	Year 11 English					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
BIG Q Content *(max 5)* Please log into Bedrock/GCSE POD to support your child to understand this learning.	***How do writers use language and structure to create meaning and influence the reader?*** 1. Find and understand both clear and hidden meanings in texts. 2. Use evidence from texts to support ideas and combine information from different places. 3. Explain how writers use words and structure to create effects on the reader. 4. Give opinions about texts and support them with quotes or examples. 5. Write clearly using the right style, tone and accurate spelling and punctuation.	***How do writers argue, persuade, and influence what we think?*** 1. Understand what is clearly stated and what can be inferred from a text. 2. Pick out important evidence from different texts. 3. Compare ideas, viewpoints, and information within and across texts. 4. Explain how writers use language and structure to show different perspectives or ideas. 5. Write clearly using accurate spelling, punctuation, and the right style for the task.	***Literature Retrieval*** 1. Thematic retrieval of set GCSE texts as informed by mock data. 2. Retrieval of key quotations linking to characterisation and theme 3. Identification and analysis of writer's methods 4. Demonstrate an understanding between the relationships of texts and the context they are written 5. Selecting and synthesising evidence from different texts	***Exam preparation*** 1. Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. 2. Evaluating texts critically, supporting with appropriate textual reference. 3. Organising information and ideas using structural and grammatical features to support the coherence and cohesion of texts.	**EXTERNAL EXAMS** *Following the Year 11 mock examinations, students no longer follow a fixed Scheme of Learning. Instead, teaching is responsive and driven by assessment evidence. Class teachers use mock examination outcomes, QLA/KPI data and ongoing formative assessment to identify individual and class strengths, gaps in knowledge and misconceptions. This evidence is used to plan a bespoke programme of study that revisits, reteaches and refines the knowledge, skills and subject-specific vocabulary that will have the greatest impact on examination success. Vocabulary instruction is embedded throughout this process, with teachers explicitly teaching, revisiting and applying academic vocabulary, literary terminology and examination command words to ensure students can access examination texts confidently and communicate their ideas with precision.*	
Vocabulary *(max 10)*	1. Retrieval 2. Analysis 3. Connotation 4. Inference 5. Structure 6. Evaluation 7. Narrative 8. Description 9. Audience 10. Purpose	1. Non-Fiction 2. Inference 3. Comparison 4. Audience 5. Purpose 6. Article 7. Speech 8. Letter 9. Rhetoric 10. Genre				
Catholic Link	Solidarity	Rights and Responsibilities				
Careers Link	Attention to detail through information retrieval.	Being able to express an opinion, adapting language suitably for audience and purpose. Any career involving communication.	Accurate retrieval/application of knowledge supports multiple careers including medicine, law and engineering	Developing communication analytical and critical thinking skills valued across all sectors.		

Ways to enrich the year 11 curriculum at home…*(max 3)*

- GCSE Pod and BBC Bitesize
- YouTube: MrEverythingEnglish/ Mr Bruff