



**Subject:** English Language paper 1

**Year Group:** KS4

**Module:** Years 10 and 11

**Module/Theme:** Explorations in Creative Reading and Writing

### Topic Outline & Aims

- The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:
- In section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- In section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

### Key Skills and Knowledge taught through this topic:

#### Section A: Reading

- I can identify and interpret explicit information and ideas from a fiction text.
- I can identify and interpret implicit meanings and ideas in a text.
- I can select and synthesise evidence from a fiction text to support my points.
- I can analyse how a writer uses language to create effects and influence the reader.
- I can explain how structural features are used to shape meaning in a text.
- I can evaluate a text critically, supporting my views with relevant textual references.

#### Section B: Writing

- I can write a creative and imaginative narrative or description inspired by a prompt or image.
- I can use a range of vocabulary and sentence structures effectively.
- I can organise my writing to ensure coherence and cohesion.
- I can use language techniques to engage and influence the reader.
- I can write with technical accuracy, including correct spelling, punctuation, and grammar.

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches. As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.

#### Prior Learning:

- KS3 Creative Writing topics
- KS3 language analysis topics

#### Future Learning: (Context)

- Preparation for English Language paper 1 examination

#### National Curriculum Links:

Paper 1 supports the National Curriculum's aim to ensure students:

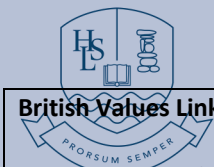
- Become confident, critical readers of fiction texts.
- Develop imaginative and technically accurate writing skills.
- Appreciate the craft of storytelling and its impact on audiences.

#### RRSA Links:

- 12. Respect for Children's Views
- 13. Sharing Thoughts Freely
- 17. Access to Information

#### Assessment of Learning:

The paper will assess in this sequence, AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and Section B will be



### British Values Links:

**Democracy:** Students analyse how writers present different perspectives, encouraging them to question and evaluate ideas rather than accept them at face value. This skill mirrors the democratic principle of informed decision-making. Texts often explore themes like power dynamics, justice, or social hierarchies, prompting discussions about fairness and equality.

**The Rule of Law: Understanding Consequences and Morality:** Many fictional extracts explore themes of justice, rules, and the consequences of breaking them (e.g., *dystopian* or *crime fiction*). Students learn to interpret how laws, rules, or moral codes shape characters' actions and societies.

**Individual Liberty: Exploration of Personal Choice:** Extracts often depict characters exercising or struggling with personal freedom, allowing students to consider the importance of liberty and its challenges.

**Mutual Respect: Empathy Through Literature:** Analysing characters' emotions and experiences fosters understanding and respect for diverse perspectives. Texts often explore themes of relationships, conflict, and reconciliation, reinforcing the importance of mutual respect.

**Tolerance of Different Faiths and Beliefs: Diverse Voices in Literature:** Extracts may reflect a variety of cultural, social, and historical contexts, exposing students to different beliefs and values. This helps students appreciate and respect diversity, even in fictional settings.

### Eco Schools Links:

**Analysing Texts with Environmental Themes:** Choose extracts from fiction that explore themes like climate change, deforestation, or the relationship between humans and nature. Encourages critical thinking about environmental issues and raises awareness of sustainability.

**Narrative Writing: Environmental Perspectives:** For the creative writing task (Question 5), students could write a story or description inspired by eco-themes. Promotes empathy for the natural world and creativity in imagining sustainable futures.

**Exploring Sustainable Practices in Writing:** Discuss the sustainability of the publishing industry and how authors or publishers are addressing environmental concerns (e.g., using recycled paper, digital publishing). Links English to real-world eco-practices and highlights the role of storytelling in promoting sustainability.

allocated 40 marks to give an equal weighting to the reading and writing tasks.

### Reading / Enrichment:

**Wider Reading for Analysis  
(Section A: Reading)**

**Modern Fiction Extracts**

**Dystopian Fiction:**

- *The Hunger Games* by Suzanne Collins
- *1984* by George Orwell

### Key Vocabulary:

**Descriptive and Analytical Vocabulary:**

**Imagery** – Descriptive language that creates a picture in the reader's mind (e.g., visual, auditory, tactile imagery).

