

Your Year 10 Learning Journey – What do you learn about in English?

What are the key differences between Years 9 and 10?

- You study **new texts in Years 10** - these are the ones you will write about in your **GCSE examinations at the end of Year 11**.
- You study **fewer texts** and topics than in Year 9. However, you have studied the **same genres (types) of texts in Year 9** – plays, novels, non-fiction, poetry and speeches. You have also learnt vocabulary and methods to help you analyse, i.e., break down and closely examine, these texts.
- These texts and topics will be **studied for longer** and in **more depth** so that you can write about a **wider range of methods and themes**.
- There is more of a **focus on writing ‘academically’** which means writing **clear / detailed / perceptive** responses to a **variety of texts**.

YEAR
11

Spoken Language



- How to **structure** (put together) a presentation for a **specific purpose** and to meet the **needs of the audience**.
- How to present in a **formal** (official) setting, expressing **ideas, information and feelings using a range of vocabulary**.
- How to use spoken **Standard English** (i.e. not regional language / slang) effectively in speeches and presentations.
- How to **listen and respond appropriately** to spoken language, including questions and feedback on presentations.

Power and Conflict Poetry (15 poems)

Context so that you understand the **conditions** and **society** each **poem** was produced in, e.g. *Owen’s ‘Exposure’ was written from first hand experience of WWI; ‘The Charge of the Light Brigade’ was inspired by reading about the charge in a newspaper.*

Plot so that you understand the **storyline of the poems**, e.g. ‘The Prelude’ **starts** with a boy borrowing a boat, then...

Language methods so that you understand important ideas and explore writers’ choices in **crafting language**, e.g. “Pale flakes with fingering stealth come feeling for our faces” is both **alliterative** and **personification**, with the weather personified as an enemy.

Key quotations so that you can support your interpretation precisely, such as those above.

Structural methods so that you can understand how writers’ choices to write things in a certain **order** affect meaning, e.g. the repetition of “huge peak, black and huge” in ‘The Prelude’ conveys how he’s overwhelmed by the experience.

Themes, such as **conflict with authority** and the **power of nature**.

Context so that you understand the **conditions** and **society** the **novel** was produced in, e.g. *written in 1845 during Victorian era in period known as the ‘Hungry Forties’ as people were starving due to poverty; some of the rich thought this was beneficial (Malthusian economics)*

Plot so that you understand the **storyline**, e.g. **Starts** with detailed description of Scrooge to establish his character, then...

Language methods so that you understand important ideas and explore **Dickens’** choices in **crafting language**, e.g. **simile** “as solitary as an oyster”, **pathetic fallacy** “cold bleak, biting weather”, **economical language** [the poor should] “die and decrease the surplus population”

Key quotations so that you can support your interpretation precisely, such as those above.

Structural methods so that you can understand how Dickens’ choices to write things in a certain **order** affect meaning. e.g. *There are many parallel events between the start of the novel and the end, when Scrooge is trying to make amends and behave morally.*

Themes, such as **Christmas Spirit, poverty, social responsibility** and **redemption** (trying to make amends and behave morally).

Writer’s Viewpoints and Perspectives - English Language Paper 2

- How to **identify (find)** and interpret (understand) **explicit (obvious, openly stated)** and **implicit (suggested) information**.
- How to select **evidence** from texts to support your points and views.
- How to **explain, comment on and analyse** how writers use **language methods (similes, metaphors etc.)** and **structural methods (repetition, short sentences for impact etc.)** to achieve effects and influence readers, exploring what specific words and phrases make the reader feel, imagine or think about and why.
- How to **compare writers’ ideas and perspectives** across two texts, e.g. using **connectives** such as ‘similarly’ or ‘contrastingly’
- How to communicate clearly, effectively and imaginatively, selecting and **adapting style to suit purposes** and **audiences**.
- How to **organise** information and ideas to make writing **clear and cohesive** (well put together), such as paragraphing.
- How to use a range of **vocabulary** and **sentence structures for clarity, purpose and effect**, with accurate **spelling and punctuation**.

‘Macbeth’

Context so that you understand the **conditions** and **society** the **play** was produced in, e.g. *written in 1606 during the Jacobean era; people believed in the Divine Right of Kings; they had arguably patriarchal values; Lady Macbeth subverts gender stereotypes of the era etc.*

Plot so that you understand the **storyline**, e.g. **Starts** with the witches’ meeting, **then** we hear about Macbeth’s heroic bravery in battle...

Language methods so that you understand important ideas and explore **Shakespeare’s** choices in **crafting language**, e.g. **paradox** in “fair is foul and foul is fair”; the **simile** “look like the innocent flower but be the serpent under it”; the **metaphor** of Macbeth being a “butcher”

Key quotations so that you can support your interpretation precisely, such as those above.

Structural methods so that you can understand how Shakespeare’s choices to write things in a certain **order** affect meaning. e.g. *Choosing to begin the play with the witches’ spell immediately introduces the idea of chaos and supernatural subversion of the natural order.*

Themes, such as the **supernatural** and **guilt**, so that you can understand how complex ideas are interwoven and **re-visited** throughout.

YEAR
10

Books read for pleasure in Shared Reading with your Form Tutor along the way...

