

# GCSE English Language

Summer 2024 Network



# Agenda

- Introduction and welcome
- Ideas roundup
- Resources refresher
- Support

# Ideas roundup



# Crossing out



Andy @ \_codexterous · Apr 14



POST!

A really fun retrieval game. I love playing this with classes.

Perfect for the summer term (and, of course, a great way to rehearse textual knowledge)



From [codexterous.home.blog](http://codexterous.home.blog)

[Link to blog](#)

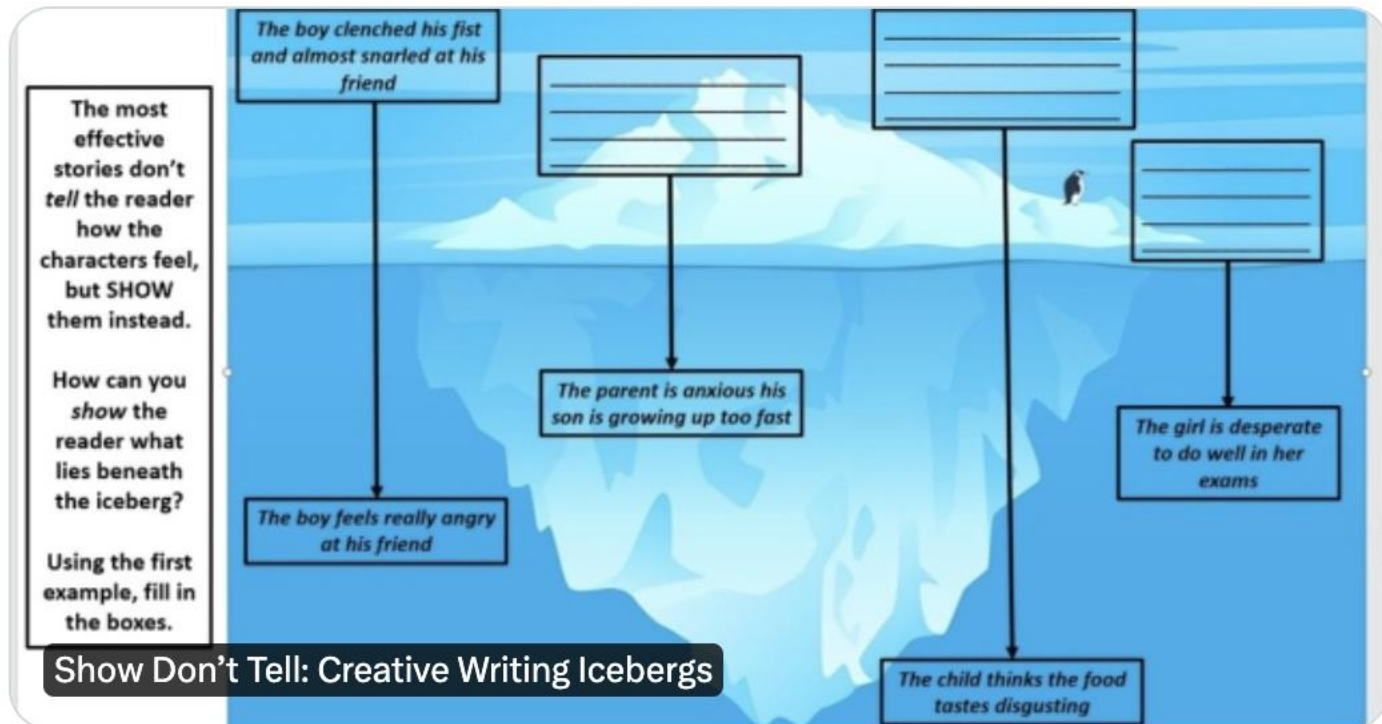
# Show not tell



Andy @ \_codexterous · Nov 19, 2023



This is one of my favourite activities to do when teaching creative writing -- and one of the most effective



Show Don't Tell: Creative Writing Icebergs

From [codexterous.home.blog](http://codexterous.home.blog)

# A good source of resources



**Douglas Wise @DoWise · 5h**

Three quick spelling, punctuation and grammar review sheets

[douglaswise.co.uk/blog/spelling-...](https://douglaswise.co.uk/blog/spelling-...) 🗑️

**Review: Spelling, Punctuation and Grammar** 1

- Use each of the following words in a **separate sentence**: 'weather' and 'whether'
- Use each of the following words in a **separate sentence**: 'to', 'too' and 'two'
- Write down the other two versions of the **homophone** 'there'
- Explain the **difference** between 'its' and 'it's'
- Correct** the spellings: 'agument' and 'calender'
- Correct** the spellings: 'accross', 'agressive', 'embaras', 'imediately', 'interupt', 'referral', 'latoo'
- Correct** the spelling errors in this sentence: 'Brotherhod of Snocle is written by the author Adrian Flyn.'

