

## Year 10

In the two years of KS4 students cover the set texts and skills that they will be required to know for their GCSE English Language exam and GCSE English Literature exam. The structure of the course is designed so that course content and skills are covered in Year 10, then revised, extended and practised throughout Y11. With all schemes of work we instruct students on the use of tier 2 and 3 vocabulary. We integrate 'Hot Tasks' into each half term so students have the opportunity to regularly respond to teacher feedback.

We begin the GCSE course with creative writing. This mirrors personal writing at the start of KS3, and enables teachers to quickly assess the writing skills of the students; the first assessment builds on using pictures to stimulate creative responses, while also pointing forward to the exam paper in the summer of year 11. It helps to build good relationships between students and staff alike, and uses passages from great writers such as Charles Dickens and Mary Shelley as inspiration. The accent is on crafting work; using literary devices to create effects, structuring and widening vocabulary. We then study extracts from Yann Martel and Katherine Mansfield, and practice the skills necessary for answering the questions from Language Paper 1, Section A. It is especially useful for students to have written creatively first, so they can analyse these texts from a writer's viewpoint.

We then study our nineteenth century novel, A Christmas Carol. We chose this text as it can be read in its entirety in class in a relatively short period of time, and combines linguistic challenge with a story students enjoy and tend to be familiar with. It links strongly in a thematic sense with An Inspector Calls as it addresses the important and contemporary theme of social justice, and with Macbeth as both texts use the depiction of the supernatural as a device to transform a characters' behaviour and world view. We build a strong knowledge of plot, character and theme while reading, before focusing on close analysis of language and structure, while increasing the extent and challenge of analytical writing.

After Christmas we read the Relationships cluster of poetry, from the AQA Anthology, focussing on the seven family based poems. This unit is chosen as it enables students to empathise and connect with a variety of relationships and experiences, therefore giving students an insight into emotions as well as providing a literary experience. The poems are taught thematically in two phases; the first are family based and the second on love. This order allows students to see thematic links between the poems; significant as analysis of themes are valued in exam answers. The students build on their knowledge of poetic forms and techniques taught in KS3, and link the ideas and feelings presented with a close reading of the text. A what/why/how focus encourages and reinforces these connections. We also emphasise comparison between poems and how they present their themes - a key exam skill. This unit develops the close reading skills rehearsed in Language Paper 1.

We then study Macbeth with the students as it has an intense focus on a few characters, it is a cultural touchstone for further education, and it explores the themes of ambition, greed, violence, gender, faith, free will. It builds on cultural knowledge of patriarchy in Shakespeare covered in the Year 9, text, Romeo and Juliet. Students also have the opportunity to study one of the strongest and most interesting female literary characters in the language. Students explore the structure and language of the text, and analyse the effects of language and imagery by zooming in on key extracts after having read the play relatively quickly in class.

The summer term commences with four of the love poems from the Love and Relationships cluster. Because the poems are quite portable, it means they can be revisited three times in Year 10, supporting memorisation through interleaving. We then move on to AQA Language Paper 2 which explores Writers' viewpoints and perspectives. Students develop their reading skills of inference, comparison (developing skills from the poetry Scheme) and analysis of how writers create effects. Students will study 2 texts: one modern and one from the nineteenth century. We read two articles with the students: one describing a camp in Calais, the older text describing one in Russia. This choice allows students to examine and empathise with the refugee experience. Students will revisit this paper in Year 11, refreshing their skills and knowledge.

Lastly we read *An Inspector Calls*, which is always a popular text for our students. It is our modern text, and is well placed at this point in the course as the language is more accessible than later texts, so builds student confidence. Its popularity stems in part from the important themes it broaches and its continued relevance. We examine gender and social inequality, as well as exploring the class system capitalism, socialism, and patriarchy. The students are also taught to analyse how these ideas are presented through the author's literary techniques and stagecraft. We also look at the differences in social and political attitudes between when the play was set and when it was first performed. Areas of the text such as the Inspector's final speech also point forward to reading and writing to persuade, delivered later in Language. During this half term we also deliver the last four love poems from the Love and Relationships cluster.

