

GCSE English language Fast Track Planner for FE 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

Autumn Term	First half Term - Session 1 of week	Session 2 of week	Spoken language	Suggested work to complete outside the session
	<p>Paper 1 Reading – 19th-century fiction Reading themes are suggestions only and others can be substituted.</p>			
	<ul style="list-style-type: none"> • Develop terminology to cover 19th-century language styles for AO2. • Develop awareness of background information regarding the 19th century e.g.-Political,-Gender awareness,-Social-economic • Reading skills – 19th-century fiction extracts with tragedy theme • Reading skills – 19th-century fiction extracts with horror theme • Reading skills – 19th-century fiction extracts with drama theme • Reading skills – 19th-century fiction extracts with mystery theme 	<ul style="list-style-type: none"> • Reading skills – 19th-century fiction extracts with adventure theme • Reading skills – 19th-century fiction extracts with science fiction theme • Reading skills – 19th-century fiction extracts with historical theme • Develop inference and quotation skills for A03 • Sentence structure, commas and apostrophes-importance when answering reading questions • Introduce spoken language presentations. • Exam practice 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>	<ul style="list-style-type: none"> • Vocabulary and terminology linked to 19th century • Additional themed reading tasks as appropriate • Punctuation practice especially sentence structure • Preparation for spoken language presentation • Exam practice questions

	<p>Writing skills (suggest covered in all sessions during week), AO6 skills to revise use of:</p> <ul style="list-style-type: none"> • advanced vocabulary – encourage ‘mining’ of reading material • model formal critical style for exam responses • variety of punctuation • proof reading of work 			
Autumn Term	Second half Term - Session 1 of week	Session 2 of week	Spoken language	Suggested work to complete outside the session
	<p>Paper 1 Writing – imaginative Writing skills – focus on imaginative writing Writing themes are suggestions only and others can be substituted Develop and practise AO6 skills and explain importance of this AO (20% of GCSE) At end of half term teaching sessions, introduce practice exam questions.</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>	<ul style="list-style-type: none"> • Punctuation practice • Extension of vocabulary • Completion of writing tasks not finished in session. • Additional writing tasks as appropriate
	<ul style="list-style-type: none"> • Develop varieties of tone, style and register • Creative writing task linked to 19th-century fiction extracts with coming of age theme • Creative writing task linked to 19th-century fiction extracts with science fiction theme • Creative writing task linked to 19th-century fiction extracts with horror theme • Creative writing task linked to 19th-century fiction extracts with historical theme 	<ul style="list-style-type: none"> • Creative writing task linked to 19th-century fiction extracts with adventure theme • Creative writing task linked to 19th-century fiction extracts with drama theme • Sentence structure, commas and apostrophes-importance when answering reading questions • Organisation – connectives and paragraphing • Introduce variety of narrative rhetorical devices – make links to those covered in Autumn 1 reading unit. 		

	<p>Writing skills suggest covered in all sessions during week Develop and practise AO6 skills and explain importance of this AO (20% of GCSE)</p> <ul style="list-style-type: none"> • Develop confidence/skills to generate ideas from a variety of stimuli • revise use of: advanced vocabulary – encourage ‘mining’ of reading material model formal critical style for exam responses variety of punctuation proof reading of work 			
Spring Term	First half Term - Session 1 of week	Session 2 of week	Spoken language	Suggested work to complete outside the session
	<p>Paper 2 Reading – 20th/21st-century non-fiction and literary non-fiction Reading skills AO1, AO2 and AO4</p> <ul style="list-style-type: none"> • Reading themes are suggestions only and others can be substituted (Use wide range of non-fiction and literary non-fiction extracts to develop confidence in approaching unfamiliar material) <p>At end of half term teaching sessions, introduce practice exam questions</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>	<ul style="list-style-type: none"> • Vocabulary and terminology linked to 20th/21st century • Additional themed reading tasks as appropriate • Punctuation practice Exam practice questions
	<p>Compare and contrast 20th and 21st texts in each session</p> <ul style="list-style-type: none"> • Reading skills – 20th and 21st century fiction non-fiction extracts with learning theme • Reading skills – 20th and 21st century fiction non-fiction extracts with exotic travel theme • Reading skills – 20th and 21st century fiction non-fiction extracts with imprisonment theme 	<p>Compare and contrast 20th and 21st texts in each session</p> <ul style="list-style-type: none"> • Reading skills – 21st and 21st century fiction non-fiction extracts with winning and losing theme • Reading skills – 21st and 21st century fiction non-fiction extracts with danger theme • Reading skills – 20th and 21st century fiction non-fiction extracts with the brain theme • Reading skills – 20th and 21st century fiction non-fiction extracts with tradition theme 		

