

**Long  
Term Plan**

Students will strengthen their appreciation for the way in which a broad range of literary fiction and non-fiction texts work. They will confidently and competently make thoughtful comparisons between the texts in terms of their ideas and perspectives, methods used and the contexts within which they sit. Students will be able to appreciate the fixed nature of the context of production and the continually changing context of reception that sits alongside a text. The Year 10 curriculum aims to challenge students to plan, edit and draft writing across a range of genres and purposes in order for students to truly appreciate the power of language and the process writers undertake in order to craft an effective text which is designed to convey a specific idea or perspective.

	<b>Learning Cycle</b>	<b>Key Concepts and Themes</b>	<b>Vocabulary</b>
<b>Year 10: English</b>	<b>HT1</b> 19th Century Novel (Either 'A Christmas Carol' or 'Jekyll & Hyde')	<ul style="list-style-type: none"> <li>Characterisation and tracking themes</li> <li>Blending of genre as a reflection of authorial intention</li> <li>Exploration of narrative perspective and exploration of authorial method</li> <li>Appreciation of the contexts that have shaped the text</li> <li>Relevant contexts and authorial intent and Using a critical lens to illuminate the text</li> </ul>	Specific depending on text studied
	<b>HT2</b> Explorations in Creative Reading and Writing	<ul style="list-style-type: none"> <li>Evaluating how a text creates a specific impact through consideration of authorial method</li> <li>Analysing the writer's use of language and structure</li> <li>How texts are shaped to precisely suit their intended impact</li> <li>How to engage and entertain through adhering to and subverting expectations of genre, language and structure within creative writing</li> <li>Planning, editing and drafting for intended impact</li> </ul>	Freytag's pyramid, extended metaphor
	<b>HT3</b> Poetry: Contemporary voices of conflict	<ul style="list-style-type: none"> <li>Factors of production and reception and analysis of language and poetic techniques</li> <li>Poetic form and purpose and authorial intention</li> <li>Drawing comparisons between poems and their presentation of particular themes</li> <li>Using a critical lens to illuminate the text</li> </ul>	Phonetic spelling, colloquial, extended metaphor, trauma, Post-colonial
	<b>HT4</b> Writers' viewpoints and perspectives	<ul style="list-style-type: none"> <li>How texts are shaped to precisely suit their genre, audience and purpose</li> <li>How to engage and entertain through adhering to and subverting expectations of genre, language and structure within discursive writing</li> <li>Creating patterns in language and summarising and synthesising ideas and information</li> <li>Comparing perspectives and the ways in which they are conveyed</li> <li>Analysing the writer's use of language and structure</li> <li>Planning, editing and drafting for intended impact</li> </ul>	Perspective, stance, viewpoint, inference, purpose, audience, format, rhetoric, persuasive.
	<b>HT5</b> Macbeth	<ul style="list-style-type: none"> <li>Conventions of tragedy and Characterisation, stagecraft and dramatic devices</li> <li>Tracking themes through the text and authorial methods including structural choices</li> <li>Shakespeare's use of figurative language</li> <li>Relevant contexts and authorial intent</li> <li>Using critical lenses to illuminate the text</li> </ul>	Hubris, hamartia, soliloquy, aside, semiotics, fatal flaw, tragic hero, equivocation, exposition, complication, rising action, climax, falling action, catastrophe, denouement
	<b>HT6</b> Unseen poetry	<ul style="list-style-type: none"> <li>Considering the choices poets make: poetic form; imagery; structure; voice</li> <li>Poetic conventions: considering their use</li> </ul>	Metonymy, enjambment, end-stopped line, caesura, stanza, sonnet

<b>Skill Development</b>	<ul style="list-style-type: none"> <li>When faced with a new text, students will make connections with texts and contexts they have already encountered in order to illuminate the unfamiliar.</li> <li>They will become confident, critical readers</li> <li>Students will form lines of argument about texts they have read and will appreciate how to effectively explore the argument through analytical writing.</li> <li>Students will develop an extensive vocabulary</li> <li>Students will identify and appreciate the impact of a writer's choice accurately and with precision, connecting methods together and appreciating a writer's style.</li> <li>Students will perform play scripts of increasing complexity, in order to discuss language use, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li> <li>Students will continue to appreciate how a text has been shaped by its contexts; they will apply critical lenses to texts.</li> <li>Students will consciously craft their writing in order to create varied specific impacts, experimenting with language and structure and evaluating the effectiveness of their decisions.</li> <li>Students will learn how to plan, draft, edit and proof-read in order to perfect their writing.</li> <li>Students will make critical comparisons across a range of texts in order to illuminate understanding of contexts, themes, characterisation, structure and language whilst also exploring different perspectives.</li> <li>Students will take an active role in managing classroom debate, listening to and using the views of others to build on their own ideas.</li> </ul>
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