

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
1	<p>Unit 1 (reading): Identify and select information</p> <p>Unit 31 (writing): Spell accurately</p>	<p>AO1: Skills development for: Paper 1, Question 1; Paper 2, Questions 1 & 2</p> <p>R1 Identify information in different types of texts</p> <p>R2 Select relevant information and ideas to answer questions</p> <p>R3 Use detail to work out what a writer is suggesting</p> <p>R4 Answer questions in clear sentences</p> <p>Further Progress: read full short story Sherman: <i>Old Mali and the Boy</i> (1964) [f]</p>	<p>W1 Write a fact file</p>	<p>S1 Paired presentation on writer's purposes and details</p>	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Use full sentences</p> <p>SPaG 2 Use quotation marks for words from a text</p> <p>SPaG 3 Commonly misspelt words</p>	<p>Reading assessment: Select and use relevant information; use detail in answers</p>	<p>Guidebook to Pendennis Castle [nf]</p> <p>Porridge recipe (2015) [nf]</p> <p>Sherman: <i>Old Mali and the Boy</i> (1964) [f]</p>	<p>Video: Saira Khan: The importance of English in everyday life</p> <p>Assess to Progress</p>
Further resources	<p>Writing Workshop 1: Word Power</p>		<p>W1 Improving vocabulary</p> <p>W2 Choosing words that have maximum impact on the reader</p>					<p>Video: Lemm Sissay: The power of words</p>

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
2	<p>Unit 2 (reading): Select, interpret and collate information: Activities 2-5</p> <p>Unit 20 (writing): Writing for purpose and audience: Activity 2</p>	<p>AO1: Skills development for: Paper 1, Question 1; Paper 2, Questions 1 & 2</p> <p>R1 Collate information from a text</p> <p>R2 Use evidence to support your answers</p> <p>R3 Collate information from different sources</p> <p>Further Progress: Suggestions for wider reading: three collections of short stories by Dahl, Whitaker and Bradbury</p>	<p>AO5: Preparation for Paper 1, Question 5; Paper 2, Question 5</p> <p>W1 Writing with evidence to support ideas</p> <p>W2 Have something to say</p>	<p>S1 Group discussion on the use of evidence to support answers</p>	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Use simple past tense</p> <p>SPaG 2 Sentence punctuation using capital letters, end of sentence punctuation</p> <p>SPaG 3 Capital letters for proper nouns</p>	<p>Reading assessment: Identify and interpret information; collate detail from different sources</p> <p>Writing assessment: Write to suit purpose and audience</p>	<p>Holiday magazine article on Casa Playa near Alicante (2015) [nf]</p> <p>The Cuttack-Balikuda Bus, adapted from publishyourarticle.net [nf]</p> <p>Websites on Manchester attractions – Arndale Centre; MOSI; Manchester City FC; Manchester Christmas Markets (2015) [nf]</p>	<p>Video: Dr Stella Peace: Writing for a particular purpose</p> <p>Assess to Progress</p>
Further resources	<p>Writing Workshop 12: Instruct and advise with style</p>		<p>W1 Adapt a particular style for writing advice</p> <p>W2 Choose appropriate imperatives for instructing</p>					Read a recipe

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
			W3 Present instructions in chronological order					
3	<p>Unit 3 (reading): Interpret and comment on meaning: Activities 2-4</p> <p>Unit 20 (writing): (cont.): Activity 3</p>	<p>AO1: Skills development for: Paper 1, Question 1; Paper 2, Questions 1 & 2</p> <p>R1 Interpret information and ideas</p> <p>R2 Comment to show understanding of explicit and implicit detail</p> <p>R3 Support answers by using evidence from the text</p> <p>Further Progress: Write a detailed answer to further question on sources C and D</p>	<p>AO5: Preparation for Paper 1, Question 5; Paper 2, Question 5</p> <p>W1 Write comments on the presentation of a character in a text</p> <p>W2 Link purpose and audience with control and craft</p> <p>Further Progress: Suggested collections of short stories for wider reading</p>	<p>S1 Discussion on working out feelings from images</p> <p>S2 Discussion on using questions for explicit and implicit meaning</p>	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Develop notes into clear sentence answers</p> <p>SPaG 2 Correct punctuation of direct quotations</p> <p>SPaG 3 Sentence punctuation using capital letters, end of sentence punctuation</p> <p>SPaG 4 Capital letters for proper nouns</p>	<p>Reading assessment Identify implicit meaning; interpret information and ideas; comment showing understanding of explicit and implicit detail; support answers with textual evidence</p> <p>Writing assessment: Write to suit purpose and audience</p>	<p>Hartley: <i>The Ladies Book of Etiquette</i> (1872) [nf]</p> <p>Boo: <i>Behind the Beautiful Forever</i> (2012) [nf]</p>	<p>Video: Sam Cattell: Features of descriptive writing</p> <p>Assess to Progress</p>
4	<p>Unit 4 (reading): Examine how writers use language to influence readers</p> <p>Unit 22 (writing): Use effective vocabulary;</p>	<p>AO2: Skills development for: Paper 1, Questions 2 & 3; Paper 2, Question 3</p>	<p>AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>W1 Write a commentary on a</p>	<p>S1 Present ideas on the precise replacement of over-used words</p>	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p>	<p>Reading assessment: Writing for purpose and audience; using effective detail and language</p>	<p>Win our fave new book, adapted from shout.mag.co.uk (2015) [nf]</p>	<p>Video: Dr Ian Pearson: Will reading be important in the future?</p> <p>Assess to Progress</p>

