



Woodlane High School

achieving success in a nurturing environment

Subject Policy: English

Updated: September 2023

Next Update: September 2024

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Rationale – What is the evidence base for selected strategies and curriculum choices?

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. Please review our Teaching and Learning Policy for further information on our whole school approach and evidence informed practice. We have selected 3 subject specific areas of focus to highlight our evidence informed practice, as follows:

Reading for Meaning:

The Simple View of Reading (SVR), a model of reading that states reading is the result of word recognition (decoding) and language comprehension. Gough and Tunmer (2021)

The vast majority of pupils joining Woodlane, leave primary school unable to read age-appropriate books with fluency and are working well below their chronological age in reading. In the English department, we recognise that due to the range of learning needs that make up our cohort, a 'one size fits all' approach to reading will not work. Pupils reading is assessed on entry, including a phonic screener and standardised tests, that takes place twice a year across all year groups. Our standardised reading and spelling tests focus on decoding and comprehension and are used alongside teacher assessments to identify strengths and reading weaknesses.

Pagie et al. (2012) state that fluency with narrative texts in primary school does not guarantee that pupils will be fluent readers of secondary school texts. The reading needs of older readers (including those in upper primary) differ from those of younger pupils, because older pupils need to read and comprehend more information texts and less narrative fiction.

We aim to support this transition in skills by providing engaging, high quality texts that reflect pupil interests. The curriculum aims to introduce students to the core knowledge they will need in order to understand and analyse each of the text types that make up the English curriculum and aims to consolidate and build on the knowledge and reading, writing, and speaking skills acquired through the study of a range of literature, including the novel, poetry, drama and fiction and nonfiction text. The English curriculum provides teaching and learning opportunities to increase pupils' ability to become more proficient readers, accessing a secondary curriculum and beyond, building a life skill so they are can participate fully in society and the workplace. We do our best to identify gaps in pupils reading knowledge and provide support, but also promote and develop metacognitive talk in the classroom, that allows pupils to break down the skills needed for reading but also reflect on and celebrate their success within this area.

The Centre for Literacy in Primary Education (CLPE) provide guidance for reading and writing for pleasure, and their principles are embedded in the English Curriculum:

READING FOR PLEASURE WHAT WE KNOW WORKS

1. Developing an ethos and an environment that excites, enthuses, inspires and values
 2. High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter
 3. A read aloud programme
 4. Teachers who are knowledgeable about children's literature
 5. Creating a community of readers with opportunities to share responses and opinions
 6. Planning for talking about books and stories, providing structures within which to do this
 7. Understanding the importance of illustration in reading both in terms of creating a text and responding to a text
 8. Using drama and role-play to help children to understand and access texts
 9. Working with authors and author/illustrators to understand the process of creating books
 10. Using literature beyond the literacy lesson – cross-curricular planning with quality literature as the starting point
- (Centre for Literacy in Primary Education 2018)

The hearing of reading is not the teaching of reading and we aim to provide an environment that promotes reading for pleasure.

Visual Literacy:

The English curriculum aims to provide personalised meaningful language encounters for all pupils 'transitioning text to a visual format as it decreases the learner's cognitive load by providing clarity to complex concepts and modify meaning. Metros, S. E. (2008).

Many pupils have speech and language needs, gaps in reading and spelling knowledge, and delayed handwriting skills, resulting in many pupils being reluctant writers. Within English, tasks promote a learning experience that allows the learner to have meaningful interactions with writing stimulus and opportunities for the learner to make meaningful visual statements promoting an experience that motivates the learner to practice ideas visually.

Rosenshine's 'Principles of Instruction' supports pupils to develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge, ensuring that students efficiently acquire, rehearse, and connect background knowledge by providing a good deal of instructional support. (2012)

We aim to challenge and support pupils approaches to writing through multimodal learning, providing visual aids and concrete examples to promote discussion and links to learning. Teaching and learning follows a process of teacher demonstration, followed by guided practice and independent practice, allowing opportunities to fully embed knowledge, increasing the likelihood that pupils retain and recall skills that support their ability to respond to texts and ideas through written responses.

Targeted Vocabulary Instruction:

The Word Aware vocabulary programme (Stephen Parsons and Anna Branagan 2016) states that children need 12 meaningful encounters with a word before they really know it, and for pupils with learning difficulties this can be closer to 25 or more. In English we aim to provide pupils with provide explicit vocabulary instruction to help students access and use academic language. Word Aware recommends the use of the STAR approach for learning new language, which we use within teaching and learning:

Select (the teacher (and during targeted sessions the SaLT) carefully select the vocabulary to be taught)

Teach (explicitly, using a variety of kinaesthetic strategies)

Activate (using the vocabulary in a range of contexts)

Review (ensuring the vocabulary is retained over time)

As per the EEF recommendations in ‘Improving Literacy in Secondary Schools’ we prioritise teaching vocabulary, which students are unlikely to encounter in everyday speech and consider which words and phrases to teach as part of curriculum planning (2021) Keywords are identified and incorporated into schemes of work, in order to build on and expand on previous skills and subject knowledge over an academic year and over a pupil’s time at Woodlane. Schemes also provide lots of opportunities for repetition of keywords in order to fully embed knowledge. In Key Stage 4, there is increased focused on exam style writing, that supports pupils to access and improve resilience within this context.

Intent – *What is Woodlane aiming to achieve through its English curriculum?*

- To develop a love of literature.
- To develop the habit of reading widely and for enjoyment.
- To use discussion in order to support and enhance learning.
- To acquire a wide vocabulary.
- To engage pupils through multi-sensory lessons.
- To equip pupils with a command of the spoken and written word.
- To write with a wide range of purposes.
- To ensure all pupils leave Woodlane with an English qualification which reflects the best of their ability.

Implementation – *How is the Woodlane English curriculum delivered?*

Curriculum Delivery

- Pupils have full access to the English National Curriculum which is differentiated to meet pupils' learning needs and styles.
- The English curriculum is designed to be challenging, appropriate to each pupil's stage of development.
- The English Curriculum offers opportunities for cross-curricula learning, to ensure pupils make significant personal development, including:
 - ✓ World Book Days;
 - ✓ Theatre visits/In-house theatre events;
 - ✓ Educational visits;
 - ✓ SaLT strategies/Word Aware integrated in to teaching;
 - ✓ Communication development through in-class drama elements and spoken language activities, i.e. formal presentations; and
 - ✓ Use of a wide range of Media to explore popular culture, bias etc. and create own work etc.
- The KS3 English/Literacy curriculum is taught through 3.83 hours contact time per week (16% curriculum time).
- The KS4 English/Literacy curriculum is taught through 3.17 hours contact time per week (13% curriculum time).
- The English curriculum is designed to build and expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas (view our English curriculum map in Appendix).
- We offer a wide range of qualifications in English, which are selected to appropriately challenge, based on each pupil's stage of development, including:
 - ✓ English Language (GCSE)
 - ✓ English Literature (GCSE)
 - ✓ AQA Step Up to English (Gold and Silver Entry Level)
 - ✓ OCR English (Entry Level 1, 2 and 3)
 - ✓ Non-Qualification English Units for learners below Entry Level (AQA Unit Award Scheme)
- The love of learning is incredibly important to us, we therefore also run an annual Book Day, where pupils and staff dress up as their favourite characters and participate in exciting activities.
- We provide additional extra-curricular activities at lunch time, including:
 - ✓ GCSE English support
 - ✓ Opportunities for homework support

Teaching and Learning

- Our pupils are taught by transition teachers in Year 7 and subject specialists from Year 8 to Year 11.
- Our English Subject Leader is well qualified, possessing a PGCE in English, Media and Drama, a BSc in English and Media.
- The English curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation are implemented when required.
- English homework is provided on a standardised format and is differentiated to provide the appropriate level of challenge, using 'all', 'most' and 'some'
- In English we have a 3-tiered approach to supporting a pupil's learning, including:

Universal – this is the teaching your child will receive from the English subject teachers and will include adaptations to match learning needs. All classes:

- ✓ GCSE English support
- ✓ opportunities for homework support
- ✓ are supported by a teaching assistant (TA);
- ✓ have a maximum of 12 pupils per class to ensure there is a high level of support available from the teacher and TA;
- ✓ are multi-sensory;
- ✓ are dyslexia friendly;
- ✓ have opportunities to use tools and technology to support and enhance their progress and enjoyment, including Spellodrome/Readiwriter;
- ✓ have integrate speech, language and communication support;
- ✓ are supported either directly or indirectly by speech and language therapists; and
- ✓ receive specialist streamed literacy lessons at KS3, based on standardised testing.

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes. Interventions may include:

- ✓ specific targeted literacy small group interventions run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum;
- ✓ one to one literacy/reading support from a SpLD specialist;
- ✓ one to one reading intervention using the SRA and DSE programmes;

- ✓ termly literacy and SaLT targets.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

Assessment

- Pupils collate Pupil Achievement Books, where they showcase their best work and progress over time in English.
- Our bespoke Flight Path is used to track the progress of pupils in English and determine expected outcomes from different starting points.
- English teachers use a range of formative and summative assessment procedures to assess progress and attainment, including:
 - ✓ daily marking;
 - ✓ self/peer assessment;
 - ✓ reading (NGRT) age assessment;
 - ✓ spelling (NGST) age assessment;
 - ✓ informal/formal examinations; and
 - ✓ B-Squared etc.

Impact – *What difference is the English curriculum making on pupils?*

- The vast majority of pupils meet or exceed their expected progress in English.
- The vast majority of pupils meet or exceed their expected outcomes (external qualifications).
- The vast majority of pupils leave Woodlane with at least one formally recognised English qualification. Many pupils meet mainstream entry requirements at post-16 where they study a range of different qualifications and subjects following high achievement in English at Woodlane. Pupils who move on to post-16 provision are often able to join a mainstream environment following successful completion of the GCSE or Entry Level/Step-Up to English qualifications.
- Pupils are well-prepared for the next stage of their education.
- Analysis of English outcomes and pupil progress indicates that there is little statistical significance between key groups. Where any small differences are identified strategies are implemented swiftly.
- Literacy is embedded across the school and feeds in to all subjects. Excellent progress in English has a significant benefit for pupils in all other subjects.
- Although a small number of pupils enter the school functionally literate, a high number move towards this throughout their time at Woodlane.

