

<u>Year1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Repeating patterns Stories with familiar setting, Friendship Labels, lists & signs, Information Texts Commands, Songs & repetitive poems Patterns and rhyme, Funny rhymes		Traditional tales Stories with repeating patterns Funny stories, Instructions Information texts, Letters and descriptions The senses, Humorous poems		Funny stories Fantasy stories (super hero) Letters , Information texts Poems about nature, Traditional poems	
<u>Numeracy focus</u>	Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning for meaning, such as speed or temperature.					
<u>SMSC</u>	Listening and taking turns Respecting other Talking about opinions		Listening and taking turns Respecting other Talking about opinions		Listening and taking turns Respecting other Talking about opinions	
<u>Year 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Traditional tales Stories in familiar settings, Imaginary texts Postcards and letters , Information texts Instructions, Songs and repetitive poems Traditional poems, Poems about families		Fantasy stories Traditional tales from other cultures Stories about the wild, Instructions Recounts, The senses. Humorous poems Monster and dinosaur poems		Stories by the same author Quest stories, Information Texts Recounts, Favourite poems Really looking (Haikus)	
<u>Numeracy Focus</u>	Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning for meaning, such as speed or temperature.					
<u>SMSC</u>	See Year 1		See year 1		See Year 1	
<u>Yearr 3</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Stories by the same author Stories from other cultures,Fables Instructions and explanations Non chronological reports, News reports Letters,Creating Images Humorous poems Poems from around the world		Stories about imaginary worlds Myths and legends, Recounts Non chronological reports Instructions and explanations Traditional poems, Performance poems Poetry to express emotion		Adventure stories Plays and dialogues Myths – Greek myths, Persuasive writing Non chronological reports, Recounts Traditional poems, Shape poems, Animal poems	
<u>Numeracy Focus</u>	Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning for meaning, such as speed or temperature.					
<u>SMSC</u>	Different cultures across the world and within our country Listening and taking turns Respecting other Talking about opinions		Thinking of others feeling and emotions Listening and taking turns Respecting other Talking about opinions		Being persuasive, Listening and taking turns Respecting other Talking about opinions	

<u>Year 4</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Fables Stories with familiar settings Fantasy Imaginative stories Instructions and explanations Information texts Biographies Image poems Syllabic poems Animal poems		Myths and legends Fairy tales and play scripts Stories about issues Recounts Non chronological reports Persuasive writing Lists, poems and kennings Poems to perform Narrative poems		Stories with humour Stories from other cultures Fiction with an element of fantasy Persuasive writing Chronological reports Information texts Non sense poems Poetry – off by heart Odes and insults	
<u>Numeracy focus</u>	Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning for meaning, such as speed or temperature.					
<u>SMSC</u>	Listening and taking turns Respecting other Talking about opinions		Listening and taking turns Respecting other Talking about opinions		Listening and taking turns Respecting other Talking about opinions	
<u>Year 5</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Classical fiction Biographies and autobiographies Recounts Instructions and explanations Travel writing Observational poetry Classic poems Reading and learning poems		Short spooky stories Drama Faraway fiction Argument and debate Reports and journalistic writing Reference text Poetic styles Poems on a theme		Classic fictions Short stories Modern classic fiction Letters and correspondence Persuasive writing Non chronological reports Poems on a theme Debate Poems The power of imagery	
<u>Numeracy Focus</u>	Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning for meaning, such as speed or temperature.					
<u>SMSC</u>	Understanding peoples feelings Listening and taking turns Respecting other Talking about opinions		Non biased approaches to reporting Listening and taking turns Respecting other Talking about opinions		Persuasive language Listening and taking turns Respecting other Talking about opinions	
<u>Year 6</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Historical Stories Significant Authors Outsiders Recounts Instructions and Explanations Blogs and reports, Choral and performance poems Narrative poems Villainous characters		Stories with flashbacks Tales from other cultures Persuasive writing Non chronological reports and journalistic writing Free form poems Classic poems		Classic fiction Modern classic fiction Chronological reports Information texts Poet study Dialogue Poems	
<u>Numeracy Focus</u>	Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning for meaning, such as speed or temperature.					
