

English

Year 11

Scheme of Learning 2025 - 2026

Subject leader: P Jones

Topics by term	Topic overview for Year 11 GCSE Language					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	<p>English Language Paper 1 Questions 1-5</p> <p>Weeks 1-5: Q1/2/3/4 Weeks 6-7: Q5</p>	<p>Week 1-3: Revision of paper + Mock Cycle</p> <p>English Language Paper 1 Questions 1-5</p> <p>Revision for Mock 1</p> <p>Weeks 4-7</p> <p>English Language Paper 2 Questions 1-5</p>	<p>English Language Paper 2 Questions 1-5</p> <p>Weeks 1-4: Finish Paper 2 includes revision</p> <p>Weeks 5-6: Mock cycle 2</p>	<p>Revise all questions</p>	<p>Revise all questions</p>	<p>Course ended</p>

Exam Board AQA

Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1 and 2 – Paper 1 Section A Reading Q1-4 and Section B Writing Q5							
Topic 1: Introduction to Language Paper 1							
Paper 1 Reading	<ul style="list-style-type: none"> How can I revise for English Language? How will I be examined for questions 1-4 of Language Paper 1? 	<ul style="list-style-type: none"> Introduction to the exam paper Defining key terms and assessment criteria 	Students should: <ul style="list-style-type: none"> Understand key exam info Define key terms from the exam 	AOs for Language AQA	<ul style="list-style-type: none"> Quick win quiz Whole class discussion Targeted questions 	<ul style="list-style-type: none"> Slides Student workbook Visualizer 	<ul style="list-style-type: none"> Resilience Independence
Topic 2: Introduction to Language Paper 1 Question 1							
Paper 1 Reading	<ul style="list-style-type: none"> How do I identify information? How can I make inferences? 	<ul style="list-style-type: none"> Explore the mark scheme Practise examples <p>All students should be able to achieve 4/4 on Question 1</p>	Students should: <ul style="list-style-type: none"> Be able to explain how they can get 4/4 on the question Have strategies for the exam	<ul style="list-style-type: none"> Skimming Scanning Information retrieval 	<ul style="list-style-type: none"> Peer marking of four questions 	<ul style="list-style-type: none"> Power point Student workbooks Visualizer 	Independence
Topic 3: Introduction to Language Paper 1 Question 2							
Paper 1 Reading	<ul style="list-style-type: none"> What are the language techniques? How do I analyse a writer's language? 	<ul style="list-style-type: none"> Scaffold and model responses Revise Language techniques Explore the mark scheme Practise examples Evaluation of the outcomes 	Students should: <ul style="list-style-type: none"> Verbalise the steps students should take to achieve 4,6 and 8 marks on 	<ul style="list-style-type: none"> Making a point Embedding evidence Language subject terminology Analysis Inference 	<ul style="list-style-type: none"> Quick win language techniques quiz Self and peer assessment of Q2 against AQA mark scheme 	<ul style="list-style-type: none"> Power point Student workbook Visualizer 	<ul style="list-style-type: none"> Empathy

