**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 Writing  Personal/reflective essay | **Critical Essay Text – Poetry**  Develop critical essay skills  Develop poetic analysis skills  Solo talk **\***  Close reading – focused on punctuation  **\*One in either term** | **Critical Essay Text – Novel / Play**  Develop critical essay skills  Solo talk **\***  Close Reading – focused on sentence structure  **\*One in either term** | **Persuasive / Discursive Unit**  Group talks  Close 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