



## Statement of Curriculum Intent English – KS1/KS2/KS3/KS4

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We understand that English is both a subject in its own right and a medium for teaching the wider curriculum: 'Fluency in the English language is an essential foundation for success in all subjects' (pg. 11, National Curriculum). With this in mind, we aim to develop pupils' language and communication, their ability to listen with understanding and for all pupils to progress in their reading and writing. At Shenstone Lodge School, we strive for excellence in English achievement throughout the school. Across all year groups, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English. Students will have access to a broad, balanced and exciting English curriculum, designed to strengthen the skills of Speaking & Listening, Reading and Writing which will prepare them for the rigours of academic qualifications at Key Stage 4 and for future education and employment.

When delivering English lessons, will provide an environment to help support individual multi-sensory processing needs. Students will be provided with differentiated resources and levels of support every lesson, in order to increase student engagement and progress toward their goals, while maintaining a high level of challenge. Students will have access to a range of offsite and onsite activities which will enrich their curriculum and aid their understanding of the subject content. Students will have access to one-to-one interventions to improve areas of

weakness such as spelling, handwriting, reading skills, etc. where this is possible within the staffing structure.

## Wedge School – Key Stages 1 and 2

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### Reading

#### RWI

Read Write Ink (R.W.I) is an inclusive literacy programme for all pupils in school, learning to read. Pupils learn the 44 common sounds in the English language and how to blend them to read and spell. This programme is also used in interventions when some of the older students still struggle to read.

#### Guided Reading

Once pupils have completed the RWI programme teachers will implement guided reading, focused reading sessions. Pupils are taught how to respond to comprehension questions in both a verbal and written manner in a variety of formats. Pupils are provided access to a wealth of high-quality texts through their English work; within their class reading area and school library. Within their guided reading groups, some students will follow the Rapid Reading scheme, which is a scheme designed to boost pupils' reading and develop their skills to a point where they are able to read freely, without adult support. Online resources are also available to all pupils to access at school.

#### Writing/Speaking & Listening

Our approach to writing is based on Talk for Writing (Pie Corbett) which is an approach that supports pupils to explore, through talk, the thinking and creative processes involved in being a writer. It is embedded at every phase of the teaching sequence which is structured to include teacher talk, supported pupil talk and independent pupil talk. We believe that Talk for Writing is an approach that goes beyond the development of pupils general speaking and listening skills - it allows pupils to explore the processes involved in being a writer, and extends oral rehearsal so that it becomes a draft for their written pieces. The approach supports the pupils to move from talk into writing. Talk for Writing advocates that pupils imitate the key language needed

for a particular genre orally, before reading and analysing it. Through fun activities they rehearse retelling the text, then through shared writing they are shown how to craft their writing in the same style. The approach includes imitation, innovation and independent application (invention) - a two or three-week process depending on the genre being taught. This is then expanded, un upper KS2, into a six-week process to enable the students to explore more fully the topics being taught and further develop their skills. Our aim is to provide the students with the fundamental skills in English and instill a love and passion for reading, which will prepare them for KS3 and beyond.

## Edge School – Key Stages 3 and 4

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Our English curriculum will provide students with the opportunity to:

- Enjoy a wide range of fiction and non-fiction texts which will enable them to connect with the world around them.

Develop resilience, independence and confidence in order to enable them to contribute positively to the life of the school, the wider community and employment.

- Allow students access to the following qualifications: AQA Step Up to English Silver and Gold Awards, AQA GCSE English Language, AQA GCSE English Literature.

### **Speaking & Listening**

In Speaking & Listening, pupils will develop skills that will allow them to articulate and express their ideas, views and opinions about a variety of topics confidently, clearly and respectfully, using Standard English. They will demonstrate presentation skills that will help them to develop the ability to manage interview or employment situations in later life.



## Reading

In Reading, pupils will read and understand a diverse range of texts, analyse and evaluate the language used by writers, be able to draw comparisons within and between texts and evaluate texts critically.

## Writing

In Writing, pupils will write legibly and accurately in Standard English, producing texts which are suitable for a range of audiences and purposes, communicate clearly and effectively and benefit from a continued focus on the quality of their spelling, punctuation and grammar.

# English Pathways at Shenstone Lodge School

**Academic support:**  
 1-2-1 sessions  
 Phonics  
 Dyslexia screening  
 Streamed Reading sessions

**Pastoral support:**  
 Mentoring  
 Wellbeing team  
 Small class sizes  
 Trauma informed practice

Shenstone Lodge Site –  
 EYFS

Shenstone Lodge Site –  
 Lower School

Shenstone Lodge Site –  
 Upper School  
**SATS**

The Brades Lodge Site –  
**Key stage 3**

The Brades Lodge Site –  
**Functional Skills**  
**Entry Level**

The Brades Lodge Site –  
**Functional Skills**  
**Level 1 and 2**

The Brades Lodge Site –  
**Step up**  
**Silver**

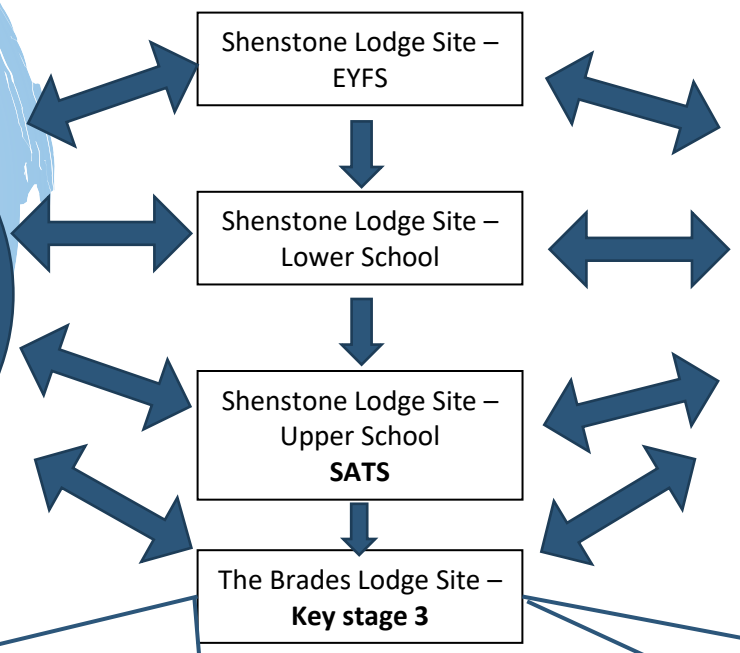
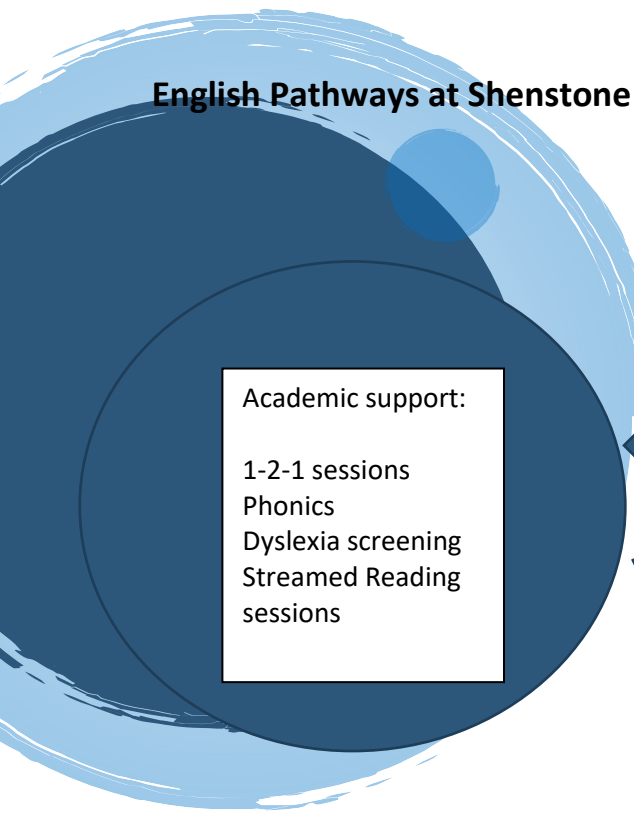
The Brades Lodge Site –  
**Step up**  
**Gold**