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
	Activities 1-3	<p>R1 Identify writers' purpose in different texts</p> <p>R2 Identify audience</p> <p>R3 Understand importance of purpose and audience</p> <p>R4 Examine how writers try to influence readers</p> <p>Further Progress: Write response to question on use of language to create an impression</p>	<p>prize competition poster</p> <p>W2 Alter words for different effects</p> <p>W3 Write responses to two examples of writers' use of language</p> <p>W4 Use a wide vocabulary</p> <p>W5 Choose verbs and adverbs to enhance meaning</p> <p>W6 Understand suffixes</p> <p>Further Progress: Examine the use of verbs, adverbs and imagery in extract from <i>National Geographic</i></p>		<p>SPaG 1 Use verbs and adverbs to enhance meaning</p> <p>SPaG 2 Understand suffixes</p>	<p>Writing assessment: write using verbs, adverbs and imagery to enhance meaning</p>	<p>Parenting Guide (2015) [nf]</p> <p>Report on protest in Truro (2015) [nf]</p> <p>Attenborough: <i>Life on Earth</i> (2015) [nf]</p>	
Further resources	Writing Workshop 11: Pitching in		<p>W1 Write a document for an advertising agency to persuade a client to buy your services</p> <p>W2 Present ideas persuasively</p>					

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
5	Unit 21 (writing): Write effective sentences	R1 Read extracts focusing on sentence variety and subordinate clauses	AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 W1 Learn about simple, compound and complex sentences W2 Add descriptive detail to sentences for effect W3 Vary sentence structures to interest the reader Further Progress: Write 2/3 sentences each describing three things	S1 Peer assessment on use of detail and linking a sequence of events	AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 SPaG 1 Find out about irregular past tense SPaG 2 Use of commas for: items in a list; marking off extra information; after a subordinate clause at the beginning of a sentence	Writing assessment: Varying sentence structures for interest; using descriptive detail	Rider: <i>Dragon Danger</i> (2006) [f] Student description of an ideal home [nf]	Assess to Progress
6	Unit 5 (reading): Examine how writers create and use tone Unit 31 (writing) (cont.): Spell accurately	AO2: Skills development for: Paper 1, Questions 2 & 3; Paper 2, Question 3 R1 Examine how writers use adjectives and adverbs	W1 Write short texts to influence opinion	S1 Paired discussion on supporting or opposing a planning appeal	AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 SPaG 1 Punctuation of lists SPaG 2 Change adjective to adverbs	Reading assessment Understanding of a writer's feelings, attitude and tone; understanding of use of words and sentence forms; support points with quotations	Chiswell Greenbelt, adapted from petitions24.com [nf] Tom's story, adapted from England.shelter.org.uk (2015) [nf]	Assess to Progress

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
		<p>R2 Examine how writers use noun phrases</p> <p>R3 Investigate how writers create and use tone</p> <p>R4 Look at how writers vary sentence forms</p> <p>Further Progress: Write response to questions on tone and use of language in short extract</p>					<p>Jefferies: <i>A Wet Night in London</i> (1985) (adapted) [f]</p> <p>Engels: <i>The Condition of the Working Class in England</i> (1984) [nf]</p>	
7	Unit 6 (reading): Explore how writers use language to describe	<p>AO2: Skills development for: Paper 1, Questions 2 & 3; Paper 2, Question 3</p> <p>R1 Explore how writers use descriptive language and imagery</p> <p>R2 Explain the effect of descriptive techniques</p> <p>R3 Consider how writers create</p>	<p>W1 Write a commentary on a website entry to inform and describe</p> <p>W2 Write on the use of noun phrases by a writer</p> <p>W3 Write on the use of descriptive detail</p>	S1 Paired discussion on writing styles	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Use of verbs, adjectives and adverbs in phrases in creating effects</p>	Reading assessment: Writer's choice of detail and descriptive language; use of detail and description to create atmosphere; supporting points from the text	<p>London Eye, adapted from aviewoncities.com [nf]</p> <p>Hughes: <i>The Rain Horse</i> (1967) [f]</p> <p>Stevenson: <i>Treasure Island</i> (1983) [f]</p> <p>Hill: <i>Mr. Proudhams and Mr. Sleight</i> (1974) [f]</p>	Assess to Progress