**Tone** – The mood or attitude conveyed by the writer (e.g.,

### Numeracy Opportunities:

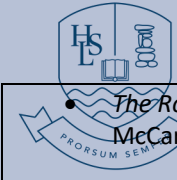
**Timings and Planning:** Students calculate how much time to allocate to each question (e.g., 15 minutes for Question 2, 10 minutes for Question 3).

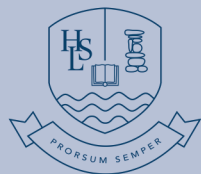
**Word and Sentence Counts:** Estimating or counting the number of words or sentences in a

### Career Links:

**1. Journalism:** Analysing texts and identifying key details parallels how journalists interpret sources and write engaging stories. Writing descriptive or narrative pieces mirrors feature writing or investigative reporting.

**2. Creative Writing:** The descriptive and narrative writing section is essential for careers in fiction writing, screenwriting, or poetry. Understanding structure and

 <p>• <i>The Road</i> by Cormac McCarthy</p> <p><b>Coming-of-Age Stories:</b></p> <ul style="list-style-type: none"> <li>• <i>To Kill a Mockingbird</i> by Harper Lee</li> <li>• <i>The Catcher in the Rye</i> by J.D. Salinger</li> </ul> <p><b>Mystery/Thriller:</b></p> <ul style="list-style-type: none"> <li>• <i>Rebecca</i> by Daphne du Maurier</li> <li>• <i>Gone Girl</i> by Gillian Flynn</li> </ul> <p><b>Short Stories:</b></p> <ul style="list-style-type: none"> <li>• Collections by authors like Roald Dahl (<i>Tales of the Unexpected</i>), Kate Chopin, or Angela Carter (<i>The Bloody Chamber</i>).</li> </ul> <p><b>Wider Reading for Creative Writing (Section B: Writing)</b></p> <p><b>Improving Description and Narrative</b></p> <ul style="list-style-type: none"> <li>• <i>The Book Thief</i> by Markus Zusak (for vivid imagery)</li> <li>• <i>Life of Pi</i> by Yann Martel (for sensory descriptions)</li> <li>• <i>The Curious Incident of the Dog in the Night-Time</i> by Mark Haddon</li> <li>• <i>Of Mice and Men</i> by John Steinbeck</li> </ul> <p><b>Creative Writing Guides</b></p> <ul style="list-style-type: none"> <li>• <i>On Writing</i> by Stephen King (advice for aspiring writers)</li> <li>• <i>Bird by Bird</i> by Anne Lamott (practical tips for storytelling)</li> </ul>	<p>melancholic, ominous, optimistic).</p> <p><b>Symbolism</b> – The use of objects, characters, or events to represent ideas or concepts.</p> <p><b>Juxtaposition</b> – Placing two contrasting ideas, characters, or settings close together to highlight differences.</p> <p><b>Personification</b> – Giving human qualities to non-human things for effect.</p> <p><b>Structural Vocabulary:</b></p> <p><b>Foreshadowing</b> – Hints or clues about what will happen later in the text.</p> <p><b>Perspective</b> – The point of view from which the story is told (e.g., first person, third person).</p> <p><b>Climax</b> – The most intense or important point in the text, often a turning point.</p> <p><b>Pacing</b> – The speed at which events or details are revealed in the narrative.</p> <p><b>Shift</b> – A change in tone, focus, or perspective within the text.</p>	<p>paragraph to analyse pacing or structure.</p> <p><b>Structural Analysis:</b></p> <p><b>Numeracy Opportunity:</b> Identifying patterns in text structure, such as how many paragraphs are used for different narrative purposes (e.g., exposition, climax).</p> <p><b>Quantifying Language Features:</b> Counting the frequency of specific language techniques (e.g., similes, metaphors, adjectives) to assess the writer's style.</p> <p><b>Percentages and Proportions:</b> Analysing the proportion of the text focused on description versus action or dialogue.</p> <p><b>Word-Level Analysis:</b> Comparing word lengths or syllable counts to explore tone and formality.</p> <p><b>Self-Assessment:</b> Tracking marks across practice papers and calculating averages, percentages, or areas for improvement.</p>	<p>language techniques helps craft compelling stories.</p> <p><b>3. Advertising and Marketing:</b> Descriptive language skills are crucial for creating persuasive advertising copy. Understanding audience impact mirrors analysing how language influences readers.</p> <p><b>4. Teaching and Academia:</b> Teachers and lecturers in English or literature require strong analytical and writing skills to guide students.</p> <p><b>5. Publishing and Editing:</b> Editors analyse texts for structure, tone, and language to refine stories or manuscripts.</p> <p><b>6. Law:</b> Lawyers analyse the structure and meaning of complex texts, similar to Question 2 and Question 3.</p> <p><b>7. Public Relations (PR):</b> Crafting press releases and stories for media requires clear, engaging writing.</p> <p><b>8. Video Game Writing and Design:</b> Narrative writing skills are crucial for creating storylines and immersive worlds in games.</p> <p><b>9. Film and Television Production:</b> Screenwriters use descriptive language to set scenes and create atmosphere.</p> <p><b>10. Psychology and Counselling:</b> Analysing tone and perspective in texts parallels understanding people's emotions and viewpoints.</p>
---	--	--	---



