



English Long Term Curriculum Plan 2023/24

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Frogs EYFS (3-5 years)	All about me	Traditional Tales and Christmas	Dinosaurs	Transport and Journeys	Wild Animals	Pirates
Frogs EYFS/Year 1		Children will look closely at themselves, discussing what they look like and how they are different to their peers. They will discuss their family tree and what it means to belong to a family or a community. Children will have opportunities to discuss parts of the body; labelling various parts and learning about the 5 senses.	Children will learn some fairy tales and be able to retell these, recognising key characters. They will learn, sing and recite nursery rhymes. Children will learn about celebrations; Fireworks (Guy Fawkes), Poppies and Armistice Day, Diwali and Christmas.	Children will learn some key facts about dinosaurs; learning what they ate and where they lived. Children will investigate the eating habits of dinosaurs, discussing the terms; herbivore, carnivore and omnivore. Children will investigate and create their own fossils.	Children will learn about the importance of transport in today's world. They will discuss modes of transport that they have used and how transport has changed over time. Children will have opportunities to create their own vehicle. Children will share journeys they have been on and where journeys can take us.	Children will research the world that they live in. Starting with the town they live in, to England, to Great Britain extending to the wider world and places they have visited. Children will discuss what animals live in different countries. Children will learn about life in different countries and how animals survive in different climates. Children will be encouraged to show curiosity about the world in which they live.	Children will build on their knowledge of the world. Children will investigate different fictional pirates and discuss the differences between them. They will discuss life in other countries and show curiosity towards what pirates may have been like in the past. They will learn that fictional characters are often linked with the past. Children will discuss whether pirates exist today.

Frogs EYFS/Year 1	Literacy EYFS Year R/1	<p>Fiction: All kinds of people Once there were giants Owl babies Cave baby</p> <p>Non-Fiction: Look Inside your body Me and my amazing body</p>	<p>Fiction: Goldilocks and the three bears Beware of the Bears A Bad Week for the Three Bears The Three Little Pigs The 3 Little Pigs & the Somewhat Bad Wolf The 3 Horrid Pigs and the Big Friendly Wolf Hansel & Gretel</p> <p>Nursery Rhymes: Humpty Dumpty I'm a Little Teapot Baa Baa Black Sheep Hickory Dickory Dock Hey Diddle Diddle</p> <p>Non-Fiction: Guy Fawkes Poppies & Armistice Day Diwali Christmas</p>	<p>Fiction: Harry and the dinosaurs Dear Dinosaur There's a Diplodocus at the door Dinosaurs love underpants 10 little dinosaurs The dinosaur that pooped a planet</p> <p>Non-Fiction: Pre- Historic life</p>	<p>Fiction: Maisie goes on holiday The Queen's handbag Mr Gumpy's motor car Oi! Get off our train The magic bed Journey The suitcase</p> <p>Non-Fiction: Cars, trains, ships and planes Things that go- let's get moving Amazing aeroplanes Easter - Christianity</p>	<p>Fiction: Class 2 at the zoo Giraffe's can't dance Handa's surprise Walking through the jungle Oi Frog! Elmer series Brown bear, Brown bear Polar bear, Polar bear</p> <p>Non-Fiction: Let's save the animals Zoo maps and leaflets</p>	<p>Fiction: The pirates are coming 10 little pirates Captain Flinn and the dinosaurs Pirates love underpants The night pirates Pirate Pete and his smelly feet</p> <p>Non-Fiction: Pirate poems</p>
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Frogs EYFS/Year 1	<p>Communication and Language EYFS Year R/1</p>	<p>Phonics- Little Wandle Recognises letters in own name. Selects CVC word to match pictures.</p> <p>Speaking and Listening- Begins to listen and respond to adults and their peers. Use spoken language to develop understanding and explore ideas. Participate in performances, role play.</p> <p>Reading- Independently looks at a book for a sustained period. Develop pleasure in reading. Able to distinguish between print or pictures in text. Shares books independently with adults/children. Points to named objects in book. Share stories and comment on picture-based text.</p> <p>Writing- Children will learn to sit correctly at a table, positioning the paper</p>	<p>Phonics- Little Wandle Says correct sound (phoneme) in response to written letter (grapheme). Name the letters of the alphabet in order. Blend phonemes to read CVC words.</p> <p>Speaking and Listening- Can initiate and maintain interaction and communication with an adult or peer. Understands and uses prepositions correctly in short phrases through speech.</p> <p>Reading- Tracks correctly when reading. Makes predictions in familiar stories. Discuss events & pictures with Support. Answers simple questions about a Story.</p> <p>Writing- Dictates narrative for different purposes. Suggest the correct initial sound letter sound of a word.</p>	<p>Phonics- Little Wandle Recognise at least half of the letters of the alphabet by shape.</p> <p>Speaking and Listening- Answers basic questions regarding text. Attempts to write some letters correctly Retells a simple familiar story to a small group.</p> <p>Reading- Develop reading by blending the sounds in words that contain the graphemes taught so far. Read aloud books closely matched to their improving phonic knowledge Sound out unfamiliar words. Demonstrates an understanding of what they have read. Reads or recognises a number of familiar words. Begin to understand a non-fiction book. Makes simple predictions in a narrative text.</p>	<p>Phonics- Little Wandle Applies phonic knowledge to decode regular words.</p> <p>Speaking and Listening- Answer and ask questions. Contributes ideas to mind-mapping, using a visual prompt. Contributes ideas to group writing. Use language to imagine and recreate roles and experiences in play situations. Maintains attention, concentrates and sits quietly when appropriate in a larger group. Sustains and maintains conversation with an adult or peer - taking turns appropriately</p> <p>Reading- Predict what might happen on the basis of what has been read so far. Understand the title and events. Sequence a familiar story. Responds to familiar stories & joins in with repetitive passages. Identifies the main character in a story. Identifies the main subject of a non-fiction text</p> <p>Writing-</p>	<p>Phonics- Little Wandle Applies phonic knowledge to decode regular words. Knows the names & sounds of all the letters of the alphabet. Gives correct sound to grapheme for all phonemes learnt. Is aware of same sound in words e.g. ee/ea Is aware of simple rhyming CVC words.</p> <p>Speaking and Listening- Listens and gives attention to others in 1:1 situations or small groups when conversations interest them. Responds to What? Who? Where? question types appropriately, using simple sentences or short phrases. Recounts or "reads" what they have written about or what they have made/ drawn.</p> <p>Reading- Can retell a story in their own words. Confidently identifies the beginning & end of a story. Gives a simple reason for disliking a story.</p> <p>Writing-</p>	<p>Phonics- Little Wandle Show an understanding of consonant blends. Show an understanding of trigraphs. Show an understanding of digraphs. Rhymes two simple CVC rhyming words</p> <p>Speaking and Listening- Gives appropriate word to complete sentences. Retells stories in own words to a small audience. Expands own story by giving more than one detail Demonstrates an understanding, when talking to others, about what they have read Joins in a discussion about what they have read. Listens to stories and anticipates key events Listens and responds to adults and peers with relevant comments,</p>
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		<p>correctly, holding a pencil comfortably and correctly.</p> <p>Dictates a name and caption for a picture.</p> <p>Communication and Interaction to convey meaning.</p> <p>Attempts to use some familiar words.</p> <p>To be able to write graphemes on hearing the corresponding phoneme.</p> <p>Traces letters; composing a sentence orally before writing it.</p>	<p>Confidently copy writes.</p> <p>Write graphemes on hearing the corresponding phoneme.</p> <p>Group letters to imitate or write words.</p> <p>Writes their own caption for a picture and letter shapes, supported by an adult.</p> <p>Suggests the correct initial letter of a word.</p> <p>Beginning to use more complex sentences and link ideas e.g. using 'and/because'.</p>	<p>Writing-</p> <p>Leaves spaces between words.</p> <p>Says sentence out loud before writing, with support</p> <p>Dictates short relevant phrases for pictures.</p> <p>Suggests appropriate words in shared writing.</p> <p>Begin to write from memory a simple sentence/s dictated by the teacher.</p> <p>Writes above or underneath a picture.</p>	<p>Begins some letters in the correct direction.</p> <p>Say out loud what they are going to write about.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Segments spoken words into phonemes and represents these by graphemes, saying out loud what they are going to write about.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Recognise 'I' as a personal pronoun.</p> <p>Writes some recognisable CVC, CCVC and CVCC words in writing.</p> <p>Uses learnt digraphs in writing.</p> <p>Applies phonetic knowledge to writing and spelling.</p>	<p>questions or actions in a range of situations.</p> <p>Beginning to show that they understand 'why' and 'how' questions through own responses.</p> <p>Reading-</p> <p>Check that the text makes sense to them as they read</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Writing-</p> <p>Attempts to read own writing.</p> <p>Sometimes use capital letters, full stops and spaces</p> <p>re-reading what they have written to check that it makes sense.</p> <p>Begins to form lowercase letters in the correct direction, starting and finishing in the right place.</p>
Honeybees NC Yr. EYFS/ELG PA.Stage K6- K9	We are all unique	Sparks and Flames	Famous for more than five minutes	Castles and dragons	Jungles and Rainforest	Fragile Earth	

