

Long Term Plan GCSE English



GCSE Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit / Content	Development of Knowledge & Skills: Explorations in creative reading and writing / Introduction to Paper 1	Development of Knowledge & Skills: Explorations in creative reading and writing / Consolidation to Paper 1	Development of Knowledge & Skills: Writer's viewpoints and perspectives / Introduction to Paper 2	Development of Knowledge & Skills: Writer's viewpoints and perspectives / Consolidation to Paper 2	Mastery of knowledge; consolidation of skills of both papers	Mastery of knowledge; consolidation of skills of both papers
Skills, Knowledge and Learning	<p>Knowledge</p> <ul style="list-style-type: none"> - Develop knowledge of the exam paper and the specific questions - Revise subject terminology from KS3 - Learn new subject terminology and challenging vocabulary - Understand a variety of different texts - Knowledge of how writers use narrative and descriptive techniques to capture the interest of readers. <p>Skills</p> <ul style="list-style-type: none"> - Read texts from the 19th, 20th and 21st century coherently - Identify word classes, linguistic techniques and structural features confidently in order to analyse the texts - Select appropriate textual references to reflect their opinion of the chosen text. - Explain the effects of word classes, techniques 	<p>Knowledge</p> <ul style="list-style-type: none"> - Continue to develop secure knowledge of the exam paper - Understand the importance of planning and the impact on writing - Understand the importance of editing for impact - Revise the differences between descriptive and narrative writing - Revise knowledge of grammatical terminology <p>Skills</p> <ul style="list-style-type: none"> - Read texts from the 19th, 20th and 21st century confidently - Explain the effects of language and structural features - Evaluate the effectiveness of the writer's choices - Apply specifically chosen linguistic features in order to create an impact within individual writing. , such as 	<p>Knowledge</p> <ul style="list-style-type: none"> - Develop knowledge and understanding of the paper 2 exam - Revise subject terminology - Understand similarities and differences between different types of texts - Develop knowledge of grammatical terminology and linguistic conventions - Explore 19th century themes and ideas of non-fictional texts - Explore how social and historical context influences the writers' viewpoints <p>Skills</p> <ul style="list-style-type: none"> - Explain how social and historical context influences the writers' viewpoints - Compare and contrast the ways that writers present their viewpoints and perspectives - Analyse how language is used to express a viewpoint - Recognise a range of non-fiction formats of text and their layout features 	<p>Knowledge</p> <ul style="list-style-type: none"> - Explore how social and historical context influences the writers' viewpoints - Revise subject terminology - Understand similarities and differences between different types of texts - Revise knowledge of grammatical terminology and linguistic conventions <p>Skills</p> <ul style="list-style-type: none"> - Read texts from the 19th, 20th and 21st century confidently - Perceptively summarise and synthesise information - Make judicious references - Analyse the effects of language and structural features - Demonstrate excellent application of a range of linguistic features to writing to create impact 	<p>Knowledge</p> <p>Mastery of the reading and writing skills, with consistent application.</p> <p>Skills</p> <ul style="list-style-type: none"> - Analyse the effects of language and structural features - Confidently evaluate the effectiveness of writer's choices 	<p>Knowledge</p> <ul style="list-style-type: none"> - Review of knowledge needed to be successful in the examinations - Strong knowledge of the exam content, exam timings and assessment objectives - Recall of this knowledge continually assessed <p>- Revision of all skills covered during Y10.</p>

