

Ravens Wood School

KS4 Curriculum Plan – Year 10



Subject: English

Modules: 4 and 5 – The Language Paper

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>In the summer term, Year 10 students sit an English Language exam for the first time to start to prepare them for the format, timing and general demands of the paper.</p> <p>The term is spent exploring a wealth of contemporary fiction, as well as thematically linked 19th and 21st Century non-fiction, equipping students with a true sense of the technical tools that build a text, as well as making that all important link between their appreciation of writers' craft and how this influences the production of their own work. Questions on retrieval, language and structure analysis and critical analysis build on Key Stage 3 'bridging' that has already taught them many of the techniques they will encounter and how to start to structure a sustained response.</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<ul style="list-style-type: none"> • What is the difference between language and structure? • How are the conventions of creative writing and non-fiction writing to convey a point of view different? And what conventions can overlap? • What does a Language exam paper look like? • How am I marked and what other practical information do I need to know, such as timings, marks available etc. 	<ul style="list-style-type: none"> • What does an effective analysis look like? • What are the useful tools, such as effective discourse markers, that I can draw on? • What are the different ways that we can look at a writer's use of structure within a text and how do we discuss structural features as 'interesting' to the reader? • What does it mean to write with concision? • What's a good approach to the quick planning and writing that is required in the exam? • How do we make sure we are being explicit and 'forensic' in our discussion around writers' methods? 	<ul style="list-style-type: none"> • What is a 'perceptive' comment and how can I be 'judicious' in my references to the text? • What are the various connotations and interpretations of a phrase/ sentence? • What makes a piece of creative writing 'convincing' and are there 'tricks of the trade' I can use to enhance my personal voice? • What observations and links can be made when exploring two texts on the same theme from different centuries? • What is the difference between using a full range of punctuation for accuracy, and actually using it to consciously and

			cleverly craft and shape my writing to achieve effects?
The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.		
	Skill/Technique	How will this skill be developed?	
	<ul style="list-style-type: none"> Active reading and planning around a Language paper 	<ul style="list-style-type: none"> Use of sample papers and whole class practice using the visualiser Follow- up practice tasks and papers to consolidate at home Mark scheme learning and annotation 	
	<ul style="list-style-type: none"> Preparing for the exam 	<ul style="list-style-type: none"> Stamina- building through timed practice Exploring a selection of past papers Use of student exemplars Teacher modelling and 'walking, talking mark' 	