

Year 10 Upper pathway:

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



The Brades Lodge			
text. Further develop	To participate in class	Develop Language Paper 2 writing skills: write	
use of appropriate	discussion. Share	a letter in role as a character from the novella;	S&L AOs 7, 8, 9
quotation and	answers, ideas and	research and write an article about an element	To participate in class discussion. Share answers,
reference. Begin to	opinions using	of the context of the novel (e.g. Dickens'	ideas and opinions using Standard English.
develop essay writing	Standard English.	father being imprisoned). Clear focus on	Impact: Pupils able to respond critically to a key
skills for GCSE English		purpose and audience, sentence structures,	literature text. Pupils further developed Language
Literature. Complete	Impact: Pupils develop	SPaG skills.	Paper 1 reading and writing skills.
GCSE Language and	analysis skills of poetry,		
Literature tasks.	including comparison	S&L AOs 7, 8, 9	
	skills.	Produce and deliver a presentation on their	
W Language AOs 5, 6	Pupils will be able to	chosen research, using Standard English.	
Continue to develop	compare texts.	Respond appropriately to questions and	
maturity in writing	Pupils develop ability	feedback.	
skills. Communicate	to reason their own		
clearly, effectively and	thoughts and opinions	Impact: Pupils able to respond critically to a	
imaginatively, selecting	on poetry texts.	key literature text. Pupils further developed	
and adopting tone,		Language Paper 2 reading and writing skills.	
style and register for		Pupils prepared for S&L component of GCSE.	
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.			



The brades Lodge		
Complete GCSE English		
Language tasks.		
S&L AOs 7, 8, 9		
To participate in class		
discussion. Share		
answers, ideas and		
opinions using		
Standard English.		
Impact: Pupils' ability		
to read and analyse a		
text will increase, along		
with their		
understanding of		
social, political, and		
historical context.		



Year 10 Lower Pathway:

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



The Brades Lodge					
quotation and	characters across the	level; make inferences	structure; express	Produce writing on the	Produce writing on the
reference. Complete	text. Further develop	based on textual detail;	personal preferences,	theme of 'Gothic	theme of 'Gothic
AQA Step Up to English	use of appropriate	begin to show	showing greater	Horror'. Develop	Horror'. Develop
Gold Award tasks.	quotation and	awareness of	awareness of writer's	writing skills: organise	writing skills: organise
	reference. Complete	structure; express	viewpoint, in order to	writing appropriately	writing appropriately
W AOs 5, 6	AQA Step Up to English	personal preferences,	complete Component	for the purpose of the	for the purpose of the
W Language AOs 5, 6	Gold Award tasks.	beginning to show	1 exam paper Reading	reader; develops	reader; develops
Continue to develop		awareness of writer's	section.	different writing	different writing
maturity in writing	W AOs 5, 6	viewpoint, in		genres; shows	genres; shows
skills. Communicate	W Language AOs 5, 6	preparation for	W – AOs 5, 6	awareness in style of	awareness in style of
clearly, effectively and	Continue to develop	Component 1 exam	Produce writing on the	different audiences;	different audiences;
imaginatively, selecting	maturity and	paper.	theme of 'Hobbies'.	uses formal or informal	uses formal or informal
and adopting tone,	independence in		Further develop	language where	language where
style and register for	writing skills.	W – AOs 5, 6	writing skills: organise	appropriate; improving	appropriate; improving
different forms,	Communicate clearly,	Produce writing on the	writing appropriately	spelling; using basic	spelling; using basic
purpose and audience.	effectively and	theme of 'Hobbies'.	for the purpose of the	punctuation correctly	punctuation correctly
Organise information	imaginatively, selecting	Develop writing skills:	reader; develops	and developing use of	and developing use of
and ideas using	and adopting tone,	organise writing	different writing	punctuation within the	punctuation within the
structural and	style and register for	appropriately for the	genres; shows	sentence; use some	sentence; use some
grammatical features	different forms,	purpose of the reader;	awareness in style of	adventurous	adventurous
to support coherence	purpose and audience.	develops different	different audiences;	vocabulary and	vocabulary and
and cohesion of texts.	Organise information	writing genres; shows	uses formal or informal	descriptive techniques,	descriptive techniques,
Use vocabulary and	and ideas using	awareness in style of	language where	in preparation for	in preparation for
sentence structures for	structural and	different audiences;	appropriate; improving	Component 2 exam	Component 2 exam
clarity, purpose and	grammatical features	uses formal or informal	spelling; using basic	paper.	paper.
effect, with more	to support coherence	language where	punctuation correctly		
accurate spelling and	and cohesion of texts.	appropriate; improving	and developing use of	S&L – AOs 7, 8, 9	S&L – AOs 7, 8, 9
punctuation. Create a	Use vocabulary and	spelling; using basic	punctuation within the	Participate in whole	Participate in whole
newspaper article.	sentence structures for	punctuation correctly	sentence; use some	group discussion and	group discussion and
Complete AQA Step Up	clarity, purpose and	and developing use of	adventurous	collaborative tasks.	collaborative tasks.
to English Gold Award	effect, with more	punctuation within the	vocabulary and		
tasks.	accurate spelling and	sentence; use some	descriptive techniques,	Impact: Developed	Impact: Developed
	punctuation. Write a	adventurous	in order to complete	ability to answer Gold	ability to answer Gold
S&L AOs 7, 8, 9	book review.	vocabulary and		Award reading and	Award reading and



