

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

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 multisensory 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.

odge School – Key Stages 1 and 2

Reading

<u>RWI</u>

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 expended, 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.

dge School – Key Stages 3 and 4

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.

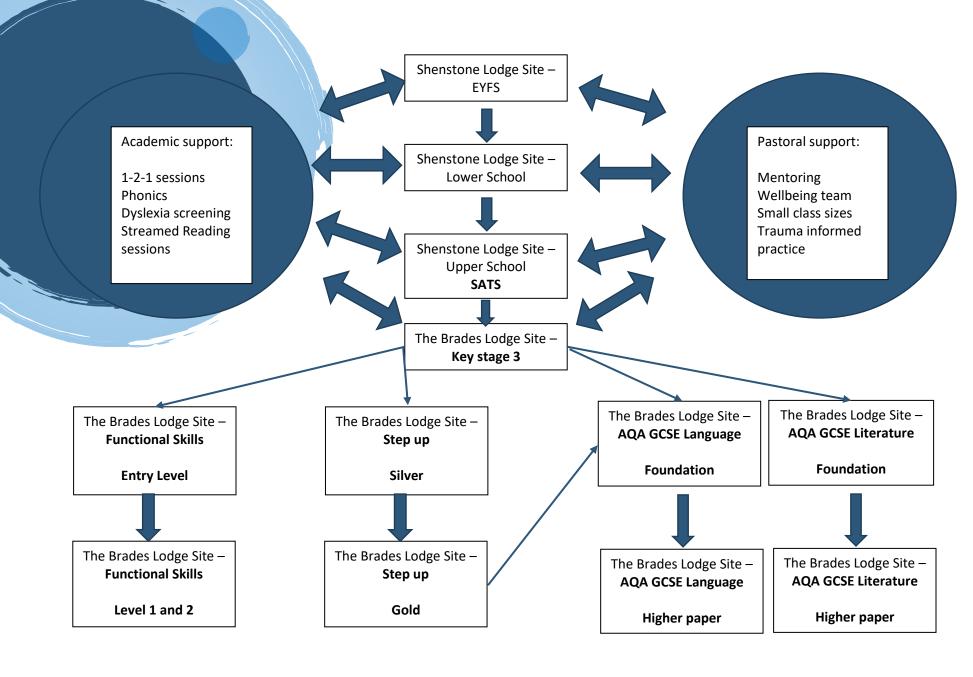
Reading

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



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

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

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

4	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Year	The UK	Great Fire of London	Exploration and	America	Egyptians	Waters of the World
r 4			Navigation			
	Fiction Text:	Fiction Text:	Fiction Text:	Non-Fiction Text:	<u>Fiction Text:</u>	Fiction Text:
	Adventure Stories.	Traditional Tales -	Writing and	Explanation.	Use of speech.	Stories with Recurring
		Fairy Tales.	Performing a Play.			Literacy Language.
	Learn to draft and	Learn to plan their	Learn to read aloud	Learn to plan their	Learn to draft and	Learn to plan their
	write by composing	writing by discussing	their own writing	writing by discussing	write by composing	writing by discussing
	and rehearsing	writing similar to that	using appropriate	and recording ideas.	and rehearsing	writing similar to that
	sentences orally	which they are	intonation and		sentences orally	which they are
	(including dialogue).	planning to write in order to understand	controlling the tone and volume so that	Learn to organise paragraphs around a	(including dialogue).	planning to write in order to understand
	Choose nouns or	and learn from its	the meaning is clear.	theme.	Learn to use and	and learn from its
	pronouns	structure, vocabulary	and meaning is elean		punctuate direct	structure, vocabulary
=	appropriately for	and grammar.	Choose nouns or	Following practical	speech.	and grammar.
	clarity and cohesion		pronouns	tasks, produce a		
	and to avoid	Learn to use fronted	appropriately for	simple flowchart	Understand how to	Extend the range of
	repetition.	adverbials.	clarity and cohesion	or cyclical diagram	correctly use speech	sentences with more
	Oral stan talling	Docon the style of	and to avoid	and record a series of	and then incorporate	than one clause by
	Oral storytelling focusing on plot	Recap the style of fairy tales – structure,	repetition.	sentences to support the explanation.	this into a story.	using a wider range of conjunctions,
	events	meaning, themes, etc.	Write and perform a	the explanation.		including when, if,
	events	meaning, enemes, ever	play, based on a			because, although
	Recap use of	Write a re-telling of a	familiar story.			, 3
	pronouns to replace	traditional story.				Use a familiar story as
	names and nouns,					a model to write a
	adding interest to					new story.
	writing					
	Write an adventure					
	story, focusing on					
	plot.					

