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**Draft Schemes of Work – Edexcel Lower Secondary Curriculum**

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Dear Centre,

The Schemes of Work in this booklet have been prepared to provide teachers with an overview of the coverage provided by the Edexcel Lower Secondary Curriculum for English. Centres which register for the Edexcel Lower Secondary Curriculum will receive the final version of this document.

In addition to these Schemes of Work centres which register for the Edexcel Lower Secondary Curriculum will receive six completed units, including unit tests and mark schemes, for English and Mathematics for Years 7-9 and three completed units, including unit tests and mark schemes, for Science for Years 7-9. They will also have the opportunity to purchase Achievement Tests for English, Mathematics and Science for Year 9 and Progress Tests for each of Years 7-9 for English, Mathematics and Science. The Achievement Tests will be externally marked by Edexcel. The Progress Tests will be internally assessed by centres. Further information about the availability of Achievement Tests and Progress Tests will be provided to centres as soon as it is available.

Draft sample units for English for Year 6 and Year 9 are available on the Edexcel web site for both the Edexcel Primary Curriculum and Edexcel Lower Secondary Curriculum.

Further information about the Edexcel Primary Curriculum and the Edexcel Lower Secondary Curriculum is available from the Edexcel Regional Development Manager for your region. Details of international Regional Development Managers are available on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)



## English Scheme of Work – Year 7

Autumn term	Objectives
Unit 1: Biography	<ul style="list-style-type: none"> <li>• Develop an understanding of genre</li> <li>• Understand biography and autobiography</li> <li>• Using inference and explicit information</li> <li>• Use of mind maps</li> <li>• Create timelines</li> <li>• Develop questioning skills</li> <li>• Realise the difference between open and closed questions</li> <li>• Develop the skill of making notes</li> <li>• Expanding notes</li> <li>• Realise the difference between fact and opinion</li> <li>• Realise the difference between objective and subjective texts</li> <li>• Use grammar accurately and appropriately</li> <li>•</li> </ul>
Unit 2: News	<ul style="list-style-type: none"> <li>• Read and engage with a wide and varied range of texts</li> <li>• Relate texts to the social, historical and cultural contexts in which they were written</li> <li>• Understand structure of texts</li> <li>• Understand the elements of a newspaper</li> <li>• Develop writing for a specific purpose</li> <li>• Creating headlines</li> <li>• Understand the idea of a target audience</li> <li>• Brainstorming to develop ideas</li> <li>• Vary sentences and punctuation for clarity and effect</li> <li>• Understand the importance of the right word</li> <li>• Use of the apostrophe</li> <li>• Structure, organise and present texts in a variety of forms on paper and on screen</li> <li>• Develop and use editing and proofreading skills on paper and on screen</li> <li>• Use grammar accurately and appropriately</li> </ul>



Spring term	Objectives
Unit 3: Stories – creative writing	<ul style="list-style-type: none"> <li>● Develop and adapt active reading and skills strategies</li> <li>● Understand and respond to ideas, viewpoint, themes and purposes in text</li> <li>● Read and engage with a wide and varied range of texts</li> <li>● Relate texts to the social, historical and cultural contexts in which they were written</li> <li>● Generate story beginnings</li> <li>● Settings of stories</li> <li>● Realise the importance of endings</li> <li>● Develop the use of dialogue in a narrative</li> <li>● Develop characters</li> <li>● Understand the use of dialogue in plays</li> <li>● Use grammar accurately and appropriately</li> <li>● Use of commas</li> <li>● Suffixes</li> <li>● Punctuation of speech</li> </ul>
Unit 4: Our World	<ul style="list-style-type: none"> <li>● Make a sustained contribution to a group discussion</li> <li>● Understand how to isolate the main ideas in a text</li> <li>● Appreciate the importance of the choice of vocabulary</li> <li>● Study variations in regional speech</li> <li>● Colloquial and standard English</li> <li>● Point of view in a narrative</li> <li>● Writing short stories</li> <li>● Reviewing a text</li> <li>● Structuring views</li> <li>● Structuring an argument</li> <li>● Listen carefully in order to solve problems</li> <li>● Use a range of reading strategies to retrieve relevant information</li> <li>● Respond to a text by making precise points and providing relevant evidence</li> <li>● Explain how specific structural and organisational choices in texts create particular effects</li> <li>● Plan writing and develop ideas to suit a specific audience</li> <li>● Select technique and devices used by writers</li> <li>● Draw on their knowledge of wide range of sentence lengths</li> <li>● Experiment with different ways of presenting text</li> <li>● Draw on their knowledge of grammatical conventions to write accurate texts</li> <li>● Spell correctly</li> </ul>