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	<p>and structural feature with specific reference to the assessment objective</p> <ul style="list-style-type: none"> - Evaluate the effectiveness of the writer's choices and produce a concise answer. 	<p>metaphor, allusion and hyperbole</p> <ul style="list-style-type: none"> - Apply structural features to writing to create impact - Construct a range of sentence types to create impact – simple, compound and complex to be integral. 	<ul style="list-style-type: none"> -Evaluate the writers' effectiveness in conveying their viewpoints - Logically structure ideas to present an argument/point of view using discourse markers -Ensure that sensitive issues are explored and presented with a mature attitude -Make general comparisons between texts Compare writers' ideas and perspectives - Clearly summarise and synthesise information -Analyse language and structural features -Write effectively and coherently to express a viewpoint 	<ul style="list-style-type: none"> - Apply a range of sophisticated vocabulary to writing - Apply structural features to writing to create impact - Construct a range of sentence types to create impact 		
Suggested Texts/authors	<p>George Orwell- 1984 F. Scott Fitzgerald- The Great Gatsby Bram Stoker- Dracula Charles Dickens- A Christmas Carol Shame (1983) by Salman Rushdie 2</p> <p>Woman in black – Susan Hill</p> <p>Fahrenheit 451 (1953) by Ray Bradbury 4</p> <p>The Metamorphosis (1915) by Franz Kafka 7</p> <p>The Art of Racing in the Rain (2008) by Gareth Stein 10</p> <p>The Bell Jar (1963) by Sylvia Plath 13</p> <p>A call to arms (1929) by Ernest Hemingway 16</p> <p>1984 (1949) by George Orwell 19</p> <p>Variety of prose fiction</p>	<p>Letter written by Emmeline Pankhurst to members of WSPU, 10th January 1913, outlining the case for militancy</p> <p>Emma Watson- He For She full transcript</p>	<p>Peter Benchley- Jaws Harper Lee- To Kill a Mocking Bird Little Women- Louisa May Alcott Great Expectations- Charles Dickens Kathryn Stockett-The Help Deborah Ellis- The Breadwinner</p>	<p>Variety of C19th – C21st texts to develop reading skills and exam access.</p>	<p>Examination period</p>	

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Assessment Objectives	AO1: Identify and interpret information for different texts AO2: Explain, comment on and analyse how writers use language and structure to influence the reader	AO2: Explain, comment on and analyse how writers use language and structure to influence the reader AO4: Evaluate texts critically using textual references AO5: Communicate clearly organising information using structural and grammatical features AO6: SPaG	AO1: Identify and interpret information for different texts AO2: Explain, comment on and analyse how writers use language and structure to influence the reader AO3: Compare writers' ideas and perspectives	AO2: Explain, comment on and analyse how writers use language and structure to influence the reader AO5: Communicate clearly organising information using structural and grammatical features AO6: SPaG	AO1: Identify and interpret information for different texts AO2: Explain, comment on and analyse how writers use language and structure to influence the reader AO4: Evaluate texts critically using textual references AO5: Communicate clearly organising information using structural and grammatical features AO6: SPaG AO7 – AO9	AO1 – Identify and interpret information for different texts AO2 – explain, comment on and analyse how writers use language and structure to influence the reader AO3 – Compare writers' ideas and perspectives AO5 – communicate clearly organising information using structural and grammatical features AO6 - SPaG
Assessment	Q1, Q2 (AO1, AO2) Q3 (AO2)	Q4 (AO2, AO4) Q5 (AO5, AO6) Mock Examinations	Q1, Q2 (AO1, AO3) Q4 (AO2, AO3) Spoken Language Assessment	Q5 (AO5, AO6) Q3 (AO2)	Q5 (AO5, AO6) Spoken Language Assessment	P2 Section A, Section B End of year examinations
SPaG LEXIA ASSESSMENT throughout	Plan, draft, edit and proofread Develop the use of extensive punctuation marks: semi-colons, colons and the ellipsis Use subordinate clauses at the start of sentences Use a range fronted adverbials and prepositional phrases at the start of sentences	Plan, draft, edit and proofread Develop the use of extensive punctuation marks: semi-colons, colons and the ellipsis Use subordinate clauses at the start of sentences Use a range fronted adverbials and prepositional phrases at the start of sentences	Explore the use of punctuation within plays and how it differs from prose and poetry Continue to develop vocabulary and spell words accurately Confidently use developed and extensive punctuation marks Vary the use of punctuation for structure and accuracy	Spell a range of technical film vocabulary accurately Use punctuation to build suspense and tension Include a range of sentence structures to impact the pace of writing Use a thesaurus to vary vocabulary Purposely vary verb tenses to include flashbacks and flashforwards	Spell words from an increasingly sophisticated vocabulary accurately Use a range of simple, compound and complex sentences to give writing a varied pace Punctuate writing with both basic and developed punctuation Proofread for accuracy Include paragraph links and discourse markers for fluency and clarity	Embed punctuation to impact the mood, tone and delivery of speech Paragraph writing accurately to identify a change in time, topic, person, place or perspective Spell a range of discourse markers for argumentative and persuasive writing accurately
Enrichment/ Experiences		Theatre trip to allow a text studied to be brought to life (Woman in Black). Pupils will be able to develop further understanding of the production and how the director has made specific		Author visit to allow pupils to gain experience linked to possible careers. Possible careers fair to further develop pupils		Exam period