Honeybees Year 2		<p>Children will think about themselves and the different parts of their bodies. They will learn about how certain parts of their work and why. They will look in detail about their ears, eyes and teeth, labelling various parts and learning about the 5 senses. They will think and talk about their diet and how they need a balanced healthy diet to survive and grow. They will learn about the importance of hygiene and exercise and looking after themselves. They will begin to develop an understanding of their different emotions: angry, sad or happy. They will begin to understand what makes a good friend and how friendships are important. To listen to verbal instruction and use visual aid to understand rules, routine and expectations</p> <p>Children will learn and understand what Florence Nightingale did in the past and how this has shaped our lives today. Observe and handle a range of sources of information to find out about the past.</p>	<p>Children will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences. Listening to firework sounds and discussing and describing the sounds they make.</p> <p>Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling. They will develop their Knowledge, understanding of events, people and changes in the past. Recalling information, showing knowledge of events and people studied.</p> <p>They will begin to understand chronological reporting, using time lines, putting events in order. Through historical enquiry they will observe and handle sources of information, to ask questions about things that have happened in the past. Children will recap and learn some key facts about the London. They</p>	<p>Children will think and discuss different artists such as Kandinsky, Jackson Pollock and Vincent Van Gogh. They will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, imagining and exploring ideas. Using art and artist as a basis. They will begin to think about how different artists were influenced. They will begin to use appropriate language to describe compositions and explore mark making and textures. They will begin to apply colour to produce a range of marks – dots, dashes, stripes etc... Begin to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>Children will explore the castles built by the Normans. They will find out about the features of ‘motte and bailey’ and ‘keep and bailey’ castles and identify their strengths and weaknesses. They will start to identify the importance castles played in securing Norman rule in Britain. Children will explore medieval castles that were built when the Normans were no longer ruling Britain.</p> <p>They will compare and contrast a variety of medieval castles, focusing on the defensive features, such as moats, keeps and drawbridges. Children will generate, develop, model and communicate their ideas through talking and drawing. They will learn to select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. They will evaluate their ideas and products against design criteria. The children will build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Thorough discussion they will begin to analyse and evaluate. Using Zog as story they will begin to develop their understanding of adjectives and how to up level their sentences. They will begin to create their own story based on creating their own dragon to write about.</p>	<p>This topic will introduce children to rainforests around the world. They will learn what they are, where they are, what they contain and who lives there. Along the way they will develop their skills by writing reports, creating their own rainforests, and becoming David Attenborough!</p> <p>Learn about the creatures and people who live in the rainforests and research how the rainforest creatures have adapted to life in their forest layers. To use simple search engines and select information appropriate to the task. Explore the habitats specific to the rainforest. To identify the characteristics of amphibians. Know that some reptiles use camouflage to hide themselves.</p>	<p>Children will build their knowledge of oceans around the world. They will begin to develop their geographical skills and build their knowledge of food chains, exploration, and evolution. Learn about the fascinating underwater world of the Pacific Ocean and the Great Barrier Reef. Make maps and create diagrams of food chains. Finally use colour-wash and 3D sculpture techniques to create a Great Barrier Reef display.</p> <p>To locate the Pacific Ocean and to make comparisons between this and the Atlantic Ocean. Explore the habitats specific to the Pacific Ocean and the Great Barrier Reef. To use simple geographical vocabulary. They will begin to understand how and why the polar caps are melting.</p>
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Honeybees Year 2	<p>NC Year EYFS/ELG</p> <p>PA Stage K6/K7/K8/K9</p>	<p>Literature: Beegu Lost and found Colour monsters Ruby's worries</p> <p>Non-fiction text: Florence Nightingale. Use and draw pictures and diagrams to label parts of our bodies. Write about picture: writing for a purpose.</p> <p>To contribute to the life of a classroom. Construct and agree to follow group, class, school rules and understand how the rules help them. To understand construct and agree to follow group, class, school rules and understand how the rules help them. To identify ways in which we are all unique and that there will never be another them. That we all belong to different groups and communities, such as family and school.</p>	<p>Non-fiction text: Guy Fawkes and Great fire of London. Stickman Room on the Broom</p> <p>Literature: Christmas story</p> <p>Looking pictures of fire engines past and present. Look at non-fiction books and pictures (eye-witness accounts, photos and artefacts, visits to buildings, and viewing on the internet. Know where and how to find historical information.</p>	<p>Literature The dot The magic crayon Cave baby Katie and the sunflowers Katie and the starry night</p> <p>Information books, pictures and power points on artist</p> <p>To understand how to change colour to a different tone; To experiment with different types of sculpture using a variety of media. To explore and express themselves through art and paint as a medium. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Literature Zog Vimeo: Soar animation story: https://vimeo.com/148198462</p> <p>non-fiction text castle books. Easter story</p> <p>Looking at picture and photographs of various parts of a castle.</p>	<p>Literature The Gruffalo Wild Giraffes cant dance Slowly slowly sloth</p> <p>What eats what in the rainforest from addiesrainforest.weebly.com Rainforest video - YouTube clip Ray Mears in the rainforest Information on each rainforest layer from caltech.edu Characteristics of rainforests - YouTube clip Facts about the emergent layer of thee rainforest from tropical-rainforest-facts.com Facts about the canopy layer of the rainforest from tropical-rainforest-facts.com How to make a play-dough frog -YouTube clip</p>	<p>Literature Tiddler The snail and the whale Sharing a shell</p> <p>Google Earth 5 facts about the Pacific ocean – YouTube clip: Life in the Pacific ocean – YouTube clip The ocean food chain – YouTube clip Develop contextual knowledge of the location of globally significant places, both terrestrial and marine. Interpret a range of sources of geographical information, including maps, globes and aerial photographs. Atlas.</p>

