

## All Saints' Catholic High School Luceat lux Vestra

Subject: English Year: 11

11	Unit 1- Language	Unit 2 – language	Unit 3 – Literature	Unit 4 – Post PPE	Unit 5 -Revision of all
	Paper 1	Paper 2	Paper 1	feedback and Revision	elements
	Literature Paper 2	Literature Paper 1	Language paper 2		
Aim of Unit	This unit intends for pupils to be furnished with the skills necessary to complete a full paper 1 GCSE English Language whilst revising the elements of Paper 2 Literature – Blood Brothers, Anthology poetry and Unseen poetry. (3 lessons on Language, 1 on	Following whole school PPEs, Pupils will focus upon Paper 2 English Language Reading whilst revising A Christmas Carol. (3 lessons on Language, 1 on Literature.)	This unit intends for pupils to learn how to approach the writing element of Language Paper 2 whilst revising Macbeth in preparation for the next round of PPE's.	Pupils should complete 2 more PPE's so that the entire 2 qualifications have now been examined. Revision lessons will follow based on teachers' judgements on learning gaps as identified by the recent PPE's.	This unit is intended to cover all aspects of the course for the purpose of revision. Revision lessons will follow based on teachers' judgements on learning gaps as identified by the recent PPE's.
Composite	Literature.) Pupils will be	Pupils will be	Pupils now have the	Pupils will be using their	At the end of the course,
Knowledge	introduced firstly to the Reading element	introduced to the Reading element of	opportunity to reflect upon past	performance in the first PPE to prepare for the	pupils will be using their performance in the second

(a task that of the English requires several Language course and building blocks or will understand the components) structure of paper 1. They will understand how to approach each question (select and retrieve. language, structure and evaluation) and how to time their responses in an exam situation. Pupils will do this through quality modelling, focus on past papers and much practise in the classroom and at home. They will also build upon their knowledge of writing creatively to understand the demands of the writing element of Language Paper 1,

how to plan and

response. In the weekly

write an effective

Literature lesson,

the English Language course and will understand the structure of paper 2. They will understand how to approach each question (true/false. synthesis, language, comparison) and how to time their responses in an exam situation. Pupils will do this through quality modelling, focus on past papers and much practise in the classroom and at home. In the weekly Literature lesson, pupils will develop a deeper understanding of previously learned material (A Christmas Carol) and link their understanding to the requirements of GCSE examinations. This is in preparation

performance in the PPE examinations and understand how to improve on each question. They will be introduced to the transactional writing element of paper 2 and will understand the format for writing letters, leaflets, articles and speeches. They will build upon previous understanding of transactional writing to use a range of linguistic and structural features effectively to impact upon audience. Pupils will also develop their understanding of the plot, characters, setting and context of Macbeth in readiness for the next PPE's after the half term break.

next PPE examining the other elements of the GCSE Language and Literature qualification. Through self, peer and teacher assessment, pupils will fine tune responses and link these skills to the examination success criteria. Revision will be less prescribed through diagnostics, teachers will have the freedom to tailor revision to the needs to their individual classes and the pupils within these. All pupils will be revising all elements of the Language and Literature course at this point, with greater emphasis on intervention and focus on areas of need as suggested by the class teacher.

PPEs to prepare for the final GCSE Language and Literature qualifications. Through self, peer and teacher assessment, pupils will fine tune responses and link these skills to the examination success criteria. Revision will be less prescribed through diagnostics, teachers will have the freedom to tailor revision to the needs to their individual classes and the pupils within these. All pupils will be revising all elements of the Language and Literature course at this point, with greater emphasis on intervention and focus on areas of need as suggested by the class

teacher.

	pupils will develop a deeper understanding of previously learned material and link their understanding to the requirements of GCSE examinations.	for the next PPE's in March/April. By the end of this unit, pupils will have completed a full PPE in both English Language and Literature.			
Component	Select and retrieve	Select and retrieve	Select and retrieve	Paper 1 Reading:	Paper 1 Reading:
Knowledge	Inference	Inference	Inference	Know the timings and	Know the timings and
	Language	Langusge	Langusge	success acronyms for	success acronyms for each
(the building	identification and	identification and	identification and	each question. (e.g LEAZ	question.
blocks that	analysis	analysis	analysis	and SELLAZ)	Select and retrieve
together, when	Analysis of effect on	Analysis of effect on	Analysis of effect on	Select and retrieve	Inference
known, allow	reader	reader	reader	Inference	Langauge identification and
successful performance of a	Analysis of structural choices and how	Synthesis and	Synthesis and	Langauge identification and analysis	analysis Analysis of effect on reader
complex task)	they interest the	summary Comparison skills	summary Comparison skills	Analysis of effect on	Analysis of structural
complex tusk)	reader	Writing:	Know how to	reader	choices and how they
	Evaluative skill –	Structuring	apprach, plan and	Analysis of structural	interest the reader
	making personal	speeches, articles,	answer an	choices and how they	Evaluative skill
	judgements	letters	examiantion	interest the reader	Paper 1 Writing:
	Working to	Varying sentence	question to specific	Evaluative skill	Structuring stories and
	examiantion timings	structures and types	timings.	Paper 1 Writing:	descriptions
	Structuring stories	Constructing	Structuring	Structuring stories and	Varying sentence
	and descriptions	paragraphs for effect	speeches, articles,	descriptions	structures and types
	Varying sentence	Using a range of	letters	Varying sentence	Constructing paragraphs
	structures and types	punctuation for	Varying sentence	structures and types	for effect
	Constructing	effect	structures and types	Constructing paragraphs	Using a range of
	paragraphs for effect	Linguistic devices for	Constructing	for effect	punctuation for effect
		effect – AFORESTER	paragraphs for effect		

