

ENGLISH at Elemore Hall School

Rationale

English is at the heart of learning and relevant to all subjects taught at Elemore Hall School. We believe that wherever there is speaking, reading, writing and creative or critical thinking, English is essential. We recognise that all pupils have the potential to develop language and literacy skills to enable them to be articulate, reflective and creative.

Our English curriculum is broad, balanced, challenging and aspirational. All pupils, regardless of their starting points, backgrounds and individual needs, should be able to access our curriculum, work to their highest potential and make progress. We want pupils to retain key ideas, long-term, and to create conditions for pupils to be able to have meaningful conversations about what they are learning, how it connects to existing knowledge and to other ideas. At the core of this is to increase cognitive demands, i.e. challenge and stretch pupils, while supporting through appropriate scaffolding and dialogue. We aim to give every pupil access to the same outcomes, while individualizing input and support.

INTENT

Whilst we aim to develop core skills to use the English language confidently, appropriately and accurately, we endeavour to cultivate an appreciation for classic and contemporary English, as well as World literature and, crucially, to encourage a love for reading. We believe that reading opens a window to develop culturally, emotionally, intellectually, socially and spiritually, and literature plays a key role in this. Whilst our pupils can appreciate the wonder of our English literary heritage, the reading of wide-ranging, inclusive, stimulating and thought-provoking texts enables them to build on what they already know, to acquire new knowledge and new vocabulary, to enhance their own ability to write and to widen their world perspective.

Breadth and depth of vocabulary is vital for our pupils. Through aspirational and interactive texts, we want our pupils to encounter new vocabulary and build on their knowledge of existing vocabulary - to further their ability to access increasingly complex fiction and non-fiction texts, to optimize their writing, to develop confident speakers and cultural awareness, preparing them for life beyond school.

We aim to help pupils appreciate the power that language has to influence and to inspire, by exploring the effects and impact of writer's choices and studying the structure of texts, thereby building their skills to analyse, compare and evaluate.

As their knowledge of writers' craft progresses and, drawing on their knowledge and understanding of techniques used by professional writers, pupils enhance their own writing skills, enabling them to write purposefully, imaginatively, fluently and confidently. We believe that the ability to write is key for optimal pupil achievement and to improve school performance. It provides opportunities to learn, to utilize knowledge, to develop critical thinking skills, to be creative, to communicate feelings and to organise thoughts in a meaningful and permanent form.

For pupils to be able to speak fluently, articulately and with confidence, is important to us, as it enables pupils to engage in conversations and discussions, effectively and easily. This applies to formal lessons as well as social situations and life outside of and beyond school.

Our main aims are to ensure that all pupils:

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, whilst listening to and building on viewpoints of others and moving discussions forward
- are competent in the arts of speaking and listening - making formal presentations, participating in debates and role play

The curriculum is set to establish the existing knowledge of pupils on entering KS3 from primary transition, or in some cases, returning to education. The start of the Key Stage 3 curriculum is designed to catch-up, consolidate and build on knowledge acquired in Key Stage 2. From then on, it is cumulative in nature, where pupils are offered opportunities to gain knowledge and the know-how needed to access the Key Stage 4 curriculum and for subsequent learning. Key Stage 3 is intended to establish a love for the subject, to form a strong foundation and to create a springboard for deeper learning in Key Stage 4 and beyond.

Year 7: Transition into secondary school, with baseline assessments, interventions and introduction to fiction and non-fiction texts, Shakespeare and poetry. This is done to establish gaps in learning, current attainment levels and to give an introduction to secondary learning and expectations.

Year 8: Building on developing knowledge and skillsets, pupils are introduced to a wide and varied range of literature works and preparing the groundwork to meet KS4 AOs.

Year 9: Focus is on the enjoyment of Literature & transition into KS4 / Supported introduction to GCSE texts and the development of higher level of skills needed to move into KS4 and begin their accreditation pathway. 3rd term – start of Step Up (Entry Level) pathway.

In Key Stage 4, pupils will continue to consolidate knowledge and develop transferable knowledge and skills, and learn to demonstrate these through higher order thinking/cognitive skills, i.e. application, analysis, evaluation and synthesis. These will aid their know-how to access examination papers, not only for English, but also for other subjects. Through deeper learning, pupils are prepared to be curious, continuous and independent learners, as well as thoughtful and productive citizens in a democratic society.