- Functional skills and life-skills are embedded in the English curriculum and are personalised for each pupil. This supports pupils to make the leap to post-16 provision and meets their needs when entering the world of work.
- Joint targeted interventions by the English and SaLT teams ensure the spoken language aspects of the curriculum are personalised to each pupil based on the outcomes identified within their EHCPs.

Appendix

English Curriculum Map – *What will the pupils learn and when?*

Year 7		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Myths and legends/Storytelling: The main aim of the unit is to raise and refine personal responses to text. In order to do this, they will discuss a range of stories. They will then progress to study a single short story (in this unit, the exemplified story is “The Gorgon’s Head”) to develop their understanding of narrative structure, language and making connections and comparisons. This whole process is underpinned by a focus on spoken language.	Myths and Legends/Storytelling: The main aim of the unit is to raise and refine personal responses to text. In order to do this, they will discuss a range of stories. They will then progress to study a single short story (in this unit, the exemplified story is “The Gorgon’s Head”) to develop their understanding of narrative structure, language and making connections and comparisons. This whole process is underpinned by a focus on spoken language.	Introduction to Poetry: The unit aims to develop students' knowledge, understanding and enjoyment of poetry and is designed to make students enthusiastic about reading pre-1914, post-1914 and contemporary poems, to analyse them, and then recreate the effects in their own writing. The scheme not only requires students to write their own poetry, but also aims to build the skills required for analytical writing.	Skellig: The unit will allow pupils to develop their reading, writing and speaking and listening skills through a range of activities based on the issues raised within the novel. There is the opportunity for lively debate, structured writing and a focus on the author’s use of language to build upon students’ skills in English.	Advertising: This unit is designed to introduce students to non-fiction through the subject of advertising. The scheme aims to provide students with a basic knowledge of print and TV advertising and the techniques used to make them successful. Further to looking at branding, slogans and logos students will be required to examine the language of advertising and the persuasive devices used in their planning and production.	Travel Writing: Students will analyse a variety of travel texts and focus on the techniques used by writers to either persuade (e.g. in holiday brochures), describe, entertain or imagine. Students will develop their own written skills by using these techniques when creating their own brochures, leaflets, imaginative pieces and letters.
Skills	All	Reading: -Identify and record significant sentences -Follow a set of instructions -Show understanding of simple text. Writing: -Produce letters or words to convey meaning -Correctly form commonly used letters -Identify letters in name on a keyboard Spoken Language: -Understand and respond to straightforward comments -Convey meaning -Enjoy listening to the sound of words	Reading: -Identify and record significant sentences -Follow a set of instructions -Show understanding of simple text. Writing: -Produce letters or words to convey meaning -Correctly form commonly used letters -Identify letters in name on a keyboard Spoken Language: -Understand and respond to straightforward comments -Convey meaning -Enjoy listening to the sound of words	Reading: -Re-read familiar text independently -Show an awareness of patterns in words -Create words that rhyme with a given word -Enjoy the sound of alliteration Writing: -Write using a word processor -Discuss vocabulary associated with a poem -Appreciates a neat piece of work -Use known words confidently -Breadth of study: poems	Reading: -Answer a question about what they have read -Establish meaning when reading aloud simple sentences -Use pictures to predict an unfamiliar word Writing: -Join in groups writing activities -Talk about a personal event or piece of work -Make amendments to written work when discussed with an adult Spoken Language:	Reading: -Look at non-fiction text and identify subject -Use pictures to help decode text -Be aware of signs and symbols -Become familiar with signs, captions and picture stories Writing: -Produce words or symbols to convey meaning -Use pictures to plan story events -Use writing to aid meaning to a picture -Make amendments to story when discussed with adult Spoken Language:	Reading: -Answer a question about what they have read -Read stories in unfamiliar settings -Establish meaning when reading aloud Writing: -Produce letters or words to convey meaning -Create stories and report experiences -Ask questions about what is being written Spoken Language: -Respond appropriately to straightforward comments and instructions

				<u>Spoken Language:</u> -Join in rhyming structure -Identifies the setting of a poem -Uses adjectives to enhance speech -Answer questions from peers in the class	-Understands and responds to straightforward comments or instructions -Use his/her voice to play with letter sounds -Convey meanings including some relevant details	-Respond appropriately to straightforward comments -Convey meaning to others -Convey relevant detail to others.	-Wait while peer is talking to a teacher -Report a matter of interest
Most	<u>Reading:</u> -Identify and comment on the main characters -Explain the actions of a story character -Describe character and recount from text reasons for comment <u>Writing:</u> -Show evidence of some punctuation -Write labels for a diagram Build a simple description of a character <u>Spoken Language:</u> -Communicate on different topics -Show they are listening by commenting on what they have heard -Explain details the listener needs to know	<u>Reading:</u> -Identify and comment on the main characters -Explain the actions of a story character -Describe character and recount from text reasons for comment <u>Writing:</u> -Show evidence of some punctuation -Write labels for a diagram -Build a simple description of a character <u>Spoken Language:</u> -Communicate on different topics -Show they are listening by commenting on what they have heard -Explain details the listener needs to know	<u>Reading:</u> -Be keen to read accurately -Show awareness of the rhythm of a poem -Read a range of modern and classic poetry -Identify key features of a poem <u>Writing:</u> -Add detail to inform and develop readers interest -Help create class poem -Join in brain-storming activity -Contribute relevant suggestions to class writing -Discuss words and sound patterns -Plan and examine poetry <u>Spoken Language:</u> -Demonstrate an awareness of rhyme and rhythm -Discuss settings -Use facial expression -Use appropriate gesture -Explain viewpoint -Help a group draw conclusions	<u>Reading:</u> -Select essential points from a text -Identify key features and characters -Describe the apparent and inferred relationship between two characters in a book <u>Writing:</u> -Check for sense in what they have written -Build a simple description of a character -Use organisation that reflects the purpose of a written task -Show an awareness of the tense they are writing in <u>Spoken Language:</u> -Communicate on different topics -Listen to peers and make supportive comments -Listen and follow instructions	<u>Reading:</u> -Read a simple text accurately -Express opinion about non-fiction -Comment on ways in which a non-fiction text is written or presented <u>Writing:</u> -Communicate meaning through their writing with some consistency -Organise work which reflects the purpose of the writing -Show variation in word choices and sentence structure <u>Spoken Language:</u> -Communicate on different topics with people they know -Explain details the listener needs to know -Ask relevant questions of the teacher -Sequence events in a TV story	<u>Reading:</u> -Read unfamiliar texts accurately -Distinguish between fact and opinion -Refer to a text when explaining their views <u>Writing:</u> -Extend an original idea -Assemble a range of information -Discuss details of presentation and layout of a piece of work <u>Spoken Language:</u> -Make supportive body language when listening -Make relevant contributions without prompting -Listen and respond to questions considering the answer	
Some	<u>Reading:</u> -Explain a simple inference -Identify treatment of good and evil / weak and strong -Identify common themes <u>Writing:</u> -Join in brainstorming session -Use a dictionary to check spelling	<u>Reading:</u> -Explain a simple inference -Identify treatment of good and evil / weak and strong -Identify common themes <u>Writing:</u> -Join in brainstorming session -Use a dictionary to check spelling	<u>Reading:</u> -Identify words and phrases that create atmosphere -Show an awareness of similes -Identify alliteration -Read poems from a range of cultures <u>Writing</u>	<u>Reading:</u> -Read text clearly and with expression -Describe how authors create atmosphere -Show understanding of significant ideas, events, themes and characters <u>Writing:</u>	<u>Reading:</u> -Discuss the audience a text is aimed at -Discuss the purpose of an advertising campaign -Show awareness of fact and opinion <u>Writing:</u>	<u>Reading:</u> -Identify differences in writing styles -Show understanding of the main points in a text -Discuss the purpose of a text and the target reader/audience <u>Writing:</u>	

		-Begin to develop own style <u>Spoken Language:</u> -Listen confidently in different contexts -Vary the use of vocabulary and level of detail -Begin to show awareness of standard English	-Begin to develop own style <u>Spoken language:</u> -Listen confidently in different contexts -Vary the use of vocabulary and level of detail -Begin to show awareness of standard English	-Respond to poetry using their own experience -Make notes of ideas -Evaluate suggestions -Insert illustrations or additional information into ICT work <u>Spoken Language</u> -Show understanding of describing, questioning and opposing points -Ask questions designed to clarify understanding -Be aware of different ways we use language	-Write in a range of forms using lively and imaginative ideas -Choose adventurous vocabulary for effect -Vary sentence structure -Correctly spell words that conform to a particular pattern <u>Spoken Language:</u> -Listen to a sustained discussion -Discuss opinion and explain ideas -Use some features of standard -English appropriately	-Show awareness of style and audience -Extend ideas logically -Choose words for variety and interest <u>Spoken Language:</u> -Express themselves and listen confidently -Through relevant comments and questions show they have listened -Vary their use of vocabulary -Begin to show awareness of standard English.	-Use a range of styles depending on the topic -Examine layouts -Sequence and extend ideas logically <u>Spoken Language:</u> -Listen to a sustained discussion -Ask questions designed to clarify understanding -Be aware of the various points of view expressed
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Year 8	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content	<p>Gothic Literature The Highwayman Pupils will read and analyse the themes, characters and ideas within a poem</p> <p>Coraline Pupils will read and analyse extracts from the novel alongside the movie adaptation, focusing on atmosphere and setting, analysing language for effect, theme and imagery.</p>	<p>Gothic Literature 'Frankenstein Playscript' Adapted by Philip Pullman: This unit allows pupils to develop their understanding of dramatic devices and the structure of play scripts, building on their understanding of form and purpose, with a focus on characterisation linked to theme.</p> <p>Hamlet This unit of work again introduces the core concepts for the study of Shakespeare that students will build upon throughout their school career. This includes: understanding Shakespeare and the time in which he was writing; understanding gender relationships in Elizabethan England; knowing the differences between comedies and tragedies; understanding the difference between script and performance; being able to understand and enjoy the richness of Shakespeare's language with a focus on word choice and metaphor.</p> <p>In both units pupils will make links and comparisons to previous understanding of Gothic literature and literary devices</p>	<p>'Holes' by Louis Sachar: Through reading the novel <i>Holes</i> students will examine a variety of themes and issues that emerge throughout the plot. Students will build on their skills in reading, writing and speaking & listening when undertaking tasks which relate to character, setting, language and mood.</p>	<p>'Holes': Through reading the novel <i>Holes</i> students will examine a variety of themes and issues that emerge throughout the plot. Students will build on their skills in reading, writing and speaking & listening when undertaking tasks which relate to character, setting, language and mood.</p> <p>Pupils build on their narrative and descriptive skills in conjunction with looking at structures and terminology (e.g. presentational devices, narrative voice, form and purpose) supporting their ability to recognise and analyse structural features.</p>	<p>News and Reporting: This scheme seeks to build skills in media analysis and spoken language. The scheme will look at general news reporting, particularly that on the television and newspapers. It will also cover magazine articles</p>	<p>Autobiographies: This scheme will focus on excerpts from various autobiographies and build on writing skills which will allow pupils to develop their own autobiography based on their lives so far.</p>

Skills	All	<p>Reading</p> <ul style="list-style-type: none"> -Give reasons why they like a poem with reference to the text -Identify a simple rhythm in a poem -Explain the actions of a story character -Identifying words with similar meanings <p>Writing</p> <ul style="list-style-type: none"> -Use writing in role play situations -Use pictures to plan story event -Listen while group story is read - offers a short sentence or phrase to describe a scene and character <p>Spoken Language:</p> <ul style="list-style-type: none"> -Enjoy listening to repetitive familiar short verse -Speak to peer in role-play corner Listen in small group 	<p>Reading</p> <ul style="list-style-type: none"> -Expect the text to make sense -Talk about what they have read -Express an opinion on the character -State where the story happens -Re-enact a story in role play <p>Writing</p> <ul style="list-style-type: none"> -Use some adjectives in writing -Add captions to picture sequence -Discuss vocabulary associated with a topic in a story -Show an awareness that capital letters aren't used in the middle of words -Use phonic knowledge to attempt to spell unknown words -Writes simple structures for different audiences and purposes <p>Spoken Language:</p> <ul style="list-style-type: none"> -Face the person they are speaking to -Join in telling familiar stories -Talk and listen to peers in the classroom -Take turns to speak -Enjoy trying new words 	<p>Reading</p> <ul style="list-style-type: none"> -Name the principle character in a story -Give a simple description of a character in a story -Re-read text to help decode -Describe an event in a story <p>Writing</p> <ul style="list-style-type: none"> Use phrases to convey ideas -Add information when asked about what they want to write -Write some words from high frequency word list -Take pride in the appearance of their work <p>Spoken Language:</p> <ul style="list-style-type: none"> -Communicate clearly and in simple grammatical form -Convey meaning making this relevant to the listener -Follow what others say and respond appropriately 	<p>Reading</p> <ul style="list-style-type: none"> -Name the principle character in a story -Give a simple description of a character in a story -Re-read text to help decode -Describe an event in a story <p>Writing</p> <ul style="list-style-type: none"> Use phrases to convey ideas -Add information when asked about what they want to write -Write some words from high frequency word list -Take pride in the appearance of their work <p>Spoken Language:</p> <ul style="list-style-type: none"> -Communicate clearly and in simple grammatical form -Convey meaning making this relevant to the listener -Follow what others say and respond appropriately 	<p>Reading:</p> <ul style="list-style-type: none"> -Pupils will understand that pictures convey meaning -Pupils associate words with symbols -Pupils recognise a growing repertoire of words <p>Writing:</p> <ul style="list-style-type: none"> -Pupils show awareness that writing has a purpose -Pupils will show awareness of how writing is presented on a page -Pupils will join in brainstorming for writing <p>Spoken Language:</p> <ul style="list-style-type: none"> -Follow two related instructions -Can give a reason for the question 'why'? -Ask the meaning of unfamiliar words 	<p>Reading:</p> <ul style="list-style-type: none"> -Listen to and discuss a range of literature. -Enjoy an increasing range of books. -Answer questions about what they have read. <p>Writing:</p> <ul style="list-style-type: none"> -Talk about a personal event or piece of work. -Join in group writing activities. -Writes simple structures including basic information about themselves. <p>Spoken Language:</p> <ul style="list-style-type: none"> -Ask questions to aid understanding. -Tell an adult about a personal event. -Show an awareness of the correct personal pronoun.
	Most	<p>Reading</p> <ul style="list-style-type: none"> -Read aloud to a variety of audiences -Explain a simple inference -Retell the key points of a story - finds words and phrases in a text to support their ideas <p>Writing</p>	<p>Reading:</p> <ul style="list-style-type: none"> -Read aloud with confidence -Use appropriate expression -Locate a word in a dictionary -Use story beginnings and endings -Describe character and recount from text reason for comments <p>Writing:</p>	<p>Reading:</p> <ul style="list-style-type: none"> -Confidently use knowledge of phonic structure -Read independently using a range of strategies to establish meaning -Willingly tackle unsighted text -Identify syllables <p>Writing:</p>	<p>Reading:</p> <ul style="list-style-type: none"> -Confidently use knowledge of phonic structure -Read independently using a range of strategies to establish meaning -Willingly tackle unsighted text -Identify syllables <p>Writing:</p> <ul style="list-style-type: none"> -Present information in a clear style 	<p>Reading:</p> <ul style="list-style-type: none"> -Establish meaning when reading aloud a simple sentence -Express a response to a familiar text -Identify aspects of a text that they like/dislike <p>Writing:</p>	<p>Reading:</p> <ul style="list-style-type: none"> -Demonstrates an awareness that writing may be fact or fiction -Reads ahead in order to make sense of a passage -Make inferences based on what is written in a text <p>Writing:</p> <ul style="list-style-type: none"> -Build a simple description of a character or place

	<ul style="list-style-type: none">-Show an awareness of the tense they are writing in-Build a simple description of a character-Check for sense in what they have written <p>Spoken Language:</p> <ul style="list-style-type: none">-Predict rhymes orally-Contribute to an adult led discussion-Recall details from a story	<ul style="list-style-type: none">-Sit down and write with a purpose-Use appropriate beginnings and endings to writing-Share own writing with class-Contribute relevant suggestions to class writing.-Organise writing <p>Spoken Language:</p> <ul style="list-style-type: none">-Tell a story in an appropriate style-Discuss settings-Compare characters-Refer to aspects of the text-Use facial expression-Take an active role in drama activities	<ul style="list-style-type: none">-Present information in a clear style-Respond to questions about their writing-Begin to develop style of writing-Choose words for variety and interest <p>Spoken Language:</p> <ul style="list-style-type: none">-Discuss settings-Express themselves and listen confidently-Begin to be aware of standard English-Explain viewpoint	<ul style="list-style-type: none">-Respond to questions about their writing-Begin to develop style of writing-Choose words for variety and interest <p>Spoken Language:</p> <ul style="list-style-type: none">-Discuss settings-Express themselves and listen confidently-Begin to be aware of standard English-Explain viewpoint	<ul style="list-style-type: none">-Produce words to convey meaning-Correctly form letters-Use pictures to plan work <p>Spoken Language:</p> <ul style="list-style-type: none">-Respond appropriately to straightforward comment-Convey meaning to a range of others-Show awareness of the correct personal pronoun	<ul style="list-style-type: none">-List key words or phrases to use in their writing-Evaluate their writing with a member of staff <p>Spoken Language:</p> <ul style="list-style-type: none">-Listen to peers and make supportive comments-Predict what a character will do next-Ask questions to help understanding
Some	<p>Reading:</p> <ul style="list-style-type: none">-Show understanding of significant theme and character-Describe how authors create atmosphere-Select specific areas of the text for detailed reading <p>Writing:</p> <ul style="list-style-type: none">-Write clearly and imaginatively-Use accurate basic grammatical structure-Extend ideas logically <p>Spoken Language:</p> <ul style="list-style-type: none">-Show understanding of the main points of discussion-Ask questions to help clarify their point-Take an active role in drama	<p>Reading:</p> <ul style="list-style-type: none">-Make relevant notes when doing research-Use book cover to research author-Identify words and phrases that create atmosphere-Consider what a character's actions infer-Express opinions and ideas <p>Writing:</p> <ul style="list-style-type: none">-Show awareness of the needs of a variety of audiences-Read text to check punctuation-Make note of ideas-Revise work after evaluation-Correctly spell words that conform to regular patterns <p>Spoken Language:</p> <ul style="list-style-type: none">-Understand opposing points-Summarise key points of a discussion-Present a clear and coherent personal opinion-Describe experiences and explain ideas	<p>Reading:</p> <ul style="list-style-type: none">-Infer meaning of new word from surrounding text-Identify words and phrases that create atmosphere-Use book cover to research author-Show understanding of significant themes, events and characters <p>Writing:</p> <ul style="list-style-type: none">-Write imaginatively with a clear structure-Use punctuation accurately-Sequence sentences logically-Convey meaning clearly <p>Spoken Language:</p> <ul style="list-style-type: none">-Talk and listen confidently-Ask questions to develop ideas-Begin to speak in a formal nature-Develop ideas and make contributions	<p>Reading:</p> <ul style="list-style-type: none">-Infer meaning of new word from surrounding text-Identify words and phrases that create atmosphere-Use book cover to research author-Show understanding of significant themes, events and characters <p>Writing:</p> <ul style="list-style-type: none">-Write imaginatively with a clear structure-Use punctuation accurately-Sequence sentences logically-Convey meaning clearly <p>Spoken Language:</p> <ul style="list-style-type: none">-Talk and listen confidently-Ask questions to develop ideas-Begin to speak in a formal nature-Develop ideas and make contributions	<p>Reading:</p> <ul style="list-style-type: none">-Express opinions about events-Comment on ways that a text is presented-Aware of difference between fact and fiction <p>Writing:</p> <ul style="list-style-type: none">-Link ideas clearly-Use appropriate and interesting vocabulary-Writing communicates meaning in a lively way <p>Spoken Language:</p> <ul style="list-style-type: none">-Look from speaker to speaker-Communicate on a range of topics-Respond appropriately to what others say	<p>Reading:</p> <ul style="list-style-type: none">-Identify the conventions of a range of writing styles-Find details of everyday life-Map out a story sequence and plot <p>Writing:</p> <ul style="list-style-type: none">-Describe how authors create atmosphere-Use vocabulary appropriate to the subject, genre and audience-Narratives describe character and setting <p>Spoken Language:</p> <ul style="list-style-type: none">-Prepare passage for formal presentation-Give constructive criticism-Discuss the various points of view that have been expressed

