

GCSE English Language

Fast Track One Year Planner Option 2

	First half-term	Second half-term	Spoken Language
Autumn term	<p>Reading skills AO1, AO2 and AO4</p> <ul style="list-style-type: none"> Use wide range of extracts to develop confidence in approaching unfamiliar material. Develop inference and quotation skills. Develop key terminology via extracts and begin to create repertoire of terms to use when analysing L/F/S. Model formal critical register for exam answers. <p>Writing skills (suggest one lesson a week) AO6 skills</p> <p>Lessons to revise use of:</p> <ul style="list-style-type: none"> variety of sentence structures variety of punctuation advanced vocabulary – encourage ‘mining’ of reading material proof reading of work. 	<p>Writing skills AO5</p> <p>Develop confidence/skills in:</p> <ul style="list-style-type: none"> generation of ideas from a variety of stimuli organisation – connectives and paragraphing varieties of tone, style and register. <p>Introduce variety of rhetorical devices – make links to those covered in Autumn 1 reading unit.</p> <p>Writing skills AO6</p> <ul style="list-style-type: none"> Develop and practise AO6 skills and explain importance of this AO (20% of GCSE) 	<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>
Spring term	<p>Reading skills AO1, AO2 and AO4, introduce AO3</p> <ul style="list-style-type: none"> Use wide range of non-fiction extracts to develop confidence in approaching unfamiliar material. 	<p>Writing skills – build on AO5/AO6 skills and introduce timed activities</p> <ul style="list-style-type: none"> Use of correct tone/style for wide variety of forms, audiences and purposes. Organisation – use of a wide variety of 	<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</p>

	First half-term	Second half-term	Spoken Language
	<ul style="list-style-type: none"> • Introduce comparison skills. • Develop key terminology via extracts and add to repertoire of terms to use when analysing L/F/S (make links to rhetorical devices used in previous writing unit). • Further develop inference and quotation skills. • Further develop critical register for exam responses 	<p>connectives and paragraphing styles.</p> <ul style="list-style-type: none"> • Generation of ideas from a variety of stimuli • Add to repertoire of rhetorical devices. • Develop AO6 skills and add to vocabulary bank. 	<p>extracts.</p>

	First half-term	Second half-term	Spoken Language
Summer term	<p>Revision – comparison [AO3] and writing from reading</p> <ul style="list-style-type: none"> • Overall focus on exam timings <p>Reading skills – variety of fiction and non-fiction</p> <ul style="list-style-type: none"> • Use wide variety of forms and audiences. • Encourage students to find own extracts and prepare questions for class. • Revise and develop key terminology bank for AO2. • Model ‘critical style’ and develop phrase bank for exam answers. <p>Writing skills</p> <p>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"> • development of ideas • use of rhetorical devices and appropriate styles • variety of sentence structures • variety of punctuation • use of advanced vocabulary – encourage ‘mining’ of reading material. 	<p>Final revision and exam</p>	<p>Final assessments for Spoken Language certification if not already covered.</p>

Assessment Objectives for GCSE English Language

Reading – 50%	
AO1 5–10%	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts
AO2 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
AO3 5–10%	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
AO4 10–20%	Evaluate texts critically and support this with appropriate textual references
Writing – 50%	
AO5 30%	<ul style="list-style-type: none"> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
AO6 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	
AO7	Demonstrate presentation skills in a formal setting
AO8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations
AO9	Use spoken Standard English effectively in speeches and presentations