

Year 10 English Learning Outcomes

Unit 1: Mastery of Explorations in Creative writing

- **Intent:** to further develop the appreciation of fiction and non-fiction texts through the prism of the urban and rural setting divide. Learning to see the symbolism and contextual development of setting as a mirror to society and its values.
- **Conventions of the Language exam:** question types and formats, timings, use of keywords, use of extracts, annotating, features of post-1900 fiction, retrieval skills, effect of language, effect of structure, evaluate the writer's methods. Synthesizing skills, comparative skills, conventions of a description, conventions of a narrative, genres- detective noir, bildungsroman, pastoral, thriller, travelogue.
- **Understanding of** textual issues such as setting, symbolism, characterisation, genre, stereotypes, archetypes, feminism, Marxism, post-colonialism, Plato's allegory of the cave.
- **Use of** symbolism such as phallic, yonic, biblical, childbirth, buildings, skyscrapers, guns, suits, light and shade, darkness, labyrinths, pathetic fallacy, tribesman.
- **Use of** characters such as protagonists, antagonists, anti-heroes, damsel in distress, someone out of place, knight in shining armour, noir detective, modern detective.
- **Understanding how to** write clear responses to retrieval questions, clear analysis of language, clear analysis of structure, clear evaluation of the text using the methods employed by the writer.

Unit 2: Mastery of literature, Lord of the Flies

- **Intent:** to use all their knowledge and understanding gained from the curriculum so far to fully explore the layers of meaning in LOF and build upon their study of the other texts to see how great literature speaks to universal themes and not only reflects the zeitgeist of their time of writing but echoes down the ages.
- **Conventions of** genre post-modernism, bildungsroman, legacy of Treasure Island, The Coral Island and Swallows and Amazons, magical realism, boys' own adventures, 3rd person narrator.
- **Contextual ideas of** Christianity, WW2, holocaust, existential angst, feminism, Marxism, post-colonialism, ecocriticism, British Empire and its decline, Freudian theory, Plato's allegory of the cave, the cold war, opium of the masses, the fall of man.
- **Understanding of** textual issues such as using setting to create and shape atmosphere, passage of time, importance of names, use of Coral Island names, Piggy's name, Simon's biblical name, the increasing barbarity as shown through the deaths and the use of stones and sticks. Democracy, dictatorship, civilisation, fear and superstition, chaos and order, violence.
- **Writer's use of** archetypes, the island setting, lack of the speaker identified in speech, formal spoken English, chapter titles.

- **Use of symbolism** such as the snake-clasp belt, the conch and its yonic power, phallic symbols, the fire, the knife, the message from above, the mountain, the uniform, pulling their socks up, their hair, the stick sharpened at both ends, female figures, the fruit, defecating, the beast, the pig's head, glasses.
- **Use of characters** such as Piggy the victim, Simon the prophet, Jack the dictator, Roger the sadist, Ralph the liberal, SamnEric the homogeneous public, Percival the scared masses, birthmark boy as the failings of society, naval officer as the saviour, Parachutist as reality.
- **Understanding how to** write a focused literature essay without an extract, use of keywords, use of a triplet to establish a wide range of ideas, biblical and modern quotes to support views, use of various aspects of text to show change, use of Golding (author's name) to show understanding of his craft, relating to modern issues as well as contextual ones, discussion of previous children's literature to show his ideas.

Unit 3: Mastery of Non-Fiction Writing and Spoken Language

- **Intent:** to develop the confidence and skills needed to present confidently a range of viewpoints in written and spoken form. BY using their knowledge of persuasive techniques and rhetoric from previous areas of the curriculum they will be confident and able to argue and debate on any issue with skill and assurity.
- **Conventions of genre:** article- headings, straplines, captions, sub-headings, letters - addresses, salutations, speech – greeting, sign off, essay – introduction and conclusion, leaflet – headings, sub-headings, captions. Standard English and formal grammar for all types. Use of discourse markers and not using contractions.
- **Relevant ideas about:** current affairs, balanced arguments, using statistics, fact and opinions, use of pronouns I, we, you.
- **Understanding of** textual issues such as changing the tone through language, irony, scare-mongering, inflammatory rhetoric.
- **Writers' use of and students' use of** ellipsis, rhetorical questions, anaphora, chiasmus, pathos, alliteration, meiosis, apophasis, hyperbole, anadiplosis, dialogismus, eutrepismus, hypophora, expedito, antiphrasis, asterismos, sentence length for effect, statistics.
- **Use of** symbolism/wordplay for effect. Allegory, idioms, archetypes, cliché.
- **Understanding how to** write a successful non-fiction article that uses a triplet that addresses the keywords in the question, engages the reader through interesting vocabulary and grammatical constrictions, varied vocabulary and precise punctuation to aid meaning. Use of rhetorical devices to engage the reader.
- **Understanding how to** present a speech using Standard English, clear rhetorical devices and engaging use of voice. Answer questions in a clear and considered way.