			-Use vocabulary according to context and purpose				
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Year 9		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		<p>Jaws: Pupils will use the film 'Jaws' as the text for a media-based essay which will feed into the skills used to study literature texts at GCSE level for higher ability pupils, whilst providing opportunity to develop analytic skills for all pupils. Students will analyse the way the director builds tension and suspense in the film. Pupils will develop understanding of writing for different purposes, and write to review in form of a film review..</p>	<p>Writing to Persuade: In this unit, pupils will develop a range of written skills in composing a variety of persuasive pieces. Pupils will incorporate a range of persuasive techniques in their writing and build on their awareness of purpose, audience and form. Pupils look at persuasive techniques used in advertising and create their own adverts for charities and a travel brochure</p>	<p>Lower tier The Boy in the Striped Pyjamas: Pupils will read and analyse the themes, characters and ideas within a novel. Pupils will develop a picture of the experiences of Jewish communities in concentration camps and the background to WWII</p> <p>Higher Tier Refugee Boy: Pupils will read and analyse the themes, characters and ideas within a novel. Using the novel Refugee Boy pupils will explore depictions of culture and language, consider viewpoint, identity identifying how language, structure, and presentation contribute to meaning ii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Lower tier he Boy in the Striped Pyjamas: Pupils will read and analyse the themes, characters and ideas within a novel. Pupils will develop a picture of the experiences of Jewish communities in concentration camps and the background to WWII</p> <p>Higher Tier Refugee Boy: Pupils will read and analyse the themes, characters and ideas within a novel. Using the novel Refugee Boy pupils will explore depictions of culture and language, consider viewpoint, identity identifying how language, structure, and presentation contribute to meaning ii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Romeo and Juliet: As part of the requirements at KS3, students will be touching on a Shakespeare play – Romeo and Juliet. This will enable students to build-on skills required for English Literature Paper 1 at GCSE or for analytical and explorative skills needed to complete the Entry level award</p> <p>Pupils focus on key scenes and are exposed to literary criticism and evaluate others' opinions on key characters. They study the conventions of Shakespearean tragedy and sonnet form, focusing on the theme of authority and forbidden love.</p> <p>This unit will also allow students to develop on their analytical writing skills by combining the three AOs and thus allowing students to construct more developed paragraphs. Pupils will explore sections of the text, develop language and characterisations skills and develop creative thinking skills</p>	<p>Writers viewpoint 'Social Injustice': This schemes aims to develop students' reading, writing and speaking skills to help them analyse texts in greater depth and sophistication. Notably, with focus on developing students' understanding of the writers' intentions and the way literature can be used as a tool for political protest or comment.</p> <p>Under the theme social justice: students will learn to evaluate how writers use their texts to convey political and social messages about the injustice in their society. These ideas are explored across a range of text types including t poetry (London through time), and non-fiction newspaper articles This unit is designed to give students an understanding of the different forms of newspaper articles and the way they are used to present real world issues. Key themes are inequality, exploitation, freedom of the press, and human rights. Students will explore bias and manipulation in the media as well as how to use their own writing as a form of political expression or protest.</p>
Skills	All	<p>Reading: -Show an awareness of signs and symbols -State where the story took place -Establish meaning of text</p>	<p>Reading: -Talk about what they have read -Express an opinion -Recognise familiar words in texts</p>	<p>Reading: -Read ahead and make use of expression and intonation -Identify and comment on the main characters</p>	<p>Reading: -Read ahead and make use of expression and intonation -Identify and comment on the main characters</p>	<p>Reading: -Read independently -Retell the key points of a story Identify author message -Explain a simple inference</p>	<p>Reading: - Show understanding of the relationships between texts and the contexts in which they were written. -</p>

	<p>Writing:</p> <ul style="list-style-type: none"> -Use pictures to plan work Produce symbols to convey meaning -Make amendments to work when discussed with an adult <p>Spoken Language:</p> <ul style="list-style-type: none"> -Respond appropriately to straightforward comments -Follow a simple instruction -Convey meaning to others 	<ul style="list-style-type: none"> -Use knowledge to decode <p>Writing:</p> <ul style="list-style-type: none"> -Identify where to put full stops -Writes simple sentences -Expect what they have written to make sense -Use some adjectives in their writing <p>Spoken Language:</p> <ul style="list-style-type: none"> -Listen and respond to questions -Give reasons for their idea -Listen and contribute to discussion -Begin to develop ideas through discussion 	<ul style="list-style-type: none"> -Express opinions about events and actions <p>Writing:</p> <ul style="list-style-type: none"> -Produce letters or symbols to convey meaning -Use pictures to plan story events -Make contributions to group writing <p>Spoken language:</p> <ul style="list-style-type: none"> -Listen to small group -Understand and respond appropriately -Convey meaning including some relevant details 	<ul style="list-style-type: none"> -Express opinions about events and actions <p>Writing:</p> <ul style="list-style-type: none"> -Produce letters or symbols to convey meaning -Use pictures to plan story events -Make contributions to group writing <p>Spoken language:</p> <ul style="list-style-type: none"> -Listen to small group -Understand and respond appropriately -Convey meaning including some relevant details 	<p>Writing:</p> <ul style="list-style-type: none"> -Write clearly and imaginatively -Use punctuation to mark sentences -Add detail to inform and develop readers interest -Use the computer to present a piece of work <p>Spoken Language:</p> <ul style="list-style-type: none"> -Express themselves and listen confidently in different contexts -Show understanding of the main points in a discussion -Make relevant comments and ask questions 	<p>Writing:</p> <ul style="list-style-type: none"> -Make thoughtful inferences; selecting appropriate quotations; explaining opinion; context as inspiration. - <p>Spoken Language:</p> <ul style="list-style-type: none"> -Express a personal opinion
Most	<p>Reading:</p> <ul style="list-style-type: none"> -Discuss the audience the text is aimed at -Identify how a director creates tension -Read independently using a range of strategies <p>Writing:</p> <ul style="list-style-type: none"> -Extend sentences logically in a sequence -Read own work to check for tense -Use punctuation to mark sentences <p>Spoken Language:</p> <ul style="list-style-type: none"> -Express themselves and listen confidently -Discuss they show understanding of the main points -Begin to show awareness of standard English 	<p>Reading</p> <ul style="list-style-type: none"> -Willingly tackle unsighted text -Read aloud to a variety of audiences -Discuss the purpose of an article -Identify differences in styles of writing -Show awareness of fact and opinion <p>Writing:</p> <ul style="list-style-type: none"> -Sit down to write with a purpose -Join in brainstorming sessions -Present information in a clear style -Use the computer to present a piece of work <p>Spoken Language:</p> <ul style="list-style-type: none"> -Develop ideas through discussion -Consider the point of view of others -Ask questions to help clarify their point -Express opinions 	<p>Reading:</p> <ul style="list-style-type: none"> -Read a prepared passage with accuracy and fluency -Identify some key features of storybook language -Show understanding of the main points and express preferences <p>Writing:</p> <ul style="list-style-type: none"> -Show awareness of other people's writing and reads it -Write communicating meaning -Show evidence of some sentence punctuation <p>Spoken Language:</p> <ul style="list-style-type: none"> -Express themselves and listen confidently -Explore and communicate ideas -Show understanding of the main points through discussion 	<p>Reading:</p> <ul style="list-style-type: none"> -Read a prepared passage with accuracy and fluency -Identify some key features of storybook language -Show understanding of the main points and express preferences <p>Writing</p> <ul style="list-style-type: none"> -Show awareness of other people's writing and reads it -Write communicating meaning -Show evidence of some sentence punctuation <p>Spoken Language</p> <ul style="list-style-type: none"> -Express themselves and listen confidently -Explore and communicate ideas -Show understanding of the main points through discussion 	<p>Reading:</p> <ul style="list-style-type: none"> -Show an understanding of significant themes, events and characters -Begin to use inference and deduction -Refer to the text when explaining their views -Locate and use ideas and information <p>Writing:</p> <ul style="list-style-type: none"> -Use varied sentence structures -Use quotation marks to assist the reader -Present work using a clear structure <p>Spoken Language:</p> <ul style="list-style-type: none"> -Adapt speech to meet the needs of the audience -Evaluate the information given -Stick to the topic under discussion -Speak audibly and clearly -Make contributions appropriate to the situation 	<p>Reading:</p> <ul style="list-style-type: none"> -Read independently using a range of strategies -Read picture captions -Show understanding of the main points in media text -Writing -Check for sense in what they have written -Plan in a group -Identify words in the wrong order <p>Writing</p> <ul style="list-style-type: none"> use textual references, including quotations, to support and illustrate interpretations -Begin to build an argument <p>Spoken Language:</p> <ul style="list-style-type: none"> -Communicate on different topics and view points with people they know -Listen to peers and make supportive comments -Ask questions to help understanding

