



**Woodlane High School**

achieving success in a nurturing environment

# **Subject Policy: English**

**Updated: September 2022**

**Next Update: September 2023**

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### **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 curriculum is taught through 2.5 hours contact time per week (10% curriculum time).
- The KS4 English/Literacy curriculum is taught through 2.5 hours contact time per week (10% curriculum time).
- Recovery Lessons are timetabled for all of KS3 (x3 lessons per week), and Year 10 (x1 lessons per week). These lessons ensure dedicated curriculum time is provided to identified areas need. The topics and subjects covered are based on the school's data, teacher observation and assessment.
- 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)
    - ✓ Step Up to English (Gold and Silver Entry Level)
    - ✓ 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 (NFER) age assessment;
  - ✓ spelling (Helen Arkell) 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 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
<b>Content</b>		<p><b>Myths and legends/Storytelling:</b> 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.</p>	<p><b>Myths and Legends/Storytelling:</b> 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.</p>	<p><b>Introduction to Poetry:</b> 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.</p>	<p><b>Skellig:</b> 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.</p>	<p><b>Advertising:</b> 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.</p>	<p><b>Travel Writing:</b> 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.</p>
<b>Skills</b>	<b>All</b>	<p><b>Reading:</b> -Identify and record significant sentences -Follow a set of instructions -Show understanding of simple text. <b>Writing:</b> -Produce letters or words to convey meaning -Correctly form commonly used letters -Identify letters in name on a keyboard <b>Spoken Language:</b> -Understand and respond to straightforward comments -Convey meaning -Enjoy listening to the sound of words</p>	<p><b>Reading:</b> -Identify and record significant sentences -Follow a set of instructions -Show understanding of simple text. <b>Writing:</b> -Produce letters or words to convey meaning -Correctly form commonly used letters -Identify letters in name on a keyboard <b>Spoken Language:</b> -Understand and respond to straightforward comments -Convey meaning -Enjoy listening to the sound of words</p>	<p><b>Reading:</b> -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 <b>Writing:</b> -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 <b>Spoken Language:</b> -Join in rhyming structure</p>	<p><b>Reading:</b> -Answer a question about what they have read -Establish meaning when reading aloud simple sentences -Use pictures to predict an unfamiliar word <b>Writing:</b> -Join in groups writing activities -Talk about a personal event or piece of work -Make amendments to written work when discussed with an adult <b>Spoken Language:</b> -Understands and responds to straightforward comments or instructions</p>	<p><b>Reading:</b> -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 <b>Writing:</b> -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 <b>Spoken Language:</b> -Respond appropriately to</p>	<p><b>Reading:</b> -Answer a question about what they have read -Read stories in unfamiliar settings -Establish meaning when reading aloud <b>Writing:</b> -Produce letters or words to convey meaning -Create stories and report experiences -Ask questions about what is being written <b>Spoken Language:</b> -Respond appropriately to straightforward comments and instructions -Wait while peer is talking to a teacher</p>

				<ul style="list-style-type: none"> <li>-Identifies the setting of a poem</li> <li>-Uses adjectives to enhance speech</li> <li>-Answer questions from peers in the class</li> </ul>	<ul style="list-style-type: none"> <li>-Use his/her voice to play with letter sounds</li> <li>-Convey meanings including some relevant details</li> </ul>	<ul style="list-style-type: none"> <li>straightforward comments</li> <li>-Convey meaning to others</li> <li>-Convey relevant detail to others.</li> </ul>	<ul style="list-style-type: none"> <li>-Report a matter of interest</li> </ul>
<b>Most</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Identify and comment on the main characters</li> <li>-Explain the actions of a story character</li> <li>-Describe character and recount from text reasons for comment</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Show evidence of some punctuation</li> <li>-Write labels for a diagram</li> <li>Build a simple description of a character</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Communicate on different topics</li> <li>-Show they are listening by commenting on what they have heard</li> <li>-Explain details the listener needs to know</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Identify and comment on the main characters</li> <li>-Explain the actions of a story character</li> <li>-Describe character and recount from text reasons for comment</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Show evidence of some punctuation</li> <li>-Write labels for a diagram</li> <li>-Build a simple description of a character</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Communicate on different topics</li> <li>-Show they are listening by commenting on what they have heard</li> <li>-Explain details the listener needs to know</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Be keen to read accurately</li> <li>-Show awareness of the rhythm of a poem</li> <li>-Read a range of modern and classic poetry</li> <li>-Identify key features of a poem</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Add detail to inform and develop readers interest</li> <li>-Help create class poem</li> <li>-Join in brain-storming activity</li> <li>-Contribute relevant suggestions to class writing</li> <li>-Discuss words and sound patterns</li> <li>-Plan and examine poetry</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate an awareness of rhyme and rhythm</li> <li>-Discuss settings</li> <li>-Use facial expression</li> <li>-Use appropriate gesture</li> <li>-Explain viewpoint</li> <li>-Help a group draw conclusions</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Select essential points from a text</li> <li>-Identify key features and characters</li> <li>-Describe the apparent and inferred relationship between two characters in a book</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Check for sense in what they have written</li> <li>-Build a simple description of a character</li> <li>-Use organisation that reflects the purpose of a written task</li> <li>-Show an awareness of the tense they are writing in</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Plan and communicate on different topics</li> <li>-Listen to peers and make supportive comments</li> <li>-Listen and follow instructions</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Read a simple text accurately</li> <li>-Express opinion about non-fiction</li> <li>-Comment on ways in which a non-fiction text is written or presented</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Communicate meaning through their writing with some consistency</li> <li>-Organise work which reflects the purpose of the writing</li> <li>-Show variation in word choices and sentence structure</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Communicate on different topics with people they know</li> <li>-Explain details the listener needs to know</li> <li>-Ask relevant questions of the teacher</li> <li>-Sequence events in a TV story</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Read unfamiliar texts accurately</li> <li>-Distinguish between fact and opinion</li> <li>-Refer to a text when explaining their views</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Extend an original idea</li> <li>-Assemble a range of information</li> <li>-Discuss details of presentation and layout of a piece of work</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Make supportive body language when listening</li> <li>-Make relevant contributions without prompting</li> <li>-Listen and respond to questions considering the answer</li> </ul>	
<b>Some</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Explain a simple inference</li> <li>-Identify treatment of good and evil / weak and strong</li> <li>-Identify common themes</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Join in brainstorming session</li> <li>-Use a dictionary to check spelling</li> <li>-Begin to develop own style</li> </ul> <p><b>Spoken Language:</b></p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Explain a simple inference</li> <li>-Identify treatment of good and evil / weak and strong</li> <li>Identify common themes</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Join in brainstorming session</li> <li>-Use a dictionary to check spelling</li> <li>-Begin to develop own style</li> </ul> <p><b>Spoken language:</b></p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Identify words and phrases that create atmosphere</li> <li>-Show an awareness of similes</li> <li>-Identify alliteration</li> <li>-Read poems from a range of cultures</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Respond to poetry using their own experience</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Read text clearly and with expression</li> <li>-Describe how authors create atmosphere</li> <li>-Show understanding of significant ideas, events, themes and characters</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Write in a range of forms using lively and imaginative</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Discuss the audience a text is aimed at</li> <li>-Discuss the purpose of an advertising campaign</li> <li>-Show awareness of fact and opinion</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Show awareness of style and audience</li> <li>-Extend ideas logically</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Identify differences in writing styles</li> <li>-Show understanding of the main points in a text</li> <li>-Discuss the purpose of a text and the target reader/audience</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Use a range of styles depending on the topic</li> </ul>	



