

Year 11 English Learning Programme 3

The LORIC skill focus for this LP is: RESILIENCE

The values for this LP are COMPASSION and HONESTY

Respect - treat others how you would wish to be treated yourself.

Justice - our College rules are fair and reasonable

What will I be learning about in this Learning Programme?

You will be developing your reading skills by practising reading a wide range of texts fluently and with good comprehension and showing that you can explain how writers use language (word choices, devices) and structure (openings, endings) for effects. You will practise writing skills, showing that you can communicate clearly, effectively, and imaginatively, adapting tone and register for different audiences and purposes. You will also use varied sentence structures and a wide vocabulary.

Where have I seen this learning before?

You will be revising the English Language skills we last worked on explicitly in LP4 of Year 10.

What could I use it for?

These skills are crucial to your progress in English but are also ones that will help you in other subjects. The ability read, write and speak fluently are important life skills.

Literacy Non-Negotiables:

- Capital letters must be used at the start of sentences and for the first letter of proper nouns
- Full stops must be used at the end of a sentence
- Question marks must be used at the end of a question
- Apostrophes should only be used for possession or omission
- Days of the week and months must be spelled correctly
- Key words must be spelled correctly
- Vocabulary to be taught using the Frayer model

In LP3.1, I will know:	05/01/26 - (WK 2)	Frayer Model Words	Homework
How to explore in more depth how to have a thoughtful approach to an extract showing considerable engagement. How to explore in more depth how to include justified well-chosen references to the extract. How to explore in more depth how to discuss and analyse language structure and form.		Analysis	Language C1 with links to ACC Revision: List five things you learnt about Scrooge.
In LP3.2, I will know:	12/01/26 - (WK 1)	Frayer Model Words	Homework
How to explore in more depth how to use apt terminology and make thoughtful reference to meaning and effects; How to explore in more depth how to show considerable engagement and secure understanding; How to explore in more depth how to be thoughtful using justified well-chosen references across the text.		Persuade	You have been asked to give a talk to your class with the title: The person I'd most like to spend a day with. Plan what you would say.
In LP3.3, I will know:	19/01/26 - (WK 2)	Frayer Model Words	Homework
How to identify explicit information with clear understanding and provide an overview of relevant detail; How to consolidate how to make accurate and perceptive impressions using a well-chosen range of evidence to support effectively; How to consolidate how to synthesise and provide a good range of relevant details from both texts.		Inform	C2 Writing Task: (450-600 words). Plan the content for a review for a teenage magazine of a book, film or TV series you have enjoyed and why it might appeal to others of your age.
In LP3.4, I will know:	26/01/26 - (WK 1)	Frayer Model Words	Homework
How to make sustained and detailed comparisons, showing clear understanding of how the writers convey viewpoint. How to make accurate and perceptive comments about a writer's use of language and provide detailed analysis of how it is used to achieve effects. How to make accurate and perceptive comments and provide detailed analysis of how language is used to achieve effects. Extended Task.		Conclude	C2 Writing Task: (450-600 words). Write a lively article for your school/college magazine with the heading: A Teenager's Guide to Managing Parents.
In LP3.5, I will know:	02/02/26 - (WK 2)	Frayer Model Words	Homework
How to show a consistent understanding of purpose and format of the task (transactional forms). How to adapt register appropriately and consistently to suit purpose and audience (vocabulary and devices). How to accurately self and peer assess using AO5 and AO6 Mark Scheme.		Structure	What impressions do you get of Scrooge in Stave 1 of A Christmas Carol? How does the writer create these impressions?
In LP3.6, I will know:	09/02/26 - (WK 1)	Frayer Model Words	Homework
How to structure a narrative using the Freytag model. How to structure various transactional writing styles. How to show different levels of formality and the subject matter required for different audiences.		Freytag Model	Language C1 with links to ACC Revision: How does the writer show the relationship between Bob and Tiny Tim in A Christmas Carol?
LP3 RLW, I will:	23/02/26 - (WK 2)	Frayer Model Words	Homework
review my learning, recalling and applying key knowledge, and focus on closing any gaps in my knowledge.		Enable	C1 Writing Task: (450-600 words). Write a story which ends: ...and that was the worst job of my life.
In LP3.7, I will know:	02/03/26 - (WK 1)	Frayer Model Words	Homework
How to approach and complete an assessment; How to learn to write clearly and imaginatively to fully engage the reader. How to communicate with ambition and consistently convey precise meaning. Extended Task.		Reflect	C1 Writing Task: (450-600 words) Write about a time when you broke the rules.
Resources to support learning:			
Knowledge Organiser; various annotated extracts; links to good revision sites.			
FFET Award Challenge for this Learning Programme:			
Your local council has proposed banning under-18s from all social media platforms between 10pm and 6am, claiming it will improve young people's sleep, safety, and mental health. However, many parents, teachers, and students have expressed mixed opinions. Your Task: Write a formal letter to the head of the council in which you state your position on the proposed social media curfew for under-18s.			

PRT Task 1

PRT Task 2