

Subject: English		Year Group: 11
Term 1 Key Focus/Topic(s) Macbeth	Term 2 Key Focus/Topic(s) Poetry Anthology and unseen Mock exam preparation: English Literature and Language Paper 1	Term 3 Key Focus/Topic(s) Mock exams (Two weeks in Jan) Poetry Revisit texts Macbeth Chosen poetry
Term 1 Assessment Opportunities: Timed essays in class Homework: English Language Paper 2 questions	Term 2 Assessment Opportunities: Poetry essays Homework: English Language Paper 2 questions	Term 3 Assessment Opportunities: Mock exams
Term 4 Key Focus/Topic(s) Mock exams (English & Maths: March) Literature and Language Paper 1 – revisit Macbeth	Term 5 Key Focus/Topic(s) Poetry revision – Anthology and unseen Language Paper 1 – Section A and B	Term 6 Key Focus/Topic(s) Exams
Term 4 Assessment Opportunities: Mock exams, timed essays	Term 5 Assessment Opportunities: Timed practice	Term 6 Assessment Opportunities:

Rationale:

- These Scheme of Work build on the skills initiated in Year 9 and established in Year 10: we continue to present the students with challenging material – both fiction and non-fiction – and in different forms; students look at articles, leaflets, letters, speeches in a variety of topics and from different ages to widen their experience and appreciation for the use and evolution of language. We continue to work on skills pertaining to technical accuracy and to explore the impact of a wide and varied use of syntax. Students are presented with unseen material to develop skills with deciphering unfamiliar vocabulary and to develop resilience when faced with challenging texts.

Evaluation:

- Students will perform a variety of timed essays or questions in the classroom environment, alongside those scaffolded and modelled ready for individual homework completion. They will be able to use the mark schemes to evaluate their own performance and will be able to apply these to exemplar material as well. Our Department's English lessons are about more than just 'exam' preparation though: they are about getting our students to look at how to become articulate, confident users of language so that they can craft and realise their impact in a variety of contexts. We want our students to have ownership of a variety of learning tools so that they can track their own progress and be supported on their journey: this will be done in a variety of ways – post-mock gap analysis; trackers in exercise books to capture marks; support with active revision styles and strategies; student voice and Quality Assurance of their work.