Non-Fict	ion Text: Non-Ficti	on Text: Non-Fiction Text:	Poetry Unit:	Non-Fiction Text:	Class Choice Unit:
Instruct	Recount.	Report.	Explore, read, and write a range of poetry.	Article.	Skills and text choice to be decided by class teacher based on the needs and interests o
sentenc differen stateme exclama commar Use a w conjunc	of verbs in of the past terms. tion, d Learn to use conjunction and prepositions, express time	write by using simple organisational devices [for example, headings and subheadings]. s, adverbs tions to Learn to use commas after fronted	apostrophe with plural nouns. Use a wider range of conjunctions, including when, if,	Learn to assess the effectiveness of their own and others' writing and suggesting improvements. Learn to draft and write by using simple organisational devices	the class.
Instructi Write a fiction-binstructi to Trap	write first properties. (i.e. 'How n Ogre'), adverbs of the gradient sequencing, adverbing.	on a subject, sorting and categorising information; use comparative language to describe and differentiate.	because, although. Placing the apostrophe in the correct position in a word Rhyme and rhythm activities	[for example, headings and subheadings]. Oral explanation of their ideas Research information on a "new" transport invention and write a	
	and maintai consistency and person.	_		newspaper article about it.	

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0	۷	Mayans	Frozen Kingdoms	Hola Mexico	Volcanoes	Anglo Saxons	Crime and
	S Л						punishment or
							Historical Women
		Non-Fiction Text:	Fiction Text:	Fiction Text:	Non-Fiction Text:	Fiction Text:	Non-Fiction Text:
		NOTI FICTION TEXT.	Hetion Text.	riction rext.	Non riction rext.	riction text.	NOTI FICTION TEXT.
		Instructions - Giving	Traditional Tales –	Writing and	Report.	Traditional Tales -	Persuasion – Letter
		Directions.	Fables and Story	Performing a Play.	Report.	Legends.	Writing.
		Directions.	Settings.	r cirorilling a rilay.		Legenus.	witting.
		.//	Jettings.				
		Learn to propose	Learn to plan by	Learn to plan writing	Ensure the consistent	Enhance writing by	Use a wide range of
		changes vocabulary,	considering how	by identifying the	and correct use of	describing settings,	devices to build
		grammar and	authors have	audience for and	tense throughout a	characters and	cohesion within and
		punctuation to	developed settings in	purpose of the	piece of writing.	atmosphere and	across paragraphs.
		enhance effects and	what pupils have read,	writing, selecting the	piece of writing.	integrating dialogue to	across paragraphs
	-	clarify meaning.	listened to or seen	appropriate form and	Learn to punctuate	convey character and	Learn to assess the
		,a.	performed.	using other similar	bullet points	advance the action.	effectiveness of their
		Learn to use a colon to	F 00	writing as models for	consistently.		own and others'
		introduce a list.	Use commas to clarify	their own.		Use passive verbs to	writing.
			meaning or avoid		Practise using each	affect the	J
		Write and evaluate a	ambiguity in writing.	Learn to use brackets,	tense orally	presentation of	Use modal verbs or
		range of	5 , 5	dashes or commas to	,	information in a	adverbs to indicate
		instructions, including	Recap of when to use	indicate parenthesis.	Teacher demonstrates	sentence.	degrees of possibility.
		directions e.g. a	a comma.		research and note-		
		treasure hunt.		Teaching of	taking techniques	Reflect on the main	Present a point of
			Write a new fable to	parenthesis – e.g. add	using information and	character of the	view in the form of a
			convey a moral.	in the information	ICT texts on a subject	legend from different	letter linking points
				game	and using a spider	viewpoints. Re-tell the	persuasively and
			Write a section of a		diagram to organise	story from a different	selecting style and
			narrative (or several	Write and perform a	the information. Use	perspective.	vocabulary
			narratives) focusing	play, based on a	the notes to create a		appropriate to the
			on setting.	familiar story.	report.		reader.

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Year	WWII	WWII	Magic	Rainforests	Quests	Amazing Adventures
r 6	Fiction Text:	Non-Fiction Text:	Fiction Text:	Non-Fiction Text:	Fiction Text:	Non-Fiction Text:
	Suspense and Mystery.	Recount.	Writing and Performing a Play.	Explanation.	Traditional Tales - Myths (Quest)	Notes from a Small Island
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Learn to use expanded noun phrases to convey complicated information concisely. Expanding noun phrases Change/add the word/sentence to	Learn to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. Learn to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Review of pronouns – read other works – how do we know who	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. Learn to use semicolons, colons or dashes to mark boundaries between independent clauses. Placing the punctuation in the	Learn to use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Learn to use the perfect form of verbs to mark relationships of time and cause. Create a flowchart to explain the rainforest cycle works; use the notes to write an	Plan writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Enhance writing by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Writing Skills Fiction Text: Alice in Wonderland Reading Skills Poetry: Adventure Poetry including The Jabberwocky
	make build tension Develop skills of building up atmosphere in writing	they are talking about. Practice relative clauses with omitted pronoun	Write and perform a play, based on a familiar story.	explanation using an impersonal style.	on effective characterisation Link dialogue to effective	
	e.g. passages building up tension.	Compose a biographical account based on research.	Tammur Scory.		characterisation, interweaving speech and action.	

4	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Year	Novel 1 – Harry	Poetry	Short Stories	Novel 2 – Goodnight	Shakespeare -	Non-Fiction –
r 7	Potter & the	·		Mister Tom	Macbeth	Extreme Sports
	Philosopher's Stone					
ar 7	Potter & the	To develop a basic understanding of poetic devices through modern and C19 poetry. Reading: 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. Writing: AOs 5, 6 To have produced extended writing in the form of an additional stanza of a poem and a letter. Speaking and Listening: AOs 7, 8, 9 To participate in S&L activities and work	To continue good reading habits; demonstrate competency in creating a fiction text in the form of a short story. Reading: 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. Writing: 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.	To sustain good reading habits; reading a novel; to introduce context. Reading: 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. Writing: 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. Speaking and		
	activities, work collaboratively and be	collaboratively and in role. Develop	Speaking and Listening: AOs 7, 8, 9	Listening: AOs 7, 8, 9 To participate in group discussion, collaborative	Writing: AOs 5, 6	intended to appeal to audience.

able to listen to others.

Develop discussion skills and use of Standard English.

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&L activities.

understanding of Standard English and colloquial language. Perform a reading.

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.

To participate in group discussion, collaborative tasks and drama based activities such as hotseating, role play, etc.

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.

tasks and drama based activities such as hotseating, role play, etc; further develop understanding of Standard English and colloquial language.

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.

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.

Speaking and Listening: AOs 7, 8, 9 To participate in group discussion, collaborative tasks and drama based activities such as hotseating; use challenging vocabulary.

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.

Speaking and
Listening: 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.

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.

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

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.

collaboratively and in role. To make significant contributions to discussion, continuing to develop use of Standard English.

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.

Listening: 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.

Further develop confidence with reading a range of texts. Further develop planning, editing, redrafting skills. Continued improvement with responding to feedback/questions. appropriately.

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.

Speaking and Listening: AOs 7, 8, 9 To participate in group discussion, collaborative tasks and group scriptwriting and performance; use challenging vocabulary.

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.

opinions clearly. To have been able to act in role as a character in a drama based activity and work well with others.

Developed

understanding of nonfiction 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.

Yea	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2			
ear	Novel – Stone Cold	AQA Step Up to	AQA Step Up to	AQA Step Up to	AQA Step Up to	Power & Conflict			
9		English Gold Award	English Gold Award	English Gold Award	English Gold Award				
1		Component 1 (E3)	Component 1 (E3)	Component 2 (E3)	Component 2 (E3)				
Upper	To read a dual	*ALL STUDENTS TO	*ALL STUDENTS TO	To develop reading	To further develop	To introduce the			
b	narrative text and	COMPLETE TWO COMPONENT ONE	COMPLETE TWO COMPONENT ONE	and writing skills in	reading and writing	concept and themes			
er	understand	PAPERS	PAPERS	readiness for AQA	skills to complete AQA	of power and conflict			
Pathway	perspective; to	CONCURRENTLY,	CONCURRENTLY,	Step Up to English	Step Up to English	and begin to look at			
5	become prepared for	CHOSEN BY CLASS	CHOSEN BY CLASS	Gold Award	Gold Award	GCSE Literature			
\	AQA Step Up to	TEACHERS. IN WEEK ONE, STUDENTS	TEACHERS* To further develop	Component 2.	Component 2.	anthology poetry.			
Y e	English Gold Award.	SHOULD COMPLETE	· •	·	·				
	 	BOTH SPEAKING AND	reading and writing	Reading: AOs 1, 2, 3	Reading: AOs 1, 2, 3	Reading: AOs 1, 2, 3, 4			
	Reading: AOs 1, 2, 3,4	LISTENING ASSESSMENTS*	skills to complete AQA	Read a range of non-	Read a range of non-	Lit – context			
	Read and listen to a	ASSESSIVIENTS	Step Up to English Gold Award	fiction and fiction	fiction and fiction	Read a range of non-			
	novel, some short non-	To develop reading,		texts on the theme of	texts on the theme of	fiction texts about			
	fiction texts and a poem	writing and S&L skills	Component 1.	'Gothic Horror'.	'Gothic Horror'.	immigration, war, etc.			
	about homelessness;	in readiness for AQA	Deading 1 2 4	Develop reading skills:	Further develop	Further develop			
_	revisit and consolidate	Step Up to English	Reading: 1, 2, 4	locate key points and	reading skills: locate	English Language AOs			
	reading skills from Year	Gold Award	Read a range of non-	demonstrate	key points and	1-4 skills by			
	8, including: select	Component 1.	fiction texts on the	understanding of	demonstrate	completing a range of			
	appropriate quotes to support points; make	Component 1.	theme of 'Hobbies'.	texts; interpret at a	understanding of	reading tasks on the			
	predictions and	Reading: AOs 1, 2, 4	Further develop	literal level; make	texts; interpret at a	texts. Introduction to			
	inferences based on	Read a range of non-	reading skills: locate	inferences based on	literal level; make	anthology poems			
	what they have read;	fiction texts on the	key points and	textual detail; show	inferences based on	'Emigree' and			
	retrieve explicit and	theme of 'Hobbies'.	demonstrate	awareness of	textual detail; show	'Remains'.			
	implicit information;	Develop reading skills:	understanding of	structure; be able to	awareness of				
	make comparisons	locate key points and	texts; interpret at a	make comparisons.	structure; be able to	Writing: AOs 5, 6			
	between characters.	demonstrate	literal level; make		make comparisons.	Further develop			
	Pupils will complete	understanding of	inferences based on	Writing: AOs 5, 6		English Language AOs			
	tasks to prepare them		textual detail; show	Produce writing on	Writing: AOs 5, 6	5-6 by completing			
	for AQA Step Up to	texts; interpret at a	awareness of	the theme of 'Gothic	Produce writing on	writing tasks on the			
	English Gold Award.	literal level; make	structure; express	Horror'. Develop	the theme of 'Gothic	non-fiction texts.			
	Writing: AOs 5, 6	inferences based on	personal preferences,	writing skills: organise	Horror'. Develop				
	Revisit and consolidate	textual detail; begin to	showing greater	writing appropriately	writing skills: organise	Speaking and			
	writing skills from Year	show awareness of	awareness of writer's	for the purpose of the	writing appropriately	Listening: AOs 7, 8, 9			
	8, including: using a	structure; express	viewpoint, in order to	reader; develops	for the purpose of the	Participate in whole			
	range of sentence	personal preferences,	complete Component	reduct, develops	101 the purpose of the	Tarticipate III Whole			

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.

Speaking and

Listening: AOs 7, 8, 9
Revisit and consolidate
S&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&L skills.

Developed reading, writing and S&L skills in readiness for beginning AQA Step Up to English Gold Award.

beginning to show awareness of writer's viewpoint, in preparation for Component 1 exam paper.

Writing: 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.

Speaking and

1 exam paper Reading section.

Writing: 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.

Speaking and Listening: AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks. 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.

Speaking and Listening: AOs 7, 8, 9
Participate in whole group discussion and collaborative tasks.

Developed ability to answer Gold Award reading and writing questions on fiction and non-fiction.

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.

Speaking and Listening: AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.

Developed ability to answer Gold Award reading and writing questions on fiction and non-fiction; to have successfully completed the whole of Component 2. group discussion and collaborative tasks.
Research and present information about a war/conflict in order to prepare for GCSE English Language S&L task.

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.

	Listening: AOs 7, 8, 9 Demonstrate presentation skills; listen and respond appropriately to spoken language, including to	Developed ability to answer Gold Award reading and writing questions on non- fiction; to have successfully completed the whole		
	questions and feedback on presentations; use spoken English effectively in speeches and presentations, in order to complete the S&L element of Component 1.	of Component 1.		
	Developed ability to answer Gold Award reading and writing questions on non- fiction; to have successfully completed S&L element of Component 1.			

_	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Year	Novel 1 – Harry	Poetry	Short Stories	Novel 2 – Goodnight	Shakespeare -	Non-Fiction –
9	Potter & the			Mister Tom	Macbeth	Extreme Sports
1	Philosopher's Stone					
Lower Pathway	To develop good	To develop a basic	To continue good	To sustain good	To maintain good	To demonstrate
Ve e	reading habits;	understanding of	reading habits;	reading habits;	reading habits, whilst	competency in
T	reading a novel.	poetic devices	demonstrate	reading a novel; to	also developing an	creating non-fiction
at		through modern and	competency in	introduce context.	understanding of	texts in the form of a
₹ V	Reading: AOs 1, 2, 3, 4	C19 poetry.	creating a fiction text	.	some linguistic and	leaflet and factsheet.
Val	To read and understand a novel; to be able to		in the form of a short	Reading: AOs 1, 2, 3, 4	structural features of	Review of Reading
	select relevant points	Reading: AOs 1, 2, 3, 4 To read and understand	story.	Lit - context Read and listen to a	a Shakespeare play;	and Writing Skills over
	from the text; to use	a variety of preC20 and	Reading: AOs 1, 2, 3, 4	novel; improve reading	develop understanding of	Year 7.
	quotes correctly; begin	C20 poetry, be able to	To read and understand	aloud; develop	context.	
	to make inferences;/	select relevant quotes	a variety of preC20 and	understanding of the	context.	Reading: AOs 1, 2, 3, 4
	identify some figurative	and information from	modern short stories,	use of presentational	Reading: AOs 1, 2, 3, 4	Understand differences
	language and make	the text; be able to	further develop use of	features in non-fiction	Lit - context	between fiction and
	simple comments about its effectiveness; make	recognise different parts	quotation and ability to	texts, purpose and	Read and show	non-fiction, fact and
	comparisons between	of language and	make inferences based	audience, tense and	understanding of non-	opinion and different
	parts of the text.	examples of figurative language, and begin to	on evidence in a text.	narrative perspective and know and recognise	fiction texts about	purposes of non-fiction
		comment on their use.	Writing: AOs 5, 6	a range of sentence	Shakespeare's theatre.	texts. Locate
	Writing: AOs 5, 6	dominient on their doci	To have been able to	types.	Read and listen to	information in texts.
	To be able to produce	Writing: AOs 5, 6	plan, draft, edit and	, , , , , , , , , , , , , , , , , , ,	extracts from 'Macbeth'	Writing: AOs 5, 6
	extended writing in	To have produced	redraft a short story;	Writing: AOs 5, 6	and abridged version in Standard English; show	Create extended non-
	the form of a short	extended writing in the	develop use of	To have produced a	understanding of how	fiction writing, in the
	story– focus on SPaG,	form of an additional	descriptive	newspaper article which	the context of the play	form of a leaflet about
	structure and	stanza of a poem and a letter.	techniques; write	uses appropriate features for the type of	affects the content;	an extreme sport and a
	descriptive writing	ietter.	imaginatively and	writing, and is suitable	show understanding of	factsheet about
	techniques.	Speaking and	structure ideas and	for audience and	use of some dramatic	Challenge Academy,
		Listening: AOs 7, 8, 9	information	purpose.	features with simple	which is suitable for audience and purpose,
	Speaking and	To participate in S&L	effectively.		comment on effectiveness; develop	uses the correct style
	Listening: AOs 7, 8, 9	activities and work		Speaking and	use of quotation.	and tone for purpose
	To participate in S&L activities, work	collaboratively and in	Speaking and	Listening: AOs 7, 8, 9	ase of quotation.	and contains features
	collaboratively and be	role. Develop	Listening: AOs 7, 8, 9	To participate in group	Writing: AOs 5, 6	intended to appeal to
	able to listen to others.	understanding of	To participate in group	discussion, collaborative	To have produced a	audience.
	Develop discussion skills	Standard English and	discussion, collaborative	tasks and drama based activities such as	diary account of a visit	
		colloquial language.	tasks and drama based	activities such as		Speaking and

and use of Standard English.

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&L activities.

Perform a reading.

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.

activities such as hotseating, role play, etc.

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.

hotseating, role play, etc; further develop understanding of Standard English and colloquial language.

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.

to a Shakespearean theatre in the late 1500s and a letter to Lady Macbeth translated from Shakespearean language into modern English.

Speaking and Listening: AOs 7, 8, 9 To participate in group discussion, collaborative tasks and drama based activities such as hotseating; use challenging vocabulary.

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.

Listening: 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.

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.

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

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.

Speaking and Listening: AOs 7, 8, 9

To participate in class discussion. Share answers, ideas and opinions using Standard English.

Pupils' ability to read and analyse a text will increase, along with their understanding of social, political, and historical context.

Listening: AOs 7, 8,

To participate in class discussion. Share answers, ideas and opinions using Standard English.

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.

one post-1914.

Writing: AOs 5, 6

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.

Speaking and Listening: AOs 7, 8,

Produce and deliver a presentation on their chosen research, using Standard English. Respond appropriately to questions and feedback.

Pupils able to respond critically to a key literature text. Pupils further developed Language Paper 2 reading and writing skills. Pupils prepared for S&L component of GCSE. skills: revisit descriptive language and imagery; write descriptions of characters, settings, events in the play.

Speaking and Listening: AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.

Pupils able to respond critically to a key literature text. Pupils further developed Language Paper 1 reading and writing skills.

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

Writing: AOs 5, 6 Writing: 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.

Speaking and Listening: AOs 7, 8, 9 To participate in class discussion. Share answers, ideas 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.

Writing: AOs 5, 6 Writing: 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.

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.

Writing: 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

awareness of structure; express personal preferences, showing greater awareness of writer's viewpoint, in order to complete Component 1 exam paper Reading section.

Writing: 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

'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.

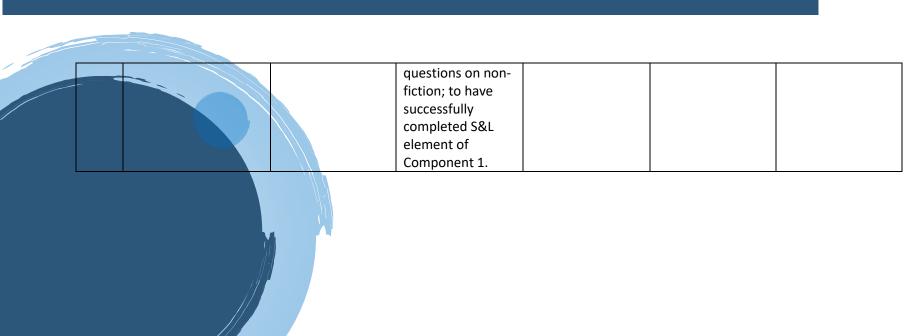
Produce writing

on the theme of

Speaking and Listening: AOs 7, 8, 9 Participate in 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.

Speaking and Listening: AOs 7, 8, 9 Participate in opinions using Use vocabulary within the whole group punctuation whole group Standard English. and sentence discussion and discussion and within the sentence; use structures for collaborative sentence; use some adventurous collaborative Pupils' ability to read clarity, purpose some adventurous vocabulary and tasks. tasks. and analyse a text will and effect, with vocabulary and descriptive Developed ability Developed ability increase, along with more accurate descriptive techniques, in their understanding spelling and techniques, in order to complete to answer Gold to answer Gold of social, political, and punctuation. preparation for Component 1 Award reading Award reading historical context. Write a book Component 1 exam paper and writing and writing review. questions on questions on exam paper. writing section. fiction and nonfiction and non-Speaking and Complete AQA Speaking and fiction. fiction; to have Step Up to English Listening: AOs 7, Listening: AOs 7, successfully Gold Award tasks. 8, 9 8, 9 completed the Participate in Demonstrate whole of Speaking and Presentation skills: whole group Component 2. Listening: AOs 7, listen and respond discussion and 8, 9 appropriately to collaborative To participate in spoken tasks. class discussion. language, Developed ability Share answers, including to ideas and opinions questions and to answer Gold using Standard feedback Award reading English. and writing on presentations; use spoken English questions on non-Pupils' ability to effectively in fiction; to have read and analyse a successfully speeches text will increase, and presentations, completed the along with their whole of in order to ability to work complete the S&L Component 1. independently. element of Component 1. Developed ability to answer Gold

Award reading and writing



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AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
C20 Drama -	Novel set during	AQA Step Up to	AQA Step Up to	AQA Step Up to	AQA Step Up to
Blood Brothers	WWI	English Gold	English Gold	English Gold	English Gold
		Award	Award	Award	Award
		Component 1 (E3)	Component 1 (E3)	Component 2 (E3)	Component 2 (E3)
To develop	To develop	*ALL STUDENTS TO COMPLETE	*ALL STUDENTS TO COMPLETE	To further develop	To further develop
reading skills in	reading skills in	TWO COMPONENT	TWO COMPONENT	reading and	reading and
response to	response to the	ONE PAPERS	ONE PAPERS	writing skills to	writing skills to
modern drama	text. Deeper	CONCURRENTLY,	CONCURRENTLY,	complete AQA	complete AQA
text.	understanding of	CHOSEN BY CLASS	CHOSEN BY CLASS	Step Up to English	Step Up to English
Understanding of 🏻	character, theme,	TEACHERS. IN	TEACHERS*	Gold Award	Gold Award
character, theme,	structure,	WEEK ONE,		Component 2.	Component 2.
structure,	language,	STUDENTS SHOULD	To further develop		
language,	narrative	COMPLETE BOTH	reading and	Reading: AOs 1, 2,	Reading: AOs 1, 2,
dramatic	perspective and	SPEAKING AND	writing skills to	3	3
techniques and	context. Prepare	LISTENING ASSESSMENTS*	complete AQA	Read a range of	Read a range of
context.	for Gold Award.	ACCECOMENTO	Step Up to English	non-fiction and	non-fiction and
		To develop	Gold Award	fiction texts on	fiction texts on
Reading: AOs 1, 2,	Reading: AOs 1, 2,	reading, writing	Component 1.	the theme of	the theme of
3, 4	3, 4	and S&L skills in		'Gothic Horror'.	'Gothic Horror'.
Reading of Blood	Reading of novel.	readiness for AQA	Reading: AOs 1, 2,	Further develop	Further develop
Brothers. To be	Show greater	Step Up to English	4	reading skills:	reading skills:
able to locate	independence	Gold Award	Read a range of	locate key points	locate key points
explicit and	when completing	Component 1.	non-fiction texts	and demonstrate	and demonstrate
implicit	reading tasks:		on the theme of	understanding of	understanding of
information in	locate explicit and	Reading: AOs 1, 2,	'Hobbies'. Further	texts; interpret at	texts; interpret at
texts, begin to	implicit	4	develop reading	a literal level;	a literal level;
explain the	information in	Read a range of	skills: locate key	make inferences	make inferences
writer's use of	texts, begin to	non-fiction texts	points and	based on textual	based on textual
language, begin to	explain the	on the theme of	demonstrate	detail; show	detail; show
show awareness	writer's use of	'Hobbies'. Develop	understanding of	awareness of	awareness of
of structure, be	language, begin to	reading skills:	texts; interpret at	structure; be able	structure; be able
able to compare	show awareness	locate key points	a literal level;	to make	to make
similarities and	of structure, be	and demonstrate	make inferences	comparisons.	comparisons.
differences in	able to compare	understanding of	based on textual	14/	144-iti AO F. C
theme, events,	similarities and	texts; interpret at	detail; show	Writing: AOs 5, 6	Writing: AOs 5, 6

characters across
the text. Further
develop use of
appropriate
quotation and
reference.
Complete AQA
Step Up to English
Gold Award tasks.

Writing: AOs 5, 6 Writing: 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

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.

Writing: AOs 5, 6 Writing: 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.

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.

Writing: 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

awareness of structure; express personal preferences, showing greater awareness of writer's viewpoint, in order to complete Component 1 exam paper Reading section.

Writing: 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

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.

Produce writing

on the theme of 'Gothic Horror'.

Speaking and Listening: AOs 7, 8, 9 Participate in 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.

Speaking and Listening: AOs 7, 8, 9 Participate in clarity, purpose and effect, with more accurate spelling and punctuation.
Create a newspaper article.
Complete AQA
Step Up to English
Gold Award tasks.

Speaking and
Listening: AOs 7,
8, 9
To participate in
class discussion.
Share answers,
ideas and opinions
using Standard

English.

Pupils' ability to read and analyse a text will increase, along with their understanding of social, political, and historical context.

Use vocabulary and sentence structures for clarity, purpose and effect, with more accurate spelling and punctuation.
Write a book review.

Complete AQA
Step Up to English
Gold Award tasks.

Speaking and Listening: AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.

Pupils' ability to read and analyse a text will increase, along with their ability to work independently. punctuation
within the
sentence; use
some adventurous
vocabulary and
descriptive
techniques, in
preparation for
Component 1
exam paper.

Speaking and Listening: 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&L element of Component 1.

Developed ability to answer Gold Award reading and writing within the sentence; use some adventurous vocabulary and descriptive techniques, in order to complete Component 1 exam paper writing section.

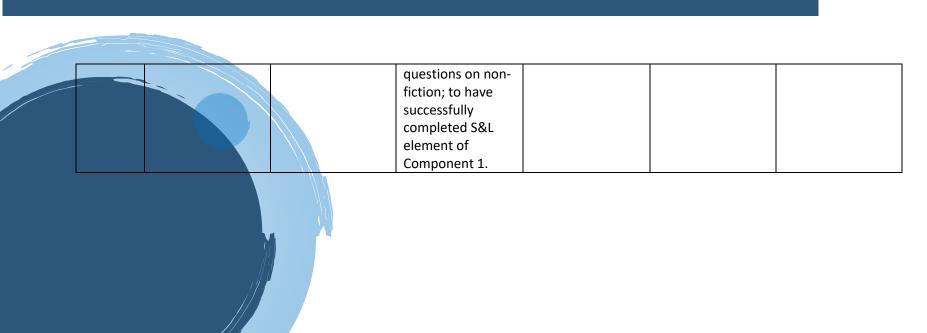
Speaking and Listening: AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.

Developed ability to answer Gold Award reading and writing questions on nonfiction; to have successfully completed the whole of Component 1.

whole group discussion and collaborative tasks.

Developed ability to answer Gold Award reading and writing questions on fiction and nonfiction. whole group discussion and collaborative tasks.

Developed ability to answer Gold Award reading and writing questions on fiction and nonfiction; to have successfully completed the whole of Component 2.



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

GCSE Language
Paper 1. Nonfiction text writing
(article, letter,
blog, travel
writing,
autobiography) to
prepare for GCSE
Language Paper 2.

Speaking and Listening: AOs 7, 8

To participate in class discussion.
Share answers, ideas and opinions using Standard English.

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.

terminology. AO4 type questions – evaluate texts critically and support this with appropriate textual references. Use of past and example papers.

Writing: AOs 5, 6
Language Paper 1
writing
preparation –
descriptive and
narrative writing.
Use past and
example papers.

Speaking and Listening: AOs 7, 8, Pupils research, plan and deliver a presentation on a subject of their choice, to fulfil the needs of the GCSE English Language S&L component. Pupils' presentations should demonstrate effective use of Standard English

and formal

comparing two texts. Use past and example papers.

Writing: AOs 5, 6
Consolidate and
build on
established writing
skills; produce
non-fiction
responses, such as
letters, articles,
etc.
Use past and

example papers.

Speaking and Listening: AOs 7, 8, 9 To participate in class discussion. Share answers, ideas and opinions using Standard English.

Pupils will have further improved reading and writing skills in preparation for GCSE English Language Paper 2. evaluate texts critically and support this with appropriate textual references. GCSE Language Paper 2 practice questions 1-4. AO1 **auestions** 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.

Writing: AOs 5, 6
Language Paper 1
writing
preparation —
descriptive and
narrative writing.
Language Paper 2
writing
preparation —
produce nonfiction responses,
such as letters,

terminology. AO4 type questions – evaluate texts critically and support this with appropriate textual references. GCSE Language Paper 2 practice questions 1-4, AO1 auestions 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.

Writing: AOs 5, 6
Language Paper 1
writing
preparation –
descriptive and
narrative writing.
Language Paper 2
writing
preparation produce non-

