
Pearson Edexcel

International GCSE English Language B

How to use the Scheme of Work

This Scheme of Work (SoW) has been made available on a word document rather than PDF, allowing you to edit the document in a way that suits your teaching style and learner needs.

International GCSEs have 120 guided learning hours.

Guidance provided within the course planners, schemes of work and lesson plans are suggested approaches which can be adapted by centres to suit their particular context.

The columns in this lesson plan indicate:

- An overview of the time allocated to lessons
- Which section of the paper this lesson (or group of lessons) relate to
- The learning outcomes of those lessons.
- The resources that could be used to support the teaching of this lesson
- Within the content column, summary text is displayed in italics, which distinguishes summary text from specific activities for the students. The number of lessons associated with specific activities will be indicated in bold, and bracketed at the end of the activity.
- Transferable skills support, see below for further information.

Why transferable skills?

In recent years, higher education institutions and global employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design

of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject. Further information on transferable skills is available on the website. Pearson materials, including this scheme of work will support you in identifying and developing these skills in students.

In the final two columns of this scheme of work we have indicated which transferable skills are explicitly assessed, and also where there are opportunities for them to be developed through teaching. Our intention is that teachers can use these columns to increase opportunities for transferable skills development in learners.

Scheme of Work

Introduction

This Scheme of Work covers the reading and writing requirements for the examination, covering Assessment Objectives AO1 to AO5.

- For Reading: students will respond to two unseen texts. There will be a requirement to compare the texts to achieve AO3.
- For Writing: there will be two tasks. Question 8 in Section B requires students to adapt the unseen texts for a specified audience and purpose. The writing tasks in Section C allow students to write imaginatively and creatively.

Reading:

The Scheme of Work provides a generic framework that can be used to develop students' understanding of both fiction and non-fiction texts so they can respond to unseen texts in the examinations. The approach places the emphasis on students developing their understanding of texts, enabling them to show their critical and sensitive reading of fiction and non-fiction texts and meet Assessment Objectives AO1–AO3.

Writing

The Scheme of Work provides a generic framework that can be used to develop students' understanding of how to communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. The approach places the emphasis on students developing their own understanding of how to communicate ideas through language, form and structure, enabling them to show their ability to create accurate and effective texts and meet Assessment Objectives AO4 and AO5.

Year 1 Term 1

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|-------------|---|---|--|--|--|--|
| Lessons 1-2 | Paper1, Section A (AO1 & AO2) Questions 1-6 | <p>Students will be able to:</p> <p>Understand the main ideas a writer is communicating</p> <p>Summarise the key points of a text.</p> | <p>Understanding the main ideas of a text</p> <p>Students should be given extracts from suitable texts.</p> <p>Introduce different strategies for working out a writer's main ideas:</p> <ul style="list-style-type: none"> underlining words in the text they do not understand and working out the meaning using the context summarising the ideas of each paragraph highlighting the key points in the text highlighting the topic sentences at the start of each paragraph as a speed reading method of grasping the main ideas in a text. <p>Use the strategies from the activity to summarise the main ideas from another text (if fiction was used pick non-fiction this time and vice versa). Individually,</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | Interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration |

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| | | | <p>students should write a sentence summarising the text as clearly as possible.</p> <p>Ask students to read three different summaries of the chosen text and decide which one is best, giving reasons.</p> <p>Swap summaries written individually and assess each other's work.</p> <p>This could be done using two different texts across the two lessons.</p> <p>(2 lessons)</p> | Summaries of texts | | |
| Lessons 3-4 | Paper1, Section A (AO1 & AO2) Questions 3 & 6 | <p>Students will be able to:</p> <p>Identify the audience of a text</p> <p>Identify the purpose of a text</p> <p>Comment on how writers make texts appropriate for their audience and purpose.</p> | <p>Identifying audience and purpose</p> <p>Ask students to identify possible audiences for texts.</p> <p>Look at a text, e.g. from June 2013 4EB0/01 and work with students to underline words and phrases that might help you to identify the audience.</p> <p>Ask students to define what the word 'purpose' means and then get them to consider the use of different texts that you have on display.</p> <p>Work with a series of texts to consider what purpose they serve. Create two spider diagrams – one with the purpose of</p> | <p>Selected extracts from fiction, current articles, from the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the</p> | Critical thinking, reasoning, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration |

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| | | | <p>each text in the centre and one with the audience of each text in the centre. Around the outside, write the clues that help to identify purpose and audience. Encourage students to justify what purpose they select. You may wish to take two texts and encourage students to compare the purpose of the texts and why they have made the assumptions they have. Take another text and identify what the audience and purpose are. They should then write a series of sentences about language and structure that will help another student understand why they have selected the audience and purpose they have. Complete the sentences:</p> <ul style="list-style-type: none"> • Audience is ... • The audience is important in a text because ... • Purpose is ... • The purpose is important in a text because ... <p>This could be done using two different texts across the two lessons. <i>Spoken language</i></p> | classroom. | | |

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| | | | <p><i>This is an opportunity to build in AO6 – Listen and respond appropriately to spoken language, including to questions and feedback.</i></p> <p>(2 lessons)</p> | | | |
| Lessons 5-6 | Paper1, Section A (AO1 & AO2) Questions 3 & 6 | <p>Students will be able to identify what is meant by:</p> <ul style="list-style-type: none"> • voice • language choice • imagery • appeal to the senses • speech and thought • techniques for purpose, e.g. persuade, inform • sentence length and variety structure | <p>Introduction to language features of texts</p> <p>Use feature cards to share key terminology for the examination and techniques that may be seen in texts.</p> <p>Students should be given an extract from the text they have studied. In pairs, students colour code the features they have spotted.</p> <p>Students share their findings as a whole class.</p> <p>In pairs, students choose three features and explore the impact these have on the reader; they annotate the text.</p> <p>Each pair of students shares their observations with another pair.</p> <p>This may be repeated with a number of different texts across the two lessons.</p> <p><i>Spoken language</i></p> <p><i>This is an opportunity to build in AO6 – Listen and respond appropriately to spoken language, including to questions</i></p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom</p> | Critical thinking, analysis, reasoning, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration |

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| | | | <i>and feedback on presentations.</i> (2 lessons) | | | |
| Lessons 7-8 | Paper1, Section A (AO1 & AO2) Questions 3 & 6 | Students will be able to demonstrate their understanding of the effects the writer is hoping to achieve by use of: <ul style="list-style-type: none"> • simile • metaphor • personification • colour and contrast • description of place and explain how a writer uses these to appeal to the senses. | Using language to appeal to and influence readers Lesson 1 Use a matching exercise of features and examples. Each student is given cards with SIMILE, METAPHOR or PERSONIFICATION on. Read out quotations from a text and students hold up cards. Repeat with different types of text (both fiction and non-fiction). Explore the way that literary techniques can be used in both fiction and non-fiction texts. (1 lesson) Lesson 2 Each student is given an extract to study. In pairs, students colour code examples of simile, metaphor, personification, use of colour and adjectives/descriptions of place. Each pair of students shares one feature | Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. | Critical thinking, analysis, reasoning, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |

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| | | | <p>with the whole class.</p> <p>In pairs, students choose one feature or literary image from the extract that particularly appeals to the senses and writes a comment on a post-it explaining why.</p> <p>The post-its are displayed or passed round and students are invited to discuss in pairs whether or not they agree with the comment.</p> <p>Individually, students choose two images previously identified and annotate the text with an explanation of how they appeal to the senses and why the writer has chosen to use this particular image at this point in the text.</p> <p>(1 lesson)</p> | | | |
| Lessons 9-11 | Paper1, Section A (AO1 & AO2) Questions 3 & 6 | <p>Students will be able to:</p> <p>Understand the impact language choice can have on the reader.</p> | <p>Exploring the impact of language choices</p> <p>Lesson 1</p> <p>Introduce students to the technical terms surrounding language by encouraging them to link them to definitions. Then, ask students to make up examples of the techniques or to look on the internet/in newspapers for quotations that use these techniques. Students could also describe an object, place or person using</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that</p> | Critical thinking, analysis, reasoning, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |

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| | | | <p>figurative language.</p> <p>Find a series of advertising slogans. Put the class into groups and encourage them to identify the language techniques that the writer has employed. Ask them to swap with another group and ask groups to pinpoint techniques that they did not identify or they think the other group might have labelled incorrectly. Ask groups to swap back. Go through the slogans and ask for feedback from groups – exploring the techniques used.</p> <p>Hand out a newspaper article, or similar text, and encourage pairs to underline words or phrases that help to sum up the ideas and perspectives of the article. Then, demonstrate how to identify and comment on the language in a quotation – annotating a quotation on the board. Encourage students to work in pairs to complete the same activity.</p> <p><i>Spoken language</i></p> <p><i>This is an opportunity to build in AO6 – Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</i></p> | they have used before in the classroom. | | |

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| | | | <p>(1 lesson)</p> <p>Lessons 2-3</p> <p>This should be repeated two times using different texts.</p> <p>Select two texts on a similar theme. Encourage students to identify what techniques the writer has employed at these points. Ask them to edit one text to change the perspective of the writer.</p> <p>Using one of the texts show students how to construct a paragraph on one of the language features identified. In groups or pairs, ask students to construct a paragraph on language.</p> <p>Comment on group responses – showing where they would have got marks and what needs to be improved.</p> <p>(2 lessons)</p> | | | |
| Lessons 12-14 | Paper1, Section A (AO1 & AO2) Questions 3 & 6 | <p>Students will be able to:</p> <p>Understand the impact language choice can have on the reader.</p> | <p>Exploring the impact of language choices</p> <p>Lesson 1</p> <p>Introduce students to the technical terms surrounding language by encouraging them to link them to definitions. Then, ask students to make up examples of the techniques or to look on the internet/in newspapers for quotations that use these techniques. Students could also describe</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be</p> | Critical thinking, analysis, reasoning, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |

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| | | | <p>an object, place or person using figurative language.</p> <p>Find a series of advertising slogans. Put the class into groups and encourage them to identify the language techniques that the writer has employed. Ask them to swap with another group and ask groups to pinpoint techniques that they did not identify or they think the other group might have labelled incorrectly. Ask groups to swap back. Go through the slogans and ask for feedback from groups – exploring the techniques used.</p> <p>Hand out a newspaper article, or similar text, and encourage pairs to underline words or phrases that help to sum up the ideas and perspectives of the article. Then, demonstrate how to identify and comment on the language in a quotation – annotating a quotation on the board. Encourage students to work in pairs to complete the same activity.</p> <p><i>Spoken language</i></p> <p><i>This is an opportunity to build in AO6 – Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</i></p> | <p>enjoyed by the students and that they have used before in the classroom.</p> | | |

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| | | | <p>(1 Lesson)</p> <p>Lessons 2-3</p> <p>This should be repeated two times using different texts.</p> <p>Select two texts on a similar theme. Encourage students to identify what techniques the writer has employed at these points. Ask them to edit one text to change the perspective of the writer.</p> <p>Using one of the texts show students how to construct a paragraph on one of the language features identified. In groups or pairs, ask students to construct a paragraph on language.</p> <p>Comment on group responses – showing where they would have got marks and what needs to be improved.</p> <p>(2 lessons)</p> | | | |
| Lessons 15-18 | Paper1, Section A (AO1 & AO2) Questions 3 & 6 | <p>Students will be able to:</p> <p>Understand what structural features and devices a writer can use</p> <p>Understand the impact of structure on the reader.</p> | <p>Understanding structure</p> <p>Lesson 1</p> <p>In pairs, students make a list of major events/ideas in a text they have been given, e.g. June 2012 4EB0/01.</p> <p>In pairs, students discuss why the writer wrote the events/ideas in the order that they did. They should discuss juxtaposition of ideas, contrast, irony,</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be</p> | Critical thinking, analysis, reasoning, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |

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| | | | <p>suspense.</p> <p>Feed back to whole class.</p> <p>(1 Lesson)</p> <p>Lesson 2</p> <p>Students are given an extract that should be largely narrative/descriptive and include a range of examples of structural features.</p> <p>In pairs, students bullet point the main storyline and discuss whether the order is significant, especially in terms of the juxtaposition of ideas and images.</p> <p>Feed back to whole class.</p> <p>(1 Lesson)</p> <p>Lesson 3</p> <p>Remind students of the main sentence types and sentence functions.</p> <p>In pairs, students colour code examples of different sentence types and functions. They choose two significant examples and write a comment on why the writer has chosen this sentence type/function at this particular point.</p> | <p>enjoyed by the students and that they have used before in the classroom.</p> | | |

