
















CURRICULUM MAP FOR ENGLISH YEAR 11: ENGLISH LANGUAGE

<p>HALF TERM 1: LANGUAGE EXAM TIMINGS & HOW TO EFFECTIVELY PLAN FOR Q5 ON BOTH LANGUAGE PAPERS Section A of both papers : PEEZL</p> <ul style="list-style-type: none"> Point: First sentence of each analytical paragraph must begin with a point. Must include: trigger word from the question Evidence: Concise piece of evidence, must link to your point and prove what you have said in your point. Explain: Short explanatory sentence explaining how your evidence proves your point. Zoom: Zoom into multiple key words from your evidence and explain how that further prove your point. Explain the effect of the writer's methods and how this links to your point. Link: Link back to the question, summarise how your analysis answers the question. <p>Language Paper 1 Q5 – How to effectively plan</p>		<p>Reading sources for Language Paper 1&2 section As Reading model answers Reading exam questions Reading peer work</p>
<ul style="list-style-type: none"> 5 step planning process to using an image to create a story. Step 1: Identify your 5 paragraph topics *Ensure your paragraph is cyclical – end what what you started with e.g the weather could be negative to begin with, and then get better as your story concludes to reflect the mood change. *Paragraph topics may include: weather, character, flashback, flash forward, the bigger schene, the smaller scene (specific detail about a particular aspect of the scene), setting, mood, atmosphere, thoughts & feelings. Step 2: Senses – write down around the picture multiples things that you would be able to: see,smell,hear,touch,taste, to ensure the scene/image will have been described in detail. Step 3: Adjectives and adverbs to describe the senses. Add these to your senses ideas, e.g You can see a taxi, lumionous, yellow, beeping aggressively. Step 4: Use of menthods – make a list of atleast 5 methods you are going to include in your story/description: simile, metaphor, personification, sibilance, plosives. Add how you will use these, simile to describe the taxi. Step 5: Make a list of all of the different punctuation you need to include in your story/description and tick them off as you include them. 		<p>Planning responses to Language paper 1 Q5 & language paper 2 Q5.</p>
<p>Language Paper 2 Q5 – How to effectively plan</p> <ul style="list-style-type: none"> The Facts: LP2 Q5 will always have a quotation followed by your question; for example: 'we are born evil' create an newspaper atricle arguing for or against this statement. 5 step planning process for LP2 Q5 – transactional writing. Step 1: PAFF the question. *P=PURPOSE=WHY you are writing e.g to explain,argue,advise. *A=AUDIENCE=WHO you are writing to e.g readers of the newspaper. *F=FORMAT=WHAT you are writing; e.g article, letter, blog, speech. *F=FORMALITY=HOW you are writing; e.g formal or informal Step 2: Identify your 5 paragraph topics – chosen paragraph structure will be dependant on PAFF. Step 3: Use of methods – which of DAFOREST can you include? Plan how you are going to incude them, and list which ones you are going to use. Step 4: Anecdote – plan an anecdote that it suitable to your question that you can include in your writing. Step 5: Make a list of all of the different punctuation you need to include in your transactional writing and tick them off as you include them. 		<p>Students will present their work to their peers Peer assessment Dialogue between the students and teacher whilst live marking</p>
<ul style="list-style-type: none"> Step 2: Identify your 5 paragraph topics – chosen paragraph structure will be dependant on PAFF. Step 3: Use of methods – which of DAFOREST can you include? Plan how you are going to incude them, and list which ones you are going to use. Step 4: Anecdote – plan an anecdote that it suitable to your question that you can include in your writing. Step 5: Make a list of all of the different punctuation you need to include in your transactional writing and tick them off as you include them. 		<p>Extended writing based subjects Subjects that require imagination and creativity</p>



