

## ENGLISH – 5 year plan

Year 10V: Entry Level 3	Year 11V :(Functional Skills Level One)	Year 10 A Language/Literature GCSE (2 years) - incorporating Functional Skills Level One	Year 11A: GCSE Language/Literature (2 years)
<b>Castaway</b>	<b>Travel Brochure</b>	<b>Dystopia</b>	<b>Shakespeare</b>
Reading: Newspaper article, advert, emails, letter, finding information, responding to instructions, locating places on a map, recognising formats	Reading: travel brochures, recognising emotive language and use of images, persuasive techniques, adverts, travelogues	Reading: "1984", "Brave New World", "Examination Day", "Divergent", "War of the Worlds", analysis of images (Language Paper One, Section A preparation)	Reading: One of Romeo and Juliet, Macbeth, Othello, Much Ado about Nothing, Henry V or The Merchant of Venice - focus on language, theme, character, close analysis
Writing: response to advert, completing a form, letter of application, personal statement, using correct forms of writing (letter, email), predictions	Writing: entry for a travel brochure for destination of choice, using persuasive techniques, completing forms, writing emails, travel diary	Writing: how to plan a piece of creative writing - writing beginning and ending of a piece of dystopian fiction, creation of a protagonist/antagonist, (Language Paper One, Section B)	Writing: Exam style answers, empathetic pieces, set and costume design, audience reaction, advertisements, writing to place text in context
Speaking and Listening: Discussion throughout, ordering activities: which skills will be most important, interviews with TIR as producer	Speaking and Listening: Discussion throughout, ordering activities: group idea travel destinations, editorial meeting, defending persuasive points of brochure entry	Speaking and Listening: Discussion work throughout - roles for discussion allocated,	Speaking and Listening: Hot seating to aid understanding of character and situation, performing of important scenes

Reviews	Planning an event	Pre 19th Century Fiction	EDUQAS Poetry Anthology
Reading: Exmples of film reviews, restaurant reviews, book reviews, game reviews, tv series reviews... learners build up a list of expectations for a review - media texts to watch - understadning of the term subjecctive/objective	Reading: Newspaper/social media descriptions of upcoming events, losts and order forms, diary entries, meeting minutes	Literature preparation: One of: "A Christmas Carol", "The Strange Case of Dr Jekyll and Mr Hyde", "Pride and Prejudice" + associated tasks and exam preparation	Reading: Analysis of a range of poems from the EDUQAS anthology - focus on recognising and commenting on the effectiveness of poetic devices
Writing: using skills, learners write a range of reviews, developing their own format. Opportunities to eat locally/watch film or tv programmes to review	Writing:learners choose an event to plan (can be real or imagined) - complete activities - writing emails, press releases, social media posts, letters, completing order forms, taking minutes from meetings	Writing: creative tasks associated with the text - focus on a range of purposes - letter writing, speech writing (Languaje preparation tasks)	Writing: empathetic/thematic tasks to support a personal response to the poems, experimentation of the devices used in the poems
Speaking and Listening: Disucussion throughout, sharing of opinions, own views and likes, ordering and agreeing activities, peer assessment	Speaking and Llstening: discussion throughout, taking roles within a formal planning meeting, minutes taken, discussing effectiveness of planning,	Speaking and Listening: discussion work throughout, prediction work, sequencing activites, exploration of vocabulary	Speaking and Listening: Discussion to explore the issues around the poems, to discuss the techniques used, personal preferences and to synthesise personal reponse