Using a range of Meeting PAF Using a range of Using a range of Linguistic devices for effect punctuation for - similes, metaphors, (purpose, audience punctuation for punctuation for effect effect format) effect Linguistic devices for personification Linguistic devices for Planning and proof Linguistic devices for effect - similes, Show not tell Planning and proof reading effect – similes, reading effect – AFORESTER metaphors, metaphors, Meeting PAF personification Paper 2 Reading: personification Literature responses (purpose, audience Show not tell Know the acronyms for Planning and proof each question e.g PEMAC Show not tell format) **Exploring intentions** Planning and proof Planning and proof of writer reading and SIICSIIC reading Paper 2 Reading: Inference Select and retrieve reading Know the acronyms for Inference Language Langusge identification and identification and Literature responses each question e.g analysis **Exploring intentions** PEMAC and SIICSIIC analysis Analysis of effect on Analysis of effect on reader of writer Select and retrieve Inference reader Inference Synthesis and summary Exploration of how Language Langusge identification Comparison skills context links to text identification and and analysis Paper 2 Writing: Analyse effect of analysis Analysis of effect on Varying sentence structure of poetry Analysis of effect on reader structures and types Develop comparison Synthesis and summary Constructing paragraphs reader skills Exploration of how for effect Comparison skills Use ASL approach to Paper 2 Writing: Using a range of context links to text poetry analysis Analyse effect of Varying sentence punctuation for effect structures and types structure of poetry Linguistic devices for effect - AFORESTER Develop comparison Constructing paragraphs for effect Meeting PAF (purpose, skills Use ASL approach to Using a range of audience format) Planning and proof reading poetry analysis punctuation for effect Know how to Linguistic devices for apprach, plan and effect – AFORESTER Meeting PAF (purpose, answer an audience format) examiantion

Rationale <i>(why?):</i> Links to prior &	This unit intents to prepare pupils for	This unit intents to prepare pupils for	question to specific timings.  This unit allows pupils to reflect	Planning and proof reading  Here, pupils have the opportunity to revise all	Here, pupils have the opportunity to revise all
future learning	the future GCSE examinations. It builds upon all previous learning of inference, analysis of structure and language, evaluation, planning and writing creatively. Literature revision builds upon prior year 10 learning. High level analysis, critical thinking, examination timing and planning will also help pupils prepare for A level English Language and Literature.	the future GCSE examinations. It builds upon all previous learning of inference, analysis of language, comparison, planning and writing discursively. Literature revision builds upon prior year 10 learning. High level analysis, critical thinking, examination timing and planning will also help pupils prepare for A level English Language and Literature.	upon PPE performance from last half term and is intended to strengthen understanding of both GCSE English Language and Literature. High level analysis, critical thinking, examination timing and planning will also help pupils prepare for A level English Language and Literature.	pervious elements of the course covered in years 10 and 11 to ensure the best possible performance in future examinations. High level analysis, critical thinking, examination timing and planning will also help pupils prepare for A level English Language and Literature.	pervious elements of the course covered in years 10 and 11 to ensure the best possible performance in future examinations. High level analysis, critical thinking, examination timing and planning will also help pupils prepare for A level English Language and Literature.
Assessment Task	Informal assessment at question level – teacher's choice.	Full PPE English Language Paper 1 (2018 paper T Rex)	Informal assessment at question level – teacher's choice.	Full PPE English Language Paper 2 (2018 boats)	Informal assessment at question level – teacher's choice.

		Full English Literature Paper 2 (2017 paper)		Full English Literature paper 1 (2019)	
Enrichment	Wider Reading List for independent study.	Wider Reading List for independent study.	Revision sessions after school. Wider Reading List for independent study.	RSC Live -Macbeth. Revision sessions after school. Wider Reading List for independent study.	Revision sessions after school. Wider Reading List for independent study.