



| Lessons Sequence  |   |   |  |   |   |   |
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| <b>TOPIC (S)</b><br><br><b>English Language Paper 2</b> | 1. Introduction to Paper 2<br>2. Inference and retrieval: Q1<br>3. Summarise and comparison: Q2<br>4. The Art of Rhetoric<br>5. Analysing use of language: Q3<br>6. Exploring effective use of Ethos<br>7. Exploring effective use of Logos<br>8. Exploring effective use of Pathos<br>9. Identify and use antithesis effectively<br>10. Checkpoint: Comparing how viewpoints are presented: Q4   |   | 11. Using modal verbs and imperatives for effect<br>12. Exploring difference between 19 <sup>th</sup> century and 21 <sup>st</sup> century texts<br>13. Comparing 19 <sup>th</sup> century and 21 <sup>st</sup> century texts<br>14. Exploring conventions of a speech<br>15. Infer and retrieve information from a 19 <sup>th</sup> century text – theme of prisons<br>16. Summarise and compare ideas linked to theme of prison: Q2<br>17. To analyse use of language within a 19 <sup>th</sup> century text<br>18. Checkpoint: Question 3 response<br>19. Exploring the effect of language<br>20. Comparison of writer methods across sources |   | 21: Checkpoint activity: Question 4<br>22. Exploring conventions of an article<br>23. Using the Art of Rhetoric to create a successful article<br>24: Checkpoint activity: Q5 article writing<br>25: Guided mock: Paper 2 Q3<br>26: Guided mock: Paper 2 Q2<br>27: Guided mock: Paper 2 Q4<br>28: Guided mock: Paper 2 Q5<br>29: Mock exam Paper 2 Section A<br>30: Mock exam Paper 2 Section B |   |
|   | <b>Knowledge &amp; Skills development</b><br>Understanding terms 'inference' and 'analysis' and distinguish the difference<br>Summarise differences between two texts using inference skills<br>Understand and identify key grammatically terminology<br>Understand origins of rhetoric<br>Explore art of rhetoric: ethos, pathos and logos<br>Understand and identify language and structural devices<br>To explore how writers consciously construct texts<br>Use evidence to support ideas |   |  | To identify and understand writer viewpoint<br>To compare viewpoints between texts<br>To compare the effectiveness of writer methods in conveying their viewpoint<br>Identify purpose, audience and form of texts<br>Use a range of linguistic features to match the purpose, audience and form of writing<br>Identify and apply varied punctuation<br>Plan effectively for exam responses<br>Write coherently, engaging a range of audiences<br>Use accurate spelling, punctuation and grammar, including sophisticated vocabulary |   |   |
| <b>Assessment / Feedback Opportunities</b>              | Baseline Testing Paper 1  | Lesson 10 Checkpoint Activity: Paper 2 Q4 | Lesson 18 Checkpoint Activity: Paper 2 Q3  | Lesson 21 Checkpoint Activity: Paper 2 Q4   | Lesson 29: Summative assessment Paper 2 Section A   | Lesson 30: Summative assessment Paper 2 Section B |
| <b>Cultural Capital SMSC / Promoting British Values</b> | English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils   |   |  |   |   |   |

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| <b>(Democracy, Liberty, Rule of Law, Tolerance &amp; Respect</b> | have a chance to develop culturally, emotionally, intellectually, socially and spiritually. All the skills of language are essential to participating fully as a member of society.   |              |            |                 |              |             |
| <b>Reading opportunities</b>                                     | 20 <sup>TH</sup> /21 <sup>st</sup> century articles – Margaret Thatcher<br>Rhetoric examples: Queen Elizabeth I speech/ Martin Luther King speech/ Malala’s address to the United Nations<br>19 <sup>th</sup> Century: Oliver Wilde’s account of prison<br>21 <sup>st</sup> century: Guardian article on modern prisons |              |            |                 |              |             |
| <b>Key Vocabulary</b>  | Inference   | Retrieval    | Deduce     | Summarise       | Comparison   | Viewpoint   |
|  | Analysis  | Rhetoric     | Origin     | Ethos           | Pathos       | Logos       |
|  | Hearth  | Shrill       | Bereft     | Bereaved        | Socialists   | Bemoaning   |
|  | Prevalence  | Propagandist | Seafarers  | Trade Unionists | Relentlessly | Intervening |
|  | Offspring   | Embodiment   | Status Quo | Micromanagement | Boadicea     | Pithiest    |
| <b>Digital Literacy</b>  | Visual stimulus for each lesson<br>Videos relating to context<br>Audio versions of the poems  |              |            |                 |              |             |
| <b>Cross-Curricular Links</b>                                    | History: WW1 address/Queen Elizabeth I address/Martin Luther King/Contextual information linked to 19 <sup>th</sup> century Britain<br>Personal Development: Exploring conflict across the world – Malala’s United Nations address  |              |            |                 |              |             |
| <b>Careers</b>   | Advertising, marketing, writing, journalism, law, consultancy, business, teaching, performing arts, academia, linguistics, foreign languages and media  |              |            |                 |              |             |