



Year 11 English – Fiction Comprehension



Learning about this topic is important because: Students need to be able to access unseen texts, both fiction and non-fiction, and make their own inferences and generate opinions. This should encourage students to develop their intellectual curiosity and autonomy when approaching a range of texts.

This builds on: Students study a range of fiction texts, such as the 19th Century novel (Year 10 Spring), *We Have Always Lived in the Castle* (Year 9 Autumn), short stories and Twisted Tales (Year 8). This will also build on students' independent reading within their KS3 reading lessons.

This leads to: Students planning, writing, editing and drafting of their own short stories (Year 11 Spring).

We will learn:

- How to read with speed and purpose
- How respond to a range of comprehension questions assessing a range of skills (see right)
- How to use relevant evidence to support inferences
- How to utilise the breadth of a text to develop inference
- How to debate and share views on a text

We will develop/practise skills including:

- Skimming and scanning a text
- Finding and retrieving information
- Analysing writers' craft and techniques
- Making a personal judgement on a text
- Crafting a two-sided argument
- Writing in timed conditions

Some of the vocabulary that we will use includes:

- Retrieval
- Analysis
- Evaluate
- Structure
- Synthesise
- Breadth

You could learn more about this topic by:

- Reading! Try to vary your reading and look at novels and short stories of different genres, by a range of authors, from different time periods, that focus on a wide range of key themes.



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- You will complete at least 2 of every question type from the comprehension.
- You will complete one full fiction comprehension to time.



Year 11 English – *An Inspector Calls*



Learning about this topic is important because: It explores characters and themes that have clear connections to our lives today. Study will focus heavily on class and prejudice and should explore social conscience and ethics.

This builds on: Prior Literature learning regarding characterisation and themes – specifically looking at the morality of characters, such as in previously studied Shakespeare plays. Close analysis of drama texts such as *Romeo and Juliet* (Year 10), *Macbeth* (Year 9). This has excellent links to wider school learning and values, specifically regarding our school value of Community.

This leads to: A Level Literature (Drama) - *A Streetcar Named Desire*, *The Duchess of Malfi* and *Hamlet*.

We will learn:

How to comment on, and compare, the context surrounding the setting (1912) and the audience (1946).

How to analyse both the language and performance of characters

How to apply dramatic analysis to our extended writing

How to question how an author presents characters and how that influences an audience

We will develop/practise skills including:

Close language analysis

Exploration of dramatic devices and their effects

Making connections between the texts and wider contextual factors

Tracking both characters and themes across a whole text

Analysing authorial intention and its effect on a reader/audience

Some of the vocabulary that we will use includes:

Edwardian

Conscience

Capitalism

Socialism

Microcosm

Misogynistic

Patriarchy

Unionisation

Omniscient

You could learn more about this topic by:

Read and explore articles from The British Library: [An Inspector Calls and J B Priestley's political journey | The British Library \(bl.uk\)](#)

The Class System: [Stream episode Season Six Episode Three: The Class System by Straight Talking English podcast | Listen online for free on SoundCloud](#)

Explore social and political contexts: [Capitalism and Socialism: Crash Course World History #33 - YouTube](#)

Explore moral contexts: [Beginner's Guide to Kant's Moral Philosophy - YouTube](#)



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

Extended writing responses based on an exploding extract from the play. You will complete at least one of these about a key character and another about a key theme.



Year 11 English Language – Narrative Writing



Learning about this topic is important because: it will enable us to write effectively, selecting vocabulary, grammar, structural and organisational features judiciously to entertain. It will allow us to use language imaginatively and creatively and ensure we maintain coherence and consistency across a text.

This builds on: Creative writing skills developed in the Twisted Tales unit (Y8). Analysis and evaluation of short stories/story openings within the fiction comprehension (Year 11 Autumn), understanding of characterisation, plot and tone through analysis of full fiction texts (Y10 Spring, Y9 Autumn).

This leads to: Revision of literary GCSE texts. A wider understanding of narrative for A Level Literature.

We will learn:

- How to plan a narrative
- How to create an engaging hook/opening paragraph
- How to create character
- How to plot and structure a narrative
- Effective endings
- Written accuracy

We will develop/practise skills including:

- Select appropriate and challenging vocabulary for purpose and effect
- Varying sentence structures for clarity, purpose, and effect
- Using language creatively and imaginatively
- Maintaining coherence and consistency
- Creating plausible narratives
- Writing a short story under time restraints
- Spelling
- Punctuation
- Grammar

Some of the vocabulary that we will use includes:

- Plot
- Structure
- Vocabulary
- Setting
- Characterisation
- Narrative Perspective

You could learn more about this topic by:

- Reading! Try to vary your reading and look at novels and short stories of different genres, by a range of authors, from different time periods, that focus on a wide range of key themes.
- Reading/watching interviews about your favourite authors and their inspirations/writing processes.





Year 11 English Language – Narrative Writing



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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Creative prose responses to a choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language. This response will be a narrative / recount.
- A fully edited, re-written second draft.



Year 10 English – Unseen Poetry

Learning about this topic is important because: introduces students to a variety of themes, extending their knowledge of the wider world, enables them to discuss and think about different meanings and interpretations, analyse different poetic techniques and their effects.

This builds on: Year 7 poetry anthology (identity), Year 8 poetry anthology (family) Year 9 unseen poetry (Year 9)

This leads to: Anthology Poetry (Year 10 Summer), A-Level English Literature (Philip Larkin – The Whitsun Weddings, Carol Ann Duffy – Meantime).

We will learn:

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- How to approach an unseen poem and read for meaning.
- Consider how poets position the reader
- To analyse language, form and structure and discuss the effects
- To make connections between poems.

We will develop/practise skills including:

- (AO1) Understanding ideas and meanings informed by relevant evidence from the text.
- (AO2) Analysing how language, form and structure shape and develop meanings in texts.
- (AO4) Comparing and contrasting how meaning is shaped by language, form and structure across different poems.

Some of the vocabulary that we will use includes:

- Stanza/verse
- Voice
- Mood/tone
- Personal Response
- Poet's intentions
- Enjambment
- Form and Structure

You could learn more about this topic by:

- Reading a range of poetry from different time periods
- [Overview - Responding to poetry - Eduqas - GCSE English Literature Revision - Eduqas - BBC Bitesize](#)
- <https://members.gcsepod.com/shared/podcasts/title/10338>



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- -Annotated unseen poems
- -Formative writing and analysis of individual poems
- -Comparative writing and analysis of paired poems



Year 10 English – Unseen Poetry



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