

## English Language - GCSE - Intent

### Intention

Pupils will work towards national accreditation in English Language and Literature and develop their knowledge, skills understanding so they become :

- **Effective and confident communicators** - There will be a focus on group discussion so that pupils can speak, write fluently and communicate their ideas and emotions as well as listen and respond to the ideas of others.
- **Reading to support personal development**- All pupils will complete our English Literature course which is rooted in the belief that books and plays play a key role in pupils' cultural, emotional, intellectual, spiritual and social development.
- **Reading for pleasure**- Through the study of engaging fiction which pupils find enjoyable, pupils develop a lifelong love of literature.
- **Developing Language and Literacy for Life** - promote high standards of language and literacy across the curriculum so that pupils make a smooth transition into further education, employment and society at large.

At key stage four pupils will build on the knowledge skills and understanding gained in Speaking and listening, reading and writing at key stage three in the following areas:

### Reading

- Reading a wide range of extended texts, fluently and with good understanding and using relevant evidence from across that text to support reading responses.
- Reading critically, and using knowledge gained from a wide reading to inform and improve their own writing.

### Writing

- Writing effectively and coherently using Standard English appropriately.
- Producing extended pieces of writing with structure and shape.
- Using grammar correctly, punctuate and spell accurately.
- Acquiring and applying a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

### Spoken Language

- Listening to and understanding spoken language, and using spoken Standard English effectively

## English Language - GCSE - Implementation

### Organisation

- Pupils will have four lessons per week of English which will be divided between English Language and English Literature.
- There is a slightly heavier weighting and more time spent on the non-fiction Reading and Writing in Component 2 than on the literature and creative writing in Component 1, in order to ensure that skills for work, life and further education are prioritised.
- There will be a whole school reading and writing focus to ensure pupils develop their literacy skills in all lessons on a consistent basis.

## English Language -GCSE - Implementation - Critical Reading and Comprehension

### Range of Texts

- Learners read and are assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries in order to develop inference and deduction and analysis and evaluation.
- Each text studied in the classroom represents a substantial piece of writing, making significant demands on pupils in terms of content, structure and the quality of language which then serve as writing models for pupils' own written work.
- The texts include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online) so pupils learn to use quotations from a range of texts and are able to explain, analyse and evaluate effectively.

### Understanding Synthesis: Reading (AO1:2)

- Our pupils will have opportunities for collating evidence and information from more than one text in order to help them develop the skill of synthesis.

### Reading: Analysing Writers' Techniques (AO2)

- Opportunities to read and analyse extracts from 20th century literature will be planned as part of our preparation for this area of study so pupils can consider how writers use language to create certain effects, e.g. to create tension, persuasion.

### Comparison: Reading (AO3)

- Our pupils will compare content and ideas and how these are conveyed from more than one text in order to help them develop the skill of comparison.

### Reading: Evaluating Texts (AO4)

- Pupils will be given opportunities to consider what evaluation means e.g. to judge or assess the worth of and to appraise supported by appropriate textual references.

## English Language -GCSE - Implementation - Writing

Pupils are encouraged to produce high-quality texts in their writing responses and find their own voice by writing about their own lives and for real purposes.

Our mixed ability groups is based on the belief that all pupils have high aspirations when there are role models in every group to push others to gain the accreditation that reflects their level and ability.

Our pupils will get the opportunity to :

- Produce clear and coherent texts and write effectively for different purposes and audiences adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches, etc.
- Write for a range of purposes : describe, narrate, explain, instruct, give and respond to information, and argue
- Use writing models, to support vocabulary, grammar, form, and structural and organisational features so pupils use these judiciously to reflect audience, purpose and context
- Use language imaginatively and creatively as some scenarios will be new to the pupils
- Respond to information provided by others to write
- Critically evaluate each other's work for impact on the reader
- Use quotations or textual references to support views
- Write in every format for real purposes.
- Apply their skills and knowledge in a summative assessment piece at the end of each half term. This may be a timed piece or a piece that the pupils have worked on after studying models and techniques.
- Produce pieces of creative writing and show what makes a good narrative/ recount

## English Language GCSE - Implementation - Spoken Language and listening skills

Pupils will develop their spoken language and listening skills through a range of activities which avoid straightforward, descriptive approach and instead, demonstrate some level of challenge in the ideas/feelings or information presented:

- Persuasive presentation using rhetorical devices to engage, influence and have an emotive impact
- Act in character - Either as a 'villainous' or foolish character on trial, acting as either defence or prosecution in order to express motives, thoughts, feelings, attitudes effectively
- Choose the character they think has been presented most or least sympathetically and persuade the audience to agree with their opinion
- Select the poem from the set Anthology which you think should be chosen to honour the soldiers on a war memorial
- Select the poem from the set Anthology which you think should be chosen to include in a poetry collection celebrating the power of romantic love or nature.
- candidates will be reminded to prepare for feedback and how best to respond to some potentially challenging questions.

## English language - Intended Impact

### General intended impact

- The intended impact of the curriculum is that all pupils achieve their full potential in their GCSE examinations.
- Pupils will have developed the cultural capital to become confident, active citizens and to be prepared for the next stages of life.
- They will have a strong understanding of how to communicate and apply the knowledge they have learned and transfer it to different situations.
- They will have gained the qualifications required to move on to their next stage in education
- Pupils will develop the aspiration and independent learning skills for success at Key Stage 5 and beyond.
- Pupils will have participated in a wide variety of extra-curricular activities and developed the character to cope with challenges ahead and the confidence to apply for and take up leadership opportunities.

## **Intended Impact - English Language GCSE**

Our GCSE English Language course will develop the following skills to ensure our pupils become fully functional readers, writers and communicators who are confident in their skills which are transferable to further education, the world of work and society. The intended impact on our pupils is that they will be able to :

### **Reading**

- read independently, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- appreciate our rich and varied literary heritage and a life-long love for story
- identify and interpret themes, ideas and information in a range of literature and other high-quality writing;
- draw inferences and justify these with evidence
- support a point of view by referring to evidence within the text;
- identify bias and misuse of evidence,
- reflect critically and evaluatively on text
- synthesise from more than one text
- Evaluate a writer's choice of vocabulary, form, grammatical and structural features
- analyse and evaluate how form and structure contribute to the effectiveness and impact of a text
- compare two or more texts critically with respect to the above.

### **Writing**

- produce clear and coherent texts for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
- use language imaginatively and creatively
- use information provided by others to write (in different forms);
- maintain a consistent point of view;
- maintain coherence and consistency across a text
- select, organise and emphasise facts, ideas and key points
- use quotation effectively to support views
- create emotional impact
- use language creatively, imaginatively and persuasively.

## Intended Impact - English Language GCSE

### **Spoken Language and listening**

- **Present information and ideas:** select and organise information and ideas effectively and persuasively for prepared spoken presentations;
- planning effectively for different purposes and audiences; making presentations and speeches
- **Respond to spoken language:** listen to and respond appropriately to any questions and feedback
- **Spoken Standard English:** express ideas using Standard English whenever and wherever appropriate.
- express themselves clearly and creatively and with impact
- use discussion in order to learn
- elaborate and explain clearly their understanding and ideas and help others learn
- participate in lively and healthy debates in order to develop their point and listen and learn from others.