HOPE HIGH Accelerated Reader LEARNING JOURNEY Identify implicit and explicit meaning in a text To explore and To consider how to evaluate texts critically, compare how the To distinguish the supporting our ideas with the time when a written styles of texts text is produced textual details Computerised are shaped by the SHOW THAT PUPILS CAN TRANSFER KEY difference between affects the assessment fiction and non-fiction context in which they SKILLS AND KNOWLEDGE UNDER EXAM views/ideas within were produced CONDITIONS **AR EOT** Test **REVISION AND** Reading for Meaning & Supporting AR EOT **Component 2A - GCSE** COMMUNICATION **Analy**ing Texts- FS Test To consider how To compare and To develop awareness of what to Computerised Identify and comment on the evaluate ideas across impressions and layers of expect in exams where reading assessment meaning are created by structure and organisation of more than one text Computerised skills are essential; to practice tool extended metaphor texts, including grammatical assessment Adopt active reading responding to exam style and presentational features approaches to engage questions at text level with, and make sense Extract the main points and of, texts, e.g., Identify and comment Identify and comment on the Understand features relevant information from a visualising, predicting, on writers' purposes **AR EOT Test** structure and organisation of of non-fiction text / text or source using a range empathising and and viewpoints and the newsletter / article texts, including grammatical Computerised of strategies such as relating to own overall effect of a text Understand. and presentational features formal letter assessment skimming and scanning experience on the reader. describe, select at text level tool or retrieve information, To Kill a Mockingbird events or **AR EOT Test AR EOT Test Face** Stormbreaker ideas from texts and use quotation and reference to text Explain and comment on writers Understand Use writing to explore and use of language, including writers' purposes and Computerised Relate texts to their grammatical and literary features brain-storming techniques and effect of a text on the reader how a writer Understand assessment social, cultural and crafts their historical traditions conventions language to Computerised influence the ofspy Explore and use different assessment Discuss a dilemma faced by a literature degrees of formality in character. Develop empathy Analyse the language Trace the tool written and oral texts, development with characters Assess Use PEE strategy to used by the author to e.g. formal speeches, Explore setting of themes, parallels and differences **AR EOT Test** evoke emotions in th show understanding informal journals; Computerised presentation and the values orideas reader's responses to it of layers of meaning between characters. reader assessment toolClosely examine a in texts writer's ability to fictionalize real-life The Explain in events. Engage Noughts and detail, **AR EOT Test** Lord of the Flies **AR EOT Test Breadwinner** with a pertinent Crosses Term 2 including global issues Term 3 terminology Term 1 how a writer Computerised collect and comment on examples of has used Plan and discuss how to relay the Explore the concept of literary heritage, assessment language change, e.g. new words associated language same story through a different why certain texts are important within it with electronic communication and ICT. media. Consider audience and and how some texts have influenced their historical culture and thinking context Select techniques and devices used by writers, and draw on a range of Extract the main points Computerise Making fresh Understand features and relevant information evidence, opinions, information Understanding and connections between of non-fiction text / from a text or source Make relevant notes when assessment ideas, experiences, texts newsletter / article / how specific structural and responding to ideas, using a range of strategies researching different sources, AR EOT Test and words, drawing on a organisational choices in viewpoints, themes formal letter comparing and contrasting such as skimming and rich experience of texts create particular effect and purposes in texts scanning language and literature Percy Jackson & the **Abomination** Extract the main points **Refugee Boy AR EOT Test AR EOT Test Lightening Thief** and relevant information **YEAR** Term 1 Term 2 from a text or source using a range of strategies Understand how to use persuasive Analyse in depth such as skimming and Use inference and deduction to Computerised and detail writers' Developing and devices to influence your reader scanning use of literary, explore layers of meaning within a assessment tool adapting reading Use PEE to rhetoricaland Computerised $skills\ and\ strategies$ evidence and grammatical Computerised assessment tool -Develop skills as How writers' uses of support features assessment toolReading Age critical readers character language and Expectation 3 Critical thinking analysis rhetorical, months progress Examine war Explore and develop AR EOT Test Author's craft Analyse language to grammaticaland Consider the context propaganda ideas about Reading for meaning explore the atmosphere literary features Understand features posters and $of war \, poems \, and \,$ relationships Creativity /tension// influence the reader of non-fiction text / recruitment analyse how this Computerised throughout a text. characterisation newsletter/article/ affects the meaning. speeches assessment tool – Kensuke's **Private** Harry Potter and the Kingdom **AR EOT Test** Show **AR EOT Test Peaceful** Philosopher's Stone understanding Term 3 Term 2 of how the Term 1 Infer and deduce author Computerised develops Explore the tension assessment tool Recognise how meaning recognising the themes, values between settings information from the text Impact of figurative writers' intentions. changes based on how it or ideas in the Comment on poetry **CATs Test** language in a text is presented Engaging with ideas and texts, novel. and use of language Show understanding of understanding and responding Show understanding of how the the conditions faced by to the main issues. author develops themes, values or soldiers in the trenches ideas in the novel. Students will be able to REASON, CONJECTURE and JUSTIFY their Our scheme is designed with

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Schemes of learning are designed to ensure students progress based on their security of understanding and

STRETCH and CHALLENGE is at the heart of our

readiness for the next stage.

curriculum

INTERLEAVING as a key element

Topic tests and termly assessments are

and maximise progression.

designed to accurately assess knowledge

Accelerated Reader Baseline Tests

arguments using their literar

Students will develop CONCEPTUAL

UNDERSTANDING and become FLUENT

readers. Leading to ability to RECALL

and APPLY knowledge rapidly.

Curriculum Intent

Empathy is at the heart of our Reading curriculum. Promoting empathy through reading diverse texts about other cultures, histories and societies will help improve our pupils' social skills and allow them an understanding of a world they may not have experienced. Hope High School are proud to have diverse and representative texts, reflecting a modern Britain, to help our students feel known, seen and heard. Our chosen texts have been expertly with advice from Mental Health Leads.