

2024/2025

KS4 - Year 9

English Long Term Plan KS4 incorporating Year 9

Year 9 students are included in the GCSE preparation with the rationale that students have an extra year to become familiar with the texts, design of the exam paper and vocabulary.

Pupils will have reading activities and associated key words to learn, use and understand throughout the scheme of learning.

Pupils will be supported in their reading and comprehension skills as well as spelling, punctuation and grammar.

Exam groundwork will be vital for the success of the students and so to account for absences and transitional periods it was felt it would be beneficial to have the extra time to prepare.

All lessons will be sequenced so that all pupils have the opportunity to work towards their own GCSE levels. This will enable all pupils to be prepared for GCSE including the speaking, listening and communication exams.

Term 1		Term 2		Term 3	
Learning Cycle 1 2nd Sept 2024 – 25th Oct 2024 8 Weeks	Learning Cycle 2 4th Nov 2024 – 20th Dec 2024 7 Weeks	Learning Cycle 3 6th Jan 2025 – 14th Feb 2025 6 Weeks	Learning Cycle 4 24th Feb 2025 – 4th April 2025 6 Weeks	Learning Cycle 5 21st Apr 2025 – 23rd May 2025 5 Weeks	Learning Cycle 6 2nd June 2025- 18th July 2025 7 Weeks
AQA GCSE English Literature Paper 2 – Modern Texts and Poetry	AQA GCSE English Language Paper 2 – Writers Viewpoints and perspectives	AQA GCSE English Literature Paper 1– Shakespeare and 19 th Century Novel	AQA GCSE English Language Paper 1 – Explorations in Creative Reading and Writing	AQA GCSE English Language Paper 2 – Writers Viewpoints and Perspectives	AQA GCSE English Literature Paper 2 Modern Texts and Poetry.
<u>Baseline Assessments,</u> <u>STAR Reader and</u> <u>spelling tests</u> <u>Macbeth - Act 1 & 2</u>	<u>Gothic/Dystopian</u> <u>fiction and writing.</u> Assessment Objectives AO1,AO2, AO3, AO4, AO5, AO6 <u>Implementation -</u>	<u>Blood Brothers</u> Assessment Objectives AO1, AO2, AO3, AO4 <u>Implementation -</u> Students to complete a reading of the play.	<u>STAR Reader and</u> <u>spelling tests</u> <u>Reading and Prose</u> <u>Writing</u>	<u>Media: Manipulator or</u> <u>Factual?</u> Assessment ObjectivesAO1,AO2, AO3, AO4, AO5, AO6,AO8,AO9	<u>STAR Reader and</u> <u>spelling tests</u> <u>Poetry Power and</u> <u>Conflict and Unseen</u> <u>Poetry</u> Assessment Objectives

<p>Assessment ObjectivesAO1, AO2, AO3, AO4</p> <p>Implementation -</p> <p>Students to complete a class reading and study of Act 1 & Act 2</p> <p>Impact – Students to establish plot, key themes and key characters.</p> <p>Character analysis Relationships Mood Use short key extracts and scenes to work on language and analysis.</p> <p>Develop essay skills and planning</p> <p>Structure Theme Imagery Mood Language Effect on audience Vocabulary boost – poetic buzz words Exam command words Reading Skills</p> <p>Pupils will start to develop essay skills and planning ability throughout the scheme of work. Shakespeare will be introduced to</p>	<p>Students will look at a range of extracts ensuring the students read a wide variety of texts and are able to show a good understanding.</p> <p>Impact – Students will be able to identify themes and ideas alongside linguistic and literary language to look at structure and effectiveness and impact of the text.</p> <p>Pupils will be able to analyse writing and be objective when speaking about writer's style and viewpoint</p> <p>Texts - 1984, Fahrenheit 541, The Handmaid's tale, Hunger Games, Frankenstein, Dracula, The Red Room, Tell Tale Heart.</p> <p>Basic skills Students have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p>	<p>Students to gain an understanding of class, race, gender and society.</p> <p>Impact – Pupils will have an Understanding of the play, characters and themes including: Life in 1960s Liverpool Society and class Family Journey of life and choices made.</p> <p>Basic skills Students to have personal reading books with 30 minutes of guided reading per week. Work on basic punctuation Basic reading comprehension skills Use of KS3 SPaG workbooks.</p> <p>Cross curricular mapping</p>	<p>Assessment Objectives AO1,AO2, AO3, AO4, AO5, AO6</p> <p>Implementation -</p> <p>Students will look at a range of short stories ensuring the students read a wide range of texts with good understanding.</p> <p>Impact – Students will be able to identify themes and ideas alongside linguistic and literary language to look at structure and effectiveness and impact of the text.</p> <p>Examples: Telling Tales Anthology of Short Stories On the sidewalk bleeding West Side Story Dramatic Monologues The Landlady Lamb to the Slaughter</p> <p>Basic skills</p>	<p>Implementation - Students to study a range of articles written from different perspectives to understand bias in the media.</p> <p>Impact – Meghan Markel vs Kate Middleton. Gender in the media? Censorship and Propaganda Pupils will complete their Presentation of their campaign. Persuasive writing techniques will be the key focus in this unit. Pupil to look at influence of social media on their lives and how the internet effects them.</p> <p>Basic skills Students have personal reading books with 30 minutes of guided reading per week. Work on basic punctuation</p>	<p>AO1, AO2, AO3,AO5, AO6</p> <p>Implementation - Students will be introduced to the poetry anthology. Students are required to study the 15 poems in preparation of the English Literature GCSE.</p> <p>Impact – Students will look at: structure, theme, imagery, mood, language and effect on the audience. They will begin to understand these techniques.</p> <p>Basic skills Students have personal reading books with 30 minutes of guided reading per week. Work on basic punctuation Basic reading comprehension skills Use of SPaG activities.</p> <p>Cross curricular mapping Art – Use of images to describe</p>
---	--	--	--	--	--