- Write down two functions of an **apostrophe**
- Write down one function of a **semi-colon**
- Write down one function of **inverted commas**
- Write down one function of a **colon**
- Explain why you might choose to use an **exclamation mark** rather than a full-stop
- Explain why this sentence is **incorrectly punctuated**: 'She's a capable student, her last essay was good.'
- Correct** this sentence: 'I dont believe in magic but I do like the immersive world of Harry Potter.'

- Write down two instances where you need to use capital letters
- Write an **alternative word** (or short phrase) to use at the start of a sentence to replace the word 'lastly'
- Write down two **synonyms** for the word 'difficult'
- Identify the **adjectives**: 'It was a bright, cold day in April and the clocks were striking thirteen.'
- Write two **sentences**: one containing the word 'precedes' and one containing the word 'proceed'
- Explain the **difference** in meaning between 'aggress' and 'highlight'
- Explain** why this sentence is poorly constructed: 'The vote was completely and totally unanimous.'

22. Spend a couple of minutes **reviewing** the words below

accommodation	believe	disappoint	interesting	separate
analysis	business	embarrassment	necessary	sincerely
argument	definitely	environment	possession	skilful
beautiful	development	full	preparation	surprise
beginning	disappearance	happened	receive	tomorrow

**Review: Spelling, Punctuation and Grammar** 2

- Use each of the following words in a **separate sentence**: 'knew' and 'now'
- Use each of the following words in a **separate sentence**: 'knew' and 'no'
- Write down the other two versions of the **homophone** 'bye'
- Explain the **difference** between a 'biography' and an 'autobiography'
- Identify the **error**: 'I spent breaktime in the canteen and than I went to my next lesson.'
- Identify the **error**: 'Come back hear and tidy your desk!'
- Correct** the spelling errors in this sentence: 'The whether was good and yet he decided to remain in doors.'

- Write down one function of **round brackets**
- Explain** the effect of the ellipsis in this sentence: 'Hmmm... I'm not sure you're right.'
- Write down one function of an **exclamation mark**
- Identify the **error**: 'The mouse crept out of it's hiding place and dashed across the kitchen floor.'
- Identify the **error**: 'After meeting the manager she reported back to her team.'
- Explain** how you know there is more than one crocodile: 'the crocodiles' den is in the treacherous swamp.'
- Correct** this sentence: 'Despite running for five kilometer's she didnt want to stop until she reached ten.'

- Define** the word 'elaborate' in this sentence: 'The pattern on the tapestry was elaborate.'
- Define** the word 'interger' in this sentence: 'She asked her to interpret the journalist's questions.'
- Write** a sentence with the structure 'not only... but also'
- Write down two **synonyms** for the word 'fast'
- Rewrite** this sentence so it has a different structure: 'For a long time, I trained for the race.'
- Write two **sentences**: one containing the word 'then' and one containing the word 'than'
- Explain the **difference** in meaning between 'lose' and 'loser'

22. Spend a couple of minutes **reviewing** the words below

Impetently	Immediately	Individual	Abandon	Participate
Neighbour	Locate	Establish	Appear	Exemplary
Across	Combine	Deepen	Collaborate	Interact
Contrast	Estimate	Congregation	Communicate	Access
Accomplish	Subtle	Anonymous	Superficial	Subtle

**Review: Spelling, Punctuation and Grammar** 3

- Use each of the following words in a **separate sentence**: 'right' and 'write'
- Use each of the following words in a **separate sentence**: 'outside' and 'noticeable'
- Write two separate **definitions** of the word 'bow'
- Explain the **difference** between being a 'suspect' and 'suspecting someone'
- Correct** the spellings: 'jagement' and 'guarentee'
- Correct** the spellings: 'yhythm', 'causaly', 'twelth', 'reperitstir', 'succesfull', 'soldier', 'personaly'
- Correct** the spelling errors in this sentence: 'The day was hot and Sam was relaxed to receive a drink.'

