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| Key Stage 4 and Subject Long-Term Plan for English Language GCSE Year 11 |
| Diagram  Description automatically generated | School Pedagogy:Launchpad Tuition has a child centred pedagogy. The school adopts an inclusive, transformative pedagogy as we believe that a child’s ‘capacity to learn can change and be changed for the better as a result of what happens and what people do in the present’ (*Hart et al. 2004, P166*). Learning is about shared communication between staff and pupils. Implementation of our curriculum intent is underpinned by Rosenshine’s 10 Principles of Instruction (*Rosenshine, 2012*). All learning sessions include the following elements; reference to curriculum intent, recap of knowledge and skills, assessment for learning and pupil voice.Subject Specific Pedagogy:Pupils start each lesson with a review of learning in their last lesson using a variety of methods. New material is presented in small chunks with a focus on what, how and why questions to check understanding. Modelling is used to support pupils to practice new skills. Pupils are given ample opportunities to practice those new skills with regular feedback from their teacher. Scaffolding resources are available to support independent practice of reading, writing and spoken language skills. Pupils review prior learning at the beginning and the end of each topic to demonstrate explicit links between their learning. Tier 2 and Tier 3 vocabulary is taught within lessons.Subject Intent:The English department in each of our facilities aim to promote a passion for English within all students at Alternative Provision. The love of the subject is nurtured and will build on the vital foundations that students have already laid at Key Stages 1 and 2. The English department want all students to feel empowered by what they study, developing creativity for both the written and spoken word. Our students are immersed in a broad curriculum that allows them to research and theorise about the relationship between a writer’s context and their writing style. Students will develop the skills of empathy and enquiry for current literature as well as a thirst to know more about a world that has gone before them. |

| Key Stage and Subject Long-Term Plan | Topic/Learning Pathway | Key Vocabulary | Links to previous learning (Component Skills) | Links to wider curriculum |
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| Autumn 1 & 2 | **Content and Skills for Paper 2, Section A – reading**Intention:•To build confidence in reading complex texts and to expand vocabulary•To promote an interest of reading texts that apply to the real world, outside of the school setting•To help to develop pupils’ curiosity of non-fiction texts with regards bias, subjectivity, objectivity, and point of view•To develop skimming and scanning reading skills when comparing texts•Many of the texts in this unit involve SCMS as they all relate to the real world both contemporary and pre-1914**Content*** **Skills for question 1** texts – Preparation for Question to establish basic skills in selecting and retrieving explicit information
* **Skills for Question 2** - to identify appropriate supporting quotations and how to present them.
* Make and present inferences about ideas and attitudes by developing inferential skills when reading texts presenting viewpoints
* Summarise and synthesise selecting and collating information from more than one text
* To expand basic comprehension skills to enable you to deal with more than one text at a time
* Attempt two past question 2’s and mark according to the mark scheme.

**Intention:**•To build confidence in reading complex texts and to expand vocabulary•To promote an interest of reading texts that apply to the real world, outside of the school setting•To help to develop pupils’ curiosity of non-fiction texts with regards bias, subjectivity, objectivity, and point of view•To develop skimming and scanning reading skills when comparing texts•Many of the texts in this unit involve SCMS as they all relate to the real world both contemporary and pre-1914 •The skills acquired in this unit will help pupils to be better writers in Section B of this paper**Content:*** **Skills for question 3 (the SSI formula will be used throughout this question)** - Identify the overall viewpoint in a text. To write about the effects of writer's language choices, linking them to the overall viewpoint.
* Identify and explain the effect of language techniques in a non-fiction text. To comment on these techniques in your own writing.
