



The Brades Lodge

# Long Term Planning for: English

Year 10 Upper pathway:

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1 and 2	SUMMER TERM 1 and 2
<p><b>C20 Drama - Blood Brothers</b></p>	<p><b>Power &amp; Conflict Poetry Anthology</b></p>	<p><b>A Christmas Carol alongside GCSE English Language Paper 2 skills and S&amp;L preparation</b></p>	<p><b>Romeo &amp; Juliet alongside GCSE English Language Paper 1 skills</b></p>
<p><b>Intent:</b> To develop reading skills in response to modern drama text. Analysis of character, theme, structure, language, dramatic techniques and context. Begin to develop essay writing skills.</p> <p><b>Implementation:</b> R Language AOs 1, 2, 3, 4 Literature AOs 1, 2, 3 Reading of Blood Brothers. To be able to locate explicit and implicit information in texts, begin to explain the writer's use of language, begin to show awareness of structure, be able to compare similarities and differences in theme, events, characters across the</p>	<p><b>Intent:</b> Pupils study a range of poems, based on the common themes of Power and Conflict. Analysis of language, form, and structure of texts. Comparison of poems.</p> <p><b>Implementation:</b> R Literature AOs 1, 2 Reading of poems, annotation skills relating to language, structure, theme, and form. Introduction to high level subject terminology and to comparison of poems.</p> <p>W AOs 5, 6 Continued focus on quality of written control when writing analytically about poetry.</p> <p>S&amp;L AOs 7, 8, 9</p>	<p><b>Intent:</b> To develop an understanding of language, characterisation, themes, and structure in a 19<sup>th</sup> Century novel. To develop close analysis of extract skills. To analyse plot, setting, characterisation and theme. To consolidate and build upon prior knowledge of Victorian society. To further develop skills for Language Paper 2.</p> <p><b>Implementation:</b> R Language AOs 1, 2, 3 Literature AOs 1, 2, 3 Reading of the entire text. Analysis of the text as a whole, including the structure. Analysis of key moments and extracts. Theme tracking throughout the text. Re-visitation of use of relevant quotation and reference and analytical writing skills. Revision techniques for quotes. Build on essay writing skills for GCSE English Literature. Develop Language Paper 2 skills of synthesising information from two texts and comparing two texts, using texts on a theme from the novella (e.g. social injustice), one text pre-1914 and one post-1914.</p> <p>W AOs 5, 6</p>	<p><b>Intent:</b> To develop an understanding of language, characterisation, themes, and structure in Shakespearian tragedy. To develop close analysis of extract skills. To analyse the relationship between text and context. To further develop skills for Language Paper 1.</p> <p><b>Implementation:</b> R Language AOs 1, 2, 4 Literature AOs 1, 2, 3 Reading of the entire text. Analysis of the text as a whole, including the structure. Analysis of key moments and extracts. Theme tracking throughout the text. Re-visitation of use of relevant quotation and reference and analytical writing skills. Revision techniques for quotes. Develop Language Paper 1 skills of locating relevant information, analysing language and evaluating statements referring to the text and justifying their opinions. Build on essay writing skills for GCSE English Literature.</p> <p>W AOs 5, 6 Develop Language Paper 1 writing skills: revisit descriptive language and imagery; write descriptions of characters, settings, events in the play.</p>



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<p>text. Further develop use of appropriate quotation and reference. Begin to develop essay writing skills for GCSE English Literature. Complete GCSE Language and Literature tasks.</p> <p>W Language AOs 5, 6 Continue to develop maturity in writing skills. Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. Use vocabulary and sentence structures for clarity, purpose and effect, with more accurate spelling and punctuation. Create a newspaper article.</p>	<p>To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p><b>Impact:</b> Pupils develop analysis skills of poetry, including comparison skills. Pupils will be able to compare texts. Pupils develop ability to reason their own thoughts and opinions on poetry texts.</p>	<p>Develop Language Paper 2 writing skills: write a letter in role as a character from the novella; research and write an article about an element of the context of the novel (e.g. Dickens' father being imprisoned). Clear focus on purpose and audience, sentence structures, SPaG skills.</p> <p>S&amp;L AOs 7, 8, 9 Produce and deliver a presentation on their chosen research, using Standard English. Respond appropriately to questions and feedback.</p> <p><b>Impact:</b> Pupils able to respond critically to a key literature text. Pupils further developed Language Paper 2 reading and writing skills. Pupils prepared for S&amp;L component of GCSE.</p>	<p>S&amp;L AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English. <b>Impact:</b> Pupils able to respond critically to a key literature text. Pupils further developed Language Paper 1 reading and writing skills.</p>
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<p>Complete GCSE English Language tasks.</p> <p>S&amp;L AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p><b>Impact:</b> Pupils' ability to read and analyse a text will increase, along with their understanding of social, political, and historical context.</p>			
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# Long Term Planning for: English