- Explain** the difference in meaning between these two sentences: 'Wat at the door.' and 'Wat at the door!'
- Explain** the difference between a question and a rhetorical question
- Write down a **punctuation mark** that could be used to replace a full stop between two sentences
- Identify the **error** in this sentence: 'Do you have a favourite sport?'
- Move** the semi-colon into the correct place: 'She walked over the bridge; slowly she could hear it creaking.'
- Explain why this sentence is **incorrectly punctuated**: 'I tried to remain calm because I didn't do it.'
- Copy and correct** this sentence: 'After a long walk home Amir wasn't prepared for what came next'

- Write down three **antonyms** for the word 'fast'
- Write an **alternative word** (or phrase) to use at the start of a sentence to replace the word 'furthermore'
- Write down two **synonyms** for the word 'difficult'
- Identify the **adjectives**: 'It was a long, sultry summer in Brooklyn that year.'
- Write two **sentences**: one containing the word 'arrogant' and one containing the word 'ignorant'
- Explain the **difference** in meaning between 'invert' and 'discover'
- Explain** why this sentence is poorly constructed: 'I shouted loudly and audibly, but he didn't hear.'

22. Spend a couple of minutes **reviewing** the words below

Annotate	Substitute	Priceless	Symbolise	Brief
Assess	Caricature	Illustrate	Frequently	Formulate
Context	Excerpt	Cherished	Criteria	Eager
Consistency	Extraordinary	Stance	Summarise	Pelious
Valuable	Endurance	Vibrant	Translate	Characteristic

# Flash Fiction



**Sam Creighton** @sam\_creighton · Jun 13



I love this piece of flash fiction from one of my Y5s. The brief was to write a short conversation (max 3 people saying max 4 things each, with some sort of twist at the end). This one totally had me.

### *Children's examples*

The room was heavy with a feeling of horror. "That's it, I'm leaving!" she screamed angrily and started to pack her bag.

He stood there in shock. "You can't leave, this is just a little, small problem," he said and started to unpack her bag.

She snatched the bag off him. "Yes I can, I want a divorce!" she said sadly.

He was stunned into silence and then he cried, "No, you can't ruin our whole family!"

She covered her throat with her hand and half-sobbed, "Yes, I can. For this, I will."

He wiped off his tears. "I can't believe having a pet giraffe is so important to you!" and he stormed out of the room.

[Link to flashfiction mag](#)

# Resources



# Teaching and learning resources

FILTERS

Teaching and learning materials (110) SORT BY Latest

**CATEGORIES**

- Specification and sample assessments (2)
- Exam materials (99)
- Forms and administration (20)
- Teaching and learning materials (110)

**CONTENT TYPE**

- All
- Assessment material (5)
- Course planner (5)
- Exemplar exam material (5)
- Exemplar material (21)

Show more

**LEVEL**

- All
- Pearson UK:Level (1)
- Level 1 (1)
- Level 2 (1)

**FORMAT**

[EXPAND ALL](#)

- Assessment material
- Course planner
- Exemplar exam material
- Exemplar material
- Guidance
- Information sheet
- Past training content
- Scheme of work
- Specimen paper and mark scheme
- Teacher support material

# What's there?

- Anthologies
- Exemplars
- Past network recordings
- New to Lang 2015 recordings
- SOW – including GFW and LTiE
- Top Ten Resources

[Link to website](#)

## Past training content



GCSE English spoken language endorsement submission support for the May/June 2024 exam series – slides and video

| PDF 572.8 KB | 15 March 2024



GCSE English: all set for the 2023-2024 academic year

| PDF 669.0 KB | 14 September 2023



Spoken language endorsement refresher course

| PDF 850.6 KB | 21 August 2023



Back to Basics: Reading

| ZIP 2.6 MB | 14 July 2023



Back to Basics: Writing

| ZIP 2.0 MB | 14 July 2023



Top Ten Resource Pack

An adaptable resource pack first shared in the online webinars with subject specialist Julie Hughes

| DOCX 7.8 MB | 16 September 2022



Pearson Edexcel GCSE (9-1) English Language: Achieving Grades 4 and 5

| ZIP 15.9 MB | 17 November 2020



Pearson Edexcel GCSE (9-1) English Language: Aiming High - Targeting Grades 8 and 9

| ZIP 19.5 MB | 17 November 2020



GCSE English Language students - how to do the Spoken Language Endorsement

Guide for students with recording on how to prepare the SLE for 1EN0.