		<ul style="list-style-type: none"> <li>-Listen confidently in different contexts</li> <li>-Vary the use of vocabulary and level of detail</li> <li>-Begin to show awareness of standard English</li> </ul>	<ul style="list-style-type: none"> <li>-Listen confidently in different contexts</li> <li>-Vary the use of vocabulary and level of detail</li> <li>-Begin to show awareness of standard English</li> </ul>	<ul style="list-style-type: none"> <li>-Make notes of ideas</li> <li>-Evaluate suggestions</li> <li>-Insert illustrations or additional information into ICT work</li> <li><b><u>Spoken Language</u></b></li> <li>-Show understanding of describing, questioning and opposing points</li> <li>-Ask questions designed to clarify understanding</li> <li>-Be aware of different ways we use language</li> </ul>	<ul style="list-style-type: none"> <li>ideas</li> <li>-Choose adventurous vocabulary for effect</li> <li>-Vary sentence structure</li> <li>-Correctly spell words that conform to a particular pattern</li> <li><b><u>Spoken Language:</u></b></li> <li>-Listen to a sustained discussion</li> <li>-Discuss opinion and explain ideas</li> <li>-Use some features of standard -English appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Choose words for variety and interest</li> <li><b><u>Spoken Language:</u></b></li> <li>-Express themselves and listen confidently</li> <li>-Through relevant comments and questions show they have listened</li> <li>-Vary their use of vocabulary</li> <li>-Begin to show awareness of standard English.</li> </ul>	<ul style="list-style-type: none"> <li>-Examine layouts</li> <li>-Sequence and extend ideas logically</li> <li><b><u>Spoken Language:</u></b></li> <li>-Listen to a sustained discussion</li> <li>-Ask questions designed to clarify understanding</li> <li>-Be aware of the various points of view expressed</li> </ul>
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Year 8	Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F	
<b>Content</b>	<p><b>Gothic Literature</b> <b>The Highwayman</b> Pupils will read and analyse the themes, characters and ideas within a poem.</p> <p><b>Coraline</b> Pupils will read and analyse extracts from the novel alongside the movie adaptation, focusing on atmosphere and setting, analysing language for effect and imagery.</p>	<p><b>Gothic Literature</b> <b>'Frankenstein Playscript'</b> <b>Adapted by Philip Pullman:</b> 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, making links and comparisons to previous understanding of Gothic literature and literary devices</p>	<p><b>'Holes' by Louis Sachar:</b> 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 &amp; listening when undertaking tasks which relate to character, setting, language and mood.</p>	<p><b>'Holes':</b> 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 &amp; listening when undertaking tasks which relate to character, setting, language and mood.</p>	<p><b>News and Reporting:</b> 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><b>Autobiographies:</b> 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>	
<b>Skills</b>	<b>All</b>	<p><b>Reading</b> -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 <b>Writing</b> -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 <b>Spoken Language:</b> -Enjoy listening to repetitive familiar short verse -Speak to peer in role-play corner Listen in small group</p>	<p><b>Reading</b> -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 <b>Writing</b> -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>	<p><b>Reading</b> -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 <b>Writing</b> 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 <b>Spoken Language:</b> -Communicate clearly and in simple grammatical form -Convey meaning making this relevant to the listener -Follow what others say and respond appropriately</p>	<p><b>Reading</b> -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 <b>Writing</b> 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 <b>Spoken Language:</b> -Communicate clearly and in simple grammatical form -Convey meaning making this relevant to the listener -Follow what others say and respond appropriately</p>	<p><b>Reading:</b> -Pupils will understand that pictures convey meaning -Pupils associate words with symbols -Pupils recognise a growing repertoire of words <b>Writing:</b> -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 <b>Spoken Language:</b> -Follow two related instructions -Can give a reason for the question 'why'? -Ask the meaning of unfamiliar words</p>	<p><b>Reading:</b> -Listen to and discuss a range of literature. -Enjoy an increasing range of books. -Answer questions about what they have read. <b>Writing:</b> -Talk about a personal event or piece of work. -Join in group writing activities. -Writes simple structures including basic information about themselves. <b>Spoken Language:</b> -Ask questions to aid understanding. -Tell an adult about a personal event. -Show an awareness of the correct personal pronoun.</p>

