

Year 10: English Language and Literature GCSE (AQA Syllabus)

	1: The Wrong Side of the Tracks	2: Fight the Power	3: Outsiders
Language (Reading)	<p>HALF TERM 1: Paper 1, Questions 1 and 2: <i>'Mean Streets'</i> Hardboiled Crime Fiction</p> <p>HALF TERM 2 Paper 2, Question 2: Prison point of view study (Turtle Book Chapter 3) And Crab p 112 (Prisons)</p>	<p>HALF TERM 3: Paper 1, Questions 1&2 recap; focus on Q3 skills.</p> <p>HALF TERM 4: Paper 2: Questions 1&2 recap; focus on Q3 skills. Rhetorical Speeches</p>	<p>HALF TERM 5: Paper 1, Questions 1,2&3 recap; focus on Q4. Dystopian Fiction</p> <p>HALF TERM 6: Paper 2, Questions 1,2&3 recap; focus on Q4. POV linked to 19th C England Freakshows & curiosities Discovery and travel, Medicine, Physiognomy</p>
Language (Writing)	<p>HALF TERM 1: <u>Narrative writing</u> - generating ideas using imagination. Photograph stimulus - 'Behind bars' then prompt: write the beginning of a story about a poor decision.</p> <p>HALF TERM 2: <u>Writing to express a viewpoint:</u> 'Prisoners these days have it far too easy with their games consoles, televisions and cushy prison jobs. Prisons should be places of hard labour and punishment, not hotels.' Write an essay giving your views on this statement.</p>	<p>HALF TERM 3: <u>Descriptive writing</u> - photograph stimulus: write a description as suggested by a photograph of a protest.</p> <p>HALF TERM 4: <u>Writing to express a viewpoint:</u> Eg: our local council has proposed that, as a result of constant vandalism and anti-social behaviour amongst youths, that there should be an 8pm curfew in place for anyone under the age of 18. Write a speech to be delivered at County Hall giving your views on this matter.</p>	<p>HALF TERM 5: <u>Narrative or descriptive writing-</u> Either: write a description as suggested by this photograph (dystopian setting) or: write a story where someone is tricked or deceived</p> <p>HALF TERM 6: <u>Writing to express a viewpoint:</u> Eg: It is time that parents and schools taught youngsters that outward appearance is far less important than character.' Write an article for your school magazine giving your views on the above statement.</p>
Literature (Prose and Plays)	HALF TERM 1 & HALF TERM 2 The 19th Century Novel	HALF TERM 3 & HALF TERM 4: 'Macbeth'	HALF TERM 5 & HALF TERM 6: 'An Inspector Calls'
Literature (Power and Conflict)	Poppies, Emigree. Revisit: Prelude, Kamikaze, Bayonet Charge	Charge of the Light Brigade, Tissue. Revisit: Remains, War Photographer, Ozymandias	London, My Last Duchess, Checking Out Me History Revisit: Exposure, Storm on The Island