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
		setting and atmosphere Further Progress: Read short extract and explain how writer uses detail and descriptive language to create impression of place						
8	Unit 22 (writing) (cont.): Use effective vocabulary Activities 4-7 Unit 31 (writing) (cont.): Spell accurately	R1 Explore use of imagery R2 Explore Setting and Atmosphere Further Progress: Explain how writer uses detail and descriptive language in short extract	AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 W1 Think about word choice W2 Create effective images W3 Craft writing Further Progress: Examine writers' use of verbs, adverbs and imagery in short extract	S1 Paired discussion on replacement verbs S2 Discuss writers' use of verbs	AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 SPaG 1 Punctuating direct speech SPaG 2 Plurals spelling	Writing assessment: Write an effective opening for a frightening story; write using a developed vocabulary; write using verbs, adverbs and imagery to enhance meaning	Collins: <i>Catching Fire</i> (2009) [f] Winchester: Article in <i>National Geographic</i> (2004) [nf]	Assess to Progress
Further resources	Writing Workshop 13: Create drama and suspense		W1 Write a short narrative to create drama and suspense					Video: Alison Clink describes how she plans her short stories

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
			W2 Select vocabulary and use grammatical structures to create suspense					
9	Unit 7 (reading): Explore how writers order and organise texts	AO2: Skills development for: Paper 1, Questions 2 & 3; Paper 2, Question 3 R1 Examine how writers choose and order words R2 Follow ideas in a paragraph R3 Investigate structure Further Progress: Explain how author structures her writing in given extract	W1 Write on effective use of writing in order to express ideas W2 Rewrite for different audiences	S1 Paired discussion on ordering and presenting ideas	AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 SPaG 1 Use of pronouns SPaG 2 Use of imperatives	Reading assessment: Writers' choice of words and their order; linking ideas in paragraphs; using structure to influence the reader	Child safety, thinkdirect.gov.uk (2015) [nf] Waterhouse, <i>How to Speak Brochurese</i> (1993) [nf]	Video: Dr Paul McDonald: Techniques for conveying meaning Assess to Progress
Further resources	Writing Workshop 3: This is how to organise writing No it isn't		W1 Explore an alternative approach to description and narrative W2 Use sentence variety to add effect		SPaG 1 Purposeful use of question marks and exclamation marks			Video: Mike Ferguson: Taking risks with writing Punctuate a piece of writing
10	Unit 23 (writing): Control your writing	R1 Reading to identify paragraph	AO5: Skills development for: Paper 1,	S1 paired discussion on story ideas, asking for feedback	AO6: Skills development for: Paper 1,	Writing assessment: Narrative writing using: sequenced	Arjun on November Night, Opening	Video: Benjamin Zephaniah: Finding ideas

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
	Unit 31 (writing) (cont.): Spell accurately	development from a plan	Question 5; Paper 2, Question 5 W1 Plan writing W2 Write coherent paragraphs W3 Link paragraphs		Question 5; Paper 2, Question 5 SPaG 1 Paragraph punctuation – to indicate a shift in focus; to indicate a change of speaker in a dialogue SPaG 2 Spelling the ‘f’ sound SPaG 3 Prefixes -dis and -un	ideas, effective dialogue; coherent, linked paragraphs	of student story [f]	Video: A student view: Planning Video: Chris Priestley: Using dialogue Video: Lemm Sissay: Writing dialogue Assess to Progress
11	Unit 8 (reading): Explore structure in fiction	AO2: Skills development for: Paper 1, Questions 2 & 3; Paper 2, Question 3 R1 Investigate use of contrast in descriptions R2 Investigate ‘zooming in and out’ R3 Track links between paragraphs R4 Explore the effects of structure on the reader Further Progress:	W1 Write on the effective use of ‘zooming in’ W2 Write on use of structure to interest reader	S1 Paired discussion on structuring description S2 Paired discussion and presentation on the use of ‘zooming in’ technique S3 Questions on presentation	AO6: Skills development Paper 1, Question 5; Paper 2, Question 5 SPaG 1 Use of contrasting sentences	Reading assessment: Explain the use of effective structure to interest a reader; explain the use of contrast and effective paragraph links	Steinbeck: <i>Of Mice And Men</i> (1937) [f]	Video: Dr Paul McDonald: Using narrative structure to engage the reader Handout: <i>Of Mice and Men</i> extract Assess to Progress