Year 10: Study of 19th century and modern texts, poetry and a Shakespeare play, with the aim being to develop the knowledge and skills needed for GCSE. Introduction to the questioning style and familiarising pupils with the layout and expectation of the Language and Literature papers. Finalising Step Up.

Year 11: Focus on GCSE Language, consolidation of knowledge, revision of techniques and examination practice/Functional Skills Level 1

Curriculum Map

	AUTUMN	SPRING	SUMMER
7	<p>INTRODUCTION</p> <p>KS2-KS3 transition Baseline Assessments; Intervention; SPG</p> <p>Shivery Short Stories / Horror writing Autumn/Halloween literacy pack</p> <p>Literary Genres - Fiction, (Prose, Drama, Poetry), Non-Fiction</p> <p>Text Types - imaginative, informative, persuasive</p> <p>Subject Specific Vocabulary, Literary Elements, Figurative Language</p> <p>The Muppet Christmas Carol Winter/Christmas literacy packs</p>	<p>TALES OF CHILDHOOD</p> <p>Amazing Authors</p> <p>Literary non-fiction - Autobiographies/Biographies/Diaries</p> <p>Boy by Roald Dahl (whole book or extracts)</p> <p>Extracts from: Anne Frank Diary / <i>Diary of a Wimpy Kid</i> / <i>Life, Death & Biscuits</i> <i>I Am Malala</i> / <i>All Boys Aren't Blue</i> / <i>The Bite of Mango</i></p> <p>Fiction Billy Elliot by Melvin Burgess</p>	<p>SCIENCE & WONDER</p> <p>Making Sense of Poetry – an introduction Weird, Wild & Wonderful Poems</p> <p>Any of:</p> <ul style="list-style-type: none"> ▪ Skellig by David Almond - William Blake poem 'The Schoolboy' - Homeschooling vs. Formal Education ▪ The Illustrated Man by Ray Bradbury ▪ Journey to the Centre of the Earth by J Verne
	Accelerated Reader - Developing a thirst for reading // Literacy intervention		
8	<p>CRIME & DETECTIVES</p> <p>Any of:</p> <ul style="list-style-type: none"> ▪ Stone Cold by Robert Swindells ▪ Oliver Twist by Charles Dickens ▪ Lamb to the Slaughter by Roald Dahl (short story) ▪ Speckled Band by Arthur Conan Doyle (short story) <p>Key stage 3 Fiction extracts</p>	<p>ANIMALS</p> <p>Animal 'Writes'</p> <p>Animals in the Media</p> <p>Animals in War / Zoo - Extracts from: Wind in the Willows, Jaws, Fantastic Beasts, Call of the Wild, War Horse, Black Beauty and/or Animal Farm by George Orwell</p> <p>WAR poetry</p>	<p>ADVENTURE & JOURNEYS</p> <p>Any of:</p> <ul style="list-style-type: none"> ▪ Of Mice and Men by John Steinbeck ▪ Lord of the Flies by William Golding ▪ Holes by Louis Sachar ▪ Extracts from: Huckleberry Finn, Robinson Crusoe, Gulliver's Travels, Treasure Island ▪ Myths, Legends, Fables, Mysteries <p>'Scrutinizing Schools' – State vs. Public (Educating & Harrow School series) - comparison</p> <p>Key stage 3 Non-Fiction extracts</p>
	Accelerated Reader - Developing a thirst for reading // Literacy intervention		
9	<p>TRANSITIONS: FROM INNOCENCE TO EXPERIENCE</p> <p>To Kill a Mockingbird by Harper Lee</p> <p>And (if time allows): Gangsta Rap by Benjamin Zephaniah</p> <p>Language through Literature</p> <p>Writing to Present a Viewpoint</p>	<p>REALITY BITES / HOPES & DREAMS</p> <p>GCSE LIT:</p> <p>Blood Brothers by Willy Russell</p> <p>Shakespeare All the World's a Stage – from 'As You Like It'</p> <p>Language through Literature</p>	<p>HORROR / GOTHIC LITERATURE</p> <p>GCSE LIT:</p> <p>Frankenstein by Mary Shelley</p> <p>Descriptive/Narrative Writing - picture prompt</p> <p>STEP UP to English - Silver/Gold (Entry Level) Component 2 x1</p>
	10	<p>GCSE LIT:</p> <p>Any of:</p> <ul style="list-style-type: none"> ▪ An Inspector Calls by J. B. Priestly ▪ DNA by Dennis Kelly ▪ A Christmas Carol by Charles Dickens <p>Or revisit:</p> <ul style="list-style-type: none"> ▪ Blood Brothers / Frankenstein 	<p>GCSE LIT:</p> <p>Power and Conflict Poetry</p> <p>GCSE LANG:</p> <p>Reading P1Q2 – Language in Fiction (AO2)</p> <p>Writing P1Q5 - Descriptive/Narrative Writing (AO5&6)</p>

