

Year 10 English Language

Language Paper 1 Section A

Learning Objectives

Students should be able to:

- Retrieve explicit information.
- Analyse language choices.
- Analyse structural methods.
- Evaluate writer's methods and ideas.

What previous knowledge is required?

Prior to studying Paper 1 Section A, students should have developed the following knowledge and skills through Key Stage 3 and earlier Key Stage 4 learning:

Reading Skills

- Retrieving explicit information from a text.
- Making simple and developed inferences.
- Selecting relevant textual evidence.
- Understanding the difference between explicit and implicit meaning.
- Identifying key events, characters and ideas.

Language Analysis

- Identifying language devices: metaphor, alliteration, fricatives, plosives, personification etc.

Structural Awareness

- Understanding openings and endings.
- Recognising shifts in focus, time and perspective.
- Understanding how texts are organised for effect.

Analytical Writing

- Constructing paragraphs using evidence.
- Embedding quotations.
- Explaining effects on the reader.
- Using appropriate subject terminology.

How will this term's content help with future learning?

The study of AQA English Language Paper 1 Section A develops students' ability to read unseen fiction texts critically and independently. Through retrieval, language analysis, structural analysis and evaluation, students develop the core reading skills required for success across GCSE English Language and English Literature.

Students learn to move beyond understanding what a writer has written and begin exploring how and why writers make particular choices. This progression from comprehension to analysis and evaluation develops increasingly sophisticated reading skills that are transferable across the curriculum.

Paper 1 Section B (Creative Writing)

Students develop an understanding of:

- How writers craft engaging openings and endings.
- The impact of structural choices.
- The effect of language choices on readers.
- How atmosphere, character and tension are created.

These skills enable students to apply successful writer's techniques within their own creative writing.

Paper 2 Section A (Reading)

Students build upon:

- Inference skills.
- Language analysis.
- Evaluation.
- Evidence selection.

The analytical skills developed through fiction texts prepare students to analyse viewpoints and perspectives in non-fiction texts.

Paper 2 Section B (Transactional Writing)

Students develop an understanding of:

- Audience and purpose.
- Writer's intentions.
- How language influences readers.

These concepts support students when crafting their own persuasive and transactional writing.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

-Question 1 requires inference.

We will address by Explicitly teaching students that Q1 assesses retrieval of explicit information only.

-Identifying language techniques is enough for Question 2.

Teachers will model analysis that focuses on effects and writer's intentions rather than feature spotting.

-Structural analysis means identifying paragraphs.

Teach students to explore shifts in focus, perspective, setting and narrative development.

-Question 3 should focus on language rather than structure.

Use modelling to distinguish structural methods from language methods.

-Evaluation means expressing an opinion.

Teachers will ensure to reinforce that all opinions must be supported by textual evidence and analysis.

-Longer quotations lead to better marks.

Model concise and purposeful quotation selection.

-Every technique has only one effect.

Students will be encouraged to explore alternative interpretations.

-Subject terminology automatically improves analysis.

Emphasise meaningful analysis over terminology spotting.

National Curriculum / Specification

This scheme of work will reflect the skills and assessment objectives required for GCSE English Language by developing students' ability to:

- Read fluently and with increasing confidence a wide range of challenging texts.
- Develop critical reading skills through the exploration of writers' viewpoints, methods and intentions.
- Analyse how language, structure and form contribute to meaning.
- Draw inferences and support interpretations using evidence from texts.
- Evaluate texts critically and make informed personal responses.
- Acquire and apply a wide vocabulary alongside an understanding of grammatical terminology.
- Write accurately and coherently using Standard English.

Through the study of unseen texts, students are encouraged to become critical, reflective readers who can engage with increasingly sophisticated literary material.

Language Paper 1 Section B

Learning Objectives

Students should be able to:

- Write descriptively and narratively.
- Use language and structural techniques for effect.
- Craft engaging openings and endings.
- Apply accurate spelling, punctuation and grammar.

What previous knowledge is required?

Prior to studying Paper 1 Section B, students should have developed the following knowledge and skills through Key Stage 3 and earlier Key Stage 4 learning:

Writing Skills - Students should be able to:

- Write in coherent paragraphs.
- Organise ideas logically.
- Use a range of sentence types.
- Use accurate punctuation.
- Adapt writing for different purposes and audiences.
- Develop simple narratives and descriptions.

Language Knowledge - Students should understand:

- Simile
- Metaphor
- Personification
- Imagery
- Alliteration
- Repetition
- Onomatopoeia
- Sensory language

Structural Awareness - Students should be able to:

- Write effective openings and endings.
- Sequence events logically.
- Use paragraphs to organise ideas.
- Create basic tension and atmosphere.