			<p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Face the person they are speaking to</li> <li>-Join in telling familiar stories</li> <li>-Talk and listen to peers in the classroom</li> <li>-Take turns to speak</li> <li>-Enjoy trying new words</li> </ul>				
<b>Most</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Read aloud to a variety of audiences</li> <li>-Explain a simple inference</li> <li>-Retell the key points of a story</li> <li>- finds words and phrases in a text to support their ideas</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Show an awareness of the tense they are writing in</li> <li>-Build a simple description of a character</li> <li>-Check for sense in what they have written</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Predict rhymes orally</li> <li>-Contribute to an adult led discussion</li> <li>-Recall details from a story</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Read aloud with confidence</li> <li>-Use appropriate expression</li> <li>-Locate a word in a dictionary</li> <li>-Use story beginnings and endings</li> <li>-Describe character and recount from text reason for comments</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Sit down and write with a purpose</li> <li>-Use appropriate beginnings and endings to writing</li> <li>-Share own writing with class</li> <li>-Contribute relevant suggestions to class writing.</li> <li>-Organise writing</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Tell a story in an appropriate style</li> <li>-Discuss settings</li> <li>-Compare characters</li> <li>-Refer to aspects of the text</li> <li>-Use facial expression</li> <li>-Take an active role in drama activities</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Confidently use knowledge of phonic structure</li> <li>-Read independently using a range of strategies to establish meaning</li> <li>-Willingly tackle unsighted text</li> <li>-Identify syllables</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Present information in a clear style</li> <li>-Respond to questions about their writing</li> <li>-Begin to develop style of writing</li> <li>-Choose words for variety and interest</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Discuss settings</li> <li>-Express themselves and listen confidently</li> <li>-Begin to be aware of standard English</li> <li>-Explain viewpoint</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Confidently use knowledge of phonic structure</li> <li>-Read independently using a range of strategies to establish meaning</li> <li>-Willingly tackle unsighted text</li> <li>-Identify syllables</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Present information in a clear style</li> <li>-Respond to questions about their writing</li> <li>-Begin to develop style of writing</li> <li>-Choose words for variety and interest</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Discuss settings</li> <li>-Express themselves and listen confidently</li> <li>-Begin to be aware of standard English</li> <li>-Explain viewpoint</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Establish meaning when reading aloud a simple sentence</li> <li>-Express a response to a familiar text</li> <li>-Identify aspects of a text that they like/dislike</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Produce words to convey meaning</li> <li>-Correctly form letters</li> <li>-Use pictures to plan work</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Respond appropriately to straightforward comment</li> <li>-Convey meaning to a range of others</li> <li>-Show awareness of the correct personal pronoun</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Demonstrates an awareness that writing may be fact or fiction</li> <li>-Reads ahead in order to make sense of a passage</li> <li>-Make inferences based on what is written in a text</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Build a simple description of a character or place</li> <li>-List key words or phrases to use in their writing</li> <li>-Evaluate their writing with a member of staff</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Listen to peers and make supportive comments</li> <li>-Predict what a character will do next</li> <li>-Ask questions to help understanding</li> </ul>	
<b>Some</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Show understanding of significant theme and character</li> <li>-Describe how authors create atmosphere</li> <li>-Select specific areas of the text for detailed reading</li> </ul> <p><b>Writing:</b></p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Make relevant notes when doing research</li> <li>-Use book cover to research author</li> <li>-Identify words and phrases that create atmosphere</li> <li>-Consider what a character's actions infer</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Infer meaning of new word from surrounding text</li> <li>-Identify words and phrases that create atmosphere</li> <li>-Use book cover to research author</li> <li>-Show understanding of significant themes, events</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Infer meaning of new word from surrounding text</li> <li>-Identify words and phrases that create atmosphere</li> <li>-Use book cover to research author</li> <li>-Show understanding of significant themes, events and</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Express opinions about events</li> <li>-Comment on ways that a text is presented</li> <li>-Aware of difference between fact and fiction</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Link ideas clearly</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Identify the conventions of a range of writing styles</li> <li>-Find details of everyday life</li> <li>-Map out a story sequence and plot</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Describe how authors create atmosphere</li> </ul>	

		<p>-Write clearly and imaginatively</p> <p>-Use accurate basic grammatical structure</p> <p>-Extend ideas logically</p> <p><b>Spoken Language:</b></p> <p>-Show understanding of the main points of discussion</p> <p>-Ask questions to help clarify their point</p> <p>-Take an active role in drama</p>	<p>-Express opinions and ideas</p> <p><b>Writing:</b></p> <p>-Show awareness of the needs of a variety of audiences</p> <p>-Read text to check punctuation</p> <p>-Make note of ideas</p> <p>-Revise work after evaluation</p> <p>-Correctly spell words that conform to regular patterns</p> <p><b>Spoken Language:</b></p> <p>-Understand opposing points</p> <p>-Summarise key points of a discussion</p> <p>-Present a clear and coherent personal opinion</p> <p>-Describe experiences and explain ideas</p> <p>-Use vocabulary according to context and purpose</p>	<p>and characters</p> <p><b>Writing:</b></p> <p>-Write imaginatively with a clear structure</p> <p>-Use punctuation accurately</p> <p>-Sequence sentences logically</p> <p>-Convey meaning clearly</p> <p><b>Spoken Language:</b></p> <p>-Talk and listen confidently</p> <p>-Ask questions to develop ideas</p> <p>-Begin to speak in a formal nature</p> <p>-Develop ideas and make contributions</p>	<p>characters</p> <p><b>Writing:</b></p> <p>-Write imaginatively with a clear structure</p> <p>-Use punctuation accurately</p> <p>-Sequence sentences logically</p> <p>-Convey meaning clearly</p> <p><b>Spoken Language:</b></p> <p>-Talk and listen confidently</p> <p>-Ask questions to develop ideas</p> <p>-Begin to speak in a formal nature</p> <p>-Develop ideas and make contributions</p>	<p>-Use appropriate and interesting vocabulary</p> <p>-Writing communicates meaning in a lively way</p> <p><b>Spoken Language:</b></p> <p>-Look from speaker to speaker</p> <p>-Communicate on a range of topics</p> <p>-Respond appropriately to what others say</p>	<p>-Use vocabulary appropriate to the subject, genre and audience</p> <p>-Narratives describe character and setting</p> <p><b>Spoken Language:</b></p> <p>-Prepare passage for formal presentation</p> <p>-Give constructive criticism</p> <p>-Discuss the various points of view that have been expressed</p>
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Year 9		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Content</b>		<p><b>Jaws:</b> 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><b>Writing to Persuade:</b> 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.</p>	<p><b>Lower tier</b> <b>The Boy in the Striped Pyjamas:</b> 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><b>Higher Tier</b> <b>The Dark Lady:</b> Pupils will read and analyse the themes, characters and ideas within a novel. The Dark Lady is set in Elizabethan times and pupils will explore depictions of Elizabethan culture and language, affording the opportunity to look at Shakespeare sonnets within the story itself.</p>	<p><b>Lower tier</b> <b>he Boy in the Striped Pyjamas:</b> 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><b>Higher Tier</b> <b>The Dark Lady:</b> Pupils will read and analyse the themes, characters and ideas within a novel. The Dark Lady is set in Elizabethan times and pupils will explore depictions of Elizabethan culture and language, affording the opportunity to look at Shakespeare sonnets within the story itself.</p>	<p><b>Romeo and Juliet:</b> 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 step-up to English award.</p>	<p><b>Music Videos:</b> This scheme seeks to introduce students to the analysis and production of media through a collaborative project enabling pupils to create their own music videos. The lesson designs will incorporate in-depth exploration of the way music videos are put together; the planning process involved in music video production and the filming and delivery of the text itself.</p>
<b>Skills</b>	<b>All</b>	<p><b>Reading:</b> -Show an awareness of signs and symbols -State where the story took place -Establish meaning of text <b>Writing:</b> -Use pictures to plan work Produce symbols to convey meaning -Make amendments to work when discussed with an adult <b>Spoken Language:</b> -Respond appropriately to straightforward comments -Follow a simple instruction</p>	<p><b>Reading:</b> -Talk about what they have read -Express an opinion -Recognise familiar words in texts -Use knowledge to decode <b>Writing:</b> -Identify where to put full stops -Writes simple sentences -Expect what they have written to make sense -Use some adjectives in their writing <b>Spoken Language:</b></p>	<p><b>Reading:</b> -Read ahead and make use of expression and intonation -Identify and comment on the main characters -Express opinions about events and actions <b>Writing:</b> -Produce letters or symbols to convey meaning -Use pictures to plan story events -Make contributions to group writing <b>Spoken language:</b> -Listen to small group</p>	<p><b>Reading:</b> -Read ahead and make use of expression and intonation -Identify and comment on the main characters -Express opinions about events and actions <b>Writing:</b> -Produce letters or symbols to convey meaning -Use pictures to plan story events -Make contributions to group writing <b>Spoken language:</b> -Listen to small group</p>	<p><b>Reading:</b> -Read independently -Retell the key points of a story Identify how an author creates tension -Explain a simple inference <b>Writing:</b> -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>	<p><b>Reading:</b> -Follow a set of instructions -Express opinions about a media text -Comment on the way a media text is presented <b>Writing:</b> -Produce symbols to convey meaning -Use commonly used letters correctly -Use words from their environment in their work <b>Spoken Language:</b> -Understand and respond to straightforward instructions</p>

