



KS4 Curriculum Map – English Language:

Topic	Knowledge	Skills	Assessment Opportunities
Language Paper 2 – Non-Fiction	<p><i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p> <ul style="list-style-type: none"> • Exploration of thematic issues arising from the source material • Language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole • Understanding the difference between facts and opinions • Features of different Literary Non Fiction writing and their forms (speeches, letters, articles) • Understanding the intricacies of various forms of transactional writing: leaflets, articles, speeches, letters, reports, reviews and interviews. • Understand how writers adapt their writing for purpose, audience, form and tone. • Key features of structure/format: headings, sub-headings, headlines, placement of addresses and complimentary openings and closes. • Securing understanding of technical accuracy of language (spelling, punctuation and grammar) 	<p><i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.</p> <ul style="list-style-type: none"> • Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how these impacts upon readers/audience. • How to summarise texts • Persuasive writing: understand how to apply and adapt features for purpose, form and audience. • Critical thinking skills: understanding reliability/biase in source materials and evaluating how and why writers adapt their writing. • Communicate clearly, persuasively, effectively and imaginatively to engage readers/audiences. • Adapt tone, style and register for different forms, purposes and audiences. For example, writing using a formal tone/style for an M.P. or governor. • Use a variety of structural and grammatical features for impact. 	<p>What assessments will be used to measure student progress?</p> <ul style="list-style-type: none"> • Short answer questions in the form of the exam paper • Language Paper 2 Section A and Section B exam

<p>Language Paper 1 – 20th Century Literature Reading</p> <p>Section B: Creative Writing Prose</p>	<ul style="list-style-type: none"> • Key vocabulary: protagonist, antagonist, exposition rising action, climax, anti-climax, denouement, resolution, mise-en-scene • Language features: similes, metaphors, personification, repetition, pathetic fallacy etc. • Understand and identify narrative/structural features: writer’s focus, flashbacks, paragraphing. • Understand and identify the difference between narrative perspective, particularly 1st and 3rd person narrative and the impact of these on a reader. • Features of prose writing: story arcs, focus, shift, narrative development, character development, descriptive writing and use of setting • Securing understanding of technical accuracy of language (spelling, punctuation and grammar) 	<ul style="list-style-type: none"> • Read a range of literary fiction, including pre-20th Century fiction, to analyse and to develop key writing skills. • Comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers • Employ relevant, accurate subject terminology to support viewpoints • Evaluate texts critically • Writing to describe or narrate • Communicating clearly and effectively • Adapting style, register and tone for different forms, purposes and audiences • Narrative and descriptive writing skills: organise information and ideas to engage the reader and implement linguistic, structural and grammatical features to convey meaning. • Use a range of vocabulary and sentence structures to achieve desired effects. 	<ul style="list-style-type: none"> • Short answer questions in the form of the exam paper • Language Paper 1 Section A and Section B exam
<p>Spoken Language Endorsement</p>	<ul style="list-style-type: none"> • Exploration of personal, current and thematic issues which could be explored as a topic in their speech • Understanding logos, ethos and pathos • Independent research of a topic of their choice • Structuring a speech using: facts, opinions, anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, 	<ul style="list-style-type: none"> • Persuasive writing: understand how to apply and adapt features for purpose, form and audience. • Research skills – how to evaluate, summarise and synthesise information in source material • Critical thinking skills: understanding reliability/bias in source materials and evaluating what information to include in your own writing, and how to adapt your writing. 	<ul style="list-style-type: none"> • Short tasks in relation to research, writing and delivery of speeches • Speech and question and answers of the Spoken language Endorsement, to be delivered to an audience and video recorded (as per the current specification requirements)

	<p>imperative language, triples, hyperbole</p> <ul style="list-style-type: none"> • Adapting their writing for purpose, audience, form and tone. • Key features of a speech, and how to deliver it to an audience. • Key features of delivering an address to an audience • Listening and responding to questions from an audience 	<ul style="list-style-type: none"> • Communicate clearly, persuasively, effectively and imaginatively to engage readers/audiences. • Adapt tone, style and register for different forms, purposes and audiences. For example. • Use a variety of structural and grammatical features for impact when delivering your speech. • Use a variety of oracy techniques, for example pace, intonation, tone, inflexion etc • Listen to questions and respond appropriately and in detail • Listen actively to other presentation and ask thoughtful and appropriate questions 	
<p>REVISION: Language Paper 1</p>	<ul style="list-style-type: none"> • Revise key language features: adjectives, similes, metaphor, personification, repetition, pathetic fallacy etc. • Revise narrative/structural features • Revise the difference between 1st and 3rd person narrative and the impact of these on a reader. • Revise key vocabulary: protagonist, antagonist, exposition rising action, climax, anti-climax, denouement, resolution, mise- en-scene • Revise language features: similes, metaphors, personification etc. • Revise features of prose writing: story arcs, character development, descriptive writing and use of setting • Revise technical accuracy of language (spelling, punctuation and grammar) 	<ul style="list-style-type: none"> • Revise how to synthesise evidence from different texts • Revise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Revise how writers use language and structure to achieve effects and influence readers • Revise subject terminology and practice employing this to support viewpoints • Re-visit approaches to evaluating texts critically e.g. considering alternative viewpoints or ideas. • Re-visit practice of adapting style, register and tone for different forms, purposes and audiences. For example, how to write a formal/informal letter, a magazine article, an online article, a speech etc. • Revise narrative writing skills: revise how to 	<ul style="list-style-type: none"> • Section A: Full Language Paper 1 • Shorter specific-based tasks • Comprehension based task

