

English Language – Year 10

	Year 10 – Block A	Year 10 – Block B
What do we teach?	Specification: AQA English Language (8700)	
	English Language Paper 1 – Explorations in Creative Reading and Writing	English Language Paper 2 – Writers’ Viewpoints and Perspectives and Spoken Language Endorsement
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>	
	<p>Paper 1: 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"> 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 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. 	<p>Paper 2: 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"> 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 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. <p>Spoken Language Endorsement: The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:</p> <ul style="list-style-type: none"> giving a presentation in a formal context responding appropriately to questions and to feedback, asking questions themselves to elicit clarification using spoken Standard English.
Why does this knowledge matter?	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 21st 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.	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.
Why do we teach in this sequence?	Students must first learn the format of this paper as it is more simplistic in its approach. Secondly, it features fiction and this is much more familiar to our students at this stage in their studies.	Once students have tackled Paper 1, the next step is to move on to the more complex Paper 2. This time, they will have two extracts to examine, analyse and compare. The nature of the non-fiction articles means that naturally students will be exposed to different viewpoints and in turn will be expressing their own. This means that this is the logical juncture to prepare and perform their piece for their Spoken Language Endorsement, a separate qualification from their English Language GCSE that is valuable for post-16 pathways.
What career links are made?	Effective communication in both writing and speech is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following areas: Writer, speaker, teacher, journalist, PR, law, social media manager, HR, crime/police, politics and the civil service, librarian, publishing, archiving, historian. A critical appreciation of Literature over time develops critical thinking skills that are highly valued amongst most employers.	

English Language – Year 11

	Year 11 – Block A	Year 11 – Block B
What do we teach?		Specification: AQA English Language (8700) English Language Paper 1 – Explorations in Creative Reading and Writing English Language Paper 2 – Writers' Viewpoints and Perspectives
How does this meet the National curriculum?	During Year 11 – Block A – English lessons focus on the English Literature paper and exam.	<p>Paper 1: 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"> 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 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. <p>Paper 2: 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"> 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 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.
Why does this knowledge matter?		<p>Paper 1: 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 21st 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>Paper 2: 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?		Students will be fast approaching the end of their time on the course and will be spending time revising the knowledge and skills required to give them success in their final exams. These exams rely very heavily on students' technique and so this is the best time to work on this.
What career links are made?		Effective communication in both writing and speech is vital in the world of work. We hope that the skills embedded here will complement any career but in particular they lend themselves well to the following areas: Writer, speaker, teacher, journalist, PR, law, social media manager, HR, crime/police, politics and the civil service, librarian, publishing, archiving, historian. A critical appreciation of Literature over time develops critical thinking skills that are highly valued amongst most employers.