		<ul style="list-style-type: none"> <li>-Convey meaning to others</li> </ul>	<ul style="list-style-type: none"> <li>-Listen and respond to questions</li> <li>-Give reasons for their idea</li> <li>-Listen and contribute to discussion</li> <li>-Begin to develop ideas through discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and respond appropriately</li> <li>-Convey meaning including some relevant details</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and respond appropriately</li> <li>-Convey meaning including some relevant details</li> </ul>	<p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Express themselves and listen confidently in different contexts</li> <li>-Show understanding of the main points in a discussion</li> <li>-Make relevant comments and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>-Convey meaning to a range of others</li> <li>-Listen in a small group</li> </ul>
<b>Most</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Discuss the audience the text is aimed at</li> <li>-Identify how a director creates tension</li> <li>-Read independently using a range of strategies</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Extend sentences logically in a sequence</li> <li>-Read own work to check for tense</li> <li>-Use punctuation to mark sentences</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Express themselves and listen confidently</li> <li>-Discuss they show understanding of the main points</li> <li>-Begin to show awareness of standard English</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Willingly tackle unsighted text</li> <li>-Read aloud to a variety of audiences</li> <li>-Discuss the purpose of an article</li> <li>-Identify differences in styles of writing</li> <li>-Show awareness of fact and opinion</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Sit down to write with a purpose</li> <li>-Join in brainstorming sessions</li> <li>-Present information in a clear style</li> <li>-Use the computer to present a piece of work</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Develop ideas through discussion</li> <li>-Consider the point of view of others</li> <li>-Ask questions to help clarify their point</li> <li>-Express opinions</li> <li>-Respect the point of view of others</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Read a prepared passage with accuracy and fluency</li> <li>-Identify some key features of storybook language</li> <li>-Show understanding of the main points and express preferences</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Show awareness of other people's writing and reads it</li> <li>-Write communicating meaning</li> <li>-Show evidence of some sentence punctuation</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Express themselves and listen confidently</li> <li>-Explore and communicate ideas</li> <li>-Show understanding of the main points through discussion</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Read a prepared passage with accuracy and fluency</li> <li>-Identify some key features of storybook language</li> <li>-Show understanding of the main points and express preferences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Show awareness of other people's writing and reads it</li> <li>-Write communicating meaning</li> <li>-Show evidence of some sentence punctuation</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>-Express themselves and listen confidently</li> <li>-Explore and communicate ideas</li> <li>-Show understanding of the main points through discussion</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Show an understanding of significant themes, events and characters</li> <li>-Begin to use inference and deduction</li> <li>-Refer to the text when explaining their views</li> <li>-Locate and use ideas and information</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Use varied sentence structures</li> <li>-Use quotation marks to assist the reader</li> <li>-Present work using a clear structure</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Adapt speech to meet the needs of the audience</li> <li>-Evaluate the information given</li> <li>-Stick to the topic under discussion</li> <li>-Speak audibly and clearly</li> <li>-Make contributions appropriate to the situation</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Read independently using a range of strategies</li> <li>-Read picture captions</li> <li>-Show understanding of the main points in media text</li> <li>-Writing</li> <li>-Check for sense in what they have written</li> <li>-Plan in a group</li> <li>-Identify words in the wrong order</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Communicate on different topics with people they know</li> <li>-Listen to peers and make supportive comments</li> <li>-Ask questions to help understanding</li> </ul>	
<b>Some</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Select essential points and use inference</li> <li>-Select relevant evidence to support their viewpoint</li> <li>-Retrieve and collate</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Use fast flexible word attack skills</li> <li>-Consider if a text is biased</li> <li>-Read a wide range of material</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Show an understanding of significant ideas, themes and events</li> <li>-Use book cover to undertake research</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Show an understanding of significant ideas, themes and events</li> <li>-Use book cover to undertake research</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Identify and discuss the main themes.</li> <li>-Discuss what a character's thoughts and actions might infer.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Identify vocabulary used to link points</li> <li>-Refer to the media text to support their views</li> <li>-Locate and use ideas and</li> </ul>	