<p>the pupils to give them a taste of literature. Pupils will be able to understand the life and times of Shakespeare and how this changed literature.</p> <p>Basic skills</p> <p>Students to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p>Cross curricular mapping</p> <p>History Battles, Scottish heritage, Shakespearian England. PSHE –Society, differing ways of ruling. Murder, right and wrong.</p> <p>SMSC</p> <p>Social – Rivalry, class, Moral – recognising right and wrong, Law and order</p>	<p>Basic reading comprehension skills</p> <p>Use of SPaG activities.</p> <p>Cross curricular mapping</p> <p>History – Economic changes during the last century. PSHE – Lifestyles, Government, society and differing ways of ruling.</p> <p>SMSC</p> <p>Social – Looking at differing ways of ruling from democracy to dictatorships Moral – recognising right and wrong, understanding dystopia vs utopia Spiritual – Feelings and values/ fascination of the world around. Cultural – identifying own heritage and opportunities.</p> <p>Careers</p> <p>English Literature English Language Teaching</p> <p>Formal Assessment</p>	<p>History – Economic changes during the last century, effects on cities PSHE – Lifestyles, unwanted pregnancy, debt.</p> <p>SMSC</p> <p>Social – Class systems, democracy. Moral – recognising right and wrong Spiritual – Feelings and values Cultural – identifying own heritage and other people’s opinions.</p> <p>Careers</p> <p>Post 16 English Literature English Language Teaching Acting Film/TV</p> <p>Formal Assessment</p> <p>Paper based on GCSE style question.</p>	<p>Students to have personal reading books with 30 minutes of guided reading per week.</p> <p>Work on basic punctuation</p> <p>Basic reading comprehension skills</p> <p>Use of KS3 SPaG workbooks.</p> <p>Cross curricular mapping</p> <p>Art – Use of images to describe</p> <p>PSHE – Different topics within the images which will raise discussion</p> <p>SMSC</p> <p>Social – Use of communication skills and group work Moral – Interest in investigating Spiritual – Learning about the world around them Cultural – Responding to images, participating in opportunities.</p> <p>Careers</p> <p>Post 16 in Art, Literature,</p>	<p>Basic reading comprehension skills</p> <p>SPaG activities</p> <p>Cross Curricular Mapping</p> <p>Support from Art and Design dept.</p> <p>PSHE: Inclusion and diversity</p> <p>SMSC</p> <p>Social - Students understanding how race and gender can affect perceptions Moral - Impact of stereotyping and judging others Spiritual – use of creativity and imagination Cultural – Awareness of how race is used by the media</p> <p>Careers</p> <p>Post 16 Editing Teaching Publishing Advertising IT Digital marketing</p> <p>Formal Assessment</p>	<p>PSHE – Different topics within the images which will raise discussion</p> <p>SMSC</p> <p>Social – Use of communication skills and group work Moral – Interest in investigating Spiritual – Learning about the world around them Cultural – Responding to images, participating in opportunities.</p> <p>Careers</p> <p>Post 16 English Literature English Language Teaching Librarianship</p> <p>Formal End of Year Assessment</p> <p>Paper based on GCSE style question.</p>
--	---	---	---	--	---