		All: Be able to identify evidence to support the answer Most: Identify evidence and the techniques Some: Identify evidence, techniques and the desired effect from the writer	the question (dependent on set)		Homework Seneca + Life of Pi (June 23) Q1/2		
Topic 4: Introduction to Language Paper 1 Question 3							
Paper 1 Reading	<ul style="list-style-type: none"> What are the structural techniques? How do I analyse a writer's structure? 	<ul style="list-style-type: none"> Revise structural techniques and model and scaffold answers to the question using beginning, pivotal moment and end Explore the mark scheme and practise examples Evaluation of their outcomes <p>All: Identify the beginning, middle and end Most: Explain the interest created by the development of the plot Some: Explore the finer structure of the extract.</p>	<p>Students should:</p> <ul style="list-style-type: none"> Verbalise the steps students should take to achieve 4,6 and 8 marks on the question (dependent on set) Complete responses independently 	<ul style="list-style-type: none"> Making a point Embedding evidence Structure subject terminology Analysis Inference 	<ul style="list-style-type: none"> Quick win structure techniques quiz Self and peer assessment of Q3 against AQA mark scheme 	<ul style="list-style-type: none"> Power point Student workbooks Visualizer 	
Term 1 - Mid-Term Assessment: Paper 1 Q1/2/3							
	<ul style="list-style-type: none"> How do I complete an exam style response independently under timed conditions? Pupil Improvement Lesson 	Consolidate all learning through completing a landmark assessment	<p>Students should:</p> <p>Complete a Q1/2/3 in exam conditions</p>	<ul style="list-style-type: none"> All AOs 	<ul style="list-style-type: none"> Teacher marked assessment Students are given numerical grade and personalised feedback 	<ul style="list-style-type: none"> AQA Exam Paper in the workbook Exam Wrapper to be completed by students for revision 	
Topic 5: Introduction to Language Paper 1 Question 4							
Paper 1 Reading	<ul style="list-style-type: none"> What is evaluation? How do I evaluate effectively? 	<ul style="list-style-type: none"> Complete 'tips and tricks' for the question Revise language and structural techniques and 	<p>Students should:</p> <ul style="list-style-type: none"> Verbalise the steps students 	<ul style="list-style-type: none"> Evaluation Language, structure and form subject terminology Analysis 	<ul style="list-style-type: none"> Quick win language, structure and form 	<ul style="list-style-type: none"> Power point Student workbooks 	<ul style="list-style-type: none"> Empathy Perspectives

		<p>model and scaffold answers</p> <ul style="list-style-type: none"> Explore the mark scheme and practise examples Evaluation of the outcomes <p>All: Formulate an opinion in relation the topic and find evidence to support Most: Analyse the way the evidence supports the view Some: Evaluate the evidence and opinion in relation to the task</p>	<p>should take to achieve 10+ marks on the question (dependent on set)</p> <p>Feel able to complete responses independently</p>		<p>techniques quiz</p> <ul style="list-style-type: none"> Self and peer assessment of Q4 against AQA mark scheme 	<ul style="list-style-type: none"> Visualizer 		
Topic 6: Revision of Language Paper 1 Questions 1-4								
Paper 1 Reading	<ul style="list-style-type: none"> How can I revise for English Language? How will I be examined for questions 1-4 of Language Paper 1? 	<p>Revise all questions 1-4. Use specimen responses from AQA, modelled answers with support of the visualizer, scaffolds and mark schemes to support revision</p>	<p>Students should:</p> <ul style="list-style-type: none"> Complete multiple exam responses to support their revision independently 	<ul style="list-style-type: none"> Revision of all core skills 	<ul style="list-style-type: none"> Whole class feedback and marking <p>Homework Seneca + Life of Pi (June 23) Q3/4</p>	<ul style="list-style-type: none"> Power point Student workbooks Visualizer 	<ul style="list-style-type: none"> Empathy Perspectives 	
Paper 1 Writing Q5								
Topic 1: Introduction of Language Paper 1 Q5								
Paper 1 Writing	<ul style="list-style-type: none"> How will I be assessed for my creative writing? 	<ul style="list-style-type: none"> Revise key information for Paper 1 Introduce Q5 including expectations, marks, tasks, weightings, timings etc. <p>Read student examples from previous years and discuss what is successful and what isn't</p>	<p>Students should:</p> <p>Speak confidently about the exam paper and should comment on key information and common misconceptions and define key terms</p>	<ul style="list-style-type: none"> AOs for Language AQA 	<ul style="list-style-type: none"> Quick wins test marked by peer <ul style="list-style-type: none"> Discussion on previous student's work 	<ul style="list-style-type: none"> Power point Student workbooks (use Lang checklist) 	<ul style="list-style-type: none"> Resilience Independence 	
Topic 2: Paper 1 Q5								
Paper 1 Writing	<ul style="list-style-type: none"> What can I do to improve my SPaG? 	<p>Teaching focused on preparing students to answer Paper 1</p>	<p>Students should:</p>	<ul style="list-style-type: none"> GOMASSIVE 	<ul style="list-style-type: none"> Quick win quizzing 	<ul style="list-style-type: none"> Power point 	<ul style="list-style-type: none"> Empathy Perspectives 	

