



English Language

Edexcel scheme of work for Unit 2 The Writer's Voice

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
Section A - Studying written language (Reading) Students will need to read the whole text before beginning this scheme of work				
Week 1	Introduction to language features of text	Students will have a basic understanding of what is meant by: <ul style="list-style-type: none"> • Voice • Language choice • imagery • appeal to the senses • speech and thought • techniques of persuasion • sentence length and variety • structure 	<p>Students should be given an extract of about 500 words from the text they have studied.</p> <p>Give students a list of the language features they will need to explore in the exam. Students study the list in pairs, then ask the teachers questions to clarify understanding.</p> <p>In pairs students colour code the features they have spotted.</p> <p>Students share their findings as a whole class.</p> <p>In pairs, students choose three features and explore the impact these have on the reader; they annotate the text</p> <p>Each pair of students shares their observations with another pair.</p> <p>Individually students write a short explanation of why an author's choice of language is important; the audience is someone who enjoys reading but is not used to making critical comments on text.</p>	500 word extract
Week 2	Imagery Appeal to the senses	Students will have a detailed understanding of the effects the writer is hoping to achieve by use of: <ul style="list-style-type: none"> • simile • metaphor • personification • colour and contrast • description of place and <ul style="list-style-type: none"> • how a writer uses these to appeal to the senses 	<p>Each student is given cards with SIMILE, METAPHOR or PERSONIFICATION on. Teacher reads out quotes from the text studied (extract if possible) and students hold up cards</p> <p>Each student is given a 500 word extract from the text they have studied - this should be a different extract from the one given in week 1. The extract should include a reasonably detailed description of a place. In pairs, students colour code examples of simile, metaphor, personification, use of colour and adjectives/descriptions of place.</p> <p>Each pair of students shares one feature with the whole class.</p> <p>Each pair chooses a comment made by another pair and writes a comment on why the writer chose this feature.</p>	Cards 500 word extract Artefacts with sensual appeal



			<p>Teacher reminds class of the senses</p> <p>Teacher shows whole class a range of things that appeal to the senses - pictures, adverts, food, pottery and invites pair discussion on the nature of their appeal.</p> <p>In pairs, students choose one image from the extract that particularly appeals to the senses and writes a comment on a post-it explaining why.</p> <p>The post-its are displayed or passed round and students are invited to discuss in pairs whether or not they agree with the comment.</p> <p>Individually students choose 2 images previously identified and annotate the text with an explanation of how they appeal to the senses and why the writer has chosen to use this particular image at this point in the text.</p>	
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Week 3	Voice, speech and thought, techniques of persuasion	<p>Students will have a detailed understanding of:</p> <ul style="list-style-type: none"> • How the author's voice is apparent in the text • Distinctive features of a character's speech and how the writer uses these to create character • The importance of thought, and the differences between thought and speech • The techniques used by a writer to persuade the reader to a particular point of view 	<p>Students are given an extract of 500 words from the text they have studied. The extract should contain a significant passage of direct speech and a passage where one of the characters is thinking..</p> <p>If possible students should watch, or listen to, one or two professional actors delivering the lines on the extract. If there is no recording available, the extract should be read once or twice to the whole class with students playing roles.</p> <p>In pairs, students identify the speech patterns of two individual speakers; this might include dialect, accent, words that are repeated, lengths of sentences, sophistication of vocabulary.</p> <p>In groups of 4, students discuss how the features they have identified help the writer to create character and preserve authenticity.</p> <p>In pairs, students highlight a passage in the text that describes a character's thoughts. They discuss similarities and differences between thought and speech.</p> <p>In groups of 4, students suggest reasons for a writer including thoughts as well as speech. What might a character's thoughts convey to the reader?</p> <p>The teacher explains the concept of the author's voice.</p> <p>In pairs, students discuss what the author's stance is in the extract and highlight quotes that support their hypothesis.</p> <p>In pairs, students highlight words and phrases which might persuade the reader to adopt the same viewpoint as the author. These might include imagery, words spoken by a respected character, repetition, emotive vocabulary, opinion presented as fact.</p>	500 word extract Film/spoken version
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Week 4	Structure of the text, sentence length and variety, repetition/reversal	<p>Students will have a detailed understanding of how the writer created effects by:</p> <ul style="list-style-type: none"> • The way in which the text is structured • Variety of sentence length, type and function • Use of repetition/reversal 	<p>In pairs, students make a list of major turning points in the text they have studied.</p> <p>In pairs, students discuss why the writer wrote the events in the order that he/she did. They should discuss juxtaposition of ideas, contrast, irony, suspense</p> <p>Students are given a 500 word extract from the text. The text should be largely narrative/descriptive and include at least one example of repetition.</p> <p>In pairs students bullet point the main storyline and discuss whether the order is significant, especially in terms of the juxtaposition of ideas and images.</p> <p>Teacher reminds students of the main sentence types and sentence functions.</p> <p>In pairs, students colour code examples of different sentence types and functions. They choose 2 significant examples and write a comment on why the writer has chosen this sentence type/function at this particular point.</p> <p>In pairs, students identify one place in the extract where a short sentence has real impact - they should discuss the difference this makes to the reader's interpretation of the text.</p> <p>In pairs, students highlight an example of repetition and annotate the text with a comment on its effectiveness.</p>	500 word extract from the text
Week 5	The exam question part A	<p>Students will have a detailed understanding of:</p> <ul style="list-style-type: none"> • How to select appropriate textual details for comment • How to write a critical comment on their choices of textual details • How to comment on how the writer's use of language influences the reader's response to characters and relationships <p>Students will have practised one question</p>	<p>Students should look at the sample question and mark scheme in pairs, and produce some success criteria.</p> <p>Using the mark scheme and success criteria, students should annotate the extract, identifying appropriate examples for comment.</p> <p>Foundation Tier students should be made aware that the FT question is in 2 parts.</p> <p>Individually, students answer the sample question in 25 minutes.</p> <p>The teacher models how to mark an answer using the success criteria.</p> <p>Before the teacher marks the work, students work in groups to assess the answer of each member of the group against the mark scheme. Students should annotate the answers to make their decisions explicit.</p> <p>Each student sets himself/herself a SMART target for improvement based on this exercise. Teacher confirms the target after marking.</p>	Sample question paper from Edexcel getting started pack.