		<p>Begins to listen and respond to adults and their peers use spoken language to develop understanding and exploring ideas participate in performances, role play Independently looks at a book for a sustained period</p> <p>develop pleasure in reading</p> <p>Able to distinguish between print or pictures in text.</p> <p>Shares books independently with adults/children</p> <p>Recognises letters in own name</p> <p>Points to named objects in book</p> <p>Share stories and comment on picture-based text.</p> <p>Selects CVC word to match pictures</p> <p>Children will learn to sit correctly at a table, positioning the paper correctly, holding a pencil comfortably and correctly. Dictates a name and caption for a picture. Communication and</p>	<p>Tracks correctly when reading</p> <p>Says correct sound (phoneme) in response to written letter (grapheme)</p> <p>Makes predictions in familiar stories</p> <p>Discuss events & pictures with support</p> <p>Answers simple questions about a story</p> <p>Dictates narrative for different purposes</p> <p>To name the letters of the alphabet in order. To suggest the correct initial sound letter sound of a word. Confidently copy writes. To be able to write graphemes on hearing the corresponding phoneme. To group letters to imitate or write words.</p> <p>Writes their own caption for a picture and letter shapes, supported by an adult.</p> <p>Suggests the correct initial letter of a word.</p>	<p>To develop reading by blending the sounds in words that contain the graphemes taught so far To read aloud books closely matched to their improving phonic knowledge sounding out unfamiliar words Recognises at least half of the letters of the alphabet by shape</p> <p>Demonstrates an understanding of what they have read</p> <p>Reads or recognises a number of familiar words</p> <p>To begin to understand a non-fiction book Makes simple predictions in a narrative text</p> <p>leaving spaces between words. Says sentence out loud before writing, with support Dictates short relevant phrases for pictures.</p> <p>Suggests appropriate words in shared writing. begin to write from memory a simple</p>	<p>Answering and asking questions. Predicting what might happen on the basis of what has been read so far. To understand the title and events. Is able to sequence a familiar story</p> <p>Responds to familiar stories & joins in with repetitive passages</p> <p>Identifies the main character in a story</p> <p>Identifies the main subject of a non-fiction text</p> <p>Contributes ideas to mind-mapping, using a visual prompt.</p> <p>Contributes ideas to group writing</p> <p>Begins some letters in the correct direction. saying out loud what they are going to write about. sequencing sentences to form short narratives. re-reading what they have written to check that it makes sense. discuss what they have written with the teacher or other pupils.</p>	<p>Applies phonic knowledge to decode regular words</p> <p>Knows the names & sounds of all the letters of the alphabet</p> <p>Gives correct sound to grapheme for all phonemes learnt</p> <p>Is aware of same sound words</p> <p>Can retell a story in their own words Confidently identifies the beginning & end of a story</p> <p>Is aware of simple rhyming CVC words</p> <p>Gives a simple reason for disliking a story</p> <p>segmenting spoken words into phonemes and representing these by graphemes, saying out loud what they are going to write about. discuss what they have written with the teacher or other pupils. Recognise I as a personal pronoun Writes some recognisable CVC, CVCVC and CVCVC words in writing</p>	<p>Checking that the text makes sense to them as they read</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>To show an understanding of consonant blends</p> <p>To show an understanding of trigraphs</p> <p>To show an understanding of digraphs</p> <p>Gives appropriate word to complete sentences</p> <p>Retells stories in own words to a small audience</p> <p>Expands own story by giving more than one detail</p> <p>Rhymes two simple CVC rhyming words</p> <p>Demonstrates an understanding, when talking to with others, about</p>
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		<p>Interaction to convey meaning.</p> <p>Attempts to use some familiar words.</p> <p>To be able to write graphemes on hearing the corresponding phoneme.</p> <p>Traces letters. composing a sentence orally before writing it</p> <p>To recognise and write a letter for the phonemes: satpinmdgocckkeurhbffss Correctly uses preferred method of communication to form most letters of the alphabet in response to hearing the sound</p>	<p>Blend phonemes to read CVC words</p> <p>Can initiate and maintain interaction and communication with an adult or peer</p> <p>Understands and uses prepositions correctly in short phrases through speech</p> <p>Begins to form most letters and numbers in a correct orientation and formation.</p> <p>suggests the correct initial letter of a word then write it</p> <p>To begin to form most of the letters of the alphabet in response to hearing the sound.</p> <p>To begin to write for a variety of purposes</p> <p>Writes some recognisable C V C, C C V C and C V C C words in writing</p>	<p>sentence dictated by the teacher. Writes above or underneath a picture.</p> <p>Answers basic questions regarding text</p> <p>Attempts to write some letters correctly</p> <p>Retells a simple familiar story to a small group</p> <p>Beginning to use more complex sentences and link ideas e.g. using 'and/because'</p>	<p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Maintains attention, concentrates and sits quietly when appropriate in a larger group</p> <p>Sustains and maintains conversation with an adult or peer - taking turns appropriately</p>	<p>Uses learnt digraphs in writing.</p> <p>Applies phonetic knowledge to writing and spelling.</p> <p>Listens and gives attention to others in one to one situations or small groups when conversations interest them</p> <p>Responds to What? Who? Where? question types appropriately, using simple sentences or short phrases</p> <p>Recounts or "reads" what they have written about or what they have made/drawn</p>	<p>what they have read</p> <p>Joins in a discussion about what they have read</p> <p>Attempts to read own writing.</p> <p>Sometimes use capital letters, full stops and spaces re-reading what they have written to check that it makes sense. Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Listens to stories and anticipates key events</p> <p>Listens and responds to adults and peers with relevant comments, questions or actions in a range of situations</p> <p>Beginning to show that they understand 'why' and 'how' questions through own responses</p>
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	Hedgehogs Year 3 Text	Stories based on/ in The United Kingdom	Poetry/ informal Letter writing/traditional tales	Non – Fiction Pre-historic facts Dinosaurs	Road Dahl – The Twits, The BFG, Matilda	Non- Fiction The Animal Kingdom	Strega Nona - Tomie dePaola Strega Nona's Magic Lessons – Tomie dePaola
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Hedgehogs - Year 3	Hedgehogs/Year 3 Text	<p>Begins to listen and respond to adults and their peers use spoken language to develop understanding and exploring ideas participate in performances, role play Independently looks at a book for a sustained period</p> <p>develop pleasure in reading</p> <p>Able to distinguish between print or pictures in text.</p> <p>Shares books independently with adults/children</p> <p>Recognises letters in own name</p> <p>Points to named objects in book</p> <p>Share stories and comment on picture-based text.</p> <p>Selects CVC word to match pictures</p> <p>Children will learn to sit correctly at a table, positioning the paper correctly, holding a pencil comfortably and correctly.</p> <p>Dictates a name and caption for a picture. Communication and</p>	<p>Tracks correctly when reading</p> <p>Says correct sound (phoneme) in response to written letter (grapheme)</p> <p>Makes predictions in familiar stories</p> <p>Discuss events & pictures with support</p> <p>Answers simple questions about a story</p> <p>Dictates narrative for different purposes</p> <p>To name the letters of the alphabet in order. To suggest the correct initial sound letter sound of a word. Confidently copy writes.</p> <p>To be able to write graphemes on hearing the corresponding phoneme.</p> <p>To group letters to imitate or write words.</p> <p>Writes their own caption for a picture and letter shapes, supported by an adult.</p> <p>Suggests the correct initial letter of a word.</p>	<p>To develop reading by blending the sounds in words that contain the graphemes taught so far</p> <p>To read aloud books closely matched to their improving phonic knowledge sounding out unfamiliar words</p> <p>Recognises at least half of the letters of the alphabet by shape</p> <p>Demonstrates an understanding of what they have read</p> <p>Reads or recognises a number of familiar words</p> <p>To begin to understand a non-fiction book</p> <p>Makes simple predictions in a narrative text</p> <p>Leaving spaces between words.</p> <p>Says sentence out loud before writing, with support</p> <p>Dictates short relevant phrases for pictures.</p> <p>Suggests appropriate words in shared writing.</p> <p>Begin to write from memory a simple</p>	<p>Answering and asking questions.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>To understand the title and events.</p> <p>Is able to sequence a familiar story</p> <p>Responds to familiar stories & joins in with repetitive passages</p> <p>Identifies the main character in a story</p> <p>Identifies the main subject of a non-fiction text</p> <p>Contributes ideas to mind-mapping, using a visual prompt.</p> <p>Contributes ideas to group writing</p> <p>Begins some letters in the correct direction.</p> <p>saying out loud what they are going to write about.</p> <p>sequencing sentences to form short narratives.</p> <p>re-reading what they have written to check that it makes sense.</p> <p>discuss what they have written with the teacher or other pupils.</p>	<p>Applies phonic knowledge to decode regular words</p> <p>Knows the names & sounds of all the letters of the alphabet</p> <p>Gives correct sound to grapheme for all phonemes learnt</p> <p>Is aware of same sound words</p> <p>Can retell a story in their own words</p> <p>Confidently identifies the beginning & end of a story</p> <p>Is aware of simple rhyming CVC words</p> <p>Gives a simple reason for disliking a story</p> <p>segmenting spoken words into phonemes and representing these by graphemes, saying out loud what they are going to write about.</p> <p>discuss what they have written with the teacher or other pupils.</p> <p>Recognise I as a personal pronoun</p> <p>Writes some recognisable CVC, CCVC and CVC words in writing</p>	<p>Checking that the text makes sense to them as they read</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>To show an understanding of consonant blends</p> <p>To show an understanding of trigraphs</p> <p>To show an understanding of digraphs</p> <p>Gives appropriate word to complete sentences</p> <p>Retells stories in own words to a small audience</p> <p>Expands own story by giving more than one detail</p> <p>Rhymes two simple CVC rhyming words</p> <p>Demonstrates an understanding, when talking to with others, about</p>
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		<p>Interaction to convey meaning.</p> <p>Attempts to use some familiar words.</p> <p>To be able to write graphemes on hearing the corresponding phoneme.</p> <p>Traces letters. composing a sentence orally before writing it</p> <p>To recognise and write a letter for initial phonemes. Correctly uses preferred method of communication to form most letters of the alphabet in response to hearing the sound</p>	<p>Blend phonemes to read CVC words</p> <p>Can initiate and maintain interaction and communication with an adult or peer</p> <p>Understands and uses prepositions correctly in short phrases through speech</p> <p>Begins to form most letters and numbers in a correct orientation and formation.</p> <p>suggests the correct initial letter of a word then write it</p> <p>To begin to form most of the letters of the alphabet in response to hearing the sound.</p> <p>To begin to write for a variety of purposes</p> <p>Writes some recognisable C V C, C C V C and C V C C words in writing</p>	<p>sentence dictated by the teacher. Writes above or underneath a picture.</p> <p>Answers basic questions regarding text</p> <p>Attempts to write some letters correctly</p> <p>Retells a simple familiar story to a small group</p> <p>Beginning to use more complex sentences and link ideas e.g. using 'and/because'</p>	<p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Maintains attention, concentrates and sits quietly when appropriate in a larger group</p> <p>Sustains and maintains conversation with an adult or peer - taking turns appropriately</p>	<p>Uses learnt digraphs in writing.</p> <p>Applies phonetic knowledge to writing and spelling.</p> <p>Listens and gives attention to others in one to one situations or small groups when conversations interest them</p> <p>Responds to What? Who? Where? question types appropriately, using simple sentences or short phrases</p> <p>Recounts or "reads" what they have written about or what they have made/drawn</p>	<p>what they have read</p> <p>Joins in a discussion about what they have read</p> <p>Attempts to read own writing.</p> <p>Sometimes use capital letters, full stops and spaces re-reading what they have written to check that it makes sense. Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Listens to stories and anticipates key events</p> <p>Listens and responds to adults and peers with relevant comments, questions or actions in a range of situations</p> <p>Beginning to show that they understand 'why' and 'how' questions through own responses</p>
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Hedgehogs - Year 3	<p>NC Year 1 Year 3 Content PA Stage K8- Stage 1</p>	<p>Ask questions about a text Explore 'setting' vocabulary Make predictions Explore a character Explore setting and description Sequence events Retell a story Orally compose and write sentences Plan a story Orally compose the beginning, middle and ending of a story, before writing Ask and answer questions Explore 'setting' vocabulary Make inferences Make predictions and inferences Sequence events Compose a diary entry for choral reading Explore features of a diary Write own diary entry Compare two stories Joining clauses Join sentences with 'and' Short composition Use description Build vocabulary Orally compose and write a postcard Plan a new story Write a new story</p>	<p>Recite a rhyme with a predictable repeating pattern Invent actions when reciting a poem Work in a group to allocate parts and prepare a group recital of a poem Listen to, learn and appreciate the meaning of a poem sentence punctuation Respond to punctuation: full stops, question marks, exclamation marks Write invitations for an in-school poetry event Discuss and choose poems for recital Discuss and try out ideas for improving a class and group performance Help others improve their performances Perform poems to an audience Use real and invented words to describe things they can feel Recite familiar and unfamiliar poems Informal letter writing with attention to structure</p>	<p>Introduce the Big Question – What was the best Dinosaur? Share prior knowledge about Dinosaurs Look at labelling in non-fiction texts Identify the layout of a simple report Explore why opening sentences are important to reports Label a picture of a Dinosaur Write own captions with a capital letter and full stop Recognise and use topic words in a report Retrieve information on a specific subject Create Top Trump cards Use specific information to compose sentences Look for clues in the text as to why and how some Dinosaurs adapt to hot and cold weather Use information learned to discuss why something happens Plan for a report about what dinosaurs eat and how Write sentences for a simple report</p>	<p>Infer and predict Make notes about main characters Use drama to explore characters' thoughts and feelings Commands Identify and write commands Write an advert based on a model Summarise events Compare characters at the start and end of the story Write descriptive labels Summarise events Sequence the story Retell the story Explore the character of Matilda in comparison to her mother and father Write instructions about caring for a child for Matilda's parents Explore ideas for a Road Dahl style story and write a story plan Write a story opening from a plan Complete a story from a plan Edit and evaluate stories Grammar Using Suffixes 4 (-ly)</p>	<p>Identify/recall main events and make links to own experiences Use prediction and check predictions to motivate reading and discussion Visualise and recall main events Use capital letters Use what they have learned to compose two factual sentences about an animal e.g. for a display Ask and answer questions about events and ideas in the text Sequence events to form a recount Oral rehearsal of recount structure and sentences Oral rehearsal of recount for a personal 'nature diary' (e.g. a walk in the school grounds) Write a recount of their walk for their nature diary following model/framework Discuss what has been written so far before completing the recount Create a fact file on chosen animal Grammar Proper Names and the Personal Pronoun 'I' Sequencing Sentences and Using 'and'</p>	<p>Fact find and research through text information on Italy and culture Persuasive writing Select and explain information from non-fiction to support thinking Identify and use adjectives correctly Understand the term 'adjective' Explore the layout of a poster/holiday brochure text Use a glossary to understand technical words Create a poster encouraging people to visit Italy Ask and answer questions to find out more information Extended noun phrases Use extended noun phrases to create a slogan Revise, edit and evaluate their brochure text Creative writing Grammar Imperative Verbs</p>
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		<p>Evaluate and edit a story</p> <p>Grammar Introducing Punctuation Introducing Sentences Sentence Structure</p>	<p>Re tell a range of traditional fairy tales paying close attention to particular characteristics</p> <p>Grammar Introducing Exclamation Marks Introducing Question Marks</p>	<p>Write labels for a diagram to include in their report</p> <p>Share and feed-back on reports</p> <p>Grammar Using the Prefix 'un-'</p>			
	<p>Foxes Year 4 Text</p>	<p>Non-Fiction: Otterline Yellow Cat -- Unit 3.3</p>	<p>Poetry/ Letter writing/traditional tales</p>	<p>Non-Fiction: All about Orang-utans -Unit 2.1</p>	<p>Stories by the same author Anthony Browne (Gorilla and the tunnel)</p>	<p>Fiction: How to train your Dragon</p>	<p>Non-Fiction: The Boy who harnessed the wind</p>