	<p>GCSE LANG groundwork:</p> <ul style="list-style-type: none"> - Familiarisation with papers - layout & expectations - Reading for meaning – understanding/interpreting a range of 19th, 20th & 21st century fiction & non-fiction text extracts - Subject Terminology/Literary Techniques & Devices – language & structure - PEE <p>STEP UP to English - Silver/Gold (Entry Level) Component 1 x2</p>		<p>P2Q5 - Argument - Writing to Present a Viewpoint (AO5&6)</p> <p>Literature Mock Exam</p>	
11	<p>ENGLISH LANGUAGE</p> <p>Papers 1&2 Explorations in Creative Reading and Writing / Writers' Viewpoints and Perspectives</p> <p>Reading <i>Recap:</i> P1&2 Q1 (AO1), P1Q2 + P2Q3 (AO2)</p> <p>P1Q3 - Structure (AO2) P2Q2 - Summary (AO1)</p> <p>Writing P1Q5 - Descriptive/Narrative Writing (AO5&6)</p> <p>Language Mock Exam</p> <p>Spoken Language: Prepare</p>	<p>ENGLISH LANGUAGE</p> <p>Papers 1&2 Explorations in Creative Reading and Writing / Writers' Viewpoints and Perspectives</p> <p>Reading <i>Recap:</i> P2Q2+3 & P1Q3 (AO2)</p> <p>P1Q4 - Evaluating (AO4) P2Q4 - Comparing Writers' Viewpoints (AO3)</p> <p>Writing to Present a Viewpoint P2Q5 - Argument (AO5&6)</p> <p>Language Mock Exam</p> <p>Spoken Language: Prepare</p>	<p>Entry Level Speaking & Listening: GCSE Spoken Language: Assessments</p> <p>Revision</p> <p>GCSE Exams Functional Skills Level 1 (for pupils who are unable to access GCSE exam)</p>	/

IMPLEMENTATION

These intentions are embedded across our English lessons and the wider curriculum. In order to motivate and inspire pupils, we draw on a variety of experiences and teaching styles, use quality texts and stimulating resources.

Teachers aim to promote a positive reading and writing culture in lessons.

We read and study class readers, using Audible (to model fluency and mirror colloquial language), whilst pupils are following in their books, however pupils also read out loud to practice. Pupils read texts and extracts in guided reading lessons - to assist with decoding and to construct meaning. Pupils are encouraged to read whole books for enjoyment and quiz on Accelerated Reader to determine understanding. We use a range of reading sources (progressing in difficulty), thus exposing pupils to a variety of literary styles, authors and genres. We encourage reading at school as well as at home.

Reading at Key Stage 3 is wide, varied and challenging. Pupils are expected to read and study a range of high-quality fiction and non-fiction, including whole books, short stories, poetry, drama, as well as extracts - for pleasure, for information and for meaning. In Key Stage 4, pupils are expected to study at least one complete pre-19th Century literary work, one Shakespeare text, one modern text (either prose or play) and a range of poetry from the romantic period to the present day. Pupils also read increasingly complex literary and academic texts for analysis (language and structure), for

comparison (content and writers' perspectives) and for evaluation; and to make an informed personal response.