<u>SMSC</u>	Feeling of others in same/ similar situations Listening and taking turns Respecting other Talking about opinions		Knowing and discussing other cultures Listening and taking turns Respecting other Talking about opinions		Listening and taking turns Respecting other Talking about opinions	

<u>Year 7</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	The Viewer by Shaun Tan Yr6-7 transition text Roald Dahl – Boy – Autobiography (Author Study) Baseline Assessment AR tests (3 weeks)	Poetry Childhood Memories Anthology Pre and Post 1900	Shakespeare Introduction	Non Fiction Writers' Viewpoints and Perspectives Adventurers and Explorers	Charles Dickens – study of extracts (Author Study)	Study of a Novel Private Peaceful Michael Morpurgo KS3 Year 7 AQA Paper 1 Examination Revision
<u>Literacy Focus</u>	Parts of speech: verbs, nouns, articles, adjectives, prepositions, subject-verb agreement, tense.	Parts of speech: verbs, nouns, articles, adjectives, prepositions, subject-verb agreement, tense.	The elements of a sentence. Simple sentences, compound sentences, complex sentences. Listing and bracketing	The elements of a sentence. Simple sentences, compound sentences, complex sentences. Listing and bracketing	Introductions, conclusions, paragraphs and topic sentences	Introductions, conclusions, paragraphs and topic sentences
<u>Speaking and Listening</u>	Based on 'The Viewer' pupils present their disc to the class & explain their choices	Pupils present their favourite poem to the class	Pupils present their Shakespeare research	Pupils present a place they would like to travel to	In groups pupils present their favourite Dickens' character	Pupils present their propaganda campaign
<u>Numeracy Focus</u>	Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning for meaning, such as speed or temperature.					
<u>SMSC</u>	<u>Spiritual:</u> Understanding the value of relationships, Encouraging self-awareness, Experience opportunities for creativity, Develop an understanding of others, Develop a caring attitude towards others, Opportunities to be inquisitive, Recognising & accepting difference & diversity <u>Moral:</u> Promoting equality & diversity, Providing opportunities to explore right & wrong / practise moral decision making , Recognising & respecting the moral codes of other cultures <u>Social:</u> Encouraging pupils to work co-operatively , Providing conceptual and linguistic framework for debate, Opportunities to exercise leadership and responsibility , <u>Cultural:</u> Understand & recognise own cultural assumptions, Understand the influences of our cultural heritage, Openness to new ideas and to modify thinking to accommodate them, Opportunities for personal enrichment through cultural experiences, Willingness to participate in cultural activities & enterprises, Regard for heights of human achievements in all cultures & societies					

<u>Year 8</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Baseline Assessment AR Tests (3 weeks) Gothic Horror – study of extracts Mary Shelley (Author Study)	Poetry Portraits Of People (Pre and Post 1900)	Shakespeare Tempest / A Midsummer Night’s Dream	Non-Fiction Travels and Tribulations	Science Fiction Study of extracts and short stories	Study of a Novel A Monster Calls Patrick Ness (Author Study) KS3 Year 8 AQA Paper 1 Exam Revision
<u>Literacy Focus</u>	Revision of previous year & adverbs, comparative and superlative adjectives, nouns, plural nouns, apostrophes and contractions	Revision of previous year & adverbs, comparative and superlative adjectives, nouns, plural nouns, apostrophes and contractions	Revision of previous year & compound/complex sentences, embedding clauses, conjunctive adverbs and semi colons	Revision of previous year & compound/complex sentences, embedding clauses, conjunctive adverbs and semi colons	Revision of previous year & connections between sentences, proofreading, drafting & rewriting	Revision of previous year & connections between sentences, proofreading, drafting & rewriting
<u>Speaking and Listening</u>	Pupils present their Gothic monster	Pupils present their favourite poem to the class	Pupils act a scene from the play	Pupils debate about children being given chores	Pupils present their science fiction story	A presentation on a topic important to you
<u>Numeracy Focus</u>	Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.					