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| | | | <p>Feed back to whole class.</p> <p>(1 Lesson)</p> <p>Lesson 4</p> <p>In pairs, students identify one place in the extract where a structural feature has real impact – they should discuss the difference this makes to the reader's interpretation of the text.</p> <p>In pairs, students highlight an example of a structural feature and annotate the text with a comment on its effectiveness.</p> <p>Feed back to whole class.</p> <p><i>Spoken language</i></p> <p><i>This is an opportunity to build in AO6 – Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</i></p> <p>(1 Lesson)</p> | | | |
| Lessons 19- 21 | Paper1, Section A (AO1 & AO2) Questions 3 & 6 | <p>Students will be able to:</p> <p>Comment on the way structural features are used</p> <p>Explore the effects structural devices create.</p> | <p>Exploring the effects of structure</p> <p>Lessons 1 & 2</p> <p>Repeat this lesson using a different text.</p> <p>Select a text. Ask students to list as many structural devices they can find.</p> <p>Ask students to come up with three structural devices from the text they are able to identify and ask them to say how and why they have been used. Record</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be</p> | Critical thinking, analysis, reasoning, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |

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| | | | <p>these in a table.</p> <p>Write a paragraph commenting on the use of structural devices in the text, and self-evaluate these paragraphs using the AO2 levels-based mark scheme.</p> <p>(2 lessons)</p> <p>Lesson 3</p> <p>Take another text and establish purpose and audience for the text. Identify the structural devices used. Discuss what structural changes could be made to the text if the purpose and audience were different, then write a commentary evaluating the text.</p> <p>(1 lesson)</p> | <p>enjoyed by the students and that they have used before in the classroom.</p> | | |
| Lessons 22-23 | Paper1, Section A (AO1 & AO2) Questions 3 & 6 | <p>Students will be able to:</p> <p>Understand how language reveals a writer's perspective.</p> | <p>Using language to communicate ideas and perspectives</p> <p>Repeat this lesson two times using different texts.</p> <p>Revise how to identify the main ideas in a text by displaying a text from an earlier session. Ask students to pick out the key points. Summarise the main message of the text in 15 words.</p> <p>Select a text, e.g. June 2014 4EB0/01R,</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the</p> | Critical thinking, analysis, reasoning, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration |

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| | | | <p>and identify words and phrases in the text that show the writer's perspective. Take another text on the same theme – explore the perspective communicated and compare it with the first text. Pick out words and phrases to support comments.</p> <p>Write a paragraph explaining how the language choices in the two texts differ.</p> <p>Revise the language techniques discussed in previous sessions. Discuss the effect of these techniques in the text. How do they help to communicate the writer's ideas and perspective?</p> <p>(2 lessons)</p> | students and that they have used before in the classroom. | | |
| Lessons 24-25 | Paper1, Section A (AO1 & AO2) Questions 3 & 6 | <p>Students will be able to:</p> <p>Comment effectively on how language communicates ideas and perspectives</p> | <p>Commenting on language choices linking particular features to particular text types</p> <p>Repeat this lesson using different texts.</p> <p>Using an example of a text, select examples of language used by the writer. List the language features selected by students on the board. Ask students to comment on the impact of each selected feature.</p> <p>Select another text and ask students to summarise the ideas in it. Select examples of language features from the text that match their lists prepared in</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the</p> | Critical thinking, analysis, reasoning, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |

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| | | | <p>previous sessions.</p> <p>Identify examples of one specific technique linked to the type of text (i.e. literary technique if it is a fiction text), e.g. exaggeration, and consider the impact of this technique.</p> <p>(2 lessons)</p> | classroom. | | |
| Lessons 26-27 | Paper1, Section A (AO1 & AO2) Questions 1-6 | <p>Students will be able to:</p> <p>Select appropriate examples from a text</p> <p>Select examples that help support a detailed response.</p> | <p>Selecting appropriate examples</p> <p>Repeat this lesson using different texts.</p> <p>Read an extract and highlight words and phrases that help identify the text's main ideas, the writer's perspective, the audience and the purpose.</p> <p>Use the text to label features of language and structure students are able to spot.</p> <p>Build the examples labelled into a paragraph commenting on features and impact. Use the AO2 mark scheme to assess quality of comments on language and structure.</p> <p>(2 lessons)</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | Critical thinking, analysis, reasoning, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration |

Year 1 Term 2

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| Lessons 1-3 | Paper1, Section A (AO3) Question 7 | <p>Students will be able to:</p> <p>Use vocabulary that will help them with comparison</p> <p>Make appropriate comparisons between writers' use of presentation and language</p> <p>Evaluate the effectiveness of a text</p> | <p>Comparing how writers use language and structure</p> <p>Repeat this lesson three times using different texts.</p> <p>Using two texts, e.g. June 2015 4EB0/01, ask students to comment on the audience for each of the texts. Ask students to select examples from the two texts to support their point of view about who the audience is.</p> <p>Create a three column table with the headings 'Example', 'Language/structure' and 'Effectiveness'. List at least four examples and identify the feature used and how effective it is. Do this for another related text and then combine the two tables into a longer evaluative response.</p> <p>(2 lessons)</p> | <p>Selected extracts from fiction, current articles, from the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | Decision making | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |
| Lessons 4-6 | Paper1, Section A (AO3) Question 7 | <p>Students will be able to:</p> <p>Use vocabulary that will help them compare</p> <p>Make appropriate</p> | <p>Comparing writers' ideas and perspectives</p> <p>Repeat this lesson three times using different texts.</p> <p>Using two texts ask students to comment on the purpose for each of the</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from</p> | Decision making | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |

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| | | comparisons between writers' views and perspectives Evaluate the effectiveness of a text | texts. Ask students to select examples from the two texts to support their point of view about what the purpose is. Create a three column table with the headings 'Example', 'Perspective' and 'Effectiveness'. List at least four examples and identify the perspective it gives and how effective it is. Do this for another related text and then combine the two tables into a longer evaluative response (2 lessons) | the legacy 4EB0. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. | | |
| Lessons 7-12 | Paper1, Section A (AO3) Question 7 | Students will be able to: Explore similarities and differences between texts Structure a comparison between texts Construct a paragraph in response to text Construct a whole response to two texts | Creating a comparative, evaluative response Lessons 1-3 This lesson should be repeated using different texts. Draw a table with three columns and four rows. The column headings should contain the name of two texts that you would like the students to compare, e.g. the two texts used in the June 2015 exam. The row headings should include language and structure. Encourage students to explore two texts, completing the table with specific | Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. | Decision making | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration |

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| | | | <p>examples of the use of language and structure.</p> <p>List a series of discourse markers/connectives on the board, such as: however, also, similarly, in contrast, yet, whereas, both, on the other hand ... Ask students to look at the row from their table that focuses on, e.g., the use of descriptive language in the two texts they have explored. Ask them to explain what they discovered about the use of descriptive language in the texts, using the discourse markers/connectives on the board. It is a good idea to allow students to rehearse this in pairs and then to a group before asking them to share it with the rest of the class.</p> <p><i>Spoken language</i></p> <p><i>This is an opportunity to build in AO6 – Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</i></p> <p>(3 lessons)</p> <p>Lesson 6</p> <p>Model how these discourse markers/connectives can be used to help write up a paragraph on the use of images in the texts.</p> | | | |

