
GCSE English Language 2015

Component 1: Fiction and Imaginative Writing

Scheme of Work

Introduction

This Scheme of Work covers the reading and writing requirements for Paper 1, where the assessment objectives of AO1 through to AO6 are assessed.

- For Reading on Paper 1: students study selections from a range of 19th century prose fiction and develop skills to analyse and evaluate 19th-century fiction extracts. Students will respond to one unseen fiction text from the 19th century.
- For Writing on Paper 1: tasks are linked by a theme to the reading extract. Different aspects of the theme will be reflected in each task. One of the writing tasks will provide two images that students can use to help them generate ideas for their writing. Students can write a response in a variety of forms (e.g. monologue, narrative, description) that draws on just one or neither of the images.

Reading:

The initial learning sequence outlined in this Scheme of Work provides a generic framework which can be used to develop students' understanding of 19th-century fiction texts in order to be able to respond to unseen texts in the examinations. The approach places the emphasis on the students' developing their understanding of texts, enabling them to show their critical and sensitive reading of fiction and non-fiction texts and thus meet the assessment objectives AO1–AO4.

Writing:

The initial learning sequence outlined in this Scheme of Work provides a generic framework which can be used to develop students' understanding of how to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. The approach places the emphasis on the candidates' developing their own understanding of how to communicate ideas through language, form and structure, enabling them to show their ability to create accurate and effective texts and thus meet the assessment objectives AO5 and AO6.

These schemes of work can be used alongside or to complement the *Grammar for Writing* and *Let's Think in English* materials which are available on our website.

Component 1: Fiction and Imaginative Writing

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
1	Paper 1: Fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand the main ideas a writer is communicating summarise the key points of a text. 	<p>Understanding the main ideas of a text (AO1 and AO2)</p> <p>Students should be given an extract from the Anthology.</p> <p>Introduce different strategies for working out a writer's main ideas:</p> <ul style="list-style-type: none"> highlighting words in the text they do not understand and working out the meaning using the context of the extract summarising the ideas of each paragraph highlighting the key points in the text highlighting the topic sentences at the start of each paragraph as a speed reading method of grasping the main ideas in a text. <p>Model how to write a summary of the main ideas in a text. Use the strategies from the activity to summarise the main ideas from another text. Individually, students should write a sentence summarising the text as clearly as possible.</p> <p>Ask students to read three different summaries of the chosen text and decide which one is best, giving reasons.</p> <p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p>	<p>Selected extracts from both section A and section B of the Anthology.</p> <p>For example, the theme of danger could be used for fiction, focussing on extract 3 in section A from Jules Verne and the 'Danger' non-fiction extracts in section B.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Summaries of texts</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			<p>Swap summaries written individually and assess each other's work. Students could also create their own mark scheme to assess AO1 in this activity.</p>	
2	Paper 1: Fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the audience of a text • identify the purpose of a text. 	<p>Identifying audience and purpose 1 (AO1 and AO2)</p> <p>Look at a text and work with the students to underline words and phrases that might help to identify the audience.</p> <p>Ask students to define what the word 'purpose' means and then get them to consider the use of different texts that you have on display. Advertisements are also a good starting point for exploring purpose and audience.</p> <p>Work with a series of texts to consider what purpose they serve. Create two spider diagrams – one with the purpose of each text in the centre and one with the audience of each text in the centre. Around the outside, write the clues that help to identify purpose and audience.</p> <p>Encourage students to justify what purpose they select. You may wish to take two texts from the Anthology and encourage students to compare the purpose of the texts and why they have made the assumptions they have.</p> <p><i>This is an opportunity to build in AO7 – Demonstrate presentation skills in a formal setting or AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p>	<p>Extracts 1, 2, 8 and 9 from section A of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
3	Paper 1: Fiction	Students will be able to: comment on how writers make texts appropriate for their audience and purpose.	<p>Identifying audience and purpose 2 (AO1 and AO2)</p> <p>To reinforce learning from the previous session, pick a text and ask students to identify audience and purpose of the text and explain their reasons for the identification.</p> <p>Take another text and identify what the audience and purpose are. They should then write a series of sentences about language and structure that will help another student understand why they have selected the audience and purpose they have.</p> <p>Complete the sentences:</p> <ul style="list-style-type: none"> • Audience is ... • The audience is important in a text because ... • Purpose is ... • The purpose is important in a text because ... 	<p>Extracts 1, 2, 8 and 9 from section A of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
4	Paper 1: Imaginative Writing	Students will be able to: <ul style="list-style-type: none"> • generate appropriate and engaging ideas to include in writing. 	<p>Generating ideas (AO5)</p> <p>Write the terms 'subject', 'audience', 'purpose' and 'form' (SAPF) on the board. Use questioning to establish what each term means. Students should jot down a text they have read in the last 24 hours. They should identify subject, audience, purpose and form for the text.</p> <p>Take two questions from the sample examination material. Ask students to colour code using four colours the SAPF required from the question.</p> <p>With students, consider ways to generate ideas:</p> <ul style="list-style-type: none"> • Prior knowledge • Experience 	Sample Assessment Materials Paper 1