Advertising Project	School Uniform	Post 1914 Prose/Drama (GCSE Literature)	Language Paper One (Fiction) preparation
<p>Reading: Advertising posters, tv adverts, radio adverts, online adverts, email adverts - analysis and identification of advertising techniques, - collection of advertising/persuasive techniques, newspaper articles outlining the power and importance of advertising</p>	<p>Reading: articles on school uniform and why it is important, other people's opinions on uniform within the school, examples of school uniform</p>	<p>Reading: One of: "Blood Brothers", "Lord of the Flies", "never Let me Go", "The Woman in Black", "The Curious Incident of the Boy in the Night Time"-character development, theme, close analysis of language, use of literary techniques,</p>	<p>Reading: A range of pre and post 1914 literary texts - past papers or revision guides as well as bank of examples</p>
<p>Writing: analysis of advertising campaigns, creation of own advertising campaign on a product of learners' own choice using techniques discussed in lessons (Storyboarding, writing treatment, poster, scripting tv advert, performing radio advert, social media advert)</p>	<p>Writing: design of questionnaire, Letter explaining need for new school uniform to parents, to governors to learners. Design and description of new uniform, speech to launch it to learners, newspaper briefing explaining the main points and reactions</p>	<p>Writing: empathetic pieces, diary entries, letters, (all language skills), using techniques discovered, focus on using a range of punctuation and sentence starters (adverbial) and expanding vocabulary</p>	<p>Writing: a range of writing tasks, exploring themes, techniques and building vocabulary, planning activities, Paper One Section B questions, writing under timed conditions</p>
<p>Speaking and Listening: discussion work throughout, working in teams and in established roles, taking notes in meetings, peer and self assessment, presentation of ideas (The Apprentice style)</p>	<p>Speaking and Listening: discussion throughout, consumer research carried out throughout the school, delivery of speech in an "assembly" - peer assessment and feedback</p>	<p>Speaking and Listening: hot seating, dramatising elements, discussion throughout, sorting and sequencing activities</p>	<p>Speaking and listening: discussion tasks throughout, vocabulary games, drama games, confidence building in using technical terminology correctly</p>

Charity Project	Cluedo	Poetry Anthology	Language Paper Two Preparation
<p>Reading: charity campaign materials: envelope, letter asking for donations, "free" gift, tv adverts, radio adverts, close look and analysis of the language of persuasion, giving evidence in support of responses</p>	<p>Reading: examples from detective fiction including Sherlock Holmes stories, watching detective shows on tv, true crime texts ( depending on sensitivity of the group), discussion of the game "Cluedo" - establishing the conventions of the genre and expectations</p>	<p>Reading: Poetry from the EDUQAS Literature poetry anthology - copies for learners or available online - recognises and analysing use of poetry techniques, assured use of technical vocabulary, personal responses, linking poems to each other, comparing and contrasting, embedded quotations, exam questions modelled and in timed conditions</p>	<p>Reading: pre 1914, post 1914 articles connected by a theme - examples from past papers/ exam guides as well as a bank of examples, focus on use of evidence, - quotations and embedded quotations, how to recognise text type and to identify the conventions of articles, the difference between fact and opinion, confident use of terms such as subjectivity/objectivity</p>
<p>Writing: research notes on charity of learner's choice, charity appeal campaign including a letter, form and use emotive techniques, design of free gift, use of pronouns, possibility of real campaigning around the school or community, commentary on the campaign, reflecting on work</p>	<p>Writing: creation of characters, creation of setting and situation, creation of their version of the game, detective story writing, creating atmosphere, plot creation, storyboarding</p>	<p>Writing: thematically linked tasks, allowing learners to compare/contrast the poems, looking at setting and theme, expanding on ideas brought up in discussion</p>	<p>Writing: Section B practice, ensure learners are confident in writing letters, speeches, articles, leaflets - constructing an argument, sharing own opinions, writing in different styles and in different registers, writing in timed conditions and using mark schemes to assess and improve own work</p>
<p>Speaking and Listening: telephone calls (role play) to ask for donations to charity, discussion work, prioritising activities and work, presenting own ideas</p>	<p>Speaking and Listening: playing Cluedo, planning a version of the game and playing, Wink Murder, interviewing suspects, creating disguises and alibis</p>	<p>Speaking and Listening: responses to poems, reading and performing the poems from the anthology, creative activities linked to the language and techniques used in the poems</p>	<p>Speaking and Listening: Discussion work throughout, sharing opinions, repetition of techniques, sharing good practice, creative activities based on the subjects raised by the articles, matching and organising activities</p>