Pupils develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They are taught to write for different purposes across a range of contexts. Amongst other areas, such as spelling, punctuation, grammar and writer's craft, this requires an increasingly wider knowledge of vocabulary. To become GCSE ready, through literature and extracts, we aim to expose KS3 pupils to cross-curricular Tier 2 academic verbs ('value', 'depreciate', 'define' 'focus' 'comment' 'summarise' et.) to help them feel more confident about new texts and instruction in English as well as in other subjects. We also zero in on Tier 3 vocabulary for English language and literature. By KS4, pupils learn more advanced tier 2 and 3 vocabularies - vital for success in their GCSE studies.

Written exam requirements demand a high level of writing proficiency and a child who is not confident with the writing process itself and/or writing at length, will find it increasingly daunting to convey his/her knowledge of many school subjects. And so, to optimize their chances to learn and become more confident writers, we encourage all subjects to use the 'Elemore Writing Wall' - a tool to aid cohesion and coherence.

Pupils work to the same learning objective in lessons. Learning activities are then planned according to how best to achieve the learning objective and considering individual learning needs.

Becoming independent is key. We explain and clarify, (when applicable – linking with prior knowledge) and model new concepts and ideas / deconstruct. Pupils then practise what they have learned with the aim to become independent and apply their knowledge. We recognise that some pupils will need more scaffolding to put into practice what they have learned. And others will require a greater challenge.

Where we identify children who need support, we provide adapted work, intervention and additional help, including 1:1. Where there are pupils who work at a higher level, we provide opportunities to extend and stretch their knowledge.

We continuously mark pupils' work and give both verbal 'over-the-shoulder', as well as meaningful written feedback, aiming to inform pupils what they have done well and what the next steps are. In writing, we offer 'D.I.R.T' lessons, whereby pupils are given directed improvement and reflection time.

Our classroom displays (inside classrooms) are used as learning resources, designed to support pupils during lessons and in the learning process. Displays of pupils' work (outside the classroom) gives a purpose and audience to their achievements, encouraging pride in work and to show that work is valued.

Cross curricular links are built into the curriculum where relevant, for example: ICT – research, production of presentation materials, posters; History - topics covered to coincide with certain poetry/class readers that cover similar topics and extend knowledge, e.g. War/Conflict Poetry & World Wars I & II / Billy Elliot (80s Britain); Mathematics – literary timeline, Venn diagram to plan writing

The Elemore site is fortunate to be surrounded by woods. Hence, where applicable, we provide outdoor lessons, which not only broadens the learning experience, but also supports pupils' mental health.

Topics are covered in termly intervals, ensuring time is given to deeply understand a topic or theme, however the pace of lessons is structured to counter the disengagement of pupils.

We recognise that cultural capital is essential for pupils to have the same chances at the same outcomes. In order for pupils to be better prepared for next steps in their lives, our rich and diverse curriculum provides opportunities for questioning, curiosity and creativity, and draws on SMSC elements. When studying specific ideas and author influence, the context of the novels is analysed, promoting discussion of the wider world and differences - cultural as well as individual.

To maximise enjoyment of our curriculum, we choose class readers that we believe will be 'best fit' for specific groups.

In order for pupils to understand 'the big picture' (to know why they are learning what they are learning, what the purpose, usefulness and benefit is, and our activities to be meaningful) we regularly refer to GCSE exam paper questions, talk about job requirements and opportunities, as well as other significant life skills, or we might allude to language use in, say lyrics in music, to link with what they are learning at the time.

We factor in that pupils come from diverse backgrounds and cultures. For example, when teaching Key stage 4 poetry, we spend time filling in gaps in basic knowledge, such as literacy, history, geography (if about a certain place) before looking at the deeper meaning of the poems themselves. We understand that our pupils need the basic facts behind every concept to be able to analyse or critically evaluate, and so, we endeavour to identify their existing knowledge, fill the gaps and then develop. We believe that our pupils, when learning a new skill or concept, need to have a grasp on the building blocks, the stages and the components, and so, we aim to teach, not only the what, but also the how – through examples, clear modelling (pupils often learn from observing others) and supported / guided practice.

As many of our pupils come from disadvantaged backgrounds, bringing their own previous experiences, perceptions and emotions (which can affect their ability to be attentive and to learn) to the classroom, much of what we do is pastoral in nature. We want our pupils to feel safe, happy, involved and able to perform to their potential and, so, endeavour to plan relevant, motivating and rich content that acknowledges the different ways in which they learn and acquire knowledge.