<p>Spiritual – Feelings and values/ fascination of the world around.</p> <p>Cultural – identifying own heritage and that of others.</p> <p>Careers</p> <p>Links with GCSE English Literature.</p> <p>Stage & Theatre production</p> <p>Acting</p> <p>Writing</p> <p><u>Formal Assessment</u></p> <p>Paper based on GCSE style question.</p>	<p>Paper based on GCSE style question.</p>		<p><u>Formal Assessment</u></p> <p>Paper based on GCSE style question.</p>	<p>Spoken Language – to incorporate some recording.</p>	
---	--	--	---	---	--

Year 10

The students will move forward into Year 10 studying GCSE in English Literature and Language. The planning is based around 5 terms (3 in Year 10 and 2 in Year 11)

Functional Skills will also be incorporated for identified students.

Pupils will have reading activities and associated key words to learn, use and understand throughout the scheme of learning.

Pupils will be supported in their reading and comprehension skills as well as spelling, punctuation and grammar.

Exam groundwork will be vital for the success of the students and so to account for absences and transitional periods it was felt it would be beneficial to have the extra time to prepare.

All lessons will be sequenced so that all pupils have the opportunity to work towards their own GCSE levels. This will enable all pupils to be prepared for GCSE including the speaking, listening and communication exams.

AQAGCSE English Language - exam summer 2026

AQAGCSE English Literature – exam summer 2026

Functional Skills – Level 1 and 2 - 2024/2025

Term 1		Term 2		Term 3	
Learning Cycle 1 2nd Sept 2024 – 25th Oct 2024 8 Weeks	Learning Cycle 2 4th Nov 2024 – 20th Dec 2024 7 Weeks	Learning Cycle 3 6th Jan 2025 – 14th Feb 2025 6 Weeks	Learning Cycle 4 24th Feb 2025 – 4th April 2025 6 Weeks	Learning Cycle 5 21st Apr 2025 – 23rd May 2025 5 Weeks	Learning Cycle 6 2nd June 2025- 18th July 2025 7 Weeks
AQA GCSE English Literature Paper 1– Shakespeare and 19th Century Novel AQA Functional Skills	AQA GCSE English Literature Paper 1– Shakespeare and 19th Century Novel AQA Functional Skills	AQA GCSE English Literature Paper 2 – Modern Texts and Poetry AQA Functional Skills	AQA GCSE English Language paper 1- Explorations in creative reading & writing. AQA Functional Skills	AQA GCSE English Language Paper 2 – Writers Viewpoints and perspectives AQA Functional Skills	AQA GCSE English Literature Paper 2 – Modern Texts and Poetry AQA Functional Skills
<u>BASELINE ASSESSMENTS, STAR Reader and spelling tests</u> Shakespeare – Macbeth	<u>A Christmas Carol</u> Assessment Objectives AO1, AO2,AO4,AO5,AO6	<u>An Inspector Calls</u> Assessment Objectives AO1, AO2,AO4,AO5,AO6 <u>Implementation</u> -	<u>STAR Reader and spelling tests</u> <u>Creative Writing</u> Assessment Objectives - AO1,AO2,AO3,AO4,AO5,AO6	<u>Media/ Spoken Language</u> Assessment Objectives - AO1,AO2,AO3,AO4,AO5,AO6, AO7,AO8,AO9 <u>Implementation</u> -	<u>STAR Reader and spelling tests</u> <u>Poetry 1789 – Present day. Power and Conflict</u> <u>Unseen Poetry</u>

