

Topic: English Language Paper 1 Question 2			Duration: 6 lessons	Composite: Practice Exam Questions
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Simile Pathetic Fallacy Metaphor Adverbs Verbs Adjectives Nouns Exclamation marks	<ul style="list-style-type: none"> • Word classes • Language techniques • Imagery • Sentence forms • Repetition 		<ul style="list-style-type: none"> • Identification of keyword in question • Identification of writer's methods • How to analyse a quotation • How to write an analytical paragraph 	Paper 1 Question 4- evaluation of writer's methods Paper 2 Question 3 Language Analysis Paper 2 Question 4 writers' viewpoints
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> • Applying knowledge of newly-acquired vocabulary items when reading texts. • Identifying writer's methods and techniques 	<ul style="list-style-type: none"> • Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class. 	<ul style="list-style-type: none"> • Construct high quality analytical paragraphs. • Develop analysis and explanation in line with exam criteria 	Develop confidence in structuring an analytical response to Question 2 Language.	Employability: Developing clear explanations Working as part of a team Working independently Following guidance Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher
SEND				
<ul style="list-style-type: none"> • Links to prior learning – writer's methods and word choices, constructing analytical paragraphs and explicit vocabulary instruction – explicitly highlighted to support non-verbal reasoning. • Activities, such as the construction of analytical paragraphs, are scaffolded with over-learning of previous content to encourage independence. • In every lesson the 'Do Now' activity and end of lesson 'Review', provide opportunities for retrieval practice and building on prior knowledge • explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. • Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 				

Topic: GCSE English Language Paper 1 Q4			Duration: 2-4 lessons	Composite: Practice Exam Questions
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Evaluate Methods Opinion Effect Impact Interpretation Emphasise	<ul style="list-style-type: none"> Understand what 'to evaluate' means and how to do it. Identify writers' methods and analyse their effects. Know how writers' methods help a reader to form an opinion on a text. 		<ul style="list-style-type: none"> Know how writers' methods help a reader to form an opinion on a text. How to write an evaluative paragraph. 	Paper 1 Question 2 Language Analysis Paper 2 Question 3 Language Analysis Paper 2 Question 4 Writers' Viewpoints
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> Applying knowledge of newly-acquired vocabulary items when reading texts. Identifying writer's methods and techniques 	<ul style="list-style-type: none"> Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class. 	<ul style="list-style-type: none"> Construct high quality evaluative paragraphs. Develop evaluation and explanation in line with exam criteria 	Develop confidence in structuring an analytical response to Question 4 Language.	Employability: Developing clear explanations Working as part of a team Working independently Following guidance Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher
SEND				
<ul style="list-style-type: none"> Links to prior learning – writer's methods and word choices, constructing analytical paragraphs and explicit vocabulary instruction – explicitly highlighted to support non-verbal reasoning. Activities, such as the construction of evaluative paragraphs, are scaffolded with over-learning of previous content to encourage independence. In every lesson the 'Do Now' activity and end of lesson 'Review', provide opportunities for retrieval practice and building on prior knowledge Explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 				

