

Week	Topic / Theme / Content	Resources	Genre / Literacy	EXAMS (OCR or controlled assessment)
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Rationale:

The pre-GCSE elements of this course are based upon the 3 requirements of the AQA GCSE English 4700 – namely: Unit 1 ‘Understanding and producing non-fiction text’, Unit 2 ‘Speaking and Listening’, Unit 3 ‘Understanding and Producing Creative Texts’.

In addition, much of term two is given to preparation for OCR assessment which is, ultimately, the only formally assessed element of this course and as such cannot be marginalised on the scheme.

<p style="text-align: center;">1</p> <p style="text-align: center;">TERM ONE</p>	<ul style="list-style-type: none"> • Induction. • Course outline. • Introduce Google classroom (all students invited/joined) • Grammar basics (parts of speech / punctuation / sentence structure) • Ice breakers / class profile. • Introduce the acronyms for text purpose / audience: APE IDEA / GAPS • Establish current OCR achievements / which combination students will need to do. • Test for OCR ability to decide on the 3 exams students will do. Fill in tracking sheets. 	<p>TES parts of speech. OCR exam papers. AQA syllabus. Tracking sheets. Computer area (book for 1 hour)</p>	<p>Induction.</p>	<p>Initial assessment. Diagnostic. Tracking sheets. Establish relevant / appropriate OCR exams with testing.</p>
<p style="text-align: center;">2</p>	<p>Induction. Course outline. Grammar basics (parts of speech / punctuation) Ice breakers / class profile. Introduce the acronyms: APE IDEA /</p>	<p>TES parts of speech. OCR exam papers. AQA syllabus. Tracking sheets.</p>	<p>Induction.</p>	<p>Initial assessment. Diagnostic. Tracking sheets. Establish relevant / appropriate OCR exams with testing.</p>

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	<p>GAPS</p> <p>Establish current OCR achievements. Test for OCR ability to decide on the 3 exams students will do. Fill in tracking sheets.</p>			
<p>3</p> <p>Preparation for unit 1 (GCSE element)</p> <p>Understanding and Producing Non-fiction texts</p>	<p>Preparation for Unit 1 (pre GCSE element)</p> <p>'Understanding and producing non-fiction texts'.</p> <p>Tutorials.</p> <p>Ensure all students know which exams they are doing.</p> <p>Vocabulary packs to be given.</p>	<p>AQA syllabus.</p> <p>AQA past papers (nonfiction language study / reading and writing elements foundation tier)</p>	<p>Non-fiction texts.</p>	
<p>4</p> <p>Preparation for unit 1 (GCSE element)</p> <p>Understanding and Producing Non-fiction texts</p>	<p>Introduction to study of non-fiction text, media text.</p> <p>Academic writing.</p> <p>Planning, drafting and paragraphing.</p> <p>Analysis skills.</p> <p>Genre, audience, purpose, style.</p> <p>Explain, pre-teach 'Language features' / 'Presentational Features'.</p> <p>Argue, persuade, entertain, inform, describe, explain, advise.</p>	<p>KS3 /KS4 materials.</p> <p>TES materials.</p> <p>AQA materials.</p>		
<p>5</p> <p>AQA non-fiction paper 1</p> <p>From around week 5, I work with the actual AQA non-fiction paper (unit 1 of GCSE element). The first week of</p>	<p>AQA non-fiction paper 1 (preparation / study / exemplar).</p>	<p>AQA syllabus.</p> <p>AQA past papers (nonfiction language study / reading and writing elements foundation tier)</p> <p>work to be emailed to students (self-</p>	<p>Non-fiction texts.</p>	

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<p>each paper is presentation and input based on the 3 different text types within the source book with accompanying notes (tutor devised) and PowerPoints that are emailed to students who also print their resources and come to class having read the texts, with the emphasis on self-study and autonomy. At this stage, I give source books only. I base advise/approach around examiner's reports.</p> <p>The second week is based around students engaging with the source materials and question books and working in groups with model answers and paragraphs shaping a solid approach towards GCSE style analysis and writing at the higher grades of non-fiction analysis and interpretation. The foundation tier, <u>not higher</u>, will be used throughout, this being a preparatory course. The final paper I select (4) will be given as a controlled assessment, where 3 tasks will be chosen, 2 analysis, 1 writing all of them taken from the AQA materials to allow for an authentic approach.</p> <p>Modelling of style, interpretation of language features and extensive vocabulary work around synonym and antonym, prefixes, suffixes and root words will run throughout.</p>		study)		