Unit 4: Development of Literature (poetry study)

- **Intent:** to utilise the knowledge and love for language and literature so far to understand the poetry and appreciate the development of the poetic form across time as conventions and context change.
- **Conventions of genre:** poetry forms such as sonnets, lyrics, narrative poems, ballads, use of rhyme, perspective.

- **Contextual ideas of** Romanticism, the French Revolution, C19th class struggles, rural idyll, role of art and paintings in middle ages/renaissance/British Empire, Crimean war, WW1, mechanised industrial warfare, The Ulster Troubles, modernism, revisionism, The Iraq war and PTSD, remembrance and the armistice, sensationalism in newspapers, Cambodia and Pol Pot, Vietnam – Napalm, Kim Phuc, Indian Partition, Asian immigration to the UK, Migration, globalisation, Toussaint L'Ouverture, Mary Seacole, Shaka Zulu, Nanny Maroon, Kamikaze pilots, Japanese code of honour.
- **Understanding of** textual issues such as changing the tone through language, synaesthesia, imagery, euphemism, flashbacks, childlike structure, irony, hubris.
- **Writers' use of** metaphor, simile, alliteration, onomatopoeia, personification, in media res, enjambment, caesura, ellipsis, repetition, rhyme, anaphora.
- **Use of** symbolism such as deserts, mountains, guns, paintings, curtains, manacles, palaces, barbed wire, lack of trees, memory, blood, poppies, napalm, birth certificates, passports, corner shops, bunting.
- **Understanding how to** write a successful poetry essay that uses the poets' name(s), a triplet that addresses the keywords in the question, uses short words or phrases to support points, addresses the intended/original effect and modern interpretations, use of multiple words to support one point, discussion of writer's craft.
- **Understanding how to** write a successful comparative essay using discursive markers and comparative points, choosing appropriate poems that enable an interesting comparison.

Unit 5: Development of Literature, Unseen Poetry Skills

- **Intent:** to use the knowledge and understanding of the poetic form to show the confidence to analyse and evaluate unseen poetry using a deep insight into how language is used to construct meaning and shape attitudes.
- **Conventions of genre:** poetry forms such as sonnets, lyrics, narrative poems, ballads, use of rhyme, perspective.
- **Contextual ideas of** how poetry has changed over time, development of the sonnet, rhyme, abstract concepts, concrete ideas of individual moments, the movement from exploring the big ideas and metaphysical ideas of measuring the unmeasurable to modern psychological ideas of the moment and real life experience. Concepts of age and youth.
- **Understanding of** textual issues such as changing the tone through language, synaesthesia, imagery, euphemism, flashbacks, childlike structure, irony, hubris.
- **Writers' use of** metaphor, simile, alliteration, onomatopoeia, personification, in media res, enjambment, caesura, ellipsis, repetition, rhyme, anaphora.
- **Use of** symbolism such as deserts, mountains, guns, paintings, curtains, manacles, palaces, barbed wire, lack of trees, memory, blood, poppies, napalm, birth certificates, passports, corner shops, bunting.
- **Understanding how to** write a successful poetry essay that uses the poets' name(s), a triplet that addresses the keywords in the question, uses short words or phrases to support points, addresses the intended/original effect and modern interpretations, use of multiple words to support one point, discussion of writer's craft.
- **Understanding how to** write a successful comparative essay using discursive markers and comparative points, choosing appropriate poems that enable an interesting comparison. Comparing the methods.