**VHS – S2 COURSE CALENDAR**

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| **CHANGE OF TIMETABLE TO SUMMER** | **AUGUST TO OCTOBER** | **OCTOBER TO DECEMBER** | **JANUARY TO APRIL** | **APRIL TO CHANGE OF TIMETABLE** |
| * ***Creative Writing***
* ***Personal/Reflective Essay***
 | * ***Critical Essay***
* ***Solo Talk***
* ***Close Reading***
 | * ***Critical Essay***
* ***Close Reading***
 | * ***Persuasive / Discursive Essay***
* ***Group Talks***
* ***Close Reading***
 | * ***Listening Activities***
 |
| **Text - Short story**Creative WritingPersonal/reflective essay | **Critical Essay Text – Poetry**Develop critical essay skillsDevelop poetic analysis skillsSolo talk **\***Close reading – focused on punctuation**\*One in either term**  | **Critical Essay Text – Novel / Play**Develop critical essay skillsSolo talk **\***Close Reading – focused on sentence structure**\*One in either term**  | **Persuasive / Discursive Unit** Group talksClose Reading – focused on imagery | **Teacher choice to fit the needs of class.** Suggestions: * More close reading / grammar work
* Film study
* Short text for additional critical essay skills

Listening activities**\*Time left for any overrun\***  |
| **Experiences and Outcomes:****Reading -**  Lit 3-11a (Lit 4-11a), Eng 3-12a (Eng 4-12a), Lit 3-13a/Lit 4-13a, Lit 3-14a/Lit 4-14a, Lit 3-15a/Lit 4/15a, Lit3-16a (Lit 4-16a), Lit 3-18a (Lit 4-18a)**Critical Essay Skills** - Lit 3-28a (Lit 4-28a) and Lit 3-29a (Lit 4-29a)**Personal And Creative Writing -** Eng 3-20a/Eng 4-20a, Lit 3-21a(Lit 4-21a), Lit 3-22a (Lit 4-22a), Lit 3-23a (Lit 4-23a), Lit 3-24a (Lit 4-24a), Eng 3-30a/Eng 4-30a, Lit 3-31a(Lit 4-31a) | **Experiences and Outcomes:****Reading -**  Lit 3-11a (Lit 4-11a), Eng 3-12a (Eng 4-12a), Lit 3-13a/Lit 4-13a, Lit 3-14a/Lit 4-14a, Lit 3-15a/Lit 4/15a, Lit3-16a (Lit 4-16a), Lit 3-18a (Lit 4-18a)**Critical Essay Skills** - Lit 3-28a (Lit 4-28a) and Lit 3-29a (Lit 4-29a)**Close Reading -** Eng 3-12a (Eng 4-12a), Lit 3-13a (Eng 4-13a), Lit 3-14a/Lit 4-14a, Eng 3-17a (Eng 4-17a), Lit 3-18a (Lit 4-18a)**Solo Talk** - Lit 3-03a (Lit 4-03a) | **Experiences and Outcomes:****Reading -**  Lit 3-11a (Lit 4-11a), Eng 3-12a (Eng 4-12a), Lit 3-13a/Lit 4-13a, Lit 3-14a/Lit 4-14a, Lit 3-15a/Lit 4/15a, Lit3-16a (Lit 4-16a), Lit 3-18a (Lit 4-18a)**Critical Essay Skills** - Lit 3-28a (Lit 4-28a) and Lit 3-29a (Lit 4-29a)**Close Reading -** Eng 3-12a (Eng 4-12a), Lit 3-13a (Eng 4-13a), Lit 3-14a/Lit 4-14a, Eng 3-17a (Eng 4-17a), Lit 3-18a (Lit 4-18a)**Solo Talk** - Lit 3-03a (Lit 4-03a) | **Experiences and Outcomes:****Reading -**  Lit 3-11a (Lit 4-11a), Eng 3-12a (Eng 4-12a), Lit 3-13a/Lit 4-13a, Lit 3-14a/Lit 4-14a, Lit 3-15a/Lit 4/15a, Lit3-16a (Lit 4-16a), Lit 3-18a (Lit 4-18a)**Critical Essay Skills** - Lit 3-28a (Lit 4-28a) and Lit 3-29a (Lit 4-29a)**Close Reading -** Eng 3-12a (Eng 4-12a), Lit 3-13a (Eng 4-13a), Lit 3-14a/Lit 4-14a, Eng 3-17a (Eng 4-17a), Lit 3-18a (Lit 4-18a)**Group Talks/ Discussions -** Lit 3-09a (Lit 4-09a), Lit 3-10a (Lit 4-10a)**Discursive Writing** - Lit 3-20a (Lit 4-20a), Lit 3-25a, Lit 3-25a, *LIT 3-28a, LIT 3-29a* | **Experiences and Outcomes:****Listening -** Lit 3-01a (Lit 4-01a), Lit 3-04a (Lit 4-04a), Lit 3-05a/Lit 4-05a), Lit 3-06a/Lit 4-06a, Lit 3-07a (Lit 4-07a), Lit 3-08a (Lit 4-08a) |
| **Benchmarks:****Writing** – **Personal and Creative** *LIT 3-20a / LIT 4-20a*• Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience. *ENG 3-30a**When writing to convey personal experiences:*• Establishes a clear context and setting for events.• Describes events convincingly making feelings and reactions clear.• Makes some attempt to reflect on experiences and/or feelings.*ENG 3-31a**When writing imaginatively or creatively:*• Applies key features of the chosen genre effectively.• Develops plot, setting and character effectively. Makes some attempt to engage the reader and achieve effects through, for example, narrative structure, mood/atmosphere and language.*LIT 3-21a, LIT 3-22a / LIT 4-22a, LIT 3-23a*• Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary. • Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.• Writes almost all sentences in a grammatically accurate way.• Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists, repetition and minor sentences.• Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.• Writes in a fluent and legible way.• Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language. **Reading** – *LIT 3-11a*• Selects regularly texts for enjoyment and interest or relevant sources to inform thinking.• Gives a personal response to texts with appropriate justification.• Explains how well a text or source meets needs and expectations with appropriate justification.*LIT 3-16a, ENG 3-17a, LIT 3-18a, ENG 3-19a*• Identifies purpose and audience of a range of texts with appropriate justification.