We recognise that some acquisition of cultural capital takes place outside the classroom. We offer extra-curricular opportunities and provide opportunities to encounter new activities, through lunchtime clubs (Drama), after-school clubs, school trips and visits.

In addition to English lessons, we offer 'Media' lessons (Elemore site) where key stage 3 pupils encounter issues and topics relating to the wider world and challenging their perceptions of the world and abstract ideas. Pupils make links with books they are reading in English lessons and have opportunities to build their confidence and aptitude in speaking and listening tasks, including debating, discussing and presenting, preparing them for the GCSE spoken language as well as their personal lives. Pupils also respond to questions in writing, to demonstrate their understanding of topics and their reading and writing skills.

Once a year we put on a Drama production (usually at Christmas) where pupils have the opportunity to audition for and perform in a play or pantomime. This promotes positive self-image and confidence and improves pupils' reading and spoken language skills. At times, plays pupils study in English, for example 'Blood Brothers' and 'Romeo and Juliet' are chosen for these performances.

Additional Support & Stretch/Extend/Challenge

Our inclusive curriculum caters for all, including disaffected, low attaining and disadvantaged, but also higher achieving, pupils. Where needed, we help to build pupils' confidence through a holistic and personalised approach. The Steps system flags gaps in learning and is used as a progression ladder that seeks to reward all abilities.

- Where pupils make less progress than expected, various interventions are in place.
 - Referrals to individual literacy withdrawal sessions – (for specific gaps in learning, as identified by teachers, as well as extra support with reading and spelling)
 Literacy intervention methods used by literacy withdrawal officer:
 - *Toe by Toe* - a structured phonics-based reading manual (aimed at weak readers who struggle to decode or those with dyslexia or dyslexic difficulties) [We are currently looking at alternative phonics intervention schemes for secondary pupils.]
 - *Accelerated Reader* – guided and supported reading at an appropriately challenging level - slowly build confidence and make small steps of progress, whilst discovering joy of reading
 - Andrew Brodie – supporting spelling
 - Spellzone
 - Ad-hoc intervention available to all pupils to support specific learning/literacy issues
 - Abigail Steel Phonics Intervention programme for Key stage 3 (aimed at pupils who lack the basic literacy skills needed to successfully access the Key Stage 3 curriculum)
 - A bespoke (catch-up) curriculum for pupils who are unable to access the normal curriculum
 - ‘Writing Wall’ – to aid with SPG, coherence and cohesion in written work (cross-curricular)
 - Adapted work in lessons, to include strengths and needs of pupils (to ensure inclusion)
 - Additional support in the classroom – LSAs
 - Accelerated Reading Programme
 - ‘Read Theory’ – online comprehension practice

- Where pupils make good progress and work at greater depth, we offer additional work:
 - ad-hoc extension tasks
 - an ‘English Enrichment Challenge’ – voluntary tasks designed to improve a variety of English areas and/or to further develop/consolidate
 - ‘Read Theory’ – online comprehension practice at higher levels

Enrichment

We endeavour to give our pupils a wide range of opportunities to encourage them to enjoy and appreciate English. We offer a range of extra-curricular activities, visits, trips and visitors to complement and broaden pupils’ learning experiences:

- Trips: Theatre & workshops, Beamish Museum, BBC Tours, Workhouse Museum, Seven Stories etc.
- School drama performances and poetry recitals
- Shakespeare School Festival

In addition, we make use of films & videos/clips – to enhance understanding of texts and encourage discussion.

Links with evening activities

Pupils can access further support during extended evenings to give them the best possible chance at succeeding: After school clubs – Teachers of English are available up to three times a week, after school, mainly for higher achieving pupils, to further develop, but also for any pupil who might want to catch up with work or seeks additional help.

Steps and Assessment

All pupils are initially assessed (baselined) on entry, using WRAT4, GL Assessment, Accelerated Reader Star Reading Assessments and other teacher assessments to baseline reading, sentence comprehension, spelling, punctuation, grammar and writing ability. Teachers then use continued assessment to ascertain progress and inform level of Steps. We use Steps to direct us in our teaching, but also to identify any gaps in pupils' learning, recognise where intervention is needed and to set individual pupil targets. Steps 1-3 reflect catch-up, consolidation and development of Key Stage 2 skills, understanding and knowledge. Steps 4-6 cover our broad and comprehensive Key Stage 3 curriculum and Steps 6-9 the Key Stage 4 curriculum. Steps 7-9 mirror knowledge needed to gain GCSE grades 4-9.

