

The Warriner School Subject Curriculum Map

Subject: English	Year Group: 10	Unit: Paper 1 Section A
Unit objectives: (NC Statements) This unit will introduce students to the specific structure of their Paper 1 exam. It will go through the questions required and the procedural knowledge necessary to answer them. Students will come out from the unit having completed a full paper and having it fed back to identify their positives and mistakes.		



Context for study: Paper 1 Section A.

Students are consistently taught the procedural knowledge necessary to analyse language and structure throughout KS3 – from their first analytical module, Literature of War, Cirque Du Freak, to their units focused on fiction extracts such as 19th Century Discovery in Year 9. All these units give students the procedural knowledge necessary to evaluate, analyse, explain, and articulate the effects of writer's choices: this unit is focused on sequencing the knowledge required for the exam and linking their knowledge to the questions. Students need this procedural knowledge in order to access their GCSES and any mocks that they will have between Year 10 and then.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Know the Tier 2 vocabulary needed to access naming language techniques: specifically, **simile, personification, hyperbole, semantic field, juxtaposition**.

Know what **fiction** is, what the structure of the exam is, how many marks each question is.

Know the Assessment Objectives and what Assessment Objectives link to which questions.

Know how to answer a Question 1.

Know the procedural knowledge necessary in answering a Question 2, know how to employ the sentence starters “the reader gets the impression,” “The writer chose to use...” and “Perhaps the writer intended...”.

Know what an **effect** of language is and how to explain it.

Know, through I do, We Do, You Do, the procedural knowledge necessary to answer Question 2.

Know structural techniques, such as **flashback, shift of focus, cyclical structure, exposition, construction of setting**, and find them in a text.

Know, through I do, We Do, You Do, the procedural knowledge necessary to answer Question 3, and use structural techniques in answering the question.

Know and recall what **evaluation** is and how it links to English, practising how to evaluate their opinion in regards to a statement.

Know how to use adverbs in evaluation.

Know how to use adverbs to evaluate the writer's choices.

Know the mark scheme for Question 4 and how to use the EECL structure in answering it; know, through I do, We Do, You Do, the procedural knowledge necessary to answer Question 4.

Practise the knowledge gained in the module with a Section A mock paper.

Evaluate their own understanding of each question.

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Use Improvement and Correction Time to spot their weaknesses and improve them.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Students may not know how to answer on structural questions – this might manifest in talking about language, not discussing a structural device etc., this needs to be rectified and addressed both in the lesson and through the formative assessment at the end.

Students may not know how to evaluate – this might manifest in a student answering without language analysis and explanation of the writer and their successful conveyance etc., this needs to be rectified and addressed both in the lesson and through the formative assessment at the end.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Paper 1 Section A – answering questions on a fiction text.

Students will be able to practise the procedural knowledge gained during the unit in the assessment and have it fed back to them; the knowledge they gain in analysing language, structure, and evaluating will help with the following units too. The aim of the unit is to prepare students to sit a GCSE examination on the paper – this knowledge will be revisited in Year 11.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Explicit teaching of Tier 2 vocabulary, throughout lessons.

Explicit focus on answering questions in paragraphs and consistently self-assessing where students are employing evidence from the texts, considering the effects of language, and showing their understanding.

Regular knowledge and metacognitive checks through students reading out their responses and contributing to class discussions.

Regular low-stakes testing through questioning. Students also to consistently contribute their interpretations in class and justify other interpretations.

Writing modelling and paragraph structure provided. Opportunity for students to revise and embed knowledge at home in preparation for assessment.

Consistent application of I do, We do, You do in developing student writing and confidence.

Develop oracy skills through reading, discussion, and the sharing of written viewpoints.

Class creation of success criteria to give students understanding of success.