| PDF 458.6 KB | 24 April 2020

## Scheme of work



GFW full unit of work

| ZIP 9.2 MB | 04 June 2016



LTiE full unit of work

| ZIP 2.3 MB | 04 June 2016



Fiction and Imaginative Writing Scheme of Work

| DOC 244.0 KB | 19 October 2015



Fiction and Non-fiction Reading

| DOC 212.5 KB | 19 October 2015



Imaginative and Transactional Writing

| DOC 214.5 KB | 19 October 2015



Non-fiction and Transactional Writing Scheme of Work

| DOC 242.0 KB | 24 August 2015

# Grammar for writing SOW

Grammar for Writing

## Truth is Stranger than Fiction

- Le
- Understand the t news headlin
  - Understand how created through dramatic combin

Grammar for Writing

## Which headlines are real?

Pilot Turns Back After Snake Pops out of Dashboard

Killer Swan Blamed for Mar

NY Couple Weds in Shark T

## The STRANGE headline generator

Adjective	Noun	Verb	Preposition	Noun	Noun
Giant	Goldfish	Explodes	In	Shark	Nightmare
Tiny	Police Officer	Attacks	During	Monkey	Blunder



# Let's think in English SOW

Let's Think in English

## An Occurrence at Owl Creek Bridge

Let's Think in English

### Let's Think in English GCSE: Owl Creek Bridge

Reasoning pattern: narrative sequencing

Resources required	Key words/phrases
<ul style="list-style-type: none"><li>• Worksheet 1A</li><li>• Worksheet 1B</li><li>• PowerPoint 1</li><li>• Film on YouTube (An Occurrence at Owl Creek Bridge (1962)) <a href="http://www.youtube.com/watch?v=GuP5kUQro40">www.youtube.com/watch?v=GuP5kUQro40</a></li></ul>	<ul style="list-style-type: none"><li>• civil war</li><li>• sabotage</li><li>• grape shot</li><li>• present tense</li></ul>

#### Lesson 1: Owl Creek Bridge

##### Overview

The activity uses Ambrose Bierce's short story *An Occurrence at Owl Creek Bridge* (published in 1890) and part of the film version of the story. The reading of the story is stopped twice: firstly, to enable students to consider the implications of the man's watch slowing down and other evidence; and secondly, to ask students to deduce the ending of the story. This process explores the methods by which Bierce builds complex alternative possibilities in an apparently simple action story, while also foreshadowing the surprise ending.

The text is slightly simplified and abbreviated and the short second section of the story has been omitted. This was not in Bierce's original version and was added at the request of the editor of *The San Francisco Examiner* in which the story was first published.

## Teacher support material



### Exam-style practice questions

These practice questions from Active Learn are now available for free.

| ZIP 2.0 MB | 11 December 2023



### Varying sentence structure

Exercise to help students vary sentence types

| DOCX 31.9 KB | 12 November 2019



### GCSE English Language 9-1 teaching pack

A 10 week unit of work for teachers new to Edexcel English Language

| ZIP 26.8 MB | 09 August 2018



### GCSE English Language 2017 script analysis Debra Myhill - full version

| PDF 459.1 KB | 06 April 2018



### English Language Unseen Preparation Anthology

| PDF 4.3 MB | 04 June 2016



### Anthology - 19th century texts for post-16 teaching

19th century texts for post-16 teaching

| PDF 464.1 KB | 11 December 2015



### GCSE English Language 2014 script analysis Debra Myhill - full

Debra Myhill analysis of 2014 GCSE English Language scripts with recommendations for teachers - full version

| PDF 690.1 KB | 28 May 2015



### GCSE English Language 2014 script analysis Debra Myhill - summary

Debra Myhill analysis of 2014 GCSE English Language scripts with recommendations for teachers - summary version

| PDF 190.2 KB | 28 May 2015

# Top Ten Resources

Edexcel

## GCSE (9-1) English Language

### Top Ten Resources

by Julie Hughes

P Pearson  
Edexcel

Resource 10

Picture this: a girl, cowering under a window in the half-light of a winter evening. Inside the window, a party is in full swing; coloured lights flicker and loud music throbs. Outside, the girl lifts her head for one more peek, then shuffles slowly away, shoulders hunched and feet dragging. Left out.

