

# Curriculum Overview

Subject: English Language

Year Group: 11



Students will have already covered the skills required across the two Language papers, and will therefore be focusing on refining their exam practice using the PLCs. Students will be looking at the two papers again with a view to focusing on the refinement of their weaknesses. Emphasis will be placed on the practice of writing: improving this under timed conditions, removing the writing frames so students memorise the structure. Building vocabulary and refining SPAG will help support their accuracy in A06. Students will assess practice materials from sample questions using the exam mark schemes.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b>  <b>Paper One Writing:</b> Narrative writing conventions; SPAG; structure; originality; descriptive writing conventions; voice; writer's methods; crafting sentence structures; paragraphing for effect; models of narrative arc – all under timed conditions. Assessing sample answers using exam board materials; self assessment.  <b>Paper One Reading:</b> Inference; analyse writers' methods; terminology; structuring PETAL (what/how/why); analysing structure; effects on the reader; assessing sample answers using exam board materials; self assessment.</p>	<p><b>KNOWLEDGE/SKILLS</b>  <b>Paper Two Reading:</b> Interpreting opinion and perspective; Victorian contexts; inference; sourcing facts from texts; comparative summary skills; analysing writer's methods in conveying ideas/opinions; interpreting opinion and analysing writer's methods comparing two texts. Assessing sample answers using exam board materials; self assessment.  <b>Paper Two Writing:</b> Developing own argument; construction of speeches, articles, letters; conventions of various forms of writing; writing for effect on the audience; engaging the audience/reader; persuasive skills; argument skills; SPAG; paragraphing for effect. Assessing sample answers using exam board materials; self assessment;</p>	<p><b>KNOWLEDGE/SKILLS</b>  <b>Revision using PLC:</b>            Teachers should identify strengths and weaknesses across the data spreadsheet and tailor revision and home learning to address student weaknesses.</p>
<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Paper 1 Q5</p> <p>Half term 2: Paper 1, Q1-4 December PPEs</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Paper 2, Q1-4</p> <p>Half term 2: Paper 2, Q5 March PPEs</p>	<p><b>KEY ASSESSMENTS</b></p> <p>Half term 1: Full Paper</p> <p>Half term 2:</p>

Extended reading suggestions and external resources: Youtube playlist; Revision Guides CGP; Mr Bruff; PLCs, Massolit; Seneca learning.