

Goldwyn Ashford – English Subject Statement and Long Term Plan



English – Statement of Intent

“Words are, in my not so humble opinion, our most inexhaustible source of magic.” - JK Rowling

The English teaching team at Goldwyn School believes in the value and power of words. Studying English allows students to explore human experience and expression and as they make links between literature and their own lives, they in turn develop their self-awareness and understanding of the world they live in. To support this exploration, we will provide students with a lively, diverse yet ambitious curriculum by using a wide range of materials from classic texts to ICT and multimedia resources.

Reading is a fundamental part of English studies. As such, we aim to foster a love of reading whilst encouraging students to read widely. This will nurture them into keen, responsive readers as well as polite and confident communicators, equipping them with the skills needed for future success. Students will develop existing literacy skills through exploring both fiction and non-fiction texts which will encourage them to also become increasingly accurate and creative writers.

Throughout their English studies marking and assessment will be constructive; used to build confidence and enable them to make progress.

At Key Stage 4, there are two options to meet the academic needs of the students. They will study a combination of either AQA GCSE English Literature and AQA GCSE English Language or AQA GCSE English Language with Functional Skills qualifications.

Our English teachers understand that there is so much more to learning than classroom experiences alone and extend student enjoyment through exciting extra-curricular opportunities such as theatre trips and guest speakers.

English Department: Long Term Plan

During Key Stage 3, students develop confidence in spoken language; co-operating in small groups and developing the ability to work as independently as possible. They will re-visit basic literacy skills such as correct punctuation, use of grammar and accurate spelling.

Extended writing is encouraged with an emphasis on varying vocabulary and developing creative approaches to their writing.

Students read abridged classic and contemporary texts; a range of media texts and through these, explore social and moral issues.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Superheroes - In this unit students will be introduced to Goldwyn Ashford’s English format and expectations for them this year. They will produce a base line assessment piece and revisit story writing and its formats. They will recap on simple punctuation (full stops, capital letters and brief look at paragraphs.) and look at creative writing and creating a character.</p> <ul style="list-style-type: none"> Introduced to Goldwyn Ashford’s English format 	<p>Contemporary text - Skellig. In this unit students will be introduced to contemporary text and look at various techniques that writers use to “hook” their readers, develop a plot and build upon vocabulary choices to create well rounded text. They will use the format of recount through Diary entries, first person, and context. They will be introduced to PEE paragraphs and begin to build understanding of</p>	<p>Contemporary text - Skellig. – In this unit students will Infer and deduce information from text continue to make links between poetry and fiction text. The pupils will look at emotive words and use of description, building in more strategies to engage their reader, being aware of the reader. They will look at report writing and revisit paragraph writing (PEE) to enable them to understand various elements. They will work on</p>	<p>Superheroes / Identity Kit (Ignite English 1) - In this unit students will revisit story writing and its various formats. They will continue to recap simple punctuation and look at creative writing in the format of comic and graphic novels. They will continue to look at how writers create a character and discuss how they would want to be represented in text. They will look of the genre of poetry and how it is used to convey thoughts through the use of poetic techniques. They will be exploring a</p>	<p>In Search of Adventure (Ignite English 1) – In this unit students will explore extracts from stories, poems and non-fiction writing about adventure, meeting real – life explorers as well as some famous fictional adventurers too. They will look at the typical structure of an adventure story and look for features within known stories. They will revisit conjunctions/ Connectives from KS2 and discuss their importance in regards to complex sentences.</p>	<p>Travellers’ Tales (Ignite English 1) – In this Unit students will look at how the power of language allows a reader to travel the world without ever leaving their chairs. The pupils will look at how vocabulary can be used to persuade and entice its reader, painting a desired picture in their minds. They will look at expanded noun phrases and their use within text. Pupils will write a fictitious review for a trip, and look at recount writing in the form of reviews.</p>

