

Year 10 English Medium Term Plan

Unit	Duration (lessons)	Learning Objectives/Outcomes
Shakespeare's Macbeth Acts 3 – 5 (Lit 1)	22	<p>Objectives:</p> <ul style="list-style-type: none"> • Read Shakespeare fluently and with good understanding, and make connections across their reading • Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • Develop the habit of reading widely and often • Appreciate the depth and power of the English literary heritage • Write accurately, effectively and analytically about their reading, using Standard English • Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – Read, understand and respond to texts • AO2 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – Show understanding of the relationships between texts and the context in which they were written • AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
English Language Paper 1 (mini-scheme)	8	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide range of texts, fluently and with good understanding • read critically, and use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1: <ul style="list-style-type: none"> ◦ identify and interpret explicit and implicit

		<p>information and ideas</p> <ul style="list-style-type: none"> ○ select and synthesise evidence from different texts <ul style="list-style-type: none"> ● AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views ● AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts ● AO4: Evaluate texts critically and support this with appropriate textual references ● AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts ● AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
<p>Modern Prose/ Drama Blood Brothers (Lit 2)</p>	<p>20</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Read a wide of texts fluently and with good understanding ● Read critically, and use knowledge gained from wide reading to inform and improve their own writing ● Write effectively and coherently using Standard English appropriately ● Use grammar correctly, punctuate and spell accurately ● Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> ● AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts ● AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views ● AO4 – Evaluate texts critically and support this with appropriate textual references ● AO5 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences ● AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

<p>English Language Paper 2 (mini-scheme)</p>	<p>8</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide of texts fluently and with good understanding • Read critically, and use knowledge gained from wide reading to inform and improve their own writing • Write effectively and coherently using Standard English appropriately • Use grammar correctly, punctuate and spell accurately • Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts • AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO3 – compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO5 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
<p>19th Century Fiction - The Strange Case of Dr Jekyll and Mr Hyde (Lit 1)</p>	<p>28</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide range of classic literature fluently and with good understanding, and make connections across their reading • Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • Develop the habit of reading widely and often • Appreciate the depth and power of the English literary heritage • Write accurately, effectively and analytically about their reading, using Standard English • Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – Read, understand and respond to texts • AO2 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – Show understanding of the relationships

		<p>between texts and the context in which they were written</p> <ul style="list-style-type: none"> • AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
English Language Paper 1 (mini-scheme)	4	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide of texts fluently and with good understanding • Read critically, and use knowledge gained from wide reading to inform and improve their own writing • Write effectively and coherently using Standard English appropriately • Use grammar correctly, punctuate and spell accurately • Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts • AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO4 – Evaluate texts critically and support this with appropriate textual references • AO5 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Poetry (Lit 2)	30	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide range of poetry fluently and with good understanding, and make connections across their reading • Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • Develop the habit of reading widely and often • Appreciate the depth and power of the English literary heritage • Write accurately, effectively and analytically about their reading, using Standard English • Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read

		<p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – Read, understand and respond to texts • AO2 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – Show understanding of the relationships between texts and the context in which they were written • AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
<p>English Language Paper 2 (mini-scheme)</p>	<p>6</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide of texts fluently and with good understanding • Read critically, and use knowledge gained from wide reading to inform and improve their own writing • Write effectively and coherently using Standard English appropriately • Use grammar correctly, punctuate and spell accurately • Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – identify and interpret explicit and explicit information and ideas. Select and synthesise evidence from different texts • AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO3 – compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • AO5 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purpose and audiences • AO6 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Unseen Poetry (Lit 1)	12	<p>Objectives:</p> <ul style="list-style-type: none"> • Read a wide range of poems fluently and with good understanding, and make connections across their reading • Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • Develop the habit of reading widely and often • Appreciate the depth and power of the English literary heritage • Write accurately, effectively and analytically about their reading, using Standard English • Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read <p>Outcomes:</p> <ul style="list-style-type: none"> • AO1 – Read, understand and respond to texts • AO2 – Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3 – Show understanding of the relationships between texts and the context in which they were written • AO4 – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Spoken Language	8	<p>Objectives:</p> <ul style="list-style-type: none"> • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language <p>Outcomes:</p> <ul style="list-style-type: none"> • AO7: Demonstrate presentation skills in a formal setting • AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations • AO9: Use spoken Standard English effectively in speeches and presentations.