The Brades Lodge				I	
To participate in class		descriptive techniques,	Component 1 exam	writing questions on	writing questions on
discussion. Share	Complete AQA Step Up	in preparation for	paper writing section.	fiction and non-fiction.	fiction and non-fiction;
answers, ideas and	to English Gold Award	Component 1 exam			to have successfully
opinions using	tasks.	paper.	S&L – AOs 7, 8, 9		completed the whole
Standard English.			Participate in whole		of Component 2.
	S&L AOs 7, 8, 9	S&L – AOs 7, 8, 9	group discussion and		
Impact: Pupils' ability	To participate in class	Demonstrate	collaborative tasks.		
to read and analyse a	discussion. Share	Presentation skills;			
text will increase, along	answers, ideas and	listen and respond	Impact: Developed		
with their	opinions using	appropriately to	ability to answer Gold		
understanding of	Standard English.	spoken	Award reading and		
social, political, and		language, including to	writing questions on		
historical context.	Impact: Pupils' ability	questions and	non-fiction; to have		
	to read and analyse a	feedback	successfully completed		
	text will increase, along	on presentations; use	the whole of		
	with their ability to	spoken English	Component 1.		
	work independently.	effectively in speeches			
		and presentations, in			
		order to complete the			
		S&L element of			
		Component 1.			
		Impact: Developed			
		ability to answer Gold			
		Award reading and			
		writing questions on			
		non-fiction; to have			
		successfully completed			
		S&L element of			
		Component 1.			



Year 11 Upper Pathway:

