Teaching plan: English Literature texts to inform study of English Language

This resource acts as a guide on how to teach our new GCSE English Language (8700) alongside our GCSE English Literature (8702). It’s part of a series of five guides designed by teachers to give you a choice from different options. This option covers a two year course.

**Year 10**

**Autumn term**

<table>
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<tr>
<th>Literature content</th>
<th>Opportunities for Language based study</th>
<th>Language exam</th>
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| Study set text: modern prose or drama  
English Literature Paper 2 Section A  
(Lt-AO1)  
(Lt-AO2)  
(Lt-AO3)  
(Lt-AO4) | • You could replicate Language Paper 1 Q1-4 on set extracts from the Literature text in order to develop skills – though be mindful that this needs careful mediation with students in that Language P1 will not use drama texts as a source and Literature P2 Section A will not use extracts in its assessment strategy.  
• You could find non-fiction and literary non-fiction sources for Language P2 on a related topic or theme in order to practise skills development Q1-4.  
• Set text as a spring-board for creative writing – narrate and describe.  
• Set text as a spring-board for opinion writing.  
• Spoken Language assessment. | Paper 1 Section A (Lg-AO1,2,4)  
Paper 2 Section A (Lg-AO1,2,3) | |
| Study set text: studied and unseen poetry  
English Literature Paper 2 Section B and Section C  
Cluster: (Lt-AO1) (Lt-AO2) | • Comparison skills and structures for writing to inform Language P2 Q4.  
• Cluster as a spring-board for creative writing – narrate and describe.  
• Spoken Language assessment. | Paper 2 Section A (Q4 AO3)  
Paper 1 Section B (Lg-AO5,6)  
NEA (non-exam assessment) (Lg-AO7,8,9) |
### Spring term

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<th>Literature content</th>
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| Study set text: Shakespeare English Literature Paper 1 Section A (Lt-AO1) (Lt-AO2) (Lt-AO3) (Lt-AO4) | • Potential to use extracts to develop critical evaluation for Language Paper 1 Q4.  
• Text as a spring-board for creative writing – narrate and describe.  
• Cluster as a spring-board for opinion writing.  
• Spoken Language assessment. | Paper 1 Section A (Q4 Lg-AO4)  
Paper 1 Section B (Lg-AO5,6)  
Paper 2 Section B (Lg-AO5,6)  
NEA (non-exam assessment) (Lg-AO7,8,9) |

### Summer term

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| Revision for summer assessments on:  
• Modern prose/drama  
• Shakespeare  
• Poetry | Revision of Language approaches to unseen sources on Language Paper 1 and Paper 2. | |
### Year 11

#### Autumn term

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<th>Literature content</th>
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| Study set text: C19 Prose English Literature Paper 1 Section B (Lt-AO1) (Lt-AO2) (Lt-AO3) | • You could replicate Language Paper 1 Q1-4 on set extracts from the Literature C19 text in order to develop skills – though be mindful that this needs careful mediation with students in that Language P1 will not use C19 texts as a source for its assessment strategy.  
• You could find non-fiction and literary non-fiction sources for Language P2 on a related topic or theme in order to practise skills development Q1-4.  
• Set text as a spring-board for creative writing – narrate and describe.  
• Set text as a spring-board for opinion writing.  
• Spoken Language assessment. | Paper 1 Section A (Lg-AO1,2,4)  
Paper 2 Section A (Lg-AO1,2,3)  
Paper 1 Section B (Lg-AO5,6)  
Paper 2 Section B (Lg-AO5,6)  
NEA (non-exam assessment) (Lg-AO7,8,9) |

| Mock assessments: Literature Papers 1 and 2 | Mock assessments: Language Papers 1 and 2 | |

#### Spring term

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<td>Revision and improvement strategies based on performance in mock assessments</td>
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