



ENGLISH LANGUAGE (LTP) – YEAR 11



Term	Learning content/skills
Autumn 1 7 Weeks	<p><u>Weeks 1-3: Transactional Writing (Language Paper 2, Q5)</u></p> <p>Students continue their studies from Summer Term 2 in year 10 by focusing on transactional writing skills. This begins with a focus on speech writing. Students then craft their writing skill revising how to communicate with a clear persona, structured content and effective purpose. To support their revision, students must continue revising how to construct the following transactional forms of writing: formal letter, essay, speech, article and leaflet.</p> <p><u>Weeks 4-7: Comparative Reading (Language Paper 2, Q2 and Q4)</u></p> <p>Students gain skills in comparing a 19th Century text linked thematically to a 21st Century text. Using modelled writing approaches and methods to annotate for purpose, students form essay style responses to similarities and differences for Q2 and an analytical response to perspectives for Q4.</p>
Autumn 2 7 Weeks	<p><u>Week 1: Exploring a 21st Century Text (Language Paper 2, Q3)</u></p> <p>Students focus on selecting relevant quotes to support deeper understanding to an individual modern day text. Students will develop their inference and connotations for an essay style response.</p> <p>NB: Q1 is a recall skill and taught in starters / initial reads of class texts throughout year 10 and year 11.</p> <p><u>Weeks 2-3: PPE Season</u></p> <p>Students will be immersed into PPEs across all subjects for two weeks. Where classes do not clash with subject</p>



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	<p>exams, students continue to study Language skills across both papers.</p> <p><u>Weeks 4-7: Results and Tailored Feedback</u></p> <p>Teachers mark the PPEs with directed and personalised targets across each of the five questions within the exam paper. Students have dedicated and supported time to reflect, improve and plan future revision for Language Paper 2.</p>
Spring 1 6 Weeks	<p><u>Weeks 1-3: Intervention for Paper 1 and 2</u></p> <p>A dedicated scheme is designed by individual teachers to provide knowledge retrieval resources and <i>how to revise</i> strategies. This is an opportunity for students to fine tune independent study in preparation for the upcoming exams.</p> <p><u>Weeks 4-6: Creative Writing (Language Paper 1, Q5)</u></p> <p>Students retrieve and craft their narrative and descriptive writing skills for Q5. Focus on structure, semantics and using techniques for deliberate effect are reinforced through a variety of methods. Students are encouraged to continue writing at home to strengthen their writer's voice as well as exploring a wide range of fictional reading to be inspired by.</p>
Spring 2 7 Weeks	<p><u>Week 1: Reading for Purpose (Language Paper 1, Q2-4)</u></p> <p>Students continue to support their opinions about a fictional extract and, using academic writing skills, form analytical essays supported with a plethora of quotes and/or identity of techniques.</p>



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Weeks 2-3: Walking Talking Mocks for both Language Paper 1 and 2

Students will be immersed into PPEs across all subjects for two weeks. Where classes do not clash with subject exams, students continue to study Language skills across both papers.

Weeks 4-7: Feedback and Intervention

Using the results from the Walking Talking Mocks, teachers plan and assist students in their countdown to the exams.

Summer 1

Teacher professional judgement in lead up to exam

3 weeks 4 days

Classes reflect a mixture of reassurance, intervention, revision and knowledge retrieval to be the most supportive in the students' final push towards their exams.

Summer 2

7 Weeks 4 days

GCSE Exams: AQA English Language Paper 1 and AQA English Language Paper 2

We wish all our students at Chellaston Academy the very best of luck!