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<p>HALF TERM 2: LANGUAGE & STRUCTURE ANALYSIS WRITING FRAME STRUCTURE.</p> <p>PEEZL</p> <ul style="list-style-type: none"> Point: First sentence of each analytical paragraph must begin with a point. Must include: trigger word from the question Evidence: Concise piece of evidence, must link to your point and prove what you have said in your point. Explain: Short explanatory sentence explaining how your evidence proves your point. Zoom: Zoom into multiple key words from your evidence and explain how that further prove your point. Explain the effect of the writer's methods and how this links to your point. Link: Link back to the question, summarise how your analysis answers the question. <p>Structure analysis writing frame structure:</p> <ul style="list-style-type: none"> Teach, recall, revisit, practice use of FQWE. <p>FQWE</p> <p>Focus: Must state which writer's structural method are you going to focus your response on and briefly what is suggested through the use of this method.</p> <p><i>The writer opens the text by introducing/using [insert STOPSEC feature] in order to suggest/create...</i></p> <p>Why: This sentence needs to explain the effect of the method, what was the desired impact and how was this created.</p> <p><i>The writer has done this to...</i></p> <p>Evidence: This sentence needs to state where the writer has used this method.</p> <p><i>For instance, this is seen when '...'</i></p> <p>Effect: Explain what is the effect of this method on the readers, the other characters or on the story/extract as a whole.</p> <p><i>This creates a sense of...</i></p> <p><i>It tells us...</i></p> <p><i>We are shown that...</i></p> <p><i>The ... develops...</i></p> <ul style="list-style-type: none"> REVISIT, REVISE AND INTERLEAVE ALL ENGLISH LANGUAGE QUESTIONS. 		<p>Reading extracts Reading model answers</p>
<p>Structure analysis writing frame structure:</p> <ul style="list-style-type: none"> Teach, recall, revisit, practice use of FQWE. 		<p>Planning an essay Annotating extracts Extended writing by producing examination style responses</p>
<p>Why: This sentence needs to explain the effect of the method, what was the desired impact and how was this created.</p> <p><i>The writer has done this to...</i></p>		<p>Students will present their work to their peers Dialogue between the students and teacher whilst live marking</p>
<p>Effect: Explain what is the effect of this method on the readers, the other characters or on the story/extract as a whole.</p> <p><i>This creates a sense of...</i></p> <p><i>It tells us...</i></p> <p><i>We are shown that...</i></p> <p><i>The ... develops...</i></p> <ul style="list-style-type: none"> REVISIT, REVISE AND INTERLEAVE ALL ENGLISH LANGUAGE QUESTIONS. 		<p>Extended writing based subjects Subjects that require imagination and creativity</p>
<p>HALF TERM 3: COMPARATIVE WRITING FRAME.</p> <p>STOPSPEC:</p> <ul style="list-style-type: none"> STOPSPEC should be used to identify writer's structural methods: Setting, Time, Opening, Perspective, Shift in Focus, Ending, Character. <p>Comparative analysis writing frame structure:</p> <ul style="list-style-type: none"> Students to think of any comparative question as an 'umbrella' The top of the umbrella being the POINT - the overarching statement: this needs to include whether your analysis is going to compare similarities or differences. After the point (top of the umbrella), the students then need to write EEZL+EEZL paragraphs analysing the similarities/differences from the 2 sources. REVISIT, REVISE AND INTERLEAVE ALL ENGLISH LANGUAGE QUESTIONS. 		<p>Reading extracts Reading model answers</p>
<p>Comparative analysis writing frame structure:</p> <ul style="list-style-type: none"> Students to think of any comparative question as an 'umbrella' The top of the umbrella being the POINT - the overarching statement: this needs to include whether your analysis is going to compare similarities or differences. 		<p>Planning an essay Annotating extracts Extended writing by producing examination style responses</p>
<ul style="list-style-type: none"> After the point (top of the umbrella), the students then need to write EEZL+EEZL paragraphs analysing the similarities/differences from the 2 sources. 		<p>Students will present their work to their peers Dialogue between the students and teacher whilst live marking</p>
<ul style="list-style-type: none"> REVISIT, REVISE AND INTERLEAVE ALL ENGLISH LANGUAGE QUESTIONS. 		<p>Extended writing based subjects Subjects that require imagination and creativity</p>



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<p>HALF TERM 4: LANGUAGE PAPER EXAM TIMINGS AND EXAM TECHNIQUE</p> <p><u>Language Paper 1</u></p> <ul style="list-style-type: none"> Paper 1 needs to be completed in reverse order. Q5-Q1. Q5 – 45 minutes (10 minutes planning + 35 minutes writing) Q4 – 30 minutes Q3 – 10 minutes Q2 – 10 minutes Q1 – 5 minutes 5 minutes allocated to reading both sources and finding evidence for section A. <p><u>Language Paper 2</u></p> <ul style="list-style-type: none"> Paper 2 needs to be completed in normal order: Q1-5. You need to use the sources given to you in section A, to help you with Q5 (the writing question). Q1 – 5 minutes Q2 – 10 minutes Q3 – 15 minutes Q4 – 20 minutes Q5 – 45 minutes (10 minutes planning + 35 minutes writing) 10 minutes allocated to reading both sources and finding evidence for section A. <p>Preparing to write:</p> <ul style="list-style-type: none"> Key words from the question are highlighted to ensure focus on the question Quotations are selected which link to the question keyword A plan can be in bullet points, mind map or table A plan will allow you to structure your knowledge and information logically. 		<p>Reading extracts Reading model answers</p>
		<p>Planning an essay Annotating extracts Extended writing by producing examination style responses</p>
		<p>Students will present their work to their peers Dialogue between the students and teacher whilst live marking</p>
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<p>HALF TERM 5: UNDERSTANDING THE MARK SCHEME</p> <p>Key words from P1 & P2 mark scheme:</p> <p>Simple & limited: Students answer is restricted, shallow in depth of analysis and doesn't offer much in response to the questions asked.</p> <p>Some: Students do make an attempt to respond to the questions they are being asked, however their analysis may be very explicit and obvious, and their analysis may only offer the basic surface level of a quotation.</p> <p>Clear & relevant: Students response is strong, clear and accurate to the question they are being asked. They analyse implicit ideas and offer alternative interpretations to a quotation.</p> <p>Perceptive & detailed: Students response is insightful, observant and developed. They critically analyse implicit and explicit ideas and offer alternative and critical perspectives to quotations. Numerous pieces of evidence will be embedded throughout their responses to ensure accurate support to their responses.</p> <p>LP1&2 – Q5s:</p> <ul style="list-style-type: none"> Students to revisit, recall and practice the 5 step planning process for both questions. <p>Key words from Q5s:</p> <p>Compelling: fascinating, enthralling, exciting, your piece must grip the reader.</p> <p>Convincing: resounding and undoubted in key ideas, arguments or perspectives.</p> <p>Consistent: clear and sustained quality throughout</p>		<p>Reading extracts Reading model answers</p>
		<p>Planning an essay Annotating extracts Extended writing by producing examination style responses</p>
		<p>Students will present their work to their peers Dialogue between the students and teacher whilst live marking</p>
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