

SUBJECT	English	Year	GCSE	SUMMARY CURRICULUM PLAN
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Subject content (What will be covered)	As a result, what students should know /understood	What students should be able to do	How students will be assessed	By when (Half term 1 >
19th-century novel	<ul style="list-style-type: none"> ● Know the plot/ characters/ theme. ● Know selected key scenes ● Explore themes in order to answer extract questions. ● How to use quotation/explanation skills. ● New terminology and repertoire of terms to use when analysing Language, structure, form 	<ul style="list-style-type: none"> ● Evaluate texts critically and support this with appropriate textual references ● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views ● Identify and interpret explicit and implicit information and ideas 	Practice papers	HT1
19th-century unseen fiction reading Creative and Imaginative writing	<ul style="list-style-type: none"> ● Give spoken language presentations. ● Develop terminology to cover 19th-century language styles. ● Build on formal register from Literature ● Generation and organisation of ideas. ● Using unseen fiction and its themes or a choice of images.as stimulus, ● Continue to develop 'critical style'. ● Make link with Language GCSE skills ● Develop repertoire of key terminology 	<ul style="list-style-type: none"> ● Evaluate texts critically and support this with appropriate textual references ● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views ● Identify and interpret explicit and implicit information and ideas ● Select and synthesise evidence from different texts. ● Use spelling, punctuation and grammar accurately. ● Write in a range of forms, for 	Practice papers	HT2

		<p>different audiences and purposes</p> <ul style="list-style-type: none"> • Show organisation by using connectives and paragraphing. • Use a variety of rhetorical devices. • Use new advanced vocabulary • Use a range of sentence structures and use of advanced punctuation 		
<p>Anthology poetry And 'Unseen' Poetry component</p>	<ul style="list-style-type: none"> • Know key poetry terminology. • Develop analytical terminology • Know how to analyse; compare and evaluate 'unseen' poems • Know key chapters • Know how to apply context to their answers • How to demonstrate AO1 via essay skills, particularly the use of formal register to develop a 'critical style'. • Read, understand and respond to texts • Show understanding of the relationships between texts and the contexts in which they were written <p>Compare and evaluate effectiveness of the given poems.</p>	<ul style="list-style-type: none"> • Use character/theme timelines to trace key narrative developments. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • Maintain a critical style and develop an informed personal response in their writing • Use textual references, including quotations, to support and illustrate interpretations • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation • Show understanding of the relationships between texts and the contexts in which they were written 	<p>Practice papers</p>	<p>HT3</p>

<p>Non-fiction and literary non-fiction text comparison</p>	<ul style="list-style-type: none"> • Know and explore a range of 20/21st-century non-fiction texts. • Know how to tackle unfamiliar material. • Develop inference and quotation skills. • Know key terminology and repertoire of terms to analyse language, structure, form 	<ul style="list-style-type: none"> • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • Evaluate texts critically and support this with appropriate textual references • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts. 	<p>Practice papers</p>	<p>HT4</p>
<p>Transactional Writing</p>	<p>Develop confidence/skills in:</p> <ul style="list-style-type: none"> • Forms, audience and purpose. • Organisation – connectives and paragraphing. • Generation of ideas from a variety of stimuli. • Introduce variety of rhetorical devices. • New advanced vocabulary • Sentence structures and use of advanced punctuation. • Using a variety of contemporary writing styles 	<ul style="list-style-type: none"> • Use spelling, punctuation and grammar accurately. • Write in a range of forms, for different audiences and purposes • Show organisation by using connectives and paragraphing. • Use a variety of rhetorical devices. • Use new advanced vocabulary • Use a range of sentence structures and use of advanced punctuation. 	<p>Practice papers and questions – using different writing forms</p>	<p>HT5</p>

Speaking and listening endorsement	<ul style="list-style-type: none"> • Conventions and skills of giving a formal speech/presentation 	<ul style="list-style-type: none"> • Give a speech and achieve the the criteria for Pass, Merit or Distinction 	Teacher assessed	HT6
Post-1914 text	<ul style="list-style-type: none"> • Understanding of Post-1914 literature via genre/major authors/contexts • Know key chapters • Know how to apply context to their answers • How to demonstrate AO1 via essay skills, particularly the use of formal register to develop a 'critical style'. • Read, understand and respond to texts • Show understanding of the relationships between texts and the contexts in which they were written • 	<ul style="list-style-type: none"> • Use character/theme timelines to trace key narrative developments. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • Maintain a critical style and develop an informed personal response in their writing • Use textual references, including quotations, to support and illustrate interpretations • Use a range of vocabulary and sentence structures for clarity, 	Practice essays and questions	HT7

		purpose and effect, with accurate spelling and punctuation		
Shakespeare play	<ul style="list-style-type: none"> • Know the plot/ characters/ theme. • Know selected key scenes • Explore themes through play in order to answer extract questions. • How to use quotation/explanation skills. • New terminology and repertoire of terms to use when analysing Language, structure, form 	<ul style="list-style-type: none"> • See above 	<p>Practice essays and questions</p> <p>Mock exam</p>	HT8

**Remaining terms will focus on individualised; personalised and differentiated Revision and Exam Skills sessions according to individuals' and classes' needs .
The External Edexcel GCSE Examinations will take place in Terms 11 and 12**

CEIAG

Reading :

- Empathy
- Evaluating
- Summarising
- Analysing
- Time management
- Organisation
- Accuracy
- Decoding and inferring

Writing

Empathy
Negotiation
Evaluating
Summarising
Analysing
Targeting an audience
IT skills
Critical thinking
Self-awareness
Time management
Organisation
Resilience
Proof-reading
Editing
Writing for purpose and audience
Accuracy

Speaking and listening:

Discussion
Negotiation
Decision making
Team work
Listening to others
Role play
Formulating points of view
Pitching an idea
Empathy
Evaluating
Summarising
Time management
Organisation
Analysing
Targeting an audience

Self-awareness
Critical thinking
Time management
Organisation
Accuracy