

## English Curriculum

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Summary	Reading Fantastical fiction - Norse Mythology	Writing and speaking Fantastical fiction - Norse Mythology	Reading Society (homelessness) - Stone Cold	Writing and speaking Society (homelessness) - Stone Cold	Reading Roald Dahl short stories	Writing and speaking Roald Dahl short stories
Knowledge	<ul style="list-style-type: none"> <li>-Assess phonics knowledge and ascertain level of understanding</li> <li>-Pre-teach vocabulary and context (looking at folklore and Gods)</li> <li>-Booklet of words and vocab for spellings and understanding, to be tested throughout scheme and recapped at the start of every lesson. Students given the definition and have to put the correct word, match definitions to words and recognise meanings from</li> </ul>	<ul style="list-style-type: none"> <li>-Reading a picture (words and ideas)</li> <li>-Consistency (writing in sentences with accurate capital letters and full stops)</li> <li>-Planning (crafting a scaffold idea using a planning grid)</li> <li>-Creating characters (design ideas for characters including physical descriptions)</li> <li>-Creating setting (using images and a scaffold)</li> <li>-Paragraphs (TiP ToP)</li> </ul>	<ul style="list-style-type: none"> <li>-Assess/re-assess phonics knowledge and ascertain level of understanding</li> <li>-Pre-teach vocabulary and context (looking at homelessness and government policy in 1990s)</li> <li>-Booklet of words and vocab for spellings and understanding, to be tested throughout scheme and recapped at the start of every lesson. Students given the definition and have to put the correct word, match definitions to words and</li> </ul>	<ul style="list-style-type: none"> <li>-Reading a picture/scenario (words and ideas)</li> <li>-Consistency (writing in sentences with accurate capital letters, full stops and one other punctuation type)</li> <li>-Planning (crafting a scaffold idea using a planning grid)</li> <li>-Using 5Ws</li> <li>-Persuasive writing AFOR(REST)</li> <li>-Paragraphs (TiP ToP)</li> </ul>	<ul style="list-style-type: none"> <li>-Pre-teach vocabulary and context (looking at vocabulary surrounding speech)</li> <li>-Techniques for speaking and presenting ideas</li> <li>-Persuasive writing (AFOR)REST</li> <li>-Retrieval of ideas facts and opinions</li> <li>-Language devices for effect (repetition)</li> <li>-Paragraphs (TiP ToP)</li> <li>-Planning (crafting a scaffold idea using a planning grid)</li> </ul>	<ul style="list-style-type: none"> <li>-Techniques for group speaking</li> <li>-Persuasive writing AFORREST</li> <li>-Retrieval of ideas facts and opinions</li> <li>-Comparison of ideas (similarities and differences)</li> <li>-Language devices or effect (repetition and emotive language)</li> <li>-Planning a group discussion (crafting a scaffold idea using a planning grid)</li> <li>-Engaging in a group discussion on a topic of choice.</li> </ul>

	<p>words by using them in a sentence.</p> <ul style="list-style-type: none"> <li>-Retrieval (simple comprehension)</li> <li>-Using vocabulary from pre-teaching look at having an explicit understanding of the texts, identifying information about the characters and the setting.</li> <li>-Word classes (adjectives, nouns and verbs)</li> <li>-Character focus, using word to quote analysis. (PE style answers)</li> <li>-Explanation of language (words have meanings) links back to vocabulary and using dictionaries to explore that words</li> </ul>		<p>recognise meanings from words by using them in a sentence. Students must understand dual narrative to comprehend story.</p> <ul style="list-style-type: none"> <li>-Retrieval true or false (comprehension based) multiple choice based on short extracts. Stone Cold has two narrators and short chapters so these can be read in lessons alongside teaching content.</li> <li>-Simple comparisons similarities and differences (PE) using the characters of Shelter and Link.</li> <li>-Word classes (adjectives, nouns and verbs) Using</li> </ul>		<p>-Delivering a presentation</p>	
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	<p>have multiple uses and meanings.</p> <p>-Explanation of structure (understand beginning, middle, end)</p> <p>-Making predictions about how the stories will start and/or end when given a section.</p> <p>-Forming opinions, selecting favourite characters from stories and justifying reasons with opinions. Selecting favourite stories and justifying with reasons.</p>		<p>the characters as descriptors.</p> <p>-Explanation of language (words have meanings) developing their vocabulary and fluency of reading to ensure students can comprehend the meaning of the text.</p> <p>-Exploring facts and opinions. Focussing on the characters, using extracts to confirm understanding.</p>			