<u>SMSC</u>	<u>Spiritual:</u> Understanding the value of relationships, Encouraging self-awareness, Experience opportunities for creativity, Develop an understanding of others, Develop a caring attitude towards others, Opportunities to be inquisitive, Recognising & accepting difference & diversity <u>Moral:</u> Promoting equality & diversity, Providing opportunities to explore right & wrong / practise moral decision making , Recognising & respecting the moral codes of other cultures. <u>Social:</u> Encouraging pupils to work co-operatively , Providing conceptual and linguistic framework for debate, opportunities to exercise leadership and responsibility. <u>Cultural:</u> Understand & recognise own cultural assumptions, Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities & enterprises, regard for heights of human achievements in all cultures & societies					

<u>Year 9</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Baseline Assessment AR Tests (3 weeks) Stone Cold – Robert Swindells	Poetry World War 1 Poetry Author/ Poet Study – WW1	Shakespeare Macbeth	Of Mice and Men Steinbeck (Author Study)	Non Fiction Prejudice and Protest Writing is Fighting A study of speeches and extracts	Curious Incident Mark Haddon (Author Study) KS3 Year 9 AQA Paper 1 and Paper 2 Examination Revision
<u>Literacy Focus</u>	Revision of previous years & subject, direct object, indirect object, the passive, auxiliary verbs, participles & word endings	Revision of previous years & subject, direct object, indirect object, the passive, auxiliary verbs, participles & word endings	Revision of previous years & restrictive and non restrictive clauses, comma placement, colons, hyphens and punctuating speech	Revision of previous years & restrictive and non restrictive clauses, comma placement, colons, hyphens and punctuating speech	Revision of previous years & text, purpose and audience	Revision of previous years & text, purpose and audience
<u>Speaking and Listening</u>	Pupils present their views on homelessness	Pupils teach a war poem	Pupils act a scene from the play	Pupils present a character	A presentation on a topic important to you	Christopher Boone monologue
<u>Numeracy Focus</u>	Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.					
<u>SMSC</u>	<u>Spiritual:</u> Understanding the value of relationships, Encouraging self-awareness, Experience opportunities for creativity, Develop an understanding of others, Develop a caring attitude towards others, Opportunities to be inquisitive, Recognising & accepting difference & diversity <u>Moral:</u> Promoting equality & diversity, Providing opportunities to explore right & wrong / practise moral decision making , Recognising & respecting the moral codes of other cultures. <u>Social:</u> Encouraging pupils to work co-operatively , Providing conceptual and linguistic framework for debate, opportunities to exercise leadership and responsibility. <u>Cultural:</u> Understand & recognise own cultural assumptions, Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities & enterprises, regard for heights of human achievements in all cultures & societies					

<u>Year 10 Step Up to English</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Holidays Component 1	Science Fiction Component 2	Gothic Component 2	Gothic Component 2	Heroism Component 2	Style Component 1
<u>Literacy Focus</u>	Experimental vocabulary, language features, sentence structures, using ambitious punctuation.	Analysis of literature, topic Sentences, paragraphing, organisational features and language devices.	Clauses and phrases, language analysis, varying sentences, identifying the narrative voice	tenses and inference, language and structure focus information retrieval and inference.	Ambitious vocabulary, devise a variety of sentence structures, use comparative connectives heroic professions.	Advertising and presentational features, audience and purpose. Analysis of speech, presentational features.
<u>Numeracy Focus</u>	Sequencing and events. Awareness of time past and present. Structural devices such as flashbacks and flash-forwards.	Understanding chronology, using statistics for analysis and comparison.	Use of statistics, dates, time frames.		Sequencing of dates. Time factors, analysis of data.	Chronology of events Use of data .
<u>Speaking and Listening</u>	Pupils debate the advantages and disadvantages of a staycation.	Pupils present ideas for their own science fiction stories.	Pupils perform a dramatic retelling of their ghost story.		A presentation on someone you admire.	A group discussion in the form of a meeting about setting up a sustainable clothing fashion show.