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
		Suggestions for further reading by Steinbeck						
Further resources	Writing Workshop 8: Don't stop the train		<p>W1 Make choices about the type of sentences used</p> <p>W2 Match vocabulary closely to the meaning of the writing</p>					<p>Video: Mike Ferguson: The benefit of discussion</p> <p>Extracts from <i>Dombey and Son</i> by Charles Dickens in full</p>
12	Unit 24 (writing): Create tone to influence your reader	R1 Reading to understand appropriate tone and register	<p>AO5: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>W1 Write in Standard English</p> <p>W2 Understand the differences between formal and informal writing</p> <p>W3 Create tone through word choice</p> <p>W4 Use tone to influence your reader</p> <p>Further Progress: Write a letter of advice, using a friendly,</p>	S1 Paired discussion on effective letters for job applications	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 apostrophes for missing letters</p>	Writing assessment: Persuasive writing to sell an item with: Standard English; informal tone; use of flattery, exaggeration and humour as persuasive features		<p>Video: Dr Stella Peace: Tone</p> <p>Video: Sam Cattell: Standard English</p> <p>Assess to Progress</p>

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
			understanding and positive tone					
Further resources	Writing Workshop 7: Banning words		<p>W1 Write a formal letter to argue and persuade</p> <p>W2 Present ideas clearly and concisely</p>					Video: Mike Ferguson: Formal letters
13	<p>Unit 9 (reading): Write about structure</p> <p>Unit 31: Writing (cont.) Spell accurately</p>	<p>AO2: Skills development for: Paper 1, Questions 2 & 3; Paper 2, Question 3</p> <p>R1 Consider the impact of openings</p> <p>R2 Investigate the inverted pyramid structure</p> <p>R3 Explore the structure of a review</p> <p>R4 Write about the effect of structure on readers</p> <p>Further Progress: Suggestions for further reading of film and computer game reviews</p>	W1 Write about engaging reader interest in opening sentences	S1 small group or paired discussion and presentation on the use of opening sentences in both fiction and non-fiction texts	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Use of different sentence types for effective structure</p> <p>SPaG 2 Spell words containing 'sc'</p>	Reading assessment: Explaining the structure of a review; commenting on how a writer tries to influence readers	<p>Moran: <i>How To Be A woman</i> (2011) [nf]</p> <p>Armitage: <i>All Points North</i> (2009) [nf]</p> <p>Geldof; <i>Is That It?</i> (2006) [nf]</p> <p>Starkey: Article on wounded elephants, <i>The Times</i> (2014) [nf]</p> <p>Critical review of <i>Anita And Me</i>, by Meera Syal, adapted from addictedtomedia.net (2010) [nf]</p>	<p>Video: Dr Ian Pearson: Structure in non-fiction</p> <p>Assess to Progress</p> <p>Handout: Assess to Progress</p>

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
14	<p>Unit 10: Test your progress 1</p> <p>Unit 31: Writing (cont.) Spell accurately</p>	<p>AO1, AO2: Skills development for: Paper 1, Questions 1, 2 & 3; Paper 2, Questions 1, 2 & 3</p> <p>R1 identify and evaluate a writer's views</p> <p>R2 evaluate a writer's use of language</p> <p>R3 evaluate a writer's use of facts</p> <p>R4 express and support your opinion</p>			<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 silent 'k' and silent 'b'</p>	<p>Reading assessment: Answering questions on: identification of detail; summarising; use of language and structure</p>		<p>Assess to Progress (with example answers)</p>
15	<p>Unit 19* (speaking): Prepare and give a presentation</p> <p>[* Unit 19 is out of sequence to coincide with the end of the autumn term for assessment the first week back, giving students extra time in the holidays to work on their presentations]</p>			<p>AO7, AO8, AO9: Skills development for speaking summative assessment task</p> <p>S1 Consider the importance of speaking and listening</p> <p>S2 Research and plan a presentation</p>	<p>AO9: Skills development for speaking summative assessment task</p> <p>SPaG 1 Use Standard English</p>	<p>Writing assessment: Review a presentation and write a short commentary</p>		<p>Video: Saira Khan: What makes a good presentation?</p> <p>Video: Various perspectives: Who delivers presentations and why?</p> <p>Video: Dr Ian Pearson: engaging your audience</p>

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
				S3 Practise and develop skills in presentation				<p>Video: Gemma Valpy: Visual aids</p> <p>Video: Will Adamsdale: Engaging your audience (2)</p> <p>Video: Dr Stella Peace and Gemma Valpy: Body language</p> <p>Video: Gemma Valpy: Eye contact</p> <p>Video: Dr Stella Peace and Gemma Valpy: Preparing a presentation</p> <p>Video: Dr Stella Peace: The importance of speaking and listening in business</p> <p>Handout: Presentation checklist</p>
Further resources	Writing Workshop 6: The power of speech		<p>W1 Write an effective speech</p> <p>W2 Organise ideas to persuade</p>	S1 Build skills in planning and giving a speech or presentation				Video: Lemm Sissay: The power of rhetorical devices