Reading-to-Writing Links - Students should recognise how writers:

- Create settings.
- Develop characters.
- Build suspense.
- Influence reader responses.

How will this term's content help with future learning?

The study of AQA English Language Paper 1 Section B develops students' ability to write imaginatively, accurately and purposefully. Through the explicit teaching of descriptive and narrative writing techniques, students learn how writers craft language and structure to engage readers, create atmosphere and communicate ideas effectively. Students develop an understanding of how language choices, structural features and technical accuracy work together to shape meaning. By planning, drafting, editing and evaluating their own work, students become increasingly independent writers capable of making conscious and effective writing decisions.

Future Learning in English Language-

Paper 2 Section B (Transactional Writing):

- Audience awareness.

- Purposeful language choices.
- Structural organisation.
- Tone and register.
- Accurate spelling, punctuation and grammar.

Whilst Paper 1 focuses on imaginative writing, these foundational skills transfer directly to speeches, articles, letters and essays.

Paper 1 Section A (Reading)

Students develop a deeper understanding of:

- Writer's craft.
- Structural methods.
- Language choices.
- Narrative techniques.

Writing their own narratives and descriptions helps students recognise and analyse these methods when reading unseen fiction texts.

Common Misconceptions

Throughout this unit, teachers will explicitly address several common misconceptions, including:

-Creative writing is about telling a story rather than crafting one.

Teachers will present model planning, structure and deliberate writer's choices to avoid this misconception.

-A good story must include lots of action.

Teach students that atmosphere, character and tension can be equally engaging.

-The image must be described in its entirety.

Teachers will encourage students to zoom in on selected details and develop them fully.

-More ambitious vocabulary automatically improves writing.

Teach precise vocabulary choices that suit purpose, audience and tone.

-Using lots of language devices guarantees high marks.

Focus on the effectiveness and control of methods rather than quantity.

-Longer responses achieve higher marks.

Teachers will emphasise quality, structure and development over length.

-Narrative writing must be written chronologically.

Model structural techniques such as flashbacks, cyclical structures and shifts in focus.

-Dialogue is necessary in narrative writing.

Explore alternative methods of characterisation and storytelling.

-Editing is not needed in timed conditions.

Teachers will ensure students build proofreading and editing routines into practice tasks.

National Curriculum / Specification

This scheme of work will reflect the skills and assessment objectives required for GCSE English Language by developing students' ability to:

- Write accurately, fluently and effectively for a range of purposes and audiences.
- Adapt style and tone appropriately.
- Use linguistic and literary techniques consciously and effectively.
- Organise information and ideas coherently.
- Develop their understanding of grammar and vocabulary.
- Apply knowledge gained through reading to improve their own writing.

Students learn to become reflective writers who understand how language choices influence readers.

Language Paper 2 Section A

Learning Objectives

Students should be able to:

- Identify viewpoints and perspectives.
- Summarise similarities and differences.
- Analyse language in non-fiction texts.
- Compare writers' ideas and methods.

What previous knowledge is required?

Prior to studying Paper 2 Section A, students should have developed the following knowledge and skills through Key Stage 3 and earlier Key Stage 4 learning.

Reading Skills:

- Retrieve explicit information from a text.
- Make supported inferences.
- Select relevant textual evidence.
- Identify writers' viewpoints and opinions.
- Distinguish between fact and opinion.
- Summarise key ideas.

Language Analysis:

- Identifying language devices: metaphor, alliteration, fricatives, plosives, personification etc.

Structural Awareness:

- Identify shifts in focus.
- Explore how texts are organised.
- Consider how writers guide readers' responses.
- Understand the relationship between purpose, audience and form.

Prior Learning from Paper 1:

- Analyse language effectively.
- Explore structural methods.
- Evaluate writer's choices.
- Construct analytical paragraphs.
- Support interpretations with evidence.

How will this term's content help with future learning?

The study of AQA English Language Paper 2 Section A develops students' ability to read critically, compare viewpoints and evaluate how writers communicate ideas. These skills form a key foundation for success across both GCSE English Language and English Literature.

Students build upon retrieval and analytical skills developed through Paper 1 by learning to synthesise information, compare perspectives and evaluate the effectiveness of writers' methods. The ability to identify similarities and differences between texts supports increasingly sophisticated comparative thinking, which is essential for higher-level GCSE responses.

The skills developed during this term directly support:

- Future Learning in English Language
- Paper 2 Section B (Transactional Writing): Students gain a deeper understanding of audience, purpose and viewpoint, enabling them to craft more effective speeches, articles, letters and essays.
- Paper 1 Section A: Students further develop inference, analysis and evaluation skills that can be applied to unseen fiction texts.