Pupils are monitored continuously, allowing us to check the effectiveness of our curriculum. A solid foundation must be built before the Key Stage 4 curriculum can be accessed and to achieve accreditation. Our English curriculum informs both our Steps and our teaching.

IMPACT

Through observations and continuous assessments, effective teaching and delivery, our curriculum should show that:

- pupils make progress from their starting points
- pupils develop transferable knowledge through sustained learning
- pupils are able to retain, recall and apply what they have been taught, independently or with minimal support
- *all* pupils achieve and reach their individual potential
- pupils leave with better reading, writing and verbal communication knowledge and skills

Our teaching should:

- develop pupils' resilience, confidence and independence
- promote pupils' learning in other subjects
- have an impact on pupils' ability to access English accreditation, including Entry Level and GCSE Language (and where pupils are unable to access the GCSE qualification, Functional Skills Level 1)
- reduce barriers and improve pupils' chances to access further education, the world of work and life beyond school

Accreditation

STEP UP – Entry Level

AQA Step Up Silver Entry Level Certificate Component 1: Literacy Topics Entry 1 and 2 Two topics from a choice of five Reading, Writing and Spoken Language Non-literary/transactional texts and tasks	AQA Step Up Silver Entry Level Certificate Component 2: Creative Reading and Writing Entry 1 and 2 One paper from a choice of five. Literary reading tasks. Creative writing tasks.
---	--

<p>What's assessed</p> <p>Spoken language task</p> <ul style="list-style-type: none"> • Presenting • Responding to questions and feedback <p>Reading tasks:</p> <p>Three transactional texts</p> <p>Writing task:</p> <p>Transactional writing</p>	<p>What's assessed</p> <p>Section A - Reading</p> <p>Two literary texts</p> <p>Section B - Writing</p> <p>Creative writing</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Students should complete and submit two topics • Externally-set non-exam assessment: up to 1 hour and 30 minutes • 60 marks per topic, 120 marks per component • 50% of Step Up to English 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Students should complete one paper • Externally-set non-exam assessment: up to 1 hour and 30 minutes • 60 marks • 50% of Step Up to English
<p>Questions</p> <p>Spoken language (12 marks)</p> <p>One task Reading (24 marks)</p> <ul style="list-style-type: none"> • three linked reading tasks • short form questions <p>Writing (24 marks) One longer form writing task</p>	<p>Questions</p> <p>Reading (30 marks)</p> <ul style="list-style-type: none"> • two linked texts • short form questions <p>Writing (30 marks)</p> <p>One longer form writing task</p>
<p>Non-examined element/Other requirements</p> <p>n/a</p>	
<p>AQA Step Up Gold Entry Level Certificate Component 1:</p> <p>Literacy Topics</p> <p>Entry 3</p> <p>Two topics from a choice of five</p> <p>Reading, Writing and Spoken Language</p> <p>Non-literary/transactional texts and tasks</p>	<p>AQA Step Up Gold Entry Level Certificate Component 2:</p> <p>Creative Reading and Writing</p> <p>Entry 3</p> <p>One paper from a choice of five.</p> <p>Literary reading tasks.</p> <p>Creative writing tasks.</p>
<p>What's assessed</p> <p>Spoken language task</p> <ul style="list-style-type: none"> • presenting • responding to questions and feedback <p>Reading tasks:</p> <p>Three transactional texts</p> <p>Writing task:</p> <p>Transactional writing</p>	<p>What's assessed</p> <p>Section A - Reading</p> <p>Two literary texts (from 19th, 20th, 21st century)</p> <p>Section B - Writing</p> <p>Creative writing</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Students should complete and submit two topics 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Students should complete one paper

