Key Stage 4					
Subject – Including qualification	Subject Aims	Topics Covered / Skills Developed	Assessment	Independent Study Advice	External Links
English Language	• read and evaluate texts critically and make comparisons between texts • summarise and synthesise information or ideas from texts • use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and apply a wide vocabulary,	Reading: • Identifying and selecting information. • Interpreting and commenting on meaning. • Examining how writers use language to influence readers. • Examining how writers create and use tone. • Examining how writers use language to describe. • Exploring structure in fiction. • Examining similarities and differences in viewpoint. • Comparing writers' viewpoints. Writing: • Writing for purpose and audience.	Weekly Formative Assessment Teacher Assessment Self/Peer Assessment Practise / sample questions / assessments for millions of years.	Attend all booster sessions in school. Doddle. Independently reading a range of short stories.	AQA | GCSE | English Language | Assessment resources English Resources | Cambridge University Press AQA | GCSE | English Language | Teaching resources

	alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language • listen to and understand spoken language and use spoken Standard English effectively.	• Writing effective sentences. Using effective vocabulary. • Controlling your writing. • Creating tone to influence your reader. • Making decisions to effectively structure your writing. • Describing effectively. • Making your point in a story. • Effectively crafting your writing.		

| Functional Skills English | The aim of Functional Skills qualifications is to provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. | ● listen, understand and respond to verbal communication in a range of familiar contexts ● acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts ● read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely ● write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

Compare information, ideas and opinions in different texts | Initial Assessment tool from Pearson.

Internally set and assessed Speaking, Listening and Communicating assessments.

Entry Levels - Externally set, on-demand Reading and Writing assessments, internally marked and externally verified.

Levels 1 &2 - Externally-set, Reading and Writing on demand assessment.

Teacher, peer and self-assessment throughout the year. | Doddle Learn

Functional Skills revision books

Functional Skills practise papers – available online or from tutor.

Independent reading, with a variety of every day, nonfiction texts; newspapers, adverts, etc.

Skills workshop

Quizlet | https://qualifications .pearson.com/en/qu alifications/edexcelhttps://qualifications.pearson.com/en/qualifications/edexcel-fu skills/english-2019.htmlfunctionalhttps://qualifications.pearson.com/en/qualificat functional-skills/english-2019.htmlskills/englishhttps://qualifications.pearson.com/en/qualifications/edexc skills/english-2019.html2019.html

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		• Identify meanings in texts and distinguish between fact and opinion • Recognise that language and other textual features can be varied to suit different audiences and purposes • Understand organisational and structural features and use them to locate relevant information • Infer from images meanings not explicit in the accompanying text • Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources • Follow an argument, identifying different points of view and	Practise/sample assessments from Pearson.	

		distinguishing fact from opinion • Identify different styles of writing and writer's voice •			

English Literature	● Read a wide range of classic literature fluently and with good understanding, and make connections across their reading ● Read in depth, critically and evaluatively, so that they can discuss and explain their understanding and ideas ● Develop the habit of reading widely and often ● Appreciate the depth and power of the English literary heritage ● Write accurately, effectively and analytically about their reading, using Standard English ● Acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse	Component 1 50% of total GCSE mark: Shakespeare and Post-1914 Literature Study Macbeth - Shakespeare play and An Inspector Calls or Blood Brothers - Post-1914 British play or novel. Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects Develop skills to create a critical style and informed personal response Component 2 50% of total GCSE mark: 19th-century Novel and Poetry since 1789 Study a 19th - century Novel and Power and Conflict poetry anthology. Develop skills to analyse how the language, form,	Sample assessment material from Pearson Practise Paper from Pearson Weekly Formative Assessment Teacher Assessment Self/Peer Assessment 3 Annual Assessment Elements (Year 11) Mock Exams Moderation	Attend all booster sessions in school. Doddle.	

	what they read.	structure and context of texts can create meanings and effects Develop skills to create a critical style and informed personal response Develop comparison skills			