<u>SMSC</u>	<p><u>Spiritual:</u> Understanding the value of relationships, Encouraging self-awareness, Experience opportunities for creativity, Develop an understanding of others, Develop a caring attitude towards others, Opportunities to be inquisitive, Recognising & accepting difference & diversity <u>Moral:</u> Promoting equality & diversity, Providing opportunities to explore right & wrong / practise moral decision making , Recognising & respecting the moral codes of other cultures. <u>Social:</u> Encouraging pupils to work co-operatively , Providing conceptual and linguistic framework for debate, opportunities to exercise leadership and responsibility , <u>Cultural:</u> Understand & recognise own cultural assumptions, Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities & enterprises, regard for heights of human achievements in all cultures & societies</p>					

<u>Year 11 Step Up to English</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Crime Component 2		Leisure Component 1	Music Component 1	Revision and NEA Submission	Revision and NEA Submission
<u>Literacy Focus</u>	Experimental vocabulary, language features, sentence structures, ambitious punctuation.	Analysis of literature Topic Sentences Paragraphing Organisational Features Language Study.	Clauses and phrases, language analysis, varying sentences, narrative voice. Tenses and inference, language and structural features of a text.	Analysis of presentational devices, audience and purpose, persuasive techniques, organisational features.	Revision and consolidation (including NEA preparation)	Revision and consolidation (including NEA preparation)
<u>Numeracy Focus</u>	Sequencing and Events Awareness of time Past and Present.	Understanding Chronology Using statistics for analysis and comparison.	Use of Statistics, Dates, Time Frames.	Sequencing and events. Planning using time and dates.		
<u>Speaking and Listening</u>	Present a crime watch appeal.	A group discussion in the form of a planning meeting for a class trip to a local leisure facility.	A group discussion in the form of a planning meeting for a class trip to a local leisure facility.	A group discussion in the form of a planning meeting for a school or college music competition.		
<u>SMSC</u>	<p><u>Spiritual:</u> Understanding the value of relationships, Encouraging self-awareness, Experience opportunities for creativity, Develop an understanding of others, Develop a caring attitude towards others, Opportunities to be inquisitive, Recognising & accepting difference & diversity <u>Moral:</u> Promoting equality & diversity, Providing opportunities to explore right & wrong / practise moral decision making , Recognising & respecting the moral codes of other cultures. <u>Social:</u> Encouraging pupils to work co-operatively , Providing conceptual and linguistic framework for debate, opportunities to exercise leadership and responsibility <u>Cultural:</u> Understand & recognise own cultural assumptions, Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities & enterprises, regard for heights of human achievements in all cultures & societies</p>					

Year 11 Functional Skills Level 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	<p>Reading For Meaning Identifying the purpose of texts Commenting on how meaning is conveyed. Identify and understand the main points, ideas and details in texts. Dictionary skills, how images and texts work together to convey meaning. Identifying the purposes of writing from the language used and other textual features.</p>	<p>Purposes of Writing Presenting information and ideas concisely, effectively and accurately for the appropriate audience and purpose. Using a range of punctuation marks appropriately and understanding their intended effect. Topic Sentences, Paragraphing, Organisational Features, Language Study Proof reading and editing.</p>	<p>Reading For Meaning Identifying the purpose of texts Commenting on how meaning is conveyed. Comparing texts. Writing for different purposes. Understanding organisational and structural features and using them to locate information. Reading and understanding specialist words in context. Inferring meaning from language. Comparing information, ideas and opinions in different texts. Understanding fact and opinion and how writers use opinion presented as fact.</p>	<p>Identifying and commenting on the language and structure of texts to convey intended meaning. Comparing texts. Writing for different purposes. Understanding that language and other structural features can be varied to suit different audiences and purposes. Understand vocabulary associated with specific types and purposes of texts. Inferring meaning from language. Comparing information, ideas and opinions in different texts. Understanding fact and opinion and how writers use opinion presented as fact.</p>	Revision	Revision
Literacy Focus	Use a range of punctuation correctly, use correct grammar (subject-verb agreement, tenses). Spelling, complex sentences and paragraphs.	Use a range of punctuation correctly, use correct grammar (subject-verb agreement, tenses). Spelling, complex sentences and paragraphs.	Use a range of punctuation correctly, use correct grammar (subject-verb agreement, tenses). Spelling, complex sentences and paragraphs.	Use a range of punctuation correctly, use correct grammar (subject-verb agreement, tenses). Spelling, complex sentences and paragraphs.	Revision and consolidation	Revision and consolidation
Numeracy Focus	Use of Statistics, Dates, Time Frames.	Understanding Chronology and sequencing ideas in numbered points.	Use of Statistics, Dates, Time Frames. Using statistics for analysis and comparison.	Sequencing and Events, Planning using time and dates Using statistics for analysis and comparison.	Practice Papers	Practice Papers
Speaking and Listening	Class discussions on topics of interest and current affairs. Individual presentations on topics of choice.	Class discussions on topics of interest and current affairs. Individual presentations on topics of choice.	Class discussions on topics of interest and current affairs. Individual presentations on topics of choice.	NEA Class discussions assessed. NEA Individual presentations assessed.		
