Language Paper 1 – Explorations in Creative Reading and Writing</b></p> <p>Students need to tackle a range of texts in order to be exposed to the wide variety of forms, authors and viewpoints required at GCSE and beyond. The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21<sup>st</sup> century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches. This allows students to hone the vital skills of reading and writing.</p>	<p style="text-align: center;"><b>English Language Paper 2 – Writers’ Viewpoints and Perspectives</b></p> <p>Students need to tackle a range of texts in order to be exposed to the wide variety of forms, authors and viewpoints required at GCSE and beyond. The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. This allows students to hone the vital skills of reading and writing.</p>
Why do we teach in this sequence?	<p>The study of creative texts builds on Key Stage 3 skills, refining students’ ability to read critically and write imaginatively. In reading, they will analyse how writers use language and structure to engage readers, focusing on techniques like imagery, sentence variety, and narrative perspective. Students will also evaluate a text’s effectiveness, forming critical judgments with evidence.</p> <p>In writing, students will develop their creative skills, focusing on content and descriptive techniques such as metaphor, simile, and sensory detail to create atmosphere. Technical accuracy, including spelling, punctuation, and grammar, will also be emphasized, ensuring their writing is polished and impactful. This unit combines analytical and creative skills, preparing students to confidently read and produce high-quality imaginative texts</p>	<p>After English Language Paper 1, students move on to the more complex Paper 2, where they will analyse and compare two non-fiction extracts. This unit builds on the reading and writing skills developed in Key Stage 3, preparing students to analyse, evaluate, and create non-fiction texts at a higher level, equipping them for both GCSE success and future pathways. They will refine their skills in analysing how language and structure convey purpose, create impact, and persuade or inform.</p> <p>In the writing section, students will build on their creative writing skills to craft a persuasive or informative piece, focusing on techniques like rhetorical questions, repetition, and emotive language. Technical accuracy will also be emphasized.</p>
What career links are made?	<p>Effective communication, both in writing and speech, is crucial in the professional world. The skills developed in this course will not only support success in a wide range of careers but are particularly relevant to fields such as writing, public speaking, teaching, journalism, public relations, law, social media management, human resources, policing, politics, civil service, publishing, archiving, and history. Additionally, the Spoken Language Endorsement enhances students’ verbal communication abilities and contributes to a separate qualification, distinct from the English Language GCSE. This endorsement is a valuable asset for students’ post-16 pathways, providing them with key skills that will benefit them in further education, apprenticeships, and employment opportunities.</p>	



## English Language - Year 11

	Year 11 – Block A	Year 11 – Block B
What do we teach?	<b>Specification: AQA English Language (8700)</b>	
	<p><b>Consolidation and Revision: English Language Papers 1 and 2</b></p> <p><b>English Language Paper 1 – Explorations in Creative Reading and Writing</b>            The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:</p> <ul style="list-style-type: none"> <li>• in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers</li> <li>• in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.</li> </ul> <p><b>English Language Paper 2 – Writers’ Viewpoints and Perspectives</b>            The aim of this paper is to develop students’ insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:</p> <ul style="list-style-type: none"> <li>• in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader</li> <li>• in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.</li> </ul>	
How does this meet the National Curriculum?	<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, while also fostering a love of literature through widespread reading. In Year 11, as students revisit key English Language content, they will continue to develop their ability to read fluently and with deep understanding, refine their vocabulary, and enhance their grammatical knowledge. Through revision, students will hone their skills in reading widely and critically, ensuring they can analyse a variety of texts with clarity. They will also revisit writing techniques to ensure clear, accurate, and coherent expression, tailored to different contexts, audiences, and purposes. Additionally, a focus on speaking and listening skills, including formal presentations and debate, will be revisited to further strengthen their communication abilities, preparing them for both their exams and future academic or professional pathways. These aspects of the curriculum are reinforced in Year 11, ensuring students are well-equipped for success in both GCSE assessments and beyond.</p>	
Why does this knowledge matter?	<b>Consolidation and Revision: English Language Paper 1 - Explorations in Creative Reading and Writing and English Language Paper 2 – Writers’ Viewpoints and Perspectives</b>	
	<p>Paper 1: In Year 11, students will revisit the key skills developed in Paper 1, focusing on refining their ability to analyse fiction texts from the 20th or 21st century. Through careful examination of extracts from novels and short stories, students will focus on narrative techniques such as character development, perspective, and descriptive language. By revisiting these skills, students will strengthen their ability to analyse key elements like plot structure, themes, and characterisation, ensuring they are fully prepared for the reading questions in the exam. This revision will help students refine their reading comprehension and written responses, further enhancing their analytical and evaluative skills.</p> <p>Paper 2: As students prepare for Paper 2 in Year 11, they will revisit a variety of non-fiction and literary non-fiction texts, drawn from both the 19th and 20th/21st centuries. This revision will focus on refining students’ ability to evaluate different viewpoints, perspectives, and writing styles across time periods. By revisiting high-quality texts such as articles, reports, essays, and autobiographies, students will strengthen their analytical skills, focusing on language, structure, and purpose. This targeted revision will prepare students for the comparative analysis of texts, ensuring they are able to apply critical thinking and develop cohesive written responses for the exam.</p>	<p>Students will follow a structured programme of revision throughout Block B to prepare effectively for their final English Language exams. Over the course of Year 10 and Year 11, they will have developed their reading and writing skills, but as the exams approach, consolidating these skills is key. The revision programme will focus on revisiting essential language techniques, structures, and assessment objectives, ensuring students are well-prepared for both the reading and writing sections of the exam. Students will refine their ability to analyse texts, manage their time efficiently, and craft responses that demonstrate clear, coherent arguments. This focused revision period is essential for building confidence, reinforcing core skills, and maximizing student success.</p>
Why do we teach in this sequence?	<p>As students near the end of the course, they will focus on revising both the knowledge and skills essential for success in their final exams. Given that these exams place a significant emphasis on technique, this is the ideal time to refine and perfect their exam strategies.</p>	
What career links are made?	<p>Effective communication, both in writing and speech, is crucial in the professional world. The skills developed in this course will not only support success in a wide range of careers but are particularly relevant to fields such as writing, public speaking, teaching, journalism, public relations, law, social media management, human resources, policing, politics, civil service, publishing, archiving, and history. Additionally, the Spoken Language Endorsement enhances students’ verbal communication abilities and contributes to a separate qualification, distinct from the English Language GCSE. This endorsement is a valuable asset for students’ post-16 pathways, providing them with key skills that will benefit them in further education, apprenticeships, and employment opportunities.</p>	