	<ul style="list-style-type: none"> • What makes a piece of creative writing interesting? • How do I plan a narrative? • How do I plan a piece of descriptive writing? • How do I upgrade my vocabulary? • How do I use language techniques in my writing? • What makes for an effective setting? • How do I include characters and dialogue? • How can I include a flashback? 	<p>Question 5 successfully. Activities could include:</p> <ul style="list-style-type: none"> • Planning approaches • Register, tone and form • Structure and organisation Inc. paragraphing • Sentence types and punctuation and vocab • Teaching of language and structure techniques • Student examples and descriptive writing examples <p>All: Write in the correct format (narrative/descriptive) splitting their work into paragraphs Most: As above but including extended description and a range of language features with varied punctuation. Some: As above but making use of structural techniques</p>	<p>Explore different types of descriptive writing and build upon KS3 learning and skills to create several pieces of their own descriptive writing</p>	<ul style="list-style-type: none"> • Structural techniques like: paragraphing, fronted adverb (see skills list) <ul style="list-style-type: none"> • Register and tone 	<ul style="list-style-type: none"> • No hands up questioning • Peer and self-assessment • Verbal feedback • Homework feedback <p>Homework Seneca + Life of Pi (June 23) Q5</p>	<ul style="list-style-type: none"> • Student workbooks (use Lang checklist) • Visualizer 	<ul style="list-style-type: none"> • Society • Life experiences •
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• **Topic 3: Exam Style Responses**

Paper 1 Writing	<ul style="list-style-type: none"> • Can I bring all of my skills together to respond to an exam style prompt? 	<ul style="list-style-type: none"> • Approaches to exam style responses • Applying previous creative writing knowledge to exam questions <p>Independent planning and writing</p>	<p>Students should:</p> <ul style="list-style-type: none"> • Make their own exam response choices • Independently produce writing based on prior learning • Self-edit and re-draft 	<ul style="list-style-type: none"> • GOMASSIVE • Structural techniques like: paragraphing, fronted adverb (see skills list) • Register and tone 	<ul style="list-style-type: none"> • No hands up questioning • Peer and self-assessment • Verbal feedback • Homework feedback 	<ul style="list-style-type: none"> • Power point • Student workbooks (use Lang checklist) • Visualizer 	<ul style="list-style-type: none"> • Empathy • Perspectives • Society • Life experiences
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Revision of Paper 1 for Mock 1 Preparation							
Topic 4: Revision of Paper 1 Q1-5							
Paper 1 Writing	<ul style="list-style-type: none"> How do I complete an exam style response independently under timed conditions? 	Students are given an exam question which they must answer independently.	Practise of all questions Q-5	<ul style="list-style-type: none"> All AOs 	<ul style="list-style-type: none"> Peer and teacher marked. 	<ul style="list-style-type: none"> Exam Paper Power point 	<ul style="list-style-type: none">
Topic 5: Revision of Paper 1 Q1-5							
Paper 1 Writing	<ul style="list-style-type: none"> How can I improve my responses to ensure my highest marks and best possible grade? 	Students are given modelled answers and personalised feedback to independently improve their work	Students should: Set revision targets	<ul style="list-style-type: none"> All AOs 	<ul style="list-style-type: none"> Evaluative comments produced by the student against the mark scheme 	<ul style="list-style-type: none"> Purple pens 	<ul style="list-style-type: none">
Assessment Mock 1: Paper 1 Section A: Q1/2/3/4 Section B Q5							
	<ul style="list-style-type: none"> How do I complete an exam style response independently under timed conditions? Pupil Improvement Lesson 	Consolidate all learning through completing a landmark assessment	Students should: Complete a Q1/2/3 in exam conditions	<ul style="list-style-type: none"> All AOs 	<ul style="list-style-type: none"> Teacher marked assessment Students are given numerical grade and personalised feedback 	<ul style="list-style-type: none"> AQA Exam Paper in the workbook Exam Wrapper to be completed by students for revision 	<ul style="list-style-type: none">
Term 2 and 3 - Paper 2 Section A Reading Q1-4 and Section B Writing Q5. Begins after Mock 1 Cycle.							
Topic 1: Introduction to Language Paper 2							
Paper 2 Reading	How will I be examined for questions 1-4 of Language Paper 2?	<ul style="list-style-type: none"> Introduction to the exam paper Defining key terms and assessment criteria 	Students should: <ul style="list-style-type: none"> Speak confidently about the exam paper and should comment on key information and common 	AOs for Language AQA	<ul style="list-style-type: none"> Quick win quiz to check understanding Whole class discussion and targeted questions on key information in the exam paper 	<ul style="list-style-type: none"> Power point Student workbooks Visualizer 	<ul style="list-style-type: none"> Viewpoints Perspectives Empathy Resilience Independence