Year 4 - Foxes	NC Year 2 Year 4 Content PA Stage K9 -2	<p>Focus: Sentence types, clauses, and punctuation and sentence structures. Making predications. Characters thoughts and feelings. Mystery story writing. Checking text makes sense. Write simple sentences from dictation, using conjunctions, adverbs and prepositions to express time and cause. Present and past tense including progressive verbs <i>Text: Ottoline and the Yellow cat Ottoline goes to school Burglar Bill</i></p>	<p>Focus: A closer look at poetry. Rhyming/Reading aloud. Descriptive writing. Letters and Diary entries. Reciting poetry. Identifying themes. Performing poetry. Writing for audience. Begin using fronted adverbials when re telling a traditional tale. Introduction of consonants and vowels. <i>Text: Matilda, Firework, The haunted lift-James Kirrup, The little Mermaid-Hans Christen Anderson Rapunzel – brother.</i></p>	<p>Focus: Retrieve and record information from non-fiction. Fact finding research. Fact files. Conjunctions. Note taking Letter writing Checking text makes sense Using prefixes and suffixes Possessive apostrophe Write simple sentences from dictation. <i>Text: Wordsmith text- All about Orangutans Fiction books- The Rainforest</i></p>	<p>Focus: Making predictions. Exploring front covers. Inferring Descriptive writing. Comprehension. Drawing inferences by inferring character’s thoughts and feelings with evidence. Using conjunctions, adverbs and prepositions to express time and cause. <i>Text: The tunnel, Silly Billy, The Gorilla.</i></p>	<p>Focus: Predicting what might happen from details stated and implied. Comprehension. Creative writing Poster design. Trump card Commas. Using prefixes and suffixes. Possessive apostrophe. Write simple sentences from dictation. <i>Text: How to Train your Dragon, Dragon adventure.</i></p>	<p>Focus: Changing Tense Apostrophe for possession. Descriptive writing. Comparisons. Storytelling and beliefs. Letter writing. Checking text makes sense. Drawing inferences by inferring character’s thoughts and feelings with evidence. Understanding and using speech marks <i>Text: Christophe’s Story, The Boy who Harnessed the wind.</i></p>
	Year 5 Penguins Class	<p>Fiction Treasure Island</p>	<p>Traditional tales / play scripts The Pied Piper of Hamelin Christmas play</p>	<p>Non – fiction Recipes / instructions</p>	<p>Poetry / raps A collection of poems by Roger McGough</p>	<p>Fiction Fairy tales / traditional tales Aesop’s Fables</p>	<p>Non-fiction Myths & Legends Greek Myths Odysseus</p>