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		choices to highlight the text plot.		understanding of their personal next steps.		
Curriculum End Point / Goal	Pupils will continue to develop and build on their knowledge and understanding of the English language through engaging in a range of texts that are rich in culture and heritage. By becoming fluent and independent readers, pupils will acquire an extensive vocabulary and have an in-depth understanding of the writer's intent. Pupils will begin to craft clear and original responses to texts as their awareness of vocabulary and linguistic devices deepens. Through the study of form, structure and language, students will demonstrate that they are able to adapt their own writing making it appropriate for specific audiences. An appreciation of the spoken word will be shown through pupils' understanding of how powerful speeches and debates have the ability to ignite change.					

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GCSE Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit / Content	Development of Knowledge & Skills: Explorations in creative reading and writing / Introduction to Paper 1	Mastery of knowledge and skills: Development of Knowledge & Skills: Explorations in creative reading and writing / Consolidation of Paper 1	Development of Knowledge & Skills: Writer's viewpoints and perspectives / Introduction to Paper 2	Mastery of Knowledge & Skills: Writer's viewpoints and perspectives / Consolidation to Paper 2	Revision & Consolidation P1 Explorations in creative reading and writing P2 Writer's viewpoints and perspectives	Revision & Consolidation P1 Explorations in creative reading and writing P2 Writer's viewpoints and perspectives
Skills, Knowledge and Learning	<p>Knowledge</p> <ul style="list-style-type: none"> -Revise knowledge of the exam paper and the specific questions - Revise subject terminology from Year 10 and continue to learn new subject terminology and challenging vocabulary -Understand a variety of different texts - <p>Skills</p> <ul style="list-style-type: none"> -Read texts from the 19th, 20th and 21st century coherently - Identify most word classes, linguistic techniques and structural features confidently - Select appropriate textual references to support written answer - Explain the effects of word classes, 	<p>Knowledge</p> <ul style="list-style-type: none"> - Master knowledge of the exam paper introduced in term 1 - Understand the importance of planning and its impact on writing - Understand the importance of editing for impact - Revise the differences between descriptive and narrative writing -Revise knowledge of grammatical terminology -Read texts from the 19th, 20th and 21st century confidently <p>Skills</p> <ul style="list-style-type: none"> -Analyse the effects of language and structural features -Explain the effects of word classes, techniques and structural feature - Evaluate the effectiveness of the writer's choices - Apply appropriate chosen linguistic features 	<p>Knowledge</p> <ul style="list-style-type: none"> - Develop knowledge and understanding of the paper 2 exam - Revise subject similarities and differences between different types of texts - Develop knowledge of grammatical terminology and linguistic conventions - Make general comparisons between texts -Recognise and compare different viewpoints <p>Skills</p> <ul style="list-style-type: none"> -Clearly summarise and synthesise information - Analyse language and structural features - Write effectively and coherently to express a viewpoint - Apply a range of linguistic, structural and grammatical features to writing 	<p>Knowledge</p> <ul style="list-style-type: none"> - Understand similarities and differences between different types of texts - Revise knowledge of grammatical terminology and linguistic conventions - Read texts from the 19th, 20th and 21st century confidently <p>Skills</p> <ul style="list-style-type: none"> - Perceptively summarise and synthesise information - Make judicious references - Analyse the effects of language and structural features - Apply linguistic features to writing to create impact - Apply a range of sophisticated vocabulary to writing 	<p>Knowledge</p> <ul style="list-style-type: none"> -Review of knowledge needed to be successful in both examinations - Strong knowledge of the exam content, exam timings and assessment objectives - Recall of this knowledge continually assessed - Revision and Mastery of the reading and writing skills developed <p>Skills</p> <ul style="list-style-type: none"> -Make clear inferences from a varied selection of fiction and non-fiction texts -Explore the social and historical contexts of the selected reading sources -Identify and analyse the linguistic devices used by the writers 	<p>Knowledge</p> <ul style="list-style-type: none"> -Review of knowledge needed to be successful in both examinations - Strong knowledge of the exam content, exam timings and assessment objectives - Recall of this knowledge continually assessed <p>Skills</p> <ul style="list-style-type: none"> Revision and -Mastery of the reading and writing skills developed

