Year 10

	Autumn term	Spring term	Summer term
Unit	AQA English Language Paper 1 AQA English Literature Paper 1 – A Christmas Carol	AQA English Language Paper 2 AQA English Literature Paper 1 – Macbeth	AQA English Language – spoken language endorsement AQA English Literature Paper 2 – poetry anthology
Assessment task	Unseen Language Paper 1, Sec B Unseen essay on A Christmas Carol	Unseen Language Paper 2, Sec A Unseen essay on Macbeth	Spoken Language presentations Mock exams in English Language Paper 1 and English Literature Paper 1.
Key knowledge and skills	• 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, 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	• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism • 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,

	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	understanding of 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	and linguistic conventions for reading, writing and spoken language • listen to and understand spoken language and use spoken Standard English effectively. • 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

	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	• evaluation of a writer's choice of vocabulary, 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	analysis and evaluation of the text • evaluation of a writer's choice of vocabulary, 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
Rationale	Pupils complete their transition into GCSE study by revisiting prior learning through creative writing and the study of A Christmas Carol. Pupils revise and develop key skills and knowledge taught during Spring and Summer of Year 9.	Pupils develop their understanding of rhetoric and hone their analysis of a writer's intentions as they explore the way a writer's choice of language can manipulate a reader or audience.	Pupils complete their first GCSE examination in English during their mock exams. They begin their study of Literature Paper 2 after their first formative mocks on Literature Paper 1.