Year 10 GCSE English Language Curriculum

Half Term	Taught Curriculum	Taught Skills	Summative Assessment Title/Type	Assessment Criteria	Learned Curriculum
HT1 & HT2	The Wrong Side of the Tracks	<p>READING:</p> <ul style="list-style-type: none"> identifying and interpreting explicit and implicit information and ideas selecting and synthesising evidence from different texts Explaining commenting on and analysing how writers use language to achieve effects and influence readers, using relevant subject terminology to support their views <p>WRITING:</p> <ul style="list-style-type: none"> Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts 	<ul style="list-style-type: none"> List four things that the writer says about... How does the writer use language to show.... Summarise the differences between either viewpoints, or what the writers say about a given topic Write the beginning of a story in accordance with a given writing prompt Write a letter giving your views on a given statement 	<ul style="list-style-type: none"> I can find obvious and less obvious information in a text I can infer and deduce information and ideas I can explain what linguistic devices a writer uses to achieve particular effects I can explain HOW these devices create particular effects I can use a range of linguistic, structural, narrative and non-fiction features to write imaginatively and convincingly 	<p>A guide to the skills taught:</p> <p>https://www.youtube.com/watch?v=hMhQIX9DCcQ</p> <p>https://www.youtube.com/watch?v=L_dF68iUg-k</p> <p>A guide to narrative writing:</p> <p>https://www.youtube.com/watch?v=OgNVUZvB9Ow</p> <p>Crafting an argument:</p> <p>https://www.youtube.com/watch?v=ae61kGNpQPs</p>
HT3 & HT4	Fight the Power	<p>READING</p> <ul style="list-style-type: none"> Explain, comment on and analyse how writers use structure to achieve effects and using relevant subject terminology to support their views How writers use language (including a range of linguistic methods) to convey their viewpoint <p>WRITING:</p> <ul style="list-style-type: none"> Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts 	<ul style="list-style-type: none"> How has the writer structured the piece to interest you as a reader? How has the writer used language to convey a particular viewpoint? Write a description as suggested by a photograph Write a speech giving your views on a particular matter 	<ul style="list-style-type: none"> I can make relevant and insightful comments on structure, using appropriate terminology and explaining the effects created by the writer's use of structural features I can evaluate a writer's choice of language and linguistic devices and their effects on the reader I can use a range of creative and innovative methods to create effective description I can use an appropriate form and range of persuasive and written presentation methods to convey my viewpoint 	<p>Narrative Structure</p> <p>https://www.gcse.co.uk/gcse-english-language-paper-1-writing-about-structure-question-3-focus/</p> <p>Persuasion</p> <p>https://www.teachstarter.com/au/blog/what-are-persuasive-devices-examples-and-activities/</p> <p>Descriptive techniques</p> <p>https://www.bbc.co.uk/bitesize/clips/z9xc82p</p> <p>Descriptive examples:</p> <p>https://learntobehard.com/gcse-english-language-descriptive-writing-examples/</p>

				effectively and convincingly	
HT5 & HT6	Outsiders	<p>READING:</p> <ul style="list-style-type: none"> Evaluating texts critically and support this with appropriate textual references Explaining, commenting on and analysing how writers use a range of devices, including sentence forms, punctuation, literary devices, structural devices and tone to achieve effects and influence readers, using relevant subject terminology to support their views <p>WRITING:</p> <ul style="list-style-type: none"> Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<ul style="list-style-type: none"> A given statement about a particular section of an unseen text. Students agree, disagree or partially agree, using evaluative skills to support, refute, or partially support the statement Comparison of writers' methods and effects across two unseen texts Creative Writing - either descriptive or narrative in response to a visual or written prompt Writing to express a viewpoint; write an article for your school magazine 	<ul style="list-style-type: none"> I can evaluate how a writer has achieved particular effects on the reader I can compare writers' methods and the effects of such by cross referencing two texts I can produce engaging, lively and effective descriptive or narrative writing I can clearly, effectively and persuasively convey my viewpoint about a specific topic, using a given form appropriately. 	<p>Excerpt from 'To the North' by Bill Bryson</p> <p>https://docs.google.com/document/d/1dO_yEMdmxfoOfRVk3ExhTg7BkOFk8QyNrONWAOocCNs/edit?usp=sharing</p>

Year 10 GCSE English Literature Curriculum

Half Term	Taught Curriculum	Taught Skills	Summative Assessment Title/Type	Assessment Criteria	Learned Curriculum
HT1 & HT2	<p>The 19th Century Novel: dependent on teaching group, either:</p> <ul style="list-style-type: none"> 'A Christmas Carol' by Charles Dickens, or 'The Strange Case of Dr. Jekyll and Mr. Hyde', <p><u>Study of AQA Power and Conflict Poetry:</u></p> <p>Poppies, Emigree. Revisit: Prelude, Kamikaze, Bayonet Charge.</p>	<ul style="list-style-type: none"> Reading, understanding and responding to texts maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate Show understanding of the relationships between texts and the contexts in which they were written Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation Compare themes, ideas, methods and effects across two different poems 	A character or theme question: e.g. 'How does Priestley present the theme of responsibility in <i>An Inspector Calls</i> ?'	<ul style="list-style-type: none"> I can make relevant comments in response to the task and whole text I can use quotations to support my ideas I develop my ideas well, and don't simply retell the story I demonstrate that I understand how the time in which the play was written and set has influenced its events, characters and themes 	<p>Pre-reading of the text: 'An Inspector Calls' by J. B. Priestley'</p> <p>Class, Capitalism and Socialism in the Edwardian period: https://intriguing-history.com/the-edwardian-era/</p> <p>What is capitalism? https://www.capitalism.com/what-is-capitalism/</p> <p>What is socialism? https://www.history.com/topics/industrial-revolution/socialism</p> <p>An interesting Oxford Union Debate on Capitalism Vs Socialism: https://youtu.be/WbCC0zO2R3I https://youtu.be/7QaZEGcoGXo</p> <p>It is also worth exploring the other speakers in this debate by following the appropriate links on YouTube.</p> <p>Information on J.B. Priestley: https://jbpriestley.co.uk/bibliography/#:~:text=J.B.Priestley%20was%20born%20John%20Priestley%20on%20September%2013th,was%2016%2C%20he%20worked%20in%20a%20wool%20office.</p>
HT3 & HT4	'Macbeth' by William Shakespeare	<ul style="list-style-type: none"> Reading, understanding and responding to texts maintain a critical style and develop an informed personal response 	Extract and whole text question e.g. 'Starting with this extract, how does Shakespeare present Macduff	<ul style="list-style-type: none"> I can make relevant comments in response to the task and whole text 	Plot, full text and scene by scene synopsis: https://www.sparknotes.com/shakespeare/macbeth/