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			<ul style="list-style-type: none"> Reading about a topic (e.g. from the reading tasks) Reading done before the examination <p>Consider strategies for noting down ideas:</p> <ul style="list-style-type: none"> List Spider diagram Mind map <p>Ask students to select one sample examination task and use one strategy to jot down ideas to write about.</p>	
5	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> use stimuli to generate ideas to include in writing. 	<p>Using stimulus material to generate ideas for Imaginative Writing (AO5)</p> <p>Give students 5 minutes to describe a beach. No stimulus.</p> <p>What is a good description? Individually, students look at range of ideas and feedback. Move into groups of four. As a group decide on the 10 most important features. Some feedback and discussion on board.</p> <p><i>This is an opportunity to build in AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>Show one picture of a beach. Students orally describe this picture. Write a basic example and show the students. They give feedback on how this paragraph could be improved. Model re-drafting the process using ideas from the class on how to make the paragraph more interesting based on the picture. This is an opportunity to</p>	Stimulus material – pictures of beaches from Google images.

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			<p>assess writing against the levels-based mark scheme for AO5.</p> <p>With a critical response partner, set target for how their paragraphs could be improved and re-draft paragraph.</p> <p>Students reflect on how their paragraphs have developed since they wrote their first attempt.</p>	
6	Paper 1: Fiction	<p>Students will be able to identify what is meant by:</p> <ul style="list-style-type: none"> • voice • language choice • imagery • appeal to the senses • speech and thought • techniques for purpose e.g. persuade, inform • sentence length and variety structure. 	<p>Introduction to language features of text (AO1, AO2 and AO4)</p> <p>Use feature cards to share key terminology for the examination and techniques that may be seen in texts.</p> <p>Students should be given an extract from the text they have studied. In pairs, students colour code the features they have spotted.</p> <p>Students share their findings as a whole class.</p> <p><i>This is an opportunity to build in AO7 – Demonstrate presentation skills in a formal setting or AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></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><i>This is an opportunity to build in AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>Individually, students write a short explanation of</p>	<p>Language feature cards</p> <p>Selected extracts from the Anthology. Any extract from section A could be used.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>

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			<p>why a writer’s choice of language is important for audience and purpose. This is practise for the assessment of AO2, so students could use the levels-based mark scheme to assess their explanations. Students should also be introduced to the idea of evaluation (AO4) which is developing in this activity.</p>	
7	Paper 1: Fiction	<p>Students will be able to demonstrate their understanding of the effects the writer is hoping to achieve by use of:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • colour and contrast • description of place <p>and explain how a writer uses these to appeal to the senses.</p>	<p>Using language and structure to appeal to and influence readers (AO1 and AO2)</p> <p>Each student is given cards with SIMILE, METAPHOR or PERSONIFICATION on. Read out quotes from the text studied (extract if possible) and students hold up cards. Explore the way that literary techniques can be used in texts.</p> <p>Each student is given an extract from the Anthology to study. 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 the effect the feature has. Remind class of the senses and show whole class a range of things that appeal to the senses such as paintings, adverts, food, pottery and craft. Invite pair discussion on the nature of their appeal.</p> <p>In pairs, students choose one feature or literary image from the extract that particularly appeals to the senses and write a comment on a post-it</p>	<p>Cards, artefacts with sensual appeal. This could cover a number of sessions.</p> <p>Useful extract is extract 3 from section A of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>

