**Programme of study for Year 10 Language**

| **Autumn (1st term)**<br>**Autumn (2nd term)** | **Spring (1st term)** | **Spring (2nd term)** | **Summer (1st term)** | **Summer (2nd term)** |
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| **From:** September<br>**To:** December | **From:** January<br>**To:** February | **From:** February **To:** April | **From:** April **To:** May | **From:** June **To:** July |
| **Topic:** Short Stories from Different Cultures<br><br>**Text:**<br>A collection of short stories and non-fiction texts | **Topic:** Paper 1 Revision<br><br>**Texts:**<br>A collection of unseen fiction texts | **Topic:** Paper 2 Revision<br><br>**Texts:**<br>A collection of non-fiction texts | **Topic:** Paper 2 Revision: Let Your Voice be Heard<br><br>**Texts:**<br>A collection of non-fiction texts | **Topic:** Spoken Language |
| **Skills (students should be able to):**<br><br>**AO1**<br>• Identify and interpret explicit and implicit information and ideas.<br>**AO2**<br>• 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.<br>**AO5**<br>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences. | **Skills (students should be able to):**<br><br>**AO1**<br>• Identify and interpret explicit and implicit information and ideas.<br>**AO2**<br>• 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.<br>**AO4**<br>• Evaluate texts critically and support this with appropriate textual references.<br><br>**AO5**<br>• Communicate clearly, effectively and | **Skills (students should be able to):**<br><br>**AO1**<br>• Identify and interpret explicit and implicit information and ideas.<br>• Select and synthesise evidence from different texts.<br>**AO2**<br>• 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.<br>**AO3**<br>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. | **Skills (students should be able to):**<br><br>**AO1**<br>• Identify and interpret explicit and implicit information and ideas.<br>• Select and synthesise evidence from different texts.<br>**AO2**<br>• 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.<br>**AO3**<br>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.<br>**AO4** | **Skills (students should be able to):**<br><br>**AO7:**<br>• Demonstrate presentation skills in a formal setting<br>**AO8:**<br>• Listen and respond appropriately to spoken language, including to questions and feedback on presentations<br>**AO9:**<br>• Use spoken Standard English effectively in speeches and presentations. |

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| • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.<br>**AO6**<br>• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences.<br>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.<br>**AO6**<br>• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | **AO4**<br>• Evaluate texts critically and support this with appropriate textual references.<br>**AO5**<br>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences.<br>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.<br>**AO6**<br>• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | • Evaluate texts critically and support this with appropriate textual references.<br>**AO5**<br>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences.<br>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.<br>**AO6**<br>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. | |
| **Key Learning Outcomes (students should know):**<br>• To develop students' ability to select relevant textual details.<br>• To develop students' language and structural analysis.<br>• To write non-fiction texts using effective language and structural techniques | **Key Learning Outcomes (students should know):**<br>• To select relevant textual details.<br>• To analyse language and structural techniques used by the writers.<br>• To be evaluative and respond to texts critically.<br>• To write creatively using a range of language and | **Key Learning Outcomes (students should know):**<br>• To identify writers' viewpoints and perspectives.<br>• To select relevant textual details.<br>• To summarise information.<br>• To analyse language and structural techniques used by the writers. | **Key Learning Outcomes (students should know):**<br>• To identify writers' viewpoints and perspectives.<br>• To select relevant textual details.<br>• To summarise information.<br>• To analyse language and structural techniques used by the writers.<br>• To write non-fiction texts using effective language and structural techniques. | **Key Learning Outcomes (students should know):**<br>To research a chosen topic and present it to the class using a range of language, structural and presentational devices for effect. |