Feeling sorry for her? You should. There's one in every school – and at my school it was me. I have no idea why, but I never quite made it into any of the exclusive school circles. I didn't feel that different but I spent most of my time roaming the corridors alone.

Then, when I was fourteen, I met Sammy. My polar opposite – where I was short and clumsy, Sammy was slender and graceful. I'm not quite sure what she saw in me, but for two years we were inseparable.

Then Stella came along.

Words	Openings	Wows
cowering	outside	- and at my school...
flicker	Feeling	Left out.
hunched	Picture	Then...

Draw it	Find it
<p>The appearance presented by the streets of London an hour before sunrise, on a summer's morning, is most striking even to the few whose unfortunate pursuits of pleasure, or scarcely less unfortunate pursuits of business, cause them to be well acquainted with the scene. There is an air of cold, solitary desolation about the noiseless streets which we are accustomed to see thronged at other times by a busy, eager crowd, and over the quiet, <u>closely-shut</u> buildings, which throughout the day are swarming with life and bustle, that is very impressive.</p>	
Transform it	Summarise it in three sentences
<p>An hour wears away; the spires of the churches and roofs of the principal buildings are faintly tinged with the light of the rising sun; and the streets, by almost imperceptible degrees, begin to resume their bustle and animation. Market-carts roll slowly along; the sleepy waggoner impatiently urging on his tired horses, or vainly endeavouring to awaken the boy, who, luxuriously stretched on the top of the fruit-baskets, forgets, in happy oblivion, his long-cherished curiosity to behold the wonders of London.</p>	

# Making a 'how to' ppt



# How does the writer use language and structure to show the narrator's thoughts and feelings?

The words that I was about to utter died upon my lips, and a strange horror -- a dreadful horror -- came upon me. My sight had by this time become used to the gloom of the coach, and I could see with tolerable distinctness. I turned to my opposite neighbour. He, too, was looking at me, with the same startling pallor in his face, and the same stony glitter in his eyes. I passed my hand across my brow. I turned to the passenger on the seat beside my own, and saw -- oh Heaven! how shall I describe what I saw? I saw that he was no living man -- that none of them were living men, like myself! A pale phosphorescent light -- the light of putrefaction -- played upon their awful faces; upon their hair, dank with the dews of the grave; upon their clothes, earth-stained and dropping to pieces; upon their hands, which were as the hands of corpses long buried. Only their eyes, their terrible eyes, were living; and those eyes were all turned menacingly upon me!

A shriek of terror, a wild unintelligible cry for help and mercy; burst from my lips as I flung myself against the door, and strove in vain to open it.

What are his thoughts and feelings?



## Order of events



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Beginning/ending?  
Contrast?



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## Sentences



The words that I was about to utter died upon my lips, and a strange horror -- a dreadful horror -- came upon me. My sight had by this time become used to the gloom of the coach, and I could see with tolerable distinctness. I turned to my opposite neighbour. He, too, was looking at me, with the same startling pallor in his face, and the same stony glitter in his eyes. I passed my hand across my brow. I turned to the passenger on the seat beside my own, and saw -- oh Heaven! how shall I describe what I saw? I saw that he was no living man -- that none of them were living men, like myself! A pale phosphorescent light -- the light of putrefaction -- played upon their awful faces; upon their hair, dank with the dews of the grave; upon their clothes, earth-stained and dropping to pieces; upon their hands, which were as the hands of corpses long buried. Only their eyes, their terrible eyes, were living; and those eyes were all turned menacingly upon me!

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# EDEXCEL

## Structure

- Order of events
- Beginning/end
- Contrasts
- Sentences & punctuation

Read the extract from 'Tom Sawyer'.

Summarise the events in three quick bullet points.



How does the writer use language and structure to show the relationship between the children?