SMSC	<p>Spiritual: Understanding the value of relationships. Encouraging self-awareness. Pupils experience opportunities for creativity. Develop an understanding of others and develop a caring attitude towards others. Opportunities to be inquisitive. Recognising and accepting difference & diversity Moral: Promoting equality and diversity. Providing opportunities to explore right and wrong / practise moral decision making. Recognising and respecting the moral codes of other cultures. Social: Encouraging pupils to work co-operatively. Providing conceptual and linguistic framework for debate, opportunities to exercise leadership and responsibility. Cultural: Understand and recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises. Instil regard for the heights of human achievements in all cultures and societies.</p>					

<u>Year 10 GCSE</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Baseline Assessment Descriptive writing and language analysis. An Inspector Calls JB Priestley.	AQA Power & Conflict Poetry . AQA English Lang Paper 1.	Macbeth. William Shakespeare.	Unseen Poetry . AQA English Literature Paper 2.	Jekyll and Hyde. Robert Louis Stevenson. Spoken Language Preparation and NEA.	
<u>Literacy Focus</u>	Ambitious vocabulary, clauses & phrases, sentence structures, ambitious punctuation, accurate paragraphs.	Topic sentences, analytical verbs, poetic devices, selection of different modal forms to hypothesise & give reasons. Structure sentences to compare and contrast.	Effective vocabulary for analytical writing, choose sentence structures for clear analysis, quote and explain writers' ideas effectively. Effectively comment on writer's choices.	Topic sentences, analytical verbs, poetic devices, selection of different modal forms to hypothesise & give reasons . Structure sentences to compare & contrast.	Vocabulary to assert viewpoint, imperative & modal verbs, conjunctions & conjunctive adverbs for arguments, word, clause order in sentences. Structure sentences to compare & contrast.	Revision and consolidation.
<u>Numeracy Focus</u>	Numeracy: Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.					
<u>Speaking and Listening</u>	Performing scenes from An Inspector Calls.	Pupils teach a poem to the class.	Perform scenes from the play and a dramatic monologue.	Pupils teach a poem to the class.	Dramatising key scenes from the novella, debating key issues in the novel. NEA Spoken Language Assessment.	