**Subject: English Language paper 2**

**Year Group: KS4**

**Module: Throughout Years 10 and 11**

**Module/Theme: Writers' Viewpoints and Perspectives**

### Topic Outline & Aims

The aim of this paper is to develop students' ability to critically read and respond to non-fiction texts and to express their viewpoints through structured writing by:

- In Section A, reading and analysing two linked non-fiction texts to explore how writers present perspectives and ideas.
- In Section B, writing to present their viewpoint in response to a specified audience, purpose, and form.

### Key Skills and Knowledge taught through this topic:

#### Section A: Reading

- I can identify and interpret explicit information and ideas from non-fiction texts.
- I can identify and interpret implicit meanings and perspectives in a text.
- I can compare writers' ideas and perspectives, as well as how they are conveyed.
- I can analyse how a writer uses language to create effects and shape meaning.
- I can explain how structural features are used to present viewpoints.
- I can evaluate a text critically, supporting my views with relevant textual references.

#### Section B: Writing

- I can write an engaging and well-structured argument or persuasive piece.
- I can use a range of vocabulary and sentence structures effectively.
- I can organise my writing to ensure coherence and cohesion.
- I can use rhetorical techniques to influence the reader.
- I can write with technical accuracy, including correct spelling, punctuation, and grammar.

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

### Prior Learning:

KS3 Non-fiction and Persuasive Writing topics  
KS3 Comparative Analysis

### Future Learning: (Context)

- Preparation for English Language paper 2 examination

### National Curriculum Links:

Paper 2 directly supports the National Curriculum's aim to ensure students:

- Become critical and informed readers of non-fiction texts.
- Develop the ability to articulate their ideas clearly and persuasively.
- Engage with a broad range of perspectives and contexts, promoting cultural and historical awareness.

### RRSA Links:

12. Respect for Children's Views  
13. Sharing Thoughts Freely  
17. Access to Information

### British Values Links:

**Democracy:** Students analyse texts that discuss democratic principles, such as equality, representation, and freedom of speech.

### Assessment of Learning:

The paper will assess in this sequence, AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and Section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.



**The Rule of Law:** Texts may explore themes of justice, fairness, or legal systems, encouraging students to consider the importance of laws in maintaining order and protecting rights.

**Individual Liberty:** Students explore texts that highlight personal freedoms and the importance of choice and self-expression.

**Mutual Respect:** Texts often present differing viewpoints, encouraging students to understand and evaluate perspectives respectfully.

**Tolerance of Those with Different Faiths and Beliefs:** Students encounter texts that explore cultural diversity, religious beliefs, or social challenges, promoting understanding and tolerance.