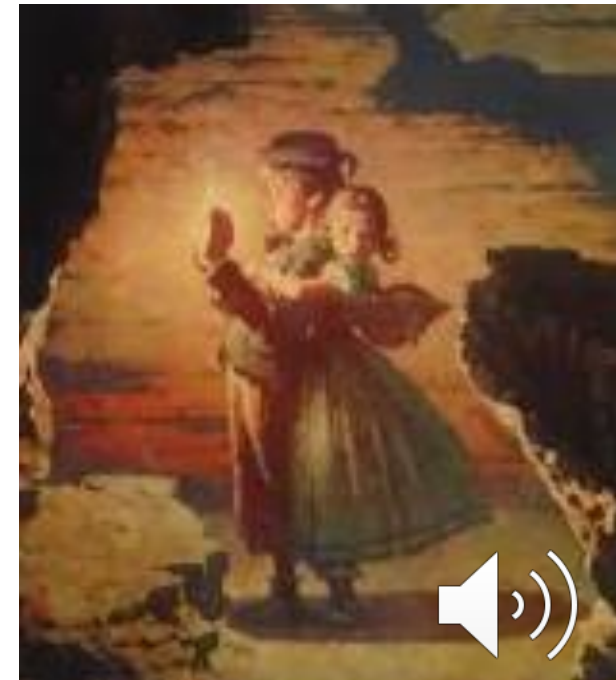
Profound silence; silence so deep that even their breathings were conspicuous in the hush. Tom shouted. The call went echoing down the empty aisles and died out in the distance in a faint sound that resembled a ripple of mocking laughter.

“Oh, don't do it again, Tom, it is too horrid,” said Becky.

“It is horrid, but I better, Becky; they might hear us, you know,” and he shouted again.

The “might” was even a chillier horror than the ghostly laughter, it so confessed a perishing hope. The children stood still and listened; but there was no result. Tom turned upon the back track at once, and hurried his steps. It was but a little while before a certain indecision in his manner revealed another fearful fact to Becky—he could not find his way back!

“Tom, Tom, we're lost! we're lost! We never can get out of this awful place! Oh, why *did* we ever leave the others!”



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“Tom, Tom, we're lost! we're lost! We never can get out of this awful place! Oh, why *did* we ever leave the others!”

- Order of events
- Beginning/end
- Contrasts
- Sentences & punctuation



# Writing it up

The extract opens with the chilling phrase 'profound silence', emphasising the danger the children are in from the start. The writer then shows the difference between the two children by contrasting their reactions to being scared. A short sentence is used for Tom, which combined with the verb 'shouted' emphasises his bravery, whereas Becky responds by begging him to stop, and is eventually overcome by fear as shown by her repetition of the word 'lost'.



# Support



# Let's get networking!

Helping you to share resources  
and support each other.

Pop your email address in the group chat and Pam  
will send out an email containing all your emails so  
you can continue to support each other.

# Rapid Plus



The UK's leading reading scheme for struggling readers at KS3. Everything you need to ensure your SEN and disadvantaged readers succeed and make measurable progress:

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# Mocks Service

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Mocks Service  
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# Upcoming training events



Transforming  
training for  
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Coming in autumn:

- Exam insights
- New to Pearson Edexcel introductory sessions
- How to mark training sessions

Book these events and more on the [Pearson Professional Development Academy](#).

# The Full English Podcast



## Ep 09: Closing the Writing Gap with Alex Quigley

In this episode, Pam is joined by Alex Quigley who talks about his latest book 'Closing the Writing Gap'. You'll hear about the science of writing and how to further develop your students' writing skills. Alex also shares some great ideas to use in the classroom as well as helping you to reflect on your own pedagogy, and how to support and empower your students to create effective writing.



## Ep 04: Embedding effective revision strategies & engaging boys

In our fourth episode, Pam is joined by Mark Roberts, an Assistant Principal in a secondary school in Devon. He regularly writes for the TES as well as writing a blog about teaching English.

Mark co-wrote the acclaimed 'Boys Don't Try: Rethinking Masculinity in



## Ep 03: Diversity is not a bolt-on with Bennie Kara

In our third episode, Pam is joined by Bennie Kara to discuss diversity and a diverse curriculum in education, the concept of 'usualising' diversity in the curriculum and paralleling texts and non-fiction to complement narratives.

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# Subject Advisor contact details

Clare Haviland

Pronouns: She, her, hers

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