<u>SMSC</u>	<p><u>Spiritual</u>: Understanding the value of relationships, Encouraging self-awareness, Experience opportunities for creativity, Develop an understanding of others, Develop a caring attitude towards others, Opportunities to be inquisitive, Recognising & accepting difference & diversity</p> <p><u>Moral</u>: Promoting equality & diversity, Providing opportunities to explore right & wrong / practise moral decision making , Recognising & respecting the moral codes of other cultures.</p> <p><u>Social</u>: Encouraging pupils to work co-operatively , Providing conceptual and linguistic framework for debate, opportunities to exercise leadership and responsibility.</p> <p><u>Cultural</u>: Understand & recognise own cultural assumptions, Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities & enterprises, regard for heights of human achievements in all cultures & societies</p>					

<u>Year 11 GCSE</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	<p>Revision, examination techniques and writing responses.</p> <ul style="list-style-type: none"> • AQA Power & Conflict poetry . • AQA English Language Paper 1 and Paper 2. • An Inspector Calls J.B Priestley . 	<p>Revision, examination techniques and writing responses.</p> <ul style="list-style-type: none"> • Jekyll and Hyde. • Macbeth. • Unseen Poetry. 	<p>Revision, examination techniques and writing responses.</p> <ul style="list-style-type: none"> • AQA English Language Paper 1 and Paper 2. • An Inspector Calls. • Jekyll and Hyde. 	<p>Revision, examination techniques and writing responses.</p> <ul style="list-style-type: none"> • AQA Power & Conflict poetry. • Macbeth. 	<p>Revision of all set texts AQA Literature.</p> <p>Revision of AQA Paper 1 & 2 English Language.</p>	
<u>Literacy Focus</u>	<p>Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs, dramatic devices, selection of different modal forms to hypothesise & give reasons.</p>	<p>Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs, poetic devices, selection of different modal forms to hypothesise & give reasons . Structure sentences to compare & contrast.</p>	<p>Revision, where appropriate, of Literacy topics previously taught plus ambitious vocabulary, clauses & phrases, sentence structures, ambitious punctuation, accurate paragraphs.</p>	<p>Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs, dramatic devices, selection of different modal forms to hypothesise & give reasons.</p>	<p>Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs, dramatic devices, selection of different modal forms to hypothesise & give reasons. Structure sentences to compare & contrast.</p>	
<u>Numeracy Focus</u>	<p>Numeracy: Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.</p>					
<u>Speaking and Listening</u>	<p>Speeches on topics of choice and current affairs</p>	<p>Speeches on topics of choice and current affairs</p>	<p>Speeches on topics of choice and current affairs</p>	<p>Speeches on topics of choice and current affairs</p>	<p>NEA Spoken Language Assessments</p>	
<u>SMSC</u>	<p><u>Spiritual:</u> Understanding the value of relationships, Encouraging self-awareness, Experience opportunities for creativity, Develop an understanding of others, Develop a caring attitude towards others, Opportunities to be inquisitive, Recognising & accepting difference & diversity <u>Moral:</u> Promoting equality & diversity, Providing opportunities to explore right & wrong / practise moral decision making , Recognising & respecting the moral codes of other cultures.</p> <p><u>Social:</u> Encouraging pupils to work co-operatively , Providing conceptual and linguistic framework for debate, opportunities to exercise leadership and responsibility.</p> <p><u>Cultural:</u> Understand & recognise own cultural assumptions, Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities & enterprises, regard for heights of human achievements in all cultures & societies</p>					

<u>Year 11 and Post 16 Functional Skills Level 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	<p>Reading For Meaning Identifying the purpose of texts Commenting on how meaning is conveyed. Identify different styles of writing. Understand the relationship between textual features and devices and how they shape meaning for different audiences and purposes. Identify implicit and inferred meaning of texts.</p>	<p>Purposes of Writing Presenting information and ideas concisely, effectively and accurately for the appropriate audience and purpose. Using a range of punctuation marks appropriately and understanding their intended effect. Topic Sentences Paragraphing Organisational Features Language Study Proof reading and editing.</p>	<p>Reading For Meaning Identifying the purpose of texts Commenting on how meaning is conveyed. Comparing texts. Writing for different purposes. Understand organisational features, analyse texts with a focus on formality and bias. Follow an argument and distinguish between fact and opinion. Compare information, ideas and opinions in different texts, including how they are conveyed.</p>	<p>Identifying and commenting on the language and structure of texts to convey intended meaning. Comparing texts. Writing for different purposes. Understand organisational features, analyse texts with a focus on formality and bias. Follow an argument and distinguish between fact and opinion. Compare information, ideas and opinions in different texts, including how they are conveyed.</p>	Revision	Revision
<u>Literacy Focus</u>	Punctuate writing correctly, use correct grammar, spelling. Use different language and register suited to the appropriate audience and purpose. Construct complex sentences consistently and accurately using paragraphs where appropriate.	Punctuate writing correctly, use correct grammar, spelling. Use different language and register suited to the appropriate audience and purpose. Construct complex sentences consistently and accurately using paragraphs where appropriate.	Punctuate writing correctly, use correct grammar, spelling. Use different language and register suited to the appropriate audience and purpose. Construct complex sentences consistently and accurately using paragraphs where appropriate.	Punctuate writing correctly, use correct grammar, spelling. Use different language and register suited to the appropriate audience and purpose. Construct complex sentences consistently and accurately using paragraphs where appropriate.	Revision and consolidation Practice Papers	Revision and consolidation Practice Papers
<u>Numeracy Focus</u>	Use of Statistics, Dates, Time Frames.	Understanding Chronology.	Use of Statistics, Dates, Time Frames. Using statistics for analysis and comparison.	Sequencing and Events, Planning using time and dates Using statistics for analysis and comparison.		
