



HPRS CURRICULUM MAP



SUBJECT AREA:	English	YEAR / GROUP:	11
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BRIEF SUMMARY OF CURRICULUM INTENT

Our intention is to teach our young people the essentials of English: 'reading', 'writing' and 'speaking and listening'. It is also to equip them with the functional skills needed in life and to offer, to those who are able, opportunity to succeed in a range of qualifications that will allow them to join the job market alongside their peers from mainstream settings.

We meet this intention through a broad and balanced curriculum that allows pupils to not only access the necessary skills but also foster an enjoyment of the subject once again. We use creative and innovative lesson planning that utilises creative, analytical and evaluative writing, simulation activities and other experiential learning, inference skills, drama, media, film analysis and reading of quality texts that have meaning and purpose for our pupils.

Pupils in Year 11 are essentially working towards a GCSE in English Language AQA. They also take the Edexcel FSL1 qualification as they study. Occasionally some pupils will only follow the Entry Level award in Year 11 as this is most suitable for their ability.

We want to ensure that all pupils are challenged to complete the most appropriate qualification for their learning needs. Some pupils will not make it through the whole GCSE at this stage but they will lay the foundations as they make steps towards it and can continue their studies in Year 12 at college with a fair understanding of what is required to pass the exams.

How SMSC and British Values are delivered in this subject

Within English across HPRS we enable pupils to develop their self-knowledge, self-esteem and self-confidence. We do this through a range of Speaking and Listening activities as well as using softer-touch 1:1 discussion, reading and writing tasks that consider each pupil's learning needs. Through the topics that we have chosen to cover, we not only engage pupils in topics that interest them but also enable them to distinguish right from wrong and to respect the civil and criminal law of the UK. Throughout HPRS the staff encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and in their wider society - allowing them to make choices that will benefit their future prospects. Through careful selection of texts and topics within lessons, we aim to further establish tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. We encourage them to have: a respect for other people and for democracy; and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the UK.

KEY DATES / NOTES

In this Programme of Study, more-able students follow the main course (in black) but can take more challenging work on (highlighted in green). The majority of students should aim to complete the black course. Some, however, will only work towards the Entry Level Award in Year 11, at Level 3 (AQA Step-Up Gold) and for some, Silver (Levels 1 - 2). These students follow the amber course. Traditionally we have less Year 11 referrals after Christmas but, for those students who do enter the service later, we believe it is important that they are given opportunity to cover all of the assessment objectives to give them the best opportunity to access their potential in the exams as much as the rest of the cohort. It is for this reason that in each half term of Year 11 we give opportunity to cover each of the assessment objectives in the tasks that we set. Resources for the activities can be found on the shared drive.

English Language Exams Paper 1 18th May 2022, Paper 2 10th June 2022* awaiting dates from AQA for 2023

English Literature Exams Paper 1 25th May 2022, Paper 2 8th June, 2022* awaiting dates from AQA for 2023

Step Up to English deadline 15th May 2023

Functional Skills Exams on demand

Baseline entry testing: NGRT Reading Test; creative writing assessment. SENCO tests through Dyslexia Portfolio as well.