Summer term	Objectives
Unit 5 Poetry	<p>Read a range of verse types</p> <ul style="list-style-type: none"> <li>• Develop a definition of poetry</li> <li>• Understand the use of layout form and presentation</li> <li>• Understand the role of rhythm in poetry</li> <li>• Use and appreciate alliteration and onomatopoeia</li> <li>• Use adverbs and adjectives for effect</li> <li>• Create syllable and shape poems.</li> <li>• Haiku</li> <li>• Know how and why writers use varying degrees of formality and informality</li> <li>• Draw on their knowledge of grammatical conventions</li> <li>• Apply knowledge of spelling skills and strategies</li> <li>• Investigate poems from a range of historical periods to show how the English language has changed and varied over time</li> <li>•</li> </ul>
Unit 6: Take action	<ul style="list-style-type: none"> <li>• Develop and adapt discussion skills and strategies in formal and informal contexts</li> <li>• Develop and adapt active reading</li> <li>• Develop skimming and scanning</li> <li>• Understand the different kinds of textual information</li> <li>• How to use and index</li> <li>• Understand the effect of compressing information</li> <li>• The use of emotive language</li> <li>• The use of repetition and rhetorical language</li> <li>• Revising work</li> <li>• Read and engage with a wide and varied range of texts</li> <li>• Analyse how writers' use of linguistic and literary features shapes and influences meaning</li> <li>• Analyse writers' used of organisation, structure, layout and presentation</li> <li>• Use and adapt the conventions and forms of texts</li> <li>• Develop viewpoint, voice and ideas</li> </ul>



## English Scheme of Work – Year 8

Autumn term	Objectives
<p>Unit 1: Advertising - the language of persuasion</p>	<ul style="list-style-type: none"> <li>• Analyse features in speech and suggest areas for improvement</li> <li>• Select the most appropriate way to structure speech</li> <li>• Engage listeners' attention and interest by using a range of different verbal and non-verbal techniques</li> <li>• Use standard English</li> <li>• Make a sustained contribution to group discussion</li> <li>• Listen carefully in order to solve a problem</li> <li>• Use a range of reading strategies to retrieve relevant information</li> <li>• How different audiences respond to texts</li> <li>• Make some appropriate selections from a range of conventions and forms in speech</li> <li>• Respond to a text by making precise points and providing relevant evidence</li> <li>• Recognise and comment on writers' language choices</li> <li>• Explain how specific choices of form, layout or combinations of text formats create particular effects</li> <li>• Draw on their knowledge of a wide variety of sentence lengths</li> <li>• Experiment with different ways of presenting texts</li> </ul>
<p>Unit 2: Drama – working with a script</p>	<ul style="list-style-type: none"> <li>• Engage listeners' attention and interest by using a range of different vocal and non-verbal techniques</li> <li>• Make a sustained contribution to a group discussion</li> <li>• Use specific dramatic approaches and conventions in a structured way</li> <li>• Develop and sustain processes, narratives and performances</li> <li>• Evaluate the impact and effectiveness of a range of dramatic conventions</li> <li>• Use inference and deduction to explore layers of meaning</li> <li>• Broaden their experience of reading and express preferences and opinions about texts</li> <li>• Explain how specific structural and organisational choices in texts create particular effects</li> <li>• Plan writing and develop ideas to suit a specific audience</li> <li>• Draw on a repertoire of linguistic and literary techniques</li> <li>• Experiment with different ways of presenting texts</li> <li>•</li> </ul>