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			<p>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><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations, and could be developed to include A07 – Demonstrate presentation skills in a formal setting.</i></p> <p>Individually students choose two 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. This is practise for the assessment of AO2 and AO4, so students could use the levels-based mark schemes to assess their explanations.</p>	
8	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> • create interesting and imaginative narratives. 	<p>Writing narrative (A05)</p> <p>Students discuss what they expect to see in a narrative, e.g. exciting opening, an opening setting the scene, background information on characters and scenarios, developing plot, final conclusion/resolution.</p> <p><i>This is an opportunity to build in A07 – Demonstrate presentation skills in a formal setting or A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>Give students a different sample task. They should make a list of all of the things they would have to write to make the story realistic and</p>	Sample Assessment Materials

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			<p>engaging for the reader, e.g. background, places, events, people. Each group reviews the notes made by a group and adds to them. The whole class decides on one narrative to develop and why.</p> <p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>Individually, students focus on a small event that has happened in their lives that relates to the stimulus material/question. They should make notes on:</p> <ul style="list-style-type: none"> • background the reader would need • places they would need to describe • people they would need to introduce • events they would need to describe • reactions of characters to events. <p>These notes can then be used as part of a practice task and can be assessed against the A05 levels-based mark scheme.</p>	
9	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> • create interesting and imaginative descriptions. 	<p>Descriptive writing (A05)</p> <p>Pick one of the images from the Sample Assessment Materials on Imaginative Writing. Students list as many adjectives about the image as they can in 60 seconds. Label the image with the adjectives.</p> <p>Students should then list the five adjectives that are most important for capturing a sense of the whole picture, giving reasons for their choice.</p> <p>Students should do the same with nouns and</p>	Sample Assessment Materials

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			<p>then should select a verb to create a descriptive sentence.</p> <p>Focus on the importance of being specific when appealing to the senses as this evokes strong feelings in the reader. Use a sense table to get students to note down senses evoked by the images in the stimulus material: sight, smell, taste, sound and touch. Consider what a reader would have experienced that would be similar to what students are describing. Create a simile and a metaphor using the nouns and adjectives collected.</p>	
10	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> create interesting and imaginative monologues. 	<p>Writing monologues (A05)</p> <p>Ask students to write a definition of a monologue. Share responses and clarify.</p> <p><i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>Students should answer the question 'What is the difference between a monologue and a narrative?'</p> <p>Students should consider how to get inside the head of a character, as a monologue is a 'talking head'. Students should consider what the character is like, how they behave, what their likes and dislikes are, how they speak, what they want out of life, etc. Students should pick one image of a person and make notes on these features for their chosen picture.</p> <p>Ask students to pick out words that they use that someone else doesn't, or words and phrases that certain groups of people use. Explain that</p>	<p>Selected monologue, e.g. <i>Talking Heads</i> by Alan Bennett.</p> <p>Images of people</p>

