

YEAR 11 ENGLISH

A MASTERY OF ENGLISH IS THE KEY TO OPENING THE DOORS OF SUCCESS

Creating opportunities for students to develop a love of the English language lies at the heart of the English department. With a team of subject specialists, we work tirelessly to provide students with a range of exciting and challenging classroom activities and precisely selected texts linked to the expansion and consolidation of their reading, writing and speaking and listening skills and ultimately, the creation of critical and creative thinkers who collaborate and communicate effectively. We encourage students to reflect on the texts we read, make their own judgements and draw their own conclusions.

We are passionate about storytelling in all its forms and want our students to develop and share a similar passion and enthusiasm.

Our aim is to empower students to read critically, write fluently, analytically and creatively and speak effectively so they will have the necessary skills and abilities to succeed in an increasingly complex, ever-changing and competitive world.

Autumn		Spring		Summer	
Love and Relationships Poetry (Compare how a key theme is presented in two previously studied poems)	Macbeth revision The Strange Case of Dr Jekyll and Mr Hyde revision	Formalised teaching timetable (by day)	Formalised teaching timetable (by day)	Formalised teaching timetable (by day)	GCSE examinations
GCSE Language Paper 1 revision scheme	Blood Brothers revision				
GCSE Language Paper 2 revision scheme	Mock Examinations – all four examinations				

Although we spend the majority of this year revising and applying key skills and knowledge, the curriculum remains broad, engaging and valuable. In addition to revising the key texts studied in Year 10 (*Macbeth*, *The Strange Case of Dr Jekyll and Mr Hyde*, *Blood Brothers*, *Love and Relationships* poetry), we continue to introduce students to a plethora of exciting extracts from a wide range of previously unseen (and some seen) texts that date from the nineteenth century to the present day, and in a variety of forms.

Homework is a tool used to build, develop and consolidate students' English skills as well as teaching them about organisation, responsibility and independent learning. It is set once weekly. Individual homework will be set by the class teacher and linked to the topic being covered. It is common for homework pieces at this level to involve the revision of key quotations from the texts studied as well as the practice of exam-style questions. Practice is essential and students who perform best on examination days are those who have taken the opportunity to complete practice papers at home as part of their homework. Homework is recorded in students' homework diaries; they are afforded time to record this during lessons. It can also be viewed on the EduLink mobile app and website.

Unit	Learning Objectives/Outcomes
English Literature Paper 1 <i>Macbeth</i>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read Shakespeare fluently and with good understanding, and make connections across their reading • Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • Develop the habit of reading widely and often • Appreciate the depth and power of the English literary heritage • Write accurately, effectively and analytically about their reading, using Standard English • Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – Read, understand and respond to texts • 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 context in which they were written • AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

<p>English Literature Paper 1</p> <p><i>The Strange Case of Dr Jekyll and Mr Hyde</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide range of classic literature fluently and with good understanding, and make connections across their reading • Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • Develop the habit of reading widely and often • Appreciate the depth and power of the English literary heritage • Write accurately, effectively and analytically about their reading, using Standard English • Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – Read, understand and respond to texts • 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 context in which they were written • AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
<p>English Literature Paper 2</p> <p><i>Blood Brothers</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide of texts fluently and with good understanding • Read critically, and use knowledge gained from wide reading to inform and improve their own writing • Write effectively and coherently using Standard English appropriately • Use grammar correctly, punctuate and spell accurately • Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts • AO2 – 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 • AO4 – Evaluate texts critically and support this with appropriate textual references • AO5 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

English	Objectives:
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<p>Literature Paper 2</p> <p>Love and Relationships Poetry</p>	<ul style="list-style-type: none"> • Read a wide range of poetry fluently and with good understanding, and make connections across their reading • Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • Develop the habit of reading widely and often • Appreciate the depth and power of the English literary heritage • Write accurately, effectively and analytically about their reading, using Standard English • Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – Read, understand and respond to texts • 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 context in which they were written • AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
<p>English Literature Paper 2</p> <p>Unseen Poetry</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide range of poems fluently and with good understanding, and make connections across their reading • Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • Develop the habit of reading widely and often • Appreciate the depth and power of the English literary heritage • Write accurately, effectively and analytically about their reading, using Standard English • Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – Read, understand and respond to texts • 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 context in which they were written • AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

<p>English Language Paper 1 Reading</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide of texts fluently and with good understanding • Read critically, and use knowledge gained from wide reading to inform and improve their own writing • Write effectively and coherently using <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts • AO2 – 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 • AO4 – Evaluate texts critically and support this with appropriate textual references
<p>English Language Paper 1 Writing</p>	<p>Objectives</p> <ul style="list-style-type: none"> • Standard English appropriately • Use grammar correctly, punctuate and spell accurately • Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO5 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
<p>English Language Paper 2 Reading</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide of texts fluently and with good understanding • Read critically, and use knowledge gained from wide reading to inform and improve their own writing <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts • AO2 – 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 • AO3 – compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts