



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): English			Year group: 10	
Term	Key topics / scheme of work	What pupils will learn: (Prior assessment may alter starting point & content)	Key skills used:	How will this learning be assessed?
1	Language: Narrative Writing	<ul style="list-style-type: none">• Building upon KS3 knowledge and skills for narrative writing.• Exploration of narrative writing through how to produce a clear and coherent text.• How to describe and narrate.• How to select vocabulary, grammar, form, and structural and organisational features judiciously.• How to use language imaginatively and creatively.• How to use information provided by others to write.• How to maintain coherence and consistency across a text.• How to write for impact.• How to create emotional impact.• How to use language creatively and imaginatively.	<ul style="list-style-type: none">• AO5: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.• AO6: use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Practice and final assessment narrative writing task. Adaptive teaching/ongoing teacher assessment. Homework.





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	Literature: Poetry	<ul style="list-style-type: none">• Build on KS3 work on different forms of poetry, knowledge of how technique and words create meaning.• Fast Reading opportunity: start with themes and introduce 'big ideas'.• Exploring war through power and conflict as the thematic overview for the poetry anthology.	<ul style="list-style-type: none">• AO1: Read, understand and respond to texts by maintaining a critical style and developing an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.• AO3: Show understanding of the relationships between texts and the contexts in which they were written.	Practice and final assessment analytical Literature writing. Adaptive teaching/ongoing teacher assessment. Homework.
2	Literature: 'A Christmas Carol'	<ul style="list-style-type: none">• Analysis of language, structure and context.• Analysis of character development and themes to understand the progression of a text. Links to big ideas and the writer's purpose.• Fast Reading opportunity to encourage a love of reading.• Building upon knowledge of 19th century society from KS3 schemes of work.	<ul style="list-style-type: none">• AO1: Read, understand and respond to texts by maintaining a critical style and developing an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.• AO3: Show understanding of the relationships between texts and the contexts in which they were written.	Practice and final assessment analytical Literature writing task. Adaptive teaching/ongoing teacher assessment. Homework.





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3	Language: Spoken Language and Component 2 Reading	<ul style="list-style-type: none">• Build upon KS3 Spoken Language skills to produce a speech.• Non-fiction reading skills to be developed through how to read in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes.• How to draw inferences and justifying these with evidence.• How to support a point of view by referring to evidence within the text.• How to identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not.• How to reflect critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading.• How to identify the main theme or themes.• How to summarise ideas and information from a single text and synthesise from more than one text.• How to evaluate of a writer's choice of vocabulary, form, grammatical and structural features.	<ul style="list-style-type: none">• Use of Spoken Language Assessment Criteria.• AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.• AO2: Explain, comment on 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.	Practice and final assessment persuasive task through Spoken Language and non-fiction reading questions. Adaptive teaching/ongoing teacher assessment. Homework.
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		<ul style="list-style-type: none">• How to explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail.• How to analyse and evaluating how form and structure contribute to the effectiveness and impact of a text.• How to compare two or more texts critically with respect to the above.		
4	Literature: Poetry	<ul style="list-style-type: none">• Build on KS3 work on different forms of poetry, knowledge of how technique and words create meaning.• Fast Reading opportunity: start with themes and introduce 'big ideas'.• Exploring nature and identity through power and conflict as the thematic overview for the poetry anthology.	<ul style="list-style-type: none">• AO1: Read, understand and respond to texts by maintaining a critical style and developing an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.• AO3: Show understanding of the relationships between texts and the contexts in which they were written.	Practice and final assessment analytical Literature writing task. Adaptive teaching/ongoing teacher assessment. Homework.
5	Literature: 'An Inspector Calls'	<ul style="list-style-type: none">• Analysis of language, structure and context.• Analysis of character development and themes to understand the progression of	<ul style="list-style-type: none">• AO1: Read, understand and respond to texts by maintaining a critical style and developing an informed personal response. Use textual references,	Practice and final assessment analytical Literature writing task.





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		<p>a text. Links to big ideas and the writer's purpose.</p> <ul style="list-style-type: none">• Fast Reading opportunity to encourage a love of reading.• Building upon knowledge of early 20th century society from KS3 schemes of work.	<p>including quotations, to support and illustrate interpretations.</p> <ul style="list-style-type: none">• AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.• AO3: Show understanding of the relationships between texts and the contexts in which they were written.	<p>Adaptive teaching/ongoing teacher assessment.</p> <p>Homework.</p>
6	<p>Mock Preparation and Feedback</p> <p>Literature: Unseen Poetry</p>	<ul style="list-style-type: none">• Recapping of key knowledge and skills from both courses studied in Year 10.	<ul style="list-style-type: none">• Use of Literature AO1, AO2 and AO3 to secure students' knowledge and skills.• Use of Language AO1-AO6 to develop students' success in reading comprehension and comparison, narrative and non-fiction writing content and skills.	<p>Mock assessment and feedback in Literature and Language GCSE papers.</p> <p>Adaptive teaching/ongoing teacher assessment.</p> <p>Homework.</p>