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| • To express own viewpoints/ perspectives in a piece of writing. | structural techniques for effect. | • To write non-fiction texts using effective language and structural techniques. To express own viewpoints/ perspectives in a piece of writing. | To express own viewpoints/ perspectives in a piece of writing. | |
| **Term 1 assessment to cover:**<br><br>English Language Paper 1, Q4<br>English Language Paper 2, Q5 | **Term 2 assessment to cover:**<br><br>English Language Paper 1, Q4 | **Assessment to cover:**<br><br>English Language Paper 2, Q2 | **Assessment to cover:**<br><br>Year 10 Mock Exams – Paper 2 full paper | **Assessment to cover:**<br><br>Spoken Language recordings |
| **Building understanding: Rationale / breakdown for your sequence of lessons:**<br><br>Students will recap and develop the intended skills through exposure to Short Stories from Different Cultures. By reading stories from a range of authors students will engage with a variety of ideas and techniques.<br><br>Students will start Year 10 predominantly focusing on skills which enable them to explore creative writing and create their own creative writing pieces as they will have really secured the foundations for this in Year 9. Students will not only be | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br><br>This half term is based on Paper 1 examination skills. Teachers will teach questions from the exam paper specifically using a range of unseen texts fiction texts, such as Sebastian Faulks' 'Birdsong'. Until now students were consolidating their understanding of language and structural skills, now students will practice responding to skills in line with the examination paper. This will then result in students sitting their first complete Paper 1 Language exam in exam conditions. This paper focuses on exploration of creative reading and writing. | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br><br>This half term is based on Paper 2 examination skills. Teachers will teach questions from the exam paper specifically using a range of non-fiction unseen texts, focusing on themes such as: extreme sports. Until now students were consolidating their understanding of skills, now students will practice responding to skills in line with the examination paper. This will then result in students sitting their first complete Paper 2 Language exam in exam conditions. This paper focuses on viewpoints and perspectives. | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br><br>This half term students will continue to develop their ability to write non-fiction texts in which they will express their viewpoints and perspectives. Students will develop their understanding of skills that will enable them to confidently write convincing pieces, for example 'because, but so…', 'Janus-faced sentences, anaphora and anecdotes. Students will also review skills previously learnt such as semantic field, perspective and tone and the use of cyclical structure. These have been taught through the Short Stories units in Year 9 and 10 as well as the Current Affairs unit in Summer 1. | **Building understanding: Rationale / breakdown for your sequence of lessons:**<br><br>This is a spoken language unit, which will help students prepare for their GCSE Spoken Language, which they will complete at the end of Year 10. This unit will help students to verbally express their own viewpoints/ perspectives and consider ways in which they can effectively use the art of rhetoric. Students will use the language and structural skills they have learnt this year to ensure their writing is effective purposeful. |

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| recapping the language and structural skills learnt in Year 9 but will now have the opportunity to develop these – for examples for the skill of structure, students will now learn contrast, antithesis and the withholding of information. Students will also continue to develop their evaluation skills, the foundations for which was set up in Summer 1 of Year 9. This unit, like the Short Stories unit in Year 9, will have non-fiction writing and skills interleaved. The non-fiction extracts will help to support and enhance students' learning and understanding of key ideas and themes. The short stories will develop students' skills of empathy enabling them to write more emotive pieces both creatively and when producing non-fiction texts | | | | |
| **Central home – Learning tasks:**<br>• Spring (1st term) – Paper 1, Q4 and Paper 1, Q5 planning and practice questions<br>• Summer (1st term) – Paper 2, Q5 – green page of progress<br>• Summer (2nd term) – Spoken Language – speech writing | | | | |
| **Reading / literacy:**<br>• Reading of text<br>• Discussion-based activities<br>• Retrieval of information | **Reading / literacy:**<br>• Reading of texts<br>• Discussion-based activities<br>• Retrieval of information<br>• Introduction of new vocabulary | **Reading / literacy:**<br>• Reading of texts<br>• Discussion-based activities<br>• Retrieval of information<br>• Introduction of new vocabulary | **Reading / literacy:**<br>• Reading of texts<br>• Discussion-based activities<br>• Retrieval of information<br>• Introduction of new vocabulary<br>• Writing activities | **Reading / literacy:**<br>• Researching of information<br>• Writing of presentation aimed at particular audiences |

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| • Introduction of new vocabulary<br>• Writing activities | • Writing activities | • Writing activities | | • Formal presenting of information |
| **Numeracy:**<br>• Shapes<br>• Flow charts<br>• List ordering | **Numeracy:**<br>• Line graph | **Numeracy:**<br>Summarising information to meet a word count | **Numeracy:**<br>• Line graph<br>• Dividing of information in charts | **Numeracy:**<br>Use of statistics |
| **Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):**<br><br>• Students will develop their cultural capital as they read and discuss important topics such as islamophobia, gender bias and climate change. They will also develop their SMSC skills through lessons which focus on topics related to animal farming, poverty and child cruelty. Students will be given ample opportunity to present their own viewpoints on these topics and to refute possible opposing arguments.<br>• MACE debate club.<br>• Jack Petchey.<br>• Creative writing competitions. | | | | |