Topic: GCSE English Language Paper 1 Q3				Duration: 6 lessons	Composite: Practice exam questions
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
<ul style="list-style-type: none"> • Narrative • Narration • Perspective • Structural link • Foreshadowing • Flashback • Hook • Cohesion • Dialogue • Setting • Event • In medias res • Conflict • Contradiction • Direct address • Foreboding • Shift • Suspense • Signpost 	<ul style="list-style-type: none"> • Narrative Voice – First person / Second person / Third Person Objective / Third Person Omniscient / Multiple Voices / Unreliable narrator/ Self-Conscious narrator. • Opening hooks – Surprise/ Dread/ Emotional/ Atmospheric/ Conflict/ Curiosity/ Visual • Foreshadowing techniques – Omens/ Symbolism /Prophecy / Character’s emotion/ Significant event/ Significant item. • Flashback purposes – Gap fill/ Time-hop/ Crucial moments/ Character motives • Cohesive devices - Chronological order/ Tenses/ References to time or dates / References to place / Time connectives / Repetition / Recurring uses of imagery or motifs. • The reading journey ‘key moments’ (paragraph level analysis). 			<ul style="list-style-type: none"> • Comment, explain and analyse the writer’s use of structure as a way of conveying ideas and meaning to the audience. • Analyse structure at whole text level • Analyse structure at paragraph level • Analyse structure at sentence level • Use pertinent, direct quotations from the extract. • Use precise subject terminology to enhance analysis and use this in an accurate way. • Sustained focus on the extract and the question given. • Coherently structure and present ideas. • Show a perceptive understanding of events within the extract • Give well-considered ideas about the influence on the reader. 	Link to analysis of GCSE Literature texts
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> • Challenging texts • Engaging with model answers 		<ul style="list-style-type: none"> • Discussion activities 	<ul style="list-style-type: none"> • Q3 response in each lesson. 	Independent writing task each lesson.	<ul style="list-style-type: none"> • Independent writing / analysis (INITIATIVE) • Shared writing activities (TEAMWORK)

<ul style="list-style-type: none"> Engaging with marking criteria 	<ul style="list-style-type: none"> Peer assessment and feedback 	<p>Focused on isolated skills lesson 1-4.</p>		<ul style="list-style-type: none"> Peer discussion/ assessment/ feedback (SPEAKING) Exam preparation & practice (TIME MANAGEMENT)
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SEND

- Opportunities for retrieval practice and building on prior knowledge 'Then/Now/Next' on the first slide of each lesson.
- Skills from KS3 are built on (narration, structural links and cohesion).
- Texts chosen from YA fiction/ pop culture are made relatable (*Harry Potter, The Hunger Games, The Lovely Bones, Anita and Me and The Girl on the Train* – opportunities to support with film or 'buy in')
- Independent work (Initiative/ Cognition and Learning)
- Shared writing (Teamwork/ SEMH/ Communication and Interaction)
- Peer assessment and discussion (Communication and Interaction/ SEMH)
- Exam practice (Cognition and Learning/ Time management/ Resilience/ SEMH) teach life skills or work-related to support the pathway into adulthood
- Technology: videos (film clips) used to engage and support accessibility
- Repetition of key vocabulary in every lesson
- Skills ordered logically and sequenced with an increase in complexity: Structural devices taught in isolation leading to a cumulative approach through WTM. 'Comment, Explain and Analyse' from mark scheme.
- Opportunities for low entry/high ceiling activities – model answers in each lesson and a dedicated WTM lesson 5.
- Activities are scaffolded with over-learning of previous content to encourage independence (assessed at end of unit Lesson 6).

Topic: GCSE English Language Paper 2 – Q2				Duration: 3-5 lessons	Composite: Q2 Practice Questions
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Summarising Comparison Inference Explicit Implicit	<ul style="list-style-type: none"> • Can you make comparisons? • Can you identify similarities and differences? • Can you write a summary? • Can you identify relevant information from a text? • Can you make inferences? 			<ul style="list-style-type: none"> • Can you write an answer Paper 2 Q2? 	Comparison required for Paper 2 Q4.
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:	
<ul style="list-style-type: none"> • Reading a range of challenging non-fiction texts. • Answering, and asking, questions of texts. 	<ul style="list-style-type: none"> • Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class. 	<ul style="list-style-type: none"> • Composing well-constructed questions to answers 	<ul style="list-style-type: none"> • Developing the confidence to read and understand challenging non-fiction texts. 	Employability: Working independently Following guidance Careful and precise reading Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher	
SEND					
<ul style="list-style-type: none"> • The unit supports cultural capital by exposing SEND learners to a range of non-fiction texts including newspaper and magazine articles, autobiographical and biographical texts, and diary extracts. • In most lessons the ‘Do Now’ activity and end of lesson ‘Review’ provide opportunities for retrieval practice and building on prior knowledge. • Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. • Activities, such as developing comparative paragraphs, are scaffolded with over-learning of previous content to encourage independence. • Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 					

