Year 10

Knowledge	Skills
• How writers use language to create meaning. • How language is used for effect. • How prose and plays teach moral lessons. • how narrative structure creates meaning. • Understanding how characters can influence our perception and views. • Writing for a variety of purposes and audiences. • How context can help shape meaning • Character development and creation • How authors create tension and fear in writing in their writing • How meaning is shaped through language choice • How meaning is shaped in poetry • How poetry can convey big ideas • The purpose of writing • The written form – article/speech/guide etc • Analysing texts at word and sentence level • Respond to a variety of non-fiction texts • Create pieces of non-fiction creative writing confidently • Writing for a ranger of audiences and purposes • Respond to a variety of reading question types. • How writers use language to create mood and atmosphere • Respond to an anthology of non-fiction extracts with confidence	• Identifying linguistic features and commenting on their effect. • Analysis of texts and word and sentence level. • Discussing how writers use language to shape meaning. • Analysing fiction in depth and with confidence. • Analysing non-fiction texts in depth and with confidence. • Using persuasive technique appropriately and effectively. • Synthesising information from a variety of non-fiction sources. • Effectively comparing non-fiction texts. • Responding to non-fiction extracts. • Crafting compelling and personal essays in response to prose and drama. • Writing non-fiction texts for a variety of audiences and purposes. • Discussing writer's intention and reader reaction with confidence. • Commenting on how writers make readers feel • Using language to create a distinct mood and atmosphere in writing • Using language to create specific tones in writing • Writing for a range of purposes and audiences • Writing in a range of styles • Begin writing with a growing flair and increased confidence • Embedding quotations • Crafting personal responses to both fiction and non-fiction texts • Analysis of poetry • Comparison of poems • Sustained discussion of themes linked to literature and non-fiction texts • Speaking with flair, originality and confidence

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Content	GCSE English Language and Literature – Unit 2 Belonging The Strange Case of Dr Jekyll and Mr Hyde 8 weeks	GCSE English Language and Literature – Unit 2 Belonging The Strange Case of Dr Jekyll and Mr Hyde 7 weeks	GCSE English Language and Literature – Unit 1 Context and Meaning 6 weeks	GCSE English Language and Literature – Unit 3 Influence and Power Revision for GCSE English Language and Literature – Unit 1 Context and Meaning 5 weeks	GCSE English Language and Literature – Unit 3 Influence and Power 6 weeks	GCSE English Language and Literature – Unit 4 Motivations 7 weeks
Skills	Comprehensive and confident study of a novel in its entirety. Confidently tackle a 19th century novel. Understand the importance of social and historical context and its influence on a text and modern audience.	Comprehensive and confident study of a novel in its entirety. Confidently tackle a 19th century novel. Understand the importance of social and historical context and its influence on a text and modern audience.	Reading and annotating poems thoughtfully, picking out key vocabulary and language choice. Respond to locate and retrieve questions for multiple poems accurately and confidently.	Comprehensive study of non-fiction anthology and related non-fiction extracts. Confidently tackle a wide range of non-fiction texts. Close analysis of extracts. Word and sentence level analysis.	Comprehensive study of non-fiction anthology and related non-fiction extracts. Confidently tackle a wide range of non-fiction texts. Close analysis of extracts. Word and sentence level analysis.	GCSE English Language and Literature – Unit 4 Motivations Comprehensive study of prose, 'An Inspector Calls' by J.B Priestly. Demonstrate a clear understanding of the importance of social and

