
GCSE English Language 2015 Fiction and Non-fiction Reading Scheme of Work

Introduction

This Scheme of Work covers the reading requirements for Papers 1 and 2, where the assessment objectives of AO1 through to AO4 are assessed.

- For Paper 1, Fiction and Imaginative Writing, students study selections from a range of 19th-century prose fiction and develop skills to analyse and evaluate 19th-century fiction extracts.
- For Paper 2, Non-fiction and Transactional Writing, students study a range of 20th and 21st century non-fiction texts (including literary non-fiction) and develop skills to analyse, evaluate and compare non-fiction extracts.

The initial learning sequence outlined in this Scheme of Work provides a generic framework which can be used to develop students' understanding of fiction and non-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.

- In Paper 1 students will respond to one text from the 19th century.
- In Paper 2 students will respond to two texts, one from the 20th century and one from the 21st century. In Paper 2 there will be a requirement to compare the texts to achieve AO3.

Each session should be replicated to cover both fiction and non-fiction.

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.

Fiction and Non-fiction Reading

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
1 and 2	Paper 1 and 2: Fiction and Non-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 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 (if fiction was used pick non-fiction this time). 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</i></p>	<p>Selected extracts from sections A and B of the Anthology.</p> <p>For example, the theme of danger could be used for Fiction, focussing on Extract 3 from Jules Verne, and the texts on the danger theme for non-fiction.</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>

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			<p>to presentations.</p> <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>	
3 and 4	Paper 1 and 2: Fiction and Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the writer’s views and perspective • understand how a writer communicates their perspective to a reader. 	<p>Understanding the writer’s ideas and perspectives (AO1 and AO2)</p> <p>In pairs, students should read two accounts of the same incident and consider:</p> <ul style="list-style-type: none"> • what happened • reasons why the two writers may have given different perspectives on the incident • reasons why the two viewpoints are necessary and why it is important to have considered them. <p>Take two texts on the same theme from the anthology and describe the perspectives presented in each, selecting detail from the texts to support ideas.</p> <p><i>This is an opportunity to build in AO7 – Demonstrate presentation skills in a formal setting.</i></p> <p>You may also choose to compare how a news item is portrayed in newspapers with differing political stances.</p> <p>Take a text from the anthology and use the reading skills learnt in the previous plan to establish the main points and perspective of the writer.</p> <p>Give students a text and ask them to bullet point the most important ideas that the writer uses.</p> <p>Give students a text and ask them to consider</p>	<p>Two accounts of an incident written by different writers, for example reports on the Presidential election win of Barack Obama for different newspapers.</p> <p>Selected extracts from section A and B of the Anthology. For example, texts on the theme of winning and losing from section B, or news articles on a current topic from different newspapers chosen by the teacher.</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>what the opposing perspective would be.</p> <p>Give students a text and ask them to select words and phrases that reveal the writer’s perspective to the reader. You might want to encourage them to focus on the adjective choice at first.</p>	
5 and 6	Paper 1 and 2: Fiction and Non-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 you 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>Selected extracts from sections A and B of the Anthology.</p> <p>To compare audience and purpose the texts Guy Claxton, the <i>Independent</i>, the <i>Sunday Times</i> and <i>New Scientist</i> in section B could be used.</p> <p>Texts 1, 2, 8 and 9 could be used from section A.</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
7 and 8	Paper 1 and 2: Fiction and Non-Fiction	Students will be able to: <ul style="list-style-type: none"> • 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 reasons. 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>Selected extracts from section A and section B of the Anthology.</p> <p>To compare audience and purpose the texts from Guy Claxton, the <i>Independent</i>, the <i>Sunday Times</i> and <i>New Scientist</i> in section B could be used.</p> <p>Texts 1, 2, 8 and 9 from section A could be used 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>
9 and 10	Paper 1 and 2: Fiction and Non-fiction	Students will be able to identify what is meant by: <ul style="list-style-type: none"> • voice • language choice • imagery • appeal to the senses • speech and thought • techniques for purpose 	<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>Language feature cards</p> <p>Selected extracts from sections A and B of the Anthology. From section A, any text could be used, and from section B,</p>

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		<p>e.g. persuade, inform</p> <ul style="list-style-type: none"> • sentence length and variety structure. 	<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.</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 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>	<p>the texts on ‘challenges’ are useful.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
11 and 12	Paper 1 and 2: Fiction and Non-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 	<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 both fiction and non-fiction texts.</p> <p>Each student is given an extract from the anthology to study. The extract should include a</p>	<p>Cards, artefacts with sensual appeal. This could cover a number of sessions.</p> <p>Useful text extracts are Text 3 from section A of the anthology and the</p>

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		<ul style="list-style-type: none"> description of place and explain how a writer uses these to appeal to the senses. 	<p>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. Invites 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 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><i>This is an opportunity to build in AO8 – Listen and respond appropriately to spoken language, including to questions and feedback, and could be developed to include AO7 – 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>	<p>Tony Blair text, the Bill Bryson text, the extract from the <i>Tatler</i> and the extract from Joe Simpson from 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>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
13 and 14	Paper 1 and 2: Fiction and Non-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>Useful text extracts are Texts 1, 2, 4, 5, 9 from section A of the anthology and from section B, the Kurt Vonnegut text, the extract from the <i>Guardian</i>, the texts on winning and losing or the <i>Independent</i> text.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
15 and 16	Paper 1 and 2: Fiction and Non-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 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</p>	<p>Selected extracts from the Anthology for both section A and section B.</p> <p>For example, descriptions of people are seen in section A texts 2, 4, 6, 7, 8 and 9. For section B, the Tony Blair text, the Bill Bryson text, the</p>

