

---

# Entry Level Certificate and GCSE English Language Two Year Course Planner

---

This course planner shows how Entry Level Certificate English can be co-taught with GCSE (9-1) English Language.

## Planner at a glance

---

		<b>English Language</b>	<b>Entry Level Certificate</b>
Autumn	Y10	Transactional Writing	Transactional Writing Speaking and Listening
Spring	Y10	Non-fiction and literary non-fiction text comparison Introduction to exam paper format / mock questions	Non-fiction texts Introduction to test paper format / mock questions
Summer	Y10	19th-century unseen fiction reading Imaginative writing	Fiction reading Imaginative / creative writing
Autumn	Y11	Reading and comparison skills	Reading unseen non-fiction and fiction texts Writing skills
Spring	Y11	Language Paper 1 and Paper 2 exam skills	Speaking and Listening – comparing ideas / presentations Practice papers
Summer	Y11	Revision	Skills development and revision

Year 10

Year 10	GCSE Language	GCSE Spoken Language	Entry Level Certificate
Autumn 1	<p><b>Writing – AO5 focus</b> on transactional writing. Develop confidence / skills in:</p> <ul style="list-style-type: none"> <li>• forms, audience and purpose</li> <li>• organisation – connectives and paragraphing</li> <li>• generation of ideas from a variety of stimuli.</li> </ul> <p>Introduce variety of rhetorical devices.</p>	<p><i>Spoken language preparation is an excellent area from which to set independent research / presentation projects. These can be assessed for the Spoken Language certificate but will also serve as opportunities to develop the independent learning skills that will be vital for later exam revision.</i></p>	<p><b>Transactional Writing (AO5, AO6)</b></p> <ul style="list-style-type: none"> <li>• Form, audience and purpose.</li> <li>• Organisation – connectives and writing in sections / paragraph(s).</li> <li>• Developing awareness of using tenses consistently.</li> <li>• Introduction to the use of vocabulary banks and devising personal dictionaries for future reference.</li> <li>• Practice in writing simple sentences: statements, questions and exclamations.</li> <li>• Generation of ideas from a variety of stimuli, such as ideas provided in the resource bank.</li> </ul>
Autumn 2	<p><b>Writing – AO6 focus</b></p> <ul style="list-style-type: none"> <li>• Introduce AO6 and stress importance across both GCSEs.</li> <li>• Start student vocabulary banks, introduce new advanced vocabulary at every opportunity.</li> <li>• Revise all sentence structures and use of advanced punctuation.</li> <li>• Use / model / parody variety of contemporary writing styles as transition to reading unit in Spring.</li> </ul>		<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Develop presentation skills.</li> <li>• Encourage use of prompt cards and discourage reading notes.</li> <li>• Develop the ability to give opportunities for questions and to provide responses.</li> </ul> <p><b>ELC1 and ELC2 (only) – comparing ideas (AO3)</b></p> <ul style="list-style-type: none"> <li>• Use the resource bank in the <i>Getting Started Guide</i> for ideas of comparative tasks.</li> <li>• Develop the concept of balance and introduce key comparative terms / phrases / discourse markers, e.g. <i>however, on the other hand, whereas.</i></li> </ul>

## Two Year Course Planner

Year 10	GCSE Language	GCSE Spoken Language	Entry Level Certificate
Spring 1	<p><b>Reading – AO1, AO2 and AO4</b></p> <ul style="list-style-type: none"> <li>• Introduce AOs via wide range of 20th / 21st-century non-fiction texts.</li> <li>• Use wide range of extracts to develop confidence in approaching unfamiliar material.</li> <li>• Develop inference and quotation skills.</li> <li>• Introduce key terminology via extracts and develop repertoire of terms to use when analysing Language /Form /Structure (make links to rhetorical devices learned in previous writing unit).</li> <li>• Make links between Literature and Language AO2.</li> </ul>		<p><b>Non-fiction texts</b></p> <ul style="list-style-type: none"> <li>• Use wide range of extracts to develop confidence in approaching unfamiliar material.</li> <li>• Introduce and develop comprehension and quotation skills.</li> <li>• Introduce key terminology via extracts and develop a repertoire of basic terms to use when analysing language.</li> </ul>
Spring 2	<p><b>Revision / prep – mock exam – Paper 2</b></p> <p>(leave out comparison element if students unprepared for AO3)</p>		<p><b>Introduction to test paper format / mock questions</b></p> <p>Use Sample Assessment Materials to identify strengths and the weaknesses that need to be developed.</p> <ul style="list-style-type: none"> <li>• Develop an awareness of, and discuss the purpose of, audience and form of texts.</li> </ul>

