Music Stuﬀ YEAR 10 SOW (Long-Term)

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| **Subject** | | **ENGLISH GCSE** | | **Year** | **10** | |
| **Term** | **Autumn 1** | | **Spring 1** | | | **Summer 1** |
| **Unit of learning** | Short stories - paper 1 reading skills | | Short stories: paper 1- story structure and analysis | | | 20/21st century fiction texts - paper 1 |
| **Intent** | Baseline assessments (ﬁction)  Revisit literacy devices- identiﬁcation and impact (MOPVAPERS)  Revisit PEEL to structure writing about reading Revisit essay writing structure  Read a range of short stories from a range of genres:- reading skills: inference, using context  Using PEEL to structure writing  Key reading skills: predict, clarify, summarise, respond  Embedding quotes  Analytical writing about language choice Analytical writing about structure  Evaluative writing about plot, character and setting Unit assessment | | Read a range of short stories from a range of genres:  Explain classic story structure  Focus on character, setting, language use and plot development.  Key reading skills: predict, clarify, summarise, respond  Use short stories as inspiration for own writing | | | Revisit literacy devices- identiﬁcation and impact (MOPVAPERS)  Revisit PEEL to structure writing about reading Reading 20/21st century ﬁction texts - reading skills: inference, using context  Using PEEL to structure writing Embedding quotes  Analytical writing about language choice Analytical writing about structure  Evaluative writing about plot, character and setting Unit assessment |
| **Term** | **Autumn 2** | | **Spring 2** | | | **Summer 2** |
| **Unit of learning** | 19th century non ﬁction texts - paper 2 | | Reading: continue with short stories (see above) - key reading skills  Writing: Narrative & descriptive writing inspired by stories; technical accuracy of SPaG | | | 19th century non fiction texts - paper 2 writing skills Macbeth |
| **Intent** | Revisit rhetorical devices- identiﬁcation and impact (HAFOREST)  Reading 19th century/ modern non-fiction texts Facts, opinions, bias  Comparing and summarising content in 2 texts Language analysis using PEEL  Comparing writers’ perspectives in 2 texts Mock exams | | Story writing/ descriptive - structure, language choices, SPaG incl. paragraphing TiPToP  Prequels, sequels, changing narrative perspective: 1st and 3rd person  Use of MOPVAPERS devices | | | Revisit rhetorical devices- identiﬁcation and impact (HAFOREST)  Reading 19th century/ modern non-fiction texts Facts, opinions, bias  Comparing and summarising content in 2 texts Language analysis using PEEL  Comparing writers’ perspectives in 2 texts Macbeth taster for Lit |

Explicit teaching of PEEL, MOPVAPERS, HAFOREST and essay writing structure to revisit key elements of writer’s craft and their impact on reader

To read both modern ﬁction texts of diﬀerent genres and non ﬁction texts both 19th century and modern. Exposure to 19th century texts will be unfamiliar to students, so conﬁdence in reading these texts will need to be built.

To develop extended analytical writing skills using modelling, scaﬀolding and shared writing opportunities.

**Rationale:**

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| **Year 10** | **Year 11** |
| The sniper - Liam O Flaherty (1923) | The woman’s rose - Olive Schreiner (1986) |
| The ﬂowers - Alice Walker (1973) | The tower - Marghanita Laski (1955) |
| There will come soft winds - Ray Bradbury (1950) | When the wasps drowned - Claire Wigfall (2013) |
| The storm- Kate Chopin (1898) | The red room - HG Wells (1894) |
| The story of an hour- Kate Chopin (1894) | The yellow wallpaper- Charlotte Perkins Gilman  (1892) |
| The Landlady - Roald Dahl (1959) | Chemistry – Graham Swift (1982) |
| The October game - Ray Bradbury (1948) | Odour of chrysanthemums - DH Lawrence (1909) |
|  | My Polish teacher’s Ye - Helen Dunmore (2013) |
|  | Korea -John McGahern (1969) |
|  | A family supper - Kazuo Ishiguro (1982) |
|  | Invisible mass of the back row - ClaudeVe Williams  (2015) |
|  | The darkness out there - Penelope Lively (1984) |