<p style="text-align: center;">Year 5 - Penguins</p>	<p>NC Year 3 Year 5 Content PA Stage 1-3</p>	<p>The children will read the story of Treasure Island. They will check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. They will look at the setting of the story, building their vocabulary, and use imaginative role play to explore the characters. They will compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. We will aim to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>The children will learn about the differences between a poem, a storybook and a play script and how this affects the way we read them. They will take turns to read parts and learn about the importance of punctuation to aid with intonation as well as how stage directions assist with the acting out of the play. They will use the story of The Pied Pieper of Hamelin to discover and explain the meanings of new words in context. They will learn to predict what might happen next and to create a timeline of the poem / story. They will create a poster to advertise for a rat catcher and write a letter to The Pied Piper apologising for trying to trick him. They will use the knowledge and experience gained through this topic to assist them in their performance of the Christmas play.</p>	<p>Students will read books and leaflets that are structured in different ways ensuring that they are reading for a range of purposes. Through these texts they will identifying how language, structure, and presentation contribute to meaning and they will be able to retrieve and record information to assist them to perform a variety of tasks. They will learn how in non-narrative material, using simple organisational devices for example, headings and sub-headings help to make the text clearer. When writing their own recipes and instructions they will learn to use the present perfect form of verbs in contrast to the past tense and to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Students will enjoy a variety of poems by Roger McGough and Christina Rossetti, identifying and giving reasons for their likes and dislikes through discussing their favourite words and phrases. They will study the meanings of words in context and discuss and use poetic features, such as onomatopoeia and personification. They will continue to build up their repertoire of poetry and prepare, read aloud and perform a poem.</p>	<p>The children will explore and compare a variety of Aesop's fables. They will read a variety of texts as well as watch some animations, understanding plots and features of fables then recalling and retelling the main events and the moral of the story. They will use drama to explore characters and dilemmas, story maps to map out the main events and then plan, edit and write their own fable, following a familiar structure.</p>	<p>The children will read and watch the story of Odysseus. They will discover where the story was set and the importance of Greek Gods. They will use drama to act out the story of The Wooden Horse and use this to support the re writing of the tale. They will think about how it would have been for the sailors to be away from their families for so long and wite a diary entry as well as a letter home. Children will use story maps to support them in remembering the main events of The Cyclops and use this to help them to write their own version of the events.</p>
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	Year 5/6 Eagles	Traditional tales	Poetry	You are what you eat Pirates.	Tudors	Changes of materials	Ancient Greeks
Year 5/6 Eagles		We will learn how some stories get passed down from generation to generation. We will learn that some of these stories have a moral.	We will continue to work on our performance techniques but this term through poetry. We will learn a poem off by heart as well as write our own	We will learn about Pirates using the text Treasure Island. We will use our geographical knowledge to help us create and follow 'Treasure maps'. We will study how animals, including humans, get nutrition from what they eat, how this food is eaten and digested and about food chains. We will read, follow and make our own instructions for a variety of items including food. We will use our mathematical knowledge of mass & capacity to help us measure quantities accurately.	We will learn about the 6 wives of Henry VIII. We will practice our play to ensure that our audience can hear us and understand us clearly.	We will be exploring a range of materials and their properties.	We will use the book Odyssey to explore the myths & legends of the Ancient Greek time. We will use Non-fiction books to research different topics of Ancient Greece and make a pot out of clay.
		Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Reading books that are structured in different ways and reading for a range of purposes continuing to read and discuss an increasingly wide range of fiction, Identifying and discussing themes and conventions in and across a wide range of writing	Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied

	Year 6 Class Falcons	Street Child	The Whisperer & Cat's Poetry	Aboriginal Stories-The Dreaming River Fact files	Titanic	Friend or Foe	There's a Boy in the Girls' Bathroom
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Year 6 - Falcons	<p>NC Year 4 Year 6 Content PA Stage 2-4</p>	<p>Reading Apply growing knowledge of root words, prefixes and suffixes Read further exception words, noting unusual correspondences between spelling and sound Listen to and discussing a wide range of texts Make predictions and drawing inferences, inferring feelings, thoughts and motives, and justifying inferences with evidence</p> <p>Writing Use and understand prefixes and suffixes Increase the legibility of handwriting Using and punctuating direct speech</p> <p>Pieces of work Non-fiction writing task - Diary entry School council/ formal letter <i>Evolution fact file (Science)</i> <i>Whale adaptation (non-chronological report – Science)</i></p>	<p>Reading Read aloud their own writing Prepare poems and play scripts to read aloud and to perform Recognising different forms of poetry</p> <p>Writing In narratives, creating settings, characters and plot Using and punctuating direct speech Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Pieces of work Chapter of story Poem <i>Animal fact file (Science)</i></p>	<p>Reading Identifying themes and conventions in a wide range of books Increase familiarity with a wide range of books Identify how language, structure, and presentation contribute to meaning</p> <p>Writing Increase the legibility and consistency of handwriting Organising paragraphs around a theme In narratives, create settings, characters and plot</p> <p>Pieces of work Fiction writing task – river fact file (topic) Character/setting description Aboriginal Story</p>	<p>Reading Retrieve and record information from non-fiction Listening to and discussing a wide range of texts Participate in discussion about books read to them and those read for themselves, taking turns and listening others</p> <p>Writing Spell homophones Using conjunctions, adverbs and prepositions to express time and cause Proof-read for spelling and punctuation errors Asking questions to improve understanding of a text</p> <p>Pieces of work Postcard/letter Persuasive writing poster <i>Instruction writing (DT)</i></p>	<p>Reading Drawing inferences, inferring feelings, thoughts and motives, and justifying inferences with evidence Using dictionaries to check the meaning of words that they have read</p> <p>Writing In non-narrative material, using simple organisational devices Extending the range of sentences with more than one clause using a wider range of conjunctions, including when, if, because, although Increase the legibility, consistency and quality of handwriting</p> <p>Pieces of work Non-fiction writing task – Letter home (informal) Newspaper article (non-chron) <i>Healthy living leaflet (Science)</i></p>	<p>Reading Checking that the text makes, discussing understanding and explaining the meaning of words in context Identifying and summarising main ideas from more than one paragraph</p> <p>Writing Possessive apostrophe placement in words - regular plurals indicating possession with possessive apostrophe Proof-read for spelling and punc. errors and proposing changes to grammar and vocab. Using fronted adverbials with commas</p> <p>Pieces of work Chapter of story <i>Explanation text – inventor (Science)</i> <i>Debate – global warming (Science)</i> <i>Persuasive piece – recycling (Science)</i></p>
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Year 7	Topic Heading	<p>Harry Potter and The Philosopher's Stone: JK Rowling.</p> <p>Contemporary prose, fantasy themed.</p>	<p>The Boy in Striped Pyjamas: John Boyne</p> <p>Seminal world literature. Contemporary prose, Holocaust themed.</p>	<p>Survival stories (Ice Trap: Shackleton's journey to the South Pole)</p> <p>Non-fiction, biographical study.</p>	<p>The Harder they Fall: Bali Rai</p> <p>Contemporary prose, homeless and poverty themed text.</p>	<p>Escape from Pompeii</p> <p>Non-fiction source material, first-person chronology, diary form.</p>	<p>AQA English Language Year 7 Assessment unit</p> <p>Summative assessment unit, following the AQA English Language pathway.</p>
	Year 7 Content (skills and knowledge) NC KS3 PA Stage 2-4	<p>KS3 National Curriculum links:</p> <p>Reading: high quality contemporary literature; learning new vocabulary; inference/ deduction; retrieval of evidence; understanding language; studying plot, setting and characterisation; using literary terminology.</p> <p>Writing: formal expository; imaginative writing; non-narrative forms (diaries/ letters); summary/ precis;</p>	<p>KS3 National Curriculum links:</p> <p>Reading: high quality contemporary literature (fiction – historical drama); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation; making critical comparisons</p>	<p>KS3 National Curriculum links:</p> <p>Reading: non-fiction, biographical, recount form; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot and setting; understanding purpose and audience; making critical comparisons.</p> <p>Writing: imaginative writing; non-</p>	<p>KS3 National Curriculum links:</p> <p>Reading: high quality contemporary literature (fiction – drama); non-fiction; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation.</p> <p>Writing: imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>	<p>KS3 National Curriculum links:</p> <p>Reading: non-fiction (historical); learning new vocabulary; inference; retrieval of evidence; understanding language linked to purpose and audience; studying plot and setting; using literary terminology.</p> <p>Writing: imaginative writing (diary writing); non-narrative forms (instructional); applying new vocabulary; planning effectively; using Standard English;</p>	<p>KS3 National Curriculum links:</p> <p>Reading: read a wide range of fiction/ non-fiction texts; studying different forms and authors; learning new vocabulary; making inferences; referring to evidence from texts; analysing figurative language and text structure; making critical comparisons.</p>

	<p>applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices; supporting ideas with evidence.</p> <p>Poetry Link: The Sorting Hat song/ poem by JK Rowling.</p>	<p>(Anne Frank diary extracts).</p> <p>Writing: formal expository; non-narrative forms such as informal letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: 'Refugee Blues' by WH Auden.</p>	<p>narrative forms such as formal letters/ diaries/ speeches/ instructions; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Alternative text for lower ability: The Arctic Star by Tom Palmer.</p> <p>Poetry Link: 'Do Not Go Gentle into that Good Night' by D. Thomas.</p>	<p>Poetry Link: 'Clown Punk' by S. Armitage.</p>	<p>extending KS1/2 grammar appendices.</p> <p>Poetry Link: Pompeii by William Dix (1848).</p> <p>*Lyrics from Pompeii by Bastille included within MTP.</p>	<p>Writing: writing for purpose (to describe, to narrate, to inform, to persuade); formal expository; narrative and imaginative writing; range of narrative/ non-narrative texts; summarising and organising material; supporting ideas with factual evidence; planning, drafting and editing; Appendix 1 reinforced: grammar, punctuation and spelling.</p>
Enrichment Opportunities	Cross-curricular links to Geography and PSHE	Cross-curricular links to History and Geography. Mini 'Arts and Craft' project: mosaic design.	Cross-curricular links to Geography/History Potential visit to Shackleton Exhibition	Porchlight Visit Bali Rai (author visit) Cross curricular link to PSHE	Cross curricular link to History. VR opportunities	See Term 5 enrichment opportunities for text.

