

Year 11 Curriculum Overview Plan: Subject English Language

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



alongside a		terminology, and	understanding of	Strategies to enable	
knowledge and	-use grammar	linguistic conventions	grammatical	new concepts,	
understanding of	correctly, punctuate	for reading, writing and	terminology, and	knowledge & skills to	
grammatical	and spell accurately	spoken language.	linguistic conventions	embed in long-term	
terminology, and			for reading, writing and	memory:	
linguistic	-acquire and apply a	-Read critically, and use	spoken language.	-Use of retrieval	
conventions for	wide vocabulary,	knowledge gained from		practice in DIN.	
reading, writing	alongside a	wide reading to inform	-Read critically, and use	-Consistent and	
and spoken	knowledge and	and improve their own	knowledge gained from	progressive success	
language.	understanding of	writing	wide reading to inform	criterion.	
	grammatical		and improve their own	- Explicit vocabulary	
-Read critically, and	terminology, and	-Write effectively and	writing	teaching using the SEEC	
use knowledge	linguistic	coherently using		model (Alex Quigley –	
gained from wide	conventions for	Standard English	-Write effectively and	Closing the Vocabulary	
reading to inform	reading, writing and	appropriately	coherently using	Gap)	
and improve their	spoken language.	1 1 1 1 1 1 1 1 1	Standard English		
own writing		-use grammar correctly,	appropriately		
		punctuate and spell	oppropriately		
-Write effectively	Links to Prior	accurately	-use grammar correctly,		
and coherently	Learning:	accurate.y	punctuate and spell		
using Standard	•		accurately		
English	- Reading and	Links to Prior Learning:	decaratery		
appropriately	Writing in the Real	-Writer's craft.			
арргорпасету	World	-Narrative writing.			
uco grammar	-Power of words	-KS3 analysis/writing			
-use grammar		skills.	Links to Prior Learning:		
correctly,	Key Assessment	SKIIIS.	- Reading and Writing in		
punctuate and	Pieces:	Vou Assessment Dieser	the Real World		
spell accurately	Mocks – Summer	Key Assessment Pieces:	-Power of words		
	2019 –	How does the writer			
	review/formal letter.	use language and			



Links to Prior		structure to increase	Tier 2/3 Vocabulary	
Learning:	Guide Writing – a	tension?	Vault:	
-Writer's craft.	Guide to Yorkshire		Imperative	
-Narrative writing.		"In the last 20 or so	Exhilarating	
-KS3		lines of this passage,	Unique	
analysis/writing	Tier 2/3 Vocabulary	Patricia becomes a real	Distinct	
skills.	Vault:	heroine." How far do		
	Rudimentary	you agree with this	Key Assessment Pieces:	
Key Assessment	Humane	view? (Ruby Lennox)	Mocks – 2020 –	
Pieces:	Altruistic		Guide/Talk	
How does the	Alleviate	Tier 2/3 Vocabulary		
writer create	Intimidating	Vault:	Report Writing – Ways	
tension? (Jaws)		Stereotypes	to improve your local	
		Systemic	area.	
How does the	Reading Exposure:	Heroic/Heroine		
writer show	Prison 2017 Paper			
Natalie's thoughts	Mock Papers 2019	Reading Exposure:	Reading Exposure:	
and feelings?		The Hate U Give –	Niagara Falls Paper (Aut	
(Face)		Angie Thomas	2018)	
	Strategies to enable		Mock Papers 2020	
Narrative	new concepts,	Ruby Lennox – Summer		
	knowledge & skills	2017		
Tier 2/3	to embed in long-		Strategies to enable	
Vocabulary Vault:	term memory:	Strategies to enable	new concepts,	
Climactic	-Use of retrieval	new concepts,	knowledge & skills to	
Presumption	practice in DIN.	knowledge & skills to	embed in long-term	
Assumption	-Consistent and	embed in long-term	memory:	
	progressive success	memory:	-Use of retrieval practice	
	criterion.	-Use of retrieval	in DIN.	
Reading Exposure:	- Explicit vocabulary	practice in DIN.		
	teaching using the			



Jaws – Peter	SEEC model (Alex	-Consistent and	-Consistent and	
Benchley	Quigley – Closing the	progressive success	progressive success	
Face – Benjamin	Vocabulary Gap)	criterion.	criterion.	
Zephaniah	Todasaia. y capy	- Explicit vocabulary	- Explicit vocabulary	
Zephaman		teaching using the SEEC	teaching using the SEEC	
		model (Alex Quigley –	model (Alex Quigley –	
		Closing the Vocabulary	Closing the Vocabulary	
Stratagies to				
Strategies to enable new		Gap)	Gap)	
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				
SEEC model (Alex				
Quigley – Closing				
the Vocabulary				
Gap)				
- Cap,				