<p>Recap Act 1&2 Deliver Acts 3,4,5</p> <p>Assessment Objectives AO1, AO2, AO3, AO4, AO5,AO6</p> <p>Implementation -</p> <p>Complete a class reading and study of the play. Establish plot, key themes and key characters.</p> <p>Impact – Character analysis Relationships Mood</p> <p>Use short key extracts and scenes to work on language and analysis. Develop essay skills and planning</p> <p>Skills Complex sentencing Punctuation Sentence Structures</p> <p>Careers Links with GCSE English Literature.</p>	<p>Implementation -</p> <p>Students will study whole text</p> <p>Establish and analyse plot, theme, character and structure.</p> <p>Impact – <u>To develop skills-</u> -Inferential and literal -Comprehension -Critical reading -Evaluation of vocabulary, grammar and structural features.</p> <p>-Comparing texts -Dickens in context -Victorian Britain</p> <p>Characterisation Theme Context Style and literary quality Critical comprehension</p> <p>Writing Clear and coherent texts Describe Argue Evaluate</p>	<p>Students will study the whole text</p> <p>Character Plot Theme Social class and responsibility Men and Women (Patriarchal Society) Britain pre and post WW1 Judgement</p> <p>Impact – Point of view FAP Implicit and Explicit information Reading and Writing skills Comprehension Extended writing pieces IT Research SPaG Vocabulary</p> <p>Careers</p> <p>Post 16 English Literature English Language Teaching Librarianship</p> <p>Formal Assessment</p>	<p>Implementation -</p> <p>Descriptive Writing Difference between descriptive and narrative How to read an image</p> <p>Links to Key words, Senses, Mood, Tone, Characters, Zoom in / Zoom out, Tense control, Planning, Creating the piece, SPaG.</p> <p>Impact –</p> <p>Narrative Writing</p> <p>Students will be introduced to story writing.</p> <p>Conventions of a story Plot development Character building Use of Dialogue</p> <p>Students will then produce a piece to ensure the plot is well defined and developed with features of fiction writing, such as description, characterisation, and convincing details. Theme, context, style, literary quality, and critical comprehension</p> <p>Crafting Writing Timed Conditions Accuracy Proofreading</p> <p>Careers</p>	<p>Censorship role of modern society</p> <p>Parental responsibility Links to media/ law/ morality. Use of Media Product reviews Films Age restrictions</p> <p>Format, Audience and Purpose Choice of language Writing to Argue Writing to Persuade</p> <p>Impact – Responding to impressions in writing Supporting Opinion.</p> <p>PEE- Using references</p> <p>Students to use this module of learning to prepare for presentation including responding to questions and feedback.</p> <p>Careers Post 16 Editing Teaching Publishing Advertising IT Digital marketing</p> <p>Formal Assessment- Role of censorship in modern society</p>	<p>Assessment Objectives AO1, AO2, AO3,AO5,AO6</p> <p>Implementation -</p> <p>Students will continue to study the poetry anthology Power and Conflict. Students are required to study the 15 poems in preparation of the English Literature GCSE.</p> <p>Students will look at: structure, theme, imagery, mood, language, and effect on the audience.</p> <p>Impact – Students will be assessed on 2 poems from the AQA Anthology – Power and Conflict. Task will be to write about a specific poem and compare it to another that has been studied.</p> <p>Students to look at: Structure</p>
--	--	--	---	--	--

<p>Stage & Theatre production</p> <p>Acting</p> <p>Writing</p> <p><u>Formal Assessment</u></p> <p>Paper based on GCSE style question.</p>	<p>Analyse</p> <p>Discuss</p> <p>Explain</p> <p>Summarise</p> <p>Key Points</p> <p><u>Careers</u></p> <p>Links with GCSE English Literature.</p> <p>Stage & Theatre production</p> <p>Acting</p> <p>Writing</p> <p>Formal Assessment</p> <p>Extended writing - Victorian Child Diary</p> <p>Functional Skills exams</p>	<p>Paper based on GCSE style question.</p>	<p>Post 16</p> <p>English Literature</p> <p>English Language</p> <p>Teaching</p> <p>Librarianship</p> <p><u>Formal Assessment</u></p> <p>Paper based on GCSE style question.</p>	<p>Functional Skills exams</p>	<p>Theme</p> <p>Imagery</p> <p>Mood</p> <p>Language</p> <p>Effect on audience</p> <p>Vocabulary boost – poetic buzz words</p> <p>Exam command words</p> <p>Reading Skills</p> <p>Interpretation</p> <p><u>Glossary of terms</u></p> <p>Title</p> <p>Shape</p> <p>Personal Response</p> <p>Voice</p> <p>Vocabulary</p> <p>Imagery</p> <p>Structure</p> <p><u>Careers</u></p> <p>Post 16</p> <p>English Literature</p> <p>English Language</p> <p>Teaching</p> <p>Librarianship</p> <p><u>Formal End of Year Assessment</u></p> <p>Paper based on GCSE style question.</p> <p>Functional Skills exams</p>
--	---	--	---	---------------------------------------	---

Year 11

The aim is that most pupils will sit English Language & Literature GCSE in the summer.

The planning for this year is based around 2 ½ terms only.

