

Year 11 Curriculum Overview Plan: Subject English Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: Component 1</p> <p>Key Concepts, Knowledge & Skills to be Embedded: -read a wide range of texts, fluently and with good understanding to allow them to analytically respond to fiction texts.</p> <p>-read critically, and use knowledge gained from wide reading to inform and improve their own writing by considering the craft of the writer.</p> <p>-acquire and apply a wide vocabulary,</p>	<p>Key Theme: Component 2</p> <p>Key Concepts, Knowledge & Skills to be Embedded: -read a wide range of texts, fluently and with good understanding to allow them to analytically respond to nonfiction texts.</p> <p>-Read critically, and use knowledge gained from wide reading to inform and improve their own writing</p> <p>-Write effectively and coherently using Standard English appropriately</p>	<p>Key Theme: Component 1</p> <p>Key Concepts, Knowledge & Skills to be Embedded: -read a wide range of texts, fluently and with good understanding to allow them to analytically respond to fiction texts.</p> <p>-read critically, and use knowledge gained from wide reading to inform and improve their own writing by considering the craft of the writer.</p> <p>-acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical</p>	<p>Key Theme: Component 2</p> <p>Key Concepts, Knowledge & Skills to be Embedded: - read a wide range of texts, fluently and with good understanding to allow them to analytically respond to fiction texts.</p> <p>-read critically, and use knowledge gained from wide reading to inform and improve their own writing by considering the craft of the writer.</p> <p>-acquire and apply a wide vocabulary, alongside a knowledge and</p>	<p>Key Theme: Final cycles of revision – exam season</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Exam skills need to be embedded</p> <p>Links to Prior Learning: This should only be revisiting prior learning as attendance may be inconsistent due to exams.</p> <p>Key Assessment Pieces: Final GCSE examinations.</p>	

<p>alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p> <p>-Read critically, and use knowledge gained from wide reading to inform and improve their own writing</p> <p>-Write effectively and coherently using Standard English appropriately</p> <p>-use grammar correctly, punctuate and spell accurately</p>	<p>-use grammar correctly, punctuate and spell accurately</p> <p>-acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p> <p>Links to Prior Learning: - Reading and Writing in the Real World -Power of words</p> <p>Key Assessment Pieces: Mocks – Summer 2019 – review/formal letter.</p>	<p>terminology, and linguistic conventions for reading, writing and spoken language.</p> <p>-Read critically, and use knowledge gained from wide reading to inform and improve their own writing</p> <p>-Write effectively and coherently using Standard English appropriately</p> <p>-use grammar correctly, punctuate and spell accurately</p> <p>Links to Prior Learning: -Writer’s craft. -Narrative writing. -KS3 analysis/writing skills.</p> <p>Key Assessment Pieces: How does the writer use language and</p>	<p>understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.</p> <p>-Read critically, and use knowledge gained from wide reading to inform and improve their own writing</p> <p>-Write effectively and coherently using Standard English appropriately</p> <p>-use grammar correctly, punctuate and spell accurately</p> <p>Links to Prior Learning: - Reading and Writing in the Real World -Power of words</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>-Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap)</p>	
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<p>Links to Prior Learning: -Writer’s craft. -Narrative writing. -KS3 analysis/writing skills.</p> <p>Key Assessment Pieces: How does the writer create tension? (Jaws)</p> <p>How does the writer show Natalie’s thoughts and feelings? (Face)</p> <p>Narrative</p> <p>Tier 2/3 Vocabulary Vault: Climactic Presumption Assumption</p> <p>Reading Exposure:</p>	<p>Guide Writing – a Guide to Yorkshire</p> <p>Tier 2/3 Vocabulary Vault: Rudimentary Humane Altruistic Alleviate Intimidating</p> <p>Reading Exposure: Prison 2017 Paper Mock Papers 2019</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: -Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the</p>	<p>structure to increase tension?</p> <p>“In the last 20 or so lines of this passage, Patricia becomes a real heroine.” How far do you agree with this view? (Ruby Lennox)</p> <p>Tier 2/3 Vocabulary Vault: Stereotypes Systemic Heroic/Heroine</p> <p>Reading Exposure: The Hate U Give – Angie Thomas</p> <p>Ruby Lennox – Summer 2017</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: -Use of retrieval practice in DIN.</p>	<p>Tier 2/3 Vocabulary Vault: Imperative Exhilarating Unique Distinct</p> <p>Key Assessment Pieces: Mocks – 2020 – Guide/Talk</p> <p>Report Writing – Ways to improve your local area.</p> <p>Reading Exposure: Niagara Falls Paper (Aut 2018) Mock Papers 2020</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: -Use of retrieval practice in DIN.</p>		
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<p>Jaws – Peter Benchley Face – Benjamin Zephaniah</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <ul style="list-style-type: none"> -Use of retrieval practice in DIN. -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap) 	<p>SEEC model (Alex Quigley – Closing the Vocabulary Gap)</p>	<ul style="list-style-type: none"> -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap) 	<ul style="list-style-type: none"> -Consistent and progressive success criterion. - Explicit vocabulary teaching using the SEEC model (Alex Quigley – Closing the Vocabulary Gap) 		
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