<u>Speaking and Listening</u>	Class discussions on topics of interest and current affairs. Individual presentations on topics of choice.	Class discussions on topics of interest and current affairs. Individual presentations on topics of choice.	Class discussions on topics of interest and current affairs. Individual presentations on topics of choice.	NEA Class discussions assessed. NEA Individual presentations assessed.		
<u>SMSC</u>	<p><u>Spiritual:</u> Understanding the value of relationships. Encouraging self-awareness. Pupils experience opportunities for creativity. Develop an understanding of others and develop a caring attitude towards others. Opportunities to be inquisitive. Recognising and accepting difference & diversity</p> <p><u>Moral:</u> Promoting equality and diversity. Providing opportunities to explore right and wrong / practise moral decision making. Recognising and respecting the moral codes of other cultures.</p> <p><u>Social:</u> Encouraging pupils to work co-operatively. Providing conceptual and linguistic framework for debate, opportunities to exercise leadership and responsibility.</p> <p><u>Cultural:</u> Understand and recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises. Instil regard for the heights of human achievements in all cultures and societies.</p>					

<u>Post 16</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Intensive Writing A Study of Fiction Extracts AQA Paper 1 Exploring the effects of a writer's use of language and structure.	Reading to Evaluate Evaluating a writer's point of view, purpose, intended audience and tone.	Viewpoints and Perspectives Placing texts in context Selecting evidence and inference. Exploring the effects of a writer's use of language.	Viewpoints and Perspectives Placing texts in context Exploring the effects of a writer's use of language. Comparing the attitudes of writers and their methods.	Intensive Writing Developing an effective viewpoint and perspective in writing.	Exam Preparation
<u>Literacy Focus</u>	Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs, dramatic devices, selection of different modal forms to hypothesise & give reasons. Sentence structures for clarity and impact. Using ambitious vocabulary and punctuation effectively.	Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs selection of different modal forms to hypothesise & give reasons. Subject specific terminology.	Revision, where appropriate, of Literacy topics previously taught plus ambitious vocabulary, clauses & phrases, sentence structures, ambitious punctuation, accurate paragraphs.	Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs, selection of different modal forms to hypothesise & give reasons. Structure sentences to compare & contrast using appropriate connectives.	Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs, dramatic devices, selection of different modal forms to hypothesise & give reasons. Sentence structures for clarity and impact. Using ambitious vocabulary and punctuation effectively.	Revision of all Literacy topics
<u>Numeracy Focus</u>	Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.					
<u>Speaking and Listening</u>	Class discussion on current affairs NEA GCSE Spoken language preparation	Individual presenting on an argument or a topic of interest NEA GCSE Spoken language preparation	Group discussion on an argument or a topic of interest NEA GCSE Spoken language preparation	NEA GCSE Spoken language assessments	Group presentation on the topic of an extract the class is studying	
<u>SMSC</u>	<p><u>Spiritual:</u> Understanding the value of relationships, Encouraging self-awareness, Experience opportunities for creativity, Develop an understanding of others, Develop a caring attitude towards others, Opportunities to be inquisitive, Recognising & accepting difference & diversity.</p> <p><u>Moral:</u> Promoting equality & diversity, Providing opportunities to explore right & wrong / practise moral decision making , Recognising & respecting the moral codes of other cultures.</p> <p><u>Social:</u> Encouraging pupils to work co-operatively , Providing conceptual and linguistic framework for debate, opportunities to exercise leadership and responsibility.</p> <p><u>Cultural:</u> Understand & recognise own cultural assumptions, Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities & enterprises, regard for heights of human achievements in all cultures & societies</p>					