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
			listeners to your point of view					
16	Speaking Assessment Week			AO7, AO8, AO9: S1 Give a presentation		Summative Speaking assessment: demonstrate presentation skills in a formal setting; listen and respond appropriately, including to questions and feedback; use Standard English		
17	Unit 25 (writing): Make choices to organise and write	R1 Reading to identify structural effects R2 Identify effective use of tenses	AO5: Skills development for: Paper 1, Question 5; Paper 2, Question 5 W1 Investigate the structure of some text types W2 Choose to write in the first or third person W3 Understand how to write in the present, past and future tense W4 Structure writing for order and impact	S1 Paired discussion on structural organisation S2 Answering questions on points made on effective organisation	AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 SPaG 1 Use of the apostrophe for possession SPaG 2 Effective use of tenses	Writing assessment: Writing from a structured paragraph plan; choosing tenses and person for writing order and impact	O’Brian: <i>Tickling the English</i> (2009) [nf]	Assess to Progress

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
			<p>Further Progress: Plan a response to a given discursive essay task</p>					
Further resources	<p>Writing Workshop 2: Setting the scene</p>		<p>W1 Use language imaginatively</p> <p>W2 Select vocabulary to create impact</p>					<p>Video: Martin Phillips: How to describe a setting</p>
18	<p>Unit 26 (writing): Test your progress 3</p> <p>Unit 17 (reading): Investigate story openings</p>	<p>AO1, AO2, AO3, AO4: Skills development for: Paper 1, Questions 1, 2, 3 & 4; Paper 2, Questions 1, 2, 3 & 4</p> <p>R1 Read and explore a range of story openings</p> <p>Further Progress: Wider Reading. Find another story opening; write down questions it raises</p>	<p>AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>W1 Write for purpose and audience</p> <p>W2 Use sentence structures for effect</p> <p>W3 Choose vocabulary and use imagery for effect</p> <p>W4 Build and link coherent paragraphs</p> <p>W5 Structure writing for effect</p>		<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 SPaG 1 commonly misspelt words</p>	<p>Writing assessment: Exam-style questions to assess AO5 and AO6</p>		<p>Assess to Progress (with example answers)</p> <p>Handout: <i>Ordinary Thunderstorms</i></p>

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
			W6 Create tone to influence readers					
19	<p>Unit 11 (reading): Understand viewpoint</p> <p>Unit 31: Writing (cont.) Spell accurately</p>	<p>AO3: Skills development for: Paper 2, Question 4</p> <p>R1 Understand viewpoint</p> <p>R2 Use writers' ideas to identify viewpoint</p> <p>R3 Explore how writers use words to show viewpoint</p> <p>Further Progress: Find and read magazine/newspaper article that interests you; work out writer's viewpoint and how they try to influence reader</p>	<p>W1 Note points to support a viewpoint</p> <p>W2 Write with a change of person to identify a viewpoint</p>	S1 Class presentation giving a viewpoint on a popular TV programme	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Use of pronouns to affect style</p> <p>SPaG 2 Spell words with suffixes '-able' and '-ible'</p>	<p>Reading assessment: Answering on the use of language choices to reveal a viewpoint; explaining a viewpoint</p>	<p>Article on Kim Jong-un, adapted from Hayden Smith, <i>Metro</i> (2014) [nf]</p> <p>Bennet: <i>Fun Run And Other Oxymorons</i> (2000) [nf]</p> <p>Edgar: Article on short skirts at school, <i>Telegraph</i> (2014) [nf]</p> <p>Queen Victoria: Journal extract from August 1832 [nf]</p>	<p>Video: Dr Paul McDonald: First and third person narration</p> <p>Video: Benjamin Zephaniah: Narrative viewpoints</p> <p>Assess to Progress</p>
Further resources	Writing Workshop 17: Which side are you on?		<p>W1 Explore viewpoints and perspectives in texts</p> <p>W2 Write from a given viewpoint</p>					<p>Video: Wendy Buckingham: Sources and viewpoints in journalism</p>
20	Unit 12 (reading): Examine similarities and differences in viewpoint	AO3: Skills development for: Paper 2, Question 4	W1 Write to explain a preference	S1 Paired discussion and presentation on explaining a choice	AO6: Skills development for: Paper 1,	Reading assessment: Identify differences in writers'	Further Progress: Munsby: Diary entry 22	Assess to Progress