	<p><u>Study of AQA Power and Conflict Poetry:</u></p> <p>Charge of the Light Brigade, Tissue. Revisit: Remains, War Photographer, Ozymandias.</p>	<ul style="list-style-type: none"> • use textual references, including quotations, to support and illustrate interpretations • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • Show understanding of the relationships between texts and the contexts in which they were written • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation • Compare themes, ideas, methods and effects across two different poems 	<p>as a hero?' Write about how Macduff is presented as a hero in the extract and the play as a whole.</p>	<ul style="list-style-type: none"> • I can use quotations to support my ideas • I develop my ideas well, and don't simply retell the story • I demonstrate that I understand how the time in which the play was written and set has influenced its events, characters and themes 	<p>Macbeth timeline: https://www.rsc.org.uk/shakespeare-learning-zone/macbeth/story/timeline</p> <p>Context: the Great Chain of Being: https://www.bbc.co.uk/bitesize/guides/zmjnb9q/revision/2</p> <p>King James I and VI: https://www.britannica.com/biography/James-I-king-of-England-and-Scotland</p> <p>The Basilikon Doran: https://internetshakespeare.uvic.ca/doc/JamesI_BasilikonDoran/index.html</p>
<p>HT5 & HT6</p>	<p>'An Inspector Calls' by J. B. Priestley'</p> <p><u>Study of AQA Power and Conflict Poetry:</u></p> <p>London, My Last Duchess, Checking Out Me History. Revisit: Exposure, Storm on The Island.</p>	<ul style="list-style-type: none"> • Reading, understanding and responding to texts • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • Show understanding of the relationships between texts and the contexts in which they were written • Compare themes, ideas, methods and effects across two different poems 	<p>Extract and full text question e.g. 'Starting with this extract, how does Dickens present Scrooge as an outsider to society?' Write about how Scrooge is presented as an outsider to society in the extract and the novel as a whole.</p>	<ul style="list-style-type: none"> • I can make relevant comments in response to the task and whole text • I can use quotations to support my ideas • I develop my ideas well, and don't simply retell the story • I demonstrate that I understand how the time in which the play was written and set has influenced its events, characters and themes 	<p>Brief outline of Victorian Britain: https://www.thehistorypress.co.uk/the-victorians/victorian-society/</p> <p>The workhouses, poor law and treadmill: https://www.workhouses.org.uk/life/rules.shtml</p>

KS4: Year 11 GCSE English Language and Literature Curriculum: Consolidation, Development and Revision

