



# All Saints' Catholic High School

**Luceat lux Vestra**

**Subject:** English

**Year:** 11

11	Unit 1- Language Paper 1 Literature Paper 2	Unit 2 – language Paper 2 Literature Paper 1	Unit 3 – Literature Paper 1 Language paper 2	Unit 4 – Post PPE feedback and Revision	Unit 5 -Revision of all elements
<b>Aim of Unit</b>	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 Literature.)	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.
<b>Composite Knowledge</b>	Pupils will be introduced firstly to the Reading element	Pupils will be introduced to the Reading element of	Pupils now have the opportunity to reflect upon past	Pupils will be using their performance in the first PPE to prepare for the	At the end of the course, pupils will be using their performance in the second

<p><i>(a task that requires several building blocks or components)</i></p>	<p>of the English Language course and will understand the 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 write an effective response. In the weekly Literature lesson,</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
--	--	--	--	---	---

	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.			
<b>Component Knowledge</b>  <i>(the building blocks that together, when known, allow successful performance of a complex task)</i>	Select and retrieve Inference Language identification and analysis Analysis of effect on reader Analysis of structural choices and how they interest the reader Evaluative skill – making personal judgements Working to examination timings Structuring stories and descriptions Varying sentence structures and types Constructing paragraphs for effect	Select and retrieve Inference Language identification and analysis Analysis of effect on reader Synthesis and summary Comparison skills Writing: Structuring speeches, articles, letters Varying sentence structures and types Constructing paragraphs for effect Using a range of punctuation for effect Linguistic devices for effect – AFORESTER	Select and retrieve Inference Language identification and analysis Analysis of effect on reader Synthesis and summary Comparison skills Know how to approach, plan and answer an examination question to specific timings. Structuring speeches, articles, letters Varying sentence structures and types Constructing paragraphs for effect	Paper 1 Reading: Know the timings and success acronyms for each question. (e.g LEAZ and SELLAZ) Select and retrieve Inference Language identification and analysis Analysis of effect on reader Analysis of structural choices and how they interest the reader Evaluative skill Paper 1 Writing: Structuring stories and descriptions Varying sentence structures and types Constructing paragraphs for effect	Paper 1 Reading: Know the timings and success acronyms for each question. Select and retrieve Inference Language identification and analysis Analysis of effect on reader Analysis of structural choices and how they interest the reader Evaluative skill Paper 1 Writing: Structuring stories and descriptions Varying sentence structures and types Constructing paragraphs for effect Using a range of punctuation for effect

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

			question to specific timings.	Planning and proof reading	
<b>Rationale (why?): Links to prior &amp; future learning</b>	This unit intends to prepare pupils for 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.	This unit intends to prepare pupils for 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.	This unit allows pupils to reflect 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.	Here, pupils have the opportunity to revise all previous 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.	Here, pupils have the opportunity to revise all previous 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.
<b>Assessment Task</b>	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)	
<b>Enrichment</b>	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.