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			<p>choosing words and phrases that the character would use in their speech is the most important device for making a monologue sound like the voice of a person rather than a narrative.</p> <p>Write a paragraph from the point of view of the character in the chosen picture. The paragraphs can be assessed against the AO5 levels-based mark scheme.</p>	
11	Paper 1: Fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand how language reveals a writer’s perspective. 	<p>Using language to communicate ideas and perspectives (AO1 and AO2)</p> <p>Revise how to identify the main ideas in a text by displaying a text from an earlier session. Ask students to pick out the key points. Summarise the main message of the text in 15 words.</p> <p>Select one text from the Anthology and identify words and phrases in the text that show the writer’s perspective. Take another text on the same theme – explore the perspective communicated and compare it with the first text. Pick out words and phrases to support comments.</p> <p>Write a paragraph explaining how the language choices in the two texts differ.</p> <p>Revise the language techniques discussed in previous sessions. Discuss the effect of these techniques in the text. How do they help to communicate the writer’s ideas and perspective?</p>	<p>Extracts 1, 2, 4, 5, 9 from Section A of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
12	Paper 1: Fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> understand the impact language choice can have on the reader. 	<p>Exploring the impact of language choices (AO1 and AO2)</p> <p>Introduce students to the technical terms surrounding language by encouraging them to link them to definitions. Then, ask students to make up examples of the techniques or to look on</p>	<p>Set of cards with technical terms and their definitions</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			<p>the internet/in newspapers for quotations that use these techniques. Students could also describe an object, place or person using figurative language.</p> <p>Find a series of advertising slogans. Put the class into groups and encourage them to identify the language techniques that the writer has employed. Ask them to swap with another group and ask groups to pinpoint techniques that they didn't identify or they think the other group might have labelled incorrectly. Ask groups to swap back. Go through the slogans and ask for feedback from groups – exploring the techniques used.</p> <p><i>This is an opportunity to build in AO7 – Demonstrate presentation skills in a formal setting or AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>Select two texts on a theme from the Anthology. Encourage students to identify what techniques the writer has employed at these points. Ask them to edit one text to change the perspective of the writer.</p> <p>Hand out a newspaper article or similar text and encourage pairs to underline words or phrases that help to sum up the ideas and perspectives of the article. Then, demonstrate how to identify and comment on the language in a quotation – annotating a quotation on the board. Encourage students to work in pairs to complete the same activity.</p>	<p>Advertising slogans from newspapers/magazines/ internet</p> <p>Selected extracts from section A of the Anthology. For example, descriptions of people in extracts 2, 4, 6, 7, 8 and 9.</p> <p>Set of quotations from a newspaper article or other text for analysis.</p>

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			<p>Then, show students how to construct a paragraph on language using the quotation that you labelled earlier. In groups or pairs, ask students to construct a paragraph on language.</p> <p>Comment on group responses – showing where they would have got marks and what needs to be improved. Encourage students to improve the paragraphs they have written, using the AO2 levels-based mark scheme.</p>	<p>Exemplar paragraph demonstrating how to analyse the language in an extract.</p>
13	Paper 1: Fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> comment effectively on how language communicates ideas and perspectives. 	<p>Commenting on language choices (AO1 and AO2); linking particular features to particular text types</p> <p>Using an example of a text, select examples of language used by the writer. List the language features selected by students on the board. Ask students to comment on the impact of each feature selected. Select another text and ask students to summarise the ideas in it. Select examples from the text of language features that match their lists prepared in previous sessions.</p> <p>Identify examples of one specific technique linked to the type of text, e.g. exaggeration, and consider the impact of this technique. Remind students that this is assessed in AO2.</p>	<p>Selected extracts from section A of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
14	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> select the best ideas to write about consider how to organise these ideas into paragraphs. 	<p>Planning writing (AO5)</p> <p>Encourage students to mind map/ brainstorm/ list ideas onto a page. Encourage them to select the best ideas and list them in an order where it is easy to see how you would move between paragraphs.</p> <p><i>This is an opportunity to build in AO8 – Listen and respond appropriately to spoken</i></p>	<p>Sample Assessment Materials</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			<p>language, including to questions and feedback to presentations.</p> <p>Model to students how to use topic sentences/ questions at the end of paragraphs and key words repeated throughout the text to connect ideas. You may want to provide students with a piece of writing and ask them to colour in the different strategies that the writer uses to connect ideas in their text. You might also want to ask students to produce the plan for a professional piece of writing – to deconstruct a text to see how it might have been constructed.</p> <p>Plan a piece of writing using the Sample Assessment Material, coming up with the ideas as well. Use a different task to the one selected from the previous session. Create a paragraph plan for the writing using a frame, leaving space for ideas. Write a short advice sheet telling other students how to plan. Include information on how to produce a planning frame and how to create the best structure for different purposes.</p>	
15	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> organise ideas effectively identify how to effectively open the writing. 	<p>Creating effective openings (A05)</p> <p>Select a text and consider the opening line. Consider if it is a line that would attract attention and why or why not.</p> <p>Students should work in two groups, one to re-write the opening for a young audience, and one to re-write the opening for an older audience.</p> <p>Students should consider three openings to texts on a particular theme, and should evaluate the openings with reasons why they are or are not effective.</p>	<p>Selected extracts from section A of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>