* Attempt two exam question 3s and mark according to the marks scheme
* **Skills for Question 4** - recognise differences and similarities in viewpoint and perspectives
* How to write to evaluate
* Evaluate a writer’s use of linguistic devices, tone, and emotive language
* Question 4 guided practice
* Attempt two past question 4s
 | Tier 2Identify, interpret, explicit, implicit information, synthesise, select, judiciousTier 3Discourse markers – whereas, similarly, however, contrastingly, on the other hand, conversely, butTier 2 vocabularyExplain, comment, analyse, judiciousTier 3 vocabularyNouns, verbs, adjectives, adverbs, simile, metaphor, personification, onomatopoeia, alliteration, assonance, sentence structure, repetition, symbolism, characterisation, juxtaposition, oxymoron, appeal to the senses, rhythm Tier 2 vocabularyCompare, ideas, perspectives, conveyTier 3 vocabularyFacts, opinions, rhetorical language, tone, nouns, verbs, adjectives, adverbs, simile, metaphor, personification, onomatopoeia, alliteration, assonance, sentence structure, repetition, symbolism, characterisation, juxtaposition, oxymoron, appeal to the senses, rhythm | ReadingRead and appreciate the depth and power of non-fiction through reading a wide range of high-quality, challenging non-fiction texts.Understand and critically evaluatetexts through:- reading in different waysfor different purposes,summarising andsynthesising ideas andinformation, andevaluating their usefulnessfor particular purposes- drawing on knowledge ofthe purpose, audience forand context of the writing,including its social,historical and culturalcontext and the literarytradition to which itbelongs, to inform evaluationidentifying andinterpreting themes andideas- exploring aspects of plot,characterisation, eventsand settings, therelationships betweenthem and their effects- seeking evidence in thetext to support a point ofview, including justifyinginferences with evidence- analysing a writer’s choiceof vocabulary, form,grammatical and structuralfeatures, and evaluatingtheir effectiveness andimpact- referring to the contexts,themes, characterisation,style and literary quality oftexts, and drawing onknowledge and skills fromwider reading- make an informedpersonal response,recognising that otherresponses to a text arepossible and evaluatingthese.Writing- adapting their writing for awide range of purposesand audiences: to describe,narrate, explain, respondto information, and argue- selecting and organisingideas, facts, and key points,and citing evidence, detailsand quotation effectivelyand pertinently for supportand emphasis- using Standard Englishwhere appropriate- make notes, draft andwrite, including usinginformation provided byothers [e.g., writing a letterfrom key points provided.drawing on and usinginformation from apresentation]- paying attention to theaccuracy and effectivenessof grammar, punctuationand spelling.- use linguistic and literaryterminology accurately andconfidently in discussing reading, writing andspoken language.Spoken English- speak confidently, audiblyand effectively, includingthrough using StandardEnglish when the contextand audience require it- working effectively ingroups of different sizesand taking on requiredroles, including leading andmanaging discussions,involving othersproductively, reviewingand summarising, andcontributing to meetinggoals/deadlines- listening to and building onthe contributions ofothers, asking questions toclarify and inform, andchallenging courteouslywhen necessary- listening and respondingin a variety of differentcontexts, both formal andinformal, and evaluating content, viewpoints, evidence, and aspects of presentation. | Sociology, Science, History |
| Spring 1 | **Question 5 - Point of View writing, Paper 2, Section B****Intention:****•**To build confidence in reading writing point of view texts and utilise vocabulary and skills acquired in Section A•To allow pupils to have an opinion and to voice an opinion in a constructive and safe way•To develop confidence when speaking and listening to debate and discussion of the real topics in the world (SMSC)**Content:*** Learn what point of view writing entails and how it relates to the exam assessment objectives
* Select the right tone and register when you express a point of view
* Select suitable features which match forms and conventions
* Utilise powerful and interesting vocabulary for discursive or persuasive writing and switch between telling and showing readers how you feel.
* Vary your verbs and sentences to convey your viewpoint to influence the reader
* Use different forms of punctuation to explain your ideas or support your point of view
* Organise points and ideas in a range of ways and to create links across your text as a whole
* Order sentences to explain or stress points or ideas and to link to sentences together so your ideas are clear and logical
* Apply the skills from this chapter to two unseen English Language task and reflect on your progress through looking at different responses to the task.
 | Tier 2 VocabularyPurpose, audience, form, perspectiveTier 3 VocabularyDiscourse markers – whereas, similarly, however, contrastingly, on the other hand, conversely, but, etc. Nouns, verbs, adjectives, adverbs, simile, metaphor, personification, onomatopoeia, alliteration, assonance, sentence structure, repetition, symbolism, characterisation, juxtaposition, oxymoron, appeal to the senses, rhythm, rhetorical questions, anecdotes, imaginary scenario, circular structure, facts, opinions,  |  | Sociology |
| Spring 2 | **Intense Revision for Paper 1 and Individual catch-up sessions** |  |  |  |
| Summer 1 | **Intense Revision for Paper 2****Exams and Individual catch-up sessions** |  |  |  |
| Summer 2 | n/a |  |  |  |