Skills	<p>-Have a solid understanding of phonics in order to read with some fluency and understand the text</p> <p>-Be able to recall ideas from the text</p>	<p>-Be able to make choices based on an idea</p> <p>-Write (with prompts) in coherent sentences</p>	<p>-Have a solid understanding of phonics in order to read with some fluency and understand the text</p>	<p>-Be able to make choices based on an idea</p> <p>-Write (with prompts) in coherent sentences</p>	<p>-Communicate an idea audibly</p> <p>-Form an opinion and communicate it to another person</p> <p>-Plan a structured argument to persuade another</p>	<p>-Communicate in a group with others</p> <p>-Listen to others when they are speaking</p> <p>-Engage in a discussion with</p>

	<ul style="list-style-type: none"> <li>-Have an understanding of basic word classes</li> <li>-Understand how to use a dictionary with support, identifying locations of words.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a template to create a planned idea</li> <li>-Use planned idea to write in sentences and paragraphs to convey a creative idea in the form of a story</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to recall ideas from the text</li> <li>- Be able to identify explicit similarities and differences between texts</li> <li>-Start to use a dictionary without support, identifying words and some meanings.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a template to create a planned idea</li> <li>-Use planned idea to write in sentences and paragraphs to convey a point of view</li> </ul>	person regarding a given topic	others regarding a given topic
Assessment	<p>Formative – in class verbal and written questions. Comprehension style questions and exam style questions. Summative – exam style reading paper (Step Up format, Component 2)</p>	<p>Formative – in class written questions. Skill based, writing tasks. Summative – exam style fiction writing question (Step Up format Component 2)</p>	<p>Formative – in class verbal and written questions. Comprehension style questions and exam style questions. Summative – exam style reading paper (Step Up format, Component 1)</p>	<p>Formative – in class written questions. Skill based, writing tasks. Summative – exam style fiction writing question (Step Up format Component 2)</p>	<p>Formative – in class written questions. Skill based, writing tasks. Summative – exam style presentation (Step Up format Component 1)</p>	<p>Formative – in class written questions. Skill based, writing tasks. Summative – exam papers for Oct entry.</p>
Intent	<ul style="list-style-type: none"> <li>-Have an explicit understanding of texts.</li> <li>-Build on foundation skills by evidencing ideas from texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Write with fluidity to communicate idea.</li> <li>-Use SPaG accurately.</li> <li>-Confidently answer an exam style question.</li> </ul>	<ul style="list-style-type: none"> <li>-Have an explicit understanding of facts and opinions from a text.</li> <li>-Compare ideas presented in a text or across two texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Write in a formal tone to convey an idea.</li> <li>-Use the technical elements of a text to communicate a point.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicate ideas clearly and with some structure.</li> <li>-Share opinions verbally in an appropriate manner.</li> </ul>	<ul style="list-style-type: none"> <li>-Engage with others, being respectful when speaking</li> </ul>

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Summary	Reading Dystopia – The Lottery	Writing and Speaking Dystopia – The Lottery	Reading Prejudice - Face	Writing and Speaking Prejudice - Face	Reading Identity - I am Malala	Speaking and Writing Identity - I am Malala
