

# GCSE English Language Fast Track One Year Planner – Option 1

Paper 1 is 40% of the marks; paper 2 is higher at 60%. This route suggests starting with the smaller paper as an introduction to the AOs and key skills in order to build the confidence/expertise needed to approach the larger paper.

	First half-term	Second half-term	Spoken Language
Autumn term	<p><b>Paper 1 Reading – 19th-century fiction</b></p> <ul style="list-style-type: none"> <li>• Reading skills – 19th-century fiction extracts.</li> <li>• Introduce via spoken language presentations.</li> <li>• Develop terminology to cover 19th-century language styles for AO2.</li> <li>• Develop inference and quotation skills for AO3.</li> <li>• Model formal critical style for exam responses.</li> </ul> <p><b>Writing skills (suggest one lesson a week), AO6 skills</b></p> <p>Lessons to revise use of:</p> <ul style="list-style-type: none"> <li>• variety of sentence structures</li> <li>• variety of punctuation</li> <li>• advanced vocabulary – encourage ‘mining’ of reading material</li> <li>• proof reading of work</li> </ul>	<p><b>Paper 1 Writing – imaginative</b></p> <p><b>Writing skills – focus on imaginative writing</b></p> <p>Develop confidence/skills in:</p> <ul style="list-style-type: none"> <li>• generation of ideas from a variety of stimuli</li> <li>• organisation – connectives and paragraphing</li> <li>• varieties of tone, style and register.</li> </ul> <p>Introduce variety of narrative rhetorical devices – make links to those covered in Autumn 1 reading unit.</p> <p>Develop and practise AO6 skills and explain importance of this AO (20% of GCSE)</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 leaning skills that will be vital for later exam revision.</i></p>

	First half-term	Second half-term	Spoken Language
Spring term	<p><b>Paper 2 Reading – 20th/21st-century non-fiction and literary non-fiction</b></p> <p><b>Reading skills AO1, AO2 and AO4</b></p> <ul style="list-style-type: none"> <li>• Use wide range of non-fiction and literary non-fiction extracts to develop confidence in approaching unfamiliar material.</li> <li>• Develop key terminology via extracts and develop repertoire of terms to use when analysing L/F/S (make links to rhetorical devices learned in previous writing unit).</li> <li>• Further develop inference and quotation skills.</li> <li>• Further develop critical register for exam responses.</li> </ul>	<p><b>Paper 2 Writing – Transactional writing</b></p> <p><b>Writing skills</b> – focus on transactional writing. Build on AO5 skills:</p> <ul style="list-style-type: none"> <li>• Use of correct tone/style for wide variety of forms, audiences and purposes.</li> <li>• Organisation – use of a wide variety of connectives and paragraphing styles.</li> <li>• Generation of ideas from a variety of stimuli</li> <li>• Add to repertoire of rhetorical devices.</li> <li>• Develop AO6 skills and add to vocabulary bank.</li> </ul> <p><b>Mock exam during this half-term</b></p>	<p>Continue to use Spoken Language as means of developing independent study skills. Students could research and present on non-fiction topics by their own extracts.</p>

	First half-term	Second half-term	Spoken Language
<p><b>Summer term</b></p>	<p><b>Revision – Comparison and writing from reading</b></p> <p>Use timed activities to build exam skills and confidence.</p> <p><b>Reading skills – non-fiction with AO3 focus</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Model ‘critical style’ and develop phrase bank for exam answers.</li> </ul> <p><b>Writing skills</b> – run alongside reading lessons to use reading material theme as stimuli for short writing activities to build confidence in:</p> <ul style="list-style-type: none"> <li>• development of ideas</li> <li>• use of rhetorical devices</li> <li>• variety of sentence structures</li> <li>• variety of punctuation</li> <li>• use of advanced vocabulary – encourage ‘mining’ of reading material.</li> </ul>	<p><b>Final revision and exam</b></p>	<p>Final assessments for Spoken Language certification if not already covered</p>

## Assessment Objectives for GCSE English Language

Reading – 50%	
<b>AO1</b> 5–10%	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>
<b>AO2</b> 10–20%	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
<b>AO3</b> 5–10%	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
<b>AO4</b> 10–20%	Evaluate texts critically and support this with appropriate textual references
Writing – 50%	
<b>AO5</b> 30%	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>
<b>AO6</b> 20%	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Spoken Language – separate endorsement	
<b>AO7</b>	Demonstrate presentation skills in a formal setting
<b>AO8</b>	Listen and respond appropriately to spoken language, including to questions and feedback to presentations
<b>AO9</b>	Use spoken Standard English effectively in speeches and presentations