<p>and expectations</p> <ul style="list-style-type: none"> produce a base line assessment piece Revisit story writing and its formats. Recap on simple punctuation (full stops, capital letters and brief look at paragraphs.) <p>AQA Unit - 10035 ENGLISH: STORY TELLING: WRITING http://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=10035</p>	<p>this with support where needed. They will also look at how writers are influenced by other writers and the use of poetry within a text.</p> <ul style="list-style-type: none"> introduced to contemporary text techniques used to “hook” readers, develop a plot extend vocabulary Diary entries Introduction to PEE paragraphs Influence of text <p>AQA Unit – 73403 LISTENING TO A STORY http://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=73403</p>	<p>reading aloud using intonation and confidence.</p> <ul style="list-style-type: none"> Infer and deduce information from text Link and compare text and genre debate research skills emotive vocabulary Being aware of the reader report writing revisit paragraph writing using Hamburger Paragraphs reading aloud <p>AQA Unit – 105602 ENGLISH: INTRODUCTION TO LITERACY SKILLS http://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=105602</p>	<p>range of text, patterns in text and narrative viewpoint.</p> <ul style="list-style-type: none"> revisit story writing continue to recap simple punctuation Comic and graphic novels. creating a character Poetry and poetic techniques. Exploring narrative viewpoint. <p>AQA Unit – 70432 SUPERHEROES http://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=70432</p>	<p>They will look at how a writer builds expectation through characters and setting and the importance of dialogue within text. They will compare techniques used in poetry to fiction and non-fiction and the power of writing in the first person.</p> <ul style="list-style-type: none"> explore extracts from stories, poems and non-fiction writing about adventure, look at the typical structure of an adventure story Revisit conjunctions/ Connectives from KS2 and complex sentences. look at how a writer builds expectation through characters and setting The importance of dialogue within text. compare techniques used in poetry to fiction and 	<p>They will look at use of formal and informal language and the context of both and identifying which is appropriate at which time.</p> <ul style="list-style-type: none"> look at how the power of language Persuasive text Descriptive text expanded noun phrases writing reviews formal and informal language <p>AQA Unit – 81193 DESCRIPTIVE WRITING https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=81193</p>
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Year 8	<p>Treasure Island by Robert Louis Stevenson –</p> <p>In this unit pupils will be introduced to classic text 18th Century. They will revisit research skills from year 7 and build confidence and independence in locating information on their own and with some help putting it into their own words. They will begin to look at understanding authorial intent and impact on reader beyond just words, but also characterisation and plot. They will look at themes and values of a text including the context of the time period it was written. They will create information posters and use correct features. Lastly, they will look at features of formal in informal text.</p> <ul style="list-style-type: none"> • Introduced to classic text 18th Century. • revisit research skills • locating information on their own • Translating information into own 	<p>Treasure Island by Robert Louis Stevenson-</p> <p>In this unit pupils will Revisit paragraphing from Year 7. They will develop their use and knowledge of punctuation including correct usage of speech marks and commas. The pupils will develop their understanding of what a classic/ heritage text is and look at how language has changed over the years in spelling and meaning. The pupils will study the features of instructional text and create their own displaying their learning.</p> <ul style="list-style-type: none"> • Revisit paragraphing from Yr 7. • Correct usage of speech marks and commas. • understanding of what a classic/ heritage text is • Look at how language has changed over the years in spelling and meaning. • features of instructional text 	<p>War on Words – (Ignite English 2)</p> <p>In this unit the pupils will find out how poems, particularly First World War poetry, create impact, rouse different emotions and make people reflect on human behaviour in war time. They will revisit emotive vocabulary and extend their vocabulary to include more emotive words. They will look at simple and some more complex structures and features of poems and use the inspirations of art, historical information and discussion to create their own pieces of poetry with some support. Pupils will also look briefly at handwriting reminding them of importance of readability for Exam papers in future.</p> <ul style="list-style-type: none"> • poetry, particularly First World War poetry • revisit emotive vocabulary • extend their vocabulary • features of poems 	<p>Technology matters- (Ignite English 2)</p> <p>In this unit the pupils will explore past, present and possible future technological changes, developing their English skills to research, explain, argue and present their ideas. They will revisit formal text and look at how English is used in formal documentation such as product specifications and design. They will create their own product of the future in design form, and share with peers what the features are, and how it will fill a gap in the market or meet a need that is in our current society. They will look at how companies' market and present themselves in various medias and lastly how technology can go dreadfully wrong and write a report.</p> <ul style="list-style-type: none"> • Research, explain, argue and present their ideas. • revisit formal text • Create a product specifications 	<p>The Three Musketeers – Play script.</p> <p>In this unit the pupils are introduced to the features of play script and will take part in reading as a class in role. They will once again look at a classic text and discuss the vocabulary and plot in context of this. They will look at use of technical vocabulary within context of fiction and create leaflets using independent research of real musketeers to gain historical context of the play. They will create character analysis and use this information to write letters from characters studied. They will develop their sense of empathy for character and discuss how the author has this impact on the reader.</p> <ul style="list-style-type: none"> • Features of play script • Reading as a class in role. • classic text • Plot in context of text. • Technical vocabulary • Create leaflets • character analysis 	<p>The Three Musketeers – Play script.</p> <p>In this unit the pupils will continue to use the play script of the Three Musketeers to further develop empathy for characters to inspire imaginative writing from a first-person perspective. They will create a written monologue from the perspective of Athos using evidence from the play to make it believable and moving. They will also write a short scene using features discussed in prior term to show an imagined scene that has not appeared in play script read. Pupils will compare and contrast the novel to the play script and infer reasons for any differences and revisit report writing and use of formal language.</p> <ul style="list-style-type: none"> • Features of play scripts • develop empathy for characters • Writing from a first person perspective.