Topic: English Language Paper 2 Question 5			Duration: 6 Lessons	Composite:	
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics	
Viewpoint Argue Structure Speech Openings Explore Persuade Sentences Phrases	<ul style="list-style-type: none"> • Repetition • Direct address • Varied sentence structure • Paragraphs/Fluency • Language Devices – Adverbs, alliteration, metaphor • Structural devices – Anaphora, rule of three, semantic field 		<ul style="list-style-type: none"> • To consider wording of question and identify key words. • Write an extended response suitable for Q5. • Consider form, audience and purpose of writing. 	<ul style="list-style-type: none"> • Paper 2 question 2 summary and inference. • Paper 2 Question 3 Language Analysis • Paper 2 Question 4 writers' viewpoints. 	
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> • Reading challenging non-fiction extracts. • Identifying writer's methods whilst reading extracts. 		<ul style="list-style-type: none"> • Discussing and sharing ideas as small groups and whole class. 	<ul style="list-style-type: none"> • Constructing a high quality response to Q5 whilst adhering to success criteria. 	Building confidence to be able to write for an extended period and, also be confident in writing a Q5 response.	Employability: Teamwork Working independently Following guidance Working to a set time limit Careers: Journalism, creative writer, literary critic, academic.
SEND					
<ul style="list-style-type: none"> • Links to prior learning – writer's methods and word choices, constructing responses and explicit vocabulary instruction – explicitly highlighted to support non-verbal reasoning. • Activities, such as the construction of paragraphs/sentences, are scaffolded with over-learning of example extracts to encourage independence. • In every lesson the 'Do Now' activity and end of lesson 'Review', provide opportunities for retrieval practice and building on prior knowledge • explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. • Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 					

Topic: GCSE English Language Paper 2, Question 4			Duration: 8 lessons	Composite: Practice Exam Questions
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Attitude Compare Method Perspective Tone	<ul style="list-style-type: none"> To compare two different texts To identify similarities and differences between writer’s perspectives. To identify relevant information from two texts To analyse how writers use methods to convey a viewpoint. 		<ul style="list-style-type: none"> Writer’s viewpoint – ‘What? How? Why?’ Can you compare the perspectives of two different writers? 	Comparison required for Paper 2 Q2 and Q4.
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> Reading a range of challenging non-fiction texts. Answering, and asking, questions of texts. 	<ul style="list-style-type: none"> Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class. 	<ul style="list-style-type: none"> Composing well-constructed questions to answers 	<ul style="list-style-type: none"> Developing the confidence to read and understand challenging non-fiction texts. 	Employability: Working independently Following guidance Careful and precise reading Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher
SEND				
<ul style="list-style-type: none"> The unit supports cultural capital by exposing SEND learners to a range of non-fiction texts including newspaper and magazine articles, autobiographical and biographical texts, and diary extracts. In most lessons the ‘Do Now’ activity and end of lesson ‘Review’ provide opportunities for retrieval practice and building on prior knowledge. Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. Activities, such as developing comparative paragraphs, are scaffolded with over-learning of previous content to encourage independence. Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 				

