

Curriculum plan – English

Year 9/10 (2-year rotation)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Summary</u> Reading Fantastical fiction – (R1) Norse Mythology (R2) Dystopia</p>	<p><u>Summary</u> Writing and speaking Fantastical fiction – (R1) Norse Mythology (R2) Dystopia</p>	<p><u>Summary</u> Reading Fiction – (R1) Stone Cold (R2) Face</p>	<p><u>Summary</u> Writing and speaking Fiction – (R1) Stone Cold (R2) Face</p>	<p><u>Summary</u> Reading Autobiographies (R1) I am Malala (R2) Going Solo</p>	<p><u>Summary</u> Writing and speaking Autobiographies (R1) I am Malala (R2) Going Solo</p>
<p><u>Knowledge</u> Vocabulary and context. Retrieval. Word classes. Language identification Explanation and definition of language (dictionary work). Explanation of structure. Making predictions. Forming opinions.</p> <p><u>Skills</u> (AO1, AO2, AO4) Phonics Recall ideas from the text Basic word classes Using a dictionary</p>	<p><u>Knowledge</u> Reading a picture Consistency Planning Creating characters Creating setting Paragraphs (TiP ToP)</p> <p><u>Skills</u> (AO5, AO6) Make choices based on an idea Write (with prompts) in coherent sentences Use a template to create a planned idea Use planned idea to write at length</p>	<p><u>Knowledge</u> Vocabulary and context Retrieval true or false Comprehension Simple comparisons similarities and differences Word classes Language analysis Facts and opinions.</p> <p><u>Skills</u> (AO1, AO2, AO3) Phonics Recall ideas from the text Identify explicit similarities and differences Using a dictionary</p>	<p><u>Knowledge</u> Reading a picture Consistency Planning Using 5Ws Persuasive writing AFOR(REST) Paragraphs (TiP ToP)</p> <p><u>Skills</u> (AO5, AO6) Make choices based on an idea Write (with prompts) in coherent sentences Use a template to create a planned idea Use planned idea to write at length to convey a point of view</p>	<p><u>Knowledge</u> Vocabulary and context Techniques for speaking and presenting ideas Persuasive writing (AFOR)REST Retrieval of ideas facts and opinions Language devices for effect Paragraphs (TiP ToP) Planning Delivering a presentation</p> <p><u>Skills</u> (AO7, AO8, AO9) Communicate an idea audibly Form an opinion and communicate it Plan a structured argument</p>	<p><u>Knowledge</u> Techniques for group speaking Persuasive writing AFORREST Retrieval of ideas facts and opinions Comparison of ideas Language devices or effect Planning a group discussion Engaging in a group discussion on a topic of choice.</p> <p><u>Skills</u> (AO7, AO8, AO9) Communicate in a group with others Engage in a discussion with others</p>
<p><u>Assessment:</u> Progress tests – Soft assessment Year 9 – ELC paper</p>	<p><u>Assessment:</u> Progress tests – Formal mock assessment Year 9 – soft assessment</p>	<p><u>Assessment:</u> Progress tests – Soft assessment Year 9 – ELC paper</p>	<p><u>Assessment:</u> Progress tests – Formal mock assessment Year 9 – soft assessment</p>	<p><u>Assessment:</u> Progress tests – Soft assessment Year 9 – ELC paper</p>	<p><u>Assessment:</u> Progress tests – Formal mock assessments</p>

Curriculum plan – English

Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Summary</u> Reading Fiction</p>	<p><u>Summary</u> Writing 19th Century fiction</p>	<p><u>Summary</u> Reading Non-fiction</p>	<p><u>Summary</u> Non-fiction writing and speaking</p>	<p><u>Summary</u> Revision/Exam</p>	<p><u>Summary</u> Exam</p>
<p><u>Knowledge</u> Vocabulary and context. Retrieval. Word classes. Language identification Explanation and definition of language (dictionary work). Structure identification. Explanation of structure. Forming opinions.</p> <p><u>Skills</u> (AO1, AO2, AO4) Phonics Fluency Recall ideas from the text Word classes Using a dictionary Methods of structure Convey an opinion</p>	<p><u>Knowledge</u> Reading a picture Consistency Planning Creating characters Creating setting</p> <p><u>Skills</u> (AO5, AO6) Make choices based on an idea Write in coherent sentences Plan an idea Use planned idea to write at length</p>	<p><u>Knowledge</u> Vocabulary and context Retrieval true or false Comprehension Comparisons similarities and differences Word classes Language analysis Facts and opinions.</p> <p><u>Skills</u> (AO1, AO2, AO3) Phonics Fluency Recall ideas from the text Identify explicit similarities and differences Using a dictionary PALF (purpose, audience, language form of text)</p>	<p><u>Knowledge</u> Reading a statement Consistency Planning Using 5Ws Persuasive writing AFOREST Speech writing</p> <p><u>Skills</u> (AO5, AO6, AO7, AO8, AO9) Make informed choices Write (with prompts) in coherent paragraphs Plan an idea to write at length using appropriate register and tone. Plan a structured argument Form an opinion and communicate it Plan a structured argument</p>	<p><u>Knowledge</u> Paper 1 &2 revision Reading -Retrieval -Language analysis -Structural analysis -Evaluation Comparisons of opinions Writing -Story or description writing -Non-fiction writing</p> <p><u>Skills</u> (AO1, AO2, AO3, AO4, AO5, AO6) Retrieval Language analysis Structure analysis Evaluation Writing coherently and creatively SPAG</p>	
<p><u>Assessment:</u> Progress tests – Soft assessment Functional Skills (targeted students)</p>	<p><u>Assessment:</u> Progress tests – Formal mock assessment Functional Skills (targeted students)</p>	<p><u>Assessment:</u> Progress tests – Soft assessment Functional Skills (targeted students)</p>	<p><u>Assessment:</u> Progress tests – Formal mock assessment Functional Skills (targeted students) GCSE speaking exam</p>	<p><u>Assessment:</u> GCSE exams Functional Skills as required ELC as required</p>	<p><u>Assessment:</u> GCSE exams</p>