Half Term	Taught Curriculum	Taught Skills	Summative Assessment Title/Type	Assessment Criteria	Learned Curriculum
HT1 Language	AQA GCSE English Language Paper 1: Section A (Reading)	<ul style="list-style-type: none"> identifying and interpreting explicit and implicit information and ideas selecting and synthesising evidence Explaining commenting on and analysing how writers use language to achieve effects and influence readers, using relevant subject terminology to support their views 	<p>AQA GCSE English Language Paper 1: Section A style assessment. Worth 40 marks in total. Questions on:</p> <ol style="list-style-type: none"> Identifying and interpreting explicit and implicit information; selecting and synthesising evidence. How does the writer use language to...? How has the writer structured the text to interest you as a reader? Evaluating writer's methods: given statement about the chosen text: how far do you agree with the statement? 	<ul style="list-style-type: none"> I can find obvious and less obvious information in a text I can infer and deduce information and ideas I can explain what linguistic devices a writer uses to achieve particular effects I can explain HOW these devices create particular effects I can make relevant and insightful comments on structure, using appropriate terminology and explaining the effects created by the writer's use of structural features I can evaluate how a writer has achieved particular effects on the reader 	<p>Critical Reading Tools: www.savemyexams.co.uk/gcse/english-language/aqa/17/revision-notes/paper-1/section-a-reading/critical-reading-tools/</p>
HT1 Literature	<p>AQA GCSE English Literature Paper 1: Section A (Macbeth)</p> <p>(Refresh and revisit Power and Conflict poems)</p>	<ul style="list-style-type: none"> Further develop critical analysis skills Begin to use context to help shape a response The 'conceptualised' response Literature revision skills Quotation memorisation Commentary on Shakespeare's language, form and structure Application of subject terminology 	<p>AQA GCSE English Literature Paper 1: Section A (Macbeth)</p> <p>Extract and whole text question e.g. 'Starting with this extract, how does Shakespeare present Macduff as a hero?' Write about how Macduff is presented as a hero in the extract and the play as a whole.</p>	<ul style="list-style-type: none"> I can make relevant comments in response to the task and whole text I can use quotations to support my ideas I develop my ideas well, and don't simply retell the story I demonstrate that I understand how the time in which the play was written and set has influenced its events, characters and themes My answer leans towards a central concept in relation to the 	<p>Seneca Revision: Macbeth (sign up required if not already undertaken):</p> <p>https://senecalearning.com/en-GB/blog/free-macbeth-aqa-gcse-revision/</p>

				question	
HT2 Language	AQA GCSE English Language Paper 1: Section B (Creative Writing)	<ul style="list-style-type: none"> Communicating clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organising 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 	AQA GCSE English Language Paper 1: Section B style assessment. Worth 40 marks in total. Either: a written narrative prompt or a photographic stimulus prompt.	<ul style="list-style-type: none"> I can write creatively and imaginatively using a range of literary devices to create deliberate effects I can write with fluency and accuracy I can link my paragraphs and ideas using discourse markers I can use a range of vocabulary and sentence structures to add or emphasise tone and meaning. 	<p>Tips on writing short stories:</p> <p>https://soyouwanttowrite.org/blogs/syww/the-top-10-tips-for-writing-great-short-stories</p> <p>Kurt Vonnegut's Shapes of Stories: https://www.youtube.com/watch?v=oP3c1h8v2ZQ</p> <p>Top Tips for Descriptive Writing</p> <p>https://www.masterclass.com/articles/how-to-write-descriptive-sentences</p> <p>Practice Descriptive photograph prompts (write a description as suggested by this picture):</p> <p>https://www.literacyshed.com/the-images-shed.html</p>
HT2 Literature	Power and Conflict Poetry Revision: <ul style="list-style-type: none"> <i>Charge of the Light Brigade</i> - Alfred Lord Tennyson <i>Exposure</i> - Wilfred Owen <i>Remains</i> - Simon Armitage <i>Bayonet Charge</i> - Ted Hughes <i>Poppies</i> - Jane Weir <i>War Photographer</i> - Carol Ann Duffy <i>Kamikaze</i> - Beatrice Garland 	<ul style="list-style-type: none"> Reading, understanding and responding to texts maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate Show understanding of the relationships between texts and the contexts in which they were written Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation Compare themes, ideas, methods and effects across two different poems 	Compare how the poets present the theme of X in a given poem and a poem of the students' choice from one that they have studied (can be from either taught curriculum or learned curriculum)	<ul style="list-style-type: none"> I can critically compare two poems, making good use of comparative vocabulary I can explain, explore and evaluate how poets create certain effects through accurate use of subject terminology I can comment on, and compare the linguistic, structural, literary and tonal features of two poems 	Power and Conflict Poetry <ul style="list-style-type: none"> <i>The Prelude</i> - William Wordsworth <i>Ozymandias</i> - Percy Bysshe Shelley <i>My Last Duchess</i> - Robert Browning <i>Tissue</i> - Imtiaz Dharker <i>London</i> - William Blake <i>Checking Out Me History</i> - John Agard <i>The Emigree</i> - Carol Rumens <i>Storm on the Island</i> - Seamus Heaney
HT3	RECAP: AQA GCSE English	<ul style="list-style-type: none"> Explain, comment on and analyse how 	AQA GCSE English	<ul style="list-style-type: none"> I can infer and deduce 	BBC Bitesize Revision -