			VR trip to Pompeii.	VR trip to Antarctic			
Topic Heading	Darren Shan's Cirque Du Freak or The Spiderwick Chronicles by Holly Black Contemporary fiction – fantasy theme prose.	A Christmas Carol: Charles Dickens Seminal world literature/ author; classic ghost story.	Myths and Legends Fiction – short stories from around the world (UK, Greek, Nordic, African, North American).	Goodnight Mr Tom by Michelle Magorian (playscript) Contemporary prose – drama genre. WW2 setting, focusing on relationships.	Different Cultures Poetry Contemporary poems from Agard, Zephaniah,	AQA English Language Year 8 Assessment unit Summative assessment unit, following the AQA English Language pathway.	
Year 8 Content (skills and knowledge) NC KS3 PA Stage 2-5	KS3 National Curriculum links: Reading: reading a wide range of fiction (different genre/ form); contemporary literature; learning new vocabulary; making inferences and referring to the text; studying setting, plot and characterisation, linked to effect; analysing figurative language. Writing: formal expository;	KS3 National Curriculum links: Reading: pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; analysing writer's purpose; understanding language; studying plot, setting and characterisation.	KS3 National Curriculum links: Reading: pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference and deduction; exploring writer's purpose; retrieval of evidence; understanding language; studying plot, setting and characterisation. Writing: formal expository;	KS3 National Curriculum links: Reading: high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation. Writing: formal expository; imaginative writing (inc. letters, diaries); non-narrative forms; summary/	Completion of Goodnight Mr Tom Term 5 KS3 National Curriculum links: Reading: reading challenging material (contemporary post-1914 poetry); learning new vocabulary; making inferences and referring to evidence; knowing the purpose and context; analysing figurative language and text structure; making critical comparisons between texts.	KS3 National Curriculum links: Reading: read a wide range of fiction/ non-fiction texts; studying different forms and authors; learning new vocabulary; making inferences; referring to evidence from texts; analysing figurative language and text structure;	

	<p>imaginative writing; narrative and non-narrative writing (letters/ diaries); applying new knowledge (of grammar, vocabulary, text structure); planning, drafting and editing; amending vocabulary and grammar to improve coherence and effect; extending KS1/2 grammar appendices.</p> <p>Poetry Link: writing 'What am I?' riddles – creative writing task.</p>	<p>Writing: formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: 'Another Night Before Christmas' by C. Duffy.</p>	<p>imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: 'The Lady of Shallot' by A. Tennyson.</p>	<p>precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Alternative Unit for lower ability: War Horse abridged: Michael Morpurgo or War Games: Michael Foreman Same descriptors apply as above for main unit.</p> <p>Poetry link: War Horse by Brenda Williams.</p>	<p>Writing: to write effectively and fluently for pleasure; imaginative writing (poetry); apply vocabulary and structure to writing in appropriate form; drawing on and using literary devices to enhance impact; drafting and editing writing; extending KS1/2 grammar appendices.</p>	<p>making critical comparisons.</p> <p>Writing: writing for purpose (to describe, to narrate, to inform, to persuade); formal expository; narrative and imaginative writing; range of narrative/ non-narrative texts; summarising and organising material; supporting ideas with factual evidence; planning, drafting and editing; Appendix 1 reinforced: grammar, punctuation and spelling.</p>
Enrichment Opportunities	Film – The Greatest Showman	Potential theatre trip and Dicken's	Cross curricular links – Global Learning – cultural	Cross curricular links – Geography, history Environmental issues	Cross curricular links – Geography and	See Term 5 enrichment

	Cross curricular links - history	trip to Rochester for context. Cross curricular link – Victorian	Trips to explore local myths	Debate Club Links to the School Council	different cultures; PE Dance.	opportunities for text.
Topic Heading	Introduction to William Shakespeare: (Macbeth/ Romeo and Juliet). Shakespeare historical, culture and social context and plays (tragedy genre).	Wilfred Owen’s World War One poetry In-depth analysis of Wilfred Owen’s war poetry, alongside other poets such as Jessie Pope and Siegfried Sassoon.	Ghost Boys: Jewell Parker Rhodes Contemporary prose – drama genre. American gun culture – theme of prejudice and discrimination.	Classic Literature Seminal world literature – fictional extracts. Genre foci changes weekly: horror, sci-fi, drama, fantasy, adventure.	A Monster Calls by Patrick Ness Contemporary prose – fantasy/ drama genre. Theme: death and family/ relationships. *Option to study play-script as time permits.	Completion of A Monster Calls Term 5 AQA English Language Year 9 Assessment unit Summative assessment unit, following the AQA English Language pathway.
Year 9 Content (skills and knowledge) NC KS3 PA Stage 3-7	KS3 National Curriculum links: Reading: Shakespeare (two plays); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language (inc. figurative); studying	KS3 National Curriculum links: Reading: seminal world literature; recognising poetry conventions; learning new vocabulary; inference; retrieval of evidence; understanding language (inc.	KS3 National Curriculum links: Reading: high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding	KS3 National Curriculum links: Reading: high quality literature (inc. pre-1914 prose); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of writer’s purpose; understanding language and structure; studying plot, setting and characterisation; making critical comparisons.	KS3 National Curriculum links: Reading: high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language and structure; studying plot, setting and characterisation;	KS3 National Curriculum links: Reading: read a wide range of fiction/ non-fiction texts; studying different forms and authors; learning new vocabulary; making inferences; referring to

		<p>plot, setting and characterisation; understanding the work of dramatists and stagecraft; using literary terminology.</p> <p>Writing: formal expository; imaginative writing (inc. poetry); non-narrative forms such as letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: creative writing (rhyming couplets, meters, rhythm, schemes/ patterns) and Shakespeare's sonnets.</p>	<p>figurative); studying plot, setting and characterisation; using literary terminology.</p> <p>Writing: summary/ precis; applying new vocabulary; using Standard English; extending KS1/2 grammar appendices.</p>	<p>language; studying plot, setting and characterisation.</p> <p>Writing: formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: 'Black Lives Matter' by 'George the Poet' or 'Strange Fruit' by Billie Holliday.</p>	<p>Writing: formal expository; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: Week 5 Drama – Havisham by C. Duffy.</p>	<p>understanding the work of dramatists and stagecraft.</p> <p>Writing: formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Alternative unit for lower ability pupils: Wonder by RJ Palachio Same descriptors apply as above for main unit.</p> <p>Poetry Link: 'I am an Island' by Simon and Garfunkel.</p>	<p>evidence from texts; analysing figurative language and text structure; making critical comparisons.</p> <p>Writing: writing for purpose (to describe, to narrate, to inform, to persuade); formal expository; narrative and imaginative writing; range of narrative/ non-narrative texts; summarising and organising material; supporting ideas with factual evidence; planning, drafting and editing; Appendix 1 reinforced: grammar, punctuation and spelling.</p>
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Enrichment Opportunities	Trip to the Globe Theatre or touring company. Cross curricular links – History- Elizabethan	Cross curricular links – History WW2 Trip to Ypres to see trenches.	Cross curricular links – PSHE, Culture- Gun/gang Geography	Reading for pleasure. Extension of fictional extracts. Use of the library	Theatre trip Cross curricular links – PSHE – death and grief	See Term 5 enrichment opportunities for text.	
Topic Heading	An Inspector Calls by J.B Priestley Seminal world literature – ‘whodunnit’ themed play.	A Woman in Black by Susan Hill Seminal world literature – gothic horror prose and contemporary play.	Media and Non-Fiction texts. Non-fiction – media texts, focusing on analysis of purpose and effect.	Of Mice and Men by John Steinbeck Seminal world literature – American prose, drama genre.	Step up to English: Component One See applicable units for academic year (2021-22).	Step up to English: Component One See applicable units for academic year (2021-22).	
Year 10 Entry Level Content (skills and knowledge) NC KS4 PA Stage 4-8	GCSE and Entry level pathways KS4 National Curriculum links: Reading: high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information;	GCSE and Entry Level pathways KS4 National Curriculum links: Reading: high quality classic literature; 20th century text; English literary heritage; summarising and synthesising	GCSE pathway KS4 National Curriculum links: Reading: reading extended non-fiction (media, journalism forms); summarising and synthesising ideas; identifying information; seeking evidence to support views;	GCSE and Entry Level pathways KS4 National Curriculum links: Reading: high quality classic literature; 20th century text; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas	Entry Level and GCSE pathways (Silver and Gold) AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas.	Entry Level and GCSE pathways (Silver and Gold) AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and	