Topic: GCSE English Language Paper 1 Q1		Duration: 10 lessons		Composite: Mock Q1 questions	
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Comprehend Interpret Method Purpose	<ul style="list-style-type: none"> Identify and retrieve specific information from a text. Identify what is happening in a text Identify plot, character(s), setting and mood / tone / atmosphere. Identify the writer's purpose and consider the methods used to communicate this. Begin to comment on language choices and their effects. 			<ul style="list-style-type: none"> Plot, character(s), setting and mood / tone / atmosphere help you comprehend a text. How to answer Paper 1 Question 1. 	Development of close reading skills will support access to all other questions on Paper 1.
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability via:
<ul style="list-style-type: none"> Nineteenth century literature. Colloquial language and unfamiliar dialect. Long sentences containing multiple embedded clauses. 		<ul style="list-style-type: none"> Reading out challenging extracts in the classroom. 	<ul style="list-style-type: none"> Displaying and repeating knowledge of impressive vocabulary. Retrieving specific key information from texts. 	<ul style="list-style-type: none"> Students to be taught to persevere with their comprehension of the extracts when the language use becomes complicated and challenging. 	<p>Employability: Developing clear explanations Working as part of a team Working independently Following guidance</p> <p>Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher</p>
SEND					
<ul style="list-style-type: none"> Activities, such as reading for meaning, are scaffolded with over-learning of previous content to encourage independence. In every lesson the 'Do Now' activity and end of lesson 'Review', provide opportunities for retrieval practice and building on prior knowledge Explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 					

Topic: GCSE English Language Paper 1 Q1		Duration: 10 lessons		Composite: Mock Q1 questions	
Key vocabulary:	Core knowledge Components			Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Comprehend Interpret Method Purpose	<ul style="list-style-type: none"> Identify and retrieve specific information from a text. Identify what is happening in a text Identify plot, character(s), setting and mood / tone / atmosphere. Identify the writer's purpose and consider the methods used to communicate this. Begin to comment on language choices and their effects. 			<ul style="list-style-type: none"> Plot, character(s), setting and mood / tone / atmosphere help you comprehend a text. How to answer Paper 1 Question 1. 	Development of close reading skills will support access to all other questions on Paper 1.
Impressive reading		Impressive speaking	Impressive writing	Resilience	Employability via:
<ul style="list-style-type: none"> Nineteenth century literature. Colloquial language and unfamiliar dialect. Long sentences containing multiple embedded clauses. 		<ul style="list-style-type: none"> Reading out challenging extracts in the classroom. 	<ul style="list-style-type: none"> Displaying and repeating knowledge of impressive vocabulary. Retrieving specific key information from texts. 	<ul style="list-style-type: none"> Students to be taught to persevere with their comprehension of the extracts when the language use becomes complicated and challenging. 	<p>Employability: Developing clear explanations Working as part of a team Working independently Following guidance</p> <p>Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist, freelance writer, novelist / playwright / poet Teacher</p>
SEND					
<ul style="list-style-type: none"> Activities, such as reading for meaning, are scaffolded with over-learning of previous content to encourage independence. In every lesson the 'Do Now' activity and end of lesson 'Review', provide opportunities for retrieval practice and building on prior knowledge Explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 					