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			<p>Students should then plan three openings to one of the tasks in the Sample Assessment Materials. They should then evaluate how effective each opening is, then choose one to open the first paragraph of their text. Students could use the levels-based mark scheme for AO4 reading. Complete the paragraph and then write the opening line of each paragraph to follow.</p>	<p>Sample Assessment Materials</p>
16	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand different types of evidence and how to use evidence to support their argument and improve their writing • plan a piece of effective writing • understand the importance of effective beginnings and endings • understand the importance of linking paragraphs into a coherent argument. 	<p>Effective planning, beginnings, endings and links (AO5)</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><i>This is an opportunity to build in AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></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. 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><i>This is an opportunity to build in AO7 – Demonstrate presentation skills in a formal setting or AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p>	<p>Selected extracts from section A of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Sample Assessment Materials</p>

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			<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>	
17	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> • make appropriate and effective vocabulary choices. 	<p>Crafting and using vocabulary for effect (AO5 and AO6)</p> <p>Select a text and examine the first sentence. Consider the audience for the text and decide whether the text sounds right for the audience, giving reasons. Identify specific words that are not appropriate for audience and suggest alternatives. Rewrite the text using words that are appropriate for the audience.</p> <p>Students are given an extract of 500 words that contains a significant passage of direct speech and a passage where one of the characters is thinking. In pairs, students identify the vocabulary used by two individual speakers. This might include dialect, accent, words that are repeated, sophistication or simplicity of vocabulary. In groups of four, students discuss how the features they have identified help the writer to create character and preserve authenticity.</p> <p><i>This is an opportunity to build in AO7 – Demonstrate presentation skills in a formal setting or AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>In pairs, students highlight vocabulary which might persuade the reader to adopt the same viewpoint as the author. These might include words spoken by a respected character, repetition, emotive vocabulary, opinion presented</p>	<p>Extracts 1, 3, 5, 7 or 9 from section A of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Sample Assessment Materials</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			as fact.	
18	Paper 1: Fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand what structural features and devices a writer can use • understand the impact of structure on the reader. 	<p>Understanding structure (AO1 and AO2)</p> <p>In pairs, students make a list of major events/ideas in the text they have studied.</p> <p>In pairs, students discuss why the writer wrote the events/ideas in the order that he/she did. They should discuss juxtaposition of ideas, contrast, irony, suspense.</p> <p><i>This is an opportunity to build in AO8 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>Students are given an extract from the Anthology. The text should be largely narrative/descriptive and include a range of examples of structural features.</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>Remind 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 two 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 structural feature has real impact – they should discuss the difference this makes to the</p>	<p>Selected extracts from section A of the Anthology. Links could also be made with the texts being studied for Literature.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Extracts from section A of the Anthology using structural features e.g. extracts 1, 3, 5 and 9.</p>