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			<p>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>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 them to improve the paragraphs they have written, using the AO2</p>	<p>extract from the <i>Tatler</i> or the Joe Simpson texts describe places.</p> <p>Set of cards with technical terms and their definitions</p> <p>Set of quotations from a newspaper article or other text for analysis</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>Exemplar paragraph demonstrating how to analyse the language in an extract</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			levels-based mark scheme.	
17 and 18	Paper 1 and 2: Fiction and Non-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.</p> <p>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 (i.e. literary technique if it is a fiction text), e.g. exaggeration, and consider the impact of this technique. Remind students that this is assessed in AO2.</p>	<p>Selected extracts from Anthology for both section A and section B. For example, descriptions of people are seen in section A Texts 2, 4, 6, 7, 8 and 9. For section B, the Tony Blair text, the Bill Bryson text, the extract from the <i>Tatler</i>, the Brian Keenan or the Joe Simpson texts describe places.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p>
19 and 20	Paper 1 and 2: Fiction and Non-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</i></p>	<p>Selected extracts from the Anthology for both Paper 1 and Paper 2. Link this session with the texts being studied for Literature.</p> <p>Alternatively, use</p>

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			<p>language, including to questions and feedback to presentations.</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 reader’s interpretation of the text.</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>In pairs, students highlight an example of a structural feature and annotate the text with a comment on its effectiveness.</p>	<p>materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Extracts using structural features are Texts 1, 3, 5 and 9 from section A of the Anthology.</p> <p>The Tony Blair text, the <i>Independent</i> text, the Roy Lilley text or the texts on ‘Tradition’ from section B of the Anthology also use structural features.</p>
21 and 22	Paper 1 and 2: Fiction and Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> comment on the way structural features are 	<p>Exploring the effects of structure (A01, A02 and A04)</p> <p>Select a text from the Anthology. Ask students to</p>	<p>Selected extracts from the Anthology for both</p>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
		<p>used</p> <ul style="list-style-type: none"> • explore the effects structural devices create. 	<p>list as many structural devices 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>section A and section B. 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>
23 and 24	Paper 1 and 2: Fiction and Non-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 both section A and 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>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
25	Paper 2 Non-fiction	Students will be able to: <ul style="list-style-type: none"> • use vocabulary that will help them compare • make appropriate comparisons between writers’ use of presentation and language • evaluate the effectiveness of a text. 	<p>Comparing how writers use language and structure (AO1, AO2, AO3 and AO4)</p> <p>Using two texts from the Anthology ask students to comment on the audience for each of the texts. Ask students to select examples from the two texts to support their point of view about who the audience is.</p> <p>Using another text create a three column table with the headings ‘Example’, ‘Language/structure’ and ‘Effectiveness’ . List at least four examples and identify the feature used and how effective it is. Do this for another related text and then craft the two tables into a longer evaluative response. Use the AO3 and AO4 mark schemes to assess the responses and identify areas for development.</p>	<p>All groups of texts from 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>
26	Paper 2 Non-fiction	Students will be able to: <ul style="list-style-type: none"> • use vocabulary that will help them compare • make appropriate comparisons between writers’ views and perspectives • evaluate the effectiveness of a text. 	<p>Comparing writers’ ideas and perspectives (AO1, AO2, AO3 and AO4)</p> <p>Using two texts from the Anthology ask students to comment on the purpose for each of the texts. Ask students to select examples from the two texts to support their point of view about what the purpose is.</p> <p>Using another text create a three column table with the headings ‘Example’, ‘Perspective’ and ‘Effectiveness’ . List at least four examples and identify the perspective it gives and how effective it is. Do this for another related text and then craft the two tables into a longer evaluative response. Use the AO3 and AO4 mark schemes to assess the responses and identify areas for</p>	<p>All groups of texts from 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>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			development.	
27	Paper 2 Non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore similarities and differences between texts • structure a comparison between texts • construct a paragraph in response to text • construct a whole response to two texts. 	<p>Creating a comparative, evaluative response (AO1, AO2, AO3 and AO4)</p> <p>Draw a table with three columns and four rows. The column headings should contain the name of two texts that you would like the students to compare. The row headings should include language and structure. Encourage students to explore two texts, completing the table with specific examples of the use of language and structure.</p> <p>List a series of discourse markers/ connectives on the board, such as: however, also, similarly, in contrast, yet, whereas, both, on the other in hand ... Ask students to look at the row from their table that focuses on image in the two texts they have explored. Ask them to orally explain what they discovered about the use of image in the texts using the discourse markers/ connectives on the board. It is a good idea to allow student to rehearse this in pairs and then to a group before asking them to share it with the rest of the 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>Model how these discourse markers/ connectives can be used to help write up a paragraph on the use of images in the texts.</p> <p>Encourage students to complete a paragraph on</p>	<p>All groups of texts from 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>

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
			the use of presentation in the two texts you are practising with.	
28	Paper 1 and 2: Fiction and Non-fiction	Students will be able to: <ul style="list-style-type: none"> • complete a timed fiction response • complete a timed non-fiction response. 	Practice examination in timed conditions (AO1, AO2, AO3 and AO4)	Sample Assessment Materials