



Curriculum Map

Subject: English Language

Year group: 10

Time period	Autumn Term 2	Autumn Term 2	Spring Term 2	Spring Term 2
<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Language Paper 1 Section A Creative Reading</p> <ul style="list-style-type: none"> - Core language techniques used by writers to achieve intended effects including but not limited to: alliteration, sibilance, rhetorical questions, repetition, simile, metaphor, personification, rule of 3, onomatopoeia etc. - Core structural techniques used by writers to achieve intended effects including but not limited to: hook, setting, character, dialogue, foreshadowing, shifts in perspective, focus, location etc. 	<p>Language Paper 1 Section B Creative Writing</p> <ul style="list-style-type: none"> - Adapt writing to purpose, audience and form - Use sensory description to create and develop writing. - Core language techniques and how to use them in writing. - Simple, compound and complex sentences - Organise and write dialogue - Use structure to develop plot including but not limited to flashback, flashforward, cliff-hangers, shifts in location, perspective, setting etc. - Adapt genre including but not limited to science fiction, fantasy, gothic, narrative etc. 	<p>Language Paper 2 Section A Writers' Viewpoints & Perspectives</p> <ul style="list-style-type: none"> - Core language techniques used by writers to achieve intended effects including but not limited to: facts, figures, statistics, opinions etc as well as those previously covered in paper 1. - Succinctly summarise the similarities and differences between two non-fiction texts. - Analyse how language is used to describe a particular topic - Compare how writers' use language to convey different attitudes. 	<p>Language Paper 2 Section B Writers' Viewpoints & Perspectives</p> <ul style="list-style-type: none"> - How to write in different non-fiction forms including, but not limited to: speeches, letters, newspaper articles, blogs, online - How to write to inform, explain, argue, persuade and advise. - Adapt writing to purpose, audience and form - Core language techniques and how to use them to suit purpose - Simple, compound and complex sentences - Organise writing to suit form
<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<ul style="list-style-type: none"> - To confidently read unseen fictional texts from the 19th, 20th and 21st centuries. - To identify and interpret explicit and implicit information and ideas. - To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers. 	<ul style="list-style-type: none"> - To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. - To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. - To use a range of vocabulary and sentence structures for 	<ul style="list-style-type: none"> - To confidently read unseen non-fiction texts from the 19th, 20th and 21st centuries. - To identify and interpret explicit and implicit information and ideas. - To explain, comment on and analyse how writers use language and structure to achieve effects and influence readers. 	<ul style="list-style-type: none"> - To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. - To organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. - To use a range of vocabulary and sentence structures for



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	<ul style="list-style-type: none"> - To identify techniques used by writers using relevant subject terminology to support views. - To evaluate texts critically and support this with textual references. 	<p>clarity, purpose and effect with accurate spelling and punctuation</p>	<ul style="list-style-type: none"> - To compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts. - To evaluate texts critically and support this with textual references. 	<p>clarity, purpose and effect with accurate spelling and punctuation.</p>
Key Questions				
Assessment	<p>Year 10:</p> <ul style="list-style-type: none"> - Timed Section A in-class assessment Q1-4. 1hour including reading time. <p>Year 11:</p> <ul style="list-style-type: none"> - November Trial Exam Paper 1. 	<p>Year 10:</p> <ul style="list-style-type: none"> - Timed Section B in-class assessment Q5. 45minutes. <p>Year 11:</p> <ul style="list-style-type: none"> - November Trial Exam Paper 1. 	<p>Year 10:</p> <ul style="list-style-type: none"> - Timed Section A in-class assessment of Q1-4. 1 hour including reading time. - March Trial Exam Paper 2. 	<p>Year 10:</p> <ul style="list-style-type: none"> - Timed Section B in-class assessment of Q5. 45 minutes. - March Trial Exam Paper 2
Literacy/Numeracy/SMSC/Character	<ul style="list-style-type: none"> - Confidence in identifying techniques and analysing their effects. - Spelling and correct use of key subject terminology. - Confidence, resilience, aspiration, initiative. 	<ul style="list-style-type: none"> - Confidence in using language and structural techniques in creative writing. - Confidence in responding to written and visual stimuli to develop own distinct voice. - Confidence, resilience, aspiration, initiative. 	<ul style="list-style-type: none"> - Confidence in summarising texts and using quotations to develop arguments. - Confidence in analysing how language is used for effect. - Spelling and correct use of key subject terminology. - Confidence, resilience, aspiration, initiative. 	<ul style="list-style-type: none"> - Confidence in using language and structural techniques in non-fiction writing. - Confidence in responding to written and visual stimuli to develop own distinct voice. - Confidence, resilience, aspiration, initiative.