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| | | | Encourage students to complete a paragraph comparing how the writers present their ideas and perspectives. (1 lesson) | | | |
| Lessons 13-16 | Paper1, Section A (AO1, AO2 & AO3) Questions 3, 6 & 7 | Students will be able to: Respond to Questions 3, 6 and 7. | Practise responding to longer reading questions Students will be given example tasks for the longer reading questions and will write responses. These can be shared with the class. (2 lessons) | Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. | Critical thinking, analysis, reasoning, interpretation, decision making | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration |
| Lessons 20-23 | Paper1, Section A (AO1, AO2 & AO3) Questions 1-7 | Students will be able to: Complete a Section A response in timed conditions | Responding to Section A Give students a past paper Section A with question adapted for the new specification (as per the SAMs). This may have to be spread across two | Section A with question adapted for the new specification (as per the SAMs). | Critical thinking, analysis, reasoning, interpretation, decision making | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | lessons with one lesson for feedback. (3 lessons) | | | |
| Lessons 24-27 | Paper 1, Sections B and C (AO5) | Students will be able to: Make appropriate and effective vocabulary choices. | <p>Crafting and using vocabulary for effect</p> <p>Lesson 1</p> <p>Use versions of cloze exercises: a) miss words out of a text and ask students to fill the gaps from a given list; b) miss words out of a text and ask students to fill the gaps with their own words.</p> <p>Play synonym games in groups, e.g. how many synonyms are there for a specific word, e.g. 'said'?</p> <p>Select a text and examine the first sentence. Consider the audience for the text and decide whether the text sounds right for the audience, giving reasons. Identify specific words that are not appropriate for audience and suggest alternatives. Rewrite the text using words that are appropriate for the audience.</p> <p>Students to read their sentences to the whole group for comment.</p> <p>(1 lesson)</p> <p>Lesson 2</p> <p>Students are given an extract of 500 words that contains a significant</p> | <p>Prepared worksheets, selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | Innovation | Continuous learning, responsibility, perseverance, self-regulation, self-monitoring/self-evaluation/self-reinforcement |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p>passage of direct speech and a passage where one of the characters is thinking. In pairs, students identify the vocabulary used by the two individual speakers. This might include dialect, accent, words that are repeated, sophistication or simplicity of vocabulary. In groups of four, students discuss how the features they have identified help the writer to create character and preserve authenticity.</p> <p>Feed back to whole group.</p> <p>(1 Lesson)</p> <p>Lesson 3</p> <p>Using two texts, in pairs, students highlight vocabulary that might persuade the reader to adopt the same viewpoint as the author. These might include words spoken by a respected character, repetition, emotive vocabulary, opinion presented as fact.</p> <p>Feed back to whole group.</p> <p>(1 lesson)</p> | | | |
| Lessons 28-29 | Paper 1, Sections B and C | <p>Students will be able to:</p> <p>Understand the</p> | <p>Crafting and using sentences for effect</p> <p>Identify and label different types and</p> | Selected extracts from fiction, current articles, | Innovation | Continuous learning, responsibility, |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | (AO5) | range of sentence types and structures Use a variety of sentence types to create specific effects. | <p>structures of sentence:</p> <ul style="list-style-type: none"> • statement • question • exclamation • command • simple • compound • complex. <p>Select a text and ask students to identify different sentence types in it. Ask students to suggest how different sentence types and structures are used by the writer.</p> <p>Students should then edit a paragraph from the text to include a range of sentence types and structures not used in it.</p> <p>Ask students to consider when it might be appropriate to use incomplete sentences and what effect these might have.</p> <p>Consider the positives and negatives of using incomplete sentences in their work.</p> <p>This lesson should be repeated using different texts.</p> <p>(2 lessons)</p> | <p>the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | | <p>perseverance, self-regulation, self-monitoring/self-evaluation/self-reinforcement</p> |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| Lessons 30-33 | Paper 1, Sections B and C (AO5) | <p>Students will be able to:</p> <p>Select a range of punctuation</p> <p>Select punctuation to create specific effects.</p> | <p>Crafting and using punctuation for effect</p> <p>Lesson 1 (1 lesson)</p> <p>Revise the accurate use of punctuation.</p> <p>Lesson 2</p> <p>Give students a list of punctuation devices, e.g. question mark, exclamation mark, full stop, comma, speech marks, semicolon, colon, brackets, ellipsis, dash. Ask students to come up with a sentence using each of them.</p> <p>(1 lesson)</p> <p>Lessons 3 & 4</p> <p>This lesson should be repeated.</p> <p>Show students unpunctuated sentences and ask them to punctuate them correctly.</p> <p>Using a paragraph of unpunctuated text, ask students to punctuate correctly and discuss how punctuation affects meaning.</p> <p>(2 lessons)</p> | <p>Prepared worksheets, selected extracts from fiction, current articles, from the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | Innovation | Continuous learning, responsibility, perseverance, self-regulation, self-monitoring/self-evaluation/self-reinforcement |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| Lessons 34-37 | Paper 1, Sections B and C (AO5) | <p>Students will be able to:</p> <p>Select the most appropriate language for audience and purpose</p> <p>Employ vocabulary effectively</p> <p>Choose sentences for effect</p> <p>Employ punctuation effectively</p> | <p>Using language effectively</p> <p>Lesson 1</p> <p>Provide students with a series of sentences. Encourage students to change the vocabulary for a different audience and purpose – they investigate the effect of including adjectives/ adverbs and the effect of changing the verb.</p> <p>Feed back to whole group.</p> <p>(1 lesson)</p> <p>Lesson 2</p> <p>Introduce students to the different punctuation available to them. Ask students to write a series of sentences using the same words but using different punctuation. Ask them to think about the effect of the different choices they have made.</p> <p>Feed back to whole group.</p> <p>(1 lesson)</p> <p>Lesson 3</p> <p>Give students a paragraph that is written entirely in simple sentences. Encourage students to work in pairs to edit the sentences using different sentence types. Ask them to list the changes that</p> | <p>Prepared worksheets, selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | Innovation | Continuous learning, responsibility, perseverance, self-regulation, self-monitoring/self-evaluation/self-reinforcement |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p>they made to the text and ask them to consider the effect of the different choices.</p> <p>Feed back to whole group.</p> <p>Lesson 4</p> <p>Ask students to write a paragraph. Ask them to swap paragraphs with a partner and issue an editing checklist. Encourage the partner to make as many changes to the paragraph as they can. Ask students to talk through the edited paragraph with their partner explaining the effect of the changes to the language. You may wish to ask students to feed back to the whole class and form a checklist of effective choices on the board.</p> <p>(1 lesson)</p> | | | |
| Lessons 38-40 | Paper 1, Sections B and C (AO5) | <p>Students will be able to:</p> <p>Check that their work is accurate and effective.</p> | <p>Checking and editing</p> <p>Lesson 1</p> <p>Ask students to identify the difference between checking and editing. Editing means considering the choices made in language and structure, and checking mean looking over the work and correcting mistakes.</p> | Prepared worksheets, selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from | | Continuous learning, responsibility, perseverance, self-regulation, self-monitoring/self-evaluation/self-reinforcement |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p>Give students the paragraph with mistakes in and ask them to identify the errors and amend them. Point out that it is very easy to forget to check and edit an answer in an examination and remind them that marks are given for accuracy and quality of language and structure. Create a checklist of things to look out for in the examination from the tips given in previous sessions.</p> <p>(1 lesson)</p> <p>Lessons 2 & 3</p> <p>This should be repeated.</p> <p>Students could proof read one piece of their own work and then swap with a partner who checks it using a different colour pen and compare the errors identified. Discuss effective techniques for checking work.</p> <p>Look at different methods for eliminating errors, e.g. reading out loud to check meaning.</p> <p>(2 lessons)</p> | <p>the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | | |

Year 1 Term 3

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| Lessons 1-3 | Paper 1, Section C (AO4 & AO5) Questions 9, 10 & 11 | Students will be able to: Generate appropriate and engaging ideas to include in writing. | <p>Generating ideas</p> <p>Lesson 1</p> <p>Write the terms 'form', audience', 'purpose' and 'subject' (FAPS) on the board. Use questioning to establish what each term means. Students should jot down a text they have read in the last 24 hours. They should identify form, audience, purpose and subject for the text.</p> <p>Take two questions from previous examinations. Ask students to colour code, using four colours, the FAPS required from the question.</p> <p>(1 lesson)</p> <p>Lessons 2-3</p> <p>Repeat using different tasks.</p> <p>With students, consider ways to generate ideas:</p> <ul style="list-style-type: none"> • prior knowledge • experience • reading about a topic (e.g. from the | <p>Selected extracts from fiction, current articles, from the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | Creativity and innovation | Continuous learning, responsibility, perseverance, self-regulation, self-monitoring/self-evaluation/self-reinforcement, collaboration, teamwork, cooperation, negotiation |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p>reading tasks)</p> <ul style="list-style-type: none"> reading done before the examination. <p>Consider strategies for noting down ideas:</p> <ul style="list-style-type: none"> list spider diagram mind map. <p>Ask students to select one sample examination task and use one strategy to jot down ideas to write about.</p> <p><i>Spoken language</i> <i>This is an opportunity to build in AO6 – Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</i> (2 lessons)</p> | | | |
| Lessons 4-7 | Paper 1, Sections B and C (AO4 & AO5) Questions 8, 9, 10 & 11 | <p>Students will be able to:</p> <p>Select the best ideas to write about</p> <p>Consider how to organise these ideas into paragraphs</p> | <p>Planning writing</p> <p>Lesson 1</p> <p>Encourage students to mind map/ brainstorm/ list ideas onto a page. Encourage them to select the best ideas and list them in an order where it is easy to see how you would move between paragraphs.</p> <p>Model to students how to use topic sentences/ questions at the end of</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the</p> | Creativity and innovation | <p>Continuous learning, responsibility, perseverance, self-regulation, self-monitoring/self-evaluation/self-reinforcement, collaboration, teamwork, cooperation,</p> |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p>paragraphs and key words repeated throughout the text to connect ideas. You may want to provide students with a piece of writing and ask them to colour in the different strategies that the writer uses to connect ideas in their text. You might also want to ask students to produce the plan for a professional piece of writing – to deconstruct a text to see how it might have been constructed.</p> <p>(1 lesson)</p> <p>Lessons 2-4</p> <p>This lesson should be repeated using a range of tasks.</p> <p>Plan a piece of writing using titles from past papers, coming up with the ideas as well. Use a different task to the one selected for the previous session.</p> <p>Create a paragraph plan for the writing using a frame, leaving space for ideas.</p> <p>(2 Lessons)</p> <p>Lesson 5</p> <p>Write a short advice sheet telling other students how to plan. Include information on how to produce a planning frame and how to create the</p> | students and that they have used before in the classroom. | | negotiation |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | best structure for different purposes. (1 lesson) | | | |
| Lessons 8-11 | Paper 1, Sections B and C (AO4 & AO5) Questions 8, 9, 10 & 11 | Students will be able to: Organise ideas effectively Identify how to effectively open the writing. | Creating effective openings Lessons 1 & 2 Repeat this lesson using different texts. Select a text and consider the opening line. Consider if it is a line that would attract attention and why or why not. Students should work in two groups, one to rewrite the opening for a young audience, and one to rewrite the opening for an older audience. Feed back to whole group. (2 lessons) Lesson 3 Students should consider three openings to texts on a particular theme, and should evaluate the openings with reasons why they are or are not effective. (1 lesson) Lesson 4 Students should then plan three openings to one of the descriptive writing tasks from a previous exam. They should then evaluate how effective each opening is, then choose one to | Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. | Creativity and innovation | Continuous learning, responsibility, perseverance, self-regulation, self-monitoring/self-evaluation/self-reinforcement, collaboration, teamwork, co-operation, negotiation |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | open the first paragraph of their text. Complete the paragraph and then write the opening line of each paragraph to follow. (1 lesson) | | | |
| Lessons 12-15 | Paper 1, Section C (AO4 & AO5) | Students will be able to: Generate ideas for descriptive writing. | Descriptive writing Lesson 1 Give students five minutes to describe a beach. No stimulus. What is a good description? Individually, students look at range of ideas and feedback. Move into groups of four. As a group, decide on the 10 most important features. Some feedback and discussion on the board. (1 lesson) Lesson 2 Show one picture of a beach. Students orally describe this picture. Write a basic example and show students. They give feedback on how this paragraph could be improved. Model the redrafting process using ideas from the class of how to make the paragraph more | Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. | Creativity and innovation | Continuous learning, responsibility, perseverance, self-regulation, self-monitoring/self-evaluation/self-reinforcement, collaboration, teamwork, cooperation, negotiation |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p>interesting based on the picture.</p> <p>(1 lesson)</p> <p>Lesson 3</p> <p>With a partner, work on how their paragraphs could be improved and redraft paragraphs.</p> <p>Students to reflect on how their paragraphs have developed since they wrote their first attempt.</p> <p>(1 lesson)</p> <p>Lesson 4</p> <p>Students to rewrite their description of a beach.</p> <p>(1 lesson)</p> | | | |
| Lessons 16-20 | Paper 1, Section C (AO4 & AO5) | <p>Students will be able to:</p> <p>Create interesting and imaginative descriptions.</p> | <p>Descriptive writing</p> <p>Lesson 1</p> <p>Use a worksheet with three columns – ‘Adjective’/‘Comparative’/‘Superlative’. Fill in some of the examples and ask students to complete the worksheet.</p> <p>Use a text rich in description and ask students to list as many adjectives from the passage as they can.</p> <p>Students should then list the five adjectives that are most important for capturing a sense of the whole description, giving reasons for their</p> | <p>Prepared worksheets, selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0. Examples of student work, exemplars from past exams.</p> <p>Alternatively, use</p> | Creativity and innovation | <p>Executive function, continuous learning, responsibility, perseverance, self-regulation, self-monitoring/self-evaluation/self-reinforcement, collaboration, teamwork, cooperation, negotiation</p> |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p>choice.</p> <p>(1 lesson)</p> <p>Lesson 2</p> <p>Focus on the importance of being specific when appealing to the senses, as this evokes strong feelings in the reader. Use a sense table to get students to note down senses evoked by the images in the stimulus material: sight, smell, taste, sound and touch. Consider what a reader would have experienced that would be similar to what students are describing.</p> <p>In small groups, give each group a descriptive title and ask students to generate ideas to respond to it. Share these with the whole class and discuss.</p> <p>(1 lesson)</p> <p>Lesson 3</p> <p>Using a task from a previous exam, ask students to plan a response. Share these with group. Students could write one paragraph and swap with a partner to comment on.</p> <p>Repeat with a different task.</p> | materials that are known to be enjoyed by the students and that they have used before in the classroom. | | |