Knowledge	<p>-Assess phonics knowledge and ascertain level of understanding</p> <p>-Pre-teach vocabulary and context societal norms and mores</p> <p>-Booklet of words and vocab for spellings and understanding, to be tested throughout scheme and recapped at the start of every lesson. Students given the definition and have to put the correct word, match definitions to words and recognise meanings from</p>	<p>-Pre-teach vocabulary and context (dystopian fiction)</p> <p>-Reading a themed picture (words and ideas)</p> <p>-Consistency (writing in sentences with accurate capital letters, full stops, apostrophes and commas)</p> <p>-Planning (crafting a scaffold idea using a planning grid)</p> <p>-Creating characters and a society including laws and rules (design ideas for characters including physical</p>	<p>-Assess/reassess phonics knowledge and ascertain level of understanding</p> <p>-Pre-teach vocabulary and context (looking at Race and social prejudice, London East End)</p> <p>-Booklet of words and vocab for spellings and understanding, to be tested throughout scheme and recapped at the start of every lesson. Students given the definition and have to put the correct word, match definitions to words and</p>	<p>-Reading a picture/scenario linked to a text (words and ideas)</p> <p>-Consistency (writing in sentences with accurate capital letters, full stops, apostrophes, commas, question marks and exclamation marks)</p> <p>-Planning (crafting a scaffold idea using a planning grid)</p> <p>-Using 5Ws</p> <p>-Persuasive writing AFORREST</p> <p>-Paragraphs (TiP ToP)</p>	<p>-Pre-teach vocabulary and context (looking at Afghanistan in 2000s, war and religion)</p> <p>-Booklet of words and vocab for spellings and understanding, to be tested throughout scheme and recapped at the start of every lesson. Students given the definition and have to put the correct word, match definitions to words and recognise meanings from words by using them in a sentence.</p>	<p>-Techniques for group speaking</p> <p>-Persuasive writing AFORREST</p> <p>-Retrieval of ideas facts and opinions</p> <p>-Comparison of ideas (similarities and differences)</p> <p>-Language devices (emotive language)</p> <p>-Planning and delivering a group discussion (crafting a scaffold idea using a planning grid)</p>

	<p>words by using them in a sentence.</p> <ul style="list-style-type: none"> <li>-Retrieval (Point, evidence)</li> <li>-Using vocabulary from pre-teaching look at having an explicit understanding of the texts, identifying information about the characters and the setting. As students will cover a new story every week/fortnight the vocabulary will be built upon based on the stories.</li> <li>-Word classes (adjectives, nouns including different noun types and verbs)</li> <li>-Explanation of language (words have meanings PEE) links back to vocabulary and using</li> </ul>	<p>descriptions and personality traits)</p> <ul style="list-style-type: none"> <li>-Creating themed setting (using images and a scaffold) based on a dystopian idea</li> <li>-Paragraphs (TiP ToP)</li> <li>-Creating a dystopian world with dystopian laws</li> </ul>	<p>recognise meanings from words by using them in a sentence.</p> <ul style="list-style-type: none"> <li>-Retrieval true or false (comprehension based) using extracts from the text to explore explicit ideas.</li> <li>-Making comparisons of similarities and differences PE) using the characters and the experiences they undergo</li> <li>-Word classes (adjectives, adverbs, nouns and verbs)</li> <li>-Explanation of language (words have meanings)</li> </ul>		<ul style="list-style-type: none"> <li>-Techniques for speaking</li> <li>-Persuasive writing AFORREST</li> <li>-Retrieval of ideas facts and opinions</li> <li>-Language devices</li> <li>-Paragraphs (TiP ToP)</li> <li>-Planning (crafting a scaffold idea using a planning grid)</li> <li>-Questions and answers</li> <li>-Deliver speech</li> </ul>	
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	<p>dictionaries to explore that words have multiple uses and meanings.</p> <p>-Explanation of structure (understand beginning, middle, end)</p> <p>-Expressing opinions with a reason</p> <p>-Successfully use a dictionary to identify words and definitions.</p>		<p>-Exploring facts and opinions</p> <p>-Successfully use a dictionary for definitions of words and word classes.</p>			