			misconceptions Define key terms				
Topic 2: Introduction to Language Paper 2 Question 1							
Paper 2 Reading	<ul style="list-style-type: none"> How do I identify information in a text? How do I interpret information? 	<ul style="list-style-type: none"> Introduce the question Discuss and take notes on 'tips and tricks' to help you answer the question Explore the mark scheme Practise examples Evaluation of the outcomes of the assessment and notes taken to move student's forward next time <p>All students should achieve 4 out of 4 on this question.</p>	<p>Students should:</p> <ul style="list-style-type: none"> Verbalise the steps they should take to achieve 4/4 marks on the question <p>Be clear on the strategies they can take to be successful in the exam</p>	<ul style="list-style-type: none"> Skimming Scanning Information retrieval 	<ul style="list-style-type: none"> Peer marking of four mock questions 	<ul style="list-style-type: none"> Power point Student workbook Visualizer 	
Topic 3: Introduction to Language Paper 2 Question 2							
Paper 2 Reading	<ul style="list-style-type: none"> What is a summary? How do I construct a summary? How do I compare texts? 	<ul style="list-style-type: none"> Introduce the question Discuss, complete activities and take notes on 'tips and tricks' to help you answer the question Scaffold and model responses Explore the mark scheme Practise examples Evaluation of the outcomes of the in class assessment and notes taken to move students forward next time <p>All: Summarise key ideas from the texts Most: Compare the summaries in a focused way Some: Make inferences about the differences</p>	<p>Students should:</p> <ul style="list-style-type: none"> Verbalise the steps students should take to achieve 4,6 and 8 marks on the question (dependent on set) <p>Be clear on what they need to do for the question in the exam</p>	<ul style="list-style-type: none"> Point Comparison Embedding evidence Inference 	<ul style="list-style-type: none"> Practice questions Inference short quiz <p>Summary writing</p> <p>T2 Homework Seneca + Trains (June 23) Q1/2</p> <p>T3 Homework Seneca + Fahrenheit Q2/3</p>	<ul style="list-style-type: none"> Power point Student workbooks Visualizer 	<ul style="list-style-type: none"> Perspectives Viewpoints
Topic 4: Introduction to Language Paper 2 Question 3							

<p>Paper 2 Reading</p>	<ul style="list-style-type: none"> • What are the language techniques? • How do I analyse a writer's language? 	<ul style="list-style-type: none"> • Introduce the question • Discuss, complete activities and take notes on 'tips and tricks' to help you answer the question • Scaffold and model responses • Revise Language techniques • Explore the mark scheme • Practise examples • Evaluation of the outcomes of the in class assessment and notes taken to move students forward next time <p>All: Be able to identify evidence to support the answer Most: Identify evidence and the techniques Some: Identify evidence, techniques and the desired effect from the writer</p>	<p>Students should:</p> <ul style="list-style-type: none"> • Verbalise the steps students should take to achieve 6, 9 and 12 marks on the question (dependent on set) • Be clear on what they need to do for the question in the exam 	<ul style="list-style-type: none"> • Making a point • Embedding evidence • Language subject terminology • Analysis (detailed, clear, perceptive) • Inference 	<ul style="list-style-type: none"> • Quick win language techniques quiz • Self and peer assessment of Q3 against AQA mark scheme 	<ul style="list-style-type: none"> • Power point • Student workbooks <p>Visualizer</p>	<ul style="list-style-type: none"> • Empathy
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Topic 5: Introduction to Language Paper 2 Question 4

