



English

Curriculum intent:

English has a pre-eminent place in education and in society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them, leading to further understanding across diverse cultural, national, age and gender boundaries, thus empowering pupils' empathy for others. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially, plays a key role in such development. Reading also enables pupils to flourish, acquiring knowledge and understanding, building on what they know as well as enriching their understanding of what they may not yet have experienced. All the skills of language are essential to participating fully as a valuable member of society.

Year 10

Content

Concepts and Skills

English Language Paper 1

A Christmas Carol

In Autumn 1, pupils develop the reading and writing skills required for GCSE English Language Paper 1 through the study of a range of literary fiction extracts. They analyse how writers use language and structure to create characters, settings and atmosphere, developing increasingly perceptive interpretations supported by carefully selected textual evidence. Alongside their reading, pupils refine their creative writing skills, producing descriptive and narrative responses that demonstrate effective organisation, ambitious vocabulary and purposeful language choices while applying accurate spelling, punctuation and grammar.

In Autumn 2, pupils study A Christmas Carol, exploring Dickens' presentation of social responsibility, redemption, poverty, and morality. They develop their analytical reading skills by examining characterisation, themes, language, and structural methods, while considering how Victorian context shapes Dickens' purpose and message. Pupils strengthen their literary essay writing by constructing clear, well-supported arguments, embedding quotations effectively and using subject-specific terminology to produce increasingly sophisticated analytical responses.

Throughout the autumn term, pupils consolidate GCSE examination techniques, developing confidence in responding to assessment objectives, selecting relevant evidence and writing with clarity and precision. Core literacy skills, including spelling, punctuation, grammar and vocabulary development, remain embedded across all reading and writing activities, preparing pupils for success in both English Language and English Literature.

English Language Paper 2

Power and Conflict Poetry

In Spring 1, pupils develop the reading and writing skills required for GCSE English Language Paper 2 through the study of a range of non-fiction texts from the nineteenth, twentieth and twenty-first centuries. They build confidence in comparing writers' viewpoints and perspectives, analysing how language and structure shape meaning and evaluating the effectiveness of writers' methods. Pupils develop their ability to synthesise information, select relevant evidence and produce clear, comparative responses that meet the GCSE assessment objectives. Alongside their reading, pupils refine their transactional writing skills, crafting persuasive, discursive and argumentative pieces that demonstrate clear organisation, purposeful rhetorical devices and accurate technical control.

In Spring 2, pupils study the Power and Conflict poetry anthology, exploring how poets present ideas about power, identity, memory, war and the effects of conflict. They develop their comparative reading skills by analysing language, form and structure, making thoughtful connections between poems and considering the influence of context on each poet's message. Pupils strengthen their analytical writing through comparative essays that construct well-supported arguments, integrate quotations effectively and use subject-specific terminology with increasing confidence and precision. Throughout the spring term, pupils continue to consolidate GCSE examination techniques, developing confidence in comparing texts, evaluating writers' methods and writing effectively for a range of purposes and audiences. Core literacy skills, including spelling, punctuation, grammar and vocabulary development, remain embedded across all reading and writing activities, preparing pupils for success in both English Language and English Literature.

An Inspector Calls

Spoken Language

In Summer 1, pupils study An Inspector Calls, exploring Priestley's presentation of responsibility, social class, gender, and generational conflict. They develop increasingly sophisticated reading skills by analysing characterisation, dramatic structure and stagecraft, while considering how the play reflects the social, historical and political context of post-war Britain. Pupils evaluate Priestley's methods and intentions, selecting and integrating textual evidence to produce well-developed literary essays that demonstrate perceptive analysis and secure understanding of the GCSE assessment objectives.

In Summer 2, pupils develop the knowledge and skills required for the GCSE Spoken Language endorsement. They plan, deliver and evaluate individual presentations on topics of personal interest, adapting their language, tone and organisation to suit purpose and audience. Pupils strengthen their spoken communication by selecting appropriate evidence, responding thoughtfully to questions and using Standard English confidently in formal contexts. Alongside this, pupils continue to refine their analytical writing through revision and exam-style practice, consolidating the reading and writing skills developed throughout the year.

Throughout the summer term, pupils prepare for the transition into Year 11 by consolidating examination knowledge, revisiting key texts and refining strategies for analytical, comparative and transactional writing. Core literacy skills, including spelling, punctuation, grammar and vocabulary development, remain integral to all aspects of reading, writing and spoken communication, ensuring pupils are well prepared for the demands of the final GCSE year.

