
GCSE English Language and GCSE English Literature

Two Year Planner – Option 2

This route is most suitable for schools wishing to cover the bulk of the Literature reading in class, or for those classes needing a concentrated focus on only one area of the English curriculum at one time.

Planner at a glance

		English Language	English Literature
Autumn	Y10	Reading 20th and 21st-century texts	Post-1914 text
Spring	Y10	Reading 19th-century extracts	19th-century novel
Summer	Y10	Writing skills (transactional)	Shakespeare
Autumn	Y11	Writing skills (creative)	Poetry
Spring	Y11	Reading and writing	Revision of texts
Summer	Y11	Revision	Revision

Year 10

** Where a teaching block for Literature uses *italics*, it is intended that the main focus for that half-term is language, with the literature text read either for one lesson a week in class or for homework.

Year 10	Language	Literature	Spoken Language
Autumn 1	<p>Reading skills – 20th and 21st-century texts AOs 1,2 and 4</p> <ul style="list-style-type: none"> • Use wide range of non-fiction extracts to develop confidence in approaching unfamiliar material. • Develop inference and quotation skills. • Introduce key terminology via extracts and develop repertoire of terms to use when analysing L/F/S. 	<p><i>Post-1914 text – familiarity, read in class, one lesson per week</i></p>	<p><i>Spoken language preparation is an excellent area from which to set independent research/presentation projects. These can be assessed for the Spoken Language certificate but will also serve as opportunities to develop the independent leaning skills that will be vital for later exam revision.</i></p>
Autumn 2		<p>Post-1914 text</p> <ul style="list-style-type: none"> • Introduce post-1914 literature via genre/major authors/contexts. • Read key chapters, create narrative and character timelines. • Introduce and focus on Literature AO3. • Introduce AO1 essay skills, particularly the use of formal register to develop a 'critical style' and introduce AO4. <p>Assess using essay from selection of sample exam questions.</p>	

Year 10	Language	Literature	Spoken Language
Spring 1	<p>Reading skills – 19th-century fiction extracts, AO1, 2 and 4 focus</p> <ul style="list-style-type: none"> • Introduce via spoken language presentations. • Develop terminology to cover 19th-century language styles. <p>Build on formal register from Lit in Spring 2 to develop AO4 skills.</p>	<p>19th-century text – familiarity, read in class, one lesson per week</p>	<p>Presentations – assess for Spoken Language certificate and use as introduction to 19th-century fiction extracts.</p>
Spring 2		<p>19th-century text</p> <ul style="list-style-type: none"> • Continue to develop ‘critical style’. • Develop bank of key quotations/textual references for AO1. • Make link with Language GCSE skills/AOs covered in Spring 1, particularly terminology for AO2. 	
Summer 1	<p>Writing skills – Develop confidence/skills in:</p> <ul style="list-style-type: none"> • forms, audience and purpose • organisation – connectives and paragraphing • generation of ideas from a variety of stimuli <p>Introduce variety of rhetorical devices. Introduce AO6 and explain importance of SPAG across both GCSEs (AO4 for Literature).</p>	<p>Shakespeare play – familiarity one/two lessons per week – read whole play</p> <ul style="list-style-type: none"> • Cover plot/characters/theme through engaging activities. • Read key scenes. 	<p>Use Spoken Language to further explore Shakespeare via presentations/debates on characters and themes</p>

Year 10	Language	Literature	Spoken Language
Summer 2		<p>Shakespeare play</p> <ul style="list-style-type: none"> • Read selected key scenes with a focus on AO1. • Trace themes through play as early preparation for own extract style questions. • Begin to focus on AO2 and building quotation/explanation skills. • Add to key AO2 terminology and develop repertoire of terms to use when analysing L/F/S (make link to Language AO2). <p>Assess using exam style questions on one key scene.</p>	

Year 11

Year 11	Language	Literature	Spoken Language
Autumn 1	<p>Writing skills – suggest one lesson per week to develop/maintain writing skills, particularly AO6 and generation of ideas.</p>	<p>Poetry Anthology</p> <ul style="list-style-type: none"> • Introduce poetry anthology. • Develop analytical terminology for AO2. • Once students are confident with AO2 terminology, begin to develop comparison and context themes. 	<p><i>Spoken language preparation is an excellent area from which to set independent research/presentation projects. These can be assessed for the Spoken Language certificate but will also serve as opportunities to develop the independent leaning skills that will be vital for later exam revision.</i></p>
Autumn 2		<p>Poetry – finish anthology and use poems from another collection for unseen preparation</p> <ul style="list-style-type: none"> • Develop exam technique for approaching unseen poetry to cover all aspects of L/F/S. • Introduce large variety of poetic styles/genres/forms to build confidence. • Develop comparison skills using appropriate terminology. 	
Spring 1	<p>Reading – develop AO3 focus for non-fiction</p> <ul style="list-style-type: none"> • Introduce ‘writer’s perspective’ as key term. • Introduce comparison as specific skill and begin with audience and form, then perspective, then build up to aspects of F/S/L. • Use short paragraphs, then longer extracts to build confidence. 	<p>Revision of texts – one lesson per week</p>	<p>Final assessment for Spoken Language certificate – use as opportunity to encourage students to become experts in Literature/Language exam areas, or give them areas of exam papers to teach/present to class.</p>

Year 11	Language	Literature	Spoken Language
Spring 2	<p>Writing from reading – bring the AOs together</p> <ul style="list-style-type: none"> • Use weekly themes to encourage student use of reading material as stimuli for writing, use wide variety of forms and audiences. • Encourage students to find own extracts and prepare questions for class. • Revise and develop key terminology bank for AO2 – use for both reading and writing. • Model ‘critical style’ and develop phrase bank for exam answers. • Revise and refine AO6 skills/vocab bank. • Encourage ‘mining’ of reading material for writing styles/vocabulary/rhetorical devices/ideas. 	<p><i>Continue revision of texts, one lesson per week</i></p>	
Summer 1	<p>Revision – focus on timings and exam papers</p>		

Assessment Objectives for GCSE English Language

Reading – 50%	
AO1 5–10%	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts
AO2 10–20%	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 5–10%	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
AO4 10–20%	Evaluate texts critically and support this with appropriate textual references
Writing – 50%	
AO5 30%	<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
AO6 20%	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Spoken Language – separate endorsement	
AO7	Demonstrate presentation skills in a formal setting
AO8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations
AO9	Use spoken Standard English effectively in speeches and presentations

Assessment Objectives for GCSE English Literature

AO1	Read, understand and respond to texts <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
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
AO3	Show understanding of the relationship between texts and the contexts in which they were written
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.