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<p>Dare to Scare (Ignite English 3) In this unit pupils will explore how writers of horror stories exploit our greatest fears, dare to confront them, and impact the reader using a range of techniques and emotions. They will look at Motifs of fear, typical features of horror writing, imagery, layering and different types of Horror writing. They will build upon knowledge of vocabulary gained in year 7 &8 and use to create atmosphere and tension.</p> <ul style="list-style-type: none"> • look at Motifs of fear, • typical features of horror writing, • imagery, layering • Different types of Horror writing. • Improve vocabulary • Creating tension and atmosphere <p>AQA Unit – 79464 STORYTELLING https://www.aqa.org.uk/programmes/unit-award-scheme/unit-</p>	<p>Connections (Relationships Ignite English 3) In this unit pupils will explore the way that relationships have been presented in text with some focus on poetry, sonnets, parodies and Shakespeare in particular Romeo and Juliet. Pupils will build upon prior experience of forming own thoughts and feelings on given topic or text. The pupils will write a piece of instructional text showing clear features and showing increasing independence building upon learning from Year 8 and use of PEE within oral and written contributions.</p> <ul style="list-style-type: none"> • Poetry • Sonnets • parodies • Shakespeare in particular Romeo and Juliet. • Forming own thoughts and feelings on given topic or text. • instructional text building upon learning from Yr 8 	<p>Connections/ Wonder In this unit students will look at the text Wonder by R J Palacio. Students will have opportunities to explore the wider concept of how people relate and connect despite physical and emotional differences as they read and interpret the text and related articles. They will revisit and cement learning of writing in formal and informational context adapting text to reflect their learning and opinions. In addition, they will research and communicate their own viewpoints in their own writing. A range of speaking and listening tasks are embedded into the lessons and students are encouraged to develop their learning through discussion and collaboration with others.</p> <ul style="list-style-type: none"> • Wonder by R J Palacio. • Explore the wider concept of how people relate and connect despite physical and 	<p>Exploring differences / Wonder In this unit students will continue to look at the text Wonder by R J Palacio. They will build upon the discussions in prior term regarding how characters relate to each other and take it on further to independently use PEE paragraphs to explain character motivations and authorial intent. Pupils will develop understanding of identifying authorial intent and justifying their inferences from text, showing understanding and awareness of layering of information to build a rounded character or story. They will lastly focus on autobiographical writing and its features.</p> <ul style="list-style-type: none"> • Wonder by R J Palacio. • PEE paragraph • Explaining character motivations and authorial intent. • identifying authorial intent and justifying their 	<p>The Young Entrepreneur – (Ignite English 3) In this unit pupils will explore some of the skills that are essential for a successful business. They include the ability to research information, make careful decisions, present yourself and your ideas in a credible way, and communicate effectively with people both within and outside your business. Pupils will revisit formal writing as they create business plans, using technical vocabulary and structures. They will work on presenting themselves confidently in a presentation of their chosen business idea that they create. They will have the opportunity to present to peers and local business people who are invited in to conduct a dragon’s den concept as to the viability of the business concept.</p> <ul style="list-style-type: none"> • Research skills • Editing • Presentation skills • Communication skills with 	<p>Talking Drums to tweets – (Ignite English 3) In this unit pupils will explore the different ways in which communication s technology has influenced language, from inventing new vocabulary to changing the ways in which we read, write and speak. Pupils will analyse and respond to different viewpoints building upon their own ideas but acknowledging the validity of an opposing point of view. They will also look at the development of text looking at authors such as Chaucer and comparing to modern equivalent story tellers including blogging and twitter. They will look at the structure of various modern genres and recreate their own including newspaper articles. Assessment will be a presentation about language and Technology. Lastly they will start looking at the writing part of the Functional Skills English Level 1 course</p>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
AQA GCSE English Literature						
Year 10	<p><u>Animal Farm – ALL AOS</u></p> <ul style="list-style-type: none"> Allegory, anthropomorphism and allusion Context – parallels to the Russian revolution and allusions to people, places and things. Characters – what do the characters represent and why does Orwell include them Chapter vocabulary – in books and on wall Read full text with chapter/theme/character focussed questions and tasks Teach AFOREST for analysis of Squealer’s speeches and allusion to propaganda. 	<ul style="list-style-type: none"> <u>A Christmas Carol – ALL AOS</u> Revise allegory Understand context of Victorian England and Dickens’s view of poverty. Malthus and his allusion to Scrooge. Teach structure of novella Revise figurative language Develop inference and quotation skills. Introduce use of PETER Stave 1 – How does Dickens use language and narration? Stave 2 – how does Dickens begin to create sympathy for Scrooge? Stave 3 – How does Dickens present the Cratchits? What do Ignorance and Want represent? Stave 4 – How does 	<p><u>Romeo and Juliet – ALL AOS</u></p> <ul style="list-style-type: none"> Possible performance of R&J in school along with KS3 cohort. Prologue – look at meaning and sonnet structure. Structure – iambic pentameter/rhythm/poetry Language – Shakespeare’s language Context – Shakespeare, Elizabethan England. Fate/superstition Characters Themes – love, family, conflict, fate, religion 	<p><u>UNSEEN POETRY – ALL AOS</u></p> <p><u>Complete Romeo & Juliet if unfinished in term 3.</u></p> <p><u>BEGIN REVISION OF ALL TEXTS</u></p> <ul style="list-style-type: none"> Watch performance of Animal Farm at the Marlowe in Canterbury on 5th May Teach poetic techniques including caesura, enjambment, volta Use anthology poems along with others to practice 	<p><u>REVISION OF ALL TEXTS</u></p> <ul style="list-style-type: none"> Key quotations and revision books given for home/tutor time study. 	<p><u>Exam</u></p> <p><u>Begin GCSE Language Paper 1, QS 1, 2, 3 and 5.</u></p>

