The Fisher Way: Curriculun

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 11
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	*How are they going to be different when they finish the year?* Students will have further developed their ability to critically read a diverse range of literary fiction and literary non-fiction texts, evaluating writers' perspectives and methods. Students will have further developed their ability to create compelling writing of narrative and persuasive pieces Students will further explore alternative perspectives in response to literature texts before producing to informed evaluations, grasping subjectivity in literature (fiction and non-fiction) *How does this link to what they have done before?* In year 10, students explored unseen fiction and non-fiction sources with discrete assessment practice; in year 11, these responses become more holistic with a wider appreciation of the varied skill-types demanded by exam questions. *How does this set them up for the years to come?* In GCSE English Language, development of skills of analysis and evaluation of literary texts, analysis of written and spoken language and adopting linguistic and literary approaches to a wide range of texts ensures a pathway to sixth form studies.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Benchmark – Narrative Writing Language Paper 1	Language Paper 1	Benchmark Persuasive Writing Language Paper 2	Language Paper Section B Writing to argue and persuade	Revision Language Paper 1 Language Paper 2	
Key skills	Q6 Narrative writing devices revised. 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	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 Q6 Narrative writing	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	Persuasive writing devices revised DAAAFORREST.	As Autumn 1 and 2 and Spring 1 and 2	

	Q5 Evaluate texts critically		synthesise evidence from different texts. Q6 compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts. .			
Careers and Cultural capital	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 Careers in publishing/editorial	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 topics debated e.g. environmental issues, technology, health, crime, relationships Careers in journalism/ PR (persuasive writing)		
Assessment **Details required of nature of each assessment (closed/multiple-choice/open long answers/number of marks)**	1.Benchmark task: narrative 2.GCSE English Language Paper 1	**1.** GCSE English Language Paper 1 Section A tasks **2.** GCSE English Language Mock Exam Paper 1	**1.** GCSE English Language Exam Paper 2 Section A tasks **2.** GCSE English Language Mock Exam Paper 2	**1.** Writing Task: GCSE English Language Paper 2 Section B	-Teacher discretion regarding apposite final practice tasks informed by needs of classes/ individuals.	