Year 10 Lower Pathway:

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<b>C20 Drama - Blood Brothers</b>	<b>Novel set during WWI</b>	<b>AQA Step Up to English Gold Award Component 1 (E3)</b>	<b>AQA Step Up to English Gold Award Component 1 (E3)</b>	<b>AQA Step Up to English Gold Award Component 2 (E3)</b>	<b>AQA Step Up to English Gold Award Component 2 (E3)</b>
<p><b>Intent:</b> To develop reading skills in response to modern drama text. Understanding of character, theme, structure, language, dramatic techniques and context.</p> <p><b>Implementation:</b> R AOs 1, 2, 3, 4 Reading of Blood Brothers. To be able to locate explicit and implicit information in texts, begin to explain the writer's use of language, begin to show awareness of structure, be able to compare similarities and differences in theme, events, characters across the text. Further develop use of appropriate</p>	<p><b>Intent:</b> To develop reading skills in response to the text. Deeper understanding of character, theme, structure, language, narrative perspective and context. Prepare for Gold Award.</p> <p><b>Implementation:</b> R AOs 1, 2, 3, 4 Reading of novel. Show greater independence when completing reading tasks: locate explicit and implicit information in texts, begin to explain the writer's use of language, begin to show awareness of structure, be able to compare similarities and differences in theme, events,</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS. IN WEEK ONE, STUDENTS SHOULD COMPLETE BOTH SPEAKING AND LISTENING ASSESSMENTS*</b></p> <p><b>Intent:</b> To develop reading, writing and S&amp;L skills in readiness for AQA Step Up to English Gold Award Component 1.</p> <p><b>Implementation:</b> R – AOs 1, 2, 4 Read a range of non-fiction texts on the theme of 'Hobbies'. Develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS*</b></p> <p><b>Intent:</b> To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 1.</p> <p><b>Implementation:</b> R – AOs 1, 2, 4 Read a range of non-fiction texts on the theme of 'Hobbies'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of</p>	<p><b>Intent:</b> To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 2.</p> <p><b>Implementation:</b> R – AOs 1, 2, 3 Read a range of non-fiction and fiction texts on the theme of 'Gothic Horror'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons.</p> <p>W – AOs 5, 6</p>	<p><b>Intent:</b> To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 2.</p> <p><b>Implementation:</b> R – AOs 1, 2, 3 Read a range of non-fiction and fiction texts on the theme of 'Gothic Horror'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons.</p> <p>W – AOs 5, 6</p>



