ancora house school

'Building Resilience for Future Success'

Year 10 English Language Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics covered	**Oracy and spoken language presentations** The history of rhetoric and introduction to ethos / pathos / logos. The importance and value of oracy. Watch AQA examples of spoken language presentations. Analysis of speeches by well known speakers with a focus on content and delivery. Topic selection for presentations and independent research. How to structure and organise a speech and respond to questions.	**English Language Paper One (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.	**English 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.	**English 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.	**English 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.	**Oracy and group discussion tasks** An opportunity to improve spoken language presentations or complete for the first time. Or further enhance skills by participating in a group discussion. Topics covered will be as Autumn 1 and introducing or recalling knowledge. How to respond and interact in a group discussion.

Application	Completion of information retrieval tasks related to the history of rhetoric, notes on AQA student videos studied in class, analysis and annotation of speeches, independent research notes and powerpoint to aid spoken language presentation.	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. Annotation of sample responses.	Completion of tasks related to writing to describe 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.	Completion of information retrieval tasks related to the history of rhetoric, notes on AQA student videos studied in class, analysis and annotation of speeches, independent research notes and powerpoint to aid spoken language presentation. Creation of cue cards to use in group discussion task.
Prior Knowledge	Persuasive writing skills, experience of oracy.	Reading skills: locating and retrieving, inference. Reading a novel.	Creative writing skills.	Reading skills: locating and retrieving, inference. Reading non-fiction texts.	Persuasive writing skills. Reading non-fiction texts. Creating non-fiction texts.	Persuasive writing skills, experience of oracy.
Assessment	**Spoken language presentation.**	**Formative assessment:** Class responses to questions 2 and 3. **Summative assessment:** **Question 4** A student said, 'This part of the story, where the men encounter the Tyrannosaurus Rex, shows Eckels is right to panic. The Monster is	**Formative assessment:** Write a description of a very hot place from your imagination. You may choose to use the picture provided for ideas. **Summative assessment:** Write a description of a zoo or wildlife park from your imagination. You may choose to use	**Formative assessment:** Class responses to questions 2 and 3. **Summative assessment:** **Question 4** Compare the methods the writers use to convey their different perspectives and feelings about their experiences at sea.	**Formative assessment:** 'Scientists say that teenagers are not like adults; they learn and socialise differently and need sleep at different times. Education needs a radical re-think to meet the needs of students.' Write a letter to the Minister of Education explaining your point of view on this statement.	Spoken language presentation. Group discussion.

		terrifying!' To what extent do you agree?	the picture provided for ideas.		**Summative assessment:** 'The past is irrelevant to our generation and learning about it is a waste of time and effort. Write an article for your school or college website in which you argue your point of view on this statement.	
Skills Builder and Preparation for Adulthood	SB: Speaking, listening, planning, teamwork, creativity. PFA: Employment, independent living, health.	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.	SB: Speaking, listening, planning, teamwork, leadership, creativity. PFA: Employment, independent living, health.