• Gives and accurate account of the main ideas of texts.• Makes inferences and deductions with appropriate justification.• Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.• Responds to a range of close reading questions to show understanding of texts and knowledge of language. | **Benchmarks:****Writing – Critical Essay Skills** *LIT 3-25a, LIT 3-26a / LIT 4-26a*• Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.• Acknowledges and references sources appropriately.• Selects relevant ideas and information including appropriate supporting detail or evidence.• Organises ideas or information in a coherent way to convey a line of thought.• Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.*LIT 3-21a, LIT 3-22a / LIT 4-22a, LIT 3-23a*• Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary. • Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.• Writes almost all sentences in a grammatically accurate way.• Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists, repetition and minor sentences.• Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.• Writes in a fluent and legible way.• Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language. **Reading –** *LIT 3-14a / LIT 4-14a, LIT 3-15a / LIT 4-15a*•Finds and selects relevant information from a variety of sources for a range of purposes.• Summarises information using own words.• Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.*LIT 3-16a, ENG 3-17a, LIT 3-18a, ENG 3-19a*• Gives and accurate account of the main ideas of texts.• Makes inferences and deductions with appropriate justification.• Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.• Responds to a range of close reading questions to show understanding of texts and knowledge of language.• Identifies features of language and gives an appropriate explanation of the effect they have on the reader, for example, word choice, sentence structure, punctuation, grammar and/or imagery.• Makes evaluative comments about structure, characterisation and/or setting with relevant reference to the text.• Shows understanding of the writer’s theme and can link it to own or others’ experiences.• Identifies and makes evaluative comments about aspects of the writer’s style, use of language and other features appropriate to genre with supporting evidence.**Solo Talk -** *LIT 3-01a / LIT 4-01a*• Gives a personal response to spoken texts with appropriate justification.• Explains how well a spoken text or source meets needs and expectations with appropriate justification.  | **Benchmarks:****Writing – Critical Essay Skills** *LIT 3-25a, LIT 3-26a / LIT 4-26a*• Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.• Selects relevant ideas and information including appropriate supporting detail or evidence.• Organises ideas or information in a coherent way to convey a line of thought.• Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.*LIT 3-21a, LIT 3-22a / LIT 4-22a, LIT 3-23a*• Applies a range of strategies and resources to spell most words correctly including unfamiliar or specialist vocabulary. • Uses more complex punctuation, where appropriate, to convey meaning or in an attempt to enhance writing, for example, inverted commas, exclamation marks, question marks, colons, parentheses and/or ellipses. Punctuation is varied and mainly accurate.• Writes almost all sentences in a grammatically accurate way.• Uses a variety of sentence structures, varying openings and lengths, for example, simple and complex sentences, lists, repetition and minor sentences.• Uses paragraphs effectively to structure content. Uses linking phrases and topic sentences as appropriate to signpost a basic structure, line of thought or argument.• Writes in a fluent and legible way.• Edits and revises writing to ensure clarity of meaning, technical accuracy and to improve content or language. **Reading –** *LIT 3-14a / LIT 4-14a, LIT 3-15a / LIT 4-15a*•Finds and selects relevant information from a variety of sources for a range of purposes.• Summarises information using own words.• Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.*LIT 3-16a, ENG 3-17a, LIT 3-18a, ENG 3-19a*• Gives and accurate account of the main ideas of texts.• Makes inferences and deductions with appropriate justification.• Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.• Responds to a range of close reading questions to show understanding of texts and knowledge of language.• Identifies features of language and gives an appropriate explanation of the effect they have on the reader, for example, word choice, sentence structure, punctuation, grammar and/or imagery.• Makes evaluative comments about structure, characterisation and/or setting with relevant reference to the text.• Shows understanding of the writer’s theme and can link it to own or others’ experiences.