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| | | | <p>(1 lesson)</p> <p>Lesson 4</p> <p>Use exemplars from past series or previous student responses: students can highlight good and bad points and try to improve the bad ones.</p> <p>(1 lesson)</p> <p>Lesson 5</p> <p>Finally, complete a whole response to a descriptive writing task from a previous exam. This may be repeated for homework for practise.</p> <p>(1 lesson)</p> | | | |
| Lessons 21-22 | Paper 1, Sections A and C | <p>Students will be able to:</p> <p>Complete timed responses to Section A and Section C (descriptive writing).</p> | <p>Give students opportunity to create timed responses for tasks from past papers (Section A to be adapted for new specification).</p> <p>This may have to be spread across several lessons.</p> <p>(2 lessons)</p> | Tasks from past papers (Section A to be adapted for new specification). | Critical thinking, reasoning, interpretation, decision making, creativity and innovation | |
| Lessons 23-25 | Paper 1, Sections A and C | <p>Students will be able to:</p> <p>Complete a timed response to Section A and Section C (descriptive writing).</p> | <p>Practise examination in timed conditions</p> <p>This is an opportunity to complete a timed response to Section A and Section C.</p> <p>Feedback on the performance.</p> | Tasks from past papers (Section A to be adapted for new specification). | Critical thinking, reasoning, interpretation, decision making, creativity and innovation | |

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| | | | This may have to be spread across several lessons. (3 lessons) | | | |
| Lessons 26-27 | Paper 1, Sections A and C | | Revision Practise tasks may be repeated and students should work on specific areas of weakness. (2 lessons) | Tasks from past papers (Section A to be adapted for new specification). | Critical thinking, reasoning, interpretation, decision making, creativity and innovation | |