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
	Unit 31: Writing (cont.) Spell accurately	R1 Recognise similarities and differences in viewpoint R2 Learn about subjectivity and objectivity R3 Consider how writers use language to show their viewpoint R4 Examine links between viewpoint and the time something was written Further Progress: Read newspaper article extract; what do you learn about writer's viewpoint and language choices?			Question 5; Paper 2, Question 5 SPaG 1 Use of noun phrases SPaG 2 there/their/they're	perspectives; recognise subjectivity and objectivity; use examples to support points made	January 1862 [nf] Jenkins: Article on HS2, <i>Mail Online</i> (2013) [nf]	
Further resources	Writing Workshop 9: Don't stop the train (2)		W1 Make choices about the type of sentences used W2 Match vocabulary closely to the meaning of the writing					

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
21	Unit 27 (writing): Describe effectively	R1 Read a selection of literary fiction and non-fiction descriptions	<p>AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>W1 Build detail into descriptions</p> <p>W2 Vary sentence length for effect</p> <p>W3 Create atmosphere through detail and word choice</p> <p>W4 Use sounds and imagery to create effective description</p> <p>W5 Experiment with different ways of structuring descriptions</p> <p>Further Progress: Write a detailed paragraph plan for a description suggested by a photograph</p>	S1 Paired discussion and presentation on Dickens's description of character	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Use of varied sentence lengths</p> <p>SPaG 2 Use of semi-colon in closely linked sentences</p>	Writing assessment: Structured descriptive writing; build detail and create atmosphere	<p>Dickens: <i>The Old Curiosity Shop</i> (1840-41) [f]</p> <p>Geldof: <i>Geldof In Africa</i> (2005) [nf]</p> <p>Sterling: <i>Fearless Diner</i> (2005) [nf]</p> <p>Dickens: <i>Hard Times</i> (1854) [f]</p>	<p>Video: Benjamin Zephaniah: Writing techniques and their effects</p> <p>Video: Chris Priestley: Creating atmosphere</p> <p>Video: Benjamin Zephaniah: Describing setting and atmosphere</p> <p>Video: Dr Paul McDonald: Descriptive methods</p> <p>Assess to Progress</p>
22	Unit 13 (reading): Compare writers' viewpoints	AO3: Skills development for: Paper 2, Question 4	W1 Write about similarities and differences to compare two texts	S1 Paired discussions on presentations of	AO6: Skills development for: Paper 1,	Reading assessment: Compare writers' attitudes and their	Phillips: Article on Victoria and David Beckham	Assess to Progress

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
		<p>R1 examine similarities and differences in ideas and perspectives</p> <p>R2 compare writers' ideas and viewpoints in two texts</p> <p>R3 compare how writers convey their ideas and viewpoints</p> <p>R4 develop skills in writing a comparison.</p> <p>Further Progress: Find on the internet two opposing views on a subject; compare the writers' ideas and viewpoints</p>	<p>W2 Write a comparison</p>	<p>differing points of view</p> <p>S2 Group discussions on reactions to different texts on a similar theme/event</p>	<p>Question 5; Paper 2, Question 5</p> <p>SPaG 1 Use of rhetorical questions</p>	<p>presentation through language choices and tone; support points made from texts</p>	<p><i>The Mirror</i> (2014) [nf]</p> <p>MacInnes: Article on Victoria and David Beckham, <i>The Independent</i> (2014) [nf]</p> <p>McNeice: <i>The Lion Children</i> (2001) [nf]</p> <p>Herbert: <i>Two Dianas in Somaliland</i> (1908) [nf]</p>	
23	<p>Unit 28 (writing): Tell a good story</p>	<p>R1 Read a selection of story openings</p> <p>R2 Read a story ending</p> <p>R3 Read character descriptions</p> <p>R4 Read examples of literary dialogue</p>	<p>AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>W1 Write in the first and third person</p>	<p>S1 Paired discussion and presentation on chronological sequencing in narratives</p> <p>S2 Paired discussion on finding narrative clues</p>	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Punctuation of dialogue</p> <p>SPaG 2 The use of ellipsis</p>	<p>Writing assessment: Shape and structure a story inspired by a picture; use dialogue; create believable characters</p>		<p>Video: Benjamin Zephaniah: Story openings and endings</p> <p>Video: Chris Priestley: Creating a setting</p>

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
		R5 Read examples of descriptive scene setting	W2 Structure stories in different ways to interest the readers W3 Create believable characters W4 Use dialogue to develop narrative Further Progress: Plan and write a story based on a week of diary entries					Video: Benjamin Zephaniah: Creating characters Video: Chris Priestley: Developing characters Video: Dr Ian Pearson: The importance of characters Assess to Progress
Further resources	Writing Workshop 15: Pete can't speak, but you can		W1 Use dialogue to reveal and develop character in a story		SPaG 1 Learn simple rules for writing dialogue accurately			Video: Will Vlautin: Writing dialogue Punctuate the extract
24	Unit 14 (reading): Judge for yourself	AO4: Skills development for: Paper 1, Question 4 R1 Identify and evaluate a writer's views R2 Evaluate a writer's use of language R3 Evaluate a writer's use of facts	W1 Write to explain purpose and effect of emotive language W2 Write an evaluation	S1 Paired discussion and presentation on evaluating a writer's viewpoint	AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 SPaG 1 Punctuating textual quotations	Reading assessment: Understanding and evaluating a point of view; evaluating the use of facts and emotive language to persuade and support an argument	Carey: Article on video games, <i>Daily Mail</i> (adapted) (2013) [nf]	Video: Dr Ian Pearson: Providing evidence Video: Benjamin Zephaniah: Influencing the reader Video: Dr Ian Pearson: How writers use fact and opinion Assess to Progress