			-Respect the point of view of others				
Some	<p>Reading:</p> <ul style="list-style-type: none"> -Select essential points and use inference -Select relevant evidence to support their viewpoint -Retrieve and collate information from a range of sources <p>Writing:</p> <ul style="list-style-type: none"> -Use vocabulary precisely and imaginatively -Correctly spell complex words with regular patterns -Organise simple and complex sentences into paragraphs - Organises their information in an accessible manner when writing non-fiction <p>Spoken Language:</p> <ul style="list-style-type: none"> -Listen and talk confidently in a range of contexts -Make contributions that consider the view of others -Vary expression and vocabulary 	<p>Reading:</p> <ul style="list-style-type: none"> -Use fast flexible word attack skills -Consider if a text is biased -Read a wide range of material <p>Writing:</p> <ul style="list-style-type: none"> -Increase fluency and speed of handwriting -Compare different styles of writing -Show an awareness of different viewpoints -Summarise an article -Analyse the strengths and weaknesses of a point of view <p>Spoken Language:</p> <ul style="list-style-type: none"> -Use a range of speaking styles -Consider own point of view after considering the viewpoint of others -Accept different roles in group situations -Use different approaches to aid progress -Consider range of vocabulary 	<p>Reading:</p> <ul style="list-style-type: none"> -Show an understanding of significant ideas, themes and events -Use book cover to undertake research -Consider what a character’s actions infer <p>Writing:</p> <ul style="list-style-type: none"> -Sustain and develop ideas in an interesting way -Evaluate suggestions -Begin to use grammatically complex sentences <p>Spoken Language:</p> <ul style="list-style-type: none"> -Talk and listen with confidence -Adapt talk to purpose -Describe events and convey opinion clearly 	<p>Reading:</p> <ul style="list-style-type: none"> -Show an understanding of significant ideas, themes and events -Use book cover to undertake research -Consider what a character’s actions infer <p>Writing:</p> <ul style="list-style-type: none"> -Sustain and develop ideas in an interesting way -Evaluate suggestions -Begin to use grammatically complex sentences <p>Spoken Language:</p> <ul style="list-style-type: none"> -Talk and listen with confidence -Adapt talk to purpose -Describe events and convey opinion clearly 	<p>Reading:</p> <ul style="list-style-type: none"> -Identify and discuss the main themes. -Discuss what a character’s thoughts and actions might infer. -Infer meaning of new words from surrounding text. <p>Writing:</p> <ul style="list-style-type: none"> -Write with increasing speed -Use vocabulary appropriate to the subject, genre and audience. -Use paragraphs to vary pace. <p>Spoken Language:</p> <ul style="list-style-type: none"> -Present detailed information -Demonstrate respect for other’s viewpoint. -Ask questions designed to clarify understanding. 	<p>Reading:</p> <ul style="list-style-type: none"> -Identify vocabulary used to link points -Refer to the media text to support their views -Locate and use ideas and information <p>Writing:</p> <ul style="list-style-type: none"> -Respond to a variety of stimuli -Use vocabulary appropriate to the subject, genre and audience - maintain a critical style and develop an informed personal response <p>Spoken Language:</p> <ul style="list-style-type: none"> -Make contributions and ask questions that are responsive to the ideas and views of others -Show awareness of the various points of view expressed -Listen to a sustained discussion 	

Year 10 GCSE		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		A Christmas Carol: The unit is set to prepare students for the English Literature Paper 1 (section B) exam titled 'The 19 th Century Novel'. Students will be required to answer one question on the novel. They will then be required to write in detail about an extract from the novel and then to write about the novel as a whole.	A Christmas Carol/Victorian Non-Fiction: The unit is set to prepare students for the English Literature Paper 1 (section B) exam titled 'The 19 th Century Novel'. Students will be required to answer one question on the novel. They will then be required to write in detail about an extract from the novel and then to write about the novel as a whole.	Poetry Anthology/ Unseen poetry Students will answer one comparative question on one named poem and one of their choice from the 'power and conflict' cluster. The cluster contains 15 poems 1789-present and is part of English Literature paper 2 (8702)	Poetry Anthology/Creative Writing Students will answer one comparative question on one named poem and one of their choice from the 'power and conflict' cluster. Pupils look at creative writing based on themes explored throughout poetry cluster including writers perspective and viewpoint	An Inspector Calls Inspector Calls will comprise Section A of Paper 2 titled 'Modern Texts'. The unit allows students to study the play in its entirety. The unit is preparation for the 2017 examination under the new GCSE curriculum requirements.	An Inspector Calls:/ Language Paper 2 'An Inspector Calls will comprise Section A of Paper 2 titled 'Modern Texts'. The unit allows students to study the play in its entirety. The unit is preparation for the examination under the new GCSE curriculum requirements. Pupils begin to look at fiction and non fiction text with a focus on comparison of viewpoint
Skills	All	Reading: -Willingly tackle unsighted text -Carry out sustained research -Describe the principle characters -Describe the setting and the main themes Writing: -Present information in a clear style -Sequences of sentences extend logically -Choose words for variety and interest Spoken Language: -Develop ideas through discussion and show understanding of the main points -Explain viewpoint -Take an active role in drama	Reading: -Willingly tackle unsighted text -Carry out sustained research -Describe the principle characters -Describe the setting and the main themes Writing: -Present information in a clear style -Sequences of sentences extend logically -Choose words for variety and interest Spoken Language: -Develop ideas through discussion and show understanding of the main points -Explain viewpoint -Take an active role in drama	Reading: -Read a range of texts fluently and accurately -Show understanding of the main points and express preferences -Classify poems by type Writing: -Shoe imaginative clear writing -Use punctuation to mark sentences -Use a dictionary to check spelling Spoken Language: -Express themselves and listen confidently in a variety of different situations -Begin to show an awareness of Standard English -Explore and communicate ideas	Reading: -Read a range of texts fluently and accurately -Show understanding of the main points and express preferences -Classify poems by type Writing: -Shoe imaginative clear writing -Use punctuation to mark sentences -Use a dictionary to check spelling Spoken Language: -Express themselves and listen confidently in a variety of different situations -Begin to show an awareness of Standard English -Explore and communicate ideas	Reading: -Willingly tackle unsighted text -Read silently -Read aloud to a variety of audiences -Retell the key points of a story and describe the principle characters -Describe the setting -Read dialogue in a play Writing: -Sustain concentration -Sequence story correctly -Organise their writing -Sequence sentences logically -Begin to use punctuation correctly Spoken Language: -Discuss settings -Compare characters -Express opinions -Faces and audience and keeps head raised. -Looks at the listener when speaking	Reading: -Willingly tackle unsighted text -Read silently -Read aloud to a variety of audiences -Retell the key points of a story and describe the principle characters -Describe the setting -Read dialogue in a play Writing: -Sustain concentration -Sequence story correctly -Organise their writing -Sequence sentences logically -Begin to use punctuation correctly Spoken Language: -Discuss settings -Compare characters -Express opinions -Faces and audience and keeps head raised. -Looks at the listener when speaking

						-Communicates to an audience	-Communicates to an audience
	Most	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Consider what a characters actions infer -Describe how authors create atmosphere -Refer to the interaction between characters -Express opinions and ideas <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Develop own style -Begin to use a formal style when writing essays -Organise writing into paragraphs -Use full stops and commas correctly <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Engage the listener -Remain in character -Convey emotions through role-play 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Consider what a characters actions infer -Describe how authors create atmosphere -Refer to the interaction between characters -Express opinions and ideas <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Develop own style -Begin to use a formal style when writing essays -Organise writing into paragraphs -Use full stops and commas correctly <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Engage the listener -Remain in character -Convey emotions through role-play 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Show understanding of significant themes, ideas and events -Express opinion and ideas -Refer to the text to support their ideas <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Begin to use grammatically complex sentences -Begin to use punctuation within the sentence -Use adventurous vocabulary choices <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Adapt talk to purpose -Listen carefully, make contributions and ask questions in class discussions -Use some features of grammar in their spoken work 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Show understanding of significant themes, ideas and events -Express opinion and ideas -Refer to the text to support their ideas <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Begin to use grammatically complex sentences -Begin to use punctuation within the sentence -Use adventurous vocabulary choices <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Adapt talk to purpose -Listen carefully, make contributions and ask questions in class discussions -Use some features of grammar in their spoken work 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Show an understanding of significant ideas, themes, events and characters -Refer to the text when explaining their views -Consider what a characters actions infer -Describe how authors develop atmosphere <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Develop different writing genres -Have an awareness of the needs of a variety of audiences -Respond to a variety of stimuli -Begin to use grammatically complex sentences -Write in a range of forms in a sustained and developed way <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Describe, narrate and question in a group discussion -Use vocabulary appropriate for the audience -Adapt talk to the purpose of the task -Use some of the features of standard English in their speaking -Improvise in a small group -Discuss opinions and explain ideas 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Show an understanding of significant ideas, themes, events and characters -Refer to the text when explaining their views -Consider what a characters actions infer -Describe how authors develop atmosphere <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Develop different writing genres -Have an awareness of the needs of a variety of audiences -Respond to a variety of stimuli -Begin to use grammatically complex sentences -Write in a range of forms in a sustained and developed way <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Describe, narrate and question in a group discussion -Use vocabulary appropriate for the audience -Adapt talk to the purpose of the task -Use some of the features of standard English in their speaking -Improvise in a small group -Discuss opinions and explain ideas
	Some	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Identify and interpret themes, ideas and information in a range of 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Identify and interpret themes, ideas and information in a range of 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Use inference and deduction when selecting points from the text 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Use inference and deduction when selecting points from the text 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Use pace and expression to make text comprehensible 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Use pace and expression to make text comprehensible

