Year 11

	Autumn term	Spring term	Summer term
Unit Assessment task	AQA English Language Paper 2 AQA English Literature Paper 2 – An Inspector Calls and poetry Mock exams on AQA English Language Paper 2 and AQA English Literature Paper 2	Revision of key skills, reflecting on performance in mock exams. Unseen Language Paper 1, Sec A Unseen Literature Paper 1	Revision of all papers and skills GCSE examinations
Key knowledge and skills	• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literary non-fiction as well as other writing such as reviews and journalism • summarise and synthesise information or ideas from texts • use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of	• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries • read and evaluate texts critically and make comparisons between texts • use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology,	• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries • read and evaluate texts critically and make comparisons between texts • use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology,

	grammatical terminology, and linguistic conventions for reading and writing • literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • evaluation of a writer's choice of vocabulary,	and linguistic conventions for reading and writing • literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • evaluation of a writer's choice of vocabulary, grammatical and	and linguistic conventions for reading and writing • literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text • evaluation of a writer's choice of vocabulary, grammatical and

	grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation • comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above	structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation • comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above	structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation • comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above
Rationale	Pupils have the maturity of both mind and ability to approach the themes of An Inspector Calls, bringing together the skills they learnt in Year 10 as they prepare for their mock in Literature Paper 2.	Pupils are able to review their exam skills and assess their knowledge, confidence and competency in a series of bespoke lessons which are designed by the teacher to address misconceptions which were identified in the mocks.	Using their knowledge and understanding of the GCSE courses, pupils are given the tools they need in order to revise independently and effectively at home as they prepare for their public examinations.