Timing	Key Skills <i>What pupils are learning to do</i>	Teaching & Learning Themes & Styles <i>Topics, Activities, Learning Styles</i>	Assessment Focus <i>including dates and suggested assessments and methods of assessment</i>	Additional Features <ul style="list-style-type: none"> • Literacy Elements • Curriculum Links • Visits / Events
AUTUMN Half term 1	HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4) HPRS W1 (AO5) HPRS W2 (AO6) HPRS SL1 (AO7) HPRS SL2 (AO8) HPRS SL3 (AO9)	<p>WORKING TOWARDS Paper 1 MOCK: Section A: Reading</p> <p>Scaffolded work through a past paper 1: ‘Kes’ (if not in Y10); ‘Pick Your Poison’.</p> <p>Revision focus on AO2: language techniques. Learn SPASM CAVONA mnemonic and PEE paragraph approach. Introduce annotation of text with fine-liner pens. Use Tennyson’s ‘The Eagle’ (also structure and viewpoint, character), ‘Tiredness of Rosabel’, extract from Dylan Thomas, ‘Hartop’. Tennyson’s ‘The Charge of the Light Brigade’</p> <p>Focus on AO2: structural techniques. Learn ‘ONCERT’ mnemonic for techniques to expect and PEE paragraph approach. Consolidate annotation of text skills. Extracts from 20th century texts: ‘Silence of the Lambs’, Zombie story, ‘Come to Mecca’ by Farukkha Dondy, Jamaica Inn, The Tiredness of Rosabel. Watch ‘Top Gun’ for story structure examples -dramatic irony / withholding info. / suspense / motif thread – timing.</p> <p>Focus on AO3: evaluation. Learn ‘RETE’ paragraph approach. Develop ability to make decisions and to judge characters and their behaviour through discussion. ‘Heinz’ psychology scenarios. Use ‘Jamaica Inn’, ‘Rosabel’, Hartop extracts.</p> <p>Preparation for Functional Skills Level 1 Reading Exam: Reading for purpose, meaning, interpreting pictures, identifying language techniques both literary and non-fiction, understanding the meaning of punctuation, identifying fact from</p>	<p>Complete past paper 1: Section A: Sound of Thunder extract, independently. (AO1-6 HPRS R1-4, W1,2)</p> <p>Complete 2 practice papers towards FS L1 Reading exam. Set 1 and 2. (3 and specimen as back-up if needed, and keep back in</p>	<p>GCSE English Literature AO1-4 ASDAN: communication</p> <p>National poetry competition</p> <p>SMSC: family; social responsibility; punishment; parenting; resilience; animal rights; class rights; poverty; British values; nationalism; war; mental health, bullying; violence; prejudice</p> <p>Protected Characteristics: race; gender</p>

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		<p>opinion, understanding and identifying register, comparing texts for explicit information, simple inference, and identifying structural techniques in the form of presentational devices, understanding text types. Revision of above for FS L1 Reading Paper. Teacher's worksheets and CGP workbooks.</p> <p>Death Penalty Unit: Study a range of articles and resources on Death Penalty. Watch 'The Life of David Gray' and discuss. Also 'Let Him Have It'. Study maps of world data from Amnesty International resource and testimonies. Study speech arguing for abolition of the death penalty. Research arguments for / against. Create power-point presentation on the topic (more able present argument for or against) or a poster of information. Film review for one of films (teacher resources for review skills).</p> <p>Knife crime unit for those who have already completed / not done previously / for whom the topic is not appropriate. Or 'Boxing' and 'Cinderella Man' film. Research, discussion and reading. Produce poster of information / persuasive text. 'Misperceived' poem analysis; pen own poem?</p> <p>Functional Skills L1 SLC: 10 minute discussion: should we re-instate the death Penalty in Britain? Or 'Air Crash' simulation, or 'Pros and Cons of Being a Student in a PRU.' For those not achieved in Y10. Study group discussion videos from standardisation materials and identify key skills and success criteria. Other topics available. Study</p>	<p>case needed for practice for a re-sit.) (AO1,2,3 HPRS R1-3)</p> <p>Power-point / poster / film review. Informal 1:1 discussion. Assessed against Gold or Silver criteria (AOs 7-9, HPRS SL 1-3)</p> <p>Poster about boxing / persuasive poster to deter knife crime. Write a poem (AO1,2,5,6 HPRS R1,2, W 1-2)</p> <p>FS L1 SLC: discussion: Should we re-instate the Death Penalty in Britain? Or / and other topics x2 discussions. One group of at least 3 needs to be videoed. (AO 7-9, HPRS SL 1-3)</p>	

