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| **Unit Focus** | AOs assessed | Key texts | Wider reading and resources | Assessment Task Title | GCSE Question Link |
| **Autumn 1****The Island** | AO5 (ii) & (iii)* Producing tasks which are well suited to their genre, purpose and audience.
* To organise texts using well-structured paragraphs and discourse markers.

AO6 (ii)* To use a variety of well selected vocabulary and sentence structures for effect.
 | ***Lord of the Flies******The Island*** | Lord of the Flies (extracts and DVD)The Island (channel 4 programme available on 4od)“Lost” programme.Extracts from Robinson Crusoe. | You have been asked to write a special feature for a National Newspaper telling readers about you time on “The Island.” They have asked you to:* **Describe** your experiences on the Island.
* **Inform** readers of some of the difficulties you faced and explain how you overcame them.
 | English Language Paper 1 Q5 (Explorations in Creative reading and writing)English language Paper 2 (Writer’s viewpoints and Perspectives) |
| **Autumn 1****Boy in the Striped Pyjamas** | AO1 To identify and interpret implicit and explicit information within a text.AO2 To identify and comment upon a writer’s use of language.AO3 To identify and comment upon the structure and organisation of a text.AO4 To identify and comment upon writer’s perspectives and ideas using social, historical and cultural context where necessary. | ***Boy in the Striped Pyjamas by John Boyne.*** | Extracts from Primo Levi “If this is a Man”Extracts from “The Long Voyage”Rudolph Hoess’ grandson. (Reflecting on his father’s childhood living next to Auschwitz)<http://www.telegraph.co.uk/news/worldnews/europe/germany/11241714/Auschwitz-commanders-grandson-Why-my-family-call-me-a-traitor.html><http://www.bbc.co.uk/news/magazine-18120890> | Just before this extract, Maria explains to Bruno that his father had been very kind to her by paying hospital expenses for her mum and giving her a job. She is saying these things to show Bruno that his dad has done kind things and that he shouldn’t call him “stupid”Explore how Boyne creates tension in this extract by explaining:* What Maria says to Bruno and how she feels
* How Maria and Bruno react to hearing footsteps.
* The language Boyne uses and the way he changes the reader’s focus.

***Option for more able:******Using the extract as a starting point, explore how Boyne presents the theme of innocence in Boy in the Striped Pyjamas.*** | **English Language Paper 1: Qs 2, 3, 4**(Explorations in Creative Reading and Writing)Literature paper 2Modern prose and poetry. |
| **Spring 1****Gothic Tales** | AO5 (I and iii)To create imaginative texts using a range of language devices.AO6 (i)To use a range of punctuation accurately.  | ***Zerox of suggested gothic extracts.******Frankenstein******Dracula******Wuthering Heights.******Great Expectations.******Northhanger Abbey******The Woman in Black******Jekyll and Hyde.*** | Teachers can use the Dracula texts (graphic and full version)Teachers may want to share more contemporary Gothic texts with students. (Twilight/ Vampire diaries) | *A local author is leading a new initiative in your neighbourhood to get young people writing creatively. She wants to select the best ones to put into an anthology of stories.*You have been asked to write your own opening to a Gothic story using one of the lines below as a starting point:***It was on a dreary night in November that…******OR******The long, draughty, subterranean passage was chilly and dusty, and my candle flared and made the shadows…*** | Paper 1 Q5(Explorations in Creative Reading and Writing) |
| **Spring 2****Brave New Words** | AO1, AO2, AO3AO1 To identify and interpret implicit and explicit information within a text.AO2 To identify and comment upon a writer’s use of language.AO3 To identify and comment upon the structure and organisation of a text. | ***Brave New Words by Sam Custance.*** | Teachers may want to supplement stories with extracts from other novels by selected authors. | How does Jamila Gavin use language and structure to present the Princess Spy in this extract of the short story?You may wish to consider:* What your first impressions of the Princess Spy are.
* What words or language techniques are used to create this impression?
* What features of structure are used?

ORHow does Anthony Masters use language and structure to interest the reader in the opening of ‘The Jump’?You may wish to consider:* How the character or Rik interests us.
* How language is used for effect.
* Any structural devices that are used to engage us in the opening.
 | English Language Paper 1 Q2-3(Explorations in Creative Reading and Writing)Literature paper2Modern prose and poetry. |
| **Summer 1****Character and Conflict Poetry** | A05 & AO6(holistic grade for writing) | ***Checking out me History (John Agard)******England in 1819******(Shelley)******The Hunchback in the Park*** ***(Dylan Thomas)******Talking Turkeys******(Benjamin Zephaniah)*** |  | *Write a magazine article informing people about issues around homelessness and arguing that something must be done to tackle it.**OR**Explain something you feel passionate about and argue that something needs to be done about it.* | English Language Paper 2: Q5(Writers Viewpoints and Perspectives)Literature paper 2 |
| **Assessment prep week** | Time should be given at the beginning of summer 1 to run over the layout of the exam. The exam will not need to be taught explicitly as skills and question types will have been covered throughout the year in the different units of work. |
| **Summer 2****Tempest** | AO1: To identify and interpret implicit and explicit information within a text.AO2 To identify and comment upon a writer’s use of language.AO4: To identify and comment upon writer’s perspectives and ideas using social, historical and cultural context where necessary. | ***Tempest (Shakespeare Graphics)******(Whole text or Shakespeare schools festival version where needed)*** | Tempest DVD to support understanding.Topic will run alongside the Punch Drunk programme and installation.  | TBC | Literature Paper 1 (Shakespeare and the 19th-century novel)/Lang Paper 1 (Explorations in Creative Reading and writing) |