

As teachers of English at Harrow High, we want our learners to be critical thinkers and readers who are equipped with the knowledge and skills with which to make their own choices and decisions throughout their lives and who are compassionate, conscientious and creative. We want our learners to be effective communicators and we believe that mastery of the written and spoken word is fundamental to ensuring our learners have every opportunity to succeed in life.

Subject: English Year 10 – AQA Language GCSE Paper 1: Explorations in Creative Reading and Writing

<p>S k i l l s</p>	<p>AO1 - Identify and interpret explicit and implicit information and ideas, select and synthesise evidence from different texts</p> <p>AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO4 - Evaluate texts critically and support this with appropriate textual reference</p> <p>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</p> <p>AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<p>K n o w i d e e</p>	<p>Reading Learners will need to know:</p> <p>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</p> <p>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.</p> <p>Required knowledge:</p> <ul style="list-style-type: none"> • Knowledge of question requirements (marks, timing, criteria, approach) • Knowledge of word types (adjective, verb, noun, adverb, pronoun, preposition) • Knowledge of language devices (imagery, simile, metaphor, personification, alliteration, symbolism) • Knowledge of sentence forms (minor sentence, short sentence, exclamative, declarative, interrogative syndetic list, asyndetic list) • Knowledge of structural devices (sequence of events, first lines, last lines, cyclical structure, paragraph lengths, shifts in focus, patterns/motifs, repetition, foreshadowing, zooming in/out) • Knowledge narrative devices (narrative voice and perspective, characterisation, setting, dialogue, symbols/motifs, structure)
<p>R a t i o n a i e</p>	<p>This specification should encourage students to read fluently and write effectively. They should be able to demonstrate a confident control of Standard English, and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.</p> <p>Courses based on this specification should enable students to:</p> <p>read a wide range of texts, fluently and with good understanding read critically, and use knowledge gained from wide reading to inform and improve their own writing write effectively and coherently using Standard English appropriately use grammar correctly, punctuate and spell accurately acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading and writing</p>