

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

10V Class - **Venture Curriculum** - *Subjects/Lessons weekly*

AQA: Step Up to English Assessment Objectives:

- **AO1:** Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.
- **AO2:** Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.
- **AO3:** Compare writers’ ideas and perspectives across two or more texts.
- **AO4:** Evaluate texts and support this with appropriate textual references.
- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- **AO6:** Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- **AO7:** Demonstrate presentation skills.
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations.
- **AO9:** Use spoken English effectively in speeches and presentations.

To acquire this qualification, learners will need to complete: Two topics within Component 1, One topic in Component 2.

A1/A2/S1- ELC Step-Up to be secured.

S2-Su2: Introduction to AQA English Language

Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026– 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
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	<u>Topic:</u> Component 1 Topic 1: Holidays Year 10 to complete C1 T1 by October/ November. Year 10 Speaking assessment marked and completed by November. Year 10 Exam Paper: Marked by December. SoW on shared area	<u>Topic:</u> Component 1 Topic 2: Charities Year 11 to complete C1 T2 by November- January. Year 11 Speaking assessment marked and completed by November. Year 11 Exam Paper: Marked by December. SoW Charities [in shared area]	<u>Topic:</u> Component 2 Topic 3: Crime Year 11 to complete C2 T3 by February/ March. No Speaking Assessment for C2 T3. Year 11 Exam Paper: Marked by March. SoW Crime	<u>Topic:</u> Introduction to AQA GCSE Language. Course Focus: Paper 1 Questions 1-5 Questions from the paper are linked to the key skills below:	<u>Topic:</u> Introduction to AQA GCSE Language. Course Focus: Paper 2 Questions 1-5 Questions from the paper are linked to the key skills below:	<u>Topic:</u> Overview: Paper 1 Questions 1-4 Overview: Paper 2 Questions 1-4 Implement the PEEL style within lessons/ encourage learners to use when answering questions: Point Evidence Explanation Link
	<u>Key Skills and Knowledge:</u> Group discussions: Take part and make an individual presentation. Read a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys). Use the text to learn how to: Infer, Comment on language and	<u>Key Skills and Knowledge:</u> Group discussions: Take part and make an individual presentation. Read a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys). Use the text to learn how to: Infer, Comment on language and	<u>Key Skills and Knowledge:</u> Read a selection of non-fiction/ fiction texts (posters, articles, short stories). Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences. Learn how to plan, write, edit and	<u>Key Skills and Knowledge:</u> P1: Q1, Q2, Q3, Q4 - Inference - Selecting appropriate quotations - Exploring the writer’s use of language. P1: Q1, Q2 -Exploring effects of writer’s use of language. -Selecting appropriate textual references. P1: Q3	<u>Key Skills and Knowledge:</u> P2: Q1, Q2 -Selecting evidence. -Comparing texts. -Inference. P2: Q3 -Exploring the effects of the writer’s use of language. P2: Q4 Comparing the attitudes of writers. P2: Q5 -Linking paragraphs.	<u>Key Skills and Knowledge:</u> P1: Q1,2,3: -Exploring the effects of the writer’s use of language and structure. -Using subject terminology accurately. P1: Q4: -Exploring the writer’s methods. -Selecting a range of textual detail. -Responding to a statement. P1: Q5:

