ancora house school

'Building Resilience for Future Success'

Year 11 English Language Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics covered	**Language paper one (reading) and oracy catch up** Evaluating texts critically and supporting ideas with appropriate textual references. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.	**Language paper one (writing)** Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Using a range of vocabulary and sentence structures for clarity, purpose and effect.	**Language paper two (reading)** Evaluating texts critically and supporting ideas with appropriate textual references. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	**Language paper two (writing)** Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Using a range of vocabulary and sentence structures for clarity, purpose and effect.	**Revision and exam preparation**	

Application	Completion of past paper questions with a focus on questions 2, 3 and 4. Quotation explosions, using analytical verbs to express inferences, linguistic devices match up tasks. Annotation of sample responses.	Completion of tasks related to narrative writing including vocabulary, planning and organisation of writing, punctuation and sentences. Annotation of sample responses.	Completion of past paper questions with a focus on questions 2 and 3. Quotation explosions, using analytical verbs to express inferences, linguistic devices match up tasks, using connectives to make clear statements of difference and express understanding of differences between texts. Annotation of sample responses.	Completion of tasks related to skills needed to argue / persuade including vocabulary, structuring and planning an argument, punctuation and sentences. Writing in different forms e.g. letters, articles, speeches. Annotation of sample responses.		
Prior Knowledge	Reading skills: locating and retrieving, inference and analysis. Recall of linguistic and grammatical terms and prior knowledge of exam skills where appropriate.	Writing a narrative and writing to describe. Recall of vocabulary and linguistic devices and prior knowledge of exam skills where appropriate.	Reading skills: locating and retrieving, inference and analysis. Recall of linguistic and grammatical terms and prior knowledge of exam skills where appropriate.	Persuasive writing skills. Reading non-fiction texts. Creating non-fiction texts. Recall of prior knowledge of exam skills where appropriate.		
Assessment	**Formative assessment:** Class responses to questions 2 and 3. **Summative assessment:** **Question 4** 'I wasn't at all surprised by the disappearance of the stranger child at the	**Formative assessment:** Write a story about an event that cannot be explained. **Summative assessment:** Write a story about a new beginning.	**Formative assessment:** Class responses to questions 2 and 3. **Summative assessment:** Mock examination	**Formative assessment:** 'Many young people rely too much on technology. New inventions like artificial intelligence can be exciting and helpful but we must be careful how much we depend on them.' Write an article for a school website in which you give your		

	end of the extract. The writer has left us in no doubt that she is just part of Rosie's imagination.' To what extent do you agree or disagree?			point of view on this statement. **Summative assessment:** 'Cars are convenient, comfortable and save time. However, we need to use them less by making public transport such as trains, trams and buses more reliable and easier to access.' Write a speech to be given at your local council in which you argue your point of view on this statement.		
Skills Builder and Preparation for Adulthood	SB: Speaking, listening, planning. PFA: Employment	SB: Speaking, listening, planning, creativity. PFA: Employment	SB: Speaking, listening, planning. PFA: Employment	SB: Speaking, listening, planning, creativity, adapting. PFA: Employment, independent living, health.		