Topic: English Language- Paper 1, Question 5 (AO5)		Duration: 7 lessons		Composite: Mock question		
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory		Links to previous and future topics	
Verb Adverb Adjective Metaphor Personification Simile Connotation Development Proofing Criteria	<ul style="list-style-type: none"> Know key AO5 features that an examiner is looking for in a Q5 response Defining what a verb, adverb, metaphor, personification and simile is Understanding the different functions of an adverb and how to identify within a text Understanding how verbs can offer connotations that will add depth and expression Development of common verb synonyms knowledge Understanding a common weakness in similes and how to address this Know how to form metaphors two different ways and how to support understanding Be able to identify personification and explain the impact of its use Know how to form personification using 4 different methods Know how to use a specific planning approach to ensure idea development and response organisation Know how to check work for signs of specific success criteria Know how to judge appropriate quantity of technique application 		<ul style="list-style-type: none"> Know and be able to apply a range of more advanced alternatives for common verbs, as well as anticipating connotive effect of verb selection Know main adverb forms and how to apply them judicious Know how to develop similes fully using a specific process Know to how to vary metaphor approaches and ensure comparison development Know how to vary personification approaches, using at least 3 different strategies Know how to use a starburst planning approach to prepare for a question response 		<ul style="list-style-type: none"> Continuation of descriptive writing skills development from KS3 Knowledge elements transferable to Paper 2, Question 5 coverage in a future unit 	
Impressive reading		Impressive speaking	Impressive writing		Resilience	Employability and Careers via:
<ul style="list-style-type: none"> Reading into specific advanced word choices Identifying specific literary techniques Anticipating effect of specific devices or language choices 		<ul style="list-style-type: none"> Constructive verbal comparison of responses 	<ul style="list-style-type: none"> Use of a range of advanced word choices strategically within writing Use of a variety of appropriate descriptive techniques accurately Description development via appropriate planning strategies Well judged deployment of descriptive devices 		<ul style="list-style-type: none"> Employing previously taught strategies in conjunction with current lesson topic Willingness to experiment and take chances with language choices 	<p>Employability:</p> <ul style="list-style-type: none"> Vocabulary expansion allowing more expressive communication Proofing writing to ensure accuracy Self-evalutaion of performance Deployment of specific planning strategies to allow for developed ideas <p>Careers: Skills taught are highly relevant to careers requiring expressive writing (i.e journalism)</p>
SEND						
<ul style="list-style-type: none"> Opening activity/theme is always a consolidation of the previous lesson's skills to ensure learner buy and boost confidence Multi-sensory approach using visual stimulus (animations and images) Repetition of key vocabulary in every lesson Curriculum time allocated for the explicit teaching of key vocabulary Activities are scaffolded with over-learning of previous content to encourage independence Technology: video/app/software (say what) used to support accessibility 						

Topic: GCSE English Language Paper 2, Question 3			Duration: 5 lessons	Composite: Practice Exam Questions
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Perceptive Analysis Judicious Review Develop Verb Adverb Adjective Connotation Denotation Simile Metaphor Personification Atmosphere Tenor Vehicle Ground	<ul style="list-style-type: none"> Do I know what the most important words in the question will be and what they mean? Can I remember what specific things I get marks for in this question and identify these mark areas in good responses? Can I accurately identify verbs, adverbs and adjectives? Can I read into the specific use of verbs, adverbs and adjectives and explain what the writer is suggesting through their choices? Can I explain what verb connotations are and give examples? Do I know what makes a good choice of word to pick out and discuss? Can I accurately identify similes, metaphors and personification? Do I know what makes an extended metaphor? Can I break a metaphor down into tenor, vehicle and ground? Am I aware of the four different ways personification can be formed? Can I read into what writers are implying via figurative comparisons? 		<ul style="list-style-type: none"> Do I know the procedure for producing an excellent response to a question 3? Do I know how to identify all of the most common language devices and explain their effects where appropriate? 	Language analysis required for Paper 2, Question 3. Identical question procedures and knowledge can be applied to Paper 1, Question 2.
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability and Careers via:
<ul style="list-style-type: none"> Exposure to a range of challenging non-fiction extracts Regular opportunities to identify and engage with the writer's craft Regular opportunities to read into language choices 	Opportunities to share and discuss ideas – clearly, accurately and precisely – in pairs, groups and as a class.	Composing well-constructed questions to answers.	Develop the confidence to express own opinions about the writer's approaches and make adventurous quote choices for analysis.	Employability: Working independently Following guidance Careful, precise and insightful reading Broadening world knowledge via texts Careers: Literary critic / academic Any career where quality and clarity of written communication is important e.g. journalist
SEND				
<ul style="list-style-type: none"> The unit supports cultural capital by exposing SEND learners to a range of non-fiction texts including newspaper and magazine articles, autobiographical and biographical texts, and diary extracts. In most lessons the 'Do Now' activity and end of lesson 'Review' provide opportunities for retrieval practice and building on prior knowledge. Curriculum time allocated for the explicit teaching of key vocabulary, with repetition and re-visiting of this throughout the unit. Activities, such as developing comparative paragraphs, are scaffolded with over-learning of previous content to encourage independence. Multi-sensory approach using images as well as words to support vocabulary instruction and more complex ideas. 				

