

| Year 10 Overview 2025-26 – English Language | | | | | | | | | | | | |
|--|--|--|------|-----|--------|--|---|--|--|--|--|--|
| Date | | | Week | | Assess | | Units Studied & Learning Outcomes | | | Key Concepts & Assessment | | |
| 8 Weeks / 38 Days | | | | | | | Component 2 – Non-Fiction and Transactional Writing (15 Weeks/16 lessons) Students will explore 19 th and 21 st Century non-fiction texts, developing confident comparisons on writers’ techniques. They will develop confidence writing a range of transactional and persuasive writing types, developing their views and opinions. <i>Practice Papers: Volcanoes, Tight Rope Walkers, Channel Swimming</i> Learning Outcomes: GW: Students identify and discuss specific examples for comparison. BI: Students analyse comparisons in how writers deliver viewpoint. EW: Students perceptively distinguish comparisons in how writers deliver viewpoint | | | Foundational Concepts: Exploring Non-Fiction Texts: Explore topical experiences Writing for Impact - Rhetoric: Varied TW tasks Curriculum Theme: Power, Conflict, Identity & Relationships / EDI: Assessment of Progress: LANG C2SA: 8 lessons approx. Non-Fiction Reading: 6 Qu (60) PRO (AO1-4) LANG C2SB: 8 lessons approx. Transactional Writing: 2 tasks (60) PRO (AO5-6) Tier 3 Vocabulary: <i>Speculative and Tentative Language</i> (e.g. May/might, Could, Perhaps.) <i>Pastiche, Anadiplosis, Antimetabole, Dysphemism, Euphemism, Epistrophe</i> History: Evolution of letter writing, articles and social commentary. | | |
| 2-Sep | | | A | 1 | | | | | | | | |
| 8-Sep | | | B | 2 | | | | | | | | |
| 15-Sep | | | A | 3 | | | | | | | | |
| 22-Sep | | | B | 4 | | | | | | | | |
| 29-Sep | | | A | 5 | | | | | | | | |
| 6-Oct | | | B | 6 | | | | | | | | |
| 13-Oct | | | A | 7 | | | | | | | | |
| 20-OCT | | | B | 8 | | | | | | | | |
| OCTOBER HALF TERM 7 Weeks / 35 Days | | | | | | | | | | | | |
| 3-Nov | | | A | 9 | | | | | | | | |
| 10-Nov | | | B | 10 | | | | | | | | |
| 17-Nov | | | A | 11 | | | | | | | | |
| 24-Nov | | | B | 12 | | | | | | | | |
| 1-Dec | | | A | 13 | | | | | | | | |
| 8-Dec | | | B | 14 | | | | | | | | |
| 15-Dec | | | A | 15 | | | | | | | | |
| CHRISTMAS HOLIDAY 6 Weeks / 30 Days | | | | | | | COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging (respond to) misconceptions are addressed through the individual lessons and slide notes. Component 1 – 20th Century Fiction and Narrative Writing (11 Weeks/18 lessons) Students will develop analysis of language & structure with 20 th Century Prose extracts. They will create a portfolio of narrative plans and drafts, developing skills of characterisation and narrative structure and honing control of VSSPS for effect. <i>Practice Papers: Stephen and Kate, Emma and Robbie, Ruby Lennox, Jurassic Park</i> Learning Outcomes: GW: Students write a narrative using a sophisticated structure, with precise VSSP BI: Students make informed choices on narrative structure, with sophisticated VSSP EW: Students construct narrative structure to meet desired intent, with mature VSSP | | | Foundational Concepts: Writing for Impact - Imagination: Plan/Write personal stories Curriculum Theme: Relationships, Conflict & Identity/ EDI: Assessment of Progress: LANG C1SA: 8 lessons approx. Fiction Reading: 5 Qu (60) ST1 (AO1, 2 & 4) LANG C1SB: 10 lessons approx. Narrative Writing: 4 titles (45) ST1 (AO5-6) Tier 3 Vocabulary: <i>Pastiche, anthropomorphism, Zoomorphism</i> History: Modernism, Post-Modernism, evolution of narrative structures. | | |
| 5-Jan | | | B | 16 | | | | | | | | |
| 12-Jan | | | A | 17 | | | | | | | | |
| 19-Jan | | | B | 18 | | | | | | | | |
| 26-Jan | | | A | 19 | | | | | | | | |
| 2-Feb | | | B | 20 | | | | | | | | |
| 9-Feb | | | A | 21 | | | | | | | | |
| FEBRUARY HALF TERM 6 Weeks / 29 Days | | | | | | | | | | | | |
| 23-Feb | | | B | 22 | | | | | | | | |
| 2-Mar | | | A | 23 | | | | | | | | |
| 9-Mar | | | B | 24 | | | | | | | | |
| 16-Mar | | | A | 25 | | | | | | | | |
| 23-Mar | | | B | 26 | | | | | | | | |
| 30-Mar | | | A | ST1 | | | | | | | | |
| EASTER HOLIDAY 5 Weeks / 23 Days | | | | | | | LANG C1SA: Fiction Reading (1 hour) LANG C1SB: Creative Writing (45 minutes) EBI responses (2 lessons) | | | | | |
| 20-Apr | | | B | ST1 | | | | | | | | |
| 27-Apr | | | A | 29 | | | | | | | | |
| 4-May* | | | B | 30 | | | | | | | | |
| 11-May | | | A | 31 | | | | | | | | |
| 18-May | | | B | 32 | | | | | | | | |
| SPRING HALF TERM 7 Weeks / 34 Days | | | | | | | Component 2 – Non-Fiction and Transactional Writing (4 Weeks/7 lessons) Students will explore 19 th and 21 st Century non-fiction texts, developing confident comparisons on writers’ techniques. They will develop confidence writing a range of transactional and persuasive writing types, developing their views and opinions. <i>Practice Papers: Flight</i> | | | See above | | |
| 1-Jun | | | A | 33 | | | | | | | | |
| 9-Jun | | | B | 34 | | | | | | | | |
| 16-Jun | | | A | 35 | | | | | | | | |
| 23-Jun | | | B | 36 | | | | | | | | |
| 30-Jun* | | | A | 37 | | | | | | | | |
| 7-Jul | | | B | 38 | | | | | | | | |
| 14-Jul | | | A | 39 | | | | | | | | |
| Practice Papers: Megan in London, The Affair | | | | | | | Foundational Concepts: Spoken Language: Deliver a speech Curriculum Theme: Relationships & Identity/ EDI: Assessment of Progress: LANG C3: 6 lessons approx. Speech and Discussion (5) PRO (AO7, 8 & 9) History: Evolution of speech writing in the digital age | | | See above | | |
| COMMON MISCONCEPTIONS: In planning units, ensure students potential (plan for) or emerging (respond to) misconceptions are addressed through the individual lessons and slide notes. | | | | | | | | | | | | |