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



The blades Lodge					
quotation and	characters across the	level; make inferences	structure; express	Produce writing on the	Produce writing on the
reference. Complete	text. Further develop	based on textual detail;	personal preferences,	theme of 'Gothic	theme of 'Gothic
AQA Step Up to English	use of appropriate	begin to show	showing greater	Horror'. Develop	Horror'. Develop
Gold Award tasks.	quotation and	awareness of	awareness of writer's	writing skills: organise	writing skills: organise
	reference. Complete	structure; express	viewpoint, in order to	writing appropriately	writing appropriately
W AOs 5, 6	AQA Step Up to English	personal preferences,	complete Component	for the purpose of the	for the purpose of the
W Language AOs 5, 6	Gold Award tasks.	beginning to show	1 exam paper Reading	reader; develops	reader; develops
Continue to develop		awareness of writer's	section.	different writing	different writing
maturity in writing	W AOs 5, 6	viewpoint, in		genres; shows	genres; shows
skills. Communicate	W Language AOs 5, 6	preparation for	W – AOs 5, 6	awareness in style of	awareness in style of
clearly, effectively and	Continue to develop	Component 1 exam	Produce writing on the	different audiences;	different audiences;
imaginatively, selecting	maturity and	paper.	theme of 'Hobbies'.	uses formal or informal	uses formal or informal
and adopting tone,	independence in		Further develop	language where	language where
style and register for	writing skills.	W – AOs 5, 6	writing skills: organise	appropriate; improving	appropriate; improving
different forms,	Communicate clearly,	Produce writing on the	writing appropriately	spelling; using basic	spelling; using basic
purpose and audience.	effectively and	theme of 'Hobbies'.	for the purpose of the	punctuation correctly	punctuation correctly
Organise information	imaginatively, selecting	Develop writing skills:	reader; develops	and developing use of	and developing use of
and ideas using	and adopting tone,	organise writing	different writing	punctuation within the	punctuation within the
structural and	style and register for	appropriately for the	genres; shows	sentence; use some	sentence; use some
grammatical features	different forms,	purpose of the reader;	awareness in style of	adventurous	adventurous
to support coherence	purpose and audience.	develops different	different audiences;	vocabulary and	vocabulary and
and cohesion of texts.	Organise information	writing genres; shows	uses formal or informal	descriptive techniques,	descriptive techniques,
Use vocabulary and	and ideas using	awareness in style of	language where	in preparation for	in preparation for
sentence structures for	structural and	different audiences;	appropriate; improving	Component 2 exam	Component 2 exam
clarity, purpose and	grammatical features	uses formal or informal	spelling; using basic	paper.	paper.
effect, with more	to support coherence	language where	punctuation correctly		
accurate spelling and	and cohesion of texts.	appropriate; improving	and developing use of	S&L – AOs 7, 8, 9	S&L – AOs 7, 8, 9
punctuation. Create a	Use vocabulary and	spelling; using basic	punctuation within the	Participate in whole	Participate in whole
newspaper article.	sentence structures for	punctuation correctly	sentence; use some	group discussion and	group discussion and
Complete AQA Step Up	clarity, purpose and	and developing use of	adventurous	collaborative tasks.	collaborative tasks.
to English Gold Award	effect, with more	punctuation within the	vocabulary and		
tasks.	accurate spelling and	sentence; use some	descriptive techniques,	Impact: Developed	Impact: Developed
	punctuation. Write a	adventurous	in order to complete	ability to answer Gold	ability to answer Gold
S&L AOs 7, 8, 9	book review.	vocabulary and		Award reading and	Award reading and



The Brades Lodge				I	
To participate in class		descriptive techniques,	Component 1 exam	writing questions on	writing questions on
discussion. Share	Complete AQA Step Up	in preparation for	paper writing section.	fiction and non-fiction.	fiction and non-fiction;
answers, ideas and	to English Gold Award	Component 1 exam			to have successfully
opinions using	tasks.	paper.	S&L – AOs 7, 8, 9		completed the whole
Standard English.			Participate in whole		of Component 2.
	S&L AOs 7, 8, 9	S&L – AOs 7, 8, 9	group discussion and		
Impact: Pupils' ability	To participate in class	Demonstrate	collaborative tasks.		
to read and analyse a	discussion. Share	Presentation skills;			
text will increase, along	answers, ideas and	listen and respond	Impact: Developed		
with their	opinions using	appropriately to	ability to answer Gold		
understanding of	Standard English.	spoken	Award reading and		
social, political, and		language, including to	writing questions on		
historical context.	Impact: Pupils' ability	questions and	non-fiction; to have		
	to read and analyse a	feedback	successfully completed		
	text will increase, along	on presentations; use	the whole of		
	with their ability to	spoken English	Component 1.		
	work independently.	effectively in speeches			
		and presentations, in			
		order to complete the			
		S&L element of			
		Component 1.			
		Impact: Developed			
		ability to answer Gold			
		Award reading and			
		writing questions on			
		non-fiction; to have			
		successfully completed			
		S&L element of			
		Component 1.			



Year 11 Lower Pathway:

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



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



2002			
	undertake	opinions using	opinions using
	independent research.	Standard English.	Standard English.
	Pupils will explore		
	appropriate tone and	Impact: Pupils will	Impact: Pupils will
	register in formal and	have further improved	have further improved
	informal situations and	reading and writing	reading and writing
	complete individual	skills in preparation for	skills and will be fully
	and group	GCSE English Language	prepared for GCSE
	presentations.	Papers 1 and 2.	English Language
	Pupils will be further		Papers 1 and 2.
	prepared for GCSE		
	Language Paper 1.		