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			<p>reader’s interpretation of the text. <i>This is an opportunity to build in A08 – Listen and respond appropriately to spoken language, including to questions and feedback to presentations.</i></p> <p>In pairs, students highlight an example of a structural feature and annotate the text with a comment on its effectiveness.</p>	
19	Paper 1: Fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> comment on the way structural features are used explore the effects structural devices create. 	<p>Exploring the effects of structure (AO1, AO2 and AO4)</p> <p>Select a text from the Anthology. Ask students to list as many structural devices as they can find.</p> <p>Ask students to come up with three structural devices from the text they are able to identify and ask them to say how and why they have been used. Record these in a table.</p> <p>Write a paragraph commenting on the use of structural devices in the text, and self-evaluate these paragraphs using the AO2 levels-based mark scheme.</p> <p>Take another text and establish purpose and audience for the text. Identify the structural devices used. Discuss what structural changes could be made to the text if the purpose and audience were different, then write a commentary evaluating the text. Use the levels-based mark scheme for AO4 to assess the quality of the commentaries and identify areas to develop.</p>	<p>Selected extracts from section A of the Anthology. Also link this session with the texts being studied for Literature.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
20	Paper 1: Fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> • select appropriate examples from a text • select examples that help support a detailed response. 	<p>Selecting appropriate examples (AO1, AO2 and AO4)</p> <p>Read an extract from the Anthology and highlight words and phrases that help identify the text’s main ideas, the writer’s perspective, the audience and the purpose.</p> <p>Use the text to label features of language and structure students are able to spot.</p> <p>Build the examples labelled into a paragraph commenting on features and impact. Use the AO2 mark scheme to assess quality of comments on language and structure. Students will then move on to writing an evaluation of the extract, commenting on these using the AO4 mark scheme.</p>	<p>Selected extracts from the Anthology for Paper 1.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
21	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the range of sentence types and structures • use a variety of sentence types to create specific effects. 	<p>Crafting and using sentences for effect (AO5 and AO6)</p> <p>Identify and label different types and structures of sentences:</p> <ul style="list-style-type: none"> • Statement • Question • Exclamation • Command • Simple • Compound • Complex <p>Select a text and ask students to identify different sentence types in it. Ask students to</p>	<p>Sentence types</p> <p>Selected extracts from section A and section B of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Sample Assessment Material</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			<p>suggest how different sentence types and structures are used by the writer.</p> <p>Students should then edit a paragraph from the text to include a range of sentence types and structures not used in it.</p> <p>Ask students to consider when it might be appropriate to use incomplete sentences and what effect these might have. Consider the positives and negatives of using incomplete sentences in their work.</p>	
22	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> select a range of punctuation select punctuation to create specific effects. 	<p>Crafting and using punctuation for effect (A05 and A06)</p> <p>Give students a list of punctuation devices, e.g. question mark, exclamation mark, full stop, comma, speech marks, semicolon, colon, brackets, ellipsis, dash, etc. Ask students to come up with a sentence using each of them.</p> <p>Show students unpunctuated sentences and ask them to punctuate them correctly.</p> <p>Using a paragraph of an extract from the Anthology ask students to amend the punctuation to change the purpose of the text. For example, if it is a text intended to persuade, try changing the punctuation to explain.</p> <p>Revisit the text written for the 'effective openings' session and encourage students to use a range of punctuation devices for effect.</p>	<p>Selected extracts from section A of the Anthology.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Sample Assessment Materials</p> <p>Punctuation marks</p> <p>Unpunctuated sentences</p>
23	Paper 1: Imaginative Writing	<p>Students will be able to:</p> <ul style="list-style-type: none"> select the most appropriate language for audience and purpose 	<p>Using language effectively (A05 and A06)</p> <p>Provide students with a series of sentences. For each of these lessons on language you may want to use sentences that use a similar audience and</p>	<p>Own selection of materials to complement the themes of the Sample Assessment Materials.</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
		<ul style="list-style-type: none"> • employ vocabulary effectively • choose sentences for effect • employ punctuation effectively. 	<p>purpose but different subject to that found in the Sample Assessment Material.</p> <p>Encourage students to change the vocabulary for a different audience and purpose – they investigate the effect of including adjectives/ adverbs and the effect of changing the verb.</p> <p>Introduce students to the different punctuation available to them. Ask students to write a series of sentences using the same words but using different punctuation. Ask them to think about the effect of the different choices that they have made.</p> <p>Give students a paragraph that is written entirely in simple sentences. Encourage students to work in pairs to edit the sentences using different sentence types. Ask them to list the changes that they made to the text and ask them to consider the effect of the different choices. This is an opportunity to check work against the levels-based mark scheme for AO6.</p> <p>Ask one student to write a paragraph. Ask them to swap paragraphs with a partner and issue an editing checklist. Encourage the partner to make as many changes to the paragraph as they can. Ask students to talk through the edited paragraph with their partner explaining the effect of the changes to the language. You may wish to ask students to feedback to the class and form a checklist of effective choices on the board. Link these to the success criteria in the mark scheme for AO6.</p>	