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	<p>techniques and structural features within writing</p> <ul style="list-style-type: none"> - Evaluate the effectiveness of the writer's choices and the impact on the reader 	<p>to personalised writing to create impact within creative writing (Q5)</p> <ul style="list-style-type: none"> - Apply a range of sophisticated vocabulary to writing to hook the reader instantly - Apply structural features to writing to create impact - Construct a range of sentence types to create impact independently. <p>Create vivid descriptions from stimulus images</p> <ul style="list-style-type: none"> - Include a range of sensory details and imagery - Build on skills covered in term 1 - 	<ul style="list-style-type: none"> - Compare and contrast how social and historical contexts have shaped the viewpoints of the writers - Evaluate and compare how language is used to express a viewpoint - Identify a range of non-fiction formats of text and their layout features - Explain the effect of non-fiction language features on the reader -Use discourse markers to structure arguments and persuasive writing into a logical sequence -Include presentational and structural features of the forms of writing -Select appropriate non-fictional rhetorical devices to engage the reader - Demonstrate a clear viewpoint within writing - Acknowledge possible alternate viewpoints by including a counterargument 	<ul style="list-style-type: none"> - Apply structural features to writing to create impact - Construct a range of sentence types to create impact 	<ul style="list-style-type: none"> - Identify and analyse the structural devices used by the writer -Summarise similar themes across two texts - Evaluate how the writer has presented key themes and ideas - Compare how the writers have presented themes and ideas across two texts - Compare and contrasted the linguistic devices used across two texts - Plan and draft a story using a reading source as a stimulus - Plan and draft a description using an image as a stimulus - Embed a range of linguistic devices within writing to engage the reader - Identify accurate presentational and structural features for forms of writing including letters, speeches, articles, leaflets and essays - Express a clear viewpoint within writing - Include a range of rhetorical devices to engage the reader -Structure argument and persuasive writing using appropriate discourse markers 	
Suggested Texts/authors	<p>Susan Hill- The Woman in Black Frances Hodgson Burnett- The Secret Garden Aldous Huxley- Brave New World William Golding- Lord of the Flies Stephanie Meyer- Twilight John Green- The Fault in Our Stars</p>	<p>Charlotte Bronte's letter to her father Florence Nightingale- extract from the Crimean War Nuffield Primary History- Victorian Britain: Down the Mine My Early Life- Winston Churchill</p>	<p>Ray Bradbury- A Sound of Thunder Joanne Harris- Jigs and Reels Katherine Mansfield-The Tiredness of Rosabel</p>			