- Examination Success: Students become more confident selecting evidence, comparing ideas and constructing evidence-based arguments under timed conditions.
- Future Learning in English Literature
- Comparative thinking supports analysis across texts and themes.
- Evaluation skills help students develop conceptual and alternative interpretations.
- Understanding writer's methods strengthens literary analysis.
- Evidence selection and analytical writing become increasingly precise and sophisticated.

Common Misconceptions

-Question 1 requires inference and analysis.

Explicitly teach that Q1 only assesses retrieval of explicit information.

-Question 2 is a comparison question.

Teach students that Q2 assesses summary and synthesis of differences/similarities rather than language analysis or detailed comparison.

-Students analyse language in Question 2.

Teachers will model concise summary skills and evidence selection.

-Students treat Question 3 like a feature-spotting exercise.

Encourage students to focus on how language communicates viewpoints and influences readers.

-Question 4 can be answered by discussing Source A and then Source B separately.

Teach integrated comparison throughout the response.

-Comparison means identifying similarities only.

Explicitly teach similarities and differences.

-Longer quotations lead to stronger analysis.

Model precise and concise quotation selection.

-Readers always respond in the same way.

Encourage alternative interpretations and nuanced evaluations.

National Curriculum / Specification

This scheme of work will reflect the skills and assessment objectives required for GCSE English Language by developing students' ability to:

- Read fluently and critically across a range of texts.
- Understand how writers communicate ideas and viewpoints.
- Develop the ability to infer, analyse and evaluate.
- Make connections across multiple texts.
- Read and respond critically to challenging material.
- Develop an appreciation of how language is used to influence audiences.
- Build confidence in evidence-based discussion and argument.

Students will become increasingly skilled readers who can engage critically with the viewpoints and perspectives encountered in literature, media and wider society.

Language Paper 2 Section B

Learning Objectives

Students should be able to:

- Write for different audiences and purposes.
- Construct persuasive arguments.
- Adapt tone and register.
- Use rhetorical and structural devices effectively.

What previous knowledge is required?

Prior to studying AQA English Language Paper 2 Section B, students should have developed the following knowledge and skills:

Writing Fundamentals

Students should be able to:

- Write in clear and coherent paragraphs.
- Organise ideas logically.
- Use accurate spelling, punctuation and grammar.
- Construct a range of sentence types for effect.
- Write for a specific audience and purpose.
- Sustain writing over an extended response.

Knowledge of Writer's Methods

Students should understand and be able to identify:

- Rhetorical questions
- Repetition
- Direct address
- Emotive language
- Rule of three
- Facts and statistics
- Anecdotes
- Hyperbole

Students should also understand that these methods are used deliberately to influence an audience.

Audience, Purpose and Form

Students should have experience of:

- Writing to inform.
- Writing to persuade.
- Writing to argue.
- Writing to explain.
- Writing to advise.

Students should understand how language choices change depending on:

- Audience
- Purpose
- Form

How will this term's content help with future learning?

The study of AQA English Language Paper 2 Section B develops students' ability to communicate effectively for a range of audiences, purposes and forms. Through the exploration of speeches, articles, letters and essays, students learn how to construct convincing arguments, adapt their tone and organise ideas coherently.

Students develop an understanding of how language can be used to inform, persuade, explain and argue. These skills support future learning by enabling students to become more confident writers who can make deliberate and effective choices about language, structure and style.

Future Learning in English Language

Students develop:

- Audience awareness and purpose.

- Persuasive and argumentative writing skills.
- Organisational and structural control.
- Technical accuracy in spelling, punctuation and grammar.
- Confidence writing extended responses under timed conditions.

These skills directly support success across all GCSE writing tasks and examination responses.

Future Learning in English Literature

The skills developed through transactional writing support students in:

- Constructing clear and coherent arguments.
- Developing conceptual interpretations.
- Explaining ideas with precision.
- Structuring analytical essays effectively.
- Writing extended responses with increasing sophistication.

Students become more confident in communicating analytical ideas, supporting success across Shakespeare, nineteenth-century prose and poetry units.

Common Misconceptions

-Persuasive writing is simply expressing an opinion.

Teach students to develop a reasoned argument supported by evidence, examples and explanation.

-The more persuasive devices included, the better the writing.

Teachers will emphasise purposeful and controlled use of rhetorical methods rather than feature spotting.

-Speeches, articles and letters all have the same conventions.

Teachers will explicitly teach the purpose, audience and structural expectations of each form.

-Speeches, articles and letters all have the same conventions.

Teachers will explicitly teach the purpose, audience and structural expectations of each form.

-Formal writing means using complicated vocabulary.

Students will be taught that effective formal writing prioritises clarity and precision.

-Strong opinions are enough to persuade a reader.

Teachers will develop students' understanding of balanced argument and effective reasoning.

-Persuasive writing is always aggressive or argumentative.

Explore how persuasion can also be balanced, thoughtful and reasoned.