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
		<p>R4 Express and support an opinion</p> <p>Further Progress: Suggested links for further reading of newspapers' 'Letters' pages</p>						
25	Unit 29 (writing): Make your point	<p>R1 Identify discourse markers</p> <p>R2 Reading on the use of pros and cons in expressing a point of view</p>	<p>AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>W1 Generate and organise ideas and views</p> <p>W2 Use discourse markers to link and develop ideas</p> <p>W3 Make effective links within and between paragraphs</p> <p>W4 Plan and write a balanced argument</p> <p>Further Progress: Prepare a speech either in favour of the given proposal or against it</p>	<p>S1 Group discussion on restrictions on young people in school and in society</p> <p>S2 Class presentation using examples, facts and anecdotes</p>	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Use of commas: to separate items in a list; to mark off extra information; after a subordinate clause which begins a sentence</p>	<p>Writing assessment: Planning and writing to present a point of view; considering differing points of view; using discourse markers; making effective links between paragraphs</p>	<p>Article on animal testing, adapted from aboutanimaltesting.co.uk (2015) [nf]</p>	<p>Video: Benjamin Zephaniah: Revising your writing</p> <p>Assess to Progress</p>
Further resources	Writing Workshop 10:		W1 Use words creatively and					

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
	Language bites		imaginatively in printed advertisements					
26	Unit 15 (reading): Evaluate texts and support the points you make	A04: Skills development for: Paper 1, Question 4 R1 Identify and evaluate a writer's views R2 Evaluate a writer's use of language R3 Evaluate a writer's use of facts R4 Express and support an opinion Further Progress: Write an improved version of own response, showing awareness of other readers' possible responses	W1 Write to evaluate structure W2 Write on the presentation of a character	S1 Paired discussion on vocabulary to create atmosphere	A06: Skills development for: Paper 1, Question 5; Paper 2, Question 5 SPaG 1 Punctuating dialogue	Reading assessment: Evaluation of creation of atmosphere through structure and vocabulary; understanding presentation of character	Higson: <i>SilverFin</i> (2005) [f] Angelou: <i>I Know Why The Caged Bird Sings</i> (1968) [f] Haley: <i>Roots</i> (1976) [f]	Video: Dr Stella Peace: The importance of evidence in business Video: Dr Paul McDonald: Creating characters Assess to Progress
27	Unit 30 (writing): Craft your writing	R1 Read examples of student writing R2 Investigate tone in writing	A05, A06: Skills development for: Paper 1, Question 5; Paper 2, Question 5	S1 Group discussion on paragraph planning for an entry in a student creative writing competition	A06: Skills development for: Paper 1, Question 5; Paper 2, Question 5	Writing assessment: Newspaper article to explain a point of view; use fluent, linked paragraphs	Various examples of student writing	Video: Dr Ian Pearson: Creating a balanced argument Video: Dr Ian Pearson: How writers use the first

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
			<p>W1 Use skills to assess students' writing</p> <p>W2 Investigate the qualities of effective writing</p> <p>W3 Craft their own writing</p> <p>Further Progress: Listen to Radio 4's <i>A Point of View</i> to develop and extend ideas on a range of topics</p>		<p>SPaG 1 Punctuate with full stops and capital letters</p> <p>SPaG 2 Use of Standard English</p> <p>SPaG 3 Spell complex words correctly</p>			<p>and third person in arguments</p> <p>Video: Benjamin Zephaniah: Improving writing</p> <p>Assess to Progress</p>
Further resources	Writing Workshop 4: Lists in a sentence		<p>W1 Explore the power of lists in writing</p> <p>W2 Present a list of details for information or impact</p> <p>W3 Develop sentence structures for specific purposes</p>		SPaG 1 Comma and semi-colon separators in lists			Video: Lemm Sissay: The power of sentences and punctuation
Further resources	Writing Workshop 5: Lists of three		<p>W2 Use a list of three as a rhetorical device</p> <p>W3 Choose words and phrases for</p>					