		<p>information from a range of sources</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Use vocabulary precisely and imaginatively</li> <li>-Correctly spell complex words with regular patterns</li> <li>-Organise simple and complex sentences into paragraphs</li> <li>- Organises their information in an accessible manner when writing non-fiction</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Listen and talk confidently in a range of contexts</li> <li>-Make contributions that consider the view of others</li> <li>-Vary expression and vocabulary</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Increase fluency and speed of handwriting</li> <li>-Compare different styles of writing</li> <li>-Show an awareness of different viewpoints</li> <li>-Summarise an article</li> <li>-Analyse the strengths and weaknesses of a point of view</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Use a range of speaking styles</li> <li>-Consider own point of view after considering the viewpoint of others</li> <li>-Accept different roles in group situations</li> <li>-Use different approaches to aid progress</li> <li>-Consider range of vocabulary</li> </ul>	<p>-Consider what a character's actions infer</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Sustain and develop ideas in an interesting way</li> <li>-Evaluate suggestions</li> <li>-Begin to use grammatically complex sentences</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Talk and listen with confidence</li> <li>-Adapt talk to purpose</li> <li>-Describe events and convey opinion clearly</li> </ul>	<p>-Consider what a character's actions infer</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Sustain and develop ideas in an interesting way</li> <li>-Evaluate suggestions</li> <li>-Begin to use grammatically complex sentences</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Talk and listen with confidence</li> <li>-Adapt talk to purpose</li> <li>-Describe events and convey opinion clearly</li> </ul>	<p>-Infer meaning of new words from surrounding text.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Write with increasing speed</li> <li>-Use vocabulary appropriate to the subject, genre and audience.</li> <li>-Use paragraphs to vary pace.</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Present detailed information</li> <li>-Demonstrate respect for other's viewpoint.</li> <li>-Ask questions designed to clarify understanding.</li> </ul>	<p>information</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Respond to a variety of stimuli</li> <li>-Use vocabulary appropriate to the subject, genre and audience</li> <li>-Write in a range of forms with thoughtfulness</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Make contributions and ask questions that are responsive to the ideas and views of others</li> <li>-Show awareness of the various points of view expressed</li> <li>-Listen to a sustained discussion</li> </ul>
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Year 10 GCSE		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Content</b>		<p><b>A Christmas Carol:</b> The unit is set to prepare students for the English Literature Paper 1 (section B) exam titled 'The 19<sup>th</sup> 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.</p>	<p><b>A Christmas Carol/Victorian Non-Fiction:</b> The unit is set to prepare students for the English Literature Paper 1 (section B) exam titled 'The 19<sup>th</sup> 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.</p>	<p><b>Poetry Anthology/ Dystopian Literature</b> 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) Dystopian Literature will provide the basis for Language Paper 1 practice.</p>	<p><b>Poetry Anthology/Descriptive Writing:</b> 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><b>An Inspector Calls</b> 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.</p>	<p><b>An Inspector Calls:/ Language Paper 2</b> '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 2017 examination under the new GCSE curriculum requirements.</p>
<b>Skills</b>	<b>All</b>	<p><b>Reading:</b> -Willingly tackle unsighted text -Carry out sustained research -Describe the principle characters -Describe the setting and the main themes <b>Writing:</b> -Present information in a clear style -Sequences of sentences extend logically -Choose words for variety and interest <b>Spoken Language:</b> -Develop ideas through discussion and show understanding of the main points -Explain viewpoint -Take an active role in drama</p>	<p><b>Reading:</b> -Willingly tackle unsighted text -Carry out sustained research -Describe the principle characters -Describe the setting and the main themes <b>Writing:</b> -Present information in a clear style -Sequences of sentences extend logically -Choose words for variety and interest <b>Spoken Language:</b> -Develop ideas through discussion and show understanding of the main points -Explain viewpoint -Take an active role in drama</p>	<p><b>Reading:</b> -Read a range of texts fluently and accurately -Show understanding of the main points and express preferences -Classify poems by type <b>Writing:</b> -Shoe imaginative clear writing -Use punctuation to mark sentences -Use a dictionary to check spelling <b>Spoken Language:</b> -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><b>Reading:</b> -Read a range of texts fluently and accurately -Show understanding of the main points and express preferences -Classify poems by type <b>Writing:</b> -Shoe imaginative clear writing -Use punctuation to mark sentences -Use a dictionary to check spelling <b>Spoken Language:</b> -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><b>Reading:</b> -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 <b>Writing:</b> -Sustain concentration -Sequence story correctly -Organise their writing -Sequence sentences logically -Begin to use punctuation correctly <b>Spoken Language:</b> -Discuss settings -Compare characters -Express opinions -Faces and audience and keeps head raised. -Looks at the listener when speaking</p>	<p><b>Reading:</b> -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 <b>Writing:</b> -Sustain concentration -Sequence story correctly -Organise their writing -Sequence sentences logically -Begin to use punctuation correctly <b>Spoken Language:</b> -Discuss settings -Compare characters -Express opinions -Faces and audience and keeps head raised. -Looks at the listener when speaking</p>



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

		<p>-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><b>Writing:</b> -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.</p> <p><b>Spoken Language:</b> -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>-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><b>Writing:</b> -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.</p> <p><b>Spoken Language:</b> -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>sources -Identify key features and characters and select relevant sentences and phrases to support their view</p> <p><b>Writing:</b> -Convey meaning clearly in a range of forms -Use a range of punctuation -Organise simple and complex sentences into paragraphs</p> <p><b>Spoken Language:</b> -Engage the interest of the listener -Ask questions to develop ideas -Begin to use standard English in formal situation</p>	<p>sources -Identify key features and characters and select relevant sentences and phrases to support their view</p> <p><b>Writing:</b> -Convey meaning clearly in a range of forms -Use a range of punctuation -Organise simple and complex sentences into paragraphs</p> <p><b>Spoken Language:</b> -Engage the interest of the listener -Ask questions to develop ideas -Begin to use standard English in formal situation</p>	<p>themes, characters, dialogue, openings and endings -Use inference and deduction where appropriate</p> <p><b>Writing:</b> -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> <p><b>Spoken Language:</b> -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>themes, characters, dialogue, openings and endings -Use inference and deduction where appropriate</p> <p><b>Writing:</b> -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> <p><b>Spoken Language:</b> -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 Step-Up		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Content</b>		<p><b>A Christmas Carol:</b> 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.</p>	<p><b>A Christmas Carol:</b> The unit is set to prepare students for the English Literature Paper 1 (section B) exam titled 'The 19<sup>th</sup> 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.</p>	<p><b>Music:</b> 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).</p>	<p><b>Short Stories:</b> This unit will develop reading comprehension skills needed to support the reading component of the Step-Up Qualifications and broaden pupils perspective on genre and the author's craft.</p>	<p><b>Detectives:</b> 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 will be given a range of literary and literary non-fiction texts about family from the past and present. All students will: take part in group discussions and make an individual presentation; 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).</p>	<p><b>Performance poetry:</b> This unit will help pupils identify and comment on language choices, exploring vocabulary, imagery and performance. Pupils will develop their speaking and listening skills and gain greater depth in understanding how spoken word can change meaning and effect the audience/reader.</p>
<b>Skills</b>	<b>All</b>	<p><b>Reading:</b> -Willingly tackle unsighted text -Carry out sustained research -Describe the principle characters -Describe the setting and the main themes <b>Writing:</b> -Present information in a clear style -Sequences of sentences extend logically -Choose words for variety and interest <b>Spoken Language:</b> -Develop ideas through</p>	<p><b>Reading:</b> Read and understand a range of texts: identify and interpret explicit and implicit information and ideas. Learn how to infer and how to compare. <b>Writing:</b> 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. <b>Spoken Language:</b> How to plan effectively. •</p>	<p><b>Reading:</b> Read and understand a range of texts: identify and interpret explicit and implicit information and ideas. Learn how to infer and how to compare. <b>Writing:</b> 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. <b>Spoken Language:</b> How to plan effectively. •</p>	<p><b>Reading:</b> Decode text using pictures Read a simple sentence or phrase with support Decode unknown C-V-C words using phonic knowledge <b>Writing:</b> Talk about their writing Suggest something they could improve Plan story events using pictures and aids <b>Spoken Language:</b> Report a matter of interest Say if they agree to another's point of view Listen to and copy the sounds</p>	<p><b>Reading:</b> How to infer. How to understand how language is used. How to understand how structure is used. How to compare. <b>Writing:</b> How to plan for report writing. What good looks like: appropriate form, language and structure. How to edit. How to proof read. <b>Spoken Language:</b> Give examples of what they want to do and why Co-operate with a peer during role-play.</p>	<p><b>Reading:</b> -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 <b>Writing:</b> Join in groups writing activities Demonstrate understanding that words can make sentences and create imagery <b>Spoken Language:</b> Listen and respond in small groups</p>