Year 2 Term 1

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| Lessons 1-3 | Paper 1, Section B Question 8 (AO1) | Students will be able to: Understand the main ideas a writer is communicating Identify the key points of a text Express key points in own words. | <p>Understanding the main ideas of a text</p> <p>Revise different strategies for working out a writer's main ideas:</p> <ul style="list-style-type: none"> underlining words in the texts students do not understand and working out the meaning using the context summarising the ideas of each paragraph highlighting the key points in the text highlighting the topic sentences at the start of each paragraph as a speed reading method of grasping the main ideas in a text. <p>Using a text and task from a previous exam, ask students to highlight relevant points. Use the mark scheme for a selected exam to feed back to the whole group. In pairs ask students to work out how to express these points in their own words. Feed back to whole group.</p> <p>This can be repeated for a range of tasks/texts across the three lessons.</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | Critical thinking, interpretation | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p><i>Spoken language</i></p> <p><i>This is an opportunity to build in AO6 – Listen and respond appropriately to spoken language, including to questions and feedback.</i></p> <p>(3 lessons)</p> | | | |
| Lessons 4-6 | Paper 1, Section B Question 8 (AO1 & AO4) | <p>Students will be able to:</p> <p>Identify and understand a range of forms</p> <p>Understand how to write using different forms</p> | <p>Understanding form</p> <p>Write the term ‘form’ on the board and ask students to think of different types of form.</p> <p>Using a table of different forms, e.g. ‘letter’, ‘speech’, ‘article’, ask students to identify the characteristics of each.</p> <p>Using a variety of different texts, ask students to highlight evidence that relates to what type of text it is.</p> <p>Students could develop a revision aid listing relevant forms and their characteristics and share these with the group.</p> <p>Each of the three lessons could be focused on a specific form or could use a range of different texts.</p> <p>(3 lessons)</p> | <p>Selected extracts from fiction, current articles, from the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | Critical thinking, reasoning, interpretation, problem solving, decision making. | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |
| Lessons 7-10 | Paper 1, Section B | Students will be | Understanding purpose | Selected extracts | Critical thinking, reasoning, | Adaptability, continuous |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | Question8 (AO1 & AO4) | <p>able to:</p> <p>Identify and understand a range of purposes</p> <p>Understand how to write for different purposes</p> | <p>Lesson 1</p> <p>Write the term 'purpose' on the board and ask students to think of words that mean the same thing.</p> <p>Using a table of words including 'entertain', 'persuade', 'explain', 'instruct', 'advise', etc., ask students to pick out words that describe the purpose of a text and to identify what language features they would expect to see in texts that fulfil these purposes.</p> <p>Select an appropriate text and ask students to suggest the purpose and how they know what the purpose is.</p> <p>(1 lesson)</p> <p>Lesson 2</p> <p>Students are given the main purposes of writing, then given a range of texts to sort into different purposes. They must be prepared to justify their choices. Students should read through the texts in groups and highlight features that they feel help the writer to achieve their purpose. Their findings are discussed.</p> <p>(1 lesson)</p> <p>Lessons 3 -4</p> <p>Repeat this lesson using different texts.</p> <p>Select two texts with the same theme</p> | <p>from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | <p>interpretation, problem solving, decision making</p> | <p>learning, initiative, responsibility, perseverance, collaboration</p> |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p>but different purposes. List as many differences between the two texts. Discuss how purpose affects writing.</p> <p>Students are given a short text and asked to rewrite it for a different purpose. These could be read to the whole group and discussed.</p> <p>(2 lessons)</p> | | | |
| Lessons 11-15 | Paper 1, Section B Question 8 (AO1 & AO4) | <p>Students will be able to:</p> <p>Identify and understand a range of audiences</p> <p>Understand how to write for different audiences</p> | <p>Understanding audience</p> <p>Lesson 1</p> <p>Students are invited to think for a moment then write down all the different audiences they can think of in one minute. These are shared. Select a text and ask students to suggest the audience and how they know what the audience is.</p> <p>Students are given different audiences on the basis of, for example age, gender, educational background, social background, status, then given a range of texts to sort into different audience. They must be prepared to justify their choices. Students should read through the texts in groups and highlight features that they feel help the writer to appeal to</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | Critical thinking, reasoning, interpretation, problem solving, decision making | Adaptability, continuous learning, initiative, responsibility, perseverance, collaboration, |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p>their audience. Their findings are discussed.</p> <p>(1 lesson)</p> <p>Lesson 2</p> <p>Students should consider a list of features they would include in a text written for two different audiences selected from a random card sample.</p> <p>Students can be asked to produce short pieces of writing for two different audiences, e.g. a postcard to a friend and a postcard to grandparents.</p> <p>These can be discussed</p> <p>(1 lesson)</p> <p>Lessons 3-5</p> <p>This can be repeated using different texts.</p> <p>Students are given a short text and asked to rewrite it for a different audience. These could be read to the whole group and discussed.</p> <p>(3 lessons)</p> | | | |
| Lessons 16-17 | Paper 1, Section B Question 8 (AO1 & AO4) | <p>Students will be able to:</p> <p>Identify the audience of a text</p> | <p>Understanding purpose, audience and form</p> <p>Put a pack of random texts on tables. In groups encourage students to investigate the audience and purpose of</p> | Prepared PowerPoint, selected extracts from fiction, current articles, | Critical thinking, reasoning, interpretation, problem solving, decision making | Adaptability, continuous learning, initiative, responsibility, perseverance, |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|---------------|--|---|--|---|---|--|
| | | Identify the purpose of a text Understand how form can reveal how and what to write. | the texts in front of them. Encourage students to share what they have decided and start to record the results of the investigation on the board. Project on a PowerPoint a series of quotations from different texts and explore the audience and purpose of the different examples. Consider the content, register and other language choices that have been made. (2 lessons) | the Anthology for Specification A, or past papers from the legacy 4EB0. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. | | collaboration, |
| Lessons 18-22 | Paper 1, Section B Question 8 (AO1, AO4 & AO5) | Students will be able to: Write a timed response to Section B | Writing responses to Section B Lessons 1-3 This lesson should be repeated so a wide range of possible tasks is covered. Using past papers, choose one task and ask students to highlight relevant content points. In groups discuss how to write for specified audience, purpose and form. Feed back to whole group. Use responses as exemplars for discussion and feedback. Exemplars from past series or previous students | Tasks from past papers Examples of student work, exemplars from past exams | Critical thinking, reasoning, interpretation, problem solving, decision making, adaptive learning | Executive function, adaptability, continuous learning, responsibility, perseverance, productivity, self-regulation, self-monitoring/self-evaluation/self-reinforcement, collaboration, teamwork, |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|---------------|---------------------------|--|---|-----------|--|--|
| | | | <p>can also be used: students can highlight good and bad points and try to improve the bad ones.</p> <p><i>Spoken language</i></p> <p><i>This is an opportunity to build in AO6 – Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</i></p> <p><i>Presentation skills could be developed especially when the form is a talk or speech.</i></p> <p>(3 lessons)</p> <p>Lessons 7-8</p> <p>This lesson should be repeated so a wide range of possible tasks is covered.</p> <p>Students to write response. Some of these may be timed and done without previous discussion (in exam conditions).</p> <p>Timed response(s) to Section B</p> <p>(2 lessons)</p> | | | <p>cooperation, negotiation, leadership, responsibility, assertive communication</p> |
| Lessons 23-27 | Paper 1, Sections B and C | <p>Students will be able to:</p> <p>Use spelling, punctuation and grammar accurately</p> <p>Check that their work</p> | <p>Revision of AO5</p> <p>The suggested activities below can be spread across the five lessons.</p> <p>Use combinations of correction/proofreading exercises, games and quizzes to revise the</p> | | | |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|--------|---------|---------------------------|--|-----------|--|---|
| | | is accurate and effective | accurate and effective use of spelling, vocabulary, punctuation and grammar. (5 lessons) | | | |