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6	AQA non-fiction paper 1 (group work / testing)	AQA syllabus. AQA past papers (nonfiction language study / reading and writing elements foundation tier) Tutor PowerPoint. Students to have worked on the texts at home.	Media text. Non-fiction text (variety from 'information', 'explanation', 'description' 'persuasion')	
7	AQA non-fiction paper 2 (preparation / study / exemplar)	AQA syllabus. AQA past papers (nonfiction language study / reading and writing elements foundation tier) Tutor PowerPoint. work to be emailed to students (self-study)	Media text. Non-fiction text (variety from 'information', 'explanation', 'description' 'persuasion')	
8	AQA non-fiction paper 2 (group work / testing)	AQA syllabus. AQA past papers (nonfiction language study / reading and writing elements foundation tier) Tutor PowerPoint. work to be emailed to students (self-study)	Media text. Non-fiction text (variety from 'information', 'explanation', 'description' 'persuasion')	

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9 AQA non-fiction paper 3	AQA non-fiction paper 3 (preparation / study / exemplar).	AQA syllabus. AQA past papers (nonfiction language study / reading and writing elements foundation tier) Tutor PowerPoint. work to be emailed to students (self- study)	Media text. Non-fiction text (variety from 'information', 'explanation', 'description' 'persuasion')	
10 AQA non-fiction paper 3	AQA non-fiction paper 3 (group work / testing)	AQA syllabus. AQA past papers (nonfiction language study / reading and writing elements foundation tier) Tutor PowerPoint. work to be emailed to students (self- study)	Media text. Non-fiction text (variety from 'information', 'explanation', 'description' 'persuasion')	
11 Group work – producing non-fiction text	Producing non-fiction texts.	AQA syllabus. AQA past papers (nonfiction language study / reading and writing elements foundation tier) Tutor PowerPoint.	Media text. Non-fiction text (variety from 'information', 'explanation', 'description' 'persuasion')	
12 Group work – producing non-fiction text	Producing non-fiction texts.	AQA syllabus. AQA past papers (nonfiction language study / reading and	Media text. Non-fiction text (variety from 'information',	

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		writing elements foundation tier) Tutor PowerPoint.	'explanation', 'description' 'persuasion')	
13	Review of techniques learned this term. Preparation for controlled assessment.	Language review test.		
Language review / test				
14	Controlled assessment. AQA non-fiction paper 4 (Foundation tier. 3 tutor assessed tasks selected from the 5 on offer)	AQA syllabus. AQA past papers (nonfiction language study / reading and writing elements foundation tier)	Media text. Non-fiction text (variety from 'information', 'explanation', 'description' 'persuasion')	Controlled assessment – understanding non-fiction texts.
Controlled assessment (AQA non-fiction paper 4)				
15 TERM TWO	Welcome back. Outline for term two. Feedback from controlled assessment. Review testing from term one.	OCR website. OCR exam papers. Tracking documents. Diagnostic language problem areas.	OCR elements.	All OCR exam preparation.
January – March is OCR window with a view for completion of all exams including speaking by the end of March. Unit 2 of the GCSE element is given to speaking (presenting / discussing / listening / role playing) which broadly correlates with requirements of the OCR speaking element. I suggest that term 2 is primarily fixed around the OCR element with time allowed for speaking administration and writing up as well as the more complex elements of grammar / reading that				

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<p>will be later assessed by the OCR exams. Towards the end of the term, the third element of the GCSE component to this course is introduced.</p>				
<p>16</p> <p>OCR Preparation / mocks</p>	<p>OCR for half this term. Preparation for all OCR elements with a view to having all OCR exams completed by end of February. This includes Unit 2 of pre-GCSE element (speaking and listening) which can be combined with the OCR speaking component.</p>			<p>All OCR exam preparation.</p>
<p>17</p> <p>OCR Preparation / speaking</p>	<p>OCR grammar rules. Diagnostic testing. Error mapping. Speaking preparation.</p>			<p>OCR / Pre-GCSE speaking exams</p>
<p>18</p> <p>OCR preparation / speaking and mocks</p>	<p>OCR grammar rules. Diagnostic testing. Error mapping. Speaking preparation.</p>			<p>OCR / Pre-GCSE speaking exams</p>
<p>19</p> <p>OCR Preparation / exams</p>	<p>OCR grammar rules. Diagnostic testing. Error mapping. Speaking preparation.</p>			<p>OCR grammar exams</p>
<p>20</p>	<p>OCR grammar rules. Diagnostic testing. Error mapping.</p>			<p>OCR grammar exams</p>

