

Year Group: 10/11	Term 1	Teacher: O. Hoare	
Subject: English	Cross Curricular links/lessons:	Themes	English Language program GCSE
Prior Knowledge: Writes in full sentences (Use full stops and capital letters in right place) Understand verbs/nouns/adjectives write in the past tense and present tense. How to write in the First person How to use clicker 8/Microsoft Office programs	IT, Geography, PHSCE, RE	Mental illness, drug misuse, utopia, Friendship, adventure, death	GCSE specifications in English language should enable students to: <ul style="list-style-type: none"> • 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 terminology¹, and linguistic conventions for reading, writing and spoken language. In addition, GCSE specifications in English language must enable students to: <ul style="list-style-type: none"> • listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported on as part of the qualification, but it will not form part of the final mark and grade.

Key Knowledge Skills and understanding

Critical reading and comprehension

- *critical reading and comprehension*: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text
- *summary and synthesis*: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text
- *evaluation of a writer's choice of vocabulary, form, grammatical and structural features*: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text
- comparing texts: comparing two or more texts critically with respect to the above.

Writing

- producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text .
- writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Spoken language

- presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches
- responding to spoken language: listening to and responding appropriately to any questions and feedback
- spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.

Reading 50% Read and understand a range of texts

A01

- Identify and interpret explicit and implicit information and ideas in texts
- Select and synthesise evidence from different texts (combining. Putting together the ideas and findings of multiple sources in order to make an overall point. For example: looking for similarities and differences between your sources.

PAPER 1. AO1: based on Q1 paper 1. comprehension of surface meaning and information retrieval. It does not require any inferential reading.

PAPER 2 AO1: Q1 assesses AO1 through a series of provided statements that require students to select only the ones that are true based on their reading of the source. In order to do this, **some statements require surface reading, whilst others introduce the beginnings of inferential reading. In this way, it signals an aspect of progression.**

PAPER 2: Q2 assesses AO1 through students' own writing. As a more extended response, it requires students to show evidence of inferential reading. As such, it marks the final aspect of progression in the way that the AO is assessed in across the two papers.

A02

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.

A03

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

A04

Evaluate texts critically and support this with appropriate textual references.

Writing 50%

A05

- 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.
- The most important word in AO5 is communicate. Students are assessed on their ability to communicate according to the key words for each of the mark scheme levels:
- simple, limited communication (Level 1: 1–6 marks)
 - some successful communication (Level 2: 7–12 marks)
 - clear and consistent communication (Level 3: 13–18 marks)
 - convincing and compelling communication (Level 4: 19–24 marks).

Students are expected to demonstrate a number of different writing skills for AO5, and the degree to which they are successful determines their mark scheme level and ultimately their mark within

that level. These skills include:

- audience/register
- purpose
- quality of vocabulary/phrasing
- effective use of linguistic devices
- effective use of structural features
- engagement through subject matter and detail
- linking and development of ideas
- paragraphs/discourse markers.

A06

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Spoken Language (Unweighted)

AO7

Demonstrate presentation skills in a formal setting

AO8

Listen and respond appropriately to spoken language including questions and feedback to presentations.

AO9

Use spoken Standard English effectively in speeches and presentations.

Lesson	Topic	AO	The Big Question	Resources
Part 1	Understand Theme	A01/A02	How can a text be 'about' more than one thing at the same time?	William Blake, 'A Poison Tree' Carol Ann Duffy, 'Cold' Powerpoint 2.4 Worksheet 2.4
Part 2	2.5 Understand structure English Language Paper 1, Questions 2, 3, 4 English Language Paper 2, Questions 3, 4	A01	Read the Big question : <i>Why does structure matter?</i> Ask the students for ideas about what the word 'structure' might refer to. Students might refer to structure in a range of genres.	Word class worksheet Word class: Word Class - Group sort AQA GCSE English Language – demonstrating structure Bing Videos Student Book: pp. 58–61 Worksheet: 2.5 PPT: 2.5
Part 3		A06	Why do writers structure their writing in different ways?	Structure: 10 Language & Structure Techniques You'll Find In ANY GCSE English Language Exam (AO2 Marks) Structure: GCSE AQA English Language book revision guide p.50 Structure quiz https://doquizzes.com/text-structure-quiz/ The Travel Show - Thailand 05.12.14 https://www.youtube.com/watch?v=Hk951oLF7ds 00.00 – 11.02
Part 4	Reading and Comprehension	A01 A02 A04 A05 A06	How does the writer use language to bring a character to life?	Sta-cca-to, Fragmented Sentences: Sentences vs. Fragments {Sentence Writing} The Beach book Match the word to the definition Comprehension questions – differentiated part 1 Part 1 , pages 2-15 [bottom of page 14]
Part 5	Reading and Comprehension	A01 A02 A04	How does the writer use language foreshadowing to build tension?	The Beach book Match the word to the definition Comprehension questions – differentiated part 2 Part 2 pages 15-30
Part 6	Reading and Comprehension	A01 A02 A06	How does the writer use language and biblical allusion to get across his ideas?	Biblical allusion: What Are Common Biblical Allusions? - The Language Library The Beach Book Match the word to the definition Comprehension questions – differentiated part 3 Part 3 , pages 30-42
Part 7	Reading and Comprehension	A01 A02 A04	How does a flashback help provide background information on characters?	Top Gun Maverick (2022) GOOSE FLASHBACK Scene (Full HD) Flashback: Flashback Definition and Examples
Part 9	Reading and Comprehension	A01	What is the difference between similes and metaphors?	The Beach book

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		AO2 AO6		Match the word to the definition Comprehension questions – differentiated part 4 Part 4 pages 45-60
Part 10	Reading and Comprehension	AO1 AO2 AO3 AO6	How does the author use as a shift of tone to show Richard’s mental decline?	Tone: GCSE AQA English Language book revision guide p.37 The Beach book Part 5: pages 60-75 (Thai die) Match the word to the definition Comprehension questions – differentiated part 5 Film
Part 11	Reading and Comprehension	AO1 AO2 AO6	What are rhetorical questions and how can we use them in our writing?	The Beach book Part 6: pages 55-65 Figurative language: metaphor https://www.youtube.com/watch?v=htSwJlauhBM
Part 12	Reading and Comprehension	AO1 AO2 AO3 AO6	How does the writer use sensory description to emphasize Richard’s response to sensory detail?	The Beach book Match the word to the definition Comprehension questions – differentiated part 7 Part 7: pages 65-75
Part 13	Technical skills: writing	AO6	How do you improve your spelling of more complex words?	The Beach book Match the word to the definition Comprehension questions – differentiated part 9 Part 9: pages 71-
Part 14	Technical skills: writing		What are the joys of travel?	Match word to definition activity sheet Clauses based on travel powerpoint Joy of travel worksheet
Part 15	Technical skills: writing	AO6	Why is punctuation important in making things clear?	Punctuation powerpoint Punctuation worksheet
Part 16	Technical skills: writing	AO6	What is the difference between a simple, compound and complex sentence?	simple, compound and complex sentence powerpoint worksheets
Part 17	Technical skills: writing	AO6	How do you improve your writing with connectives?	Discourse markers: Bing Videos
Part 18	Technical skills: writing	AO6	How do verbs change according to the tense?	Explicit and implicit meaning https://www.bbc.co.uk/bitesize/guides/zfnbn9q/revision/1 Worksheets: 3.1, 3.2 PPT 3: Where did people go on holiday in the 19th century? Dictionaries
Part 19	Creative writing	AO5, AO6	What would your big adventure be?	Laptops, key words planning sheet