The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	English Language
Year Group	Year 10
Intent	**Successful and resilient learners**: who are attentive to and reflect upon their learning, have high expectations of themselves and realise their full potential in reading, writing and spoken language skills **Confident individuals**: who can express themselves with intent in a succinct, assured and articulate way, according to audience and purpose **Responsible citizens**: who are discerning critical readers of fiction and non-fiction texts and whose analytical skills will allow them to interpret the ever more complex linguistic landscape and enable meaningful discussion of spiritual, moral, social and cultural issues

Narrative	They will have covered all the assessment objectives for Paper 1 and Paper 2 Language This builds on the work done at KS3 on writing to inform and explain, narrate, argue and persuade The work that covers all the assessment objectives in Year 10 prepares for consolidation of key skills in Year 11					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Benchmark Narrative Writing P1 Section A	P1 Narrative Writing	P2 Section A	P2 Persuasive Writing	Spoken Language P1 Narrative Writing	
Key skills	Q1 Retrieval Q2/Q3 Analyse how writers use language to achieve effects and influence readers Q4 Analyse how writers' language and structure to achieve effects and influence readers Q5 Evaluate texts critically	Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience. Organise inform-ation and ideas, using structural and grammatical features to support coherence and cohesion of texts Use a range of vocabulary and	Q1 Retrieval Q2Analyse how writers use language to achieve effects and influence readers Q3 The ability to identify explicit and implicit information and ideas Q4 Evaluate texts critically and support this with appropriate textual reference. Q5 To select and synthesise	Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with	Use of spoken Standard English in the expression of complex and challenging ideas. Organisational and structural features use to meet the needs of the audience. Respond to questions.	Plot Characterisation Vocabulary variety Punctuation variety Sentence variety Developing sustained paragraphs

		sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	evidence from different texts. Q6 compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.	accurate spelling and punctuation.		
Careers and Cultural capital	Social, moral, spiritual issues raised by a range of literature extracts.	Social, moral, spiritual issues raised by a range of literature extracts Careers in publishing/editorial	Social, moral, spiritual issues raised by a range of literature extracts	A range of current affairs topics debated e.g. environmental issues, technology, health, crime, relationships Careers in journalism/ PR (persuasive writing)	A range of current affairs debated. Empowering students to voice personal views on controversial subjects Oracy in the workplace and interview skills	Social, moral, spiritual issues raised by a range of literature extracts
Assessment **Details required of nature of each assessment (closed/multiple-choice/open long answers/number of marks)**	P1 Section B Narrative response P1 Section A responses	P1 Section B Narrative response	P2 Section A responses	P2 Section B Persuasive response	Spoken Language Assessment	P1 Section B Narrative response