

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 11	Content	Skills	Rationale / Link to NC
Autumn Term Block A	<p>Poetry Anthology: 'To Autumn' & 'As Imperceptibly as Grief'</p> <p>Unseen Poetry 'Yew Tree Guest House' & 'In the Basement of the Goodwill Store'</p> <p>Students will study two poems from the anthology which are linked by theme along with two paired unseen poems focusing on:</p> <ul style="list-style-type: none"> • language & literary devices • Form & structure • Style/themes/ Tone • Personal response • Theme 	<p>AO1: To read, understand and respond to texts, whilst developing a critical style and personal response. To use textual references</p> <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 Explore connections between texts.</p> <p>AO1: To read, understand and respond to texts, whilst developing a critical style and personal response. To use textual references</p> <p>AO2: To analyse language, structure and form, using relevant subject terminology.</p> <p>AO4: SPAG focus</p>	<p>To continue to cover the poetry content needed for the exams. To practise writing exam style response under timed conditions, whilst focussing on the Assessment Objectives.</p> <p><u>Poetry Anthology Study, 20th Century Drama, Unseen Poetry ;</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, unseen poetry and the 20th Century Drama text; revising themes and how they are presented; supporting views by referring to evidence in the text; revising 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 revise 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 evaluation.</i></p>

	<ul style="list-style-type: none"> • Context • Comparison <p>Component 2: Revision of Blood Brothers</p> <p>Students will re-read the play and revise the key characters, themes, language, structure and form.</p> <p>Students will focus on how to approach the extract into essay question.</p> <p>Autumn 2 Poetry Anthology Dulce et Decorum Est & The Soldier</p> <p>Unseen Poetry: Woman Work & Overheard in County Sligo'</p> <p>Component 2: Pre 1914 Prose: Revision of 'A Christmas Carol'</p>	<p>Independent study skills:</p> <p>To encourage students to revise confidently - model effective revision strategies</p>	<p><i>To revise how to compare texts: Poems from the anthology and unseen poems have been paired by theme, to continue to build on and consolidate skills taught in Y10.</i></p> <p><i>To develop essay writing skills under timed conditions</i></p> <p>Component 2 - Blood Brothers/19th Century Prose: A Christmas Carol</p> <p>To equip students with the revision skills needed in order to tackle the vast content on the exam.</p> <p>To develop exam essay writing skills effectively, using time appropriately, ensuring all AOs are being hit; modelling, self-assessment and CTG activities will allow students to recognise how to structure responses and evaluate their own work.</p> <p>To encourage students to think critically and evaluatively under timed conditions and to develop essay planning skills under exam conditions.</p> <p>To ensure students are fully aware of any errors in SPAG AO4: spag -through marking and CTG activities.</p>
Spring Term Block B	<p>Spring Term 1</p> <p>Poetry Anthology Cozy Apologia & She Walks in Beauty</p> <p>Unseen Poetry: Praise of a Man & The Richest Poor Man in the Valley.</p> <p>Component 1 :</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>-Explore connections</p>	<p>Shakespeare Text;</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 - 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> <p>Students will continue to develop their essay</p>

	<p>Revision</p> <p>Shakespeare 'Macbeth'</p> <p>A Wife in London</p> <p>Unseen Poetry : Teacher & Change</p>	<p>between texts.</p> <p>AO4: SPAG focus sentence structure/topic sentences & Spelling</p> <p>Students will study two poems from the anthology which are linked by theme along with two paired unseen poems focusing on;</p> <ul style="list-style-type: none"> ● language & literary devices ● Form & structure ● Style/themes/ Tone ● Personal response ● Theme ● Context ● Comparison <p>Students will revise the key characters, themes, language, structure, form and key extracts.</p> <p>Students will focus on how to approach the extract and essay question.</p> <p><i>Independent study skills:</i></p> <p>To encourage students to revise confidently - model effective revision strategies</p> <p>Students will study two more poems from the anthology and two unseen poems which are linked by theme - focussing on;</p> <ul style="list-style-type: none"> ● language & literary devices ● Form & structure ● Style/themes/ Tone ● Themes <ul style="list-style-type: none"> ● Context (Anthology) ● Comparison 	<p>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>Rationale for poetry</p> <p>(refer to Autumn term 1)</p> <p><u>Component 1 - Poetry Anthology Revision</u></p> <p>To equip students with the revision skills needed in order to tackle 18 poems in the Anthology.</p> <p>To revise single poems/comparison questions and context whilst focussing on exam essay writing skills under timed conditions, ensuring all AOs are being hit; modelling, self assessment and CTG activities will allow students to recognise how to structure responses, whilst evaluating their own work. Students will revise key vocabulary /terminology.</p> <p>To encourage students to think critically and evaluatively about poems from the anthology under timed conditions, alongside developing poetry annotation/essay planning skills.</p> <p>To develop students' resilience and time management for the exams - to model how to approach a variety of exam style questions, whilst encouraging students to attempt practice papers independently at home.</p> <p>To ensure that students know how to approach the exams - how to understand essay questions.</p>
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Summer Term Block C	Summer Term 1 C1 & C2 Practice Questions	To develop exam essay writing skills.	