The Brades Lodge Site –  
**AQA GCSE Language**  
**Foundation**

The Brades Lodge Site –  
**AQA GCSE Language**  
**Higher paper**

The Brades Lodge Site –  
**AQA GCSE Literature**  
**Foundation**

The Brades Lodge Site –  
**AQA GCSE Literature**  
**Higher paper**



**EYFS and Year 1**

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
<p><b>Texts as a Stimulus:</b> Nursery Rhymes</p> <p>Label characters</p> <p>Giraffes Can't Dance (Wishing tale) – Create an I wish picture / make marks</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Silly soup.</p> <p>Names Labels.</p> <p>Captions Lists Diagrams Messages – Create a Message centre!</p>	<p><b>Texts as a Stimulus:</b> The Little Red Hen (Journey story)</p> <p>Sequence the story</p> <p>Speech bubbles</p> <p>The Three Billy Goats Gruff (Defeat Monster)</p> <p>Create a wanted poster to catch the troll</p> <p>Name writing, labelling using initial sounds, story scribing.</p> <p>Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story Write a sentence</p>	<p><b>Texts as a Stimulus:</b> Owl Babies (Tale of Fear)</p> <p>CVC words / simple sentence writing using high frequency words</p> <p>The Sleepy Bumblebee (Cumulative) Labels and simple captions</p> <p>Mini beasts – Animal Fact File – Compare two animals</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Create a story board.</p>	<p><b>Texts as a Stimulus:</b> Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - (Cumulative) Describe foods / adjectives</p> <p>Healthy Food – My Menu / Bean Diary Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Order the Easter story.</p> <p>Labels and captions – life cycles</p> <p>Recount – A trip to the park Character descriptions.</p> <p>Write 2 sentences</p>	<p><b>Texts as a Stimulus:</b> Mr Gumpy's Outing (Cumulative) Report about the animals falling into the water</p> <p>Handa's Surprise (Journey story) Retell the story in own words / reverse the journey</p> <p>Describe each animals Write new version</p> <p>Writing recipes, lists.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words.</p> <p>Acrostic poems</p>	<p><b>Texts as a Stimulus:</b> Big Blue Whale (Information Text)</p> <p>Write facts about whales</p> <p>Write a postcard / diary writing</p> <p>My Holiday – recount Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Character description – Rainbow Fish</p> <p>Write three sentences</p>

Year 2	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Stone age	The UK – All About Me	Toys	Famous Women of History	The Skies Above	Coasts- by the seaside
<p><u>Fiction Text:</u></p> <p><b><u>Stories with Predictable Phrasing.</u></b></p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Learn how to use both familiar and new punctuation correctly (full stops, capital letters, commas for lists)</p> <p>Write simple sentences using patterned language, words and phrases taken from familiar stories.</p>	<p><u>Fiction Text:</u></p> <p><b><u>Contemporary Fiction - Stories reflecting children's own experience.</u></b></p> <p>Develop positive attitudes towards and stamina for writing by writing narratives about personal experience</p> <p>Learn how to use expanded noun phrases to describe and specify</p> <p>Write a series of sentences to retell events based on personal experience.</p>	<p><u>Fiction Text:</u></p> <p><b><u>Traditional Tales - Fairy Tales.</u></b></p> <p>Develop positive attitudes towards and stamina for writing by writing narratives about others' experience</p> <p>Learn how to use the past tense correctly</p> <p>Write a re-telling of a traditional story.</p>	<p><u>Fiction Text:</u></p> <p><b><u>Traditional Tales – Myths.</u></b></p> <p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary</p> <p>Learn how to use both familiar and new punctuation correctly (commas for lists, exclamation marks)</p> <p>Write a creation myth based on ones read e.g. How the zebra got his stripes!</p>	<p><u>Non-Fiction Text:</u></p> <p><b><u>Diary.</u></b></p> <p>Develop positive attitudes towards and stamina for writing by writing narratives about personal experience</p> <p>Learn how to use apostrophes for singular possession</p> <p>Write a diary entry about being involved in extreme weather.</p>	<p><u>Non-Fiction Text:</u></p> <p><b><u>Instructions.</u></b></p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command</p> <p>Learn how to form adverbs by adding the suffix -ly</p> <p>Following a practical experience, write up the instructions for a simple recipe.</p>	

Year 3	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Stone age	The UK – All About Me	Toys	Famous Women of History	The Skies Above	Coasts- by the seaside
<p><u>Non-Fiction Text:</u></p> <p><b>Labels, Lists and Captions.</b></p> <p>Learn how to use expanded noun phrases to describe and specify</p> <p>Learn how to use commas for lists</p> <p>Further input on use of commas for lists</p> <p>Write labels and sentences for an in-class exhibition/museum display.</p>	<p><u>Non-Fiction Text:</u></p> <p><b>Report.</b></p> <p>Consider what they are going to write before beginning by encapsulating what they want to say sentence by sentence</p> <p>Learn how to use co-ordination (or, and, but)</p> <p>A simple non-chronological report with a series of sentences to describe aspects of the subject.</p>	<p><u>Non-Fiction Text:</u></p> <p><b>Explanation.</b></p> <p>Develop positive attitudes towards and stamina for writing by writing for different purposes</p> <p>Learn how to use subordination (when, if, that, because)</p> <p>Draw pictures to illustrate a simple process and prepare several sentences to support the explanation.</p>	<p><u>Poetry Unit:</u></p> <p><b>Explore, read, and write a range of poetry.</b></p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher</p> <p>Learn how to use expanded noun phrases to describe and specify</p> <p>Write simple poems in the style of a given prompt.</p>	<p><u>Fiction Text:</u></p> <p><b>Contemporary Stories.</b></p> <p>Learn how to use the past tense correctly, including the progressive form</p> <p>Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense</p> <p>Reading and correcting sentences with incorrect tenses</p> <p>Use contemporary stories to write own contemporary story.</p>	<p><u>Class Choice Unit:</u></p> <p><b>Skills and text choice to be decided by class teacher based on the needs and interests of the class.</b></p>	



Year 4	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	The UK	Great Fire of London	Exploration and Navigation	America	Egyptians	Waters of the World
<p><u>Fiction Text:</u></p> <p><b>Adventure Stories.</b></p> <p>Learn to draft and write by composing and rehearsing sentences orally (including dialogue).</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Oral storytelling focusing on plot events</p> <p>Recap use of pronouns to replace names and nouns, adding interest to writing</p> <p>Write an adventure story, focusing on plot.</p>	<p><u>Fiction Text:</u></p> <p><b>Traditional Tales - Fairy Tales.</b></p> <p>Learn to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Learn to use fronted adverbials.</p> <p>Recap the style of fairy tales – structure, meaning, themes, etc.</p> <p>Write a re-telling of a traditional story.</p>	<p><u>Fiction Text:</u></p> <p><b>Writing and Performing a Play.</b></p> <p>Learn to read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Write and perform a play, based on a familiar story.</p>	<p><u>Non-Fiction Text:</u></p> <p><b>Explanation.</b></p> <p>Learn to plan their writing by discussing and recording ideas.</p> <p>Learn to organise paragraphs around a theme.</p> <p>Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.</p>	<p><u>Fiction Text:</u></p> <p><b>Use of speech.</b></p> <p>Learn to draft and write by composing and rehearsing sentences orally (including dialogue).</p> <p>Learn to use and punctuate direct speech.</p> <p>Understand how to correctly use speech and then incorporate this into a story.</p>	<p><u>Fiction Text:</u></p> <p><b>Stories with Recurring Literacy Language.</b></p> <p>Learn to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use a familiar story as a model to write a new story.</p>	