		<p>the story reach its climax? How does Dickens show Scrooge's transformation? Refer back to allegory.</p> <ul style="list-style-type: none"> • Stave 5 – how does Dickens present ideas of redemption and forgiveness? 				
Homework						
	<p>Full text and chapter summaries added to shared area. SAM Learning tasks set Weekly homework tasks</p>	<p>Full text and chapter summaries added to shared area. SAM Learning tasks set Weekly homework tasks</p>	<p>Scene summaries and knowledge organiser added to the shared area. SAM Learning tasks set Weekly homework tasks</p>	<p>Resources added to the shared area. SAM Learning tasks set Weekly homework tasks</p>	<p>Resources added to the shared area. SAM Learning tasks set Weekly homework tasks</p>	
Assessment Opportunities						
Year 10	<p>Practice question: How does Orwell explore ideas of power and control through the character of Napoleon? Language – How does squealer use language to manipulate the animals?</p>	<p>Practice question: How does Dickens show Scrooge's transformation? Creative task linked to Language Paper 1, Q5</p>	<p>Practice questions: How important is Prince Escalus in Romeo and Juliet? How does Shakespeare present love in Act 1, Scene 5</p>	<p>Compare names and What I Regret – use modelled responses</p>	<p>Mock exam walk through with feedback.</p>	