	discussion and show understanding of the main points -Explain viewpoint -Take an active role in drama	How to communicate ideas effectively. • How to respond to others appropriately	How to communicate ideas effectively. • How to respond to others appropriately	of words.	Take part in group performance	Explore letter sounds verbally Talk about a story to an adult
<b>Most</b>	<p><b>Reading:</b> -Consider what a character's actions infer -Describe how authors create atmosphere -Refer to the interaction between characters -Express opinions and ideas</p> <p><b>Writing:</b> -Develop own style -Begin to use a formal style when writing essays -Organise writing into paragraphs -Use full stops and commas correctly</p> <p><b>Spoken Language:</b> -Engage the listener -Remain in character -Convey emotions through role-play</p>	<p><b>Reading:</b> -Choose appropriate vocabulary for the task -Use some descriptive language -Use contextual and phonic clues</p> <p><b>Writing:</b> -Link new definitions to known words -List keywords and phrases to use in their writing</p> <p><b>Spoken Language:</b> -Ask questions to help understanding -Read aloud their work with correct intonation</p>	<p><b>Reading:</b> -Choose appropriate vocabulary for the task -Use some descriptive language -Use contextual and phonic clues</p> <p><b>Writing:</b> -Link new definitions to known words -List keywords and phrases to use in their writing</p> <p><b>Spoken Language:</b> -Ask questions to help understanding -Read aloud their work with correct intonation</p>	<p><b>Reading:</b> 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><b>Writing:</b> Awareness of how to plan writing an email Awareness of how to edit and proof read Use appropriate form, language and structure</p> <p><b>Spoken Language:</b> Discuss ideas in pairs and small groups Communicate ideas effectively Respond to others appropriately</p>	<p><b>Reading:</b> 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><b>Writing:</b> 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><b>Spoken Language:</b> Discuss their character with a partner Confidently takes part in group drama Works collaboratively with peers in role play.</p>	<p><b>Reading:</b> Decide if statements are true or false Retell a story orally, including the main themes and ideas</p> <p><b>Writing:</b> Recognise simple words and phrases in a text. Attempt to use features of form in their writing.</p> <p><b>Spoken Language:</b> Discusses character with a partner Ask a question to aid understanding Report an experience or event</p>
<b>Some</b>	<p><b>Reading:</b> -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><b>Writing:</b> -Write effectively for different purposes and audiences; -Maintain coherence and consistency across a text;</p>	<p><b>Reading:</b> -Use grammatical knowledge to make sense of writing -Can identify successful features of language and structure</p> <p><b>Writing:</b> -Vary sentence structure -Present detailed information</p> <p><b>Spoken Language:</b> -Compares use of language -Use language appropriate to the subject -Give an opinion on the topic discussed</p>	<p><b>Reading:</b> -Use grammatical knowledge to make sense of writing -Can identify successful features of language and structure</p> <p><b>Writing:</b> -Vary sentence structure -Present detailed information</p> <p><b>Spoken Language:</b> -Compares use of language -Use language appropriate to the subject -Give an opinion on the topic discussed</p>	<p><b>Reading:</b> Infer meaning of new words from surrounding text Compares texts and uses language of comparison</p> <p><b>Writing:</b> Select correct form when writing Examine writing models Proofread for spelling, punctuation and grammar</p> <p><b>Spoken Language:</b> Use vocabulary according to context Discuss the various points of view that have been expressed Make relevant contributions</p>	<p><b>Reading:</b> 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><b>Writing:</b> Selects audience they are writing for and appropriate style Notes difference in vocabulary between formal and informal Organise ideas into sequenced paragraphs</p> <p><b>Spoken Language:</b> Manages a group task by planning towards an outcome</p>	<p><b>Reading:</b> Demonstrate awareness of the listener by using emphasis, pace and pauses to maintain interest</p> <p><b>Writing:</b> Check tenses through proofreading work Write simple structures for different audiences and purposes Correctly spells words that conform to regular patterns.</p> <p><b>Spoken Language:</b> Support others in a group Discuss the various points of view that have been expressed</p>