	<p><u>Non-Fiction Text:</u></p> <p><b>Instructions.</b></p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command</p> <p>Use a wider range of conjunctions, including when, if, because, although.</p> <p>Instructions games</p> <p>Write a series of fiction-based instructions (i.e. 'How to Trap an Ogre'), including diagrams.</p>	<p><u>Non-Fiction Text:</u></p> <p><b>Recount.</b></p> <p>Learn to use the present perfect form of verbs in contrast to the past tense.</p> <p>Learn to use conjunctions, adverbs and prepositions to express time and cause</p> <p>Drama activities – then oral retelling of what has happened</p> <p>Write first person recounts, using adverbs of time to aid sequencing, and maintaining consistency in tense and person.</p>	<p><u>Non-Fiction Text:</u></p> <p><b>Report.</b></p> <p>Learn to draft and write by using simple organisational devices [for example, headings and sub-headings].</p> <p>Learn to use commas after fronted adverbials.</p> <p>Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.</p>	<p><u>Poetry Unit:</u></p> <p><b>Explore, read, and write a range of poetry.</b></p> <p>Learn to indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use a wider range of conjunctions, including when, if, because, although.</p> <p>Placing the apostrophe in the correct position in a word</p> <p>Rhyme and rhythm activities</p>	<p><u>Non-Fiction Text:</u></p> <p><b>Article.</b></p> <p>Learn to assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Learn to draft and write by using simple organisational devices [for example, headings and sub-headings].</p> <p>Oral explanation of their ideas</p> <p>Research information on a "new" transport invention and write a newspaper article about it.</p>	<p><u>Class Choice Unit:</u></p> <p><b>Skills and text choice to be decided by class teacher based on the needs and interests of the class.</b></p>
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Year 5	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	Mayans	Frozen Kingdoms	Hola Mexico	Volcanoes	Anglo Saxons	Crime and punishment or Historical Women
<p><u>Non-Fiction Text:</u></p> <p><b>Instructions - Giving Directions.</b></p> <p>Learn to propose changes vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Learn to use a colon to introduce a list.</p> <p>Write and evaluate a range of instructions, including directions e.g. a treasure hunt.</p>	<p><u>Fiction Text:</u></p> <p><b>Traditional Tales – Fables and Story Settings.</b></p> <p>Learn to plan by considering how authors have developed settings in what pupils have read, listened to or seen performed.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Recap of when to use a comma.</p> <p>Write a new fable to convey a moral.</p> <p>Write a section of a narrative (or several narratives) focusing on setting.</p>	<p><u>Fiction Text:</u></p> <p><b>Writing and Performing a Play.</b></p> <p>Learn to plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Learn to use brackets, dashes or commas to indicate parenthesis.</p> <p>Teaching of parenthesis – e.g. add in the information game</p> <p>Write and perform a play, based on a familiar story.</p>	<p><u>Non-Fiction Text:</u></p> <p><b>Report.</b></p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Learn to punctuate bullet points consistently.</p> <p>Practise using each tense orally</p> <p>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider diagram to organise the information. Use the notes to create a report.</p>	<p><u>Fiction Text:</u></p> <p><b>Traditional Tales - Legends.</b></p> <p>Enhance writing by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Reflect on the main character of the legend from different viewpoints. Re-tell the story from a different perspective.</p>	<p><u>Non-Fiction Text:</u></p> <p><b>Persuasion – Letter Writing.</b></p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Learn to assess the effectiveness of their own and others' writing.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.</p>	

WWII	WWII	Magic	Rainforests	Quests	Amazing Adventures
<p><u>Fiction Text:</u></p> <p><b>Suspense and Mystery.</b></p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Learn to use expanded noun phrases to convey complicated information concisely.</p> <p>Expanding noun phrases</p> <p>Change/add the word/sentence to make build tension</p> <p>Develop skills of building up atmosphere in writing e.g. passages building up tension.</p>	<p><u>Non-Fiction Text:</u></p> <p><b>Recount.</b></p> <p>Learn to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Learn to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Review of pronouns – read other works – how do we know who they are talking about. Practice relative clauses with omitted pronoun</p> <p>Compose a biographical account based on research.</p>	<p><u>Fiction Text:</u></p> <p><b>Writing and Performing a Play.</b></p> <p>Learn to plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Learn to use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Placing the punctuation in the correct place</p> <p>Write and perform a play, based on a familiar story.</p>	<p><u>Non-Fiction Text:</u></p> <p><b>Explanation.</b></p> <p>Learn to use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Learn to use the perfect form of verbs to mark relationships of time and cause.</p> <p>Create a flowchart to explain the rainforest cycle works; use the notes to write an explanation using an impersonal style.</p>	<p><u>Fiction Text:</u></p> <p><b>Traditional Tales - Myths (Quest)</b></p> <p>Plan writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Enhance writing by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Write a myth focusing on effective characterisation</p> <p>Link dialogue to effective characterisation, interweaving speech and action.</p>	<p><u>Non-Fiction Text:</u></p> <p><u>Notes from a Small Island</u></p> <p><b>Writing Skills</b></p> <p><u>Fiction Text: Alice in Wonderland</u></p> <p><b>Reading Skills</b></p> <p><u>Poetry: Adventure Poetry including The Jabberwocky</u></p>

Year 7	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	<p><b>Novel 1 – Harry Potter &amp; the Philosopher’s Stone</b></p> <p>To develop good reading habits; reading a novel.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 To read and understand a novel; to be able to select relevant points from the text; to use quotes correctly; begin to make inferences; identify some figurative language and make simple comments about its effectiveness; make comparisons between parts of the text.</p> <p><b>Writing:</b> AOs 5, 6 To be able to produce extended writing in the form of a short story– focus on SPaG, structure and descriptive writing techniques.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in S&amp;L activities, work collaboratively and be</p>	<p><b>Poetry</b></p> <p>To develop a basic understanding of poetic devices through modern and C19 poetry.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 To read and understand a variety of preC20 and C20 poetry, be able to select relevant quotes and information from the text; be able to recognise different parts of language and examples of figurative language, and begin to comment on their use.</p> <p><b>Writing:</b> AOs 5, 6 To have produced extended writing in the form of an additional stanza of a poem and a letter.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in S&amp;L activities and work collaboratively and in role. Develop</p>	<p><b>Short Stories</b></p> <p>To continue good reading habits; demonstrate competency in creating a fiction text in the form of a short story.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 To read and understand a variety of preC20 and modern short stories, further develop use of quotation and ability to make inferences based on evidence in a text.</p> <p><b>Writing:</b> AOs 5, 6 To have been able to plan, draft, edit and redraft a short story; develop use of descriptive techniques; write imaginatively and structure ideas and information effectively.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9</p>	<p><b>Novel 2 – Goodnight Mister Tom</b></p> <p>To sustain good reading habits; reading a novel; to introduce context.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Lit - context Read and listen to a novel; improve reading aloud; develop understanding of the use of presentational features in non-fiction texts, purpose and audience, tense and narrative perspective and know and recognise a range of sentence types.</p> <p><b>Writing:</b> AOs 5, 6 To have produced a newspaper article which uses appropriate features for the type of writing, and is suitable for audience and purpose.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in group discussion, collaborative</p>	<p><b>Shakespeare - Macbeth</b></p> <p>To maintain good reading habits, whilst also developing an understanding of some linguistic and structural features of a Shakespeare play; develop understanding of context.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Lit - context Read and show understanding of non-fiction texts about Shakespeare’s theatre. Read and listen to extracts from ‘Macbeth’ and abridged version in Standard English; show understanding of how the context of the play affects the content; show understanding of use of some dramatic features with simple comment on effectiveness; develop use of quotation.</p> <p><b>Writing:</b> AOs 5, 6</p>	<p><b>Non-Fiction – Extreme Sports</b></p> <p>To demonstrate competency in creating non-fiction texts in the form of a leaflet and factsheet. Review of Reading and Writing Skills over Year 7.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Understand differences between fiction and non-fiction, fact and opinion and different purposes of non-fiction texts. Locate information in texts.</p> <p><b>Writing:</b> AOs 5, 6 Create extended non-fiction writing, in the form of a leaflet about an extreme sport and a factsheet about Challenge Academy, which is suitable for audience and purpose, uses the correct style and tone for purpose and contains features intended to appeal to audience.</p>