Language	<p>Language Paper 1: Section A (Reading)</p> <p>Assessment, feedback and improvement</p> <p>AQA GCSE English Language Paper 2: Section A (Reading)</p>	<p>writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <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 	<p>Language Paper 2: Section A style assessment. Worth 40 marks in total.</p> <ol style="list-style-type: none"> 1. Infer, deduce, select and retrieve information 2. Summarise differences between viewpoints in two non-fiction texts 3. Language analysis, commentary and evaluation 4. Critical comparison and evaluation of writers' methods and effects across both texts 	<p>meanings from text</p> <ul style="list-style-type: none"> • I can summarise writers' viewpoints and perspectives and comment on the similarities and/or differences between them • I can explain how writers convey their ideas • I can analyse and compare writers' choices of language and structure 	<p>resources and tests for AQA GCSE English Language Paper 2: Section A (Reading)</p> <p>https://www.bbc.co.uk/bitesize/topics/z34dycw</p> <p>BBC Bitesize Revision - comparing texts (necessary for questions 2 and 4):</p> <p>https://www.bbc.co.uk/bitesize/topics/zyg9nbk</p>
HT3 Literature	<p>AQA GCSE English Literature Paper 2: Section A ('An Inspector Calls')</p> <p>(Refresh and revisit Power and Conflict poems)</p>	<ul style="list-style-type: none"> • Maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • show understanding of the relationships between texts and the contexts in which they were written. • use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. 	<p>Literature Paper 2 Section A style assessment. Worth 40 marks in total.</p> <p>A choice of either a theme based question (e.g. How does Priestley present the theme of responsibility in the play?)</p> <p>OR a character based question (e.g. how does the character of Sheila change throughout the play?)</p>	<ul style="list-style-type: none"> • I can produce a critical response, making apt use of learned quotations, commenting on the writer's methods and their effects and making relevant and linked points about how the context impacts the events, characters and overall message of the play. • More successful responses will provide insight and in-depth interpretations of the more implicit meanings within the play. 	<p>CGP - 'An Inspector Calls' Revision Guide</p> <p>ISBN: 9781841461151</p> <p>Mr Bruff's 'An Inspector Calls' Revision Video playlist:</p> <p>https://www.youtube.com/watch?v=CtqICljZtcY&list=PLqGfSf-P-cDvuiSH8SycEDh1Ugke9tmb</p>
HT 4 Language	<p>AQA GCSE English Language Paper 2: Section B (Non-Fiction Writing)</p>	<ul style="list-style-type: none"> • 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 	<p>Language Paper 2 Section B style assessment. Students will be asked to write an article for a broadsheet newspaper, the text for a leaflet, a letter, a speech or an essay in response to a given statement or opinion.</p>	<ul style="list-style-type: none"> • I can produce writing that is appropriate to form, purpose and audience, using relevant features of a particular style. I can clearly articulate my views, using a range of vocabulary, sentence structures and whole 	<p>BBC Bitesize - writing non-fiction:</p> <p>https://www.bbc.co.uk/bitesize/guides/zwf3rdm/revision/1</p> <p>Some more useful tips and a memorable four step idea for planning your writing.</p>