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		<p>resources from Amnesty International and films pertinent to topics. Use feedback sheets from previous discussions in Y10 / 11 to target areas needing progress.</p> <p>EL 1,2,3: Where a pupil has not completed the Step Up qualification in Year 10 or is not able to move on to higher level they will complete a Step Up Component this half term</p> <p>Skills: On-going basic skills workbooks: Entry Level skills booklet; CGP Entry Level workbook; Literacy workbook; KS3 CGP Skills sheets (this work can be 'dipped' into and out of as the individual student needs and can be visited at regular intervals throughout the year. English games.</p> <p>Skills: On-going throughout the year: starters / skills sessions / English games: basic punctuation, vocabulary, reading and spelling, grammar Punctuation, grammar & spelling also taught through feedback as well and where applicable in content being learned (e.g. brackets for reviews).</p> <p>English games include: ghosts; Pass the Bomb; word search; boggle ; interactive board games, hangman, text twist, spelling snap, count down anagrams, Articulate, Wordsnake, 'Blankety Blank' for inference, drama games e.g. conscience alley, word association...</p>	<p>Step Up Component 1 or 2 (AO1-9 HRPS R1-4 W1&2 SL1-3)</p>	

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AUTUMN Half term 2	HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4) HPRS W1 (AO5) HPRS W2 (AO6) HPRS SL1 (AO7) HPRS SL2 (AO8) HPRS SL3 (AO9)	<p>WORKING TOWARDS Paper 1 MOCK: Section B: Writing</p> <p>Focus on AO5; AO6: Unit on Descriptive writing: Learn: gathering ideas, planning and structuring, adding language devices, using vocabulary, paragraphing and discourse markers - connectives. Introduce more ambitious punctuation – direct speech, apostrophes for possession. ‘Zoom’, ‘pan’, contrast techniques for structuring. Steinbeck, Dahl and teacher’s own texts. AQA power-points. Learn to implement language techniques and use SPASM CAVONA mnemonic to support own writing. Use extracts from Conan Doyle,... to revise word classes. 5 senses matching exercise. Learn shade and temperature for atmosphere (Steinbeck). Show don’t tell. Varied sentence structure. Vocabulary games for starters and consolidate in plenaries. ST5SZC mnemonic. Use extract from Dickens – Scrooge and teacher’s own texts. Ed’s TV ID mnemonic introduced. ‘The Craggy Side of Me.’</p> <p>Focus on AO5; AO6: Unit on story writing: Learn: gathering ideas, planning and structuring, adding language and story devices, further vocabulary extension work, paragraphing, discourse markers – subtle connectives and link sentences - and punctuation. Consolidate and extend punctuation of direct speech. Ellipsis. Brackets, dashes, hyphens. Use Dahl’s ‘Lamb to the Slaughter’ – dramatic irony, isolated lines, withholding information, hooks, building character, dynamic title, show don’t tell consolidated. Texts from Poe, Dickens, Bradbury’s ‘The Pedestrian’. Also Sean Tan’s ‘The Arrival’. Asimov, ‘The Fun They Had.’ ‘The Winter Oak’ ‘The Exercise’. Learn / revise</p>	<p>Students write own description prompted by a picture. The work is re-drafted and word-processed for exhibition on the ‘Writer’s Wall’ classroom display. Also GCSE mark scheme assessed – copy in book. (AO5 & 6, HPRS W1,2)</p> <p>Complete past paper story question from Hartop – market place, or Rosabel – bus journey. GCSE mark scheme assessed. (AO5,6 HPRS W1,2)</p>	GCSE English Literature AO1-4 ASDAN: communication SMSC: bereavement / social responsibility / charity / monarchy / law-making Careers: applying for a job

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		<p>story mountain approach and flashbacks. See teacher's own text 'ST4 711'. ED's TV ID mnemonic consolidated. (SMSC rich area)</p> <p>Assessment for Learning: students read / discuss / study work by previous students which has obtained higher marks. This builds confidence and helps students to see the goal is within their reach. Small mistakes are within reason – the task is not insurmountable. Also generated ideas and approaches, particularly, the ease with which students can include language devices.</p> <p>Paper 1 revision: work through past paper (previous year's mock) and use 'walk through the paper' power-point to support.</p> <p>Paper 2: Section A: Reading Learn reading for comprehension, inference. Know approach to question 1 – finding true statements. Practice questions – ghosts, exclusions, Aberfan and London. Play 'Blankety Blank' as starter activities and 'Wordsnake' and 'articulate' to improve vocabulary. Use vocabulary box to aid researching new vocabulary and re-visiting it. Vocabulary scratch-art book marks.</p> <p>Learn summarising, finding key points, inferring and consolidate quoting evidence. Foster embedded quotation and skills such as square brackets for grammar inconsistencies and ellipsis to create pithy quoting. Learn KECKEC approach. 'Jade's castle' notion, Crimean letter. Orphanages texts (Pre and post 1900), 'Going to bed' texts (pre and post 1900) – Bryson and Mayhew. Aberfan and London.</p>	<p>Paper 1 Mock Exam: last year's paper. (AO1-6, HPRS R1-4, W1,2)</p> <p>GCSE mark scheme mark Aberfan and London Q2 from past paper (SAM). If time, Everest (SAM). (AO1,3, HPRS R1,3)</p>	