Year 10	GCSE Language	GCSE Spoken Language	Entry Level Certificate
Summer 1	<p><b>Reading – AO2 focus, 19th-century fiction texts</b></p> <ul style="list-style-type: none"> <li>● Introduce via spoken language presentations.</li> <li>● Develop terminology to cover 19th-century language styles.</li> <li>● Build on formal register from Literature to develop AO4 skills.</li> </ul>		<p><b>Fiction reading</b></p> <ul style="list-style-type: none"> <li>● Use a wide range of extracts to develop confidence in approaching unfamiliar material.</li> <li>● Develop comprehension and quotation skills.</li> <li>● Introduce key terminology via extracts and develop repertoire of basic terms to use when analysing language.</li> </ul>
Summer 2	<p><b>Writing – AO5 and AO6, imaginative focus</b></p> <ul style="list-style-type: none"> <li>● Focus on the generation and organisation of ideas.</li> <li>● Use poetry as stimulus, along with images.</li> </ul>		<p><b>Imaginative / creative writing – AO5, AO6</b></p> <ul style="list-style-type: none"> <li>● Focus on the generation of ideas – either devised or adapted from those in the resource bank.</li> <li>● Consider the organisation of ideas in sections / paragraphs.</li> <li>● Develop the use of capital letters, full stops and adjectives.</li> </ul>

Two Year Course Planner

Year 11

Year 11	GCSE Language	GCSE Spoken Language	Entry Level Certificate
Autumn 1	<p><b>Reading – AO3 focus</b></p> <ul style="list-style-type: none"> <li>• Introduce ‘writer’s perspective’ as key term.</li> <li>• Introduce comparison as specific skill and begin with audience and form, then perspective, then build up to aspects of F/S/L.</li> <li>• Use short paragraphs, then longer extracts to build confidence.</li> </ul>		<p><b>Reading unseen non-fiction and fiction texts</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of the ‘writer’s perspective’.</li> <li>• Develop an understanding of form, purpose and audience.</li> <li>• Use short extracts of two or three sentences, then longer extracts to build confidence with comprehension skills.</li> </ul> <p><b>Reading non-fiction - ELC3 (only)</b></p> <ul style="list-style-type: none"> <li>• Develop comparative skills, identifying the similarities and differences between two non-fiction texts.</li> <li>• Encourage comments on and interpretation of information and ideas.</li> </ul>
Autumn 2			<p><b>Writing skills</b></p> <ul style="list-style-type: none"> <li>• Focus on key areas of weaknesses, identified from practice, to develop skills.</li> <li>• Develop the use of speech marks, question marks and exclamation marks.</li> </ul>

Year 11	GCSE Language	GCSE Spoken Language	Entry Level Certificate
Spring 1	<p><b>Reading into writing – bring the AOs together</b></p> <ul style="list-style-type: none"> <li>• Use weekly themes to encourage student use of reading material as stimuli for writing; use wide variety of forms and audiences.</li> <li>• Encourage students to find own extracts and prepare questions for class.</li> <li>• Revise and develop key terminology bank for AO2 – use for both reading and writing.</li> <li>• Model ‘critical style’ and develop phrase bank for exam answers.</li> <li>• Revise and refine AO6 skills / vocabulary bank.</li> <li>• Encourage ‘mining’ of reading material for writing styles / vocabulary / rhetorical devices / ideas.</li> </ul>	<p><b>Final assessment for Spoken Language certificate</b> – use as opportunity to encourage students to become experts in Literature / Language exam areas, or give them areas of exam papers to teach / present to class.</p>	<p><b>Speaking and Listening</b></p> <p>Continue to:</p> <ul style="list-style-type: none"> <li>• develop presentation skills</li> <li>• encourage the use of prompt cards and discourage the reading of notes</li> <li>• develop the ability to give opportunities for questions and to provide responses.</li> </ul> <p><b>ELC1 and ELC2 (only) – comparing ideas</b></p> <p>Continue to:</p> <ul style="list-style-type: none"> <li>• use the resource bank for ideas of comparative tasks</li> <li>• develop the concept of balance and introduce key comparative terms / phrases / discourse markers, e.g. <i>however, on the other hand, whereas.</i></li> </ul>
Spring 2			<p><b>Practice papers</b></p> <ul style="list-style-type: none"> <li>• Use the Sample Assessment Materials for Reading fiction and non-fiction to revisit and revise techniques.</li> </ul>

## Two Year Course Planner

Year 11	GCSE Language	GCSE Spoken Language	Entry Level Certificate
Summer 1	<p><b>Revision</b> – focus on timings and exam paper; ensure students are aware of weightings of papers / questions / AOs.</p>		<p><b>Skills development and revision</b></p> <p>An opportunity to revisit and revise specific areas identified before students attempt a test paper.</p> <p>Test papers can be re-taken should the student be unsuccessful first time.</p>