**Long term Plan English 2021-2022**

|  |  |
| --- | --- |
| **Subject** | Cambridge IGCSE First Language (0500) |
| **Year Group** | 11 |
| **Text Book Title(s) – if applicable** | Collins Cambridge IGCSE Book |
| **Text Book ISBN** | 9780008262006 |
| **Lessons per week (45 minutes)** | 5 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Unit Title** | **Learning Objectives** | **Assessment Objectives** | **Skills Focus** |
| 1 | **0500 Syllabus** | Students will understand the division of the syllabus into Papers 1 (Reading) and Papers 2 or 3  (Writing) and how each component is assessed. They discuss the advantages and disadvantages of the coursework portfolio and the writing examination paper. | Recommended reading list issued. |  |
| 2-3 | **Narrative vs Descriptive Writing** | Students will understand and demonstrate the difference between Narrative and Descriptive Writing. They read, discuss and answer questions on examples of each style, considering their preferences. | **AO2 Writing**  W1 articulate experience and express what is thought, felt and imagined  W2 organize and structure ideas and opinions for deliberate effect  W3 use a range of vocabulary and sentence structures appropriate to context  W4 use register appropriate to context  W5 make accurate use of spelling, punctuation and grammar. | Using language for purpose.  Skimming and scanning for information  Effective use of language |
| 4-5 | **Structuring and Crafting your Writing** | Students consider different ways to structure their writing for effect. They revise figurative language techniques, analysing short passages from the Reading Paper (Question 2) and discussing the effect of different language techniques. They complete their first draft of a narrative or descriptive piece for their portfolio. | **AO2 Writing**  W1 articulate experience and express what is thought, felt and imagined  W2 organize and structure ideas and opinions for deliberate effect  W3 use a range of vocabulary and sentence structures appropriate to context  W4 use register appropriate to context  W5 make accurate use of spelling, punctuation and grammar. | Organizing Ideas  Use of figurative language  Analyzing texts/Searching for information |
| 6-8 | **Directed Writing – Writing in Different Styles** | Students revise, read and analyse different styles of writing, including travel writing, diaries and journals. They read extended passages, discussing their style and content, and practise the skills necessary for Directed Writing, initially as a class and then individually. | **AO2 Writing**  W1 articulate experience and express what is thought, felt and imagined  W2 organize and structure ideas and opinions for deliberate effect  W3 use a range of vocabulary and sentence structures appropriate to context  W4 use register appropriate to context  W5 make accurate use of spelling, punctuation and grammar. | Language use for nonfiction writing  Express personal opinions  Using emotive language  Descriptive language |
| Mid-Term Break | | |  |  |
| 10-11 | **Paper Directed Writing – Writing in Different Styles** | Students revise the skills the writing to persuade, inform and argue, writing in a range of forms, such as reports, articles and letters. | **AO2 Writing**  W1 articulate experience and express what is thought, felt and imagined  W2 organize and structure ideas and opinions for deliberate effect  W3 use a range of vocabulary and sentence structures appropriate to context  W4 use register appropriate to context  W5 make accurate use of spelling, punctuation and grammar. | Using the language features of persuasive  Writing  Practise different text types  Using varied vocabulary |
| 12 | **Summary Writing/Writer’s Effects** | Students revise summary writing, considering the differences between writing a summary for Second Language and the requirements of the First Language paper. They also practise the skills required for Question 2: Writer’s Effects | **AO2 Writing**  W1 articulate experience and express what is thought, felt and imagined  W2 organize and structure ideas and opinions for deliberate effect  W3 use a range of vocabulary and sentence structures appropriate to context  W4 use register appropriate to context  W5 make accurate use of spelling, punctuation and grammar. | Summary writing skills  Scanning for information  Identifying relevant information  Organising texts into your own words |
| 13 | Assessment |  |  |  |
| 14 | Comprehension/Reading | Students to read texts, find information, both implicit and explicit. | **AO1 Reading**  R1 demonstrate understanding of explicit meanings  R2 demonstrate understanding of implicit meanings and attitudes  R3 analyze, evaluate and develop facts, ideas and opinions, using appropriate support from the text  R5 select and use information for specific purposes | Scanning for information  Identifying explicit and implicit information  Use of own language to show understanding |
| 15 | **Dialogue and Conversation** | Students read dialogues and conversations aloud, discussing how spoken language differs from more formal texts. They write their own dialogues in pairs and deliver them to the class. | **A03 Speaking**  SL1 articulate experience and express what is thought, felt and imagined.  SL2 present facts, ideas and opinions in a cohesive order which sustains the audience’s interest  SL3 communicate clearly and purposefully using fluent language  SL4 use register appropriate to context  SL5 listen and respond appropriately in conversation. | Expressing personal opinion  Communicate ideas  Argue to persuade  Offer counter arguments |
| **Term Two** | | |  |  |
| 16-20 | **Focus on Writing – Responding to Text**  **Article and Letter Writing** | Students will use this time practising the skills required for Paper 3. Conventions of Article and Letter Writing are revised. Students taking Paper 2 also complete practice composition tasks. Students taking Paper 3 may edit prior submitted work if required. | **AO2 Writing**  W1 articulate experience and express what is thought, felt and imagined  W2 organize and structure ideas and opinions for deliberate effect  W3 use a range of vocabulary and sentence structures appropriate to context  W4 use register appropriate to context  W5 make accurate use of spelling, punctuation and grammar. | Writing skills  Text Analysis  Practise writing |
| **Mid-Term Break** | | |  |  |
| 21-5 | **Focus on Reading** | Students revise and practise the skills needed for Paper 1, answering sample questions in groups and under timed conditions, in order to prepare for the school examination. | **AO1 Reading**  R1 demonstrate understanding of explicit meanings  R2 demonstrate understanding of implicit meanings and attitudes  R3 analyze, evaluate and develop facts, ideas and opinions, using appropriate support from the text  R5 select and use information for specific purposes | Comprehension skills  Revision |
| 23 | **Assessment/Practice** |  |  |  |
| 24-25 | **Focus on Writing** | Students have a final opportunity to discuss, proofread and edit their work for final submission. Students taking Paper 2 complete sample tasks, using the rubrics to mark their work and that of others, and setting targets for the remainder of the year. | **AO2 Writing**  W1 articulate experience and express what is thought, felt and imagined  W2 organize and structure ideas and opinions for deliberate effect  W3 use a range of vocabulary and sentence structures appropriate to context  W4 use register appropriate to context  W5 make accurate use of spelling, punctuation and grammar. | Writing skills  Revision |
|  | | |  |  |
| 26-29 | **Review and Practice** | Students revise all the main text styles required by the syllabus. They complete practice examination questions as a class, and under timed conditions. | Students taking the Speaking and Listening Oral Endorsement prepare for and complete their assessments |  |