		<p>drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to explain, instruct, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to</p>	<p>information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, give and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; use Standard English.</p> <p>Additional Spoken Language descriptors: listening to and</p>	<p>distinguishing between fact and opinion; identifying bias and misuse of evidence; analysing writer's choice of vocabulary and structure; making informed personal responses; using linguistic terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; use other's information.</p>	<p>and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p>	<p>AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect,</p>	<p>implicit information and ideas.</p> <p>AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for</p>
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		<p>reflect audience and purpose; to make notes and use other's information.</p> <p>Additional Spoken Language descriptor: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>Additional Spoken Language descriptor: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary; listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence.</p>		<p>with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language,</p>
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							including to questions and feedback on presentations. AO9: Use spoken English effectively in speeches and presentations.
Topic Heading	An Inspector Calls by J.B Priestley Seminal world literature – ‘whodunnit’ themed play.	A Woman in Black by Susan Hill Seminal world literature – gothic horror prose and contemporary play.	Introduction to Media – GCSE Non-fiction – media texts, focusing on analysis of purpose and effect.	Of Mice and Men by John Steinbeck Seminal world literature – American prose, drama genre.	Step up to English: Component One See applicable units for academic year (2021-22).	Step up to English: Component One See applicable units for academic year (2021-22).	
Year 10 GCSE Content (skills and knowledge) NC KS4 PA Stage 4-8	GCSE and Entry level pathways KS4 National Curriculum links: Reading: high quality classic literature; 20th century text; English literary heritage; summarising and synthesising	GCSE and Entry Level pathways KS4 National Curriculum links: Reading: high quality classic literature; 20th century text; English literary heritage; summarising and	Entry Level pathway KS4 National Curriculum links: Reading: reading extended non-fiction (media, journalism forms); summarising and synthesising ideas; identifying information;	GCSE and Entry Level pathways KS4 National Curriculum links: Reading: high quality classic literature; 20th century text; summarising and synthesising information; drawing on context to inform evaluation; identifying	Entry Level and GCSE pathways (Silver and Gold) AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas.	Entry Level and GCSE pathways (Silver and Gold) AQA: Step up to English Assessment Objectives: As Term 5 Extension Unit: Arthur Conan Doyle’s Sherlock	

		<p>information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to explain, instruct, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form</p>	<p>synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe and respond to information); to select and organise ideas,</p>	<p>seeking evidence to support views; distinguishing between fact and opinion; identifying bias and misuse of evidence; analysing writer's choice of vocabulary and structure; making informed personal responses; using linguistic terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, give and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; use Standard English.</p> <p>Additional Spoken Language</p>	<p>and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>Alternate text – The Kite Runner – Entry Level</p>	<p>AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect,</p>	<p>Holmes His Last Vow</p> <p>GCSE pathway</p> <p>National Curriculum links:</p> <p>Reading: 19th century text; English heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed</p>
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		<p>and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>Additional Spoken Language descriptor: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>Additional Spoken Language descriptor: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>descriptors: listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary; listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence.</p>	<p>National Curriculum links:</p> <p>Reading: high quality classic literature; 21st century text; seminal world literature; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary; making informed personal responses.</p> <p>Writing: adapting writing for purpose; to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose.</p>	<p>with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>personal responses, leading to evaluation; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas.</p>
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Enrichment Opportunities	Theatre trip Cross curricular links - History	Theatre Trip		Cross curricular links- History/Geography – 1930s/40s America		History – Victorian England. Trip – Sherlock Holmes museum. Film Studies – Sherlock in TV/ Film.
Topic Heading	Stone Cold by Robert Swindells English heritage - short narrative story on homelessness in Britain.	Step up to English Silver/ Gold Award - Component Two See applicable units for academic year (2021-22).	Step up to English Silver/ Gold Award - Component Two See applicable units for academic year (2021-22).	Step up to English Silver/ Gold Award - Component Two See applicable units for academic year (2021-22).	Step up to English – Completion of all outstanding units for submission See applicable units for academic year (2021-22).	
Year 11 Content Entry Level (skills and knowledge) NC KS4 PA Stage 4-11	Entry Level pathway National Curriculum Links: Reading: 21st century text; reading for pleasure; summarising and synthesising	Entry Level pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit	Entry Level pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit	Entry Level pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit information and ideas. AO2: Explain and comment on writers	Entry Level pathway AQA: Step up to English Assessment Objectives: Reading AO1: Read and understand texts. Identify and interpret explicit information and ideas.	Consolidation of coursework and Revision

		<p>information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing personal responses.</p> <p>Writing: adapting writing for purpose; to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose. writer's choice of vocabulary and structural features; making informed personal responses;</p>	<p>and implicit information and ideas.</p> <p>AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes</p>	<p>and implicit information and ideas.</p> <p>AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise</p>	<p>use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect,</p>	
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		<p>using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p>	<p>and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p>	<p>information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p> <p>Alternative text for Entry Level Pathway: Long Way Down – Ewan McGregor.</p>	<p>with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	
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			AO9: Use spoken English effectively in speeches and presentations.				
Topic Heading	<p>Step Up to English Gold Award – Component One and Two</p> <p>See applicable units for academic year (2021-22).</p>	<p>Step up to English Silver/ Gold Award - Component Two</p> <p>See applicable units for academic year (2021-22).</p>	<p>AQA Paper 1 – Introduction to the Unit</p> <p>Part A – reading (retrieval, language analysis, structural, analysis and critical evaluation).</p> <p>Part B – creative writing (description and storytelling).</p>	<p>AQA Paper 2 – Introduction to the Unit</p> <p>Part A – reading (retrieval, summary, language analysis, comparison).</p> <p>Part B – creative writing (non-fiction).</p>	<p>AQA Paper 1 and 2 revision unit</p> <p>Amalgamation of Term 3 and 4 – see set skills coverage.</p>		
Year 11 Content GCSE (skills and knowledge) NC KS4 PA Stage 4-11	<p>GCSE pathway</p> <p>AQA: Step up to English Assessment Objectives:</p> <p>Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas.</p>	<p>GCSE pathway</p> <p>AQA: Step up to English Assessment Objectives:</p> <p>Reading AO1: Read and understand texts. Identify and interpret explicit and implicit</p>	<p>GCSE pathway</p> <p>Reading AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p>AO2: Explain, comment on and</p>	<p>GCSE pathway</p> <p>Reading AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and</p>	<p>AQA English Language GCSE Assessment Objectives:</p> <p>Reading AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p>AO2: Explain, comment on and</p>	Consolidation of coursework and Revision	

		<p>AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>	<p>information and ideas.</p> <p>AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise</p>	<p>analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>Writing</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different</p>	<p>influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>Writing</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for</p>	<p>analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	
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		<p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language</p> <p>AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language</p> <p>AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively</p>	<p>forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
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			<p>in speeches and presentations.</p> <p>Spoken Language Endorsement – GCSE formal presentation</p> <p>AQA GCSE Spoken Language descriptors: • presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches • responding to spoken language: listening to and responding appropriately to any questions</p>				
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			and feedback • spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.				
	Enrichment Opportunities	Porchlight charity link – external visitor.					