



GCSE ENGLISH

English is timetabled at Key Stage 4 as a single subject, taught in four periods over one week. Students study a broad, challenging and exciting range of material that, for most, leads to the acquisition of two qualifications; GCSE English Language and GCSE English Literature. The exam specifications are WJEC and OCR.

The courses are varied and allow students to make productive use of the foundational skills built through the teaching in Years 7-9. A range of units are taught over the two separate qualifications yet the skills acquired in every unit are of use to another. The texts and topics chosen within these units extend and stretch more able students while remaining accessible to all students.

The key to success in English are accurate writing, wide reading and an excellent attendance record.

Accurate Writing

Understanding is the first step to completing planning effectively. Without proof reading, careless technical errors will mean students lose marks for easily corrected spellings, capital letters and punctuation. We encourage students to read their work aloud which will help to spot any mistakes.

It is important to remember that SPaG (spelling, punctuation and grammar) is worth 20% of the English Language qualification and 5% of English Literature.

Handwriting is important in examinations. Students are encouraged to check that capital case and lower case rules are followed (eg. G g H h D d) They should also be careful to size their lettering correctly and to join up their handwriting. Recent educational research shows that, for girls, a failure to join up correctly is associated with an average drop of a whole grade in GCSE English ¹. This will also help them to write quickly and to avoid losing marks for technical inaccuracy because it is unclear to the assessor if they are using capital letters correctly.

¹(David Barnett, Jane Galbraith, Caroline Roaf, & Sue Rutherford, Ford Williams School, Oxford Road, Thame, Oxon OX9 2QA)

Wide Reading

It is important for students to develop their taste in reading in Key Stage 4 by reading many different kinds of text. Some girls let their private reading drop under pressure of homework but it is important to recognise the wealth of benefits that reading for pleasure brings to students' literacy and communication skills. Please continue to encourage your daughter to read novels, poems, magazines and newspapers. Although plays can be read, watching in a theatre or on screen is a more enjoyable and engaging way to experience drama. Please keep sharing the books you enjoy with your daughter, talking about what she reads and watches and reminding her to visit a public library. The library at LPGS was recently voted one of the top ten secondary school libraries in England; there is an excellent selection of appropriate fiction and non-fiction available. Our librarians can recommend books to your daughter. A suggested reading list is also distributed by English teachers to Year 10 classes.

One examination set text is provided in Year 10 which students may keep. It is the OCR Anthology 'Towards a World Unknown'. Other examination and assessment texts should be purchased when required. Having their own copy of a text will enable students to annotate and underline passages, which will in turn, support them during revision.





EXAM AND ASSESSMENT INFORMATION

SUBJECT	FINAL EXAMINATION
English Language WJEC*	Paper 1: 1hr 45mins 20th Century Literature Reading and Creative Prose Writing Paper 2: 2hr 19th and 21st Century Non-fiction Reading and Transaction/Persuasive Writing
English Literature* OCR	Paper 1: 2hr Exploring Modern and Literary Heritage Text Paper 2: 2hr Exploring Poetry and Shakespeare

** There are no longer tiers of entry for these subjects*

All exam papers for English and English Language are now closed book examinations.

Students will be expected to use quotation and references to their studied text in their answers.





YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Language	<p>Poetry and creativity – Creative prose writing for Paper 1B</p> <p>Write own poem – way in to study or poetry and skills for imaginative writing. What can we learn about impact of writer’s choices to apply to both reading and creative writing</p>	<p>Never Let me Go or Animal Farm in context</p> <p>Non-Fiction: Look at speeches in Animal Farm/ Never Let me Go and compare with Trotsky speech or similar.</p> <p>Transactional, persuasive, discursive writing: Write own speech – why pupils should take over the school.</p>	<p>Never Let me Go or Animal Farm in context</p> <p>Unseen fiction prose Paper 1 C20th: Using sections of set text to practice skills for unseen prose.</p> <p>Creative writing ‘in the style of’ Animal Farm/ Never Let me Go</p> <p>Descriptive writing – describing the farm/ school location at three moments in the book</p>	<p>Poetry and creativity – Creative prose writing for Paper 1B</p> <p>Unseen non-fiction prose thematically related to poetry from 19th, 20th and 21st Centuries</p>	<p>Reading about gender 3 lessons on reading non-fiction around gender issues: 19th Century 20th Century 21st Century</p> <p>Comparing non-fiction extracts People mini unit non-fiction 19th and 20th Centuries</p>	<p>Revision</p> <p>Mock: Paper 2: A: 2 texts non fiction 19th, 20th or 21st Century comparison B: Transactional writing</p>
Literature	<p>Poetry Anthology/ unseen work on Love and Relationships First 8 poems to be covered. Exploratory group work, building personal response. Intro to critical writing. Using anthology poems as ‘unseen’ for pair work.</p>	<p>Modern prose: Never Let me Go or Animal Farm Critical writing – intro more terminology. VSPaG in relation to critical writing</p>	<p>Modern prose: Never Let me Go or Animal Farm Critical writing- intro more terminology.</p> <p>Unseen prose: Comparative skills with other post 1914 prose texts: explore same theme in ‘another moment from’ set text</p>	<p>Poetry Anthology/ unseen work on Love and Relationships Last 7 poems to be covered. Critical writing – poetry terminology and using it in writing. Exam style questions modelled, guided and independent work.</p>	<p>Shakespeare Macbeth (started at the end of Y9). Focus on character of Macbeth and aspects of tragedy. Critical writing on drama texts. Pair and group work on extract style questions</p>	<p>Revision</p> <p>Mock: Paper 1 A: Exploring modern texts</p> <p>Paper2 A: Exploring poetry B: Shakespeare</p>
Spoken Language	<p>Group presentation on one of the poems studied, taking feedback and questions</p>	<p>Make an individual speech expressing a strong point of view (POV)</p>	<p>Make an individual presentation on character of choice and take feedback/ questions</p>	<p>Group presentations on unstudied poems and take feedback and questions</p>	<p>Present a strong point of view (POV) on an issue in the play, in role as one of the characters</p>	

ENGLISH



YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Language	<p>Reading about poverty/ class difference</p> <p>3 lessons: 19th C non-fiction, 20th C and 21st C (Paper 2A)</p> <p>1 lesson: 20th C prose extract on similar theme (Paper 1A)</p> <p>1 lesson: non fiction – contemporary reporting Argument writing/ transactional writing (Paper 2B)</p>	<p>Reading about places/ London</p> <p>3 lessons: 19th C non-fiction, 20th C and 21st C (Paper 2A)</p> <p>1 lesson: 20thC prose extract on similar theme (Paper 1A)</p> <p>Writing: Creative writing on place (Paper 1B) 'letter to the editor' about contemporary issues in London</p>	<p>Mock: Paper 1 A: Fiction 20th C prose B: Creative writing 1 hr 45m</p>	<p>Non-fiction: Shakespeare and his time 19th C and 21st C</p> <p>Writing: An article for school magazine explaining why Shakespeare is a compulsory author.</p> <p>VSPaG focus</p>	<p>Creative writing Exam style questions</p> <p>Creating humour and irony</p> <p>Using dialogue</p>	<p>Unseen prose Variety of texts inc exam style questions – modelled, guided and independent work.</p>	
Literature	<p>19th C Novel: Jane Eyre, Pride and Prejudice and Dr Jekyll and Mr Hyde (read over the summer) inc close work on several iconic sections, exploring how presented by writer and screen version</p>	<p>19th C Novel: Jane Eyre, Pride and Prejudice and Dr Jekyll and Mr Hyde cont inc exam style questions – modelled, guided and independent work.</p>	<p>Mock: Paper 1 Exploring modern and heritage texts 2 hrs</p>	<p>Shakespeare Macbeth revision. Focus on key characters and themes. Exam style questions – modelled, guided and independent work.</p>	<p>Mock: (In class) Paper 2 Shakespeare and poetry</p>	<p>Modern prose: Return to Animal Farm or Never Let Me Go exam style question – modelled, guided and independent work.</p>	
Spoken Language	<p>Once a half term: groups of students given an unseen extract or poem to read for HW and asked to set one exam style question on it. Next lesson, in small groups of those allocated the same text, pupils pool their questions and try to answer them. All pupils in the group then (individually) prepare a short presentation on the text they were allocated. Teacher then asks randomly picked students in each group to read the text aloud and another to give a presentation on it.</p>						