<ul style="list-style-type: none"> Externally-set non-exam assessment: up to 1 hour 30 minutes 60 marks per topic, 120 marks per component 50% of Step Up to English 	<ul style="list-style-type: none"> Externally-set non-exam assessment: up to 1 hour 30 minutes 60 marks 50% of Step Up to English
<p>Questions</p> <p>Spoken language (12 marks)</p> <p>One task Reading (24 marks)</p> <ul style="list-style-type: none"> three linked reading tasks short form questions <p>Writing (24 marks)</p> <p>One extended writing task</p>	<p>Questions</p> <p>Reading (30 marks)</p> <ul style="list-style-type: none"> two linked texts short form questions <p>Writing (30 marks)</p> <p>One extended writing task</p>
<p>Non-examined element/Other requirements</p> <p>n/a</p>	

GCSE LANGUAGE

<p>GCSE AQA English Language Paper 1: Explorations in creative reading and writing</p>	<p>GCSE AQA English Language Paper 2: Writers' viewpoints and perspectives</p>
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> descriptive or narrative writing 	<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> writing to present a viewpoint
<p>How it's assessed</p> <p>Written exam for 1 hour 45 minutes</p> <p>80 marks</p> <p>50% of GCSE</p>	<p>How it's assessed</p> <p>Written exam for 1 hour 45 minutes</p> <p>80 marks</p> <p>50% of GCSE</p>
<p>Paper 1 Questions</p> <p>Reading (40 marks) (25%) – one single text</p> <p>1 short form question (1 x 4 marks)</p> <p>2 longer form questions (2 x 8 marks)</p> <p>1 extended question (1 x 20 marks)</p> <p>Writing (40 marks) (25%)</p> <p>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>	<p>Paper 2 Questions</p> <p>Reading (40 marks) (25%) – two linked texts</p> <p>1 short form question (1 x 4 marks)</p> <p>2 longer form questions (1 x 8, 1 x 12 marks)</p> <p>1 extended question (1 x 16 marks)</p> <p>Writing (40 marks) (25%)</p> <p>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p>
<p>Non-examined element/Other requirements</p> <p>Spoken Language</p> <p>What's assessed</p> <p>(AO7–AO9)</p>	

<ul style="list-style-type: none"> • presenting • responding to questions and feedback • use of Standard English
<p>How is it assessed</p> <ul style="list-style-type: none"> • teacher set throughout course • marked by teacher • separate endorsement (0% weighting of GCSE)

FUNCTIONAL SKILLS – LEVEL 1

(available for pupils who are unable to access the GCSE Language Papers)

AQA Functional Skills Paper 1: Level 1	AQA Functional Skills Paper 2: Levels 1
<p>What's assessed</p> <p>Reading</p>	<p>What's assessed</p> <p>Writing</p>
<p>How it's assessed</p> <p>Written exam: 1 hour</p> <p>Level 1 – 26 marks // Level 2: 30 marks</p> <p>33.3% of the AQA L1&2 FS in English</p> <p>Set and marked by AQA</p>	<p>How it's assessed</p> <p>Written exam: 1 hour</p> <p>Level 1 – 27 marks // Level 2: 30 marks</p> <p>33.3% of the AQA L1&2 FS in English</p> <p>Set and marked by AQA</p>
<p>Questions</p> <p>A mix of question styles, including multiple choice and short response.</p>	<p>Questions</p> <p>Two writing tasks, including 12 marks for spelling, punctuation and grammar. (Learners must not have access to dictionaries or any spelling or grammar aid.)</p>
<p>Non-examined element/Other requirements</p> <p>Speaking, Listening and Communicating</p> <p>Tasks set by centre in line with AQA guidelines</p> <p>Marked by centre, using pass criteria</p> <p>33.3% of the AQA L1&2 FS in English</p>	

GCSE LITERATURE

Optional (available for pupils who choose to be entered for this exam)

AQA English Literature Paper 1:	AQA English Literature Paper 2:
Shakespeare and the 19 th -century novel	Modern Texts and Poetry
<p>What's assessed</p> <p>Shakespeare</p> <p>The 19th Century novel</p>	<p>What's assessed</p> <p>Modern texts</p> <p>Poetry</p> <p>Unseen poetry</p>

<p>How it's assessed</p> <p>Written exam for 1 hour 45 minutes 64 marks</p> <p>40% of GCSE</p>	<p>How it's assessed</p> <p>Written exam for 2 hours 15 minutes</p> <p>96 marks</p> <p>60% of GCSE</p>
<p>Questions</p> <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	<p>Questions</p> <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>
<p>Non-examined element/Other requirements – n/a</p>	