Skills	<p>-Read with fluency and understand the text.</p> <p>-Be able to recall ideas from the text and evidence with simple quotes.</p> <p>-Have an understanding of basic word classes and be able to identify them in a text.</p>	<p>-Be able to make choices based on an idea and bring external ideas into writing.</p> <p>-Write (with minimal prompts) in coherent sentences and begin to confidently use paragraphs.</p> <p>-Use a limited template to create a planned idea</p>	<p>-Read with fluency and understand the text.</p> <p>-Be able to recall ideas from the text and support with evidence.</p> <p>- Be able to identify explicit similarities and differences between texts, and support with evidence.</p>	<p>-Be able to make informed choices based on an idea, considering which could be most effective.</p> <p>-Write (with prompts) in paragraphs.</p> <p>-Use a template to create a planned idea</p>	<p>-Communicate an idea audibly and coherently.</p> <p>-Form a justified opinion and communicate it to another person.</p> <p>-Plan a structured argument to persuade another person regarding a given topic using appropriate</p>	<p>-Communicate in a group with others.</p> <p>-Listen to others when they are speaking and respond appropriately.</p> <p>-Engage in a discussion with others regarding a given topic showing respect.</p>

	<ul style="list-style-type: none"> <li>-Identify some meanings of words</li> <li>-Identify structure of texts.</li> <li>-Convey an opinion about a text.</li> </ul>	<ul style="list-style-type: none"> <li>-Use planned idea to write in paragraphs to convey a creative idea in the form of a story or description.</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to identify, with support, implied ideas and evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>-Use planned idea to write in paragraphs to convey a point of view including appropriate facts and opinions.</li> </ul>	evidence to justify reasoning.	
Assessment	<ul style="list-style-type: none"> <li>Formative – in class verbal and written questions.</li> <li>Comprehension style questions and exam style questions.</li> <li>Summative – exam style reading paper (Scaffold GCSE format)</li> </ul>	<ul style="list-style-type: none"> <li>Formative – in class written questions.</li> <li>Skill based, writing tasks.</li> <li>Summative – exam style fiction writing question (GCSE format)</li> </ul>	<ul style="list-style-type: none"> <li>Formative – in class verbal and written questions.</li> <li>Comprehension style questions and exam style questions.</li> <li>Summative – exam style reading paper (Functional Skills format)</li> </ul>	<ul style="list-style-type: none"> <li>Formative – in class written questions.</li> <li>Skill based, writing tasks.</li> <li>Summative – exam style fiction writing question (Functional Skills format)</li> </ul>	<ul style="list-style-type: none"> <li>Formative – in class written questions.</li> <li>Skill based reading and writing tasks.</li> <li>Summative – Functional Skills speaking assessment presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Formative – in class written questions.</li> <li>Skill based reading and writing tasks.</li> <li>Summative – Functional Skills speaking assessment discussion and Reading and writing exam.</li> </ul>
Intent	<ul style="list-style-type: none"> <li>-Have an explicit understanding of texts.</li> <li>-Build on foundation skills by evidencing ideas from texts.</li> <li>-Confidently answer the reading section of a Functional Skills style exam paper.</li> </ul>	<ul style="list-style-type: none"> <li>-Write with fluidity to communicate ideas that are relevant and linked.</li> <li>-Use a range of SPaG accurately.</li> <li>-Confidently answer an exam style question with little guidance.</li> </ul>	<ul style="list-style-type: none"> <li>-Have an understanding of implicit and explicit opinions from a text.</li> <li>-Identify facts and evidence them from a text.</li> <li>-Compare ideas presented in a text or across two texts and support with evidence.</li> <li>-Confidently answer a</li> </ul>	<ul style="list-style-type: none"> <li>-Write in a formal tone to convey an idea to a text type.</li> <li>-Use the technical elements of a text to communicate a point.</li> <li>-Write at length to express an opinion that is relevant and linked.</li> </ul>	<ul style="list-style-type: none"> <li>-Communicate ideas clearly and with following a planned structure.</li> <li>-Share opinions verbally in an appropriate manner.</li> <li>-Complete a successful speaking and listening exam for Functional Skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Engage with others, being respectful to others when speaking</li> <li>-Contribute to a group discussion about a topic of choice.</li> <li>-Complete successful reading and writing exams for Functional Skills.</li> </ul>



			Functional skills exam paper.			
Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Summary	Reading 19 <sup>th</sup> C Gothic fiction	Writing and speaking 19 <sup>th</sup> C Gothic fiction	Reading Travel Writing	Writing and speaking Travel writing	Revision	Exam
Knowledge	<ul style="list-style-type: none"> <li>-Assess phonics knowledge and ascertain level of understanding</li> <li>-Pre-teach vocabulary and context (London in 1990s, Gothicism)</li> <li>-Booklet of words and vocab for spellings and understanding, to be tested throughout scheme and recapped at the start of every lesson. Students given the definition and have to put the correct word, match definitions to words and recognise meanings from words by using them in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>-Reading a picture (words and ideas)</li> <li>-Consistency (writing in paragraphs with accurate full range of punctuation)</li> <li>-Planning (crafting a scaffold idea using a planning grid)</li> <li>-Creating characters (design ideas for characters including physical descriptions)</li> <li>-Creating setting for description writing (using images and a scaffold)</li> </ul>	<ul style="list-style-type: none"> <li>-Assess/reassess phonics knowledge and ascertain level of understanding</li> <li>-Pre-teach vocabulary and context (looking at London in Victorian Britain, colonialism)</li> <li>-Booklet of words and vocab for spellings and understanding, to be tested throughout scheme and recapped at the start of every lesson. Students given the definition and have to put the correct word, match definitions to words and recognise meanings from</li> </ul>	<ul style="list-style-type: none"> <li>-Reading a statement (words and ideas)</li> <li>-Consistency (writing in paragraphs with accurate full range of punctuation)</li> <li>-Planning (crafting a scaffold idea using a planning grid)</li> <li>-Using 5Ws</li> <li>-Persuasive writing AFORREST</li> <li>-Non-fiction text writing</li> <li>-Speech writing and presentations</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 revision</li> <li>Reading <ul style="list-style-type: none"> <li>-Retrieval</li> <li>-Language analysis</li> <li>-Structural analysis</li> <li>-Evaluation</li> </ul> </li> <li>Writing <ul style="list-style-type: none"> <li>-Story or description writing</li> </ul> </li> <li>Paper 2 revision</li> <li>Reading <ul style="list-style-type: none"> <li>-Retrieval</li> <li>-Comparison of ideas</li> <li>-Language analysis</li> <li>-Comparisons of opinions</li> </ul> </li> <li>Writing <ul style="list-style-type: none"> <li>-Non-fiction writing</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>-Retrieval (PE)</li> <li>-Word classes, including some devices (simile or metaphor) (PET)</li> <li>-Analysis of language (words/phrases have meanings, PETE)</li> <li>-Explanation of structure for a fictional text (understand character and setting choices and how the story is constructed, PEE)</li> <li>-Understanding opinions (justifying reasons with evidence from the text PEE)</li> </ul>		<ul style="list-style-type: none"> <li>words by using them in a sentence.</li> <li>-Retrieval true or false (comprehension based)</li> <li>-Exploring comparisons similarities and differences PE)</li> <li>-Word classes (adjectives, adverbs nouns and verbs)</li> <li>-Explanation of language (words have meanings PETE)</li> <li>-Exploring facts and opinions</li> </ul>			
Skills	<ul style="list-style-type: none"> <li>-Read with fluency and understand the text.</li> <li>-Be able to recall ideas from the text</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to make appropriate choices based on an idea and bring external ideas into writing.</li> </ul>	<ul style="list-style-type: none"> <li>-Read with fluency and understand the text.</li> <li>-Recall ideas from the text and support</li> </ul>	<ul style="list-style-type: none"> <li>-Make informed choices and create an argument, based on an idea, considering which</li> </ul>	<ul style="list-style-type: none"> <li>-Retrieval of information, ideas and evidence from a text.</li> <li>-Analysis of writer's choices including</li> </ul>	