AQA ENGLISH LITERATURE P1 AND P2

AO1 Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 Show understanding of the relationships between texts and the contexts in which they were written.

AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
AQA GCSE English Language						
Year 10	<p><u>P2, Q1 and Q5</u> Fight for Freedom (Kerboodle) To transition from KS3 to KS4 – use text book. Read refugee to build reading/comprehension confidence.</p> <ul style="list-style-type: none"> Develop confidence / skills in: forms, audience and purpose organisation – connectives and paragraphing generation of ideas from a variety of stimuli. Introduce variety of rhetorical devices. Teach AFOREST techniques. Introduce variety of planning techniques. 	<p><u>P1 Qs 1 and 2.</u> Reading and Writing using A Christmas Carol with a language/structure focus</p> <ul style="list-style-type: none"> Introduce allegory and context. Use Stave 1 to look at language Revise figurative language Use non-fiction extracts to understand context. Begin to look at structure of texts for Q3. Develop inference and quotation skills. Introduce use of PETER Stave 1 – How does Dickens use language and 	<p><u>P1 Q1,2,3 and 5</u> Reading – structure and language. Writing – creative</p> <ul style="list-style-type: none"> Introduce Freytag’s pyramid. Lamb to the Slaughter/The Lottery to look at structure of texts. Teach structure using Freytag/Pixar shorts. Improve vocabulary with word banks and word wall. Develop close reading skills with two chosen stories. 	<p><u>P1 Q1,2,3,5 / P2 Q1,3,5 – A01 / A02 /A05/A06</u> Reading and Writing - Spoken Language Endorsement (Real or Mock as appropriate to cohort/individuals)</p> <ul style="list-style-type: none"> Introduce Pass/Merit/ Distinction criteria and practise skills Listen to and watch a range of spoken language forms, teach and rehearse presentation skills Use work for spoken language to practise for Lang2, Q5 and FS Level 2. Use wide range of extracts to develop confidence in approaching unfamiliar material. Possibly 	<p><u>P1 Q1, Q2,3 and 4 / P2 Q1, 2, 3 and 4.</u> All in the Mind (Kerboodle) Reading – 19th-century non-fiction texts for Lang 2. Reading – 19th century fiction for Language paper 1.</p> <ul style="list-style-type: none"> Develop terminology to cover 19th century language styles. Sentence structure (Dickens?) Develop comparative language and build confidence for L2, Q4. <p>Use wide range of extracts to develop confidence in approaching</p>	<p><u>P1 Q5 P2 Q5</u> Writing – creative Writing – transactional</p> <ul style="list-style-type: none"> Focus on the generation and organisation of ideas. Focus on process of planning to inform writing. Develop variety of figurative devices. Prepare for Functional Skills L2/GCSE Language P2

	<ul style="list-style-type: none"> Start student creation of vocabulary banks and add words to the word wall. Prepare for Functional Skills L1 reading and writing. 	<ul style="list-style-type: none"> narration? Stave 2 – how does Dickens begin to create sympathy for Scrooge? Stave 3 – How does Dickens present the Crachits? What do Ignorance and Want represent? Stave 4 – How does the story reach its climax? How does Dickens show Scrooge’s transformation? Refer back to allegory. Stave 5 – how does Dickens present ideas of redemption and forgiveness? 		<p>read novel</p> <ul style="list-style-type: none"> Revise AFOREST techniques. 	<p>unfamiliar material and more traditional material.</p> <p>Possible Lang 2 paper.</p> <p>Further develop inference and quotation skills</p> <p>Revise PETER or What, How, Why approach (if more suited to the class).</p>	
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Pearson Edexcel Functional Skills