	<p>able to listen to others. Develop discussion skills and use of Standard English.</p> <p>Introduction to group and individual reading. Completion of a text as a class. Beginning to develop language analysis. Basic SPaG writing skills and writing for audience and purpose. Introduction to S&amp;L activities.</p>	<p>understanding of Standard English and colloquial language. Perform a reading.</p> <p>Developing ability to identify key poetic devices. Improving reading analysis skills. Development of ability to use language and imagery within their own pieces. Gaining experience and enhancing confidence when presenting their own work in front of the class.</p>	<p>To participate in group discussion, collaborative tasks and drama based activities such as hotseating, role play, etc.</p> <p>Continuation of group and individual reading. Further development of ability to use language and imagery within their own pieces and write for specific purpose. Improving confidence with Standard English when speaking.</p>	<p>tasks and drama based activities such as hotseating, role play, etc; further develop understanding of Standard English and colloquial language.</p> <p>Continuation of group and individual reading. Completion of a text as a class. Further develop language analysis. Develop SPaG writing skills and use of correct layout and presentational features. Further improving confidence with Standard English when speaking.</p>	<p>To have produced a diary account of a visit to a Shakespearean theatre in the late 1500s and a letter to Lady Macbeth translated from Shakespearean language into modern English.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in group discussion, collaborative tasks and drama based activities such as hotseating; use challenging vocabulary.</p> <p>An introduction to the language of Shakespeare, and gaining an understanding of the characters and plot. Building on previous work of writing for audience and purpose. Improving confidence with Standard English and good vocabulary when speaking.</p>	<p><b>Speaking and Listening:</b> AOs 7, 8, 9 To have taken part in, and made valid contributions to, class discussion and pair or small group work. To have planned and delivered a presentation to the class about an extreme sport of their choice. To further develop use of Standard English.</p> <p>Introduction to reading non-fiction texts. Establish knowledge of how to write to persuade. Keep improving ability to write for a number of different purposes using other texts for support. Further experience of presenting their own work in front of the class.</p>
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**Year 8**

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<b>Novel 1 – Holes</b>	<b>Culture and Identity</b>	<b>Greek Mythology</b>	<b>Novel 2 – Percy Jackson and the Lightning Thief</b>	<b>Shakespeare – The Tempest</b>	<b>Non-Fiction – The Victorians</b>
<p>To develop the ability to read full texts; reading a full novel.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Read and listen to extracts of the novel; continue to improve reading aloud; use differentiated materials to select appropriate quotes to support points; make predictions and inferences based on what they have read; retrieve explicit and implicit information.</p> <p><b>Writing:</b> AOs 5, 6 To have been able to produce extended writing in the form of a letter and a further section of the novel.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To have participated in group discussion and collaborative tasks.</p> <p>Develop confidence with reading full texts. Completion of a text as a class.</p>	<p>Develop ability to read and understand a range of different texts; develop ability to improve own writing.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 To read and understand a variety of fiction and non-fiction texts and extracts, including poetry from other cultures. To be able to identify explicit and implicit information, bias and the writers' viewpoints. To be able to use quotes from a text to support points. Develop skills of language analysis.</p> <p><b>Writing:</b> AOs 5, 6 To have planned, drafted, edited and redrafted extended writing in role and continue focus on SPaG and structure.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in S&amp;L activities and work</p>	<p>Build on ability to read and understand texts from other cultures; further develop ability to improve own writing.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Lit - context Read and listen to a number of Greek myths and non-fiction writing about Ancient Greece; select appropriate points, relevant information and quotation from texts; recognise features (linguistic and structural) of fiction texts and consider the effect of the use of figurative language on the reader.</p> <p><b>Writing:</b> AOs 5, 6 To have planned, written, edited and redrafted a piece of extended writing: retelling of 'Pandora's Box' with different context and narrative perspective.</p> <p><b>Speaking and</b></p>	<p>To further develop the ability to read full texts; reading a full novel.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Read and listen to the novel. Develop locating relevant information in the text and using appropriate quotation. Develop understanding of structural features of texts.</p> <p><b>Writing:</b> AOs 5, 6 To have planned, written, edited and redrafted a piece of extended writing: a newspaper article, focus on presentational features and layout.</p> <p><b>Speaking and Listening:</b> AOS 7, 8, 9 To have participated in group discussion, collaborative tasks and listened to other members of the class. Continued development of responding</p>	<p>Consolidate and build upon understanding of linguistic and structural features of a Shakespeare play; further develop understanding of context.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Lit - context Read and listen to extracts from 'The Tempest' and abridged version in Standard English; show further developed understanding of how the context of the play affects the content; show further understanding of use of some dramatic features with more detailed comment on effectiveness; develop use of quotation; comparison.</p> <p><b>Writing:</b> AOs 5, 6 Produce written comparisons using conjunctions to show relationships between ideas.</p>	<p>Review of Reading and Writing Skills over Year 8. Pupils able to use non-fiction writing skills to produce writing to explain</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 To have recognised examples of non-fiction texts and read and showed understanding of a number of non-fiction texts. Locate relevant points in a text and identify presentational features.</p> <p><b>Writing:</b> AOs 5, 6 To have produced writing to explain in an informative leaflet which is suitable for purpose and audience, and produce writing to compare using appropriate conjunctions.</p> <p><b>Speaking and Listening:</b> AOS 7, 8, 9 To have used Standard English in discussion and to have shared ideas and</p>

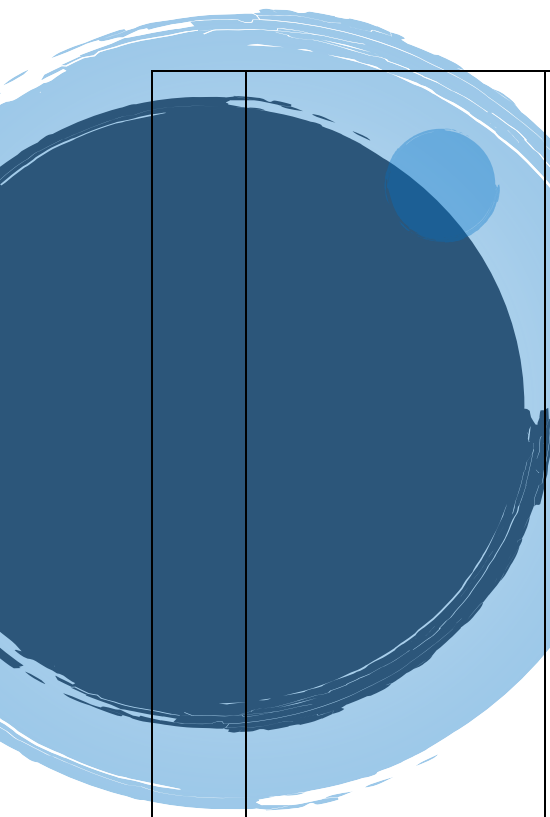
	<p>Reading skills to address characterisation and theme; use of quotation and reference. Develop writing for different purposes. Continued improvement of confidence with Standard English and good vocabulary when speaking.</p>	<p>collaboratively and in role. To make significant contributions to discussion, continuing to develop use of Standard English.</p> <p>Develop confidence with reading a range of texts. Develop planning, editing, redrafting skills. Continued improvement of confidence with Standard English and good vocabulary when speaking.</p>	<p><b>Listening:</b> AOs 7, 8, 9 To have participated in group discussion, collaborative tasks and listened to other members of the class. Continued development of responding appropriately.</p> <p>Further develop confidence with reading a range of texts. Further develop planning, editing, redrafting skills. Continued improvement with responding to feedback/questions.</p>	<p>appropriately.</p> <p>Further develop confidence with reading longer texts. Completion of a longer text. Continue to develop use of quotation and reference. Consolidate and build on prior knowledge of presentation and layout. Continued improvement with responding to feedback/questions.</p>	<p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in group discussion, collaborative tasks and group scriptwriting and performance; use challenging vocabulary.</p> <p>A developed understanding of Shakespeare's language, and gaining an understanding of characters, plot, theme, context. Develop ability to write comparisons. Improving confidence with Standard English and good vocabulary when speaking.</p>	<p>opinions clearly. To have been able to act in role as a character in a drama based activity and work well with others.</p> <p>Developed understanding of non-fiction texts. Establish knowledge of how to write to explain. Keep improving ability to write for a number of different purposes. Developed ability to work with others.</p>
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Year 9 – Upper Pathway