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		<p>FS L1 Reading Skills: Revision of skills for external exam. Practice papers. CGP workbook.</p> <p>FS L1 Writing Skills: preparation for exam: Use previous formal / informal work and past paper re job application to write formal letter. Learn formal letter layout. Consolidate with formal complaint letter and practice paper set 1: report on canteen. Then informal email to consolidate differences. Learn email text type.</p> <p>FS L1 SLC skills: Presentation: (for those who have not completed in Y10 or have not passed in Year 10) students research and create a power-point for a talk on their hobby or personal interest. The topic could be an argument for a point of view on a topical issue such as the legalisation of cannabis or the abolition of the monarchy. Study standardisation videos of talks for L1 and L2 and assess to understand success criteria. Also crosses over as GCSE Spoken English component if video record.</p> <p>EL1,2,3 Where a pupil has not completed the Step Up qualification in Year 10 or is not able to move on</p>	<p>FS L1 External Reading Exam. (AO1,2,3 HPRS R1-3)</p> <p>Written assessment: formal letter: job application. (AO5,6 HPRS W1,2)</p> <p>Written assessment: formal letter of complaint. (AO5,6 HPRS W1,2)</p> <p>Written assessment: formal report. (Practice paper set 1.) (AO5,6 HPRS W1,2)</p> <p>Written assessment: informal email re charity work. (Practice paper set 1.) (AO5,6 HPRS W1,2)</p> <p>FS L1 SLC: perform presentation (preferably on video) with at least 2 other students asking questions at end. 4 minutes talk and 2 min question session. (AO7-9, HPRS SL 1-3)</p> <p>Step Up Component 1 or 2</p>	

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		to higher level they will complete a Step Up Component this half term	(AO1-9 HRPS R1-4 W1&2 SL1-3)	
SPRING Half term 3	HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4) HPRS W1 (AO5) HPRS W2 (AO6) HPRS SL1 (AO7) HPRS SL2 (AO8) HPRS SL3 (AO9)	<p>WORKING TOWARDS Paper 2 MOCK: Section A: Reading</p> <p>Focus on AO1 and 2: Revision of SPASM CAVONA. Introduce FORESTRY C. Teacher texts, Red Cross persuasive letter. Aberfan past paper. Consolidate. Build on ideas about making links between devices and polish approach of looking at the writer’s purpose of the section. Consolidate PEE(L) and fine-liner annotation approaches.</p> <p>Focus on AO1, 2 and 3: Introduce FETE C FETE approach for question 4. Introduce idea of tone. See texts Las Vegas Bryson, ... Use ‘feelings’ approach where necessary. Marelly Fowatt and Charles Darwin texts. Further devices: intensifiers, superlatives, comparatives.</p> <p>FS L1 Writing Skills: Cover text types and features, layout and registers. Read examples of text types e.g. formal report, diary, information sheet... Learn features of writing purposes. Learn FORESTRY C mnemonic for language devices to use. Learn planning methods and idea generation tricks e.g. ‘power of</p>	<p>Past paper question 3 response: Everest Past Paper; Surfing Past Paper. GCSE mark scheme assessed. (AO1,2, HPRS R 1,2)</p> <p>Past paper question 4 response: Aberfan Past Paper; Surfing Past Paper. GCSE mark scheme assessed. (AO1,2,3, HPRS R1-3)</p>	GCSE English Literature AO1-4 ASDAN: communication SMSC: bereavement / social responsibility / family / poverty / animal rights / heritage