		<p>literature and other high-quality writing; -Read in different ways and for different purposes; -Draw inferences and justify these with evidence; -Use the context of the text, drawing on skills gained from wider reading. <u>Writing:</u> -Write effectively for different purposes and audiences; -Maintain coherence and consistency across a text; -Produce clear and coherent text; -Select, organise and emphasise key points. <u>Spoken Language:</u> -Select and organise information and ideas effectively; -Plan effectively for different purposes and audiences; -Listen and respond appropriately to any questions; -Express ideas using Standard English</p>	<p>literature and other high-quality writing; -Read in different ways and for different purposes; -Draw inferences and justify these with evidence; -Use the context of the text, drawing on skills gained from wider reading. <u>Writing:</u> -Write effectively for different purposes and audiences; -Maintain coherence and consistency across a text; -Produce clear and coherent text; -Select, organise and emphasise key points. <u>Spoken Language:</u> -Select and organise information and ideas effectively; -Plan effectively for different purposes and audiences; -Listen and respond appropriately to any questions; -Express ideas using Standard English</p>	<p>-Retrieve and collate information from a range of sources -Identify key features and characters and select relevant sentences and phrases to support their view <u>Writing:</u> -Convey meaning clearly in a range of forms -Use a range of punctuation -Organise simple and complex sentences into paragraphs <u>Spoken Language:</u> -Engage the interest of the listener -Ask questions to develop ideas -Begin to use standard English in formal situation</p>	<p>-Retrieve and collate information from a range of sources -Identify key features and characters and select relevant sentences and phrases to support their view <u>Writing:</u> -Convey meaning clearly in a range of forms -Use a range of punctuation -Organise simple and complex sentences into paragraphs <u>Spoken Language:</u> -Engage the interest of the listener -Ask questions to develop ideas -Begin to use standard English in formal situation</p>	<p>and enjoyable for an audience -Monitor own reading Identify characteristics of themes, characters, dialogue, openings and endings -Use inference and deduction where appropriate <u>Writing:</u> -Write a range of different sentences -Use correct grammar in complex sentences -Show awareness of different viewpoints -Predict, review and reflect in their writing <u>Spoken Language:</u> -Adapt speech to meet the needs of the audience -Use a range of vocabulary and syntax -Use a variety of styles to maintain the audience's interest -Use Standard English in a formal context -Identify the key points in a discussion -Contribute, evaluate, conclude and consider when undertaking group discussion -Sustain, interact, convey and evaluate when completing a drama activity</p>	<p>and enjoyable for an audience -Monitor own reading Identify characteristics of themes, characters, dialogue, openings and endings -Use inference and deduction where appropriate <u>Writing:</u> -Write a range of different sentences -Use correct grammar in complex sentences -Show awareness of different viewpoints -Predict, review and reflect in their writing <u>Spoken Language:</u> -Adapt speech to meet the needs of the audience -Use a range of vocabulary and syntax -Use a variety of styles to maintain the audience's interest -Use Standard English in a formal context -Identify the key points in a discussion -Contribute, evaluate, conclude and consider when undertaking group discussion -Sustain, interact, convey and evaluate when completing a drama activity</p>
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Year 10 Entry Level		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		A Christmas Carol: The unit is set to prepare students for the skills needed to infer meaning, to improve the skills needed to complete the Silver and Gold qualifications awarded as part of the 'Step-Up to English programme of study and the OCR English entry level qualifications.	A Christmas Carol: The unit is set to prepare students for the skills needed to infer meaning, to improve the skills needed to complete the Silver and Gold qualifications awarded as part of the 'Step-Up to English programme of study and the OCR English entry level qualifications.	Music: This is a suggested unit of work for ELC Step up to English (5970), Component 1: the unit will build on the skills required to complete the Silver and Gold qualifications awarded as part of the 'Step-Up to English programme of study. Take part in group discussions and make an individual presentation. • Read a selection of non-fiction texts (timelines, magazines, factual books, factsheets). • Use the text to learn how to: infer • comment on language and structure • evaluate ideas • express personal preferences. • Learn how to plan, write, edit and proofread a piece of informative writing (letter or review).	Blood Red Rose : This is novel by Anne Perry. This unit will develop reading comprehension skills needed to support the reading component of the Step-Up Qualifications and the OCR English programme of study for entry level, broadening pupil's perspective on genre and the author's craft. It is will also introduce pupils to the science fiction theme that will be explored in Year 11.	Detectives: This is a suggested unit of work for ELC Step up to English (5970), Component 1: Detectives. The unit covers skills for both Silver step and Gold step. Pupils read a selection of non-fiction texts; use the text to learn how to infer, comment on language and structure and to compare ideas and express personal preferences; learn how to plan, write, edit and proof read a piece of informative writing (report).	Writing to argue: This unit will help pupils identify and comment on language choices, exploring vocabulary, imagery and performance. Pupils will develop there speaking and listening skills and gain greater depth in understanding how spoken word can change meaning and effect the audience/reader.
Skills	All	Reading: -Willingly tackle unsighted text -Carry out sustained research -Describe the principle characters -Describe the setting and the main themes Writing: -Present information in a clear style -Sequences of sentences extend logically -Choose words for variety and interest Spoken Language: -Develop ideas through discussion and show	Reading: Read and understand a range of texts: identify and interpret explicit and implicit information and ideas. Learn how to infer and how to compare. Writing: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Students will learn how to plan, write and edit a letter. Spoken Language: How to plan effectively. • How to communicate ideas	Reading: Read and understand a range of texts: identify and interpret explicit and implicit information and ideas. Learn how to infer and how to compare. Writing: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Students will learn how to plan, write and edit a letter. Spoken Language: How to plan effectively. • How to communicate ideas	Reading: Decode text using pictures Read a simple sentence or phrase with support Decode unknown C-V-C words using phonic knowledge Writing: Talk about their writing Suggest something they could improve Plan story events using pictures and aids Spoken Language: Report a matter of interest Say if they agree to another's point of view Listen to and copy the sounds of words.	Reading: How to infer. How to understand how language is used. How to understand how structure is used. How to compare. Writing: How to plan for report writing. What good looks like: appropriate form, language and structure. How to edit. How to proof read. Spoken Language: Give examples of what they want to do and why Co-operate with a peer during role-play. Take part in group performance	Reading: -Use a variety of tone in their voice to enhance meaning with some prompting - Responds to rhyme and pattern - Finds a word or phrase in the text to support their ideas Writing: Join in groups writing activities Demonstrate understanding that words can make sentences and create imagery Spoken Language: Listen and respond in small groups Explore letter sounds verbally

		understanding of the main points -Explain viewpoint -Take an active role in drama	effectively. • How to respond to others appropriately	effectively. • How to respond to others appropriately			Talk about a story to an adult
Most		<p>Reading: -Consider what a character's actions infer -Describe how authors create atmosphere -Refer to the interaction between characters -Express opinions and ideas</p> <p>Writing: -Develop own style -Begin to use a formal style when writing essays -Organise writing into paragraphs -Use full stops and commas correctly</p> <p>Spoken Language: -Engage the listener -Remain in character -Convey emotions through role-play</p>	<p>Reading: -Choose appropriate vocabulary for the task -Use some descriptive language -Use contextual and phonic clues</p> <p>Writing: -Link new definitions to known words -List keywords and phrases to use in their writing</p> <p>Spoken Language: -Ask questions to help understanding -Read aloud their work with correct intonation</p>	<p>Reading: -Choose appropriate vocabulary for the task -Use some descriptive language -Use contextual and phonic clues</p> <p>Writing: -Link new definitions to known words -List keywords and phrases to use in their writing</p> <p>Spoken Language: -Ask questions to help understanding -Read aloud their work with correct intonation</p>	<p>Reading: Discuss new words they have come across from the text State the name of their favourite text Answer question about what they have read</p> <p>Writing: Awareness of how to plan writing Awareness of how to edit and proof read Use appropriate form, language and structure</p> <p>Spoken Language: Discuss ideas in pairs and small groups Communicate ideas effectively Respond to others appropriately</p>	<p>Reading: Discuss sequence of events in a text. Makes inferences based on what is said or done Draw on background information to help understanding.</p> <p>Writing: Use setting from a familiar text in their own writing Use time references to show different sections Capture what they want to say sentence by sentence.</p> <p>Spoken Language: Discuss their character with a partner Confidently takes part in group drama Works collaboratively with peers in role play.</p>	<p>Reading: Decide if statements are true or false Retell orally, including the main themes and ideas</p> <p>Writing: Recognise simple words and phrases in a text. Attempt to use features of form in their writing.</p> <p>Spoken Language: Discusses character with a partner Ask a question to aid understanding Report an experience or event</p>
Some		<p>Reading: -Identify and interpret themes, ideas and information in a range of literature and other high-quality writing; -Read in different ways and for different purposes; -Draw inferences and justify these with evidence; -Use the context of the text, drawing on skills gained from wider reading.</p> <p>Writing: -Write effectively for different purposes and audiences; -Maintain coherence and consistency across a text;</p>	<p>Reading: -Use grammatical knowledge to make sense of writing -Can identify successful features of language and structure</p> <p>Writing: -Vary sentence structure -Present detailed information</p> <p>Spoken Language: -Compares use of language -Use language appropriate to the subject -Give an opinion on the topic discussed</p>	<p>Reading: -Use grammatical knowledge to make sense of writing -Can identify successful features of language and structure</p> <p>Writing: -Vary sentence structure -Present detailed information</p> <p>Spoken Language: -Compares use of language -Use language appropriate to the subject -Give an opinion on the topic discussed</p>	<p>Reading: Infer meaning of new words from surrounding text Compares texts and uses language of comparison</p> <p>Writing: Select correct form when writing Examine writing models Proofread for spelling, punctuation and grammar</p> <p>Spoken Language: Use vocabulary according to context Discuss the various points of view that have been expressed Make relevant contributions in a discussion.</p>	<p>Reading: Listens to, reads and discusses a wide range of non-fiction Recognises style of different texts Scans passages and selects specific areas of a text</p> <p>Writing: Selects audience they are writing for and appropriate style Notes difference in vocabulary between formal and informal Organise ideas into sequenced paragraphs</p> <p>Spoken Language:</p>	<p>Reading: Demonstrate awareness of the listener by using emphasis, pace and pauses to maintain interest</p> <p>Writing: Check tenses through proofreading work Write simple structures for different audiences and purposes Correctly spells words that conform to regular patterns.</p> <p>Spoken Language: Support others in a group Discuss the various points of view that have been expressed</p>