		Close analysis of extracts. Word and sentence level analysis. Confidently plan and write essays using extracts as a starting point. Understand how authors create character. Understand how authors use character and setting to tell a complete story. Show a clear understanding of how authors use themes to support a narrative. Clear and confident understanding of how characters, setting, mood and atmosphere impact a reader. Confident analysis of the writer's intention and the reader's reaction. Understand how novels can be used to develop and support an argument surrounding a wider theme. Confidently discuss the cultural impact of novels. Present written information in a clear, logical form. Apply knowledge of a novel to a broader ethical question. Using a novel as a springboard for wider discussion. Deliver a presentation with confidence and flair. Make confident and ambitious vocabulary choices to support and develop arguments. Developing a wide ranging and sophisticated vocabulary that allows for the formation of a clear, academic argument.	Close analysis of extracts. Word and sentence level analysis. Confidently plan and write essays using extracts as a starting point. Understand how authors create character. Understand how authors use character and setting to tell a complete story. Show a clear understanding of how authors use themes to support a narrative. Clear and confident understanding of how characters, setting, mood and atmosphere impact a reader. Confident analysis of the writer's intention and the reader's reaction. Understand how novels can be used to develop and support an argument surrounding a wider theme. Confidently discuss the cultural impact of novels. Present written information in a clear, logical form. Apply knowledge of a novel to a broader ethical question. Using a novel as a springboard for wider discussion. Deliver a presentation with confidence and flair. Make confident and ambitious vocabulary choices to support and develop arguments. Developing a wide ranging and sophisticated vocabulary that allows for the formation of a clear, academic argument.	Comment on the poet's choice of language and the possible meanings behind it. Comment on and consider the writers intention and the readers reaction. To respond to poetry thoughtfully, exploring multiple interpretations in responses. Analysis of poems at both word and sentence level, linking analysis to genre and themes. Explore the similarities and differences between two Organising ideas into a logical essay that has a clear thesis and vision. Begin to analyse language in depth, probing the subtext with increasing confidence. Begin to analyse language in depth, probing the subtext with increasing confidence. Confidently tackle unseen poems that cover a range of themes, forms and style and respond to exam questions confidently and appropriately. Refine essay technique, having a solid plan that can be adapted for a variety of scenarios.	Understand how authors create meaning through language. Understand how authors use language to inform, entertain and persuade a reader. Confident analysis of the writer's intention and the reader's reaction. Present written information in a clear, logical form. Produce a piece of writing that has flair and makes bold language choices. Write for a variety of audiences and purposes. Make considered language choices that fulfil a specific purpose. Show an understanding of literary and linguistic technique and incorporate this into writing. Using non-fiction texts as a springboard for wider discussion. Deliver a presentation with confidence and flair. Make confident and ambitious vocabulary choices to support and develop arguments. Developing a wide ranging and sophisticated vocabulary that allows for the formation of a clear, academic argument. Respond to a range of viewpoints in a discussion. Effective research, showing an awareness of bias and assessing sources for relevance and reliability. ***Revision of all skills covered in term 2a***	Understand how authors create meaning through language. Understand how authors use language to inform, entertain and persuade a reader. Confident analysis of the writer's intention and the reader's reaction. Present written information in a clear, logical form. Produce a piece of writing that has flair and makes bold language choices. Write for a variety of audiences and purposes. Make considered language choices that fulfil a specific purpose. Show an understanding of literary and linguistic technique and incorporate this into writing. Research skills that support writing. Making use of a variety of linguistic technique for a variety of purposes and audiences. Show a clear awareness of how language and vocabulary choice and influence and persuade others. Using non-fiction texts as a springboard for wider discussion. Deliver a presentation with confidence and flair. Make confident and ambitious vocabulary choices to support and develop arguments.	historical context and its influence. Close analysis of extracts, exploring characters and their motivations in depth. Word and sentence level analysis, understanding the intent behind the playwrights language choices. Understand the implications of the writer's intention and the impact that the play has on the reader/audience. Confidently plan and write essays covering a range of characters, themes and relationships. Develop a clear knowledge of characters, understanding the role they play and how they would have been perceived at the time of writing. Show a clear understanding of how authors use themes to support a narrative. Confidently explore the social and moral lessons of the play, applying that knowledge to a variety of questions. Confidently discuss the cultural impact of novels. Present written information in a clear, logical form. Apply knowledge of a novel to a broader ethical question. Developing a wide ranging and sophisticated vocabulary that allows for

						Developing a wide ranging and sophisticated vocabulary that allows for the formation of a clear argument.	the formation of a clear, academic argument.
	Assessment	Responding to an essay question NEA Task A – Thematic essay	Mock presentation NEA Task B – Individual Presentation	Poetry comparison of one selected poem from the WJEC anthology and one unseen poem. extended response question (one from a choice of two) – creative literary or non-fiction writing.	NEA Task B – Group Discussion	NEA Task A – Non-Fiction Writing	