| Component 1 – 20th Century Fiction and Narrative Writing (4 Weeks/7 lessons) Students will develop analysis of language & structure with 20 th Century Prose extracts. They will create a portfolio of narrative plans and drafts, developing skills of characterisation and narrative structure and honing control of VSSPS for effect. | | | | | | | | | | | | |
| <i>Practice Papers: Megan in London, The Affair</i> | | | | | | | | | | | | |
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| Overview of Year 10 | | | | | | |
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| Flight Path | By the end of Year 10, students will have learned: | | | | | |
| Good When (Band 3/4) | Shakespeare's Craft | The Art of Poetry | Dramatic & Theatrical Expression | Prosaic Form & Conventions | Exploring Non-Fiction Texts | Writing for Impact: Rhetoric & Imagination |
| | Distinguish between the original and contemporary contexts and themes. Evaluate the complexity of Shakespeare's characters . Share critical and personal responses to performances . Justify own interpretations of language and structure of the text. Make informed evaluations that derive from close textual analysis. | Sophisticatedly, distinguish the varied contexts and features of each poem. Apply understanding of poetic conventions and themes to analysis. Share summative judgements on the reader and purpose from analysis. Identify and evaluate the impact of varied structures upon the meaning. Evaluate the language using ambitious, precise subject terminology. | Evaluate the impact of the modern dramatic form on modern audiences. Share critical and personal responses to the presentation of themes . Evaluate structural features used by the writer of the text for impact. Evaluate the complexity of characters through dramatic performance. Justify interpretations and confidently analyse language using textual analysis. | Distinguish between the original and contemporary contexts and themes. Share critical and personal responses to the presentation of themes . Evaluate how writers employ structural features for impact. Evaluate the complexity of the writers' characters . Justify interpretations and confidently analyse language through close reading. | Synthesise and distinguish detail from different texts. Track interpretations of language and structure of the text. Make informed evaluations that derive from close textual analysis. Identify and evaluate comparisons on how writers deliver viewpoint. Apply speculative and tentative language to structure comments . | Make judgements on narrative structure to influence reader. Identify the transactional conventions best suited to task from planning. Apply and utilise a range of literary and linguistic devices with precision. Make consistent, ambitious choices to meet the purpose and audience brief. Evaluate and respond in practise using a sophisticated array of VSSP precisely. |
| | Extract: Standard 20 minutes Essay: Standard 40 minutes. | Part A: Standard 20 minutes Part B: Standard 40 minutes. | Source-Based: 45 minutes Narrowed Character/Theme | Source-Based: 45 minutes Narrowed Character/Theme | Source-Based: 45 minutes Narrowed Character/Theme | 2 x 30 min TW / 45 min CW No support; no reduced choice |
| | Key Aspects of Study | | | | | |
| | Context | Theme/Genre | Language/Tone | Structure/Form | Viewpoint/Opinion | Processes/Approaches |
| Better if (Band 4) | Addition to the above, in line with the relevant GCSE mark schemes, students will achieve ALL of the Band 4 descriptors including: Literature Foundational Concepts <ul style="list-style-type: none">• Show a secure understanding of key aspects of the text• Support and justify their responses by well-chosen direct reference to the text, including quotations.• Analyse writers' use of language, form and structure, discussing meanings and effects of stylistic features used by the writer.• Secure knowledge of the relationships between texts and the contexts in which they were written. | | | Language Foundation Concepts <ul style="list-style-type: none">• Analyse how language and structure are used to achieve effects• Effectively use subject terminology to support comments.• Make detailed comparisons about content.• Give a detailed, critical evaluation of the text and its effects.• Appropriately adapt register, structure and content to suit PAF.• Purposefully select sentence structures and vocabulary to achieve particular effects, with secure control of punctuation and spelling. | | |
| | Addition to the above, in line with the relevant GCSE mark schemes, students will achieve ALL of the Band 4 and SOME Band 5 descriptors including: Literature Foundational Concepts <ul style="list-style-type: none">• Use a sensitive and evaluative approach to the task to analyse the text critically,• Show a perceptive understanding of the text, perhaps with some originality in their personal response• Include pertinent, direct references from across the text, including quotations.• Appreciate writers' use of language, form and structure,• Explore and Evaluate the way meaning and ideas are conveyed through language structure and form.• Have an assured understanding of the relationships between texts and the contexts in which they were written. | | | Language Foundation Concepts <ul style="list-style-type: none">• Provide detailed analysis of how language and structure are used to achieve effects employing well-considered subject terminology to support comments.• Make sustained and detailed comparisons.• Give a detailed and persuasive evaluation of the text and its effects.• Confident adaptation of register to meet the requirements of PAF.• Develop content that is ambitious, pertinent and sophisticated, with convincing detail.• Make appropriate selection of sentence structures and vocabulary for effect, with well controlled sentence construction. | | |
| Excellent When (Band 4/5) | | | | | | |