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<p><b>Novel – Stone Cold</b></p>	<p><b>AQA Step Up to English Gold Award Component 1 (E3)</b></p>	<p><b>AQA Step Up to English Gold Award Component 1 (E3)</b></p>	<p><b>AQA Step Up to English Gold Award Component 2 (E3)</b></p>	<p><b>AQA Step Up to English Gold Award Component 2 (E3)</b></p>	<p><b>Power &amp; Conflict</b></p>
<p>To read a dual narrative text and understand perspective; to become prepared for AQA Step Up to English Gold Award.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Read and listen to a novel, some short non-fiction texts and a poem about homelessness; revisit and consolidate reading skills from Year 8, including: select appropriate quotes to support points; make predictions and inferences based on what they have read; retrieve explicit and implicit information; make comparisons between characters. Pupils will complete tasks to prepare them for AQA Step Up to English Gold Award.</p> <p><b>Writing:</b> AOs 5, 6 Revisit and consolidate writing skills from Year 8, including: using a range of sentence</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS. IN WEEK ONE, STUDENTS SHOULD COMPLETE BOTH SPEAKING AND LISTENING ASSESSMENTS*</b></p> <p>To develop reading, writing and S&amp;L skills in readiness for AQA Step Up to English Gold Award Component 1.</p> <p><b>Reading:</b> AOs 1, 2, 4 Read a range of non-fiction texts on the theme of ‘Hobbies’. Develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; begin to show awareness of structure; express personal preferences,</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS*</b></p> <p>To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 1.</p> <p><b>Reading:</b> 1, 2, 4 Read a range of non-fiction texts on the theme of ‘Hobbies’. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; express personal preferences, showing greater awareness of writer’s viewpoint, in order to complete Component</p>	<p>To develop reading and writing skills in readiness for AQA Step Up to English Gold Award Component 2.</p> <p><b>Reading:</b> AOs 1, 2, 3 Read a range of non-fiction and fiction texts on the theme of ‘Gothic Horror’. Develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons.</p> <p><b>Writing:</b> AOs 5, 6 Produce writing on the theme of ‘Gothic Horror’. Develop writing skills: organise writing appropriately for the purpose of the reader; develops</p>	<p>To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 2.</p> <p><b>Reading:</b> AOs 1, 2, 3 Read a range of non-fiction and fiction texts on the theme of ‘Gothic Horror’. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons.</p> <p><b>Writing:</b> AOs 5, 6 Produce writing on the theme of ‘Gothic Horror’. Develop writing skills: organise writing appropriately for the purpose of the</p>	<p>To introduce the concept and themes of power and conflict and begin to look at GCSE Literature anthology poetry.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Lit – context Read a range of non-fiction texts about immigration, war, etc. Further develop English Language AOs 1-4 skills by completing a range of reading tasks on the texts. Introduction to anthology poems ‘Emigree’ and ‘Remains’.</p> <p><b>Writing:</b> AOs 5, 6 Further develop English Language AOs 5-6 by completing writing tasks on the non-fiction texts.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 Participate in whole</p>

	<p>structures; improving spelling, punctuation and grammar; communicate clearly and effectively; ensure writing is suitable for purpose and audience. Produce descriptive writing with a focus on linguistic techniques and figurative language; produce a letter home that is suitable for purpose and contains appropriate content. Pupils will complete tasks to prepare them for AQA Step Up to English Gold Award.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 Revisit and consolidate S&amp;L skills from Year 8. To have participated in whole group discussion, reading, drama, collaborative tasks and listened to other members of the class; evaluate own S&amp;L skills.</p> <p>Developed reading, writing and S&amp;L skills in readiness for beginning AQA Step Up to English Gold Award.</p>	<p>beginning to show awareness of writer's viewpoint, in preparation for Component 1 exam paper.</p> <p><b>Writing:</b> AOs 5, 6 Produce writing on the theme of 'Hobbies'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 1 exam paper.</p> <p><b>Speaking and</b></p>	<p>1 exam paper Reading section.</p> <p><b>Writing:</b> AOs 5, 6 Produce writing on the theme of 'Hobbies'. Further develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in order to complete Component 1 exam paper writing section.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p>	<p>different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p>Developed ability to answer Gold Award reading and writing questions on fiction and non-fiction.</p>	<p>reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p>Developed ability to answer Gold Award reading and writing questions on fiction and non-fiction; to have successfully completed the whole of Component 2.</p>	<p>group discussion and collaborative tasks. Research and present information about a war/conflict in order to prepare for GCSE English Language S&amp;L task.</p> <p>To be familiar with the theme of the GCSE English Literature poetry anthology. To have understood, and begun to analyse, two of the GCSE English Literature anthology poems. To have developed subject terminology and skills of language analysis.</p>
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		<p><b>Listening: AOs 7, 8, 9</b> Demonstrate presentation skills; listen and respond appropriately to spoken language, including to questions and feedback on presentations; use spoken English effectively in speeches and presentations, in order to complete the S&amp;L element of Component 1.</p> <p>Developed ability to answer Gold Award reading and writing questions on non-fiction; to have successfully completed S&amp;L element of Component 1.</p>	<p>Developed ability to answer Gold Award reading and writing questions on non-fiction; to have successfully completed the whole of Component 1.</p>			
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**Year 9 – Lower Pathway**

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<b>Novel 1 – Harry Potter &amp; the Philosopher’s Stone</b>	<b>Poetry</b>	<b>Short Stories</b>	<b>Novel 2 – Goodnight Mister Tom</b>	<b>Shakespeare - Macbeth</b>	<b>Non-Fiction – Extreme Sports</b>
<p>To develop good reading habits; reading a novel.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 To read and understand a novel; to be able to select relevant points from the text; to use quotes correctly; begin to make inferences; identify some figurative language and make simple comments about its effectiveness; make comparisons between parts of the text.</p> <p><b>Writing:</b> AOs 5, 6 To be able to produce extended writing in the form of a short story– focus on SPaG, structure and descriptive writing techniques.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in S&amp;L activities, work collaboratively and be able to listen to others. Develop discussion skills</p>	<p>To develop a basic understanding of poetic devices through modern and C19 poetry.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 To read and understand a variety of preC20 and C20 poetry, be able to select relevant quotes and information from the text; be able to recognise different parts of language and examples of figurative language, and begin to comment on their use.</p> <p><b>Writing:</b> AOs 5, 6 To have produced extended writing in the form of an additional stanza of a poem and a letter.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in S&amp;L activities and work collaboratively and in role. Develop understanding of Standard English and colloquial language.</p>	<p>To continue good reading habits; demonstrate competency in creating a fiction text in the form of a short story.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 To read and understand a variety of preC20 and modern short stories, further develop use of quotation and ability to make inferences based on evidence in a text.</p> <p><b>Writing:</b> AOs 5, 6 To have been able to plan, draft, edit and redraft a short story; develop use of descriptive techniques; write imaginatively and structure ideas and information effectively.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in group discussion, collaborative tasks and drama based</p>	<p>To sustain good reading habits; reading a novel; to introduce context.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Lit - context Read and listen to a novel; improve reading aloud; develop understanding of the use of presentational features in non-fiction texts, purpose and audience, tense and narrative perspective and know and recognise a range of sentence types.</p> <p><b>Writing:</b> AOs 5, 6 To have produced a newspaper article which uses appropriate features for the type of writing, and is suitable for audience and purpose.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in group discussion, collaborative tasks and drama based activities such as</p>	<p>To maintain good reading habits, whilst also developing an understanding of some linguistic and structural features of a Shakespeare play; develop understanding of context.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Lit - context Read and show understanding of non-fiction texts about Shakespeare’s theatre. Read and listen to extracts from ‘Macbeth’ and abridged version in Standard English; show understanding of how the context of the play affects the content; show understanding of use of some dramatic features with simple comment on effectiveness; develop use of quotation.</p> <p><b>Writing:</b> AOs 5, 6 To have produced a diary account of a visit</p>	<p>To demonstrate competency in creating non-fiction texts in the form of a leaflet and factsheet. Review of Reading and Writing Skills over Year 7.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Understand differences between fiction and non-fiction, fact and opinion and different purposes of non-fiction texts. Locate information in texts.</p> <p><b>Writing:</b> AOs 5, 6 Create extended non-fiction writing, in the form of a leaflet about an extreme sport and a factsheet about Challenge Academy, which is suitable for audience and purpose, uses the correct style and tone for purpose and contains features intended to appeal to audience.</p> <p><b>Speaking and</b></p>