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OCR preparation / exams	Speaking preparation.			
<p data-bbox="376 327 421 359">21</p> <p data-bbox="197 419 607 592">Preparation for Unit 3 (GCSE) Understanding and producing creative texts – poetry, prose and drama</p> <p data-bbox="197 643 607 965">Unit 3 unit a is about engaging with literary texts (poetry, prose and drama) that are taken from a British Literary Heritage or ‘writers from another culture’ background and there is a requirement for some Shakespeare – at pre-GCSE level I suggest excerpts rather than an entire play, which I consider too dense for this level of student.</p> <p data-bbox="197 1005 607 1193">In a short space of time, I will attempt to introduce as much variety as possible with the emphasis on engagement with / interpretation of the texts and being able to write about their features academically.</p> <p data-bbox="197 1297 607 1390">Unit b of unit 3 asks that students produce creative texts (writing about moving image, writing from a text as</p>	<p data-bbox="633 323 1043 496">Unit 3 (Pre-GCSE element) ‘understanding and producing creative texts’ – Students to study one each from poetry, prose and drama options.</p>			

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<p>a prompt to develop own writing or 'me, myself and I' – writing from personal experience). This creative element is emphasised towards the end of the course, as it is less onerous to prepare and produce.</p>				
<p style="text-align: center;">22</p> <p style="text-align: center;">Educating Rita (drama study)</p> <p>Study of GCSE contemporary drama text, 'Educating Rita' by Willy Russell. Study will take into consideration plot summary, character, theme, context and language and will culminate with a controlled assessment based on the play. The film (scenes from) will also be used to aid understanding of the text.</p>	<p>Drama study – 'Educating Rita'.</p> <p>Plot / context / characterisation / themes / language.</p>		<p>Fiction text. Drama.</p>	<p>Educating Rita text. BBC Bitesize Educating Rita materials. Educating Rita film.</p>
<p style="text-align: center;">23</p> <p style="text-align: center;">Educating Rita (drama)</p>	<p>Drama study – 'Educating Rita'</p>		<p>Drama.</p>	<p>Educating Rita text. BBC Bitesize Educating Rita materials. Educating Rita film.</p>

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24 Educating Rita (drama)	'Educating Rita'		Drama.	Educating Rita text. BBC Bitesize Educating Rita materials. Educating Rita film.
25 Educating Rita (drama) CONTROLLED ASSESSMENT	'Educating Rita'		Drama.	Controlled assessment – 'Educating Rita'.
26 TERM THREE	'Educating Rita' recap. Unit 3 study – introduce Poetry. Language features. How to study poetry. Give out / email IGCSE anthology and key texts for this term.		Drama.	Educating Rita text. BBC Bitesize Educating Rita materials. Educating Rita film.
27	Poetry study (British heritage writers) Emily Bronte, John Keats, William Blake.		Poetry.	
28	Poetry study T S Eliot, Ted Hughes, Dylan Thomas, Philip Larkin.		Poetry.	
29	Prose excerpt (British heritage writers) Choose texts from the IGCSE Anthology.		Prose.	
30	Prose excerpt		Prose.	

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	(writers from other cultures) Choose texts from the IGCSE Anthology.			
31	Introduction to Shakespeare (Introduction – life and times / language / Shakespearean insults / Shakespeare’s relevance and legacy) Modern approaches to Shakespeare and Shakespeare in contemporary culture.		Shakespeare.	
32	Shakespeare Closer Study (study of excerpts) King Lear and Hamlet. (DVD scenes) Royal Exchange production with female Hamlet.		Shakespeare.	
33	Producing creative texts. (writing about or for moving image)		Creative writing.	
34	Producing creative texts. (prompts and re-creations – using a text to prompt or develop writing)		Creative writing.	
35	Producing creative texts. (me myself and I – writing from personal experience)		Creative writing.	Controlled assessment (producing creative texts, students choose one of the three criteria to be assessed on)
36	End of course review. Tutorials.			