Preparation for GCSE exams will be conducted so that pupils feel confident in English Language and some in English Literature.

Functional Skills will also be incorporated for identified students.

This year will concentrate on retrieval practice for the forthcoming exams and consolidate their knowledge, plugging the gaps in necessary. It will also engage the pupils in thinking about post 16 education and career related topics.

AQA GCSE English Language

AQA GCSE English Literature - exam summer 2025

Functional Skills – Level 1 and 2

Term 1		Term 2		Term 3	
Learning Cycle 1 2nd Sept 2024 – 25th Oct 2024 8 Weeks	Learning Cycle 2 4 th Nov 2024 – 20 th Dec 2024 7 Weeks	Learning Cycle 3 6 th Jan 2025 – 14 th Feb 2025 6 Weeks	Learning Cycle 4 24 th Feb 2025 – 4 th April 2025 6 Weeks	Learning Cycle 5 21 st Apr 2025 – 23 rd May 2025 5 Weeks	Learning Cycle 6 2 nd June 2025- 18 th July 2025 7 Weeks
AQA GCSE English Language Paper 1 – Explorations in Creative Reading and Writing AQA Functional Skills	AQA GCSE English Language Paper 1 – Explorations in Creative Reading and Writing AQA GCSE English Language Paper 2 – Writers Viewpoints and perspectives AQA Functional Skills	AQA GCSE English Language Paper 1 – Explorations in Creative Reading and Writing AQA Functional Skills	AQA GCSE English Language Paper 2 – Writers Viewpoints and perspectives AQA Functional Skills	AQA GCSE English Language Paper 1 – Explorations in Creative Reading and Writing AQA GCSE English Language Paper 2 – Writers Viewpoints and perspectives AQA Functional Skills AQA GCSE English Literature Paper 2 – Modern Texts and Poetry	

<p><u>BASELINE ASSESSMENTS, Star Reader and spelling tests</u> <u>English Language Focus including Spoken Language.</u></p> <p><u>Creative Writing</u></p> <p>Assessment Objectives - AO1,AO2,AO3,AO4,AO5,AO6</p> <p><u>Intent - Reading and Prose Writing</u></p> <p>Pupils will read and analyse a variety of texts to be able to understand the creative writing theme.</p> <p><u>Implementation-</u> Paper 1 - Section B, writing their own creative text, inspired by the topic that they have responded to in Section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario, or visual image.</p> <p><u>Descriptive Writing</u></p>	<p><u>A Christmas Carol</u></p> <p>Assessment Objectives - AO1,AO2,AO3,AO4,AO5,AO6</p> <p><u>Intent -</u> Dependant on previous study, establish and analyse plot, theme, character.</p> <p><u>Implementation -</u> <u>Revisit skills-</u> -Inferential and literal -Comprehension -Critical reading -Evaluation of vocabulary, grammar, and structural features - Comparison of texts</p> <p>Theme Context Style and literary quality Critical comprehension</p> <p><u>Writing</u> Clear and coherent texts Describe Argue Evaluate Analyse Discuss Explain Summarise Key Points</p>	<p><u>English Language Focus including Spoken Language.</u></p> <p><u>Star Reader and spelling tests</u></p> <p>Assessment Objectives AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9</p> <p><u>Intent -</u></p> <p>Students to be given past papers, exam questions extended writing pieces.</p> <p><u>Implementation -</u></p> <p>Students to practice identifying and interpreting themes, ideas, and information from a variety of texts.</p> <p>Students to evaluate writer's choice of vocabulary, form, grammatical and structural features. Students given guidance on how to produce clear and coherent texts for different purposes and audience.</p>	<p><u>Reading and Prose Writing</u></p> <p>Assessment Objectives - AO1,AO2,AO3,AO4,AO5,AO6</p> <p><u>Intent -</u></p> <p>Students will look at a range of short stories ensuring the students read a wide range of texts with good understanding.</p> <p><u>Implementation -</u></p> <p>Students will be able to identify themes and ideas alongside linguistic and literary language to look at structure and effectiveness and impact of the text.</p> <p><u>Examples of texts</u></p> <p>Use of Telling Tales Anthology</p> <p>On the sidewalk bleeding</p> <p>Dramatic Monologues</p> <p>The Landlady</p> <p>Lamb to the Slaughter</p>	<p><u>Exam prep and consolidation</u></p> <p><u>Star Reader and spelling tests</u></p> <p>Assessment Objectives - AO1,AO2,AO3,AO4,AO5,AO6</p> <p><u>Intent -</u></p> <p>Students to practice past papers, identifying how to approach each question in a way as to maximise marks.</p> <p><u>Implementation -</u></p> <p>Use of SPaG in particular proofreading and exam skills.</p> <p>Proofreading, time keeping, planning.</p> <p><u>Paper 1 Explorations in Creative Reading and Writing</u></p> <p>Section A, reading a literature fiction text to consider how established writers use narrative and descriptive techniques to capture the interest of readers.</p>	<p><u>Year 11 students who remain in the school until the end of the academic year.</u></p> <p>Preparation for Post 16 College Applications CV Writing Interview preparation Functional Skills</p>
---	--	---	--	--	---

