



**English Language
(AQA)**

Year 11

Intent
To ensure that students can

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

	Paper 2, Section A: Writers' Viewpoints and Perspectives (October)	Paper 2, Section A: Writers' Viewpoints and Perspectives (December – February)	Targeted Revision (March – June)
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Knowledge (facts, information, concepts and key terminology)	Writers' Viewpoints and Perspectives Students will know methods that writers employ when they are promoting their viewpoint and perspective on a topic and the effects that these methods have on the audience.	Writers' Viewpoints and Perspectives Students will continue their study of Paper 2, Section A where they will know methods that writers employ when they are promoting their viewpoint and perspective on a topic and the effects that these methods have on the audience.	Students will complete targeted revision of aspects of the Language course in order to consolidate and extend knowledge and understanding.
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Understanding (ability to connect and synthesise knowledge within a context)	Writers' Viewpoints and Perspectives <i>Critical reading and comprehension:</i> identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text. <i>Summary and synthesis:</i> identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text. <i>Evaluation of a writer's choice of vocabulary, form, grammatical and structural features:</i> explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text. <i>Comparing texts:</i> comparing two or more texts critically.		Students will have the opportunity to showcase their knowledge in low-stakes quizzes and in more formalised examination practice. These will help address any gaps in understanding and help extend understanding that they have already acquired.
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Skills (successful application of knowledge and understanding to a specific task)	Writers' Viewpoints and Perspectives AO1: • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references.		Students will hone their examination technique and the application of their knowledge and understanding when approaching exam-style questions. A variety of approaches when addressing exam questions will be explored so that students can formalise the approach that best suits them when answering exam questions.
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Formal Assessments (those done by all/vast majority of the cohort)	November/December Students will complete their second English Language mock exam	March/April Students will complete both Paper 1 and Paper 2 as part of their third mock exams for English Language.	Final exams Students complete their final formal GCSE exams, sitting both Paper 1 and Paper 2 in May/June.
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By the end of the year, students on course for at least a grade 5 will... In their reading: <ul style="list-style-type: none"> • summarise and evaluate with accuracy and clear understanding • understand and make valid responses to explicit and implicit meanings and viewpoints • analyse and evaluate relevant aspects of language, grammar and structure • support their understanding and opinions with apt references to texts, informed by their wider reading • make credible links and comparisons between texts. 		In their writing: <ul style="list-style-type: none"> • communicate effectively, sustaining the reader's interest • produce coherent, well-structured and purposeful texts • vary sentence types and structures and use vocabulary appropriate to purpose and effect • spell, punctuate and use grammar accurately with occasional errors.
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