	<p>and use of Standard English.</p> <p>Introduction to group and individual reading. Completion of a text as a class. Beginning to develop language analysis. Basic SPaG writing skills and writing for audience and purpose. Introduction to S&amp;L activities.</p>	<p>Perform a reading.</p> <p>Developing ability to identify key poetic devices. Improving reading analysis skills. Development of ability to use language and imagery within their own pieces. Gaining experience and enhancing confidence when presenting their own work in front of the class.</p>	<p>activities such as hotseating, role play, etc.</p> <p>Continuation of group and individual reading. Further development of ability to use language and imagery within their own pieces and write for specific purpose. Improving confidence with Standard English when speaking.</p>	<p>hotseating, role play, etc; further develop understanding of Standard English and colloquial language.</p> <p>Continuation of group and individual reading. Completion of a text as a class. Further develop language analysis. Develop SPaG writing skills and use of correct layout and presentational features. Further improving confidence with Standard English when speaking.</p>	<p>to a Shakespearean theatre in the late 1500s and a letter to Lady Macbeth translated from Shakespearean language into modern English.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in group discussion, collaborative tasks and drama based activities such as hotseating; use challenging vocabulary.</p> <p>An introduction to the language of Shakespeare, and gaining an understanding of the characters and plot. Building on previous work of writing for audience and purpose. Improving confidence with Standard English and good vocabulary when speaking.</p>	<p><b>Listening:</b> AOs 7, 8, 9 To have taken part in, and made valid contributions to, class discussion and pair or small group work. To have planned and delivered a presentation to the class about an extreme sport of their choice. To further develop use of Standard English.</p> <p>Introduction to reading non-fiction texts. Establish knowledge of how to write to persuade. Keep improving ability to write for a number of different purposes using other texts for support. Further experience of presenting their own work in front of the class.</p>
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**Year 10 – Upper Pathway**

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1 and 2	SUMMER TERM 1 and 2
<b>C20 Drama - Blood Brothers</b>	<b>Power &amp; Conflict Poetry Anthology</b>	<b>A Christmas Carol alongside GCSE English Language Paper 2 skills and S&amp;L preparation</b>	<b>Romeo &amp; Juliet alongside GCSE English Language Paper 1 skills</b>
<p>To develop reading skills in response to modern drama text. Analysis of character, theme, structure, language, dramatic techniques and context. Begin to develop essay writing skills.</p> <p><b>Reading:</b> Language AOs 1, 2, 3, 4 Literature AOs 1, 2, 3 Reading of Blood Brothers. To be able to locate explicit and implicit information in texts, begin to explain the writer's use of language, begin to show awareness of structure, be able to compare similarities and differences in theme, events, characters across the text. Further develop use of appropriate quotation and reference. Begin to develop essay writing skills for GCSE English Literature. Complete GCSE Language and Literature tasks.</p> <p><b>Writing:</b> Language AOs 5, 6 Continue to develop maturity in writing skills. Communicate</p>	<p>Pupils study a range of poems, based on the common themes of Power and Conflict. Analysis of language, form, and structure of texts. Comparison of poems.</p> <p><b>Reading:</b> Literature AOs 1, 2 Reading of poems, annotation skills relating to language, structure, theme, and form. Introduction to high level subject terminology and to comparison of poems.</p> <p><b>Writing:</b> AOs 5, 6 Continued focus on quality of written control when writing analytically about poetry.</p> <p><b>Speaking and</b></p>	<p>To develop an understanding of language, characterisation, themes, and structure in a 19<sup>th</sup> Century novel. To develop close analysis of extract skills. To analyse plot, setting, characterisation and theme. To consolidate and build upon prior knowledge of Victorian society. To further develop skills for Language Paper 2.</p> <p><b>Reading:</b> Language AOs 1, 2, 3 Literature AOs 1, 2, 3 Reading of the entire text. Analysis of the text as a whole, including the structure. Analysis of key moments and extracts. Theme tracking throughout the text. Re-visitation of use of relevant quotation and reference and analytical writing skills. Revision techniques for quotes. Build on essay writing skills for GCSE English Literature. Develop Language Paper 2 skills of synthesising information from two texts and comparing two texts, using texts on a theme from the novella (e.g. social injustice), one text pre-1914 and</p>	<p>To develop an understanding of language, characterisation, themes, and structure in Shakespearian tragedy. To develop close analysis of extract skills. To analyse the relationship between text and context. To further develop skills for Language Paper 1.</p> <p><b>Reading:</b> Language AOs 1, 2, 4 Literature AOs 1, 2, 3 Reading of the entire text. Analysis of the text as a whole, including the structure. Analysis of key moments and extracts. Theme tracking throughout the text. Re-visitation of use of relevant quotation and reference and analytical writing skills. Revision techniques for quotes. Develop Language Paper 1 skills of locating relevant information, analysing language and evaluating statements referring to the text and justifying their opinions. Build on essay writing skills for GCSE English Literature.</p> <p><b>Writing:</b> AOs 5, 6 Develop Language Paper 1 writing</p>

<p>clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. Use vocabulary and sentence structures for clarity, purpose and effect, with more accurate spelling and punctuation. Create a newspaper article. Complete GCSE English Language tasks.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9</p> <p>To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p>Pupils' ability to read and analyse a text will increase, along with their understanding of social, political, and historical context.</p>	<p><b>Listening:</b> AOs 7, 8, 9</p> <p>To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p>Pupils develop analysis skills of poetry, including comparison skills. Pupils will be able to compare texts. Pupils develop ability to reason their own thoughts and opinions on poetry texts.</p>	<p>one post-1914.</p> <p><b>Writing:</b> AOs 5, 6</p> <p>Develop Language Paper 2 writing skills: write a letter in role as a character from the novella; research and write an article about an element of the context of the novel (e.g. Dickens' father being imprisoned). Clear focus on purpose and audience, sentence structures, SPaG skills.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9</p> <p>Produce and deliver a presentation on their chosen research, using Standard English. Respond appropriately to questions and feedback.</p> <p>Pupils able to respond critically to a key literature text. Pupils further developed Language Paper 2 reading and writing skills. Pupils prepared for S&amp;L component of GCSE.</p>	<p>skills: revisit descriptive language and imagery; write descriptions of characters, settings, events in the play.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9</p> <p>To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p>Pupils able to respond critically to a key literature text. Pupils further developed Language Paper 1 reading and writing skills.</p>
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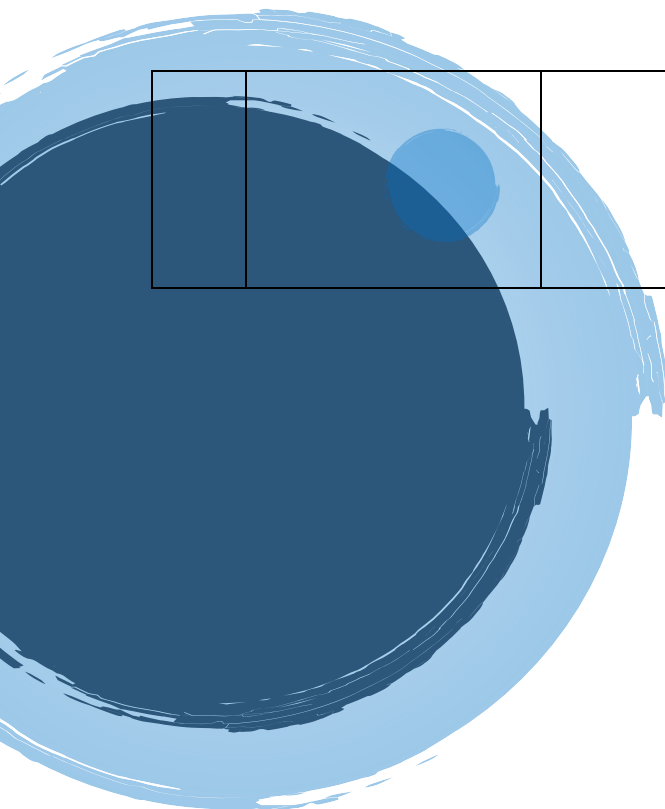
**Year 10 – Lower Pathway**