Year 2 Term 2

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|-------------|--------------------------|---|--|---|--|---|
| Lessons 1-9 | Paper 1, Section C (AO4) | Students will be able to: Create interesting and imaginative narratives Produce a timed narrative response | Writing narratives Lesson 1 Students list and discuss what they expect to see in a narrative, e.g. exciting opening, an opening setting the scene, background information on characters and scenarios, developing plot, final | Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0. Examples of | Creativity, innovation | |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|--------|---------|-------------------|---|--|--|--|
| | | | <p>conclusion/resolution.</p> <p>Give students a selection of narratives – these can be short stories or responses from past students or exemplar papers. Ask them to identify the main characteristics of these narratives and discuss their effectiveness.</p> <p>Give students examples of texts with different narrative viewpoints. In pairs ask them to identify how narrative viewpoint affects the way the ideas are presented.</p> <p>Give students a different sample task. They should make a list of all of the things they would have to write to make the story realistic and engaging for the reader, e.g. background, places, events, people. Each group reviews the notes made by another group and adds to them. The whole class decides on one narrative to develop and why.</p> <p>(1 lesson)</p> <p>Lesson 2</p> <p>Individually, students focus on a small event that has happened in their lives. They should make notes on:</p> <ul style="list-style-type: none"> • background the reader would need • places they would need to describe | <p>student work, exemplars from past exams</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | | <p>Executive function, adaptability, continuous learning, responsibility, perseverance, productivity, self-regulation, self-monitoring/self-evaluation/self-reinforcement, collaboration, teamwork, cooperation, negotiation</p> |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|--------|---------|-------------------|--|-----------|--|---|
| | | | <ul style="list-style-type: none"> people they would need to introduce events they would need to describe reactions of characters to events. <p>These notes can then be used to produce a narrative.</p> <p>(1 lesson)</p> <p>Lessons 3 – 10</p> <p>This lesson should be repeated several times to give students the opportunity to respond to a wide range of possible tasks.</p> <p>Use responses as exemplars for discussion and feedback. Exemplars from past series or previous students can be used: students can highlight good and bad points and try to improve the bad ones.</p> <p>Students to write response(s) to tasks from previous exams. Some of these may be timed and done without previous discussion (in exam conditions).</p> <p>Timed response(s) to Section C (narrative writing)</p> | | | |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|---------------|--------------------------------|--|---|---|--|---|
| | | | (7 lessons) | | | |
| Lessons 10-13 | Paper 1, Section C (AO4 & AO5) | Students will be able to: Plan a piece of effective writing Understand the importance of effective beginnings and endings Understand the importance of linking paragraphs into a coherent argument | Effective planning, beginnings, endings and links Lesson 1 Revise planning strategies from earlier lessons. (1 lesson) Lesson 2-3 Students discuss the importance and purpose of opening and closing sentences. Students examine the opening and closing sentences of the texts they have examined and discuss their effectiveness. They note any differences in terms of form. (2 lessons) Lesson 4 Students look through one text and highlight the ways in which paragraphs are linked. They map the ways in which the argument is structured. This may be repeated using a different text. (1 lesson) | Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0. Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom. | Creativity, innovation | Executive function, adaptability, continuous learning, responsibility, perseverance, productivity, self-regulation, self-monitoring/self-evaluation/self-reinforcement, collaboration, teamwork, cooperation, negotiation |
| Lessons 14-23 | Paper 1, Section C (AO4) | Students will be able to: | Argumentative/discursive writing Lesson 1 | Selected extracts from fiction, current articles, | Creativity, innovation | Executive function, adaptability, |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|--------|---------|---|--|---|--|---|
| | | <p>Produce clear and thoughtful argumentative responses</p> <p>Understand different types of evidence and how to use evidence to support their argument and improve their writing</p> <p>Understand the difference between fact and opinion</p> <p>Write a timed argumentative response</p> | <p>Small-group discussions on suitable topic, e.g. school uniform, mobile phones in school, or other topics likely to generate a range of ideas. Main points of discussions fed back to whole group.</p> <p>This could be used as part of the assessment for A06 (optional), e.g. discussion.</p> <p>Carry out a group discussion on the meaning of evidence and the different types of evidence that can be obtained, e.g. statistics, expert opinion, research information, examples of popular role models, personal anecdote.</p> <p>(1 lesson)</p> <p>Lesson 2</p> <p>In groups, students look at examples of different texts and highlight the way in which evidence is used to persuade, inform, clarify, etc.</p> <p>Use a matching exercise with three headings: rhetorical techniques (rhetorical questions, triples, opinion as fact, flattery, use of pronouns); description; example. This can be done on cards with students matching the</p> | <p>the Anthology for Specification A, or past papers from the legacy 4EB0. Examples of student work, exemplars from past exams.</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> | | <p>continuous learning, responsibility, perseverance, productivity, self-regulation, self-monitoring/self-evaluation/self-reinforcement, collaboration, teamwork, co-operation, negotiation</p> |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|--------|---------|-------------------|--|-----------|--|---|
| | | | <p>technique correctly with the description and the example. Students then write their own example for each technique and read them out.</p> <p>(1 lesson)</p> <p>Lesson 3</p> <p>Give students examples of texts with a mixture of fact and opinion. Students to highlight facts and opinions in pairs and feed back to the whole group for discussion.</p> <p>In small groups give students a suitable title and ask each group to work out how to approach the task. Each group to feedback and share ideas with the whole group. Students to use one of these tasks and plan a response and write the opening paragraph.</p> <p>(1 lesson)</p> <p>Lessons 4-10</p> <p>This lesson should be repeated to allow students to respond to a wide range of possible tasks.</p> <p>Use responses as exemplars for discussion and feedback. Exemplars from past series or previous students can be used: students can highlight good and bad points and try to improve</p> | | | |

| Lesson | Section | Learning outcomes | Content | Resources | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|---------------|----------------------|--|--|-----------------------------|--|---|
| | | | <p>the bad ones.</p> <p>Students to write response(s) to tasks from previous exams. Some of these may be timed and done without previous discussion (in exam conditions).</p> <p>Timed response(s) to Section C (argumentative writing)</p> <p>(7 lessons)</p> | | | |
| Lessons 24-27 | Paper 1, Whole paper | <p>Students will be able to:</p> <p>Complete a timed Response to whole exam</p> | <p>Practise examination in timed conditions</p> <p>This is an opportunity to complete a full timed response to the sample assessment materials paper.</p> <p>Feedback given both globally and individually.</p> <p>The whole paper is three hours so will need to be spread across a number of lessons, together with feedback.</p> <p>(4 lessons)</p> | Sample assessment materials | | |

Year 2 Term 3

| Lesson | Section | Learning outcomes | Content | Resources | Which skills acquired in this lesson are explicitly assessed through examination | Which skills could be acquired through teaching and delivery in this lesson |
|-----------------|----------------------|-------------------|---|---|--|---|
| 15 – 27 lessons | Paper 1, Whole paper | | <p>Revision</p> <p>The timing and choice of topics covered in these revision lessons will depend on the requirements of the group. Students should be given ample opportunity for timed examination practise of individual questions and the whole paper.</p> <ul style="list-style-type: none"> • Encourage students to find own extracts and prepare questions for class. • Revise and develop A key terminology bank for AO2 – use for both reading and writing. • Revise and refine AO5 skills/vocabulary bank. • Encourage use of reading material to identify writing styles/vocabulary/rhetorical devices/ideas. • Focus on timings and exam paper, ensure students are aware of weightings of questions/AOs. • Practise whole exam papers and problem questions. <p>(15 lessons-27 lessons)</p> | <p>Selected extracts from fiction, current articles, the Anthology for Specification A, or past papers from the legacy 4EB0. Examples of student work, exemplars from past exams</p> <p>Alternatively, use materials that are known to be enjoyed by the students and that they have used before in the classroom.</p> <p>Past papers</p> | | |