		<p>-Produce clear and coherent text;          -Select, organise and emphasise key points.  <b>Spoken Language:</b>          -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>in a discussion.</p>	<p>Use drama to explore feelings          Improvise with a familiar story or situation.</p>	<p>Interact with other characters</p>
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Year 11 Step-Up		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Content</b>		<p><b>Hobbies:</b> 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). • 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).</p>	<p><b>Gothic:</b> This is a suggested unit of work for ELC Step up to English (5970), Component 2: Heroism. The unit covers skills for both Silver step and Gold step. 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. Students will need to learn how to plan, write, edit and proof read a piece of informative writing (email).</p>	<p><b>Holidays:</b> 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.</p>	<p><b>Science Fiction:</b> 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.</p>	<p><b>Heroism:</b> This is a suggested unit of work for ELC Step up to English (5970), Component 1: The Next Step. The unit covers skills for both Silver step and Gold step. 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. Students will need to learn how to plan, write, edit and proof read a piece of informative writing (email).</p>	<p><b>Next Steps:</b> 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</p>
<b>Skills</b>	<b>All</b>	<p><b>Reading:</b> Read and understand a range of texts: identify and interpret explicit and implicit information and ideas. Learn how to infer and how to compare. <b>Writing:</b> 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.</p>	<p><b>Reading:</b> -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 <b>Writing:</b> -Discuss what they want the scribe to write when planning extended writing -Use writing to add meaning to a picture -Talk about a personal event</p>	<p><b>Reading:</b> Decode text using pictures Read a simple sentence or phrase with support Decode unknown C-V-C words using phonic knowledge <b>Writing:</b> Talk about their writing Suggest something they could improve Plan story events using pictures and aids <b>Spoken Language:</b> Report a matter of interest Say if they agree to another's</p>	<p><b>Reading:</b> Decode text using pictures Read a simple sentence or phrase with support Decode unknown C-V-C words using phonic knowledge <b>Writing:</b> Talk about their writing Suggest something they could improve Plan story events using pictures and aids <b>Spoken Language:</b> Report a matter of interest Say if they agree to another's</p>	<p><b>Reading:</b> -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 <b>Writing:</b> -Discuss what they want the scribe to write when planning extended writing -Use writing to add meaning to a picture -Talk about a personal event</p>	<p><b>Reading:</b> -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. <b>Writing:</b> - Communicate information in writing for a variety of audiences, including relevant points</p>

	<p><b>Spoken Language:</b> How to plan effectively. • How to communicate ideas effectively. • How to respond to others appropriately</p>	<p>or a piece of work <b>Spoken Language:</b> -Report an experience or event -Repeat back simple instruction which includes small detail -Take part in a discussion with partner</p>	<p>point of view Listen to and copy the sounds of words.</p>	<p>point of view Listen to and copy the sounds of words.</p>	<p>or a piece of work <b>Spoken Language:</b> -Report an experience or event -Repeat back simple instruction which includes small detail -Take part in a discussion with partner</p>	<p><b>Spoken Language:</b> -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.</p>
Most	<p><b>Reading:</b> -Choose appropriate vocabulary for the task -Use some descriptive language -Use contextual and phonic clues <b>Writing:</b> -Link new definitions to known words -List keywords and phrases to use in their writing <b>Spoken Language:</b> -Ask questions to help understanding -Read aloud their work with correct intonation</p>	<p><b>Reading:</b> -Break down a passage into parts to gain a greater understanding -Build fluency when re-reading texts -Find key words when responding to texts <b>Writing:</b> -Choose appropriate vocabulary for the task -Report on real events -List key words and phrases to use in their writing <b>Spoken Language:</b> -Become aware of the importance of listening and responding -Ask questions to help understanding -Share ideas</p>	<p><b>Gothic Horror:</b> 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.</p>	<p><b>Reading:</b> <b>-Reading:</b> Discuss new words they have come across from the text State the name of their favourite text Answer question about what they have read <b>Writing:</b> Awareness of how to plan writing an email Awareness of how to edit and proof read Use appropriate form, language and structure <b>Spoken Language:</b> Discuss ideas in pairs and small groups Communicate ideas effectively Respond to others appropriately</p>	<p><b>Reading:</b> -Break down a passage into parts to gain a greater understanding -Build fluency when re-reading texts -Find key words when responding to texts <b>Writing:</b> -Choose appropriate vocabulary for the task -Report on real events -List key words and phrases to use in their writing <b>Spoken Language:</b> -Become aware of the importance of listening and responding -Ask questions to help understanding -Share ideas</p>	<p><b>Reading:</b> -Discuss new words they have come across from the text -State the name of their favourite text -Answer question about what they have read <b>Writing:</b> -Awareness of how to plan writing an email -Awareness of how to edit and proof read -List key words and phrases to use in their writing <b>Spoken Language:</b> -Discuss ideas in pairs and small groups -Communicate ideas effectively -Respond to others appropriately</p>
Some	<p><b>Reading:</b> -Use grammatical knowledge to make sense of writing -Can identify successful features of language and structure <b>Writing:</b> -Vary sentence structure -Present detailed information <b>Spoken Language:</b> -Compares use of language -Use language appropriate to the subject</p>	<p><b>Reading:</b> -Express opinions and ideas -Listen to and discuss a wide-range of non-fiction -Select specific areas of a text for detailed reading <b>Writing:</b> -Note difference in vocabulary between formal and informal writing -Vary sentence structure Include devices to aid reader <b>Spoken Language:</b></p>	<p><b>Reading:</b> Decode text using pictures Read a simple sentence or phrase with support Decode unknown C-V-C words using phonic knowledge <b>Writing:</b> Talk about their writing Suggest something they could improve Plan story events using pictures and aids <b>Spoken Language:</b></p>	<p><b>Reading:</b> Infer meaning of new words from surrounding text Compares texts and uses language of comparison <b>Writing:</b> Select correct form when writing Examine writing models Proofread for spelling, punctuation and grammar <b>Spoken Language:</b> Use vocabulary according to</p>	<p><b>Reading:</b> -Express opinions and ideas -Listen to and discuss a wide-range of non-fiction -Select specific areas of a text for detailed reading <b>Writing:</b> -Note difference in vocabulary between formal and informal writing -Vary sentence structure -Include devices to aid reader <b>Spoken Language:</b></p>	<p><b>Reading:</b> -Infer meaning of new words from surrounding text -Compares texts and uses language of comparison <b>Writing:</b> -Select correct form when writing -Examine writing models -Proofread for spelling, punctuation and grammar <b>Spoken Language:</b> -Use vocabulary according to</p>