Week 6	The exam question part B	<p>Students will have a detailed understanding of:</p> <ul style="list-style-type: none"> • How to choose a appropriate section of the novel for further analytical comment • how to comment on how the writer uses language in the section selected 	<p>In pairs, students list the major themes of the novel.</p> <p>In pairs, using the list they have just made and the list of major turning points from last week, students produce a table identifying key passages for each theme.</p> <p>Foundation Tier In pairs, students produce an essay plan using the bullet points as a guide line</p> <p>Higher Tier In pairs, students produce a skeleton plan for this question, then fill in the details for this particular question.</p> <p>Mock exam question in 35 minutes.</p> <p>The teacher models how to mark an answer using the success criteria.</p> <p>Before the teacher marks the work, students work in groups to assess the answer of each member of the group against the mark scheme. Students should annotate the answers to make their decisions explicit.</p> <p>Each student sets himself/herself a SMART target for improvement based on this exercise. Teacher confirms the target after marking.</p>	
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Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
Section B - Writing				
1	Understanding purpose and audience	Students will be able to identify the purpose and audience of a piece of writing and understand how to use language and style appropriately	<p>Students are given the main purposes of writing, then given a range of texts to sort into different purposes. They must be prepared to justify their choices.</p> <p>Students should read through the texts in groups and highlight features that they feel help the writer to achieve his/her purpose. Their findings are discussed and a composite table formed and displayed.</p> <p>Students are invited to think for a moment then write down all the different audiences they can think of in one minute. These are shared.</p> <p>In groups, students discuss how they might adapt their writing for different audiences on the basis of, for example: age, gender, educational background, social background, status.</p>	Pages 84-87 of Edexcel GCSE English and English Language Core student book. A range of texts that have been written for different purposes and audiences - magazines, blogs, e-mails, newspapers, circulars



			In pairs students are given the same writing task but each group has a different audience and/or purpose. For example, the task could be an article about the behaviour of young people, audience could be young people, middle-aged, middle class people, the local police, doctors, parents; the purpose could be to inform, to persuade or to advise.	
2	Understanding form	Students will understand the meaning of form and will have identified the main aspects of the most common forms of writing	<p>Teacher gives students examples of different forms of writing - e.g. magazine article, blog, letter</p> <p>Students are given a table with different forms and asked to describe the conventions of the different forms</p> <p>In groups students are given a selection of different forms of writing. They should identify the form and highlight examples of the conventions of the form.</p> <p>In pairs students should write for the same purpose and audience in two different forms - e.g. a newspaper account of a football match and a blog of the same match.</p>	Pages 88-91 Edexcel GCSE English and English Language Core student book. Range of texts written in different forms
3,4	Using evidence appropriately and effectively. Effective planning. Beginnings, endings and links.	<p>Students will understand different types of evidence and how to use evidence to support their argument and improve their writing. Students will have looked at a range of possible tasks.</p> <p>Students will be able to plan independently a piece of effective writing.</p> <p>Students will understand the importance of effective beginnings and endings.</p> <p>Students will understand the importance of linking paragraphs into a coherent argument.</p>	<p>(Much of this work is revision of skills learned in KS3)</p> <p>Group discussion on the meaning of evidence and the different types of evidence that can be obtained - e.g. statistics, expert opinion, research information, examples of popular role models, personal anecdote.</p> <p>In groups, students look at examples of different forms and highlight the way in which evidence is used to persuade, inform, clarify etc.</p> <p>Students discuss the importance and purpose of opening and closing sentences.</p> <p>Students examine the opening and closing sentences of the texts they have examined and discuss their effectiveness. They note any differences in terms of form.</p> <p>Students look through one text and highlight the ways in which paragraphs are linked. They map the ways in which the argument is structured.</p>	Pages 92-97 Edexcel GCSE English and English Language Core student book. Examples of writing in different forms.
5	Understanding the task and mark scheme Tackling a sample question	<p>Students will be familiar with the marking criteria and be able to apply them.</p> <p>Students will have planned a response to a sample question.</p> <p>Students will have written a complete answer within the allocated time.</p> <p>Students will have assessed their own response and that of at least one other person.</p>	<p>The teacher gives the class a sample question and mark scheme and models a way of planning an effective response. Students discuss this and ways in which they plan writing tasks.</p> <p>Students are given another sample question and plan an answer individually. They write the opening and closing sentence and outline the evidence they would offer to support their argument. They compare their work with another member of the class.</p> <p>Students assess their plans in against the marking criteria and amend as necessary. Students plan and write an answer to the sample question in 40 minutes</p>	<p>Sample writing questions and mark scheme.</p> <p>Sample question paper and marking scheme from the Edexcel getting started pack.</p>



		<p>Students will be able to set themselves a SMART target for improvement.</p>	<p>Before the teacher marks the work students work in groups to mark the work of each piece produced by the group, annotating to show how they have applied the marking criteria.</p> <p>Students work in pairs to set themselves a SMART target. This is checked by the teacher when the work is marked.</p> <p>Students could produce a 'Hot tips' guide to the question paper using Publisher or PowerPoint.</p>	
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