

English Department

Key Stage 4

Scheme of Work

Year 11





Contents



Long Term Plan

September 2016 – July 2017

Year 11

Autumn Content Overview

**Long Term Plan**

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **AUTUMN** | **READING****Paper 2, Q1&2****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****LITERATURE****Shakespeare play****Unseen Poetry** | **WRITING****Revise writing to persuade****Revise writing to argue****Revise writing to describe****Revise writing a narrative****LITERATURE****Shakespeare play****Unseen Poetry** |
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Spring Content Overview

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **Term SPRING** | **READING**Paper2, Q3 & 4**LITERATURE****AQA Exam Questions on,*** **19th century novel**
* **Modern Text**
* **Shakespeare play**
* **Poetry Anthology**
 | **READING****WRITING****LITERATURE****AQA Specimen papers in all of the above** |
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Summer Content Overview

**September 2014 – July 2015**

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|  | **HALF TERM 1** | **HALF TERM 2** |
| **SUMMER** | **READING, WRITING, LITERATURE****AQA Specimen Papers** | **GCSE English Language****GCSE English Literature** |



Medium Term Plan

Autumn Medium Term Plan

**HALF TERM 1**

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| **READING** |
| **Overview:****AQA Paper 2, Q1&2** |
| **Suggested Content Coverage*** Identify and interpret explicit information and ideas
* Identify and interpret implicit information and ideas
* Making inferences
* Select and synthesize evidence from different texts
 |
| **LITERATURE****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Overview****Shakespeare Play****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****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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Autumn Medium Term Plan

**HALF TERM 2**

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| **WRITING** |
| **Overview:** **Revise writing purposes** |
| **Suggested Content Coverage:*** Writing to persuade
* 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
* Writing to Argue
* Sophisticated vocabulary
* Complex punctuation
* Sentence structures
* Accuracy
* Purpose, audience, format
* Rhetorical devices
* Alternative viewpoint
* Connectives and structure for non-fiction
* Planning and developing points
* Emphasis on planning, drafting, editing and proofreading
* Writing to Describe
* Sophisticated vocabulary
* Complex punctuation
* Sentence structures
* Language features to describe; metaphors, similes, personification, onomatopoeia, alliteration, listing, repetition etc
* Using the senses
* Planning, drafting, editing and proofreading
* Accuracy
* Narrative writing
* Sophisticated vocabulary
* Complex punctuation
* Sentence structure
* Writing a narrative opening
* Using description within narrative
* Writing a story with action and dialogue
* Accuracy
* Planning, drafting, editing and proofreading
 |
| **Assessment****GCSE mock examination** |

Spring Medium Term Plan

**HALF TERM 1**

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| **READING** |
| **Overview:****Paper 2, Question 3 & 4****Suggested Content:** * Explain how writers use language to achieve effects
* Comment on how writers use language to achieve effects
* Analyse how writers use language to achieve effects
* Explain how writers use structure to achieve effects
* Identify ideas and perspectives in two texts
* Explain the similarities differences between the ideas and perspectives of two texts
* Comment on and analyse how writers convey their ideas (such the way they use language, structure, implied meanings and tone, for example)
* Support ideas with relevant quotations

LITERATURE**Suggested Content:*** Extract and whole text questions on 19th century Novel
* Extract and whole text questions on Modern text
* Extract and whole text questions on Shakespeare play
* Comparative questions on one named poem and one other poem from chosen anthology cluster
* Comparative questions on two unseen poems
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Spring Medium Term Plan

**HALF TERM 2**

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| **READING, WRITING & LITERATURE** |
| **Overview:**  |
| **Suggested Content Coverage:*** **AQA English Language Paper 1 Specimen papers**
* **AQA English Language Paper 2 Specimen papers**
* **AQA English Literature Paper 1 Specimen papers**
* **AQA English Literature Paper 2 Specimen Papers**
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Summer Medium Term Plan

**HALF TERM 1**

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| **WRITING** |
| **Overview.** Preparation for writing section of the examination:Question 5: Writing to inform / explain Writing to describe / explainQuestion 6: Writing to argue Writing to persuade |
| **Suggested Content Coverage**Writing to inform / explain:* Clarity of ideas
* Discourse markers to sequence ideas
* Reasons to support ideas / opinions