ESSENTIAL: Consult these documents before planning / teaching the units: 1. Mapping of Equality, Diversity & Inclusion (EDI) in English 2. Mapping Devices and Terminology 3. Context Mapping 4. Grammar Mapping

Cross Curricular Links & Careers 1) Make CC Links within units 2) Promote Gatsby Benchmark 4: Linking curriculum learning to careers (on KOs/linked to units)

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| CC Links | Art: Use art to inspire study / consolidate understanding. | History: Research relevant periods to understand Lit texts. | MfL: Identify links to other languages during apt units. | Media/ICT: Use ICT to present / research. Assess media e.g. film. |
| | Music: Use music to inspire feelings/ideas. Link to Lit genres. | Geography: Plot Lit on world map, discuss different locations. | Drama: Use performance to fully appreciate Lit beyond the page. | Religious Studies: Build knowledge of faiths through Lit. |
| Careers | LIT C1 | LANG C1 | LANG C2 | LIT C2 |
| | Media | Writer (novelist, poet) / Librarian | Journalist / Reporter | Barrister / Judge / Solicitor |
| | Teacher / Lecturer / TA / TEFL | Editor / Publisher / Copywriter | Advertising / Marketing / PR | Intelligence / MI5 |

REVISION / RECALL / REWIND / RETRIEVE: Units in Language and Literature are expected to be taught concurrently throughout the year, with regular quick quizzing and use of retrieval booklets to maintain knowledge recall. Please interleave lesson units, ensuring an evenly spaced gap between lessons to encourage sufficient retrieval and limit the 'forgetting curve'.

NB: Units will utilise Knowledge Organisers (created where needed). All will have Tier 2 vocabulary embedded (addition to the whole-school Coxhead's 570 AWL). Tier 3 vocabulary is listed on page 1 (from Mapping Devices & Terminology). See the 'English Foundational Concepts' for Y6-Y12 mapping.