		-Give an opinion on the topic discussed	-Help group come to a decision -Make relevant contributions in a discussion -Listen carefully to a sustained discussion	Report a matter of interest Say if they agree to another's point of view Listen to and copy the sounds of words.	context Discuss the various points of view that have been expressed Make relevant contributions in a discussion.	-Help group come to a decision -Make relevant contributions in a discussion -Listen carefully to a sustained discussion	context -Discuss the various points of view that have been expressed -Make relevant contributions in a discussion.
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Year 11 GCSE		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
<b>Content</b>		<p><b>Poetry Anthology</b></p> <p>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><b>Inspector Calls:</b> '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 2017 examination under the new GCSE curriculum requirements.</p>	<p><b>Macbeth:</b> 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><b>Macbeth /Unseen Poetry (spoken language task):</b> Pupils will annotate and examine the 15 poems required for the literature component of their GCSE examination. The unit will allow for pupils to explore a variety of classic and modern poetry. Once the analysis of the poems has taken place, pupils will be asked to compare two poems commenting on their structure, areas of language interest, themes and messages. Pupils are working on the 'Power and Conflict' section of the Anthology.</p>	<p><b>English language Preparation/Revision:</b> 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><b>Revision/Exam Period:</b> -Study skills sessions -Targeted revision sessions -Educational enrichment activities and visits</p>	
<b>Skills</b>	<b>All</b>	<p><b>Reading:</b> -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><b>Writing:</b> -Sustain concentration -Sequence story correctly -Organise their writing</p>	<p><b>Reading:</b> -State where the story happened -Comment on events or ideas in stories -Retell a simple story in sequence</p> <p><b>Writing:</b> -Use phrases and simple statements to convey ideas -Use letters that are clearly formed and sit on the line -Make some choices of vocabulary</p>	<p><b>Reading:</b> Read a range of texts fluently and accurately -Show understanding of the main points and express preferences -Classify poems by type</p> <p><b>Writing:</b> -Shoe imaginative clear writing -Use punctuation to mark sentences -Use a dictionary to check spelling</p> <p><b>Spoken language:</b></p>	<p><b>Reading:</b> -Ask questions to help clarify what they have read -Describes the principle characters and setting -Compares texts on similar events or themes</p> <p><b>Writing:</b> -Discuss variety of styles of writing -Examines language and grammar -Examines styles and layouts</p> <p><b>Spoken language:</b></p>		

	<ul style="list-style-type: none"> <li>-Sequence sentences logically</li> <li>-Begin to use punctuation correctly</li> </ul> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>-Discuss settings</li> <li>-Compare characters</li> <li>-Express opinions</li> <li>-Faces and audience and keeps head raised.</li> <li>-Looks at the listener when speaking</li> <li>-Communicates to an audience</li> </ul>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>-Talk about matters of immediate interest</li> <li>-Extend their ideas or accounts</li> <li>-Convey simple meanings to a range of listeners</li> </ul>	<ul style="list-style-type: none"> <li>-Express themselves and listen confidently in a variety of different situations</li> <li>-Begin to show an awareness of Standard English</li> <li>-Explore and communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>-Responds to the questions of others</li> <li>-Engages the audience</li> <li>-Expresses opinion to the group</li> </ul>	
<b>Most</b>	<p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Describe, narrate and question in a group discussion</li> <li>-Use vocabulary appropriate for the audience</li> <li>-Adapt talk to the purpose of the task</li> <li>-Use some of the features of standard English in their speaking</li> <li>-Improvise in a small group</li> <li>-Discuss opinions and explain ideas</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Show an understanding of significant ideas, themes, events and characters</li> <li>-Refer to the text when explaining their views</li> <li>-Consider what a characters actions infer</li> <li>-Describe how authors develop atmosphere</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Develop different writing genres</li> <li>-Have an awareness of the needs of a variety of audiences</li> <li>-Respond to a variety of stimuli</li> <li>-Begin to use grammatically complex sentences</li> <li>-Write in a range of forms in a</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Show they can read ahead through independent reading</li> <li>-Identify and comment on a range of characters and how they relate to each other</li> <li>-Express opinion about major event</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Use appropriate and interesting vocabulary</li> <li>-Develop ideas in a sequence of sentences</li> <li>-Handwriting shows accurate and consistent letter formation</li> </ul> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>-Begin to show confidence in talking and listening</li> <li>-Speak clearly and use a growing vocabulary</li> <li>-Begin to adapt to more formal situations</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Show understanding of significant themes, ideas and events</li> <li>-Express opinion and ideas</li> <li>-Refer to the text to support their ideas</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Begin to use grammatically complex sentences</li> <li>-Begin to use punctuation within the sentence</li> <li>-Use adventurous vocabulary choices</li> </ul> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>-Adapt talk to purpose</li> <li>-Listen carefully, make contributions and ask questions in class discussions</li> <li>-Use some features of grammar in their spoken work</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Identify and interpret explicit and implicit information and ideas</li> <li>-Explain and comment on how writers use language and structure to achieve effects and influence readers</li> <li>-Compare writers' ideas and perspectives</li> <li>-Evaluate texts critically</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Communicate clearly, effectively and imaginatively</li> <li>-Adapt style, tone and register for different purposes</li> <li>-Organise information and ideas</li> <li>-Use a range of vocabulary</li> </ul> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>-Use standard English</li> <li>-Respond to questions and feedback</li> <li>-Present a formal presentation to camera</li> </ul>	

		sustained and developed way			
<b>Some</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Use pace and expression to make text comprehensible and enjoyable for an audience</li> <li>-Monitor own reading</li> <li>-Identify characteristics of themes, characters, dialogue, openings and endings</li> <li>-Use inference and deduction where appropriate</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Write a range of different sentences</li> <li>-Use correct grammar in complex sentences</li> <li>-Show awareness of different viewpoints</li> <li>-Predict, review and reflect in their writing</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Adapt speech to meet the needs of the audience</li> <li>-Use a range of vocabulary and syntax</li> <li>-Use a variety of styles to maintain the audience's interest</li> <li>-Use Standard English in a formal context</li> <li>-Identify the key points in a discussion</li> <li>-Contribute, evaluate, conclude and consider when undertaking group discussion</li> <li>-Sustain, interact, convey and evaluate when completing a drama activity</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Make relevant notes when doing research</li> <li>-Refer to the text to support their views</li> <li>-Select specific areas of a text for detailed reading</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Evaluate suggestions when drafting work</li> <li>-Sustain and develop interesting ideas</li> <li>-Write in a range of lively and imaginative forms</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Adapt talk to purpose</li> <li>-Show awareness of how intonation effects meaning</li> <li>-Use body language to encourage a speaker</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Use inference and deduction when selecting points from the text</li> <li>-Retrieve and collate information from a range of sources</li> <li>-Identify key features and characters and select relevant sentences and phrases to support their view</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Convey meaning clearly in a range of forms</li> <li>-Use a range of punctuation</li> <li>-Organise simple and complex sentences into paragraphs</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Engage the interest of the listener</li> <li>-Ask questions to develop ideas</li> <li>-Begin to use standard English in formal situation</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Compare two versions of a text noting differences in grammatical choices</li> <li>-Compares different texts against a range of criteria</li> <li>-Discuss why a word/phrase was used and its impact on the reader</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Uses a range of strategies to develop a feeling of time</li> <li>-Unpicks different styles of writing i.e. grammatical structures/punctuation and vocabulary choices with a view to writing their own text</li> <li>-Considers how their writing reflects the purpose and audience</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>-Asks insightful questions</li> <li>-Adjusts the way they communicate to different purposes and audiences</li> <li>-Summarises the main points of what has been said</li> </ul>	