

7 week Scheme of Work for AQA GCSE English Language using *Progress* – for November exam re-takes

Week	Progress Unit	Opportunities for reading	Opportunities for writing	Opportunities for spoken language	Spelling, punctuation and grammar	Opportunities for assessment	Texts	Cambridge Elevate resources
1a	Unit 3: Reading Interpret and comment on meaning Activity 2 - 4	AO1: Skills development for: Paper 1, Question 1; Paper 2, Questions 1 & 2 R1 Identify implicit meaning R2 Ask questions to work out meaning R3 Use interpretations to write comments Further Progress: Write a detailed answer to further question on sources C and D	W1 Write comments on the presentation of a character in a text	S1 Discussion on using questions for explicit and implicit meaning	AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 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	Reading assessment: Identify implicit meaning; interpret information and ideas; comment showing understanding of explicit and implicit detail; support answers with textual evidence Writing assessment: Use of quotation marks	Hartley: <i>The Ladies Book of Etiquette</i> (1872) [nf] Boo: <i>Behind the Beautiful Forevers</i> (2012) [nf]	Assess to Progress
1b	Unit 10: Test your progress 1 Unit 31: Writing (cont.) Spell accurately	AO1, AO2: Skills development for: Paper 1, Questions 1, 2 & 3; Paper 2, Questions 1, 2 & 3 R1 Identify detail R2 Select and synthesise evidence R3 Explain,			AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5 SPaG 1 Remedial spelling and punctuation work from resources in <i>Progress</i> Unit 31 and embedded in other units, chosen to	Reading assessment: Answering questions on: identification of detail; summarising; use of language and structure	Rhys: <i>I Used To Live Here Once</i> (1976) [f]	Assess to Progress (with example answers)

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		comment on and analyse a writer's use of language R4 Explain, comment on and analyse a writer's use of structure			meet identified need			
2a	Unit 21: Writing Write effective sentences	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 describing each of 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 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
2b	Unit 26: Writing Test your progress 3 Unit 31: Writing		AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2,		AO6: Skills development for: Paper 1, Question 5; Paper 2,	Writing assessment: Exam-style questions to assess AO5 and AO6		Assess to Progress (with example answers)

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	(cont.) Spell accurately		<p>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>W6 Create tone to influence readers</p>		<p>Question 5</p> <p>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</p>			
3a	Unit 13: Reading Compare writers' viewpoints	<p>AO3: Skills development for: Paper 2, Question 4</p> <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</p>	<p>W1 Write about similarities and differences to compare two texts</p> <p>W2 Write a comparison</p>	<p>S1 Paired discussions on presentations of differing points of view</p> <p>S2 Group discussions on reactions to different texts on a similar theme/event</p>	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>SPaG 1 Use of rhetorical questions</p>	<p>Reading assessment: Compare writers' attitudes and their presentation through language choices and tone; support points made from texts</p>	<p>Phillips: Article on Victoria and David Beckham <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></p>	Assess to Progress

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		<p>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>(2001) [nf]</p> <p>Herbert: <i>Two Dianas in Somaliland</i> (1908) [nf]</p>	
3b	<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>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>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</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>

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		<p>R5 Select and synthesise evidence from two sources</p> <p>R6 Compare writers' ideas and perspectives</p> <p>R7 Evaluate texts critically</p>						
4a	Unit 30: Writing Craft your writing	<p>R1 Read examples of student writing</p> <p>R2 Investigate tone in writing</p>	<p>AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <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>	S1 Group discussion on paragraph planning for an entry in a student creative writing competition	<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</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>	Writing assessment: Newspaper article to explain a point of view; use fluent, linked paragraphs	Various examples of student writing	<p>Video: Dr Ian Pearson: Creating a balanced argument</p> <p>Video: Dr Ian Pearson: How writers use the first and third person in arguments</p> <p>Video: Benjamin Zephaniah: Improving writing</p> <p>Assess to Progress</p>
4b	Unit 32: Writing Test your progress 4		AO5, AO6: Skills development for: Paper 1,					Assess to Progress (with example answers x 2)

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			<p>Question 5; Paper 2, Question 5</p> <p>W1 Communicate effectively</p> <p>W2 Structure descriptions and narratives</p> <p>W3 Present a point of view</p> <p>W4 Write a balanced argument</p> <p>W5 Craft writing</p> <p>W6 Check and correct work</p>					
5	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)	Atwood: <i>The Blind Assassin</i> (2000) [f] Lessing: 'A Sunrise on the Veldt' from <i>This Was the Old Chief's Country</i> (1965) [f]	Assess to Progress (with example answers)
6	Preparing for your exam Paper 2	AO1, AO2, AO3, AO4: Skills development for: Paper 1, Questions 1, 2, 3 & 4; Paper 2,	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</i>	Assess to Progress (with example answers)

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		Questions 1, 2, 3 & 4					<p><i>Morning Markets</i> (1851) [nf]</p> <p>Dodd: <i>A Narrative of the Experience and Suffering of William Dodd</i> (1841) [nf]</p> <p>Chamberlain: 'Admit it. You love cheap clothes. And you don't care about child slave labour', for <i>The Guardian</i> (2013) [nf]</p>	
7	<p>Preparing for your exam Feedback on practice assessments and revision workshop using resources from: Units 1-18 (reading); Units 26-32 (writing)</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>AO5, AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p>		<p>AO6: Skills development for: Paper 1, Question 5; Paper 2, Question 5</p> <p>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</p>			Assess to Progress
External exams: first week in						AO1, AO2, AO3, AO4, AO5, AO6:		

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November						Summative Assessment Papers 1 & 2		