

Unit	Aims	AO focuses	Teaching focuses	Possible resources	Assessment
<p>Continuation of Unit 6 1 week – can be spent tying up any loose ends from the teaching of the Victorian novel.</p>	<p>1:</p>	<p>English Literature: Paper 1, Question 2: AO1, AO2, AO3</p>			<p>Completed last term</p>
<p>Unit 7 – Language Focus 7 weeks introduction to a range Victorian and modern non-fiction texts with focused preparation for Language Paper 1, Section A</p> <p>7 weeks</p>	<p>1: A re-cap the Victorian times/context 2: Students will learn to respond to a range of non-fiction texts in preparation for the exam. 3: They will become familiar with the question types found on Paper 2 Section A 4: They will be familiar with the different AOs assessed in this exam 5: Students will understand the format and mark allocation for each question. 6: They will learn to analyse texts to show an understanding of how the writer has put forward their viewpoint/opinion and how they have tried to influence the reader</p>	<p>English Language: Paper 2, Section A AO1, AO2, AO3 and AO4</p>	<p>Focus on attitudes and beliefs in the Victorian times and on general context that the texts were written in Focus on the ways that writer’s try to influence their readers Learning to find and interpret the ideas within texts Develop summary skills – selecting and synthesising the ideas within texts Learn to compare texts, writers’ ideas and perspectives and the ways that they are conveyed Focusing on the ways writers use language and structure to achieve specific effects Focus on evaluating texts critically and on using apt textual support</p>	<p>A range of non-fiction texts written in different genres and for different audiences and for different purposes</p>	<p>English Language Paper2, Section A (writing section) – A timed controlled assessment</p>
<p>Unit 8 – Language Focus Writing to present an argument. Developing writing skills with focused preparation for English Language Paper 2, Section B</p> <p>6weeks</p>	<p>1: To develop students’ writing skills and improve their use of SPAG 2: Develop students ability to write in a range of tones and levels of formality according to their given audience 3: To develop students ability to use a range of different writing techniques to achieve specific effects on their readers 4: To develop students understanding of how to produce a range of different non-fiction texts 5: to develop students understanding of how to write to present an argument</p>	<p>English Language: Paper 2, Section B AO5 and AO6</p>	<p>Week 1 Focus on use of vocabulary, connectives, topic sentences, sentence construction, discourse markers, punctuation fluency and SPAG. Weeks 2 – 3 Focus on writing to present an argument and on debating and presenting an opinion. Also focus on writing using different tones and levels of formality to suit audience and purpose Weeks 4 – 6/7 Focus on producing a range of non-fiction texts of different genres (letters, diaries, articles, reports, travel writing, essays, autobiographies, blogs etc.</p>	<p>A range of non-fiction texts written in different genres and for different audiences and for different purposes</p>	<p>English Language Paper2, Section B (writing section) – A timed controlled assessment</p>

<p>TRIAL EXAM PREP 1 week of exam prep (18th – 19th December and 3rd – 5th January)</p>	<p>Trial exam revision that focuses on each specific classes needs/requirements.</p>	<p>English Language: AO1, 2, 3, 4, 5 and 6 English Literature: AO1, 2, 3 and 4</p>	<p>Revising Units 5, 6, 7 and 8. Revising the structure and question types of English Language Paper 2 and English Literature Paper 1</p>		<p>The year 11 trial exams</p>
<p>YEAR 11 TRIAL EXAMS (ENGLISH LANGUAGE PAPER 2 AND ENGLISH LITERATURE PAPER 1)</p>					
<p>Unit 9 – Literature focus 4 weeks on unseen poetry (including the 4 poems that still need to be studied from the anthology) and 2 weeks focusing on the 15 poems from the anthology and making links between them as revision. 4 weeks</p>	<p>1: For students to get used to responding to unseen poetry 2: For students to gain confidence on analysing unseen poetry 3: For students to gain an understanding of what is expected of them in the unseen poetry exam 4: For students to get used to the comparison element of the unseen poetry exam question. 5: For students to become familiar with the 4 poems not yet studied from the anthology 6: For students to make links between all of the poems in the anthology (studied in year 10 and in year 11) and gain confidence in comparing them.</p>	<p>English literature: Paper 2, Section C AO1, AO2, AO3</p>	<p>Weeks 1 – 4 Revising poetic terms Examining a range of unseen poetry (including the 4 poems in the anthology – presented as unseen poems) Approaching the unseen poetry question Approaching the comparison part of the unseen poetry question Weeks 5-6/7 Revising the rest of the poems form the anthology Making links between the poems Planning answers to practice questions</p>	<p>A range of unseen poems The poetry anthologies Practice questions</p>	<p>English Literature Paper 2, section C (unseen poetry) – A timed controlled assessment</p>
<p>Unit 10 – Literature and Language focus Focus on exam skills and how to approach the different exams. 2 weeks paper revision - 1 week revising both language papers and 1 week revising both Literature papers 4 weeks revising literature texts 1 week revising writing skills 10 weeks</p>	<p>1: For students to be aware of and confident in the different expectations of each exam paper and each specific section/question on the different exam papers. 2: For students to be aware of the very different expectations placed upon them in the English Language and the English Literature examinations. 3: For students to have a working knowledge of the different ways they will be assessed and the different AOs that will be assessed on each exam question. 4: To re-familiarise students with the plot and characters in the texts they have studied for the English Literature examinations. 5: For students to become re-familiarised with how to comment on non-fiction texts and how to produce them for the English Language exams (Paper 2). 6: For students to be re-familiarised with how to comment on fiction texts and how to produce imaginative texts for the English Language exam</p>	<p>English Language AO1, AO2, AO3, AO4, AO5 and AO6 English Literature AO1, AO2, AO3 and AO4</p>	<p>All lessons will focus on revision for a particular unit of work. They will cover AOs, exam requirements, content, context, mark schemes, approaching the exam questions and key terminology. Lesson 1 – 4 revision of Unit 1: An Inspector Calls Lessons 5 – 10 revision of Unit 2: Paper 1, Section A. Lessons 11 – 15 revision of Unit 3: Poetry Lessons 16 – 18 revision of Unit 4: Paper 1, Section b – Narrative and descriptive writing. Lessons 19 – 22 revision of Unit 5: Romeo and Juliet Lessons 23 – 28 revision of Unit 6: Paper 2. Section A Lessons 29 – 32 revision of Unit 7: The Victorian novel Lessons 33 – 37 revision of Unit 1 8: Paper 2, Section B – transactional and argumentative writing</p>	<p>An Inspector Calls Romeo and Juliet The Victorian novel A range of sources for the English Language exam reading sections (prose fiction and non-fiction) A range of stimulus to be used for the writing sections of the English</p>	<p>A range of exam questions should be undertaken throughout this period, students should attempt to answer examples of the following exam papers: English Language paper 1, Section A. English Language Paper 2 section A. English Language Paper 1 Section B. English Language paper 2 section B. English Literature Paper 1 section A. English Literature Paper 1 Section B English Literature Paper 2 Section A</p>

	(Paper 1) 7: To develop students general writing skills and their competence with SPAG		<u>Lessons 38 – 39 revision of unit 9:</u> The unseen poetry question <u>Lesson 40:</u> Overall revision lesson focusing on what to do in each of the different exams that will be sat.	Language exams	English Literature Paper 2 Section B
<u>Unit 11 – General revision – Language and Literature focus</u> Final preparation for the exams	Teachers to determine the learning focus depending on the needs of their specific class.				