		punctuation.		<p>text structure as well as correct spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • More successful responses will use nuance, implicit and explicit ideas and be written with flair and originality. 	
HT4 Literature	<p>AQA GCSE English Literature Paper 2, Section C: UNSEEN POETRY</p> <p>In conjunction, revise: <i>'Checking out Me History'</i> - John Agard <i>'The Emigree'</i> - Carol Rumens <i>'Tissue'</i> - Imtiaz Dharker <i>'Extract from The Prelude'</i> - William Wordsworth <i>'My Last Duchess'</i> - Robert Browning <i>'Storm on The Island'</i> - Seamus Heaney <i>'London'</i> - William Blake <i>'Ozymandias'</i> - Percy Bysshe Shelley</p>	<ul style="list-style-type: none"> • Maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. • analyse and compare the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • show understanding of the relationships between texts and the contexts in which they were written. 	<p>Poetry comparison between two of these poems. E.g., Compare how the poets present ideas about x in POEM A and POEM B'.</p>	<ul style="list-style-type: none"> • I can compare two poems, using a range of quotations, explaining implicit and explicit meaning, commenting on the impact of the poets' choices or language, structure and vocabulary and make perceptive and in-depth comments. 	<p>AQA Power and Conflict Study/revision guide by CGP</p> <p>ISBN: 9781782943617</p> <p>Mr Salles Poems Overview: https://www.youtube.com/watch?v=PZ93usWZrRI</p> <p>Fosse method of Comparison for Poetry: https://www.youtube.com/watch?v=hQpLQz1gxjY</p>
HT 5 Language	<p>AQA GCSE English Language Papers 1 AND 2: the BIG questions (2, 3 and 4)</p>	<ul style="list-style-type: none"> • identifying and interpreting explicit and implicit information and ideas • selecting and synthesising evidence • Explaining commenting on and analysing how writers use language to achieve effects and influence readers, using relevant subject terminology to support their views • 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 • 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 	<p>Selected questions on language (how does the writer use language to...), structure (how has the writer structured this text to interest the reader/to develop tension etc.) and evaluation (a student reading this section said "....." How far do you agree?)</p>	<ul style="list-style-type: none"> • I can make analytical comments about language methods and effects • I can identify structural features and comment on their contribution to the overall meaning and development of themes, characters and ideas in texts • I can evaluate the methods used by writers and their effects on the reader • I can summarise differences in content and viewpoint • I can compare writer's 	<p>GCSE English Language AQA Complete Revision & Practice by CGP</p> <p>ISBN: 9781782944140</p>

				perspectives, methods and effects	
HT 5 Literature	AQA GCSE English Literature Paper 1: Section B (19th Century Novel) (Refresh and revisit Power and Conflict poems)	<ul style="list-style-type: none"> Maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. analyse and compare the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. show understanding of the relationships between texts and the contexts in which they were written. 	Original and past paper questions on the class novel - either character related or theme related.	<ul style="list-style-type: none"> I can produce a critical response, making apt use of learned quotations, commenting on the writer's methods and their effects and making relevant and linked points about how the context impacts the events, characters and overall message of the novel. More successful responses will provide insight and in-depth interpretations of the more implicit meanings within the novel. 	Dr Jekyll and Mr Hyde revision Book by York Notes ISBN: 9781447982180 A Christmas Carol Revision guide by Cambridge ISBN: 9781316504604
HT6 Language	AQA GCSE English Language Past Papers Teacher discretion based on previously identified gaps or areas for development. Can be whole papers or particular sections.	<ul style="list-style-type: none"> identifying and interpreting explicit and implicit information and ideas selecting and synthesising evidence Explaining commenting on and analysing how writers use language to achieve effects and influence readers, using relevant subject terminology to support their views 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 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 	A selection of past papers and original exam papers aimed at students' exam practice.	<ul style="list-style-type: none"> Read critically, and use knowledge gained from wide reading to inform and improve their own writing write effectively and coherently using Standard English appropriately use grammar correctly, 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. 	GCSE English Language AQA Complete Revision & Practice by CGP ISBN: 9781782944140 Mr Bruff's Language paper 1 guide: https://www.youtube.com/watch?v=hMhQIX9DCcQ&list=PLqGFsWf-P-cAltMxkEvJXCxgT-ZzFgAN&index=1 Mr Bruff's Language paper 2 guide: https://www.youtube.com/watch?v=yKZ_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVg
HT6 Literature	AQA GCSE English Literature Past Papers Teacher discretion based on previously identified gaps or	<ul style="list-style-type: none"> Maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations. 	A selection of past paper and original exam paper questions aimed at students' exam practice.	<ul style="list-style-type: none"> Critical reading literal and inferential comprehension evaluation of writers' 	CGP - 'An Inspector Calls' Revision Guide ISBN: 9781841461151

	<p>areas for development. Can be whole papers or particular sections.</p>	<ul style="list-style-type: none">• analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.• show understanding of the relationships between texts and the contexts in which they were written.• use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		<p>choices of vocabulary, grammatical and structural features</p> <ul style="list-style-type: none">• effective comparison of texts	<p>Mr Bruff's 'An Inspector Calls' Revision Video playlist:</p> <p>https://www.youtube.com/watch?v=CtqICijZtcY&list=PLqGFSWf-P-cDvuiSH8SycEDh1Ugke9tmb</p> <p>Seneca learning:</p> <p>https://app.senecalearning.com/dashboard/courses/add?Price=Free&text=+inspector+calls</p> <p>Select AQA course (top left from the course options)</p>
--	---	---	--	---	---