



| Lessons Sequence  |   |   |   |   |
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| <b>TOPIC (S)</b><br><br><b>English</b><br><br><b>Language</b><br><br><b>Paper 1</b> | <ol style="list-style-type: none"> <li>1. Exploring Paper 1</li> <li>2. Analysing use of language</li> <li>3. Analysing how language is used to create mood and tone</li> <li>4. Identifying structural features and their effects</li> <li>5. Analysing use of structure</li> <li>6. Analysing use of structure</li> <li>7. Analysing use of structure</li> <li>8. Checkpoint – Q1-3 assessment</li> <li>9. Understanding critical evaluation</li> <li>10. Exploring how to critically evaluate a text</li> <li>11. Creating a critical evaluation</li> <li>12. Exploring importance of vocabulary within our writing</li> <li>13. Using punctuation to enhance creative writing</li> <li>14. Varying sentence structures in creative writing</li> <li>15. Using linguistic devices within our writing</li> <li>16. Writing about the image</li> <li>17. Creating an inventive narrative structure</li> <li>18. Checkpoint – Q5 assessment</li> </ol>  |   |   |   |
| <b>Knowledge &amp; Skills development</b>   | <p><u>Key Learning Points: Essential Knowledge:</u></p> <p>Pupils must learn:</p> <ul style="list-style-type: none"> <li>- that writers craft their work for effect and that every word, language feature, structural device has been chosen to have an impact</li> <li>- how to infer ideas from texts and how to express their understanding</li> <li>- how to differentiate between explicit and implicit ideas in a text</li> <li>- how to annotate a text at word, sentence, paragraph and whole text level so that they can explore effects</li> <li>- how to transfer their annotations into cogent, written analyses of writers’ language and structural choices</li> <li>- through exposure to a wide range of texts to see how writers variously create meaning and effect</li> <li>- about a wide range of language devices and the potential effect they can create</li> <li>- about a wide range of structural devices and the potential effect they can create</li> <li>- the impact that sentence structure and punctuation can have upon meaning</li> <li>- how to critically evaluate texts</li> <li>- to analyse in depth and detail</li> <li>- how to approach the examination questions to show their reading skills</li> <li>- learn that good readers make good writers and that their reading skills can be used within their own writing</li> <li>- extensive and ambitious vocabulary</li> <li>- how to be convincing and compelling in their own creative writing, inspired by professional writers</li> <li>- through exposure to quality writers, how to choose effective tone, style and register</li> <li>- how to match their content to purpose and audience</li> <li>- how to craft literary devices for effect in their writing</li> <li>- to adopt varied and inventive structural features in their own writing</li> <li>- how to link paragraphs so that writing flows seamlessly</li> <li>- how to use discourse markers effectively</li> <li>- how to punctuate their work securely and accurately</li> <li>- to use a wide range of punctuation accurately</li> <li>- how to use the full range of sentence forms for effect</li> <li>- to use Standard English consistently and be taught to control grammatical structures</li> </ul> |   |   |   |
| <b>Assessment / Feedback Opportunities</b>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Lesson 8: Practice exam responses for Q1-3</td> <td style="width: 25%;">Lesson 18: Practice exam responses for Q5</td> <td style="width: 50%;">Mock examinations June 2021: English Language Paper 1</td> </tr> </table>  | Lesson 8: Practice exam responses for Q1-3            | Lesson 18: Practice exam responses for Q5 | Mock examinations June 2021: English Language Paper 1 |
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| <p><b>Cultural Capital SMSC / Promoting British Values</b><br/>(Democracy, Liberty, Rule of Law, Tolerance &amp; Respect)</p> | <p>This unit of work allows pupils to access texts from a wide range of cultural backgrounds, contexts and they reference experiences that pupils may have never encountered. The texts have been selected to deliver both the English content and the wider cultural development of pupils. As a department, we are aware that pupils may not have the cultural and broad references needed to access texts so we are seeking to expand their horizons.</p> <p>British values are developed through discussion activities where this unit seeks to puts value on discussion and peer assessment to inculcate mutual respect and tolerance</p> |               |                 |                |                |            |
| <p><b>Reading opportunities</b></p>   | <p>The Glass Castle – Jeanette Walls<br/>Dusk – Tim Lebbon<br/>Birdsong – Sebastian Falks<br/>The Last Night – Charlotte Gray<br/>Veronica – Adewale Maja-Pearce<br/>Brighton Rock – Graham Greene<br/>Dracula – Bram Stoker</p>   |               |                 |                |                |            |
| <p><b>Key Vocabulary</b></p>  | Reins  | Juxtaposition | Jewish Orderly  | Brute          | Judicious      | Flashback  |
|   | Mane   | Perceptive    | Municipal buses | Morbidly       | Extricated     | Media-Res  |
|   | Fatigue  | Analysis      | The commandant  | Inadequacy     | Immense        | Evaluation |
|   | Miner  | Evokes        | Genderarrme     | Vacations      | Motif          | Uncoiled   |
|   | Sapper   | Sombre        | Foreshadowing   | Scholarship    | Symbolism      | Bewildered |
|   | Infantry   | Tone          | Perspective     | Fatalism       | Semantic field | Whitsun    |
|   | Mine Crater  | Atmosphere    | Anaphora        | Correspondence | Promenade      | Multitudes |
| <p><b>Digital Literacy</b></p>  | <p>Visual stimulus for each lesson<br/>A range of digital media is used within the scheme, such as openings and endings of films to focus on structure</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zcbchv4">https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</a></p> <p>A range of Youtube channels are dedicated to providing tutorials for pupils on this topic such as Mr Bruff<br/><a href="https://www.youtube.com/playlist?list=PLqGFsWf-P-cAltmXkEvJXCxqT-ZzFqAN">https://www.youtube.com/playlist?list=PLqGFsWf-P-cAltmXkEvJXCxqT-ZzFqAN</a></p>  |               |                 |                |                |            |
| <p><b>Cross-Curricular Links</b></p>  | <p>Art – creativity and works of work for inspiration<br/>MFL – sentence construction and grammar<br/>Humanities – extended written responses</p>  |               |                 |                |                |            |
| <p><b>Careers</b></p>   | <ul style="list-style-type: none"> <li>English skills improve employee agility</li> <li>English is beneficial for any job that involves communication, writing and / or literary knowledge. These include: <u>advertising and marketing, writing and journalism, law, consultancy, business, teaching, performing arts, academia, government, linguistics, foreign languages, media and design.</u></li> </ul>   |               |                 |                |                |            |

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