National Curriculum / Specification

This unit supports the aims of the National Curriculum by enabling students to:

Write Accurately, Fluently and Effectively:

- Write for a wide range of purposes and audiences.
- Adapt style and tone according to form and context.
- Organise information and ideas coherently.
- Produce extended pieces of writing with increasing independence.

Develop and Sustain Viewpoints:

- Present reasoned arguments.
- Persuade and influence readers.
- Support ideas with relevant examples and evidence.
- Evaluate and respond to different viewpoints.

Use Language Purposefully:

- A wide and ambitious vocabulary.

- Secure grammatical knowledge.
- Accurate spelling and punctuation.
- Awareness of how language choices affect readers.

Communicate Confidently:

- Express ideas clearly and effectively.
- Adapt communication to suit audience and purpose.
- Engage critically with contemporary issues and debates.

Writing Skills and Comprehension

What previous knowledge is required?

Prior to studying GCSE Writing Skills and Comprehension, students should have developed the following knowledge and skills through their study of AQA English Language Papers 1 and 2.

Reading Skills- Students should be able to:

- Retrieve explicit information from texts.
- Make supported inferences.
- Select relevant textual evidence.
- Analyse language methods and their effects.
- Analyse structural features and writer's choices.
- Compare viewpoints and perspectives across texts.
- Evaluate writers' ideas and methods.
- Recognise how audience and purpose influence writing.

Comprehension Skills- Students should be able to:

- Read a range of fiction and non-fiction texts with increasing confidence.
- Summarise key ideas and information.
- Distinguish between explicit and implicit meaning.
- Identify writers' viewpoints and attitudes.
- Interpret meaning using contextual clues.
- Synthesize information from multiple sources.

Writing Skills- Students should be able to:

- Write in clear and coherent paragraphs.
- Organise ideas effectively.
- Adapt writing to suit audience, purpose and form.
- Use a range of sentence structures for effect.
- Employ a variety of language devices purposefully.
- Develop descriptive, narrative and transactional writing.
- Construct persuasive and reasoned arguments.

Technical Accuracy- Students should demonstrate:

- Secure spelling skills.
- Accurate punctuation.
- Control of grammar.
- Appropriate use of Standard English.

- Effective vocabulary choices suited to audience and purpose.

How will this term's content help with future learning?

The study of GCSE Writing Skills and Comprehension enables students to consolidate and apply the core reading and writing skills developed throughout Year 10. By revisiting and strengthening comprehension, analysis and written communication, students develop greater fluency, confidence and independence when approaching a range of GCSE English Language tasks.

This term provides an opportunity for students to embed key literacy skills, address misconceptions and strengthen areas of weakness before beginning the more intensive GCSE preparation undertaken in Year 11.

Future Learning in Year 11- Students will:

- Enter Year 11 with greater confidence when tackling unseen texts.
- Develop increased fluency in retrieval, inference, analysis and evaluation.
- Become more independent when selecting appropriate examination strategies.
- Improve their ability to transfer skills across different question types.
- Strengthen their examination stamina through extended reading and writing practice.
- Build confidence in responding to both fiction and non-fiction texts.

Common Misconceptions

-Reading comprehension is simply finding answers in the text.

Teachers will develop inference skills and encourage students to interpret meaning beyond the obvious.

-Analysis means identifying language techniques.

Teachers will emphasise exploring the effect of writer's choices and reader response.

-Longer quotations lead to stronger analysis.

Teachers will model concise and purposeful quotation selection.

-Sophisticated vocabulary automatically improves writing.

Students will learn to prioritise precise and appropriate vocabulary choices.

-Examination success relies on memorising structures.

Students will be encouraged to apply a flexible application of skills depending on the text and task.

-First drafts are sufficient.

Teachers will promote proofreading, editing and redrafting as part of the writing process.

National Curriculum / Specification

This unit supports the aims of the National Curriculum by enabling students to:

Read Critically and Analytically- Students develop the ability to:

- Read a wide range of challenging fiction and non-fiction texts fluently and confidently.
- Retrieve, interpret and evaluate information and ideas.
- Draw inferences and support interpretations with evidence.
- Analyse how writers use language and structure to achieve effects.
- Evaluate texts critically and develop independent viewpoints.

Write Accurately, Fluently and Effectively- Students learn to:

- Communicate clearly and coherently.
- Adapt writing for a range of audiences, purposes and forms.
- Organise ideas effectively.
- Apply a range of linguistic and structural techniques.
- Write with increasing technical accuracy and control.

Develop Spoken and Written Communication- Students are encouraged to:

- Express ideas clearly and confidently.
- Develop critical thinking and reasoning skills.
- Reflect upon and improve their own work.
- Apply literacy skills across a range of contexts