GCSE English Language and GCSE English Literature Two Year Planner – Option 1

Planner at a glance

This course planner assumes an equal split between literature and language teaching each week [i.e. two lessons on each per week].

		English Language	English Literature
Autumn	Y10	Transactional Writing Unseen reading (non-fiction and Literary non-fiction)	Introduction to English Literature – Shakespeare
Spring	Y10	Non-fiction and literary non-fiction text comparison Introduction to exam paper format/ mock questions	Post-1914 text Introduce 19th-century novel
Summer	Y10	19th-century unseen fiction reading Imaginative writing	19th-century novel Anthology poetry
Autumn	Y11	Reading unseen non-fiction texts Writing skills	Anthology poetry and unseen poetry (focus on comparison) Revisit Shakespeare text
Spring	Y11	Language paper 1 and Paper 2 practice exam questions	Literature paper 1 and paper 2 practice exam questions
Summer	Y11	Revision	Revision

Year 10

Year 10	Language	Literature	Spoken Language
Autumn 1	**Introduction to Language AOs** **Writing skills** – focus on transactional writing. Develop confidence/skills in: ● forms, audience and purpose ● organisation – connectives and paragraphing ● generation of ideas from a variety of stimuli ● use of variety of rhetorical devices. Introduce AO6 and explain importance of vocabulary, spelling, punctuation and grammar across both GCSEs (AO4 for Literature)	**Introduction to Literature AOs** ● Use short extracts from all literature texts, including poetry. ● Develop knowledge of narrative styles/genres. ● Develop inference and quotation skills. **Shakespeare play – introduction** ● Cover plot/characters/theme through engaging activities, introduce on AO3 (context). ● Read selected key scenes with a focus on AO1 and AO2. ● Trace themes through play as early preparation for own extract style questions.	*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.* Literature introduction could be used as means of building presentation confidence and introducing Spoken Language AOs.
Autumn 2	**Reading skills AO1, AO2 and AO4** ● Use wide range of extracts both fiction and non-fiction to develop confidence in approaching unfamiliar material. ● Introduce 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). ● Make links between language analysis across GCSE English Language and GCSE English Literature (AO2).	**Shakespeare play – skills** ● Begin to focus on AO2 and building quotation/explanation skills. ● Introduce key AO2 terminology and develop repertoire of terms to use when analysing language, form and structure. ● Assess using exam style questions on one key scene.	

Year 10	Language	Literature	Spoken Language
Spring 1	**Reading skills AO3 focus** ● Introduce 'writer's perspective' as key term ● Introduce comparison as specific skill and begin with audience and form, then perspective, then build up to aspects of F/S/L. ● Use short paragraphs, then longer extracts to build confidence.	**Post-1914 text** ● Introduce post-1914 literature via genre/major authors. ● Read whole text and focus on key chapter/acts. ● Introduce and focus on Literature AO3 and AO4.	
Spring 2	**Mock exam – Paper 2 preparation** ● Introduce exam paper format. ● Timed exercises to develop exam confidence.	**Post-1914 text – skills** ● Focus on AO1 via essay skills, particularly the use of formal register to develop a 'critical style'. ● Assess using essay from selection of sample exam questions. **19th-century novel** ● Introduce the novel via genre/major authors, etc. ● Read whole text and focus on key extracts/themes/characters in relation to AO1 and AO2.	
Summer 1	**Reading skills – 19th-century fiction extracts** ● Introduce via spoken language presentations. ● Develop terminology to cover 19th-century language styles. ● Build on formal register from Lit in Spring 2 to develop AO4 skills.	**19th-century novel** ● Continue to develop 'critical style'. ● Make link with Language GCSE AO2 reading unseen 19th-century fiction extracts.	

Year 10	Language	Literature	Spoken Language
Summer 2	**Writing skills – imaginative writing** ● Focus on generation and organisation of ideas. ● Use GCSE Language anthology for examples of imaginative writing.	**Introduction to Poetry** ● Introduce poetry anthology. ● Develop analytical terminology for AO2. ● Once students are confident with AO2 terminology, begin to introduce comparison and how the writer's use different terminology.	

Year 11

Year 11	Language	Literature	Spoken Language
Autumn 1	**Reading skills – non-fiction with AO3 focus** ● 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. ● Develop comparison and synthesis skills using appropriate terminology **Writing skills** Run alongside reading lessons to use reading material theme as stimuli for short writing activities to build confidence in:	**Introduction to Year 11** ● Revision of AOs/texts via short quiz type activities and introduce exam paper format. **Poetry – finish anthology and prepare for the unseen using contemporary poems from the other collections** ● Develop exam technique for approaching unseen poetry to cover all aspects of L/F/S. ● Introduce large variety of poetic styles/genres/forms to build confidence. ● Develop comparison skills using appropriate terminology.	Continue to use Spoken Language as means of developing independent study skills. Students could research and present on aspects of poetry through the ages or aspects of rhetoric via famous speeches/orators.
Autumn 2	● development of ideas ● use of rhetorical devices ● variety of sentence structures ● variety of punctuation ● use of advanced vocabulary – encourage 'mining' of reading material.	**Shakespeare** revisited ● Revisit key extracts with a focus on AO2. ● Introduce activities to revise skill at tracing development of characters/themes across whole play and secure AO3 context. ● Model 'critical style' and develop phrase bank for exam answers.	
Spring 1	**Language paper 1** ● Revision of 19th-century style fiction extracts. ● Revise and develop key terminology suitable for 19th-century texts. ● Begin to answer under timed conditions.	**Literature paper 1** ● Revise post-1914 text and 'critical' style for essay answers. ● Focus on exam timings.	

Year 11	Language	Literature	Spoken Language
Spring 2	**Language paper 2** ● Reading focus on comparison skills. ● Writing focus on writing developed and coherent finished pieces under timed conditions.	**Literature paper 2** ● Focus on exam timings. ● Revise 19th-century text. ● Poetry focus on unseen and comparison skills.	Final assessments for Spoken Language certification if not already covered
Summer 1	**Revision – focus on timings and exam paper**	**Revision – focus on timings and exam paper, closed book style**	

Assessment Objectives for GCSE English Language

	Reading – 50%
AO1 5–10%	• 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%	• 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

Assessment Objectives for GCSE English Literature

AO1	Read, understand and respond to texts: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
AO3	Show understanding of the relationship between texts and the contexts in which they were written
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation