

English Language Rationale

Haslingden High School English Faculty's overarching aim is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

GCSE English Language at Haslingden High School encourages students to develop their interest and enjoyment of English as they:

- read a wide range 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
- listen to and understand spoken language, and use spoken Standard English effectively

YEAR 10	Content	Skills	Rationale / Link to NC
Autumn Term Block A	<p>Poetry Anthology Pair 1: Place 'London' & 'Living Space'</p> <p>Pair 2: War 'The Manhunt' & 'Mametz Wood'</p> <p>Students will study four poems from the anthology which are linked by theme, focussing on: Language & literary devices Form & structure Style/themes/Tone Personal response Theme Context</p>	<p>AO1: To read, understand and respond to texts, whilst developing a critical style and personal response.</p> <ul style="list-style-type: none"> - To use textual references <p>AO2: To analyse language, structure and form, using relevant subject terminology.</p> <p>AO3: Develop an understanding of context in which texts are written</p>	<p>To develop and build on the skills taught in Y9, whilst covering the vast majority of the content needed for the exams. To ensure that students are familiar and confident with the Assessment Objectives in order to structure responses accordingly.</p> <p><u>Poetry Anthology Study & 19th Century Prose Study;</u></p> <p>Links to NC: To read, analyse and evaluate a selection of poetry since 1789, including representative Romantic poetry and a 19th century text.</p> <p><i>To develop critical reading in order to build resilience and confidence in the exam of both the poems from the anthology and the 19th Century prose text, identifying themes and how they are presented; supporting views by referring to evidence in the text; recognising and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response.</i></p> <p><i>To develop the analysis and evaluation of a writer's choice of vocabulary, grammatical and structural features from different eras and different literary traditions and forms: analysing and evaluating how language (including figurative language), structure, form and presentation contribute to meaning; using linguistic and literary terminology for such</i></p>

			<p>evaluation.</p> <p><i>To compare texts: Poems from the anthology have been paired by theme in order to encourage and develop comparison skills from the outset of the GCSE course.</i></p>
<p>Spring Term Block B</p>	<p>Pre 1914 Prose: A Christmas Carol</p> <p><u>Shakespeare</u> Macbeth</p>	<p>AO1: To read, understand and respond to texts, whilst developing a critical style and personal response.</p> <ul style="list-style-type: none"> - To use textual references <p>AO2: To analyse language, structure and form, using relevant subject terminology.</p> <p>AO3: Develop an understanding of context in which texts are written</p> <ul style="list-style-type: none"> -Explore connections between texts. <p>AO4: SPAG focus sentence structure/topic sentences & Spelling</p>	<p><u>Shakespeare Text:</u></p> <p>Students will study Shakespeare text, widening their understanding of Shakespearean tragedy. Students will continue to analyse and evaluate language, structure and form (tragedy) , looking at key scenes/extracts in detail, whilst considering audience response.</p> <p>Students will explore and evaluate how Shakespeare uses structure to convey meaning</p> <ul style="list-style-type: none"> - how plot develops character and theme by tracking key themes/ character and devices used by Shakespeare (motifs/dramatic irony/symbolism/allegory/ monetary metaphors etc). <p>Students will continue to develop their essay writing skills - focussing on topic sentences/sentence structure for clarity and spelling.</p> <p><i>Students will be encouraged to produce clear and coherent texts (skills taught at KS3/Y9) writing effectively about literature</i></p> <p>To use <i>accurate Standard English</i>: accurate spelling, punctuation and grammar.</p>
<p>Summer Term Block C</p>	<p>Poetry Anthology: 'The Prelude' & Death of a Naturalist' (AO1/2/3)</p> <p>Component 2: Unseen Poetry</p>	<p><i>Students will study four poems from the anthology which are linked by theme - focussing on;</i></p> <ul style="list-style-type: none"> ● <i>language & literary devices</i> ● <i>Form & structure</i> ● <i>Style/themes/ Tone</i> ● <i>Personal response</i> ● <i>Theme</i> ● <i>Context</i> <p>Students will study two more poems from the anthology and two unseen poems which are linked by theme - focussing on:</p>	<p><i>Rationale for poetry - Same as previous (Autumn term) however;</i></p> <p>Students will continue to develop their ability and confidence when comparing and contrasting poetry texts, referring where relevant to theme, style, language and literary devices and ideas.</p> <p>Students will be encouraged to respond personally with texts, making evaluative and critical personal responses and interpretations where possible.</p> <p>Students will develop and practise the skills needed to structure a comparison effectively, whilst using the vocabulary necessary for comparing and contrasting</p> <p>Students will continue to consolidate and further their understanding of how language, structure and form create meaning, through the study of unseen poetry.</p>

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