	<p>and evidence with appropriate quotes.</p> <ul style="list-style-type: none"> <li>-Have an understanding of word classes and be able to identify them in a text.</li> <li>-Identify some meanings of words and consider why the writer has used them.</li> <li>-Identify structure of texts and justify the method.</li> <li>-Convey an opinion about a text and evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>-Write (with minimal prompts) in coherent paragraphs.</li> <li>-Create a plan to organise thoughts for a written piece.</li> <li>-Use planned idea to write in paragraphs to convey a creative idea in the form of a story or description.</li> <li>-Craft a piece of writing to engage the reader.</li> </ul>	<p>with appropriate evidence.</p> <ul style="list-style-type: none"> <li>- Identify explicit and implicit similarities and differences between two texts, and support with evidence.</li> <li>-Explain the purpose of a text.</li> </ul>	<p>could be most effective.</p> <ul style="list-style-type: none"> <li>-Write confidently in paragraphs.</li> <li>-Plan an idea from a statement with an appropriate register and tone.</li> <li>-Use planned idea to write in paragraphs to convey a point of view including appropriate facts and opinions.</li> <li>-Craft a piece of persuasive writing to argue a point and engage the reader.</li> <li>-Communicate an idea audibly and coherently.</li> <li>-Form a justified opinion and communicate it to another person.</li> <li>-Plan a structured argument to persuade another person regarding a given topic using appropriate</li> </ul>	<p>linguistic devices and structural devices.</p> <ul style="list-style-type: none"> <li>-Evaluation of ideas and the success of a technique in a text</li> <li>-Comparison of ideas</li> <li>-Comparison of opinions and perspectives</li> <li>-Write with fluency</li> <li>-Write accurately</li> <li>-Write to a specification set</li> </ul>	
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				<p>evidence to justify reasoning.</p> <ul style="list-style-type: none"> <li>-Communicate in a group with others, adapting tone appropriately.</li> <li>-Listen to others when they are speaking and respond appropriately.</li> <li>-Adhere to social conventions of communication to discuss a topic.</li> <li>-Engage in a discussion with others regarding a given topic showing respect.</li> </ul>		
Assessment	<p>Formative – in class verbal and written questions. Comprehension style questions and exam style questions. Summative – exam style reading paper (GCSE format)</p>	<p>Formative – in class written questions. Skill based, writing tasks. Summative – exam style fiction writing question (GCSE format)</p>	<p>Formative – in class verbal and written questions. Comprehension style questions and exam style questions. Summative – exam style reading paper (Functional Skills/GCSE format)</p>	<p>Formative – in class written questions. Skill based, writing tasks. Summative – exam style fiction writing question (Functional Skills/GCSE format)</p>	<p>Formative – in class written questions. Skill based reading and writing tasks. Summative – Functional Skills/GCSE speaking assessment presentation and discussion. GCSE/Functional Skills reading and writing exam.</p>	

Intent	Confidently complete the reading section of the GCSE exam paper 1.	Confidently complete the writing section of the GCSE exam paper 1.	Confidently complete the reading paper of the Functional Skills exam. Confidently complete the reading section of the GCSE paper 2.	Complete the speaking and listening components of the GCSE and the Functional Skills exam where appropriate. Complete the writing paper for the Functional Skills exam. Confidently answer the writing question on the GCSE paper 2.	Complete the two GCSE papers with success. Complete the Functional Skills exam papers with success.	
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