

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1

- English Literature Paper 2, Section A: An Inspector Calls
- English Language Paper 1, Section A: Reading Skills and Analysis

Half Term 2

- English Literature Paper 2, Section A: An Inspector Calls
- English Literature Paper 2, Section B: Power & Conflict poetry- Cluster 1
- English Language Paper 1, Section B: Descriptive/Narrative writing

Half Term 3

- English Literature Paper 2, Section B: Power & Conflict poetry- Cluster 1
- English Literature Paper 2, Section C: Unseen Poetry

Half Term 4

- English Language Paper 2, Section A : Non-fiction reading and writing skills
- English Language Paper 2, Section B: Writing to present a viewpoint
- English Literature Paper 1, Section A: Romeo and Juliet

Half Term 5

- English Literature Paper 1, Section A: Romeo and Juliet
- English Language Paper 1, Section A and B: MOCK PREPARATION

Half Term 6

- English Language Paper 1, Section A and B: MOCK PREPARATION
- English Literature Paper 2, Section B: Power & Conflict poetry- Cluster 2

Feedback, Retrieval & Assessment

- Self and peer assessment
- On-going formative assessment during lessons by teacher
- Student/teacher one-to-one discussions
- Half-termly teacher assessed tasks and formal assessment
- Regular homework and retrieval activities

Super curriculum opportunities / extra-curricular activities

- Use vocabulary sheet to learn core vocabulary on a regular basis and discover new vocabulary
- Watch film productions of the literature texts
- Homework and wider reading – stretch and challenge
- Attend after school revision sessions
- Attend theatre group visits

Cultural Capital, SMSC, Careers and Futures

- Learning about other cultures and traditions
- Learning about society- past and present
- Working independently, in pairs and in groups.
- Understanding the role of individuals in a team
- Empathising and understanding
- Exploring and debating differing viewpoints and perspectives

Common misconceptions

- Identifying the difference between the structure of a text and the language of a text
- Understanding the differing and relevant contextual factors relating to the texts
- Knowing how to evaluate a viewpoint whilst still agreeing with it/challenging it
- Understanding a play is written as a dramatic performance

Connecting New Knowledge

- Regular revisiting of core vocabulary and grammar
- Structuring of responses remain the same across reading responses
- Assessment objectives cross over between the different papers
- Linking of units studied across both English GCSEs

Challenge for all

- Knowledge organisers in each unit.
- Regular use of scaffolds and structured practice
- Clearly defined success criteria and use of student action to make progress
- Stretch activities built into each lesson