

<p>Year: 11 Language</p>	<p>Curriculum Intent: Students will develop skills from year 10 and compare non-fiction texts for Paper 2. They will focus on perspectives, language, structure and form. Students will focus on the themes explored and construct arguments based on the writers’ intentions. Students will focus on the writers’ purpose and make links between the language/structural methods of the texts and the themes explored in the texts. Students will zoom into the language and structural techniques and comment on the effects.</p>					
<p>Unit title:</p>	<p>Term 1 Language Paper 1 & 2 Revision</p>		<p>Term 2 Language Paper 1 & 2 Revision</p>		<p>Term 3 Language Paper 1 & 2 Revision</p>	
<p>Reading and Writing Focus Speaking and Listening Focus</p>	<p>Reading – Read, understand and interpret the text. Language analysis will be used to understand the characters, themes and plot development. Structural analysis will be used to relate to character progression and themes explored across the extract. We will utilise opportunities to embed debates using the understanding and aspects of the text. Challenges students to construct an oral and written argument about the text.</p>		<p>Reading – Read, understand and interpret the text. Language analysis to understand character development and attitudes. Structural analysis relating to character progression and themes explored – across the play. Utilising opportunities to embed drama activities and debates using the understanding and aspects of the text. Challenges students to construct an oral and written argument about the text.</p>		<p>Reading – Read, understand and interpret the text. Add context to see Priestley’s message and social commentary. Language analysis to understand character development and attitudes. Structural analysis relating to character progression and themes explored – across the play. Utilising opportunities to embed drama activities and debates using the understanding and aspects of the text. Challenges students to construct an oral and written argument about the text.</p>	
<p>Sequence of learning Key Questions</p>	<p>Reading & Writing: Language Paper 1 Key questions: 1.State 4 facts about... 2.How has the writer used language to show__ 3.How has the writer structured the</p>	<p>Reading & Writing Language Paper 2: Key questions: 1.Select 4 true statements. 2. Summarise both extracts. 3. Focus on one source, how has the writer used language?</p>	<p>Reading & Writing: Language Paper 1 Key questions: 1.State 4 facts about... 2.How has the writer used language to show__ 3.How has the writer structured the extract to</p>	<p>Reading & Writing Language Paper 2: Key questions: 1.Select 4 true statements. 2. Summarise both extracts. 3. Focus on one source, how has the writer used language?</p>	<p>Revision for Language Paper 1 and 2.</p>	<p>Exams</p>

	<p>extract to interest you as a reader? 4.A student having read the extract stated ___ to what extent do you agree?</p> <p>Section B: Descriptive and narrative writing using a range of prompts.</p> <p>Key questions and tasks: 1.Describe the setting using a range of language methods. 2.Use a range of language methods to describe a character. 3.Personify the scene. 4. Use the descriptive arc to describe in detail. 5. Use the narrative arc to build a story. 6.Use structural methods to plan and write a story</p>	<p>4.Compare the viewpoints and perspectives presented in both extracts.</p> <p>Section B: Key question: Q5 – read the statement. Write an article/ letter/speech/essay/ leaflet showing your viewpoint on the statement.</p>	<p>interest you as a reader? 4.A student having read the extract stated ___ to what extent do you agree?</p> <p>Section B: Descriptive and narrative writing using a range of prompts.</p> <p>Key questions and tasks: 1.Describe the setting using a range of language methods. 2.Use a range of language methods to describe a character. 3.Personify the scene. 4. Use the descriptive arc to describe in detail. 5. Use the narrative arc to build a story. 6.Use structural methods to plan and write a story</p>	<p>4.Compare the viewpoints and perspectives presented in both extracts.</p> <p>Section B: Key question: Q5 – read the statement. Write an article/ letter/speech/essay/ leaflet showing your viewpoint on the statement.</p>		
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Vocab	Setting Character Language Structure Narrow focus Pivotal moment Character development.	Linguistic devices used in non-fiction writing. Non-Fiction Structure SPAFT Argue Explain Advise Inform Persuade	Setting Character Language Structure Narrow focus Pivotal moment Character development.	Linguistic devices used in non-fiction writing. Non-Fiction Structure SPAFT Argue Explain Advise Inform Persuade	Linguistic devices used in non-fiction writing. Non-Fiction Structure SPAFT Argue Explain Advise Inform Persuade Setting Character Language Structure Narrow focus Pivotal moment Character development.	Exams
Grammar, punctuation, and spelling.	1. Use a range of sentences in writing. 2. Use punctuation to build the tone of your writing.	1. Use a range of sentences in writing. 2. Use punctuation to build the tone of your writing.	1. Use a range of sentences in writing. 2. Use punctuation to build the tone of your writing.	1. Use a range of sentences in writing. 2. Use punctuation to build the tone of your writing.		Exams
Assessment	PPE Language Paper 1	PPE Language Paper 2	Language Paper 1 Section A Language Paper 1 Section B	Language Paper 2 Section A Language Paper 2 Section B		