#### Eco Schools Links:

**Analysing Non-Fiction Texts with Environmental Themes:** Use non-fiction extracts that explore sustainability, climate change, or environmental activism. Examples include speeches by Greta Thunberg, articles on renewable energy, or historical texts about conservation efforts. Encourages critical engagement with real-world environmental issues and highlights the power of non-fiction writing in driving change.

**Writing to Express a Viewpoint on Environmental Topics:** Set writing tasks (Question 5) that focus on eco-themes. Develops students' persuasive writing skills while encouraging them to think about practical solutions to environmental problems.

**Exploring Rhetoric and Advocacy:** Analyse speeches or opinion pieces by environmental activists to explore how language is used to inspire action. Highlights the role of communication in advocacy and empowers students to use their voices for environmental causes.

#### Reading / Enrichment:

##### Speeches and Essays by Greta Thunberg:

Thunberg's speeches and essays address urgent environmental issues with clarity, passion, and a strong rhetorical style.

**"I Am Malala" by Malala Yousafzai** This memoir explores themes of education, equality, and activism, offering a personal perspective on global issues.

**"Why I Write" by George Orwell.** Orwell's essay reflects on the motivations behind writing and the power of

#### Key Vocabulary:

##### Descriptive and Analytical Vocabulary

**Bias** – A one-sided perspective that shows preference or prejudice.

**Rhetoric** – Persuasive language used to influence an audience.

**Tone** – The attitude or mood conveyed by the writer (e.g., critical, passionate, sarcastic).

**Emotive Language** – Words or phrases designed to provoke an emotional response.

**Anecdote** – A short personal story used to illustrate a point.

#### Numeracy Opportunities:

##### Timings and Planning:

Students calculate how much time to allocate to each question (e.g., 15 minutes for Question 2, 10 minutes for Question 3). **Skills Developed:** Time management, division, and mental arithmetic.

##### Word and Sentence

**Counts:** Estimating or counting the number of words or sentences in a paragraph to analyse pacing or structure.

**Skills Developed:** Estimation, counting, and comparison.

#### Career Links:

**1. Journalism:** Analysing texts and identifying key details parallels how journalists interpret sources and write engaging stories.

**2. Creative Writing:** The descriptive and narrative writing section is essential for careers in fiction writing, screenwriting, or poetry.

**3. Advertising and Marketing:** Descriptive language skills are crucial for creating persuasive advertising copy.

**4. Teaching and Academia:** Teachers and lecturers in English or literature require strong analytical and writing skills to guide students.





language to influence society.

**Articles from The Guardian or National Geographic.** These publications often feature opinion pieces and investigative journalism on topics like climate change, inequality, and technology.

**"Letter from Birmingham Jail" by Martin Luther King Jr.** This powerful letter combines logical argument, emotional appeal, and rhetorical devices to advocate for civil rights.

### Structural Vocabulary

**Juxtaposition** – Placing contrasting ideas or perspectives close together for effect.

**Cohesion** – How the text is logically connected through linking words, phrases, or ideas.

**Perspective** – The point of view or stance of the writer (e.g., first-hand account, expert opinion).

**Syntax** – The arrangement of words and phrases to create sentences, often varied for emphasis.

**Repetition** – Repeating words, phrases, or ideas to reinforce a point.

**Percentages and Proportions:** Analysing the proportion of the text focused on description versus action or dialogue. **Skills Developed:** Calculating percentages and comparing proportions.

**Self-Assessment:** Tracking marks across practice papers and calculating averages, percentages, or areas for improvement.

**5. Publishing and Editing:** Editors analyse texts for structure, tone, and language to refine stories or manuscripts.

**6. Law:** Lawyers analyse the structure and meaning of complex texts, similar to Question 2 and Question 3.

**7. Public Relations (PR):** Crafting press releases and stories for media requires clear, engaging writing.

**8. Video Game Writing and Design:** Narrative writing skills are crucial for creating storylines and immersive worlds in games.

**9. Film and Television Production:** Screenwriters use descriptive language to set scenes and create atmosphere.

**10. Psychology and Counselling:** Analysing tone and perspective in texts parallels understanding people's emotions and viewpoints.