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		<p>Y' and spidograms, using info from the paper. Using examples, personal stories and statistics to extend paragraphs – importance of meeting word count. Fairground article writing task. Learn basic structural techniques such as paragraph per bullet point, connectives, titles, introductions, conclusions and closing lines. Foster more accurate punctuation, spelling and grammar though feedback on writing assessments. Specific teaching for ellipsis, imperatives and exclamations, question marks for rhetorical questions. SPIT mnemonic for CLs. Specific work on understanding and identifying proper nouns if needed.</p> <p>Revising success criteria for FS L1 W. Practice Papers sets 1,2 3.</p> <p>EL 1,2,3: Where a pupil has not completed the Step Up qualification in Year 10 or is not able to move on to higher level they will complete a Step Up Component this half term – intervention group/1:1 to close any gaps in learning</p>	<p>Written assessment: article about a local fair event. (AO5,6, HPRS W 1,2)</p> <p>Practice Papers sets 1,2,3. (Retain 4, SAM and 5 for re-sits.) FS L1 External Writing Exam (AO 5,6, HPRS W 1,2)</p> <p>Step Up Component 1/ 2 (AO1-9 HRPS R1-4 W1&2, SL 1-3)</p>	
<p>SPRING Half term 4</p>	<p>HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4) HPRS W1 (AO5) HPRS W2 (AO6) HPRS SL 1 (AO7) HPRS SL 2 (AO8)</p>	<p>WORKING TOWARDS PAPER 2 MOCK: Section B: writing</p> <p>Focus on AO5 & 6: Article: consolidate EDS TV ID, vocabulary, language devices, structure, cohesion from paper 1. Learn / extend from FSL1 W work: 'purpose and audience', 'gathering ideas' and 'sides of</p>	<p>Article on the internet: harmful or ingenious? Article on PE in schools. (AO5,6, HPRS W 1,2)</p>	<p>GCSE English Literature AO1-4 ASDAN: communication</p> <p>SMSC: e safety / health and nutrition /</p>

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	HPRS SL 3 (AO9)	<p>argument' planning': topic: the internet. Consolidate with 'PE in schools.' Teacher's texts 'Stairlifts and cupcakes' Consolidate formality and register if needed from FS work in Autumn term. Work on varied sentence structure. Work on ambitious punctuation: colons and semi colons.</p> <p>Letter: extend from FSL1 W work: revise layout and register. Extend planning and use article ideas / planning / style knowledge and skills.</p> <p>Revise approaches to Paper 2: Section A and revision power-point walk through last year's mock.</p> <p>Graduated approach – (assess, plan, do, review) interventions in place for those who need extra support for the exams</p> <p>FS L1 R and W practice papers where applicable Revision of skills for external exams. AFL: spotlight skills to improve from feedback. CGP workbook.</p> <p>FS L1 S and L discussion and presentation for those outstanding. AFL: spotlight skills to improve from feedback.</p> <p>EL1,2,3: Students who have completed work for Gold Award now begin work towards either FS L1 reading paper or FS L1 SLC tasks – depending on personal strengths.</p>	<p>Past paper question (last year's mock' but modify Q5 to article if needed. (AO5,6, HPRS W1,2)</p> <p>Past paper question – letter task (AO5,6, HPRS W1,2)</p> <p>Paper 2 MOCK: last year's paper (Q5 modify to article / letter if necessary) (AO5,6, HPRS W1,2)</p> <p>(AO 1,2,5,6, HPRS R1-2, W1-2)</p> <p>(AO 7-9, HPRS SL 1-3)</p> <p>Either: FS L1 Reading Practice Paper (s) or FS L1 SLC; Discussion and presentation. (AO 1,2, 7-9 HPRS R1,2, SL 1-3)</p>	