<p>Paper 2 Reading</p>	<ul style="list-style-type: none"> • How can I find out a writer's attitude? • What is the best way to compare attitudes? • How does a viewpoint alter an attitude? • How do I analyse an attitude or a viewpoint? 	<ul style="list-style-type: none"> • Introduce the question • Discuss, complete activities and take notes on 'tips and tricks' to help you answer the question • Revise language and structure techniques and model and scaffold answers to the question using beginning, pivotal moment and end • Explore the mark scheme • Practise examples • Evaluation of the outcomes of the in-class assessment and notes taken to move students forward for next time 	<p>Students should:</p> <ul style="list-style-type: none"> • Verbalise the steps students should take to achieve 8+ marks on the question (dependent on set) • Be clear on what they need to do for the question in the exam 	<ul style="list-style-type: none"> • Comparison • Language, structure and form subject terminology • Analysis (detailed, clear, perceptive) • Inference 	<ul style="list-style-type: none"> • Quick win language, structure and form techniques quiz • Self and peer assessment of Q4 against AQA mark scheme <p><u>T2 Homework</u> Seneca + Trains (June 23) Q3/4</p> <p><u>T3 Homework</u></p>	<ul style="list-style-type: none"> • Power point • Student workbooks • Visualizer 	<ul style="list-style-type: none"> • Viewpoints • Perspectives • Empathy
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		All: Be able to identify the attitude of the two writers and compare Most: Support the comparison with evidence and analysis of methods Some: Explore the implications of the tone and context of the piece	<ul style="list-style-type: none"> Complete responses independently 		Seneca + Fahrenheit Q3/4		
Paper 2 Writing							
Topic 1: Introduction of Language Paper 2 Q5							
Paper 2 Writing	How will I be assessed for my non-fiction writing?	<ul style="list-style-type: none"> Revise key information for Paper 2 Introduce Q5 including expectations, marks, tasks, weightings, timings etc. Read student examples from previous years and discuss what is successful and what isn't 	<p>Students should:</p> <ul style="list-style-type: none"> Speak confidently about the exam paper and should comment on key information and common misconceptions <p>Define key terms</p>	AOs for Language AQA	<ul style="list-style-type: none"> Quick wins test marked by peer Discussion on previous student's work 	<ul style="list-style-type: none"> Power point Student workbooks (use Lang checklist) Student spec examples Visualizer 	<ul style="list-style-type: none"> Empathy Perspectives Society Life experiences Resilience Independence
Topic 2: Paper 2 Q5							
Paper 2 Writing	<ul style="list-style-type: none"> What can I do to improve my SPaG? What makes a piece of non-fiction writing compelling? What are the different styles of non-fiction writing? How do I plan an argument? How do I upgrade my vocabulary? How do I use persuasive language techniques in my writing? 	<p>Teaching focused on preparing students to create a piece of persuasive writing. Activities could include:</p> <ul style="list-style-type: none"> Register, tone and form Vocabulary Creating ideas and imagination Structure and organisation Inc. paragraphing Sentence types Punctuation 	<p>Students should:</p> <p>Explore different types of persuasive writing and build upon KS3 learning and skills to create several</p>	<ul style="list-style-type: none"> AFORREST Structural techniques like: paragraphing, fronted adverb (see skills list) <p>Register, tone and form</p>	<ul style="list-style-type: none"> Quick win quizzing No hands up questioning Peer and self-assessment Verbal feedback Homework feedback <p>T2 Homework</p>	<ul style="list-style-type: none"> Power point Famous and historic examples Student workbooks (use Lang checklist) 	<ul style="list-style-type: none"> Society Community Gender Race Equal opportunities Empathy Education Justice Rule of law Rights and responsibilities

