

Long Term Planning Year 10

Autumn 1 (7 weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<p>Fiction: Reading for Meaning</p> <p>Students commence working towards their GCSE course in this term. Students have developed an understanding of reading for meaning throughout their time at SHS and here, they begin to direct their skills towards their terminal examination. They will study a variety of extracts and explore both the language and structural elements used in those texts in order to respond to them in a developed fashion.</p>	<p>Fiction: Descriptive and Narrative Writing</p> <p>Students develop their understanding of the structure and language of texts, and begin to put this into their own written work. We explore how to write engaging texts in response to a variety of stimuli as well as developing our own use of structural and linguistic devices in order to engage and maintain the interest of the reader.</p>	<p>Non-Fiction: Writers' viewpoints and perspectives.</p> <p>Students then move to the Non-Fiction paper, and build on their knowledge gleaned from their speaking and listening preparations as well as the Words against discrimination unit in Y8, to begin to explore perspectives and how opinions are conveyed through language. They explore the differences between fiction language features, and non-fiction language features.</p>	<p>Non Fiction: Transactional Writing</p> <p>Students again begin to put their own experience of non-fiction into practice in this unit of work. They explore how to use the devices that they have seen in action, in their own writing. They are encouraged to explore a variety of different writing styles and to develop a knowledge of current affairs and the wider world, in order to take an informed viewpoint.</p>	<p>Revision and preparation for the exam.</p> <p>Students then begin the final preparations for their exam in June. Here they are trained to practice and revise their skills and knowledge and to develop their answers in order to really show off their understanding of the texts they see in an unseen scenario.</p>	<p>Power and Conflict Poetry.</p> <p>Once students have completed their exam, they immediately start their literature course, and we commence this with the poetry. By this point students have been working with language and structural devices for some time, and so are able to take these and move them into a different context and apply them to the study of poetry. We also develop their understanding of context from lower down the school, in order to explore the poetry from all angles.</p>
<p>Personal Development: Exploring the cultural developments in extracts and discussing the exploration of self in identity driven texts. Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored.</p>	<p>Personal Development: Students explore cultural tales and develop their own creative ability in responding to a stimulus.</p>	<p>Personal Development: Exploring moral issues through paper 2 stimuli – looking at issues of gender inequality / gun crime / social responsibility / social media etc. Contextual factors are a significant AO at GCSE Literature. Differences between modern and historical context explored.</p>	<p>Personal Development: Non Fiction texts deal with messaging and how to explore what people mean and what their viewpoint is from the language they use. Students are taught to examine perspective, and how to develop their own in their own writing in a manner which is both respectful and balanced.</p>	<p>Personal Development: Development of coping mechanisms in the runup to their first terminal exam, students are trained in revision techniques and stress-management techniques.</p>	<p>Personal Development: Exploring the cultural developments in poetry and discussing the exploration of self in identity driven poems</p>
<p>Assessment 1 End of Autumn 1 Paper 1 Reading</p> <p>Reading (40 marks) (25%) – one single text</p> <ul style="list-style-type: none"> • 1 short form question (1 x4 marks) • 2 longer form questions (2x 8 marks) <p>1 extended question (1 x20 marks)</p>	<p>Assessment 2 End of Autumn 2 Paper 1 Descriptive and Narrative Writing (40 marks) (25%)</p> <p>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>	<p>Assessment 3 End of Spring 1 Paper 2 Reading</p> <p>Reading (40 marks) (25%) – two linked texts</p> <ul style="list-style-type: none"> • 1 short form question (1x 4 marks) • 2 longer form questions(1 x 8, 1 x 12 marks) <p>1 extended question (1x 16 marks)</p>	<p>Assessment 4 End of Spring 2 Paper 2 Non- Fiction Writing (40 marks) (25%)</p> <p>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p> <p>(Mock Exam Scheduled Here)</p>	<p>Assessment 5 End of Summer 1 Terminal Exam</p>	<p>Assessment 6 End of Summer 2 Power and Conflict Poetry cluster</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p>