

## Year 11 Curriculum Principles for English

**By the end of Year 11 students at Dixons Cottingley studying English will be exposed to the following:**

**In Cycle 1, Year 11 pupils will study:**

- English Language Paper 1 - Explorations in creative reading and writing. The unit will develop students' skills in Reading and Writing involving learning and practising strategies for answering the questions and further build their stamina in examination situations. In reading students will practise analysing language and structure and evaluating a wide range of texts. In writing, students will develop the ability to write description and narrative.
- Paper 2 - Writers' Viewpoints and Perspectives. The unit will develop students' skills in Reading and Writing. This involves learning and practising strategies for answering the questions and building their stamina in examination situations. In reading, students will practise summarising and inferring, analysing language and comparing writers' viewpoints on a particular subject. In writing, students will develop the ability to write a number of different text types to suit different audiences and purposes.
- Elements of the Literature exam content: Power and conflict poetry; unseen poetry; 'An Inspector Calls'; 'A Christmas Carol'; 'Dr Jekyll and Mr Hyde' and 'Macbeth'

**In Cycle 2 & 3, Yr11 pupils revise and prepare for both English exams based on the outcomes from the December/January & March mock series.**

**By the end of Year 11 students at Dixons Cottingley studying English will be taught the following skills:**

For English Literature, pupils will practise further analysis of texts, focusing on characterisation, setting structure, language, form.

They will also further develop examination skills in terms of interrogation of question, developing thesis, building a coherent argument and timed responses.

For English Language, Pupils will revisiting skills and strategies necessary to complete Paper 1 (Explorations in Creative Reading and Writing) and Paper 2 (Writers' Viewpoints and Perspectives) as well as developing their ability to write effectively under timed conditions.

Reading Skills for English Language – information retrieval, analysis of language and structure, evaluation of a text, summary and inference, comparison of viewpoints and perspectives.

Writing Skills for English Language – narrative and descriptive writing, viewpoint writing, figurative language, structure & technical accuracy (spelling, punctuation, and sentence construction).

Essay writing skills – interrogating questions, developing thesis, planning, developing a cogent and cohesive argument.

**In order to truly appreciate the subject and create deep schema, English has been sequenced with the following rationale:**

Pupils begin Yr11 by developing their mastery of the skills required to successfully complete the English Language GCSE examination, historically this has been a key area for development. During this unit, pupils analyse numerous extracts, both fiction and non-fiction, in depth to improve cultural capital and knowledge of the wider world. They then apply the knowledge to independent pieces of writing, both creative and transactional, in a sophisticated and original manner.

Alongside this, pupils also revise key elements of the Literature texts. A thematic approach, requires pupils to recall contextual knowledge and apply their skills of linguistic and structural analysis in a conceptualised and nuanced way.

Following December/January mock series, QLA analysis will determine which elements of the Language and Literature course are a priority for teaching and learning.

Throughout the year, both Literature and Language content is revisited in the form of 'Do Now' quizzes, subject specific homework booklets, Knowledge Navigators and quizzing during period 1 and whole year group lectures during Morning Mastery.

**Our English curriculum ensures that social disadvantage is addressed through:**

English Language and Literature are crucially important in challenging social disadvantage for a number of reasons. The ability to communicate effectively both in writing and speech is essential to further academic study and career prospects. However, English is not just a gateway subject: it also leads students to develop critical thinking skills and the ability to construct well-reasoned arguments. High level English skills enable students to access the world of academia; the world of work and become productive, engaged members of society.

As a faculty, we ensure lessons are differentiated to meet the needs of all our students, from those who are the most academically gifted to those who need the most support. Intervention plans are thorough and rigorous and are tailored to the needs of every student. Intervention also takes place during form time for year 11 and this consists of support for lower ability students and stretch and challenge for the most able



Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

**Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:**

Through a variety of non-fiction texts students have the opportunity to build their understanding of a wide range of contemporary issues such as aspects of social injustice. Literature texts are selected for both their literary merit and for their ability to provide a lens through which to view contemporary issues.

Whenever possible, students are afforded opportunities to visit the theatre. Writers often visit the school to speak to students about the writing experience and demonstrate their own creative writing skills.

Stretch lectures afford the English Faculty opportunities to go beyond the GCSE specification and broaden the scope of students' knowledge.