Year 10	<p><u>L1.1 - 25 / L2 1 - 28</u> Reading – develop confidence, knowledge and comprehension. Writing – focus on composition</p> <ul style="list-style-type: none"> Develop 	<p><u>L1.1 - 25 / L2 1 - 28</u> Reading– class will be reading A Christmas Carol Speaking, Listening and Communication practice and assessment.</p>	<p><u>L1.1 - 25 / L2 1 - 28</u> Reading Writing Fiction and non-fiction texts – teach close reading skills and practise comprehension</p>	<p><u>L1.1 - 25 / L2 1 - 28</u> Reading and Writing Introduction to test paper format / mock questions Speaking and Listening Component Assessments</p> <ul style="list-style-type: none"> Use Sample 	<p><u>L1.1 - 25 / L2 1 - 28</u> Reading</p> <ul style="list-style-type: none"> Use a wide range of extracts 	<p><u>L1.1 - 25 / L2 1 - 28</u> Writing – combined focus on composition and SPaG</p> <ul style="list-style-type: none"> Focus on the generation of ideas – either devised or
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	<p>confidence / skills in:</p> <ul style="list-style-type: none"> • Form, audience and purpose. Use workbook to support independent FS practice. • Practice in writing simple, compound and complex sentences. • Generation of ideas from a variety of stimuli. Use Fight for Freedom module. • Walk through mock exam for FS1. • Begin planning for speaking, listening and communication exam. 	<ul style="list-style-type: none"> • Introduce and develop comprehension/inference and quotation skills. • Practise identifying the main points in texts • Practise identifying form/audience/purpose /organisational features / language features 	<ul style="list-style-type: none"> • Use wide range of extracts to develop confidence in approaching unfamiliar material. • Introduce and develop comprehension/inference and quotation skills. • Practise identifying the main points in texts 	<p>Assessment Materials to identify strengths and the weaknesses that need to be developed.</p> <ul style="list-style-type: none"> • Introduce relevant level criteria and task options appropriate for student level. • Listen to and watch a range of spoken language forms, teach and rehearse presentation skills. • Encourage the use of prompt cards and discourage the reading of notes. • Develop the ability to give opportunities for questions and to provide responses. 	<p>varying in complexity to challenge and develop confidence in approaching unfamiliar material.</p> <ul style="list-style-type: none"> • Develop comprehension / inference and quotation skills further. • Embed key terminology via extracts and continue to develop repertoire of terms to use when 	<p>adapted using a variety of stimulus including images/poems/songs/videos</p> <ul style="list-style-type: none"> • Consider the organisation of ideas in sections / paragraphs and it's impact on overall meaning and effectiveness. • Impress the importance of planning and practise processes of organising and devising ideas by introducing a variety of planning techniques • Develop further overall use of language for purpose including adjectives and adverbs. • Continue student vocabulary banks and advanced vocabulary at every opportunity. • Revise all sentence structures and use of advanced punctuation.
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					analysing language	
Assessment Opportunities						
Year 10	Non-fiction writing task. Write a letter / article on topical subject of teacher choice. Mock FS exam Practice for FS speaking, listening and communication. (P2Q5 Style Task / FS Letter writing style task)	Fiction writing task. Write a description / narrative using stimulus of teacher choice. (picture/poem/prose/multimedia) (P1Q5 Style Task)	Non - Fiction Reading task – comprehension /analysis of 20 th or 21 st Century text of teacher choice. (P2 Q3 style task / FS reading comprehension style task)	Mock Paper at relevant level for individual students Ongoing throughout term – Completion of speaking and listening assessments relevant to individual student levels. Option to link P2 Q5 style speech writing task and S&L task	Fiction Reading – comprehension / analysis /evaluation of 19 th Century text of teacher choice. (P1 Q2 or Q4 style task)	Fiction / creative writing - Write a description or narrative based on a stimulus of teacher choice (poem / image or prose) Mock Exam

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)

L1.1 Identify relevant information and lines of argument in explanations or presentations

L1.2 Make requests and ask relevant questions to obtain specific information in different contexts

L1.3 Respond effectively to detailed questions

L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics

- L1.5 Express opinions and arguments and support them with evidence
- L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject
- L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
- L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection
- L1.9 Identify and understand the main points, ideas and details in texts
- L1.10 Compare information, ideas and opinions in different texts
- L1.11 Identify meanings in texts and distinguish between fact and opinion
- L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes
- L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
- L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
- L1.15 Infer from images meanings not explicit in the accompanying text
- L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
- L1.17 Read and understand a range of specialist words in context
- L1.18 Use knowledge of punctuation to aid understanding of straightforward texts
- L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
- L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
- L1.21 Spell words used most often in work, study and daily life, including specialist words
- L1.22 Communicate information, ideas and opinions clearly, coherently and accurately
- L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
- L1.24 Use format, structure and language appropriate for audience and purpose
- L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate

Level 2

- L2.1 Identify relevant information from extended explanations or presentations
- L2.2 Follow narratives and lines of argument
- L2.3 Respond effectively to detailed or extended questions and feedback
- L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
- L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- L2.6 Express opinions and arguments and support them with relevant and persuasive evidence
- L2.7 Use language that is effective, accurate and appropriate to context and situation
- L2.8 Make relevant and constructive contributions to move discussion forward
- L2.9 Adapt contributions to discussions to suit audience, purpose and medium
- L2.10 Interject and redirect discussion using appropriate language and register
- L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details
- L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed
- L2.13 Identify implicit and inferred meaning in texts
- L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
- L2.15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources

- L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
- L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
- L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion
- L2.19 Identify different styles of writing and writer's voice
- L2.20 Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
- L2.21 Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)
- L2.22 Spell words used in work, study and daily life, including a range of specialist words
- L2.23 Communicate information, ideas and opinions clearly, coherently and effectively
- L2.24 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
- L2.25 Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
- L2.26 Convey clear meaning and establish cohesion using organisational markers effectively
- L2.27 Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
- L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
AQA GCSE English Language						
Year 11	Language P2, Qs 1 and 4. Functional Skills Level 2 Reading – Non-fiction 19th / 20th C texts Transactional writing <ul style="list-style-type: none"> ● begin with reading practice and Q1 ● Use various stimuli to develop inference and comparison skills. ● Introduce 'writer's perspective' / attitude as key terms. ● Practise identifying a range of 'attitudes' and selecting relevant evidence to support inferences. ● Introduce comparison as specific skill. 	Language Paper 1 Qs 2, 3 and 4 Functional Skills Speaking, Listening and Communication Reading – fiction Creative writing <ul style="list-style-type: none"> ● week 1 to plan and practise speaking, listening and communication for both GCSE and functional skills. ● reading practice including Q1 and Q2 ● structure focus for Q3 along with revision of Freytag. ● Week of focus and 	Language P2, Qs 1 and 4. Functional Skills Level 2 Reading – Non-fiction 19th / 20th C texts Transactional writing <ul style="list-style-type: none"> ● begin with reading practice and Q1 ● Use various stimuli to develop inference and comparison skills. ● Introduce 'writer's perspective' / attitude as key terms. ● Practise identifying a range of 'attitudes' and selecting relevant evidence to support inferences. ● Introduce comparison 	Language Paper 1 Qs 2, 3 and 4 Functional Skills Speaking, Listening and Communication Reading – fiction Creative writing <ul style="list-style-type: none"> ● week 1 to plan and practise speaking, listening and communication for both GCSE and functional skills. ● reading practice including Q1 and Q2 ● structure focus for Q3 along with revision of Freytag. ● Week of focus and 	Language P2, Qs 1 and 4. Functional Skills Level 2 Reading – Non-fiction 19th / 20th C texts Transactional writing <ul style="list-style-type: none"> ● begin with reading practice and Q1 ● Use various stimuli to develop inference and comparison skills. ● Introduce 'writer's perspective' / attitude as key terms. ● Practise identifying a range of 'attitudes' and selecting relevant evidence to support inferences. ● Introduce comparison 	Language Paper 1 Qs 2, 3 and 4 Functional Skills Speaking, Listening and Communication Reading – fiction Creative writing <ul style="list-style-type: none"> ● week 1 to plan and practise speaking, listening and communication for both GCSE and functional skills. ● reading practice including Q1 and Q2 ● structure focus for Q3 along with revision of Freytag. ● Week of focus and

	<ul style="list-style-type: none"> ● Embed and develop accurate use of connectives in comparative writing. ● Begin by using short extracts to transition into longer extracts to build confidence. ● Week of transactional writing practice based on reading stimuli used that term (titanic, Portsmouth ghosts and capital punishment. Revise AFOREST 	<p>modelling for Q4</p> <ul style="list-style-type: none"> ● Week of practice for Q5 	<p>as specific skill.</p> <ul style="list-style-type: none"> ● Embed and develop accurate use of connectives in comparative writing. ● Begin by using short extracts to transition into longer extracts to build confidence. ● Week of transactional writing practice based on reading stimuli used that term (titanic, Portsmouth ghosts and capital punishment. Revise AFOREST 	<p>modelling for Q4</p> <ul style="list-style-type: none"> ● Week of practice for Q5 	<p>as specific skill.</p> <ul style="list-style-type: none"> ● Embed and develop accurate use of connectives in comparative writing. ● Begin by using short extracts to transition into longer extracts to build confidence. ● Week of transactional writing practice based on reading stimuli used that term (titanic, Portsmouth ghosts and capital punishment. Revise AFOREST 	<p>modelling for Q4</p> <ul style="list-style-type: none"> ● Week of practice for Q5
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Pearson Edexcel Functional Skills