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<p>quotation and reference. Complete AQA Step Up to English Gold Award tasks.</p> <p>W AOs 5, 6 W Language AOs 5, 6 Continue to develop maturity in writing skills. Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. Use vocabulary and sentence structures for clarity, purpose and effect, with more accurate spelling and punctuation. Create a newspaper article. Complete AQA Step Up to English Gold Award tasks.</p> <p>S&amp;L AOs 7, 8, 9</p>	<p>characters across the text. Further develop use of appropriate quotation and reference. Complete AQA Step Up to English Gold Award tasks.</p> <p>W AOs 5, 6 W Language AOs 5, 6 Continue to develop maturity and independence in writing skills. Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. Use vocabulary and sentence structures for clarity, purpose and effect, with more accurate spelling and punctuation. Write a book review.</p>	<p>level; make inferences based on textual detail; begin to show awareness of structure; express personal preferences, beginning to show awareness of writer's viewpoint, in preparation for Component 1 exam paper.</p> <p>W – AOs 5, 6 Produce writing on the theme of 'Hobbies'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and</p>	<p>structure; express personal preferences, showing greater awareness of writer's viewpoint, in order to complete Component 1 exam paper Reading section.</p> <p>W – AOs 5, 6 Produce writing on the theme of 'Hobbies'. Further develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in order to complete</p>	<p>Produce writing on the theme of 'Gothic Horror'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p>S&amp;L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and</p>	<p>Produce writing on the theme of 'Gothic Horror'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p>S&amp;L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and</p>
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<p>To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p><b>Impact:</b> Pupils' ability to read and analyse a text will increase, along with their understanding of social, political, and historical context.</p>	<p>Complete AQA Step Up to English Gold Award tasks.</p> <p>S&amp;L AOs 7, 8, 9</p> <p>To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p><b>Impact:</b> Pupils' ability to read and analyse a text will increase, along with their ability to work independently.</p>	<p>descriptive techniques, in preparation for Component 1 exam paper.</p> <p>S&amp;L – AOs 7, 8, 9</p> <p>Demonstrate Presentation skills; listen and respond appropriately to spoken language, including to questions and feedback on presentations; use spoken English effectively in speeches and presentations, in order to complete the S&amp;L element of Component 1.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and writing questions on non-fiction; to have successfully completed S&amp;L element of Component 1.</p>	<p>Component 1 exam paper writing section.</p> <p>S&amp;L – AOs 7, 8, 9</p> <p>Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and writing questions on non-fiction; to have successfully completed the whole of Component 1.</p>	<p>writing questions on fiction and non-fiction.</p>	<p>writing questions on fiction and non-fiction; to have successfully completed the whole of Component 2.</p>
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# Long Term Planning for: English

Year 11 Upper Pathway:

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<b>C20 Drama - Blood Brothers</b>	<b>Novel set during WWI</b>	<b>AQA Step Up to English Gold Award Component 1 (E3)</b>	<b>AQA Step Up to English Gold Award Component 1 (E3)</b>	<b>AQA Step Up to English Gold Award Component 2 (E3)</b>	<b>AQA Step Up to English Gold Award Component 2 (E3)</b>
<p><b>Intent:</b> To develop reading skills in response to modern drama text. Understanding of character, theme, structure, language, dramatic techniques and context.</p> <p><b>Implementation:</b> R AOs 1, 2, 3, 4 Reading of Blood Brothers. To be able to locate explicit and implicit information in texts, begin to explain the writer's use of language, begin to show awareness of structure, be able to compare similarities and differences in theme, events, characters across the text. Further develop use of appropriate</p>	<p><b>Intent:</b> To develop reading skills in response to the text. Deeper understanding of character, theme, structure, language, narrative perspective and context. Prepare for Gold Award.</p> <p><b>Implementation:</b> R AOs 1, 2, 3, 4 Reading of novel. Show greater independence when completing reading tasks: locate explicit and implicit information in texts, begin to explain the writer's use of language, begin to show awareness of structure, be able to compare similarities and differences in theme, events,</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS. IN WEEK ONE, STUDENTS SHOULD COMPLETE BOTH SPEAKING AND LISTENING ASSESSMENTS*</b></p> <p><b>Intent:</b> To develop reading, writing and S&amp;L skills in readiness for AQA Step Up to English Gold Award Component 1.</p> <p><b>Implementation:</b> R – AOs 1, 2, 4 Read a range of non-fiction texts on the theme of 'Hobbies'. Develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS*</b></p> <p><b>Intent:</b> To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 1.</p> <p><b>Implementation:</b> R – AOs 1, 2, 4 Read a range of non-fiction texts on the theme of 'Hobbies'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of</p>	<p><b>Intent:</b> To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 2.</p> <p><b>Implementation:</b> R – AOs 1, 2, 3 Read a range of non-fiction and fiction texts on the theme of 'Gothic Horror'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons.</p> <p>W – AOs 5, 6</p>	<p><b>Intent:</b> To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 2.</p> <p><b>Implementation:</b> R – AOs 1, 2, 3 Read a range of non-fiction and fiction texts on the theme of 'Gothic Horror'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons.</p> <p>W – AOs 5, 6</p>





