

English Department

Key Stage 4

Scheme of Work

Year 10





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Long Term Plan

September – July

Autumn Content Overview

**Long Term Plan**

**September - July**

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| --- | --- | --- |
|  | **HALF TERM 1** | **HALF TERM 2** |
| **AUTUMN** | **Shakespeare Play** | **19th Century Novel** |
| **COHESIVE****ASSESSMENT** | **AQA Extract and whole play Shakespeare question** | **AQA Extract and whole play 19th Century question** |

Spring Content Overview

**Long Term Plan**

**September 2015– July 2016**

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **SPRING** | **Modern Text****Poetry Anthology****Unseen Poetry** | **Modern Text****Poetry Anthology****Unseen Poetry** |
|
| **COHESIVE****ASSESSMENT** | **AQA poetry comparison Question.****Unseen poetry question** | **Extract and whole text question Modern Novel** |

Summer Content Overview

**Long Term Plan**

**Sept ‘15/July ‘15**

**September 2015 – July 2016**

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| --- | --- | --- |
|  | **HALF TERM 1** | **HALF TERM 2** |
| **SUMMER** | **Revision of all set texts.****AQA extract and whole text questions.** | **Reading****Paper 1, Q1,2 &3****Writing****Writing to persuade** |
| **COHESIVE****ASSESSMENT** | AQA GCSE English LiteraturePaper 1 – Shakespeare and 19th Century NovelPaper 2 – Modern Text, Poetry Anthology and Unseen poems | Writing to persuadePaper 1 Q 1,2 &3 |

Assessment Overview

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| Assessment |  |
| **AUTUMN TERM**  |
| Extract and whole play Shakespeare question |   |
|  |  |
| **AUTUMN HALF TERM** |
| Extract and whole 19th Century Novel question |   |
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| **SPRING TERM 2015** |
| AQA anthology comparison questionUnseen poetry question |   |
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| **SPRING HALF TERM** |
|  Modern text question |  |
|  |  |
| **SUMMER TERM 2015** |
| AQA English Literature paper 1 and 2 |  |
| **SUMMER HALF TERM** |
| Writing to persuadeAQA English Language Paper 1 Q1,2 and 3 |  |
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Autumn Medium Term Plan

**HALF TERM 1**

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| **Literature** |
| **Overview****Shakespeare Text** |
| Suggested Content coverage;* Context
* Context in which the text was written
* Context in which the text was set
* Literary context – genre
* Differing audiences’ reactions or interpretations
* Language analysis (devices and comment on effect)
* Character and themes
* Using Quotation
* Structure
* Intertextual links
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| **Assessment****Shakespeare extract anhd whole text question** |

Autumn Medium Term Plan

**HALF TERM 2**

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| **Literature** |
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| **Overview****19th century novel** |
| **Suggested Content Coverage*** **Context**

Context in which the text was writtenContext in which the text was setLiterary context – genreDiffering audiences’ reactions/interpretations* **Language Analysis**

DevicesEffect on the reader* **Character and Themes**
* **Structure**
* **Intertextual links**
* **Textual links (comparison within text)**
* **Use of quotation**
* **Developed interpretations**
* **Explain, comment on and analyse how writer’s use structure to achieve effects from 19th century novel extracts**
* **Evaluate texts critically with appropriate textual references using 19th century novel extracts**
 |
| **Assessment****Extract and whole novel question on 19th century novel** |

Spring Medium Term Plan

**HALF TERM 1**

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| --- |
| **Literature** |
| **Overview** **Modern Text, Poetry Anthology, Unseen Poem** |
| **Suggested Content Coverage*** **Context**

Context in which the text was writtenContext in which the text was setLiterary context – genreDiffering audiences’ reactions/interpretations* **Language Analysis**

