

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic (s)	<p>Main focus Paper 1 section B <b>English Literature</b> GCSE Post 1914 text</p> <ul style="list-style-type: none"> <li>Animal Farm or An Inspector Calls</li> </ul> <p>+ GCSE <b>English Language</b>: Opportunities to try descriptive/ imaginative writing linked to Post 1914 study.</p>	<p>Main focus Paper 1 section B <b>English Language</b> GCSE</p> <ul style="list-style-type: none"> <li>Imaginative writing</li> </ul>	<p>Main focus Paper 1 section A <b>English Language</b> GCSE</p> <p>19th-century fiction extracts</p> <p>+ (Teach background to 19<sup>th</sup> C texts in preparation for <b>GCSE Literature</b> P2 Jekyll and Hyde)</p>	<p>Main focus Paper 1 section A <b>English Literature</b> GCSE – Shakespeare: Romeo and Juliet</p> <p>+ Use of Spoken Language to further explore Shakespeare via debates on characters and themes.</p>	<p>Main foci Paper 2 section B <b>English Language</b> GCSE</p> <ul style="list-style-type: none"> <li>Transactional writing</li> </ul> <p>+ Preparation of spoken language endorsement tasks during this unit.</p> <p>+ AO4 SPAG (literature)</p>	<p>Main foci: Paper 2 section A <b>English Language</b> GCSE</p> <p>20<sup>th</sup> C/ 21<sup>st</sup> C Non Fiction Reading –</p>
Topic Objectives	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>Read, understand and respond to texts. Students should be able to:</li> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> <li>Introduce AO1 essay skills, particularly the</li> </ul>	<p><b>AO5:</b></p> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical</li> </ul>	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>Explain, comment on and analyse how writers use language and structure to achieve effects and influence</li> </ul>	<p>AO1:</p> <ul style="list-style-type: none"> <li>Read, understand and respond to texts. Students should be able to:</li> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul> <p>AO2:</p> <ul style="list-style-type: none"> <li>Analyse the language, form</li> </ul>	<p>AO5:</p> <ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical</li> </ul>	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>Explain, comment on and analyse how writers use language and structure to achieve</li> </ul>

	<p>use of formal register to develop a 'critical style'</p> <p><b>AO3:</b> Show understanding of the relationships between texts and the contexts in which they were written</p> <p><b>AO4:</b> Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>features to support coherence and cohesion of texts</p> <p><b>AO6</b></p> <ul style="list-style-type: none"> <li>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul>	<p>readers, using relevant subject terminology to support their views</p> <p><b>AO4:</b></p> <ul style="list-style-type: none"> <li>Evaluate texts critically and support this with appropriate textual references</li> </ul>	<p>and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Show understanding of the relationships between texts and the contexts in which they were written</li> </ul> <p>Plus: S&amp;L AO7,8,9</p>	<p>features to support coherence and cohesion of texts</p> <p><b>AO6</b></p> <ul style="list-style-type: none"> <li>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</li> </ul> <p>Plus: S&amp;L AO7,8,9</p>	<p>effects and influence readers, using relevant subject terminology to support their views</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> </ul> <p><b>AO4:</b></p> <ul style="list-style-type: none"> <li>Evaluate texts critically and support this with appropriate textual references</li> </ul>
Acquired Knowledge / Skills	<ul style="list-style-type: none"> <li>Introduce post-1914 literature via genre/major authors/contexts.</li> <li>Read key chapters, create narrative and character timelines.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on generation and organisation of ideas.</li> <li>Development of sentence variety</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to 19<sup>th</sup> C unseen extracts</li> <li>Familiarise with the 4 question types and following skills: Identify, interpret,</li> </ul>	<ul style="list-style-type: none"> <li>Read whole play</li> <li>Coverage of plot/ characters/ theme.</li> <li>Re-read key scenes.</li> <li>Preparation of students answering Q3a</li> </ul>	<p>Develop confidence/skills in:</p> <ul style="list-style-type: none"> <li>purpose, audience and forms</li> <li>organisation – connectives, discourse</li> </ul>	<ul style="list-style-type: none"> <li>Introduce 'writer's perspective' as key term.</li> <li>Introduce comparison</li> </ul>

	<ul style="list-style-type: none"> <li>• Exploration of themes/ characters and events</li> <li>• Exploration of writers' techniques</li> <li>• Approaching a text from an historical context</li> <li>• S&amp;L Exploration of: Either: Rhetoric of the pigs in Animal Farm Or Rhetoric of The Inspector's final speech in AIC</li> <li>• Word banks suited to study of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Development of punctuation variety</li> <li>• Teach a range of various narrative structure models</li> <li>• Textual cohesion</li> </ul>	<p>synthesise, comment and analyse language, evaluate texts critically</p> <ul style="list-style-type: none"> <li>• Develop terminology to cover 19th-century language styles.</li> <li>• Build on formal register from Lit in Autumn 1 to develop AO4 skills.</li> <li>• Develop SPITE evaluative framework to build better answers for Q4.</li> <li>• Word banks suited to study of the text with particular focus on analytical and evaluative language</li> </ul>	<p>on a 30line extract.</p> <ul style="list-style-type: none"> <li>• Read selected key scenes with a focus on AO1.</li> <li>• Trace themes through play</li> <li>• Begin to focus on AO2, building quotation/ explanation skills.</li> <li>• Add to key AO2 terminology and develop repertoire of terms to use when analysing (make the link to Language AO2).</li> <li>• Focus on maintaining a critical style and showing understanding of relationship between text and context - AO3</li> </ul>	<p>markers, topic sentences and paragraphing</p> <ul style="list-style-type: none"> <li>• generation of ideas from a variety of 20<sup>th</sup> and 21<sup>st</sup> C stimuli</li> <li>• Introduce variety of rhetorical devices AFOREST/ PIRATEMOUSE.</li> <li>• Familiarisation with exam papers and selection of the 'right' task to play to candidate's strengths.</li> <li>• Encourage student use of reading material as stimuli for writing, use wide variety of forms and audiences.</li> <li>• Reintroduce AO6 and explain importance of SPAG across both GCSEs</li> </ul>	<p>as specific skill</p> <ul style="list-style-type: none"> <li>• Revise purpose, audience and form,</li> <li>• Revise aspects of Language/ Form/ Structure.</li> <li>• Developing stamina with shorter extracts to begin with then longer extracts to build confidence.</li> </ul>
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					(AO4 for Literature).	
Assessment	<ul style="list-style-type: none"> <li>• Low stakes quizzing</li> <li>• Regular, in class writing responses building towards <u>timed conditions assessment</u>.</li> <li>• Feedback on assessment with opportunities for DIRT activities</li> </ul>	Regular in class activities building up stamina for an <u>In class timed assessment</u> using a past exam question.	<ul style="list-style-type: none"> <li>• Regular in class activities building stamina to answer all 4 questions in timed conditions</li> <li>• <u>Paper 1: Language:19<sup>th</sup>C Unseen end of term assessment</u></li> <li>• Feedback on assessment with opportunities for DIRT activities</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Paper 1 Language section A mock exam in exam hall</u></li> <li>• <u>Assess Shakespeare in class using exam style question on a key scene Q3a</u> <u>Assess using exam style question on a theme Q3b.</u></li> </ul>	<ul style="list-style-type: none"> <li>• In class activities building stamina with a range of 45 minute timed tasks.</li> <li>• Feedback on assessment with opportunities for DIRT activities</li> </ul>	<p><u>Unseen 20<sup>th</sup> C/ 21<sup>st</sup> C Non-Fiction Reading assessment in class</u></p> <p>Testing of spoken language endorsement</p>