



## Year 10 and Year 11 English Language – Outline Programme of Study

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Big ideas/ topics	<b>Language Paper 1; Section B</b> (8 weeks)	<b>Language Paper 1; Section A</b> (7 weeks)	<b>Language Paper 1; Section A</b> (6 weeks)	<b>Language Paper 2; Section B</b> (5 weeks)	<b>Language Paper 2; Section A</b> (6 weeks)	<b>Language Paper 2; Section A</b> (6 weeks)
Grammar	<b>Grammar</b> (2 weeks)					
Key Knowledge	<p><b>Language Paper 1; Section B:</b> Creative Writing What is the difference between a narrative and a description? How do we make descriptions engaging? How do we create cohesion between ideas and paragraphs? How can we use literary methods for a specific purpose?</p> <p><b>Grammar:</b> What did we learn at KS3? How can we apply our grammar knowledge to our writing at GCSE? How can we manipulate our writing, breaking convention, to create specific effects?</p>	<p><b>Language Paper 1; Section A:</b> What is language? What is structure? What is the key focus of the question? How do we gather information? How do we ensure we are selecting the most appropriate information? What is a method? How do we identify methods? How do we analyse methods? Why is it important to be able to analyse the effects of language? How should we structure a response to the Paper 1 reading questions?</p>	<p><b>Language Paper 1; Section A:</b> How do we develop ideas? How do we link ideas? How do we demonstrate perception? What are the elements of structure? How do we analyse structure? How do we ensure we are answering the question?</p>	<p><b>Language Paper 2; Section B:</b> Writing for purpose What are the conventions of: an article? a leaflet? a speech? an essay?</p> <p>What are the conventions of: persuasive writing? writing to argue? informative writing? writing to explain? writing to advise?</p> <p>How do we make our writing effective? How do we develop a big idea and sustain and develop this through a text?</p>	<p><b>Language Paper 2; Section A:</b> What is inference? Why do we need to be able to infer? How do we provide appropriate information to support inference? How do we embed evidence effectively? How do we effectively summarise similarities and differences? How should we structure a response to the Paper 2 reading questions?</p>	<p><b>Language Paper 2; Section A:</b> What are viewpoints and perspectives? Why is it important to be able to identify the author's viewpoint and perspective? How does the author use methods to support their viewpoint? How do the authors use methods similarly and differently? What effects are created by the various methods?</p>
Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	
Big ideas/ topics	<b>Paper 1; Section B</b>	<b>Paper 1; Section A</b>	<b>Paper 2, Section B</b>	<b>Paper 2; Section A</b>	<b>Revision</b>	
Key Knowledge	Revision and development of content and skills learnt in Y10 and applied to Paper 1, Writing.	Revision and development of content and skills learnt in Y10 and applied to Paper 1, Reading.	Revision and development of content and skills learnt in Y10 and applied to Paper 2, Writing.	Revision and development of content and skills learnt in Y10 and applied to Paper 2, Reading.	Identification of areas for development. Specific revision focus on these areas.	

### Further information and reading list

- Exam board: AQA <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>
- Past papers for practise can be found on the AQA website: <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources>
- Recommended revision guides:
  - English Language York Notes: <https://www.yorknotes.com/gcse/english-language/type/guides>
  - Mr Bruff's Youtube channel: <https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuY8w>
  - Mr Salles' Youtube channel: <https://www.youtube.com/channel/UCEB4lwW-eVk9SxHBIGhrY3w>



Ways to support and extend student learning in this subject

- Encourage wider reading where possible. This doesn't necessarily need to be a book: it could be audiobooks, podcasts, newspaper articles, graphic novels, magazines.
- Engage in discussions with family members about books and vocabulary. Students are often taught a range of more sophisticated vocabulary - ask them about any new words that they have learnt and try to get them to use these words in conversation.
- Learning the sentence stems for each question will help students of every ability ensure they stay on track, use the correct skill and, ultimately, answer the question. Writing these out on flashcards and revising regularly would be beneficial.