DevicesEffect on the reader* **Character and Themes**
* **Structure**
* **Intertextual links**
* **Textual links (comparison within text)**
* **Use of quotation**
* **Developed interpretations**
* **Explain, comment on and analyse how writer’s use structure to achieve effects from modern text and poetry novel**
* **Evaluate texts critically with appropriate textual references using modern text and poetry**
* **Compare poems from AQA anthology**
* **Compare unseen poems**
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| **Assessment****Compare two poems from anthology** |
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Spring Medium Term Plan

**HALF TERM 2**

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| **Literature** |
| **Overview****Modern Text, Poetry anthology, Unseen poetry** |
| **Suggested Content Coverage;*** **Context**

Context in which the text was writtenContext in which the text was setLiterary context – genreDiffering audiences’ reactions/interpretations* **Language Analysis**

DevicesEffect on the reader* **Character and Themes**
* **Structure**
* **Intertextual links**
* **Textual links (comparison within text)**
* **Use of quotation**
* **Developed interpretations**
* **Explain, comment on and analyse how writer’s use structure to achieve effects from modern text and poetry novel**
* **Evaluate texts critically with appropriate textual references using modern text and poetry**
* **Compare poems from AQA anthology**

**Compare unseen poems** |
| **Assessment****Modern Text question****Compare two unseen poems** |

Summer Medium Term Plan

Half Term 1

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| --- |
| **Literature** |
| **Overview****Revise all set texts** |
| **Suggested Content Coverage*** **Extract questions on Shakespeare play**
* **Whole text questions on Shakespeare play**
* **Extract questions on 19th Century novel**
* **Whole text questions on 19th Century novel**
* **Modern Text questions**
* **Compare poems from anthology**
* **Compare unseen poems**
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| **Assessment****AQA GCSE Literature, paper 1 & 2** |

Summer Medium Term Plan

**HALF TERM 2**

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| --- |
| **LANGUAGE Writing** |
| **Overview****Writing to Persuade** |
| **Suggested Content Coverage*** Sophisticated vocabulary
* Complex punctuation
* Sentence structures
* Accuracy
* Purpose, audience and format
* Rhetorical devices
* Connectives and structure for non-fiction
* Planning and developing points

Emphasis on planning, drafting editing and proofreading |
| **READING**  |
| **Overview****English Language paper1 Q1,2 &3** |
| **Suggested Content Coverage*** Identify and interpret explicit information
* Identify and interpret implicit information
* Identify language features
* Explain, comment on and analyse how writers use language to achieve effects.
* Identify structural features
* Explain, comment on and analyse how writers use structure to achieve effects
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Year 10 English Intervention

Underachievement Intervention

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| Outline of administration | * Target pupils: Those who are 2 or more sub-levels behind target.
* Intervention will take place during lunchtime, and after school. If the intervention is at lunch time, pupils will receive an early lunch pass to go to lunch in house time.
* Class teachers identify pupils’ weakness which is then be targeted in the intervention programme.
* House tutors & Heads of College notified.
* Pupils are expected to attend intervention sessions by 1.15pm.
* Register taken weekly.
* All staff implement intervention sessions.
* Progress is reviewed by the end of the half term.
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| Outline of intervention | * Pupils work on improving reading skills.
* Pupils work on improving writing skills. This is then marked during the intervention session (.
* All work is filed under pupil names as a record of impact.
* Record of impact is recorded at the end of the 7 week intervention sessions – e.g. starting
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Pupil Premium Intervention

Intervention for Pupil Premium pupils in Year has two strands:

1. Teachers who teach year 9 pupils are responsible for the progress of pupil premium pupils in their class. Pupils who are notably behind their target grade will attend intervention sessions during lunchtime. Progress will be recorded via a shared database. This programme is flexible; once the child is back on target, they no longer have intervention and are then monitored in class by their class teacher.
2. Pupils who are making good progress, yet are Pupil Premium are monitored and receive intervention from their class teacher. This additional intervention is logged on a half termly basis in the Pupil Premium database for Year 9 (English Staff Shared Area).