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<p>quotation and reference. Complete AQA Step Up to English Gold Award tasks.</p> <p>W AOs 5, 6 W Language AOs 5, 6 Continue to develop maturity in writing skills. Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. Use vocabulary and sentence structures for clarity, purpose and effect, with more accurate spelling and punctuation. Create a newspaper article. Complete AQA Step Up to English Gold Award tasks.</p> <p>S&amp;L AOs 7, 8, 9</p>	<p>characters across the text. Further develop use of appropriate quotation and reference. Complete AQA Step Up to English Gold Award tasks.</p> <p>W AOs 5, 6 W Language AOs 5, 6 Continue to develop maturity and independence in writing skills. Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. Use vocabulary and sentence structures for clarity, purpose and effect, with more accurate spelling and punctuation. Write a book review.</p>	<p>level; make inferences based on textual detail; begin to show awareness of structure; express personal preferences, beginning to show awareness of writer's viewpoint, in preparation for Component 1 exam paper.</p> <p>W – AOs 5, 6 Produce writing on the theme of 'Hobbies'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and</p>	<p>structure; express personal preferences, showing greater awareness of writer's viewpoint, in order to complete Component 1 exam paper Reading section.</p> <p>W – AOs 5, 6 Produce writing on the theme of 'Hobbies'. Further develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in order to complete</p>	<p>Produce writing on the theme of 'Gothic Horror'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p>S&amp;L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and</p>	<p>Produce writing on the theme of 'Gothic Horror'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p>S&amp;L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and</p>
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<p>To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p><b>Impact:</b> Pupils' ability to read and analyse a text will increase, along with their understanding of social, political, and historical context.</p>	<p>Complete AQA Step Up to English Gold Award tasks.</p> <p>S&amp;L AOs 7, 8, 9</p> <p>To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p><b>Impact:</b> Pupils' ability to read and analyse a text will increase, along with their ability to work independently.</p>	<p>descriptive techniques, in preparation for Component 1 exam paper.</p> <p>S&amp;L – AOs 7, 8, 9</p> <p>Demonstrate Presentation skills; listen and respond appropriately to spoken language, including to questions and feedback on presentations; use spoken English effectively in speeches and presentations, in order to complete the S&amp;L element of Component 1.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and writing questions on non-fiction; to have successfully completed S&amp;L element of Component 1.</p>	<p>Component 1 exam paper writing section.</p> <p>S&amp;L – AOs 7, 8, 9</p> <p>Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and writing questions on non-fiction; to have successfully completed the whole of Component 1.</p>	<p>writing questions on fiction and non-fiction.</p>	<p>writing questions on fiction and non-fiction; to have successfully completed the whole of Component 2.</p>
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# Long Term Planning for: English

Year 11 Lower Pathway:

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<b>Novel – Of Mice and Men GCSE English Language Preparation</b>	<b>GCSE Language - Speaking &amp; Listening component; Paper 1 preparation</b>	<b>GCSE Language – Paper 2 preparation</b>	<b>GCSE Language Papers 1 and 2 preparation - thematic</b>	<b>GCSE Language Papers 1 and 2 preparation - thematic</b>	
<p><b>Intent:</b> Pupils will consolidate and build upon knowledge of GCSE English Language skills through study of the novel Of Mice and Men.</p> <p><b>Implementation:</b> R AOs 1, 2, 3, 4 Understanding of background and context – non-fiction reading tasks for Paper 2 preparation. Reading of full text. Fiction reading tasks for Paper 1 preparation.</p> <p>W AOs 5, 6 Descriptive and narrative writing to prepare for GCSE Language Paper 1. Non-fiction text writing</p>	<p><b>Intent:</b> Pupils will have completed the Speaking &amp; Listening component for GCSE Language; pupils will have consolidated and built upon prior knowledge of reading and writing skills necessary for Paper 1.</p> <p><b>Implementation:</b> R AOs 1, 2, 4 Paper 1 AO1 questions listing four pieces of information from an extract. AO2 questions focus on understanding and analysis of language and structure, using relevant subject terminology. AO4 type questions – evaluate texts critically and support this with</p>	<p><b>Intent:</b> Pupils will have consolidated and built upon prior knowledge of reading and writing skills necessary for Paper 2.</p> <p><b>Implementation:</b> R AOs 1, 2, 3 GCSE Language Paper 2 practice questions 1-4, AO1 questions identifying four correct pieces of information and synthesising information from two texts; AO2 questions showing understanding of writers’ use of language and using relevant subject terminology; AO3 questions comparing two texts. Use past and example papers.</p>	<p><b>Intent:</b> Pupils will have consolidated and further built upon prior knowledge of reading and writing skills necessary for Papers 1 and 2.</p> <p><b>Implementation:</b> R AOs 1, 2, 3, 4 Reading a range of fiction and non-fiction texts on a theme. Paper 1 AO1 questions listing four pieces of information from an extract. AO2 questions focus on understanding and analysis of language and structure, using relevant subject terminology. AO4 type questions – evaluate texts critically and support this with</p>	<p><b>Intent:</b> Pupils will have consolidated and further built upon prior knowledge of reading and writing skills and be fully prepared for GCSE English Language Papers 1 and 2.</p> <p><b>Implementation:</b> R AOs 1, 2, 3, 4 Reading a range of fiction and non-fiction texts on a theme. Paper 1 AO1 questions listing four pieces of information from an extract. AO2 questions focus on understanding and analysis of language and structure, using relevant subject terminology. AO4 type questions – evaluate texts critically and</p>	<p>Language exams Week 1 and 2? – date TBC.</p>



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<p>(article, letter, blog, travel writing, autobiography) to prepare for GCSE Language Paper 2.</p> <p>S&amp;L AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p><b>Impact:</b> Pupils will have read and understood a full novel. Pupils will have improved reading and writing skills in preparation for GCSE English Language Papers 1 and 2.</p>	<p>appropriate textual references. Use of past and example papers.</p> <p>W AOs 5, 6 Language Paper 1 writing preparation – descriptive and narrative writing. Use past and example papers.</p> <p>S&amp;L AOs 7, 8, 9 Pupils research, plan and deliver a presentation on a subject of their choice, to fulfil the needs of the GCSE English Language S&amp;L component. Pupils’ presentations should demonstrate effective use of Standard English and formal language, and must listen and respond appropriately to questions and feedback.</p> <p><b>Impact:</b> Pupils will develop their ability to</p>	<p>W AOs 5, 6 Consolidate and build on established writing skills; produce non-fiction responses, such as letters, articles, etc. Use past and example papers.</p> <p>S&amp;L AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p><b>Impact:</b> Pupils will have further improved reading and writing skills in preparation for GCSE English Language Paper 2.</p>	<p>appropriate textual references. GCSE Language Paper 2 practice questions 1-4, AO1 questions identifying four correct pieces of information and synthesising information from two texts; AO2 questions showing understanding of writers’ use of language and using relevant subject terminology; AO3 questions comparing two texts.</p> <p>W AOs 5, 6 Language Paper 1 writing preparation – descriptive and narrative writing. Language Paper 2 writing preparation - produce non-fiction responses, such as letters, articles, etc.</p> <p>S&amp;L AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and</p>	<p>support this with appropriate textual references. GCSE Language Paper 2 practice questions 1-4, AO1 questions identifying four correct pieces of information and synthesising information from two texts; AO2 questions showing understanding of writers’ use of language and using relevant subject terminology; AO3 questions comparing two texts.</p> <p>W AOs 5, 6 Language Paper 1 writing preparation – descriptive and narrative writing. Language Paper 2 writing preparation - produce non-fiction responses, such as letters, articles, etc.</p> <p>S&amp;L AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and</p>	
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	<p>undertake independent research. Pupils will explore appropriate tone and register in formal and informal situations and complete individual and group presentations. Pupils will be further prepared for GCSE Language Paper 1.</p>		<p>opinions using Standard English.</p> <p><b>Impact:</b> Pupils will have further improved reading and writing skills in preparation for GCSE English Language Papers 1 and 2.</p>	<p>opinions using Standard English.</p> <p><b>Impact:</b> Pupils will have further improved reading and writing skills and will be fully prepared for GCSE English Language Papers 1 and 2.</p>	
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