Writing to describe / explain:* Descriptive devices
* Reasons to support ideas / opinions

Writing to argue:* Rhetorical devices
* Counter argument
* Discourse markers / cohesive features

Writing to persuade:* Rhetorical devices

Overall:* Technical accuracy
* Variety through choices of sentence starts and structures for effect
* Varied punctuation
* Varied and ambitious vocabulary choices for effect
* Planning / structure
* Developing ideas
* Format: articles, letters, blogs, speeches etc.
* Appropriate level of formality
* Complexity of ideas, e.g. humour, satire etc.
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| **Assessment:** Writing to inform / explain:* Letter to your local newspaper informing residents of leisure facilities available for young people in the area, explaining how they could be improved.

Writing to describe / explain:* Entry for an online blog describing a place you hate and explain why you dislike it so much.
* Article for Real Life magazine, describing a childhood memory and explaining why it is important to you.
* Entry for an online blog describing the best and worst meal you have had, explaining why you felt the way you did about them.

Writing to argue:* Write an article for a magazine arguing for or against the idea that ‘celebrities exploit their position in society and offer nothing in return’.
* “Many people believe that it is our duty to support space exploration, whatever the cost.” Write an article for a website arguing for or against the idea.
* “So many marriages end in divorce, it’s pointless getting married in the first place.” Write an article for a women’s magazine arguing for or against this point.

Writing to persuade:* “The world would be a more peaceful place if all world leaders were women”. Write an article for an online magazine persuading readers that men or women are better leaders.
* Write a letter to the Prime Minister, persuading him to fund projects that inspire young people to take up sport.
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| **READING** |
| **Overview:**Revision of reading skills for the exam. Completing past exam papers (Questions 1-4). |
| **Suggested Content Coverage:*** Recap of reading skills for individual reading questions from Autumn Half Term 1.
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| **Assessment:**June 2011, June 2012, November 2012, January 2013 plus other past exam papers. |



Year 11 English Intervention

Underachievement Intervention

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| Outline of administration: | * Target pupils who are predicted to not achieve at least 3 levels of progress from their KS2 result after teacher assessments.
* Pupils not on track to be discussed and action plans generated / reviewed during each Department meeting.
* Class teachers to identify pupils’ weakness, which is then to be targeted in the intervention programme.
* Intervention to take place during lunchtime, and after school, with all staff involved.
* Early lunch pass issued to pupils when necessary so they can attend intervention.
* Register taken for each intervention session.
* Intervention to be recorded with impact evidenced, including starting and impact grades.
* Need for continued pupil involvement in intervention programme to be reviewed at the end of each half term / after whole school assessment periods.
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| Outline of Intervention: | * Reading and writing intervention to be undertaken as appropriate.
* Previous pieces revisited with weaknesses discussed, especially in relation to weaknesses identified by class teacher. Pupils to redo pieces with improvements.
* Pupils to be asked to provide evidence in future pieces that their targeted weaknesses have been addressed. This is to be reviewed during subsequent intervention meetings.
* Pupils to undertake similar pieces to those reviewed in order to demonstrate improvements can be transferred.
* Pupils to self-mark when appropriate using exam / Controlled Assessment marking criteria to increase familiarity for future pieces.
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Pupil Premium Intervention

* Teachers of Year 11 pupils are responsible for the progress of all Pupil Premium pupils in their class. Pupil Premium pupils are to be identified in staff Record Books and on Trackers. Records of any intervention and the impact on progress are to be kept and updated on a shared database.
* The progress of Pupil Premium pupils is to be discussed and monitored during Department meetings, with action plans being generated for individual pupils where necessary.
* Pupils who are predicted to not achieve at least 3 levels of progress from their KS2 result after teacher assessments are to be identified and placed on an intervention programme. Pupils will attend intervention sessions during either lunchtime, after school, during House periods or during PSHE. The nature of intervention and the impact on progress will be recorded and monitored. Once the pupil is back on target, they can be removed from the intervention programme, but will continue to be monitored during Department meetings and receive intervention from their class teacher.