<p>Difference between descriptive and narrative</p> <p>How to read an image</p> <p>Links to Key words, Senses, Mood, Tone, Characters, Zoom in / Zoom out, Tense control, Planning, Creating the piece, SPaG.</p> <p><u>Narrative Writing</u></p> <p>Students will be introduced to story writing.</p> <p>Conventions of a story Plot development Character building Use of Dialogue</p> <p>Students will then produce a piece to ensure the plot is well defined and developed with features of fiction writing, such as description, characterisation, and convincing details. Theme, context, style, literary quality, and critical comprehension</p> <p>Crafting Writing Timed Conditions Accuracy Proofreading</p> <p>Incorporating Functional Skills.</p> <p><u>Formal Assessment</u></p>	<p><u>Careers</u></p> <p>Links with GCSE English Literature.</p> <p>Stage & Theatre production</p> <p>Acting</p> <p>Writing</p> <p><u>Formal Extended Writing Assessment</u></p> <p>Functional Skills exams</p> <p>Mock Examinations</p>	<p>How to approach the exam</p> <p>Point of view FAP Reading and Writing skills Comprehension Extended writing pieces IT Research SPaG Vocabulary</p> <p>Recap on writing... Letters Articles Emails Leaflets</p> <p>Spoken Language recording on specific topic based on specification requirements.</p> <p><u>Skills Development</u> Revisit from KS3 features of writing to present a point of view (explain, inform, argue) Structure for impact Identify and interpret explicit and implicit information and ideas.</p> <p><u>Time Management</u> Narrative and descriptive techniques. Bridging gaps between reading and writing. Structure organisation Planning Perspectives Questions on style</p>	<p>Students to identify structural features.</p> <p>Responding to a text Impressions of a text Evaluating Supporting opinion PEE – using references.</p> <p><u>Skills Development</u> Revisit from KS3 features of writing to present a point of view (explain, inform, argue) Structure for impact Identify and interpret explicit and implicit information and ideas.</p> <p><u>Time Management</u> Narrative and descriptive techniques. Bridging gaps between reading and writing. Structure organisation Planning Perspectives Questions on style</p> <p>Careers</p> <p>Post 16 Editing Teaching Publishing Librarian</p>	<p>Students to focus on literature fiction text as the exam questions will be drawn from 20th/21st century.</p> <p>Focus on openings, endings, narrative perspectives, and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.</p> <p><u>Paper 2 – Writers viewpoints and perspectives.</u></p> <p>Section A, reading two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader.</p> <p>Section B, producing a written text to a specified audience, purpose, and form in which they give their own perspective on the theme that has been introduced to them in section A.</p>	
---	--	---	---	--	--

<p>Piece of creative writing to be assessed and marked alongside GCSE mark scheme</p> <p><u>Careers</u></p> <p>Post 16 Editing Teaching Publishing Librarian</p> <p><u>S.I & C exams for GCSE and FS.</u></p> <p><u>Will be completed after the baseline assessments. Pupils will be entered for the November exams for FS</u></p>		<p><u>Careers</u></p> <p>Post 16 Editing Teaching Publishing Librarian</p> <p><u>Recording of Spoken Language Piece</u></p> <p><u>Formal Assessment-</u> Paper based on GCSE style question.</p> <p>Functional Skills exams</p>	<p>Functional Skills exams</p> <p><u>Formal Assessment</u></p> <p>Paper based on GCSE style question.</p>	<p>Students should consider viewpoints and perspectives over time.</p> <p>Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.</p> <p><u>Careers</u></p> <p>Post 16 Editing Teaching Publishing Librarian</p> <p><u>Pupils will be given the option to work after school to revise for exams.</u></p>	
---	--	---	---	--	--