

GCSE English Language Paper One Scheme of Learning

Rationale and Context of Unit:	Core curriculum content:	Tier two and Tier three vocabulary explicitly taught:
<p>This unit underpins the preparation of English Language Paper One and draws upon skills introduced and rehearsed at KS3.</p> <p>The unit is sequenced to cover skills for section A first and then move into the writing skills required for section B. Section A is taught through skills rather than through question types. A wide range of texts have been selected to maximise engagement and exposure.</p>	<p>Knowledge of fiction writing.</p> <p>Skills: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts; evaluate texts critically and support this with appropriate textual references; communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts; use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<ul style="list-style-type: none"> • Synecdoche, inference, implicit, explicit, evaluate, structure, purpose, synthesise, narrative, descriptive.
Challenge and Support:	World wide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> • <i>A wide range of challenging but engaging texts has been selected for this unit.</i> 	<ul style="list-style-type: none"> • <i>Selected texts cover a range of genres and topics, maximising engagement with the wider world.</i> 	<ul style="list-style-type: none"> • <i>Written and verbal communication skills are developed.</i> • <i>Real world writing-for purpose and audience</i>

<ul style="list-style-type: none"> ● <i>The unit facilitates increasing interrogation of texts, building skills of analysis and evaluation which are challenging for students.,</i> ● <i>Students analyse the impact of structure which is challenging for them.</i> ● <i>Use of colour-coded tasks and approaches are used in every lesson, allowing students a constant range of challenge and support .</i> 	<ul style="list-style-type: none"> ● <i>Lesson activities and structure allow for discussion and interrogation.</i> 	
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<ul style="list-style-type: none"> ● <i>Opportunities to explore the context of a variety of texts.</i> ● <i>Texts allow for discussions around current affairs and moral issues.</i> ● <i>Opportunities for spiritual development while considering some texts.</i> 	<ul style="list-style-type: none"> ● <i>This unit has numerous opportunities for cross-curricular links-history, CC, geography, art in particular.</i> ● <i>Opportunities to read aloud every lesson.</i> ● <i>Many extended writing opportunities, especially in the teaching of section B.</i> 	<ul style="list-style-type: none"> ● <i>Fiction/non-fiction; implicit/explicit; generalisations/specific analysis; difference between language and structure; what constitutes evaluation.</i>
<p>Assessment timeline:</p>		
<ul style="list-style-type: none"> ● Opportunities for peer and self-assessment of individual questions built into lessons. ● Assessments to take place at the end of the study of Section A and then Section B. ● Success criteria to be used in the form of checklists for individual questions for section A. ● Assessments will inform planning for year eleven when the unit is revised and will also enable the teacher to focus on the question types that pose more difficulties for students. 		
<p>Home learning</p>		

- Home learning will focus on wide reading and the revision of core skills.

Feedback

- *Feedback will be in line with the Departmental policy.*