		<p>organise information and ideas to engage the reader and implement linguistic, structural and grammatical features to convey meaning.</p> <ul style="list-style-type: none"> • Practice using a range of vocabulary and sentence structures to achieve desired effects. This might include short sentences to create tension and/or polysyndeton to emphasise importance. • Re-read high-quality examples of creative writing to develop key writing skills. Look again at how writer's use setting, characterisation and plot effectively. 	
<p>REVISION: Language Paper 1</p>	<ul style="list-style-type: none"> • Revise key language features: adjectives, similes, metaphor, personification, repetition, pathetic fallacy etc. • Revise narrative/structural features • Revise the difference between 1st and 3rd person narrative and the impact of these on a reader. • Revise key vocabulary: protagonist, antagonist, exposition rising action, climax, anti-climax, denouement, resolution, mise- en-scene • Revise language features: similes, metaphors, personification etc. • Revise features of prose writing: story arcs, character development, descriptive writing and use of setting • Revise technical accuracy of language (spelling, punctuation and grammar) 	<ul style="list-style-type: none"> • Revise how to synthesise evidence from different texts • Revise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Revise how writers use language and structure to achieve effects and influence readers • Revise subject terminology and practice employing this to support viewpoints • Re-visit approaches to evaluating texts critically e.g. considering alternative viewpoints or ideas. • Re-visit practice of adapting style, register and tone for different forms, purposes and audiences. For example, how to write a formal/informal letter, a magazine article, an online article, a speech etc. • Revise narrative writing skills: revise how to organise information and ideas to engage the reader and implement linguistic, structural and grammatical features to convey meaning. 	<ul style="list-style-type: none"> • Section A: Full Language Paper 1 • Shorter specific-based tasks • Comprehension based task

		<ul style="list-style-type: none"> • Practice using a range of vocabulary and sentence structures to achieve desired effects. This might include short sentences to create tension and/or polysyndeton to emphasise importance. • Re-read high-quality examples of creative writing to develop key writing skills. Look again at how writer's use setting, characterisation and plot effectively. 	
<p>REVISION: Language Paper 2 – 19th and 20th Century Non-fiction writing</p>	<ul style="list-style-type: none"> • Revise language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole, modal verbs, facts and opinions and counter arguments. • Revise how to evaluate texts critically • Revise writers' ideas and perspectives through comparison • Revise the difference between facts and opinions. Revise technical accuracy of language (spelling, punctuation and grammar) • Revise language features: anecdotes, rhetorical questions, direct address (personal pronouns), emotive language, repetition, imperative language, triples, hyperbole, modal verbs, facts and opinions and counterarguments • Revisit features of different writing forms of transactional writing (informal and formal writing, reports, reviews, interviews, speeches, letters, articles) Revise key features of structure/format of different forms of transactional writing: 	<ul style="list-style-type: none"> • Practise comprehension skills: developing an understanding of how writers convey their ideas. Understanding how to interpret explicit and implicit information. • Revisit language analysis skills/inference: explain, comment on and analyse how writers use language and structure. Explore how these impacts upon readers/audience • Develop critical thinking skills: understanding reliability/biase in source materials and evaluating how and why writers adapt their writing. • Revise comparative language devices e.g. in comparison with; similarly, likewise, equally, on the other hand. • Argue, Persuade, Advise: to revise how to frame and adapt language, tone and format depending on the purpose/audience. • Inform, Explain, Describe: to revise how to use audience and purpose in order to adapt language, tone and format. • Practise communicating clearly, effectively and imaginatively to engage readers/audiences. • Practise writing tasks to adapt tone, style 	<ul style="list-style-type: none"> • Complete Language Paper 2 • Short summative assessment tasks • Shorter specific-based tasks • Comprehension based tasks

	images, headings, sub-headings, headlines, columns, use of evidence, placement of addresses and complimentary openings and closes.	and register for different forms, purposes and audiences. For example, writing using an informal tone/style for a talk to peers. <ul style="list-style-type: none">• Revise a variety of structural and grammatical features for impact.	
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