The Springfield Centre 2021 - 2022 Planning

CYCLE 1

Subject: Year 11 GCSE English

Week	1									10	11	12	13	
w/c	Component 1 writing - narrative						Component 1 reading							
Unit of work / topic	GCSE Component 1 Writing	GCSE Component 1 Writing	GCSE Component 1 Writing	GCSE Component 1 Writing	Speaking and Listening Catch up / GCSE Component 2 Writing	Speaking and Listening Catch up / GCSE Component 2 Writing	GCSE Component 1 Reading	GCSE Component 1 Reading	GCSE Component 1 Reading	GCSE Component 1 Reading	GCSE Component 1 Reading	GCSE Component 1 Reading	GCSE Component 1 Reading	
Learning intentions (With links to spec)	Story mountain - narrative writing structure. (AOS Communicate Cearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and udlences; Organise information and ideas, using structural and grammatical features and cohesion of texts.)	Opening and build up. Introducing character and setting. Describing specific details. Using pathetic failacy. Sentence openers. (AOS, AOE use a range of vocabulary and sentence structures for clarity.purpose and effect, with accurate spelling and punctuation.)	Dilemma, reaction and resolution. Using sentence structure for effect. Use of suspense words and ambitious vocabulary. (AOS, AOG)	Narrative writing recap and embed skills. Analyse examplars. Extended writing opportunity. (AOS, AO6) Sentence structure	Identify and use the correct layout, language and tone for a variety of text types (AOS, AOE AOE Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.)	Presentation completion for any students who missed this in Year 10. Other students continue speech writing as GCSE writing text type. (A07 Demonstrate presentation skills in a formal setting. A08 Listen and respond a formal setting. A08 Listen and respond and genesiting austions and feedback, A09 Use spoken Standard English effectively in presentations)	A1 listing questions. Identifying key words in the question. Tracking the text. Selecting and presenting information. (A01 Identify and interpret explicit and implicit information and ideas; Select and ynthesise evidence from different texts)	A3 'impressions' questions. Selecting information. Structuring evidence / comment. (A01, A02 Explain), comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.)	A3 'impressions' questions. Selecting information. Using key words from question and structuring evidence / comment. Using inference. (AOJ, AOZ Explain, comment	A2 'how' questions. Using evidence / comment and key word analysis. Word classes. (AO1, AO2)	A2 'how' questions. Upplevelling answers to include writers' techniques / effect on the reader. (A01, A02)	A5 'evaluate' questions. Using personal opinion and providing evidence.' Understanding writer's purpose. (A04 Evaluate texts critically and support this with appropriate textual references)	Recap and embed question types. (AOI, AO2, AO3, AO4)	
Retrieval opportunities			Story mountain.	for effect, sentence openers.				Tracking the text.	Selecting information.	Evidence / comment structure.	Key word analysis and word classes.		All reading skills.	
Links to alternative qualifications					FS Speaking and Listening L2	FS Speaking and Listening L2								
Assessments and DIRT		Character https:		GCSE Component 1 writing task.	Atmosphere and setting https:		GCSE Component 1 reading selected questions						GCSE Component 1 reading selected questions.	
Links to careers		//www.youtube. com/watch2 v=Sdm601PfebY&ilist =PLVEWa7uIDT75K5D 1027Y03PHksy7XECC P&index=15 My Path Careers Video			//www.youtube. com/watch2 v=2HGCi2TB_wo&lis t=PLVEWa7uIDT75K 5D10z7YO3PHksy7X ECCP&index=7 My Path Careers Video	Communication skills								
Cultural Capital	Students ref	flect on their experienc	es and share these with	h each other as inspira	ation for creative narra	tive writing.		Students	read a range of fiction to	exts set in different time	es and exploring other c	ultures.		

CYCLE 2

CTULE 2													
Week	1	2	3	4	5			8	9	10	11	12	13
w/c			-	Component 2 reading		-				Component	2 writing		
Unit of work / topic	GCSE Component 2 Writing	GCSE Component 2 Writing	GCSE Component 2 Writing	GCSE Component 2 Writing	GCSE Component 2 Writing	GCSE Component 2 Writing	GCSE Component 2 Reading	GCSE Component 2 Reading	GCSE Component 2 Reading	GCSE Component 2 Reading	GCSE Component 2 Reading	GCSE Component 2 Reading	GCSE Component 2 Reading
Learning intentions (With links to spec)	Identify and use the correct layout and language for a report. (AO5 Communicate Cearly, 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 coherence and cohesion of texts, AO6)	Impersonal tone, third person. Identify and use the correct tone and structure for a report. (AOS, AO6)	language and tone for an article (AO5,	Identify and use the correct layout, language and tone for a review (AOS, AO6)	Identify and use the correct layout, language and tone for formal and informal letters (AOS, AO6)	Identify and use the correct layout, language and tone for a speech (AOS, AO6)	A1 and A3 questions. Selecting Information. Pre 20th C texts. (AO1)	A2 'how' questions. AFOREST techniques (A01, A02).	A2 and A4 'how' questions. Identify organisational, language and structural features and use them to locate relevant information in a text. (A01, A02).	A5 comparison question. Recognise and compare ideas from different texts. (A01, A03 compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts)	A6 comparison question. Recognise and compare textual features. Select appropriate quotations. (A01, A02, A03)	A6 comparison question. Recognise and compare textual features. Select appropriate quotations and comment on effect of features. (A01, A02, A03)	Recap and embed question types. (AO1, AO2, AO3)
Retrieval opportunities	Formal / informal	Topic led paragraphs	Varied punctuation.	Variety of sentence structure.	Features of letter writing	Features of speech writing		Selecting and using evidence to support views			Comparison connectives		
Links to alternative qualifications			FS Writing L2	FS Writing L2	FS Writing L2	FS Writing L2	FS Reading L2						
Assessments and DIRT					GCSE Component 2 writing full paper	GCSE Component 2 writing full paper							GCSE Component 2 reading full paper
Links to careers	My Path Careers Video: Non Fiction Writing <u>https:</u> //www.youtube. com/watch?v=tgRJ9-	Transactional writing skills (reports)				Transactional writing skills (speech)							
Cultural Capital	Students develop tra	nsactional writing skills	through a range of no	n-fiction text types ro	uted in 'real life' conte	xts, audiences and pur	poses.	Students develop their und	dertsanding of the world	around them through a	a variety of non-fiction	texts.	

CYCLE 3

CICLE 5								
Week	1	2	3	4	5	6	7	
W/C			Revi	sion and external examinat	ions			
Unit of work / topic	GCSE Component 1 Revision	GCSE Component 2 Revision	Functional Skills Catch up					
Learning intentions (With links to spec)	Reading question types, reading paragraph structure, writers' techniques.	Reading question types, reading paragraph structure, key word analysis, subject terminology. Speed writing text types (AO1- 6)						
Retrieval opportunities	All GCSE comp 1 skills	All GCSE comp 2 skills						
Links to alternative qualifications								
Assessments and DIRT	External GCSE exams	External GCSE exams						
Links to careers								
Cultural Capital	Students working towards the Functional Skills qualifications are exposed to text types and learning designed to prepare them for the world of work and their next steps.							