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			Malala Yousafzai- Malala My Story of Standing up for girls' rights Matt Haig- Notes on a Nervous Planet Anne Frank- The Diary of a Young Girl Jazz Jennings- My Life as a (Transgender) Teen George Orwell- Why I Write		Gervase Phinn-The Other Side of the Dale The Ragged School Stuart Heritage-How can my son be a year old already? Boy Lost Could you do your child's homework? Two letters from the 1820s.	
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Assessment	Q1, Q2 (AO1, AO2)	Q3, Q4 (AO2, AO4) Section B (AO5, AO6) Mock examinations	Evaluation of P1 P2 Q1, Q2 (AO1, AO3)	P2 Q4 (AO2, AO3) Section B (AO5, AO6) Spoken Language Assessment	Examination period	
SPaG LEXIA ASSESSMENT throughout	Accurately structure writing into paragraphs Write consistently in the correct tense Ensure that subjects and verbs agree Correct inaccurate spellings in the drafting process Use a range of sentence structures for	Application & Consolidation	Proofread and check writing for spelling, punctuation and grammatical errors Redraft writing once errors have been corrected Edit writing to ensure that it is succinct Punctuate sentences that begin with discourse markers correctly	Application & Consolidation	Independently proofread and check work Correct spelling, punctuation and grammatical errors Attempt to spell complex and irregular words accurately Demarcation of simple, compound and complex sentences is consistently secure	Application & Consolidation

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	accuracy, pace and effect Link independent clauses using the semicolon Punctuate speech		Attempt to spell ambitious vocabulary accurately Use punctuation for effect sparingly		Punctuation is varied and used successfully	
Enrichment/ Experiences		Theatre trip to allow understanding of creative imagination		Texts can be used to explore and teach values such as honesty, responsibility, and kindness. Teachers can guide discussions to help pupils understand how these values are embodied in characters and how they can be applied to their own lives. This can be enhanced with a visit to the local library where pupils can further search for non-fiction and fiction as well as revision aids.	Exam period	
Curriculum End Point / Goal	Pupils will consolidate their knowledge and understanding of the English language at key stage 4 by becoming autonomous readers and writers. Through the development of their analytical and evaluative skills, pupils will be able to easily identify the author's use of stylistic devices and use these as a stimulus for their own creative and descriptive writing. Pupils will demonstrate an understanding of the nuanced differences between forms of non-fiction writing and show an ability to accurately create a range of engaging non-fictional texts. Drawing on the skills they showcased in their spoken language unit, pupils will develop logical and coherent pieces of argumentative and persuasive prose that is rooted in the art of rhetoric.					

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AQA ENGLISH LANGUAGE PAPER 1 AND PAPER 2 ASSESSMENT OBJECTIVES

- AO1 - Identify and interpret explicit and implicit information. Select and synthesise evidence (P1 Q1, P2 Q1-2)
- 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. (P1 Q2-3, P2 Q3)
- AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. (P2 Q2, Q4)
- AO4 Evaluate texts critically and support this with appropriate textual references. (P1 Q4)
- 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 texts. (P1 Q5, P2 Q5)
- AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (P1 Q5, P2 Q5)
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.

Speaking and listening grading

PASS

Expresses straightforward ideas / information / feelings,

- makes an attempt to organise and structure his or her presentation,
- makes an attempt to meet the needs of the audience,
- listens to questions / feedback and provides an appropriate response in a straight forward manner

MERIT

Expresses challenging ideas / information / feelings using a range of vocabulary,

- organises and structures his or her presentation clearly and appropriately to meet the needs of the audience,
- achieves the purpose of his or her presentation,
- listens to questions / feedback responding formally and in some detail.

DISTINCTION

Expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary,

- organises and structures his or her presentation using an effective range of strategies to engage the audience,
- achieves the purpose of his or her presentation,
- listens to questions / feedback, responds perceptively and if appropriate elaborates with further ideas and information