		<ul style="list-style-type: none"> Teaching of language and structure techniques Student examples Persuasive examples such as speeches through history. <p>All: Write in the correct format (persuade/argue/inform) splitting their work into paragraphs Most: As above but including anecdote, evidence and a range of language features with varied punctuation. Some: As above but making use of structural techniques</p>	pieces of their own descriptive writing		Seneca + Trains (June 23) Q5 T3 Homework Seneca + Fahrenheit Q5		
Topic 3: Exam Style Responses							
Paper 2 Writing	<ul style="list-style-type: none"> Can I bring all of my skills together to response to an exam style prompt? 	<ul style="list-style-type: none"> Approaches to exam style responses Applying previous creative writing knowledge to exam questions <p>Independent planning and writing</p>	<p>Students should:</p> <ul style="list-style-type: none"> Make their own exam response choices Independently produce writing based on prior learning Self-edit and re-draft 	<ul style="list-style-type: none"> AFORREST Structural techniques like: paragraphing, fronted adverb (see skills list) Register, tone and form 	<ul style="list-style-type: none"> No hands up questioning Peer and self-assessment Verbal feedback Homework feedback 	<ul style="list-style-type: none"> Power point Student workbooks (use Lang checklist) Visualizer 	<ul style="list-style-type: none"> Society Community Gender Race Equal opportunities Empathy Education Justice Rule of law Rights and responsibilities
• Topic 6: Revision of Language Paper 2 Questions 1-5							
	<ul style="list-style-type: none"> How will I be examined for questions 1-4 of Language Paper 2? 	<ul style="list-style-type: none"> Revise all questions 1-4. Use specimen responses from AQA, modelled answers with support of the visualizer, scaffolds and mark schemes to support revision 	<p>Students should:</p> <ul style="list-style-type: none"> Complete multiple exam responses to support their revision independently 	<ul style="list-style-type: none"> Revision of all core skills 	<ul style="list-style-type: none"> Whole class feedback and marking 	<ul style="list-style-type: none"> Power point Student workbooks Visualizer 	<ul style="list-style-type: none"> Viewpoints Perspectives Empathy Resilience Independence

Assessment Mock 2: Paper 2 Section A: Q1/2/3/4 Section B Q5

	Assessment Mock 2: Paper 2 Section A: Q1/2/3/4 Section B Q5						
Paper 2 Q1-5	<ul style="list-style-type: none"> How do I complete an exam style response independently under timed conditions? 	<ul style="list-style-type: none"> Students to independently complete an exam response 	Students should: Complete a P1 Q5	<ul style="list-style-type: none"> All AOs 	<ul style="list-style-type: none"> SAMs paper marked by the teacher. Students are given numerical grades and personalised feedback 	<ul style="list-style-type: none"> Exam Papers Power point Visualizer 	
Topic 5: Pupil Improvement Lesson							
Paper 2 Q1-5	<ul style="list-style-type: none"> How can I improve my responses to ensure my highest marks and best possible grade? 	<ul style="list-style-type: none"> Students are given modelled answers and personalised feedback to independently improve their work 	Students should: Complete PIT in purple which should show their improvement based on their personalised feedback	<ul style="list-style-type: none"> All AOs 	<ul style="list-style-type: none"> Evaluative comments produced by the student against the mark scheme 	<ul style="list-style-type: none"> Workbooks PowerPoint Exam Wrapper to be completed by students for revision 	
Term 4 and 5 – Exam Revision							
Topic 1: Revision for Paper 1 Reading							
Paper 1 Reading	<ul style="list-style-type: none"> How will I be examined for questions 1-4 of Language Paper 1? Can I bring all of my skills together to respond to an exam style prompt? 	<ul style="list-style-type: none"> Reminder of the mark scheme for Paper 1 Reading Approaches to all questions Revision of writing styles/frames/expectations Exam paper attempts 	Students should: <ul style="list-style-type: none"> Recall prior learning Apply learning and skills to new exam papers Consolidate learning and improve approaches and outcomes 	<ul style="list-style-type: none"> Analysis Inference Identification Evaluation Structure <ul style="list-style-type: none"> Language 	<ul style="list-style-type: none"> Quick win quizzing No hands up questioning Peer and self-assessment Verbal feedback Homework feedback <p>Homework Seneca + Exam style questions and papers</p>	<ul style="list-style-type: none"> Exam papers Student workbooks 	<ul style="list-style-type: none"> Viewpoints Perspectives Empathy Resilience Independence