• Identifies and makes evaluative comments about aspects of the writer’s style, use of language and other features appropriate to genre with supporting evidence.**Solo Talk -** *LIT 3-01a / LIT 4-01a*• Gives a personal response to spoken texts with appropriate justification.• Explains how well a spoken text or source meets needs and expectations with appropriate justification.  | **Benchmarks:****Group Discussions** – *LIT 3-02a*, *ENG 3-03a*• Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.• Responds appropriately to the views of others developing or adapting own thinking.• Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.• Applies verbal and non-verbal techniques appropriately to enhance communication, for example, eye contact, body language, pace, tone, emphasis and/or some rhetorical devices.• Uses appropriate register for purpose and audience.*LIT 3-04a, LIT 3-05a / LIT 4-05a*• Identifies features of spoken language and gives an appropriate explanation of the effect they have on the listener, for example, body language, gesture, pace, tone, emphasis and/or rhetorical devices.**Writing – Discursive** – *LIT 3-25a*• Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.• Acknowledges and references sources appropriately.• Selects relevant ideas and information including appropriate supporting detail or evidence.• Organises ideas or information in a coherent way to convey a line of thought.• Uses appropriate vocabulary including some unfamiliar or subject-specific vocabulary to make meaning clear and/or to attempt to enhance writing.*LIT 3-28a**When writing to convey information, describe events, explain processes or concepts, and combine ideas:*• Uses a style and format that is appropriate to the purpose and audience applying conventions of chosen genre.• Includes relevant ideas/knowledge/information with appropriate supporting detail or evidence.• Organises and structures ideas or information in a coherent way.• Uses a variety of linking words or phrases.• Uses topic sentences to introduce the focus of paragraphs where appropriate.• Uses appropriate tone and vocabulary for purpose and audience.*LIT 3-29a**When writing to persuade, argue, evaluate, explore issues or express an opinion:*• Presents ideas or conveys a point of view with appropriate supporting detail or evidence.• Organises and structures ideas or information in a coherent way.• Uses signposts to make structure and/or argument clear, for example, topic sentences and/or linking phrases.• Includes an effective introduction that makes the purpose of the text clear and makes some attempt to engage the audience.• Ends with a conclusion that sums up the line of thought.• Uses language/techniques to influence or persuade the reader, for example, word choice, repetition, rhetorical questions and/or emotive language.**Reading** – *LIT 3-14a / LIT 4-14a, LIT 3-15a / LIT 4-15a*•Finds and selects relevant information from a variety of sources for a range of purposes.• Summarises information using own words.• Uses own words to make and organise notes, selecting key information and linking ideas from more than one source. | **Benchmarks:****Listening -**  *LIT 3-01a / LIT 4-01a*• Gives a personal response to spoken texts with appropriate justification.• Explains how well a spoken text or source meets needs and expectations with appropriate justification. *LIT 3-04a, LIT 3-05a / LIT 4-05a*• Identifies features of spoken language and gives an appropriate explanation of the effect they have on the listener, for example, body language, gesture, pace, tone, emphasis and/or rhetorical devices.**Reading** – *LIT 3-11a*• Selects regularly texts for enjoyment and interest or relevant sources to inform thinking.• Gives a personal response to texts with appropriate justification.• Explains how well a text or source meets needs and expectations with appropriate justification.*LIT 3-16a, ENG 3-17a, LIT 3-18a, ENG 3-19a*• Identifies purpose and audience of a range of texts with appropriate justification.• Gives and accurate account of the main ideas of texts.• Makes inferences and deductions with appropriate justification.• Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.• Responds to a range of close reading questions to show understanding of texts and knowledge of language.*LIT 3-14a / LIT 4-14a, LIT 3-15a / LIT 4-15a*•Finds and selects relevant information from a variety of sources for a range of purposes.• Summarises information using own words.• Uses own words to make and organise notes, selecting key information and linking ideas from more than one source. |

**EXTENDED ASSESSMENTS:**

Drama CEL and /or Novel CEL Short-story CEL Poetry CEL Imaginative writing Reflective/Personal writing

Persuasive / Discursive writing Group discussion Solo Talk