

GCSE English language Fast Track Planner for FE Option 2

Autumn Term	First half Term - Session 1 of week	Session 2 of week	Spoken language	Suggested work to complete outside the session
	<p>Reading Skills A01,A02,A04 Introduce reading questions from paper 1 and paper 2</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"> • Vocabulary and terminology • Additional themed reading tasks as appropriate • Punctuation practice especially sentence structure • Preparation for spoken language presentation
	<ul style="list-style-type: none"> • Develop key terminology via extracts and begin to create repertoire of terms to use when analysing. • Use wide range of extracts over several sessions to develop confidence in approaching unfamiliar material. • Develop inference and quotation skills. • Explore different formats and styles 	<ul style="list-style-type: none"> • Use wide range of extracts over several sessions to develop confidence in approaching unfamiliar material. • Extend vocabulary • Model formal critical register for exam answers. • Develop punctuation especially sentence structure 		

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	<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 Punctuation Sentence structure, commas and apostrophes-importance when answering reading questions 			
Autumn Term	Second half Term - Session 1 of week	Session 2 of week	Spoken language	Suggested work to complete outside the session
	<p>Writing Skills A05 and A06 Writing themes are suggestions only and others can be substituted Develop and practise AO6 skills and explain importance of this AO (20% of GCSE) Introduce writing questions from paper 1 and paper 2</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 Practice creative writing over several sessions from a variety of stimuli e.g. Fiction, non-fiction, Students own experiences, video and audio clips Introduce variety of narrative rhetorical devices – make links to those covered in Autumn 1 reading unit 	<ul style="list-style-type: none"> Practice creative writing over several sessions from a variety of stimuli e.g. articles, reports Sentence structure, commas and apostrophes-importance when answering reading questions Organisation – connectives and paragraphing 		

	<p>Writing skills suggest covered in all sessions during week Develop and practise A06 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>Reading skills A01, A02 and A04 Introduce A03</p> <ul style="list-style-type: none"> • Use a wide range of extracts to develop confidence in approaching unfamiliar material <p>Introduce reading questions from paper 1 and paper 2</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

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	<ul style="list-style-type: none"> • Introduce comparison skills. • Use wide range of extracts over several sessions to develop confidence in approaching unfamiliar material. These could include articles and reports, letters, leaflets and non-fiction texts as appropriate • Further develop inference and quotation skills. 	<ul style="list-style-type: none"> • 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). • Use wide range of extracts over several sessions to develop confidence in approaching unfamiliar material. These could include all appropriate non fiction extracts • Further develop critical register for exam responses 		<ul style="list-style-type: none"> • Additional reading tasks as appropriate • Punctuation practice • Practice questions including critical register for exam responses
	<p>Writing skills (suggested to be covered in all sessions during week), A06 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 • Punctuation Sentence structure, commas and apostrophes- importance when answering reading questions • proof reading of work 			
<p>Spring Term</p>	<p>Second half Term - Session 1 of week</p>	<p>Session 2 of week</p>	<p>Spoken Language</p>	<p>Suggested work to complete outside the session</p>
	<p>Writing Skills –build on A05 and A06 skills and introduce timed activities Introduce writing questions from paper 1 and paper 2</p>		<p>Continue to use Spoken Language as means of developing independent study</p>	<ul style="list-style-type: none"> • Practice questions

<ul style="list-style-type: none"> • Use of correct tone/style for wide variety of forms, audiences and purposes. • Writing generated from ideas originating from a variety of stimuli. This will cover several sessions • Add to repertoire of rhetorical devices. • 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"> • Organisation – use of a wide variety of connectives and paragraphing styles • Writing generated from ideas originating from a variety of stimuli. This will cover several sessions • Develop AO6 skills and add to vocabulary bank. • Develop different styles and tones that are suitable for purpose • Develop advanced vocabulary 	<p>skills. Students could research and present on non-fiction topics by their own extracts.</p>	<p>including critical register for exam responses</p> <ul style="list-style-type: none"> • Individual tasks as appropriate
<p>Writing skills (suggested to be covered in all sessions during week)</p> <p>Use of correct tone/style for wide variety of forms, audiences and purposes.</p> <p>Organisation – use of a wide variety of connectives and paragraphing styles.</p> <p>Generation of ideas from a variety of stimuli</p> <p>Add to repertoire of rhetorical devices.</p> <p>Develop AO6 skills and add to vocabulary bank.</p> <p>Mock exam during this half-term</p>			

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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 (A03) and writing from reading Practice exam questions from both papers each session</p> <ul style="list-style-type: none"> • Focus on timings 	<p>Writing skills 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 assessments for Spoken Language certification if not already covered</p>	<ul style="list-style-type: none"> • Exam practice questions • Individual tasks as appropriate
	<p>Skills (suggested to be covered in all sessions during week)</p> <p>Use wide variety of forms and audiences. Revise and develop key terminology bank. development of ideas use of rhetorical devices variety of sentence structures variety of punctuation Use of advanced vocabulary – encourage ‘mining’ of reading material.</p>			

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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