		-Produce clear and coherent text; -Select, organise and emphasise key points. Spoken Language: -Select and organise information and ideas effectively; -Plan effectively for different purposes and audiences; -Listen and respond appropriately to any questions; -Express ideas using Standard English				Manages a group task by planning towards an outcome Use drama to explore feelings Improvise with a familiar story or situation.	
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Year 11 Entry Level		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Holidays: This unit will build on the skills required to complete the Silver and Gold qualifications awarded as part of the 'Step-Up to English' programme of study. Pupils will take part in group discussions and make an individual presentation. They will read a selection of non-fiction texts and use the text to learn how to infer, comment on language and structure and to compare ideas and express personal preferences.	Science Fiction: This is a suggested unit of work for ELC Step up to English (5970), Component 2: Gothic Horror. The unit covers skills for both Silver step and Gold step. Pupils will read a selection of literary and literary non-fiction texts. Use the text to learn how to infer, comment on language and structure and to compare ideas and perspectives. Learn how to plan, write, edit and proof read a story.	Extracts from Shakespeare Plays Students' introduction to Shakespearean tragedy in Year 9 provides a good foundation to help consolidate and broadens knowledge and will focus on key themes such as conflict, power and authority, while also exposing them to the new genre of plays including history and comedy. They will develop their analytical skills and the core concepts and vocabulary they acquire in this unit will set them up to access, analyse and evaluate the effectiveness of the writers' intentions of the literature text	Extracts from Shakespeare Plays Students' introduction to Shakespearean tragedy in Year 9 provides a good foundation to help consolidate and broadens knowledge and will focus on key themes such as conflict, power and authority, while also exposing them to the new genre of plays including history and comedy. They will develop their analytical skills and the core concepts and vocabulary they acquire in this unit will set them up to access, analyse and evaluate the effectiveness of the writers' intentions of the literature text.	Hobbies: This unit will build on the skills required to complete the Silver and Gold qualifications awarded as part of the 'Step-Up to English' programme of study. Take part in group discussions and make an individual presentation. • Read a selection of non-fiction texts (timelines, magazines, factual books, factsheets); using the text to learn how to: infer, comment on language and structure, evaluate ideas and express personal preferences.	Next Steps: This is a suggested unit of work for ELC Step up to English (5970), Component 1: Next Steps. This unit covers skills for both Gold and Silver award. is based around the planning and preparing of students for their future careers. Students are responsible for planning and organising their next step. They will read and extract information from non-fiction texts, summarise main ideas and infer meaning from the text. Students will learn how to prepare for next steps and conduct themselves in interviews (role play of interviews,) and read a range of nonfiction texts and extract key information. Identify key features
Skills	All	Reading: -Enjoy an increasing range of texts -Identify the subject of a non-fiction text -Recognises simple words and phrases previously discussed in a text they have read Writing: -Discuss what they want the scribe to	Reading: Decode text using pictures Read a simple sentence or phrase with support Decode unknown C-V-C words using phonic knowledge Writing: Talk about their writing Suggest something they could improve Plan story events using pictures and aids	Reading: -Willingly tackle unsighted text -Read silently -Read aloud to a variety of audiences -Retell the key points of a story and describe the principle characters -Describe the setting -Read dialogue in a play Writing: -Sustain concentration -Sequence story correctly	Reading: -Willingly tackle unsighted text -Read silently -Read aloud to a variety of audiences -Retell the key points of a story and describe the principle characters -Describe the setting -Read dialogue in a play Writing: -Sustain concentration -Sequence story correctly	Reading: Read and understand a range of texts: identify and interpret explicit and implicit information and ideas. Learn how to infer and how to compare. Writing: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	Reading: -Use contextual clues to help decode messages. -Skimming, including topic sentences to show understanding - identify writers' technique e.g. rhetorical questions, bias, exaggeration, emotive language. Writing: - Communicate information in writing for

		<p>write when planning extended writing</p> <ul style="list-style-type: none"> -Use writing to add meaning to a picture -Talk about a personal event or a piece of work <p>Spoken Language:</p> <ul style="list-style-type: none"> -Report an experience or event -Repeat back simple instruction which includes small detail -Take part in a discussion with partner 	<p>Spoken Language:</p> <p>Report a matter of interest</p> <p>Say if they agree to another's point of view</p> <p>Listen to and copy the sounds of words.</p>	<ul style="list-style-type: none"> -Organise their writing -Sequence sentences logically -Begin to use punctuation correctly <p>Spoken language:</p> <ul style="list-style-type: none"> -Discuss settings -Compare characters -Express opinions -Faces and audience and keeps head raised. -Looks at the listener when speaking -Communicates to an audience 	<ul style="list-style-type: none"> -Organise their writing -Sequence sentences logically -Begin to use punctuation correctly <p>Spoken language:</p> <ul style="list-style-type: none"> -Discuss settings -Compare characters -Express opinions -Faces and audience and keeps head raised. -Looks at the listener when speaking -Communicates to an audience 	<p>Students will learn how to plan, write and edit a letter.</p> <p>Spoken Language:</p> <p>How to plan effectively. • How to communicate ideas effectively. • How to respond to others appropriately</p>	<p>a variety of audiences, including relevant points</p> <p>Spoken Language:</p> <ul style="list-style-type: none"> -Outline plans and ideas to others in a brief presentation --using language appropriate to the purpose and audience - Know the features of good listening e.g. eye contact, encouraging, asking questions for clarity. -Understand how to respond respectfully.
	Most	<p>Reading:</p> <ul style="list-style-type: none"> -Break down a passage into parts to gain a greater understanding -Build fluency when re-reading texts -Find key words when responding to texts <p>Writing:</p> <ul style="list-style-type: none"> -Choose appropriate vocabulary for the task -Report on real events -List key words and phrases to use in their writing <p>Spoken Language:</p> <ul style="list-style-type: none"> -Become aware of the importance of listening and responding -Ask questions to help understanding -Share ideas 	<p>-Reading:</p> <p>Discuss new words they have come across from the text</p> <p>State the name of their favourite text</p> <p>Answer question about what they have read</p> <p>Writing:</p> <p>Awareness of how to plan writing an email</p> <p>Awareness of how to edit and proof read</p> <p>Use appropriate form, language and structure</p> <p>Spoken Language:</p> <p>Discuss ideas in pairs and small groups</p> <p>Communicate ideas effectively</p> <p>Respond to others appropriately</p>	<p>Spoken Language:</p> <p>-Describe, narrate and question in a group discussion</p> <p>-Use vocabulary appropriate for the audience</p> <p>-Adapt talk to the purpose of the task</p> <p>-Use some of the features of standard English in their speaking</p> <p>-Improvise in a small group</p> <p>-Discuss opinions and explain ideas</p> <p>Reading:</p> <p>-Show an understanding of significant ideas, themes, events and characters</p> <p>-Refer to the text when explaining their views</p> <p>-Consider what a character's actions infer</p> <p>-Describe how authors develop atmosphere</p> <p>Writing:</p> <p>-Develop different writing genres</p>	<p>Spoken Language:</p> <p>-Describe, narrate and question in a group discussion</p> <p>-Use vocabulary appropriate for the audience</p> <p>-Adapt talk to the purpose of the task</p> <p>-Use some of the features of standard English in their speaking</p> <p>-Improvise in a small group</p> <p>-Discuss opinions and explain ideas</p> <p>Reading:</p> <p>-Show an understanding of significant ideas, themes, events and characters</p> <p>-Refer to the text when explaining their views</p> <p>-Consider what a character's actions infer</p> <p>-Describe how authors develop atmosphere</p> <p>Writing:</p> <p>-Develop different writing genres</p>	<p>Reading:</p> <ul style="list-style-type: none"> -Choose appropriate vocabulary for the task -Use some descriptive language -Use contextual and phonic clues <p>Writing:</p> <ul style="list-style-type: none"> -Link new definitions to known words -List keywords and phrases to use in their writing <p>Spoken Language:</p> <ul style="list-style-type: none"> -Ask questions to help understanding -Read aloud their work with correct intonation 	<p>Reading:</p> <ul style="list-style-type: none"> -Discuss new words they have come across from the text -State the name of their favourite text -Answer question about what they have read <p>Writing:</p> <ul style="list-style-type: none"> -Awareness of how to plan writing an email -Awareness of how to edit and proof read -Use appropriate form, language and structure <p>Spoken Language:</p> <ul style="list-style-type: none"> -Discuss ideas in pairs and small groups -Communicate ideas effectively -Respond to others appropriately