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		<p>Students complete outstanding work for Gold and Silver awards by May 8th – leaving one week for standardisation and completion of admin before 15th May deadline.</p>		
<p>SUMMER Half term 5</p>	<p>HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4) HPRS W1 (AO5) HPRS W2 (AO6)</p>	<p>GCSE: COMPLETION OF PREPARATION & REVISION: Paper 2: Section B: Writing: continued.</p> <p>Writing a speech, transcript, report. Teacher’s worksheets, Hang Man speech, Smithy’s World Cup speech, radio programme transcript and extend skills from FS L1 writing a report and writing a speech in Y10. Learn structures and extend techniques knowledge beyond previous mnemonics.</p> <p>Revision of areas identified in both mock paper reviews and other work: Cover outstanding areas / consolidate weak areas (often: ambitious punctuation, varying sentence structure, cohesion and paragraphing). Work through a collection of past paper questions, generating ideas for arguments and creating language devices / examples / evidence to support. Consolidate the paragraph structure for argument.</p> <p>Re-visit paper 1 – particularly Q3, Q4 and story. Re-visit paper 2 – particularly Q2, 4 and article.</p> <p>Practice past papers.</p>	<p>Students sit external FS L1 exams across summer term to allow windows which don’t clash with GCSE external exams.</p> <p>Past paper speech task (AO5,6, HPRS W1,2)</p> <p>Past papers. (AO 1-6, HPRS R1-4, W1,2)</p>	<p>GCSE English Literature AO1-4 ASDAN: communication SMSC:</p>

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		<p>CGP, Pearson and teacher's revision guides. Self-marking Peer marking</p> <p>Third mock if needed.</p> <p>Exams begin week 4 of the 5 week half term.</p> <p>FS L1 R and W practice papers where applicable Revision of skills for external exams. AFL: spotlight skills to improve from feedback. CGP workbook.</p> <p>FS L1 S and L discussion and presentation for those outstanding. AFL: spotlight skills to improve from feedback.</p> <p>Interventions for those who are still missing qualifications: Gold and Silver work or enter for FS external exams and complete SLC tasks. Revise success criteria for FS L1 writing tasks and practise with outstanding practice papers. Revise reading paper tasks and practise with outstanding practice papers. Graduated approach – (assess, plan, do, review) interventions in place for those who need extra support for the exams</p> <p>For non-attending students: 'package approach' (write home with a 3 x 1 hour lesson plan and bespoke timetabling to persuade student to come into school and complete a qualification) and / or Functional Skills Entry Level 1 paper</p>	<p>Paper 1 mock if time. Exam 18th May</p>	
<p>SUMMER Half term 6</p>		<p>GCSE: REVISION cont. Paper 2 walk through first revision lessons back. Exam is in the first week of the half term.</p>	<p>Exam 10th June</p>	

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		FS L1 R and W practice papers where applicable				FSL1 R and W external exams					
		FS L1 S and L discussion and presentation for those outstanding.									
HPRS Key Skills/ Assessment Objectives	<p>HPRS R1 (AO1) To pick out key information that can be explicit or implicit.</p> <p>HPRS R2 (AO2) To explain and analyse how language and structure is used by writers to affect readers.</p> <p>HPRS R3 (AO3) To compare ideas and attitudes across texts and how writers get across these ideas to their readers</p> <p>HPRS R4 (AO4) To evaluate different texts, looking at them critically.</p> <p>HPRS W1 (AO5) To 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</p> <p>HPRS W2 (AO6) To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p> <p>HPRS SL1 (AO7) To demonstrate presentation skills in a formal setting</p> <p>HPRS SL2 (AO8) To listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>HPRS SL3 (AO9) To use spoken Standard English effectively in speeches and presentations</p> <p>These are marked using the levels in progress grid each half term a level is B3 – 9 is entered onto the datasheet to show progress</p>										
Links between AQA GCSE and EL AOs and Edexcel Content Descriptors	Board	Reading				Writing		Speaking and listening			Reading Infer from images
	AQA	AO1	AO2	AO3	AO4	AO5	AO6	AO7	AO8	AO9	-
	Edexcel	L1.9	L1.11, L1.12, L1.13, L1.14, L1.16, L1.17, L1.18	L1.10	-	L1.22; L1.23; L1.24; L1.25	L1.19; L1.20; L1.21;	L1.1, L1.2, L1.3, L1.4, L1.5, L1.7	L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.7, L1.8.	L1.4; L1.7	L1.15