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structure, Evaluate ideas, Express personal preferences. Learn how to plan, write, edit and proofread a piece of informative writing (script, article). Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver). Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and	structure, Evaluate ideas, Express personal preferences. Learn how to plan, write, edit and proofread a piece of informative writing (script, article). Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver). Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and	proofread a piece of informative writing (script, article). Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver). Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).	-Exploring effects of the writer's use of structure. -Selecting appropriate textual references. P1: Q4 -Developing a response to a statement. -Selecting appropriate textual references. P1: Q5: -Developing engaging writing. -Linking paragraphs -Developing structural features of narratives. -Using vocabulary effectively. -Improving technical accuracy.	-Creating a range of linked points. -Matching tone, style and register to audience and purpose. -The use of a range of vocabulary and sentence structure.	-Describe the key features of the mark scheme for Section B in AQA Language Paper 1. -Compare two answers according to the mark scheme and make improvements. -Evaluate own descriptive writing according to the requirements of the mark scheme. P2: Q1,2: -Inference -Summary writing -Comparing and contrasting texts. P2: Q3: -Exploring the writer's use of language. P2: Q4: -Comparing writers' attitudes. -Exploring effects of writers' methods.
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	audience. Write mainly in simple sequenced sentences (Silver). Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).	audience. Write mainly in simple sequenced sentences (Silver). Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).	Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver). Comparison: Identify similarities and differences between significant ideas, themes, events and characters in two texts and make reference to the text to support their views (Gold). From two simple texts identify a similarity or difference between character, events or presentation (Silver).			
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	<u>Suggested Key Questions:</u> <u>Spoken Language Task:</u> Make an individual presentation about your idea for a lunchtime club based on your hobby. -What is a hobby? -What skills do you need to take part in a hobby? -Can you identify and label the key features of a poster/ article. -Why has [word from text] been used in this text? -What does [word from text] mean?	<u>Suggested Key Questions:</u> <u>Spoken Language Task:</u> Make an individual presentation to discuss what charity you have chosen to raise money for. -Why have you chosen this charity? - What fundraising activity can you plan? - Can you identify and label the key features of a poster/ article. -Why has [word from text] been used in the text? -What does [word from text] mean?	<u>Suggested Key Questions:</u> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged? -What does [word from text] mean?	<u>Suggested Key Questions:</u> Initial assessment: describe a picture task. Use as diagnostic tool for writing skills. Why does the writer use [language device]? How does the writer show this character is feeling [emotion character is feeling]?	<u>Suggested Key Questions:</u> Q1 example: [From text] Choose four statements below which is true. Q2 example: Use details from both sources to write a summary of what you understand about the different ways the writers [from the text] Q3 example: How does the writer use language to describe [from text] Q4 Example: Compare how the writers [from text] Q5 Example: Write a letter to the Minister for Education explaining your point of view on this statement.	<u>Suggested Key Questions:</u> P1: Why does the writer use [language device]? How does the writer show this character is feeling [emotion character is feeling]? P2: Q1 example: [From text] Choose four statements below which is true. Q2 example: Use details from both sources to write a summary of what you understand about the different ways the writers [from the text] Q3 example: How does the writer use language to describe [from text] Q4 Example: Compare how the writers [from text]
	<u>Suggested Reading/ Resources:</u>- Instructions for growing plants: How to Sow Seeds -Magazines/ leaflets/ posters/ webpages that advertise local events. -Recipes from either books or webpages.	<u>Suggested Reading/ Resources:</u> link to a local charity/charity worker(s) laptops with internet access charity TV adverts charity webpages	<u>Suggested Reading/ Resources:</u> Lamb to the Slaughter by Roald Dahl Detective Stories (Red Hot Reads) by Phillip Pullman The Hardy Boys by Franklin W Dixon	<u>Suggested Reading/ Resources:</u> Lamb to the Slaughter by Roald Dahl Detective Stories (Red Hot Reads) by Phillip Pullman The Hardy Boys by Franklin W Dixon	<u>Suggested Reading/ Resources:</u> Suggested extracts for 19th-century literary non-fiction • Richard Williams Bell (The Bell Witch) – primary source example: source 1 • Martin Van Buren Ingram (The Bell	<u>Suggested reading and resources:</u> Paper 1: <i>The Unexpected Inheritance of Inspector Chopra</i> by Vaseem Khan <i>The Beat Goes On</i> by Ian Rankin

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	-Drawing instruction books. -Fact sheets/ website pages about hobbies.	events timetable fundraising hints and tips sheets fundraising posters fundraising letters			Witch) – primary source example: source 2 • The Bell Witch – contemporary source • Reuben Briggs Davenport (The Fox Sisters) – primary source example: source 1 • The Fox Sisters – contemporary source Suggested extracts for 20th- and 21st-century literary texts • Hill S, The Woman in Black • Wilde O, The Canterville Ghost • Jackson S, The Haunting of Hill House • Fisher C, The Obsidian Mirror • James MR, The Haunted Dolls’ House: extract Suggestions for Silver text 1 • Harvey H, The Night Ship • Orme D, Ghosts and Ghouls • E Dale, Awake • Rickard S, The Chess Set Suggestions for Silver text 2 • C Fisher, The Red Gloves and Other Stories • Wilde O, The Canterville Ghost The Graphic Novel: Quick Text, Classic Comics • Dickens C, A Christmas Carol (Dyslexia-friendly	<i>The Guest List</i> by Lucy Foley Paper 2: Unsolved mysteries of crime: victorianvoices.net/ARTICLES/CFM/CFM1896/CFM1896-Mysteries.pdf <i>My Life on Devil’s Island</i> victorianvoices.net/ARTICLES/STRAND/1901A/S1901A-Dreyfus.pdf theguardian.com/society/2013/sep/04/bastoy-norwegian-prison-works
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					Classics): Barrington Stoke Edition • M Chapman, Hauntings • J Townsend, The Messenger Harriet Turban journal entry/ newspaper article.	
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