Spring term	Objectives
<p>Unit 3: Detective Stories – creative writing</p>	<ul style="list-style-type: none"> <li>• Develop and adapt active reading and skills strategies</li> <li>• Understand and respond to ideas, viewpoint, themes and purposes in text</li> <li>• Read and engage with a wide and varied range of texts</li> <li>• Relate texts to the social, historical and cultural contexts in which they were written</li> <li>• Generate ideas, planning and drafting</li> <li>• Use and adapt the conventions and forms of text on paper and on screen</li> <li>• Develop a viewpoint, voice and ideas</li> <li>• Vary sentences and punctuation for clarity and effect</li> <li>• Structure, organise and present texts in a variety of forms on paper and on screen</li> <li>• Develop and use editing and proofreading skills on paper and on screen</li> <li>• Use grammar accurately and appropriately</li> </ul>
<p>Unit 4: Communication – developing an opinion</p>	<ul style="list-style-type: none"> <li>• Make a sustained contribution to a group discussion</li> <li>• Listen carefully in order to solve problems</li> <li>• Use a range of reading strategies to retrieve relevant information</li> <li>• Use inference and deduction to explore layers of meaning</li> <li>• Respond to a text by making precise points and providing relevant evidence</li> <li>• Explain how specific structural and organisational choices in texts create particular effects</li> <li>• Plan writing and develop ideas to suit a specific audience</li> <li>• Select technique and devices used by writers</li> <li>• Draw on their knowledge of wide range of sentence lengths</li> <li>• Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary</li> <li>• Draw on a repertoire of linguistic and literary techniques</li> <li>• Use a range of cohesive devices with audience and purpose in mind</li> <li>• Experiment with different ways of presenting text</li> <li>• Draw on their knowledge of grammatical conventions to write accurate texts</li> <li>• Spell correctly</li> </ul>
Summer term	Objectives
<p>Unit 5: Language – then and now</p>	<ul style="list-style-type: none"> <li>• Use a range of reading strategies to retrieve relevant information</li> </ul>



	<ul style="list-style-type: none"> <li>• Make relevant notes</li> <li>• Know how and why writers use varying degrees of formality and informality</li> <li>• Draw on their knowledge of grammatical conventions to write accurate texts</li> <li>• Apply knowledge of spelling skills and strategies with increasing independence</li> <li>• Investigate texts from a range of historical periods to show how the English language has changed and varied over time</li> <li>• Explain some ways in which language varies</li> <li>• Explain why linguistic concepts are related</li> <li>•</li> </ul>
<p>Unit 6: Places and Perspectives – travel writing to guide or inform</p>	<ul style="list-style-type: none"> <li>• Develop and adapt discussion skills and strategies in formal and informal contexts</li> <li>• Develop and adapt active reading skills</li> <li>• Read and engage with a wide and varied range of texts</li> <li>• Analyse how writers’ use of linguistic and literary features shapes and influences meaning</li> <li>• Analyse writers’ used of organisation, structure, layout and presentation</li> <li>• Use and adapt the conventions and forms of texts on paper and screen</li> <li>• Develop viewpoint, voice and ideas</li> <li>• Improve vocabulary for precision and impact</li> <li>• Develop varied linguistic and literary techniques</li> <li>• Structure, organise and present texts in a variety of forms on paper and on screen</li> <li>• Develop and use editing and proofreading skills on paper and on screen</li> </ul>



## English Scheme of Work – Year 9

Autumn term	Objectives
Unit 1: Magazines	<ul style="list-style-type: none"> <li>• Analyse features in speech and suggest areas for improvement</li> <li>• Consider and evaluate a range of magazines</li> <li>• Understand the concept of target audience</li> <li>• Use standard English</li> <li>• Use a range of reading strategies to retrieve relevant information</li> <li>• How different audiences respond to texts</li> <li>• Select and use a range of strategies to locate information</li> <li>• Analyse and use literary and rhetorical techniques</li> <li>• Analyse how texts are shaped by audiences preferences and opinions</li> <li>• Respond to a text by making precise points and providing relevant evidence</li> <li>• Recognise and comment on writers' language choices</li> <li>• Explain how specific choices of form, layout or combinations of text formats create particular effects</li> <li>• Draw on their knowledge of a wide variety of sentence lengths</li> <li>• Experiment with different ways of presenting texts</li> </ul>
Unit 2: Poetry	<ul style="list-style-type: none"> <li>• Engage listeners' attention and interest by using a range of different vocal and non-verbal techniques</li> <li>•</li> <li>• Make a sustained contribution to a group discussion</li> <li>•</li> <li>• Discover how a poet uses form</li> <li>• Appreciate how rhyme and repetition are used</li> <li>• Learn how to use figures of speech</li> <li>• Learn how to compare poems</li> <li>• Learn how to interpret a poem</li> <li>• Analyse writers' use of literary, rhetorical and grammatical features</li> <li>•</li> <li>• Develop interpretations of texts supporting points with detailed textual evidence</li> <li>•</li> <li>• Use inference and deduction to explore layers of meaning</li> <li>•</li> <li>• Broaden the experience of reading and express preferences and opinions about texts</li> <li>•</li> </ul>



