# Year 11

| Knowledge | Skills |
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| • Persuasive technique and it's use in writing and speaking.<br>• Influencing a reader.<br>• How writers use language to create meaning.<br>• How language is used for effect.<br>• How prose and plays teach moral lessons.<br>• how narrative structure creates meaning.<br>• How authors create character.<br>• Understanding how characters can influence our perception and views.<br>• Writing for a variety of purposes and audiences.<br>• How context can help shape meaning. | • Identifying linguistic features and commenting on their effect.<br>• Analysis of texts and word and sentence level.<br>• Discussing how writers use language to shape meaning.<br>• Analysing fiction in depth and with confidence.<br>• Analysing non-fiction texts in depth and with confidence.<br>• Using persuasive technique appropriately and effectively.<br>• Synthesising information from a variety of non-fiction sources.<br>• Effectively comparing non-fiction texts.<br>• Responding to extracts in fiction.<br>• Crafting compelling and personal essays in response to prose and drama.<br>• Writing non-fiction texts for a variety of audiences and purposes. |

| | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
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| **Content** | GCSE English Language Group discussion.<br>*'An Inspector Calls'*-J.B Priestley (GCSE English Literature)<br>GCSE English Language reading skills – *Thai Cave Rescue* | GCSE English Language Writing – Units 2 & 3<br>*'An Inspector Calls'*-J.B Priestley (GCSE English Literature | *'Heroes'* Robert Cormier (GCSE English Literature) | GCSE English Language revision – Units 2 &3 Reading and Writing.<br>GCSE English Literature Revision *'An Inspector Calls'* and *'Heroes'* | GCSE English Language revision – Units 2 &3 Reading and Writing.<br>GCSE English Literature Revision *'An Inspector Calls'* and *'Heroes'* | |
| **Skills** | Turn taking in oracy<br>Crafting discussions<br>Research skills and presenting information in a logical and informative sequence.<br>Sharing viewpoints and discussion contrasting opinions in a clear and respectful manner.<br>Understanding social and historical context and applying that knowledge to a text.<br>Analysing the writers use of language and how it is used for effect.<br>Commenting on the use of language and its impact on character.<br>Commenting on how language impacts meaning.<br>Summarising, synthesising and comparing a range of non-fiction texts. | Understanding social and historical context and applying that knowledge to a text.<br>Analysing the writers use of language and how it is used for effect.<br>Commenting on the use of language and its impact on character.<br>Understanding and commenting on the writers' intention and the impact that this has on a reader/audience.<br>Craft responses to extract questions that show a clear awareness of how language is used to show how characters speak and behave.<br>Respond to extract questions that explore how language is used to create | Analysing the writers use of language and how it is used for effect.<br>Commenting on the use of language and its impact on character.<br>Understanding and commenting on the writers' intention and the impact that this has on a reader.<br>Craft responses to extract questions that show a clear awareness of how language is used to show how characters speak and behave.<br>Respond to extract questions that explore how language is used to create mood and atmosphere with confidence. | Understanding social and historical context and applying that knowledge to a text.<br>Analysing the writers use of language and how it is used for effect.<br>Commenting on the use of language and its impact on character.<br>Commenting on how language impacts meaning.<br><br>Revision of the big 6 language questions, writing to narrate, describe and persuade.<br><br>Revision of literature exam skills including responding to extracts and essay writing exploring character, themes and mood and atmosphere. | Understanding social and historical context and applying that knowledge to a text.<br>Analysing the writers use of language and how it is used for effect.<br>Commenting on the use of language and its impact on character.<br>Commenting on how language impacts meaning.<br><br>Revision of the big 6 language questions, writing to narrate, describe and persuade.<br><br>Revision of literature exam skills including responding to extracts and essay writing exploring character, themes and mood and atmosphere. | |

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| | | Responding, with confidence to questions that explore the writer's technique and the impressions that this creates for a reader. | mood and atmosphere with confidence.<br>Planning and crafting essays in response to character questions.<br>Planning and crafting essays in response to thematic questions.<br>Showing an awareness of how language is used to develop character and explore their motivations.<br>Writing for a variety of purposes and audiences – including narration, description, exposition and persuasion. | Planning and crafting essays in response to character questions.<br>Planning and crafting essays in response to thematic questions.<br>Showing an awareness of how language is used to develop character and explore their motivations. | | | |
| | **Assessment** | GCSE English Language Group Discussion (NEA)<br>'*An Inspector Calls'* Extract question<br>GCSE English Language Synthesis question | *'An Inspector Calls'* Essay question.<br>GCSE English Language Writing – Describe a time<br>GCSE English Language Writing – Article | *'Heroes'* – Extract question<br>*'Heroes'* – Essay Question | GCSE English Language – Compare question<br>GCSE English Language – Exposition<br>*'An Inspector Calls'* Essay question. | GCSE English Language – How does the writer/What Impression.<br>*'Heroes'* – Essay Question<br>**If time allows.** | |