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	<ul style="list-style-type: none"> • Reading skills – 20th and 21st century fiction non-fiction extracts with challenge theme • 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). • Develop critical register for exam responses. 	<ul style="list-style-type: none"> • Develop inference and quotation skills. • Punctuation Sentence structure, commas and apostrophes- importance when answering reading questions 		
	<p>Writing skills (suggested to be covered in all sessions during week), AO6 skills to revise use of:</p> <ul style="list-style-type: none"> • advanced vocabulary – encourage ‘mining’ of reading material • model formal critical style for exam responses • variety of punctuation • proof reading of work 			
Spring Term	Second half Term Session 1 of week	Session 2 of week	Spoken Language	Suggested work to complete outside the session
	<p>Paper 2 Writing – Transactional writing Writing skills – focus on transactional writing. Build on AO5 skills: At end of half term teaching sessions, introduce practice exam questions</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>	<ul style="list-style-type: none"> • Exam practice questions • Individual tasks as appropriate
	<ul style="list-style-type: none"> • Identify types of transactional writing • Punctuation – use of a wide variety of connectives and paragraphing styles. Revise sentence structure, commas and apostrophes 	<ul style="list-style-type: none"> • Develop different styles and tones of transitional writing including formal and informal that are suitable for purpose • Develop advanced vocabulary – encourage ‘mining’ of reading material connected to 20th and 21st century non-fiction extracts 		

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	<ul style="list-style-type: none"> • Transactional writing tasks linked to letters and memos • Transactional writing tasks linked to leaflets/pamphlets 	<ul style="list-style-type: none"> • Transactional writing tasks linked to reports • Transactional writing tasks linked to articles 		
	<p>Writing skills (suggested to be covered in all sessions during week) Use of correct tone/style for wide variety of forms, audiences and purposes. Organisation – use of a wide variety of connectives and paragraphing styles. Generation of ideas from a variety of stimuli Add to repertoire of rhetorical devices. Develop AO6 skills and add to vocabulary bank. Mock exam during this half-term</p>			
Summer Term	First half Term - Session 1 of week	Session 2 of week	Spoken language	Suggested work to complete outside the session
	<p>Revision – Comparison and writing from reading Use timed activities to build exam skills and confidence. Reading skills – non-fiction with AO3 focus Writing skills – run alongside reading lessons to use reading material theme as stimuli for short writing activities to build confidence in: Introduce practice exam questions during each session</p>		<p>Final assessments for Spoken Language certification if not already covered</p>	<ul style="list-style-type: none"> • Exam practice questions • Individual tasks as appropriate
	<ul style="list-style-type: none"> • Encourage students to find own extracts and prepare questions for class. • Revision of Reading skills – 19th-century fiction extracts 	<ul style="list-style-type: none"> • Model ‘critical style’ and develop phrase bank for exam answers. • Revision of Writing skills linked to 19th-century fiction extracts • Revision of Writing skills linked to 20th-century non-fiction extracts 		

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	<ul style="list-style-type: none"> • Revision of Reading skills – 20th-century non-fiction extracts • Revision of Reading skills – 21th-century non-fiction extracts 	<ul style="list-style-type: none"> • Revision of Writing skills linked to 21th-century non-fiction extracts 		
	<p>Skills (suggested to be covered in all sessions during week) Use wide variety of forms and audiences. Revise and develop key terminology bank for AO2. development of ideas use of rhetorical devices variety of sentence structures variety of punctuation Use of advanced vocabulary – encourage ‘mining’ of reading material.</p>			
Summer Term	Second half Term - Session 1 of week	Session 2 of week	Spoken language	Suggested work to complete outside the session
	Final revision and exam	Final revision and exam		

Assessment Objectives for GCSE English Language

Reading – 50%	
A01 5–10%	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts
A02 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
A03 5–10%	Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts
A04 10–20%	Evaluate texts critically and support this with appropriate textual references

Writing – 50%	
A05 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
A06 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	
A07	Demonstrate presentation skills in a formal setting
A08	Listen and respond appropriately to spoken language, including to questions and feedback to presentations
A09	Use spoken Standard English effectively in speeches and presentations