			-Have an awareness of the needs of a variety of audiences -Respond to a variety of stimuli -Begin to use grammatically complex sentences -Write in a range of forms in a sustained and developed way	-Have an awareness of the needs of a variety of audiences -Respond to a variety of stimuli -Begin to use grammatically complex sentences -Write in a range of forms in a sustained and developed way		
Some	Reading: -Express opinions and ideas -Listen to and discuss a wide-range of non-fiction -Select specific areas of a text for detailed reading Writing: -Note difference in vocabulary between formal and informal writing -Vary sentence structure -Include devices to aid reader Spoken Language: -Help group come to a decision -Make relevant contributions in a discussion -Listen carefully to a sustained discussion	Reading: Infer meaning of new words from surrounding text Compares texts and uses language of comparison Writing: Select correct form when writing Examine writing models Proofread for spelling, punctuation and grammar Spoken Language: Use vocabulary according to context Discuss the various points of view that have been expressed Make relevant contributions in a discussion.	Reading: -Use pace and expression to make text comprehensible and enjoyable for an audience -Monitor own reading -Identify characteristics of themes, characters, dialogue, openings and endings -Use inference and deduction where appropriate Writing: -Write a range of different sentences -Use correct grammar in complex sentences -Show awareness of different viewpoints -Predict, review and reflect in their writing Spoken Language: -Adapt speech to meet the needs of the audience -Use a range of vocabulary and syntax -Use a variety of styles to maintain the audience's interest -Use Standard English in a formal context -Identify the key points in a discussion	Reading: -Use pace and expression to make text comprehensible and enjoyable for an audience -Monitor own reading -Identify characteristics of themes, characters, dialogue, openings and endings -Use inference and deduction where appropriate Writing: -Write a range of different sentences -Use correct grammar in complex sentences -Show awareness of different viewpoints -Predict, review and reflect in their writing Spoken Language: -Adapt speech to meet the needs of the audience -Use a range of vocabulary and syntax -Use a variety of styles to maintain the audience's interest -Use Standard English in a formal context -Identify the key points in a discussion	Reading: -Use grammatical knowledge to make sense of writing -Can identify successful features of language and structure Writing: -Vary sentence structure -Present detailed information Spoken Language: -Compares use of language -Use language appropriate to the subject -Give an opinion on the topic discussed	Reading: -Infer meaning of new words from surrounding text -Compares texts and uses language of comparison Writing: -Select correct form when writing -Examine writing models -Proofread for spelling, punctuation and grammar Spoken Language: -Use vocabulary according to context -Discuss the various points of view that have been expressed -Make relevant contributions in a discussion.

				-Contribute, evaluate, conclude and consider when undertaking group discussion -Sustain, interact, convey and evaluate when completing a drama activity	-Contribute, evaluate, conclude and consider when undertaking group discussion -Sustain, interact, convey and evaluate when completing a drama activity		
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Year 11 GCSE	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content	<p>Macbeth: Pupils will be exploring the language, themes, characters and staging. This is in preparation for the English Literature paper. Pupils will be given an extract and have to answer one question about the extract and then link that question to the play as a whole.</p>	<p>Macbeth /spoken language task: Pupils will be exploring the language, themes, characters and staging. This is in preparation for the English Literature paper. Pupils will be given an extract and have to answer one question about the extract and then link that question to the play as a whole</p> <p>Pupils record spoken language task for Language GCSE based on theme Power and Conflict</p>	<p>English language Preparation/Revision: Pupils will develop the skills required to complete the English Language paper 1 and Paper 2 examinations. Pupils will consider how established writers use narrative and descriptive techniques to capture the interest of readers. They will look at a variety of sources to support this skill. Pupils will work on their creative writing, practising using a written or visual prompt a stimulus. Pupils will be required to consider two sources from different time periods and consider how each presents a perspective or viewpoint. Pupils will also engage in a variety of tasks where they will have to present their own viewpoint using a range of opinions, statements and writing scenarios to provoke a response.</p>	<p>Poetry Anthology Revision of poems with focus on written responses Students will answer one comparative question on one named poem and one of their choice from the 'power and conflict' cluster. The cluster contains 15 poems 1789-present and is part of English Literature paper 2 (8702)</p> <p>A Christmas Carol/ Inspector Calls Revision of text with a focus on exam practice, analysing an extract and relating to the text as a whole.</p> <p>There is an increased focus on exam technique and building student exam stamina through regular independent writing practice.</p>	<p>The final section of the year also has a clear focus on essay planning skills with students moving to work in booklets containing essay planning grids During these lessons, students are expected to manipulate key pieces of evidence to fit multiple questions, in order to build their confidence and ensure they feel prepared for any question that may come up in their assessments</p> <p>Revision/Exam Period: -Study skills sessions -Targeted revision sessions -Educational enrichment activities and visits</p>	

Skills	All	<p><u>Reading:</u> -Willingly tackle unsighted text -Read silently -Read aloud to a variety of audiences -Retell the key points of a story and describe the principle characters -Describe the setting -Read dialogue in a play</p> <p><u>Writing:</u> -Sustain concentration -Sequence story correctly -Organise their writing -Sequence sentences logically -Begin to use punctuation correctly</p> <p><u>Spoken language:</u> -Discuss settings -Compare characters -Express opinions -Faces and audience and keeps head raised. -Looks at the listener when speaking -Communicates to an audience</p>	<p><u>Reading:</u> -Willingly tackle unsighted text -Read silently -Read aloud to a variety of audiences -Retell the key points of a story and describe the principle characters -Describe the setting -Read dialogue in a play</p> <p><u>Writing:</u> -Sustain concentration -Sequence story correctly -Organise their writing -Sequence sentences logically -Begin to use punctuation correctly</p> <p><u>Spoken language:</u> -Discuss settings -Compare characters -Express opinions -Faces and audience and keeps head raised. -Looks at the listener when speaking -Communicates to an audience</p>	<p><u>Reading:</u> Read a range of texts fluently and accurately -Show understanding of the main points and express preferences</p> <p><u>Writing:</u> -Shoe imaginative clear writing -Use punctuation to mark sentences -Use a dictionary to check spelling</p> <p><u>Spoken language:</u> -Express themselves and listen confidently in a variety of different situations -Begin to show an awareness of Standard English -Explore and communicate ideas</p>	<p><u>Reading:</u> -Ask questions to help clarify what they have read -Describes the principle characters and setting -Compares texts on similar events or themes</p> <p><u>Writing:</u> -Examines language and grammar</p> <p><u>Spoken language:</u> -Responds to the questions of others -Engages the audience -Expresses opinion to the group</p>	
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	Most	<p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Describe, narrate and question in a group discussion -Use vocabulary appropriate for the audience -Adapt talk to the purpose of the task -Use some of the features of standard English in their speaking -Improvise in a small group -Discuss opinions and explain ideas <p><u>Reading:</u></p> <ul style="list-style-type: none"> -Show an understanding of significant ideas, themes, events and characters -Refer to the text when explaining their views -Consider what a characters actions infer -Describe how authors develop atmosphere <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Develop different writing genres -Have an awareness of the needs of a variety of audiences -Respond to a variety of stimuli -Begin to use grammatically complex sentences -Write in a range of forms in a sustained and developed way 	<p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Describe, narrate and question in a group discussion -Use vocabulary appropriate for the audience -Adapt talk to the purpose of the task -Use some of the features of standard English in their speaking -Improvise in a small group -Discuss opinions and explain ideas <p><u>Reading:</u></p> <ul style="list-style-type: none"> -Show an understanding of significant ideas, themes, events and characters -Refer to the text when explaining their views -Consider what a characters actions infer -Describe how authors develop atmosphere <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Develop different writing genres -Have an awareness of the needs of a variety of audiences -Respond to a variety of stimuli -Begin to use grammatically complex sentences -Write in a range of forms in a sustained and developed way 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Show understanding of significant themes, ideas and events -Express opinion and ideas -Refer to the text to support their ideas <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Begin to use grammatically complex sentences -Begin to use punctuation within the sentence -Use adventurous vocabulary choices <p><u>Spoken language:</u></p> <ul style="list-style-type: none"> -Adapt talk to purpose -Listen carefully, make contributions and ask questions in class discussions -Use some features of grammar in their spoken work 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Identify and interpret explicit and implicit information and ideas -Explain and comment on how writers use language and structure to achieve effects and influence readers -Compare writers' ideas and perspectives -Evaluate texts critically <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Communicate clearly, effectively -Organise information and ideas -Use a range of vocabulary <p><u>Spoken language:</u></p> <ul style="list-style-type: none"> -Use standard English -Respond to questions and feedback 	
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	Some	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Use pace and expression to make text comprehensible and enjoyable for an audience -Monitor own reading -Identify characteristics of themes, characters, dialogue, openings and endings -Use inference and deduction where appropriate <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Write a range of different sentences -Use correct grammar in complex sentences -Show awareness of different viewpoints -Predict, review and reflect in their writing <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Adapt speech to meet the needs of the audience -Use a range of vocabulary and syntax -Use a variety of styles to maintain the audience's interest -Use Standard English in a formal context -Identify the key points in a discussion -Contribute, evaluate, conclude and consider when undertaking group discussion -Sustain, interact, convey and evaluate when completing a drama activity 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Use pace and expression to make text comprehensible and enjoyable for an audience -Monitor own reading -Identify characteristics of themes, characters, dialogue, openings and endings -Use inference and deduction where appropriate <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Write a range of different sentences -Use correct grammar in complex sentences -Show awareness of different viewpoints -Predict, review and reflect in their writing <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Adapt speech to meet the needs of the audience -Use a range of vocabulary and syntax -Use a variety of styles to maintain the audience's interest -Use Standard English in a formal context -Identify the key points in a discussion -Contribute, evaluate, conclude and consider when undertaking group discussion -Sustain, interact, convey and evaluate when completing a drama activity 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Use inference and deduction when selecting points from the text -Retrieve and collate information from a range of sources -Identify key features and characters and select relevant sentences and phrases to support their view <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Convey meaning clearly in a range of forms -Use a range of punctuation -Organise simple and complex sentences into paragraphs <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Engage the interest of the listener -Ask questions to develop ideas -Begin to use standard English in formal situation 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> -Compares different texts against a range of criteria -Discuss why a word/phrase was used and its impact on the reader <p><u>Writing:</u></p> <ul style="list-style-type: none"> -Uses a range of strategies to develop a feeling of time -Unpicks different styles of writing i.e. grammatical structures/punctuation and vocabulary choices with a view to writing their own text -Considers how their writing reflects the purpose and audience <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> -Asks insightful questions -Adjusts the way they communicate to different purposes and audiences -Summarises the main points of what has been said 	
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