



English Department: Scheme of Learning

English Language (Resit)

2021-2022

SOW Rationale:

The aim of this scheme is to revisit and consolidate previous KS4 learning and to enable success in the GCSE Language examinations. Through a variety of text types, students will focus on Language Paper 1 (fiction) and Language Paper 2 (non-fiction) across each term sequentially. Each section will bring together their language analysis skills from across their English studies. In addition to this, this scheme aims to foster engagement and ambition in our students, preparing them for the academic challenges of Further Education and beyond.

Unit learning objectives:

- Examine a range of fiction texts with themes and topics that cover a wide range of foci.
- Identify and comment on writer's craft- techniques, structures (effect on audience) thereby allowing links to more deeply understanding other texts in the course.
- Composition- idea collection, planning, drafting and redrafting
- Identify and utilise key terms when analysing writing- language analysis, structure, description, dialogue.
- Demonstrate understanding of writer's methods.

Assessment Foci:

- **AO1:** identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts
- **AO2:** 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
- **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- **AO4:** Evaluate texts critically and support this with appropriate textual references
- **AO5:** 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
- **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- **AO7:** Demonstrate presentation skills in a formal setting
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- **AO9:** Use spoken standard English effectively in speeches and presentations.

Assessments/ Marked pieces:

Students to complete a range of marked questions across each HT. This will culminate in a full paper assessment at the end of each HT. One is to be given individual feedback and the other to be given collective feedback in line with Academy Learning Policy.

Week 1:

Baseline assessment

External exams:

Paper 1 – Monday 1st November 2021

Paper 2 – Wednesday 3rd November 2021

Prior learning

KS4/KS5 students will have experienced English studies and will have familiarity with reading and writing skills and some subject terminology, such as grammar terms. Likewise, students should have been taught to recognise themes and have had opportunities to compare characters. Students should be able to discuss viewpoints within a text and across more than one text.

Students should have been taught and sat (where applicable) GCSE examinations in both English Language and English Literature, thus understanding the nature of the qualification and the academic demands that this study entails.

Links to other skills

Preparation for viewpoint writing (Lang 2)

Creative writing and expression (Lang 1)

Homework

Following the academy's homework policy, students should be set 40 minutes of homework a week.

Homework should reinforce class work or prepare students for future learning.

Seneca learning may be used to set homework.

Homework should be clearly labelled in books.

Essential Skills:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.
- read and evaluate texts critically and make comparisons between texts.
- summarise and synthesise information or ideas from texts.
- use knowledge gained from wide reading to inform and improve their own writing.
- write effectively and coherently using Standard English appropriately.
- use grammar correctly and punctuate and spell accurately.
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language and use spoken Standard English effectively.

Content:

- critical reading and comprehension.
- summary and synthesis.
- evaluation of a writer's choice of vocabulary, form, grammatical and structural features.
- producing clear and coherent text.
- writing for impact.

SPAG

SPAG should be taught throughout the scheme. 5 a day low stake quiz to be used as a starter in the lesson.

Marking for SPAG is crucial and should be a key focus of our marking. Teachers to use the marking of books to inform their teaching in terms of SPAG.

Speaking and listening opportunities:

Students should be encouraged, as much as possible, to be presenting and speaking confidently in front of their peers. This will support students in several subjects as well as developing their speaking and listening ability for later in their school life.