	<ul style="list-style-type: none"> <li>• Explain how specific structural and organisational choices in texts create particular effects</li> <li>•</li> <li>• Plan writing and develop ideas to suit a specific audience</li> <li>•</li> <li>• Draw on a repertoire of linguistic and literary techniques</li> <li>•</li> <li>• Experiment with different ways of presenting texts</li> </ul>
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Spring term	Objectives
Unit 3: Telling stories	<ul style="list-style-type: none"> <li>• Develop and adapt active reading and skills strategies</li> <li>• Explore short story structures and use that knowledge in creative work</li> <li>• Understand and respond to ideas, viewpoint, themes and purposes in text</li> <li>• Read and engage with a wide and varied range of texts</li> <li>• Relate texts to the social, historical and cultural contexts in which they were written</li> <li>• Generate ideas, planning and drafting</li> <li>• Explore the ideas, viewpoints and themes in a variety of short stories</li> <li>• Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers</li> <li>• Develop a viewpoint, voice and ideas</li> <li>• Vary sentences and punctuation for clarity and effect</li> <li>• Structure, organise and present texts in a variety of forms on paper and on screen</li> <li>• Develop and use editing and proofreading skills</li> <li>• Use grammar accurately and appropriately</li> </ul>
Unit 4: Thinking about work	<ul style="list-style-type: none"> <li>• Make a sustained contribution to a group discussion</li> <li>• Listen carefully in order to solve problems</li> <li>• Use a range of reading strategies to retrieve relevant information</li> <li>• Recognise strengths and identify areas for development in their own and others' contributions</li> <li>• Choose appropriately from a wide variety of roles and apply the skills they require to plan, organise or sustain a range of different discussions</li> <li>• Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose</li> <li>• Select the most appropriate text, format, layout and</li> </ul>



	<p>presentation to create impact and engage the reader</p> <ul style="list-style-type: none"> <li>• Use inference and deduction to explore layers of meaning</li> <li>• Respond to a text by making precise points and providing relevant evidence</li> <li>• Use standard English with a level of formality suited to listeners and purpose</li> <li>• Explain how specific structural and organisational choices in texts create particular effects</li> <li>• Plan writing and develop ideas to suit a specific audience</li> <li>• Select technique and devices used by writers</li> <li>• Draw on their knowledge of wide range of sentence lengths</li> <li>• Create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary</li> <li>• Draw on a repertoire of linguistic and literary techniques</li> <li>• Use a range of cohesive devices with audience and purpose in mind</li> <li>• Experiment with different ways of presenting text</li> <li>• Draw on their knowledge of grammatical conventions to write accurate texts</li> <li>• Spell correctly</li> </ul>
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Summer term	Objectives
Unit 5: Some revision	<ul style="list-style-type: none"> <li>• Use a range of reading strategies to retrieve relevant information from a substantial text</li> <li>•</li> <li>• Develop and adapt active reading skills</li> <li>•</li> <li>• Make relevant notes</li> <li>•</li> <li>• Know how and why writers use varying degrees of formality and informality</li> <li>•</li> <li>• Draw on their knowledge of grammatical conventions to write accurate texts</li> <li>•</li> <li>• Apply knowledge of spelling skills and strategies with increasing independence</li> <li>•</li> <li>• Explain some ways in which language varies</li> </ul>
Unit 6: Types of writing	<ul style="list-style-type: none"> <li>• Develop and adapt discussion skills and strategies in formal and informal contexts</li> <li>•</li> <li>• Develop the ability to structure an essay</li> <li>•</li> <li>• Read and engage with a wide and varied range of texts</li> </ul>



	<ul style="list-style-type: none"><li>• Analyse how writers' use of linguistic and literary features shapes and influences meaning</li><li>•</li><li>• Revise the skills of writing to argue</li><li>•</li><li>• Revise the skills of writing imaginatively</li><li>•</li><li>• Analyse how meaning is conveyed differently according to the form, layout and presentation</li><li>•</li><li>• Link their selection of ideas and planning choices explicitly to a clear sense of task purpose and audience and the individuality of their own writing</li><li>•</li><li>• Analyse writers' used of organisation, structure, layout and presentation</li><li>•</li><li>• Establish and sustain a clear and logical personal viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information and other techniques</li><li>•</li><li>• Improve vocabulary for precision and impact</li><li>•</li><li>• Develop varied linguistic and literary techniques</li><li>•</li><li>• Develop and use editing and proofreading skills</li></ul>
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