
GCSE English Language and GCSE English Literature Two Year Planner – Option 3

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

Planner at a glance

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

Year 10

Year 10	Language	Literature	Spoken Language
Autumn 1	<p>Writing – AO5 focus on transactional writing. Develop confidence/skills in:</p> <ul style="list-style-type: none"> • Forms, audience and purpose. • Organisation – connectives and paragraphing. • Generation of ideas from a variety of stimuli. • Introduce variety of rhetorical devices. 	<p>Post-1914 text – AO1, AO3 and AO4</p> <ul style="list-style-type: none"> • Introduce Post-1914 literature via genre/major authors/contexts (could combine with Spoken Language unit). • Read key chapters and use character/theme timelines to trace key narrative developments. • Introduce and focus on Literature AO3 (context) • Focus on AO1 via essay skills, particularly the use of formal register to develop a 'critical style'. • Make links to Language when introducing AO4. • Assess using essay from selection of sample exam questions. 	<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>
Autumn 2	<p>Writing – AO6 focus</p> <ul style="list-style-type: none"> • Introduce AO6 and stress importance across both GCSEs. • Start student vocabulary banks, introduce new advanced vocabulary at every opportunity. • Revise all sentence structures and use of advanced punctuation. • Use/model/parody variety of contemporary writing styles as transition to reading unit in Spring. 		

Year 10	Language	Literature	Spoken Language
Spring 1	<p>Reading – AO1, AO2 and AO4</p> <ul style="list-style-type: none"> • Introduce AOs via wide range of 20/21st-century non-fiction texts. • Use wide range of extracts to develop confidence in approaching unfamiliar material. • Develop inference and quotation skills. • 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 Literature and Language AO2. 	<p>Shakespeare play – AO1, AO2 and AO3</p> <ul style="list-style-type: none"> • Cover plot/characters/theme through engaging activities, focus on AO3. • Read selected key scenes with a focus on AO1. • Trace themes through play as early preparation for own extract style questions. • Begin to focus on AO2 and building quotation/explanation skills. • Introduce key AO2 terminology and develop repertoire of terms to use when analysing L/F/S (make link to Language AO2). 	
Spring 2	<p>Revision/prep – mock exam – Paper 2</p> <p>(leave out comparison element if students unprepared for AO3)</p>	<ul style="list-style-type: none"> • Assess using exam style questions on one key scene. 	
Summer 1	<p>Reading – AO2 focus, 19th-century fiction texts</p> <ul style="list-style-type: none"> • Introduce via spoken language presentations. • Develop terminology to cover 19th-century language styles. • Build on formal register from Literature to develop AO4 skills. 	<p>19th-century text – AO1 and AO2</p> <ul style="list-style-type: none"> • Continue to develop ‘critical style’. • Make link with Language GCSE skills/AOs; synthesise teaching across three areas if appropriate. • Develop repertoire of key terminology for AO2 analysis. 	

Year 10	Language	Literature	Spoken Language
Summer 2	<p>Writing – AO5 and 6, imaginative focus</p> <ul style="list-style-type: none"> • Focus on generation and organisation of ideas. • Use poetry as stimulus, along with images. 	<p>Poetry anthology – AO2 (if 19th-century text covered)</p> <ul style="list-style-type: none"> • Introduce key poetry terminology. • Develop analytical terminology for AO2. • Once students are confident with AO2 terminology, treat poems as ‘unseen’. 	

Year 11

Year 11	Language	Literature	Spoken Language
Autumn 1	<p>Reading – AO3 focus</p> <ul style="list-style-type: none"> • 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. 	<p>Poetry unseen and anthology – AO1/2/3 with comparison focus (complete anthology if not covered in year 10 and use other collections for unseen preparation)</p> <ul style="list-style-type: none"> • 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. 	
Autumn 2			
Spring 1	<p>Reading into writing – bring the AOs together</p> <ul style="list-style-type: none"> • Use weekly themes to encourage student use of reading material as stimuli for writing, use wide variety of 	<p>Shakespeare and post-1914 – exam skills</p> <p>Introduce exam papers and focus on timings.</p>	<p>Final assessment for Spoken Language certificate – use as opportunity to encourage students to become experts in Literature/Language exam areas, or give them areas of exam papers to teach/present to class.</p>

Year 11	Language	Literature	Spoken Language
Spring 2	<p>forms and audiences.</p> <ul style="list-style-type: none"> ● Encourage students to find own extracts and prepare questions for class. ● Revise and develop key terminology bank for AO2 – use for both reading and writing. ● Model ‘critical style’ and develop phrase bank for exam answers. ● Revise and refine AO6 skills/vocabulary bank. ● Encourage ‘mining’ of reading material for writing styles/vocabulary/rhetorical devices/ideas. 	<p>19th-century and poetry – exam skills</p> <p>Introduce exam papers and focus on timings.</p>	
Summer 1	<p>Revision – focus on timings and exam paper, ensure students are aware of weightings of papers/questions/AOs.</p>	<p>Revision – focus on timings and exam paper, closed book style.</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

Assessment Objectives for GCSE English Literature

AO1	Read, understand and respond to texts <ul style="list-style-type: none">• 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