



## English Curriculum Plan Overview

### KS5 - Pearson/Edexcel GCSE English Language

Term	Topic	Overview of Content	Assessment Objectives	How can parents' best support
<b>Autumn 1</b>	Component 1: Section A – Reading: questions on an unseen 19th-century fiction extract.	<ul style="list-style-type: none"> <li>● Study selections from a range of prose fiction.</li> <li>● Develop skills to analyse and evaluate 19th-century fiction extracts.</li> <li>● Use spelling, punctuation and grammar accurately</li> </ul>	<p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Identify and interpret explicit and implicit information and ideas</li> <li>● Select and synthesise evidence from different texts</li> </ul> <p><u>AO2</u></p> <p>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</p> <p><u>AO4</u></p> <p>Evaluate texts critically and support this with appropriate textual references</p> <p><u>AO5</u></p> <ul style="list-style-type: none"> <li>● Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>● Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	<p>Encourage your child to read any fiction texts, books or online etc.</p> <p>Encourage your child to highlight any key words related to emotion and feeling in anything they read.</p> <p>Ask “who, what, where, when, why and how” questions when reading with your child.</p> <p>Parents can encourage their child to research what life was like in 19<sup>th</sup> Century Britain.</p> <p>Watch films with your child set in the 19<sup>th</sup> Century e.g A Christmas Carol, Great Expectations.</p>
<b>Assessment:</b>	<b>Mock Paper</b> Component 1: Section A – Reading: questions on an unseen 19th-century fiction extract.			

<p><b>Autumn 2</b></p>	<p>Component 1: Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.</p>	<ul style="list-style-type: none"> <li>● Develop imaginative writing skills to engage the reader.</li> <li>● Use spelling, punctuation and grammar accurately</li> </ul>	<p><u>AO5</u></p> <ul style="list-style-type: none"> <li>● Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>● Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p><u>AO6</u></p> <p>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Ask your child to describe things around your house using ambitious vocabulary we have learned in class.</p> <p>Encourage your child to write short pieces of creative writing at home.</p> <p>Encourage spelling of ambitious vocabulary</p>
<p><b>Assessment:</b> <u>Mock Paper</u> Component 1: Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.</p>				
<p><b>Spring 1</b></p>	<p>Component 2: Section A – Reading: questions on two thematically linked, unseen non- fiction extracts.</p>	<ul style="list-style-type: none"> <li>● Study a range of 20th- and 21st-century non-fiction texts (including literary non-fiction).</li> <li>● Develop skills to analyse, evaluate and compare non-fiction extracts.</li> <li>● Use spelling, punctuation and grammar accurately.</li> </ul>	<p><u>AO1</u></p> <ul style="list-style-type: none"> <li>● Identify and interpret explicit and implicit information and ideas</li> <li>● Select and synthesise evidence from different texts</li> </ul> <p><u>AO2</u></p> <p>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</p> <p><u>AO3</u></p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p>Encourage your child to read any non-Fiction texts such as newspaper articles, film/TV reviews, letters.</p> <p>Ask “who, what, where, when, why and how” questions when reading with your child.</p> <p>Encourage your child to look at two different types of non-fiction texts and compare them for example, a newspaper article and a report.</p>

			<u>AO4</u> Evaluate texts critically and support this with appropriate textual references	
<b>Assessment:</b>	<u>Mock Paper</u> Component 2: Section A – Reading: questions on two thematically linked, unseen non-fiction extracts.			
<b>Spring 2</b>	Component 2 – Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.	<ul style="list-style-type: none"> <li>• Develop transactional writing skills for a variety of forms, purposes and audiences.</li> <li>• Use spelling, punctuation and grammar accurately.</li> </ul>	<u>AO5</u> <ul style="list-style-type: none"> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <u>AO6</u> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	Encourage your child to read any non-Fiction texts such as newspaper articles, film/TV reviews, letters.  Encourage your child to write reviews on their favourite TV/ films.  Encourage your child to write letters and discuss how a letter should look.
<b>Assessment:</b>	<u>Mock Paper</u> Component 2 – Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.			
<b>Summer 1</b>	Revision		Component 1 - Reading/writing fiction revision.  Component 2 – Reading/writing non-fiction revision.	As above
<b>Assessment:</b>	<u>Practise papers</u>			
<b>Summer 2</b>	Examinations		Revisiting reading/ writing skills. Decoding of exam questions. Practise exam questions.	Talk about exam stress with your child. Discuss strategies to deal with the pressure of exams. Discuss with your child the importance of exams.