Topic 2: Revision for Paper 1 Writing							
Paper 1 Writing	<ul style="list-style-type: none"> How will I be examined for my fiction writing? Can I bring all of my skills together to response to an exam style prompt? 	<ul style="list-style-type: none"> Reminder of the mark scheme for Paper 1 Writing Approaches to all questions Revision of writing styles/frames/expectations Reminder of writing features and basic skills required (paragraphing, punctuation, grammar, etc) <ul style="list-style-type: none"> Exam paper attempts 	<p>Students should:</p> <ul style="list-style-type: none"> Recall prior learning Apply learning and skills to new exam papers <p>Consolidate learning and improve approaches and outcomes</p>	<ul style="list-style-type: none"> GOMASSIVE Structural techniques like: paragraphing, fronted adverb (see skills list) <p>Register and tone</p>	<ul style="list-style-type: none"> Quick win quizzing No hands up questioning Peer and self-assessment Verbal feedback <p>Homework feedback</p> <p>Homework Seneca + Exam style questions and papers</p>	<ul style="list-style-type: none"> Exam papers Student workbooks 	<ul style="list-style-type: none"> Empathy Perspectives Society Life experiences
Topic 3: Revision for Paper 2 Reading							
Paper 2 Reading	<ul style="list-style-type: none"> How will I be examined for questions 1-4 of Language Paper 2? Can I bring all of my skills together to response to an exam style prompt? 	<ul style="list-style-type: none"> Reminder of the mark scheme for Paper 2 Reading Approaches to all questions Revision of writing styles/frames/expectations Exam paper attempts 	<p>Students should:</p> <ul style="list-style-type: none"> Recall prior learning Apply learning and skills to new exam papers <p>Consolidate learning and improve approaches and outcomes</p>	<ul style="list-style-type: none"> Analysis Inference Identification Evaluation Structure Language Comparison Attitudes Viewpoints Perspectives 	<ul style="list-style-type: none"> Quick win quizzing No hands up questioning Peer and self-assessment Verbal feedback Homework feedback <p>Homework Seneca + Exam style questions and papers</p>	<ul style="list-style-type: none"> Exam papers Student workbook 	<ul style="list-style-type: none"> Viewpoints Perspectives Empathy Resilience Independence
Topic 4: Revision for Paper 2 Writing							
Paper 2 Writing	<ul style="list-style-type: none"> How will I be examined for my non-fiction writing? Can I bring all of my skills together to response to an exam style prompt? 	<ul style="list-style-type: none"> Reminder of the mark scheme for Paper 2 Writing Approaches to all questions Revision of writing styles/frames/expectations Reminder of writing features and basic skills required (paragraphing, punctuation, grammar, etc) 	<p>Students should:</p> <ul style="list-style-type: none"> Recall prior learning Apply learning and skills to new exam papers 	<ul style="list-style-type: none"> AFORREST Structural techniques like: paragraphing, fronted adverb (see skills list) <ul style="list-style-type: none"> Register, tone and form 	<ul style="list-style-type: none"> Quick win quizzing No hands up questioning Peer and self-assessment Verbal feedback 	<ul style="list-style-type: none"> Exam papers Student workbooks 	<ul style="list-style-type: none"> Society Community Gender Race Equal opportunities Empathy Education

		<ul style="list-style-type: none"> • Exam paper attempts • 	Consolidate learning and improve approaches and outcomes		<ul style="list-style-type: none"> • Homework feedback <p><u>Homework</u> Seneca + Exam style questions and papers</p>		<ul style="list-style-type: none"> • Justice • Rule of law • Rights and responsibilities
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