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<b>C20 Drama - Blood Brothers</b>	<b>Novel set during WWI</b>	<b>AQA Step Up to English Gold Award Component 1 (E3)</b>	<b>AQA Step Up to English Gold Award Component 1 (E3)</b>	<b>AQA Step Up to English Gold Award Component 2 (E3)</b>	<b>AQA Step Up to English Gold Award Component 2 (E3)</b>
<p>To develop reading skills in response to modern drama text. Understanding of character, theme, structure, language, dramatic techniques and context.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Reading of Blood Brothers. To be able to locate explicit and implicit information in texts, begin to explain the writer's use of language, begin to show awareness of structure, be able to compare similarities and differences in theme, events, characters across the text. Further develop use of appropriate quotation and reference. Complete AQA Step Up to English Gold Award tasks.</p>	<p>To develop reading skills in response to the text. Deeper understanding of character, theme, structure, language, narrative perspective and context. Prepare for Gold Award.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Reading of novel. Show greater independence when completing reading tasks: locate explicit and implicit information in texts, begin to explain the writer's use of language, begin to show awareness of structure, be able to compare similarities and</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS. IN WEEK ONE, STUDENTS SHOULD COMPLETE BOTH SPEAKING AND LISTENING ASSESSMENTS*</b></p> <p>To develop reading, writing and S&amp;L skills in readiness for AQA Step Up to English Gold Award Component 1.</p> <p><b>Reading:</b> AOs 1, 2, 4 Read a range of non-fiction texts on the theme of 'Hobbies'. Develop reading skills: locate key points and demonstrate understanding of texts; interpret at</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS*</b></p> <p>To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 1.</p> <p><b>Reading:</b> AOs 1, 2, 4 Read a range of non-fiction texts on the theme of 'Hobbies'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show</p>	<p>To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 2.</p> <p><b>Reading:</b> AOs 1, 2, 3 Read a range of non-fiction and fiction texts on the theme of 'Gothic Horror'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons.</p> <p><b>Writing:</b> AOs 5, 6</p>	<p>To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 2.</p> <p><b>Reading:</b> AOs 1, 2, 3 Read a range of non-fiction and fiction texts on the theme of 'Gothic Horror'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons.</p> <p><b>Writing:</b> AOs 5, 6</p>



	<p><b>Writing:</b> AOs 5, 6  <b>Writing:</b> Language AOs 5, 6  Continue to develop maturity in writing skills. Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience.  Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. Use vocabulary and sentence structures for clarity, purpose and effect, with more accurate spelling and punctuation. Create a newspaper article. Complete AQA Step Up to English Gold Award tasks.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9  To participate in class discussion. Share answers, ideas and</p>	<p>differences in theme, events, characters across the text. Further develop use of appropriate quotation and reference. Complete AQA Step Up to English Gold Award tasks.</p> <p><b>Writing:</b> AOs 5, 6  <b>Writing:</b> Language AOs 5, 6  Continue to develop maturity and independence in writing skills. Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts.</p>	<p>a literal level; make inferences based on textual detail; begin to show awareness of structure; express personal preferences, beginning to show awareness of writer's viewpoint, in preparation for Component 1 exam paper.</p> <p><b>Writing:</b> AOs 5, 6  Produce writing on the theme of 'Hobbies'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of</p>	<p>awareness of structure; express personal preferences, showing greater awareness of writer's viewpoint, in order to complete Component 1 exam paper Reading section.</p> <p><b>Writing:</b> AOs 5, 6  Produce writing on the theme of 'Hobbies'. Further develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation</p>	<p>Produce writing on the theme of 'Gothic Horror'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9  Participate in</p>	<p>Produce writing on the theme of 'Gothic Horror'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9  Participate in</p>
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	<p>opinions using Standard English.</p> <p>Pupils' ability to read and analyse a text will increase, along with their understanding of social, political, and historical context.</p>	<p>Use vocabulary and sentence structures for clarity, purpose and effect, with more accurate spelling and punctuation. Write a book review.</p> <p>Complete AQA Step Up to English Gold Award tasks.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p>Pupils' ability to read and analyse a text will increase, along with their ability to work independently.</p>	<p>punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 1 exam paper.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 Demonstrate Presentation skills; listen and respond appropriately to spoken language, including to questions and feedback on presentations; use spoken English effectively in speeches and presentations, in order to complete the S&amp;L element of Component 1.</p> <p>Developed ability to answer Gold Award reading and writing</p>	<p>within the sentence; use some adventurous vocabulary and descriptive techniques, in order to complete Component 1 exam paper writing section.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p>Developed ability to answer Gold Award reading and writing questions on non-fiction; to have successfully completed the whole of Component 1.</p>	<p>whole group discussion and collaborative tasks.</p> <p>Developed ability to answer Gold Award reading and writing questions on fiction and non-fiction.</p>	<p>whole group discussion and collaborative tasks.</p> <p>Developed ability to answer Gold Award reading and writing questions on fiction and non-fiction; to have successfully completed the whole of Component 2.</p>
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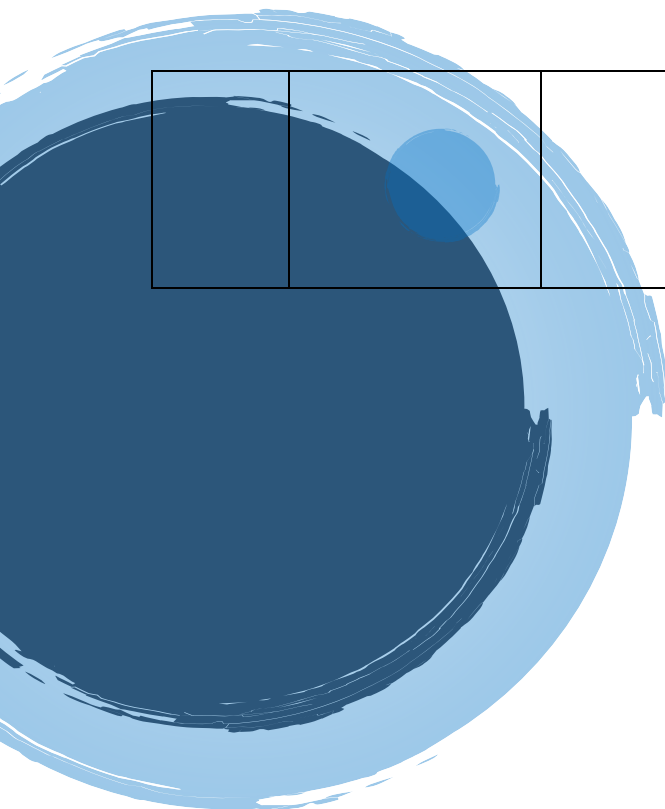
		questions on non-fiction; to have successfully completed S&L element of Component 1.			
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**Year 11 - Upper Pathway**

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
C20 Drama - Blood Brothers	Novel set during WWI	AQA Step Up to English Gold Award Component 1 (E3)	AQA Step Up to English Gold Award Component 1 (E3)	AQA Step Up to English Gold Award Component 2 (E3)	AQA Step Up to English Gold Award Component 2 (E3)
<p>To develop reading skills in response to modern drama text. Understanding of character, theme, structure, language, dramatic techniques and context.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4</p> <p>Reading of Blood Brothers. To be able to locate explicit and implicit information in texts, begin to explain the writer's use of language, begin to show awareness of structure, be able to compare similarities and differences in theme, events,</p>	<p>To develop reading skills in response to the text. Deeper understanding of character, theme, structure, language, narrative perspective and context. Prepare for Gold Award.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4</p> <p>Reading of novel. Show greater independence when completing reading tasks: locate explicit and implicit information in texts, begin to explain the writer's use of language, begin to show awareness of structure, be able to compare similarities and</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS. IN WEEK ONE, STUDENTS SHOULD COMPLETE BOTH SPEAKING AND LISTENING ASSESSMENTS*</b></p> <p>To develop reading, writing and S&amp;L skills in readiness for AQA Step Up to English Gold Award Component 1.</p> <p><b>Reading:</b> AOs 1, 2, 4</p> <p>Read a range of non-fiction texts on the theme of 'Hobbies'. Develop reading skills: locate key points and demonstrate understanding of texts; interpret at</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS*</b></p> <p>To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 1.</p> <p><b>Reading:</b> AOs 1, 2, 4</p> <p>Read a range of non-fiction texts on the theme of 'Hobbies'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show</p>	<p>To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 2.</p> <p><b>Reading:</b> AOs 1, 2, 3</p> <p>Read a range of non-fiction and fiction texts on the theme of 'Gothic Horror'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons.</p> <p><b>Writing:</b> AOs 5, 6</p>	<p>To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 2.</p> <p><b>Reading:</b> AOs 1, 2, 3</p> <p>Read a range of non-fiction and fiction texts on the theme of 'Gothic Horror'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make inferences based on textual detail; show awareness of structure; be able to make comparisons.</p> <p><b>Writing:</b> AOs 5, 6</p>

	<p>characters across the text. Further develop use of appropriate quotation and reference. Complete AQA Step Up to English Gold Award tasks.</p> <p><b>Writing:</b> AOs 5, 6 <b>Writing:</b> Language AOs 5, 6</p> <p>Continue to develop maturity in writing skills. Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. Use vocabulary and sentence structures for</p>	<p>differences in theme, events, characters across the text. Further develop use of appropriate quotation and reference. Complete AQA Step Up to English Gold Award tasks.</p> <p><b>Writing:</b> AOs 5, 6 <b>Writing:</b> Language AOs 5, 6</p> <p>Continue to develop maturity and independence in writing skills. Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience. Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts.</p>	<p>a literal level; make inferences based on textual detail; begin to show awareness of structure; express personal preferences, beginning to show awareness of writer's viewpoint, in preparation for Component 1 exam paper.</p> <p><b>Writing:</b> AOs 5, 6</p> <p>Produce writing on the theme of 'Hobbies'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of</p>	<p>awareness of structure; express personal preferences, showing greater awareness of writer's viewpoint, in order to complete Component 1 exam paper Reading section.</p> <p><b>Writing:</b> AOs 5, 6</p> <p>Produce writing on the theme of 'Hobbies'. Further develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation</p>	<p>Produce writing on the theme of 'Gothic Horror'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9</p> <p>Participate in</p>	<p>Produce writing on the theme of 'Gothic Horror'. Develop writing skills: organise writing appropriately for the purpose of the reader; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly and developing use of punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9</p> <p>Participate in</p>
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	<p>clarity, purpose and effect, with more accurate spelling and punctuation. Create a newspaper article. Complete AQA Step Up to English Gold Award tasks.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p>Pupils' ability to read and analyse a text will increase, along with their understanding of social, political, and historical context.</p>	<p>Use vocabulary and sentence structures for clarity, purpose and effect, with more accurate spelling and punctuation. Write a book review.</p> <p>Complete AQA Step Up to English Gold Award tasks.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p>Pupils' ability to read and analyse a text will increase, along with their ability to work independently.</p>	<p>punctuation within the sentence; use some adventurous vocabulary and descriptive techniques, in preparation for Component 1 exam paper.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 Demonstrate Presentation skills; listen and respond appropriately to spoken language, including to questions and feedback on presentations; use spoken English effectively in speeches and presentations, in order to complete the S&amp;L element of Component 1.</p> <p>Developed ability to answer Gold Award reading and writing</p>	<p>within the sentence; use some adventurous vocabulary and descriptive techniques, in order to complete Component 1 exam paper writing section.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p>Developed ability to answer Gold Award reading and writing questions on non-fiction; to have successfully completed the whole of Component 1.</p>	<p>whole group discussion and collaborative tasks.</p> <p>Developed ability to answer Gold Award reading and writing questions on fiction and non-fiction.</p>	<p>whole group discussion and collaborative tasks.</p> <p>Developed ability to answer Gold Award reading and writing questions on fiction and non-fiction; to have successfully completed the whole of Component 2.</p>
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			questions on non-fiction; to have successfully completed S&L element of Component 1.			
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**Year 11 – Lower Pathway**

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<p><b>Novel – Of Mice and Men GCSE English Language Preparation</b></p>	<p><b>GCSE Language - Speaking &amp; Listening component; Paper 1 preparation</b></p>	<p><b>GCSE Language – Paper 2 preparation</b></p>	<p><b>GCSE Language Papers 1 and 2 preparation - thematic</b></p>	<p><b>GCSE Language Papers 1 and 2 preparation - thematic</b></p>	
<p>Pupils will consolidate and build upon knowledge of GCSE English Language skills through study of the novel Of Mice and Men.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Understanding of background and context – non-fiction reading tasks for Paper 2 preparation. Reading of full text. Fiction reading tasks for Paper 1 preparation.</p> <p><b>Writing:</b> AOs 5, 6 Descriptive and narrative writing to prepare for</p>	<p>Pupils will have completed the Speaking &amp; Listening component for GCSE Language; pupils will have consolidated and built upon prior knowledge of reading and writing skills necessary for Paper 1.</p> <p><b>Reading:</b> AOs 1, 2, 4 Paper 1 AO1 questions listing four pieces of information from an extract. AO2 questions focus on understanding and analysis of language and structure, using relevant subject</p>	<p>Pupils will have consolidated and built upon prior knowledge of reading and writing skills necessary for Paper 2.</p> <p><b>Reading:</b> AOs 1, 2, 3 GCSE Language Paper 2 practice questions 1-4, AO1 questions identifying four correct pieces of information and synthesising information from two texts; AO2 questions showing understanding of writers’ use of language and using relevant subject terminology; AO3 questions</p>	<p>Pupils will have consolidated and further built upon prior knowledge of reading and writing skills necessary for Papers 1 and 2.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Reading a range of fiction and non-fiction texts on a theme. Paper 1 AO1 questions listing four pieces of information from an extract. AO2 questions focus on understanding and analysis of language and structure, using relevant subject terminology. AO4 type questions –</p>	<p>Pupils will have consolidated and further built upon prior knowledge of reading and writing skills and be fully prepared for GCSE English Language Papers 1 and 2.</p> <p><b>Reading:</b> AOs 1, 2, 3, 4 Reading a range of fiction and non-fiction texts on a theme. Paper 1 AO1 questions listing four pieces of information from an extract. AO2 questions focus on understanding and analysis of language and structure, using relevant subject</p>	<p>Language exams Week 1 and 2? – date TBC.</p>



	<p>GCSE Language Paper 1. Non-fiction text writing (article, letter, blog, travel writing, autobiography) to prepare for GCSE Language Paper 2.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p>Pupils will have read and understood a full novel. Pupils will have improved reading and writing skills in preparation for GCSE English Language Papers 1 and 2.</p>	<p>terminology. AO4 type questions – evaluate texts critically and support this with appropriate textual references. Use of past and example papers.</p> <p><b>Writing:</b> AOs 5, 6 Language Paper 1 writing preparation – descriptive and narrative writing. Use past and example papers.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 Pupils research, plan and deliver a presentation on a subject of their choice, to fulfil the needs of the GCSE English Language S&amp;L component. Pupils’ presentations should demonstrate effective use of Standard English and formal</p>	<p>comparing two texts. Use past and example papers.</p> <p><b>Writing:</b> AOs 5, 6 Consolidate and build on established writing skills; produce non-fiction responses, such as letters, articles, etc. Use past and example papers.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p>Pupils will have further improved reading and writing skills in preparation for GCSE English Language Paper 2.</p>	<p>evaluate texts critically and support this with appropriate textual references. GCSE Language Paper 2 practice questions 1-4, AO1 questions identifying four correct pieces of information and synthesising information from two texts; AO2 questions showing understanding of writers’ use of language and using relevant subject terminology; AO3 questions comparing two texts.</p> <p><b>Writing:</b> AOs 5, 6 Language Paper 1 writing preparation – descriptive and narrative writing. Language Paper 2 writing preparation - produce non-fiction responses, such as letters,</p>	<p>terminology. AO4 type questions – evaluate texts critically and support this with appropriate textual references. GCSE Language Paper 2 practice questions 1-4, AO1 questions identifying four correct pieces of information and synthesising information from two texts; AO2 questions showing understanding of writers’ use of language and using relevant subject terminology; AO3 questions comparing two texts.</p> <p><b>Writing:</b> AOs 5, 6 Language Paper 1 writing preparation – descriptive and narrative writing. Language Paper 2 writing preparation - produce non-</p>	
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	<p>language, and must listen and respond appropriately to questions and feedback.</p> <p>Pupils will develop their ability to undertake independent research.</p> <p>Pupils will explore appropriate tone and register in formal and informal situations and complete individual and group presentations.</p> <p>Pupils will be further prepared for GCSE Language Paper 1.</p>		<p>articles, etc.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9</p> <p>To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p>Pupils will have further improved reading and writing skills in preparation for GCSE English Language Papers 1 and 2.</p>	<p>fiction responses, such as letters, articles, etc.</p> <p><b>Speaking and Listening:</b> AOs 7, 8, 9</p> <p>To participate in class discussion. Share answers, ideas and opinions using Standard English.</p> <p>Pupils will have further improved reading and writing skills and will be fully prepared for GCSE English Language Papers 1 and 2.</p>	
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