Long Term Plan KS4 - AQA GCSE English language and Functional Skills English (Level 1):

Due to COVID and other issues resulting in gaps in student knowledge of the foundations of English language, this learning plan incorporates Functional Skills as well as GCSE's to recap base knowledge.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year One:	***Component and learning aim reference: L1.19, L1.18, L1.6, L1.4, L1.5, L1.10, L.11, L1.12, L1.16, L1.9, L1.14, L1.13*** ***Eng Lang: AO1, AO2, AO3, AO4, A05, AO6.*** **Topics:** Punctuation Compound sentences Paragraphs Nouns, verbs, adjectives Figurative language Tense Definite/indefinite article Singular/plural Synonyms and antonyms Purpose of texts Skimming and scanning Identify meaning/ideas in text Express opinions/ideas with evidence Proofreading Using a dictionary Fact and opinion Persuasive writing Introduction to poetry and poetic techniques	***Component and learning aim reference: L1.4, L1.9, L1.10, L1.12 L1.16, L1.1, L.1.5, L1.1, L1.2, L1.3, L1.7, L1.6, L1.8, L1.24, L1.22, L1.23*** ***Eng Lang: AO1, AO2, AO3, AO4, A05, AO6.*** **Topics:** Formal/informal language Textual features Types of text Functions of specific text types Audience and purpose Compare information in different texts Organisational/structural features Formal letter writing Writing a review Writing an article Writing an email Writing a report Creating a leaflet *Vocabulary building* *Identify meaning/ideas in text* *Express opinions with evidence* *Paragraphing*	***Component and learning aim reference: L1.21, L1.20, L1.25, L1.23, L1.24, L1.22, L1.2*** ***Eng Lang: AO1, AO2. AO3, AO4, A05, AO6.*** **Topics:** Selecting appropriate quotations Effective discussion techniques Questioning Appropriate language *Vocabulary building* *Identify meaning/ideas in text* *Express opinions with evidence* *Infer meaning from an image* *Proofreading* *Using a dictionary*	***English literature AO1, AO2, AO3, AO4*** ***Eng Lang: AO1, AO2, AO3, AO4, AO5, AO6.*** **Topics:** *(Poetry focus)* Forms of poetry Use of sound Poetic devices Imagery Rhyme and rhythm Analysing unseen poetry Presentation skills (build on SLC preparation from last half term) Summary of key texts English literature: - An Inspector Calls, - Macbeth, - A Christmas Carol)	***English literature AO1, AO2, AO3, AO4*** ***Eng Lang: AO1, AO2, AO3, AO4, AO5, AO6.*** **Topics:** *Vocabulary building* *Identify complex ideas in a range of texts* *Express opinions with evidence* Compare and contrast exam question practice	Revision of all learning aims and assessment objectives Vocabulary revision Mock papers Individualised support with knowledge gaps (1:1/small group)

AQA GCSE English language: Qualification Specification: Learning aims:

Qualification Number (QN)	8700
Total Qualification Time	Guided Learning Hours (GLH) 180
Assessment:	Internally-set and assessed Spoken Language component.
	Externally-set, 2 papers worth 160 marks total. Paper 1: A) One literary fiction text (40 marks) B) Descriptive/narrative writing (40 marks) 1 hour 45 minutes, 80 marks, 50% of the GCSE Paper 2: A) One fiction, one non-fiction text B) Writing to present a viewpoint 1 hour 45 minutes, 80 marks, 50% of the GCSE AO7, AO8, AO9 are 'assessed' via the spoken language component as either pass, merit or distinction.
Grading information	The qualification is graded 1-9. Spoken language is Pass/Merit/Distinction.

English Language GCSE: Qualifications aims and outcomes:

• AO1: • Identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts

• AO2: 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: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

• AO4: Evaluate texts critically and support this with appropriate textual references

• AO5: 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: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

• AO7: Demonstrate presentation skills in a formal setting

• AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

• AO9: Use spoken Standard English effectively in speeches and presentations

Functional Skills: Qualification Specification: Learning aims:

Qualification Number (QN)	603/4289/4
Total Qualification Time	(TQT) 66 Guided Learning Hours (GLH) 55
Assessment:	Internally-set and assessed Speaking, listening and communicating assessments.
	Externally-set, Reading and Writing on-demand assessment.
Grading information	The qualification is graded pass/fail.

FS English L1: Qualifications aims and outcomes: The qualification gives learners the opportunity to:

● Listen, understand and make relevant contributions to discussions with others in a range of contexts
● Apply their understanding of language to adapt delivery and content to suit audience and purpose
● Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing
● Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
● Understand the situations when, and audiences for which, planning, drafting.

Component 1: Speaking, listening and communicating
Texts should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.
Content:
L1.1 Identify relevant information and lines of argument in explanations or presentations

L1.2 Make requests and ask relevant questions to obtain specific information in different contexts
L1.3 Respond effectively to detailed questions
L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics
L1.5 Express opinions and arguments and support them with evidence
L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject
L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection

Component 2: Reading
Texts should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.
Content:
L1.9 Identify and understand the main points, ideas and details in texts
L1.10 Compare information, ideas and opinions in different texts
L1.11 Identify meanings in texts and distinguish between fact and opinion
L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes
L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
L1.15 Infer from images meanings not explicit in the accompanying text
L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
L1.17 Read and understand a range of specialist words in context
L1.18 Use knowledge of punctuation to aid understanding of straightforward texts

Component 3: Writing
Texts should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths. Spelling, punctuation and grammar

L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)

L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)

L1.21 Spell words used most often in work, study and daily life, including specialist words Writing composition What learners need to learn

L1.22 Communicate information, ideas and opinions clearly, coherently and accurately

L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience

L1.24 Use format, structure and language appropriate for audience and purpose

L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate- Candidates will be given a suggested word quantity range in each Writing assessment

(There will be a foundation of English literature taught alongside English Language for the benefit of student's wider enjoyment and understanding of English as a whole.)

English literature GCSE- Assessment objectives

- AO1: Read, understand and respond to texts. Students should be able to:
  - 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 relationships 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.

Weighting of assessment objectives for GCSE English Literature

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	15	22.5	37.5
AO2	15	27.5	42.5
AO3	7.5	7.5	15
AO4	2.5	2.5	5
Overall weighting of components	40	60	100

Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Shakespeare and the 19th-century novel	64	x1	64
Modern texts and poetry	96	x1	96
		Total scaled mark:	160