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
			impact on the reader					
28	<p>Unit 16 (reading): Test your progress 2</p> <p>Unit 31 (writing) (cont.): Spell accurately</p>	<p>AO1, AO2, AO3, AO4: Skills development for: Paper 1, Questions 1, 2, 3 & 4; Paper 2, Questions 1, 2, 3 & 4</p> <p>R1 Identify information and ideas</p> <p>R2 Explain and comment on writers' use of language</p> <p>R3 Explain and comment on writers' use of structure</p> <p>R4 Identify information and ideas</p> <p>R5 Select and synthesise evidence from two sources</p> <p>R6 Compare writers' ideas and perspectives</p>			<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Prefixes 'in-', 'il-', 'ir-', 'im-'</p>	<p>Reading assessment: Exam-style questions on identifying information and ideas, use of language, use of structure, synthesising evidence, comparing ideas and perspectives, and critical evaluation</p>	<p>Brainard: <i>Six Came Back</i> (1940) [nf]</p> <p>Attenborough: <i>The Life of Mammals</i> (2002) [nf]</p>	<p>Assess to Progress (with example answers)</p>

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
		R7 Evaluate texts critically						
Further resources	Writing Workshop 16: In someone else's shoes		W1 Write imaginatively W2 Maintain coherence and consistency across a text					Video: Alison Clink: How to 'show not tell'
29	Unit 32 (writing): Test your progress 4		AO5, AO6: W1 Communicate effectively W2 Structure descriptions and narratives W3 Present a point of view W4 Write a balanced argument W5 Craft writing W6 Check and correct work		AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 SPaG 1 Remedial grammar, spelling and punctuation work, chosen to meet identified need			Assess to Progress (with example answers x 2)
30	Unit 18 (reading): Reading sources from different genres Unit 31 (writing): (cont.)	AO1, AO2, AO3: Skills development for: Paper 1, Questions 1, 2 & 3; Paper 2, Questions 1, 2, 3 & 4	W1 Write to explain ideas	S1 Paired discussion on effective language use and textual comparison	AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5	Reading assessment: Finding relevant information; use of structure and language to engage	Hughes: <i>A High Wind in Jamaica</i> (1929) [f] Smith: <i>White Teeth</i> (200) [f]	

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
	Spell accurately	<p>R1 List details and facts</p> <p>R2 Comment on structure</p> <p>R3 Comment on language</p> <p>R4 Compare writers' perspectives</p> <p>Further Progress: Decide which of the 4 sources was the most and least interesting, giving reasons for your choices</p>			<p>SPaG 1 spelling common homophones</p> <p>SPaG 2 Commonly confused words</p> <p>SPaG 3 Spelling words with the silent 'w'</p>	readers; textual comparison	<p>Tree: Article on Chernobyl, Sunday Times (2013) [nf]</p> <p>Raffles: <i>The History of Java</i> (1917) [nf]</p>	
Further resources	Writing Workshop 14: It was a dark and stormy sentence		W1 Avoid over-writing in sentences by reducing adjectives, metaphors and similes					Video: Mike Ferguson: The dangers of overwriting
31	Preparing for your exam: Paper 1	AO1, AO2, AO3, AO4: Skills development for: Paper 1, Questions 1, 2, 3 & 4; Paper 2, Questions 1, 2, 3 & 4	AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5			Reading and writing assessments: Full exam papers (x2)	<p>Atwood: <i>The Blind Assassin</i> (2000) [f]</p> <p>Lessing: 'A Sunrise on the Veldt' from <i>This Was the Old Chief's Country</i> (1965) [f]</p>	Assess to Progress (with example answers)

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
32	Preparing for your exam: Paper 2	AO1, AO2, AO3, AO4: Skills development for: Paper 1, Questions 1, 2, 3 & 4; Paper 2, Questions 1, 2, 3 & 4	AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5			Reading and writing assessments: Full exam papers (x2)	Barker: <i>Social Notebook</i> (1996) [nf] Mayhew: <i>The Sunday Morning Markets</i> (1851) [nf] Dodd: <i>A Narrative of the Experience and Suffering of William Dodd</i> (1841) [nf] Chamberlain: 'Admit it. You love cheap clothes. And you don't care about child slave labour', for <i>The Guardian</i> (2013) [nf]	Assess to Progress (with example answers)
33	Preparing for your exam: Feedback on practice assessments and revision workshop using resources from: Units 1-18	AO1, AO2, AO3, AO4: Skills development for: Paper 1, Questions 1, 2, 3 & 4; Paper 2, Questions 1, 2, 3 & 4	AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5		AO6: SPaG 1 Remedial spelling and punctuation work from resources in <i>Progress</i> Unit 31 and embedded in other units, chosen to meet identified need			Assess to Progress

One Year (33 week) Scheme of Work for AQA GCSE English Language using *Progress* and *Writing Workshops*

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
	(reading); Units 26-32 (writing)							
External exams: first week in June						AO1, AO2, AO3, AO4, AO5, AO6: Summative Assessment Papers 1 & 2		