Year 11	<p><u>L1.1- 25 / L2.1 - 28</u></p> <ul style="list-style-type: none"> ● Develop a further understanding of form, purpose and audience. ● Use short extracts of two or three sentences, then longer extracts to build confidence with comprehension and comparison skills. ● Develop comparative skills, identifying the similarities and 	<p><u>L1.1- 25 / L2.1 - 28</u></p> <ul style="list-style-type: none"> ● Focus on key areas of weaknesses, identified from practice, to develop skills. ● Develop understanding of comparisons between forms / language features / audiences / purposes ● develop the concept of balance and revisit 	<p><u>L1.1- 25 / L2.1 - 28</u></p> <ul style="list-style-type: none"> ● Use weekly themes to encourage student use of reading material as stimuli for writing; use wide variety of forms/purposes and audiences. ● Revise and develop key word bank for use for both reading and writing – including organisational features / 	<p><u>Revision</u></p> <ul style="list-style-type: none"> ● Use the Sample Assessment Materials to practise for exam. <p>Speaking and Listening Component</p>	<p><u>Revision</u></p> <p>An opportunity to revisit and revise specific areas identified before students attempt a test paper.</p>	<p><u>Exams</u></p> <p><u>FS retakes where necessary.</u></p>
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	<p>differences between two non-fiction texts. Link with GCSE work.</p> <ul style="list-style-type: none"> ● Embed and develop accurate use of connectives in comparative writing. ● Encourage comments on and interpretation of information and ideas. <p>Revise AFOREST Speaking and Listening Component</p>	<p>key comparative terms / phrases / discourse markers, e.g. however, on the other hand, whereas.</p> <p>Speaking and Listening Component</p>	<p>language devices and other subject specific terminology AFOREST</p> <ul style="list-style-type: none"> ● Revise and refine SPaG skills / vocabulary bank. <p>Speaking and Listening Component</p>			
Assessment Opportunities						
Year 11	<p>Mock papers for Functional Skills (I1/I2) Marked and feedback given. GCSE English Language P2, Qs 1- 4. Or Q5. Functional Skills exams</p>	<p>Language P1, Q5 mock exam Speaking & listening assessment day on 9th November.</p>	<p>Functional Skills re-takes if necessary. L1 and L2. Language Paper 2, Q5 mock questions in week 2. Speaking & Listening for those who haven't completed it.</p>	<p>Mini Mock Papers at relevant level for individual students (FS – GCSE) of teacher choice but covering at least one reading and one writing section. All speaking & listening to be complete.</p>	<p>Full Mock Papers At relevant level for individual students (FS – GCSE) of teacher choice</p>	<p>*Public GCSE and FS Exams – June entry*</p>

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)

PEARSON EDEXCEL FUNCTIONAL SKILLS ASSESSMENT OBJECTIVES

Level 1

- L1.1 Identify relevant information and lines of argument in explanations or presentations
- L1.2 Make requests and ask relevant questions to obtain specific information in different contexts
- L1.3 Respond effectively to detailed questions
- L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics
- L1.5 Express opinions and arguments and support them with evidence
- L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject
- L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
- L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection
- L1.9 Identify and understand the main points, ideas and details in texts
- L1.10 Compare information, ideas and opinions in different texts
- L1.11 Identify meanings in texts and distinguish between fact and opinion
- L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes
- L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
- L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
- L1.15 Infer from images meanings not explicit in the accompanying text
- L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
- L1.17 Read and understand a range of specialist words in context
- L1.18 Use knowledge of punctuation to aid understanding of straightforward texts
- L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
- L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
- L1.21 Spell words used most often in work, study and daily life, including specialist words
- L1.22 Communicate information, ideas and opinions clearly, coherently and accurately
- L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
- L1.24 Use format, structure and language appropriate for audience and purpose
- L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate

Level 2

- L2.1 Identify relevant information from extended explanations or presentations
- L2.2 Follow narratives and lines of argument
- L2.3 Respond effectively to detailed or extended questions and feedback
- L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
- L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- L2.6 Express opinions and arguments and support them with relevant and persuasive evidence
- L2.7 Use language that is effective, accurate and appropriate to context and situation
- L2.8 Make relevant and constructive contributions to move discussion forward
- L2.9 Adapt contributions to discussions to suit audience, purpose and medium
- L2.10 Interject and redirect discussion using appropriate language and register

- L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details
- L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed
- L2.13 Identify implicit and inferred meaning in texts
- L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
- L2.15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
- L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
- L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
- L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion
- L2.19 Identify different styles of writing and writer's voice
- L2.20 Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
- L2.21 Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)
- L2.22 Spell words used in work, study and daily life, including a range of specialist words
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- L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate