



The Brades Lodge

# Long Term Planning for: English

Year 7:

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><b>Intent:</b> To develop good reading habits; reading a novel.</p> <p><b>Implementation:</b> R – 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>W – 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>Intent:</b> To develop a basic understanding of poetic devices through modern and C19 poetry.</p> <p><b>Implementation:</b> R - 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>W – AOs 5, 6 To have produced extended writing in the form of an additional stanza of a poem and a letter.</p> <p>S&amp;L – AOs 7, 8, 9</p>	<p><b>Intent:</b> To continue good reading habits; demonstrate competency in creating a fiction text in the form of a short story.</p> <p><b>Implementation:</b> R – 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>W – 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</p>	<p><b>Intent:</b> To sustain good reading habits; reading a novel; to introduce context.</p> <p><b>Implementation:</b> R – 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>W – 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>S&amp;L AOs 7, 8, 9</p>	<p><b>Intent:</b> 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>Implementation:</b> R – 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>W – AOs 5, 6 To have produced a diary account of a visit to a</p>	<p><b>Intent:</b> 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>Implementation:</b> R – 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>W – 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>



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<p>S&amp;L – AOs 7, 8, 9 To participate in S&amp;L activities, work collaboratively and be able to listen to others. Develop discussion skills and use of Standard English.</p> <p><b>Impact:</b> 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>To participate in S&amp;L activities and work collaboratively and in role. Develop understanding of Standard English and colloquial language. Perform a reading.</p> <p><b>Impact:</b> 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>information effectively.</p> <p>S&amp;L – AOs 7, 8, 9 To participate in group discussion, collaborative tasks and drama based activities such as hotseating, role play, etc.</p> <p><b>Impact:</b> 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>To participate in group discussion, collaborative tasks and drama based activities such as hotseating, role play, etc; further develop understanding of Standard English and colloquial language.</p> <p><b>Impact:</b> 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>Shakespearean theatre in the late 1500s and a letter to Lady Macbeth translated from Shakespearean language into modern English.</p> <p>S&amp;L – AOs 7, 8, 9 To participate in group discussion, collaborative tasks and drama based activities such as hotseating; use challenging vocabulary.</p> <p><b>Impact:</b> 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>S&amp;L – 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><b>Impact:</b> 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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# Long Term Planning for: English

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><b>Intent:</b> To develop the ability to read full texts; reading a full novel.</p> <p><b>Implementation:</b> R – 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>W – 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>S&amp;L – AOs 7, 8, 9</p>	<p><b>Intent:</b> Develop ability to read and understand a range of different texts; develop ability to improve own writing.</p> <p><b>Implementation:</b> R – 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>W – AOs 5, 6 To have planned, drafted, edited and redrafted extended writing in role and continue focus on SPaG and structure.</p>	<p><b>Intent:</b> Build on ability to read and understand texts from other cultures; further develop ability to improve own writing.</p> <p><b>Implementation:</b> R – 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>W – AOs 5, 6 To have planned, written, edited and redrafted a piece of extended writing: retelling of</p>	<p><b>Intent:</b> To further develop the ability to read full texts; reading a full novel.</p> <p><b>Implementation:</b> R – 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>W – 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>S&amp;L – AOS 7, 8, 9 To have participated in group discussion,</p>	<p><b>Intent:</b> Consolidate and build upon understanding of linguistic and structural features of a Shakespeare play; further develop understanding of context.</p> <p><b>Implementation:</b> R – 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>Intent:</b> 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>Implementation:</b> R – 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>W – 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>S&amp;L AOS 7, 8, 9 To have used Standard English in discussion and to have shared ideas and opinions</p>



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<p>To have participated in group discussion and collaborative tasks.</p> <p><b>Impact:</b> Develop confidence with reading full texts. Completion of a text as a class. 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>S&amp;L – AOs 7, 8, 9 To participate in S&amp;L activities and work collaboratively and in role. To make significant contributions to discussion, continuing to develop use of Standard English.</p> <p><b>Impact:</b> 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>‘Pandora’s Box’ with different context and narrative perspective.</p> <p>S&amp;L – 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><b>Impact:</b> Further develop confidence with reading a range of texts. Further develop planning, editing, redrafting skills. Continued improvement with responding to feedback/questions.</p>	<p>collaborative tasks and listened to other members of the class. Continued development of responding appropriately.</p> <p><b>Impact:</b> 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>W – AOs 5, 6 Produce written comparisons using conjunctions to show relationships between ideas.</p> <p>S&amp;L – AOs 7, 8, 9 To participate in group discussion, collaborative tasks and group scriptwriting and performance; use challenging vocabulary.</p> <p><b>Impact:</b> 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>clearly. To have been able to act in role as a character in a drama based activity and work well with others.</p> <p><b>Impact:</b> 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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# Long Term Planning for: English

Year 9 Upper pathway:

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<b>Novel – Stone Cold</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>	<b>Power &amp; Conflict</b>
<p><b>Intent:</b> To read a dual narrative text and understand perspective; to become prepared for AQA Step Up to English Gold Award.</p> <p><b>Implementation:</b> R – 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</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><b>Intent:</b> To develop reading, writing and S&amp;L skills in readiness for AQA Step Up to English Gold Award Component 1.</p> <p><b>Implementation:</b> R – 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</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS*</b></p> <p><b>Intent:</b> To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 1.</p> <p><b>Implementation:</b> R – 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 awareness of</p>	<p><b>Intent:</b> To develop reading and writing skills in readiness for AQA Step Up to English Gold Award Component 2.</p> <p><b>Implementation:</b> R – 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>W – AOs 5, 6 Produce writing on the theme of ‘Gothic</p>	<p><b>Intent:</b> To further develop reading and writing skills to complete AQA Step Up to English Gold Award Component 2.</p> <p><b>Implementation:</b> R – 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>W – AOs 5, 6</p>	<p><b>Intent:</b> To introduce the concept and themes of power and conflict and begin to look at GCSE Literature anthology poetry.</p> <p><b>Implementation:</b> R – 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>W – AOs 5, 6 Further develop English Language AOs 5-6 by completing</p>





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<p>for AQA Step Up to English Gold Award.</p> <p>W – AOs 5, 6 Revisit and consolidate writing skills from Year 8, including: using a range of sentence 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>S&amp;L – 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</p>	<p>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>W – 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</p>	<p>structure; express personal preferences, showing greater awareness of writer’s viewpoint, in order to complete Component 1 exam paper Reading section.</p> <p>W – 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</p>	<p>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>S&amp;L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and writing questions on fiction and non-fiction.</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>S&amp;L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and</p>	<p>writing tasks on the non-fiction texts.</p> <p>S&amp;L – AOs 7, 8, 9 Participate in whole 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><b>Impact:</b> 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>members of the class; evaluate own S&amp;L skills.</p> <p><b>Impact:</b> Developed reading, writing and S&amp;L skills in readiness for beginning AQA Step Up to English Gold Award.</p>	<p>preparation for Component 1 exam paper.</p> <p>S&amp;L – 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><b>Impact:</b> 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>Component 1 exam paper writing section.</p> <p>S&amp;L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Gold Award reading and writing questions on non-fiction; to have successfully completed the whole of Component 1.</p>		<p>writing questions on fiction and non-fiction; to have successfully completed the whole of Component 2.</p>	
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# Long Term Planning for: English

Year 9 Lower Pathway:

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<b>Novel - Stone Cold</b>	<b>AQA Step Up to English Silver Award Component 1 (E2)</b>	<b>AQA Step Up to English Silver Award Component 1 (E2)</b>	<b>AQA Step Up to English Silver Award Component 2 (E2)</b>	<b>AQA Step Up to English Silver Award Component 2 (E2)</b>	<b>Non-Fiction Reading and Writing</b>
<p><b>Intent:</b> To read a dual narrative text and understand perspective; to become prepared for AQA Step Up to English Silver Award.</p> <p><b>Implementation:</b> R – 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</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><b>Intent:</b> To develop reading, writing and S&amp;L skills in readiness for AQA Step Up to English Silver Award Component 1.</p> <p><b>Implementation:</b> R – AOs 1, 2, 4 Read a range of non-fiction texts on the theme of 'Detectives'. Develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal</p>	<p><b>*ALL STUDENTS TO COMPLETE TWO COMPONENT ONE PAPERS CONCURRENTLY, CHOSEN BY CLASS TEACHERS*</b></p> <p><b>Intent:</b> To further develop reading and writing skills to complete AQA Step Up to English Silver Award Component 1.</p> <p><b>Implementation:</b> R – AOs 1, 2, 4 Read a range of non-fiction texts on the theme of 'Detectives'. Further develop reading skills: locate key points and demonstrate understanding of texts; interpret at a literal level; make some inferences</p>	<p><b>Intent:</b> To develop reading and writing skills in readiness for AQA Step Up to English Silver Award Component 2.</p> <p><b>Implementation:</b> R – AOs 1, 2, 3 Read a range of fiction texts on the theme of 'Exploring'. 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>W – AOs 5, 6 Produce writing on the theme of 'Exploring'. Develop writing skills:</p>	<p><b>Intent:</b> To further develop reading and writing skills to complete AQA Step Up to English Silver Award Component 2.</p> <p><b>Implementation:</b> R – AOs 1, 2, 3 Read a range of fiction texts on the theme of 'Exploring'. 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>W – AOs 5, 6 Produce writing on the theme of 'Exploring'.</p>	<p><b>Intent:</b> To develop skills relevant to AQA GCSE English Language Paper 2 Reading and Writing sections; comparing Pre- and post- 1914 texts on similar topics.</p> <p><b>Implementation:</b> R – AOs 1, 2, 3 Read a range of non-fiction texts; be able to identify four correct statements from eight to prepare for AQA GCSE English Language Paper 2 Q1; develop AO1 skills by being able to synthesise information from two texts; further develop language analysis and use of relevant quotation; further develop comparison between two texts on</p>





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<p>Step Up to English Silver Award.</p> <p>W – AOs 5, 6 Revisit and consolidate writing skills from Year 8, including: using a range of sentence 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 Silver Award.</p> <p>S&amp;L – 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</p>	<p>level; make some 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>W – AOs 5, 6 Produce writing on the theme of ‘Detectives’. Develop writing skills: organise writing appropriately in sentences; develops different writing styles; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly; use some relevant vocabulary and descriptive techniques, in preparation for Component 1 exam paper.</p>	<p>based on textual detail; show 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>W – AOs 5, 6 Produce writing on the theme of ‘Detectives’. Further develop writing skills: organise writing appropriately in sentences; develops different writing styles; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly; use some relevant vocabulary and descriptive</p>	<p>organise writing appropriately in sentences; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly; use some relevant vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p>S&amp;L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Silver Award reading and writing questions on fiction.</p>	<p>Develop writing skills: organise writing appropriately in sentences; develops different writing genres; shows awareness in style of different audiences; uses formal or informal language where appropriate; improving spelling; using basic punctuation correctly; use some relevant vocabulary and descriptive techniques, in preparation for Component 2 exam paper.</p> <p>S&amp;L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Silver Award reading and writing questions on fiction and non-fiction; to have successfully completed the whole of Component 2.</p>	<p>the same theme from different time periods.</p> <p>W – AOs 5, 6 Further develop writing skills: organise writing appropriately in sentences and paragraphs; build on skills of using correct features and layout, and writing appropriately for audience and purpose; improving SPaG; write non-fiction article and letter.</p> <p><b>Impact:</b> Pupils able to evidence understanding of texts through responses to exam-style questions. Completion of formal writing tasks (formal letter and article writing).</p>
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<p>members of the class; evaluate own S&amp;L skills.</p> <p><b>Impact:</b> Developed reading, writing and S&amp;L skills in readiness for beginning AQA Step Up to English Silver Award.</p>	<p>S&amp;L – 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><b>Impact:</b> Developed ability to answer Silver Award reading and writing questions on non-fiction; to have successfully completed S&amp;L element of Component 1.</p>	<p>techniques, in order to complete Component 1 exam paper writing section.</p> <p>S&amp;L – AOs 7, 8, 9 Participate in whole group discussion and collaborative tasks.</p> <p><b>Impact:</b> Developed ability to answer Silver Award reading and writing questions on non-fiction; to have successfully completed the whole of Component 1.</p>			
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