"How to..." Guide	Gaming	Speaking, Listening and Communication - balloon debate, individual presentations	Final Exam Preparation
Reading: examples of instructional writing, discussion of the imperative verb form, analysis of instructions, advice leaflets, annotation of leaflets, creation of classroom display	Reading: A range of articles on the issue of gaming: looking at the growing popularity, dangers to health of spending too little time in active play, online dangers, concerns over overtly violent games, the success of epic, the story of GTA - tv programmes and visual story telling - learners identifying fact/opinion, differing views, finding evidence and use of quotation	Reading: research into chosen individuals, transcripts of speeches and presentations (MLK jr, Malala Yusefszai, Donald Trump), analysis of speeches, creating a hierarchy of speeches and list of conventions	Reading: Language Section A practice continues - revision guides distributed to learners to support, revision and summaries of all texts for Literature, short, achievable tasks, culminating in exam practice questions on each text in turn
Writing: Selection of learners' own topics - how to care for a pet, how to catch a carp, how to ride a scooter - learners use what they have learned in completing their own instructional/advice leaflet - using ict, images and thinking about the presentation of their work	Writing: an article on the topic of gaming- sharing their own ideas but taking into consideration the counter argument, writing frame, focus on structure and tone of writing, use of topic sentences, careful planning, writing and re-drafting	Writing: writing own speeches for balloon debate, use of persuasive techniques and preparation of pp or other visual aid for own presentations - focus on engagement of the listener	Writing: Language Section B practice for both papers- under timed conditions and using mark schemes to promote confidence summary activities for Literature revision, ensuring all elements covered
Speaking and Listening: discussion work throughout to support learning, language and vocabulary games, giving instruction games, taking on roles such as chair or recorder as part of the discussion	Speaking and Listening: discussion throughout sharing own experiences and opinions on gaming, on PEGI ratings, the cost of games, on the articles they read, sharing planning of their own articles, taking advice at each stage of writing	Speaking and Listening: balloon debate, speaking in role, use of persuasive techniques, voting, peer assessment, individual presentation - sustaining viewers' interest, using standard English, sharing information, logical and sustained delivery, using a range of vocabulary	Speaking and Listening: reinforcement activities, discussion of mark schemes and how work relates to the mark schemes

Exam Practice and Final exam	Exam Practice and Final Exam	Creative Writing Project: The Last Bus	
<p>Reading: a range of texts, selecting information, identifying techniques used and the importance of individual words, picking out relevant detail, highlighting and annotating texts, examples of past papers, completing tasks and using mark schemes</p>	<p>Reading: a range of non-fiction texts - emails, articles, newspaper articles, letters - finding relevant information, establishing text types and their features - past papers and revision exercises, the final reading paper</p>	<p>Reading: A range of extracts, including "The Ratcatcher" Roald Dahl, "Wuthering Heights" Emily Bronte, "The Maze Runner"...to showcase particular techniques - analysis, discussion and synthesis of techniques used</p>	
<p>Writing: writing for a range of purposes: emails, letters, an article all with a functional purpose, examples of past papers practice - with mark scheme to support and give confidence, final exam using these techniques</p>	<p>Writing: writing for specific purposes and using correct formats - summaries, writing emails and letters, completing forms and giving information asked for - past papers using mark schemes, timed writing tasks, the final writing paper</p>	<p>Writing: a longer narrative using techniques of: sequencing, organising, description, creating character, creating tension, using analogy, pathetic fallacy, a range of sentence types and sentence starters. Course requirement for GCSE language - should be recorded</p>	
<p>Speaking and Listening: activities from the exam board - group work, ordering organising activities, planning and speaking in designated roles within a discussion</p>	<p>Speaking and Listening: organised discussion with designated roles, examination board created activities - to be recorded</p>	<p>Speaking and Listening: discussion throughout, learners sharing good practice, their own writing, peer and self assessment opportunities</p>	