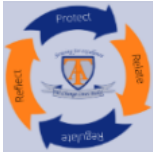




English
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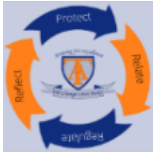


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SUBJECT Year 7: English					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Transition Term for Year 7 Baseline Assessment :</p> <ul style="list-style-type: none"> Initial Reading and writing assessments GL Assessment Reading age tests <p>Topic: In-depth study of a text: The Twits by Roald Dahl</p> <p>Aims and Objectives:</p> <p>Character Identification and Description</p> <p>Lower Ability: Name and visually recognise Mr. and Mrs. Twit, provide one simple descriptive word.</p> <p>Higher Ability: Describe personalities and motivations using vivid</p>	<p>Topic: In-depth study of a text: Billionaire Boy – David Walliams</p> <p>Aims and Objectives:</p> <p>Strengthen reading skills by exploring modern literature.</p> <p>Develop a positive attitude toward reading by engaging with a popular author’s work.</p> <p>Create a timeline of Joe and Dad’s life to show understanding of character arcs.</p> <p>Identify common traits of underdog characters and learn how authors bring characters to life by analysing their actions and traits.</p> <p>Select key quotes and analyse word choices to see how they describe and develop characters.</p>	<ul style="list-style-type: none"> Ongoing Reading and writing assessments GL Assessment Reading age tests <p>Topic: In-depth study of a text: Billionaire Boy – David Walliams</p> <p>Aims and Objectives: As Spring 1</p> <p>Topic: In-depth study of a poem: The Highwayman – Alfred Noyes</p> <p>Aims and Objectives:</p> <p>Research the historical, social, and contextual details of Alfred Noyes’ work.</p> <p>Describe the key events and characters in the poem.</p>	<p>Topic: Classic ‘Monster’ Stories</p> <p>Aims and Objectives:</p> <p>Research the historical, social, and contextual details of a range of gothic fiction.</p> <p>Describe the key events and characters in the selected stories. Discuss their common elements.</p> <p>Identify the features of a genre/time period.</p> <p>Explain how a writer uses language, structure, and form to impact the audience.</p> <p>Use clues to predict what might happen in the plot.</p> <p>Create a written piece to emulate the characters at a key point in a story.</p> <p>Practice writing from different characters’ perspectives in the first person. (Jonathan Harker in Dracula)</p>	<ul style="list-style-type: none"> Ongoing Reading and writing assessments GL Assessment Reading age tests <p>Topic: Pop and Poetry</p> <p>Aims and Objectives:</p> <p>Identify and describe the main features of different non-fiction texts.</p> <p>Learn how to write for various purposes, audiences, forms, and tones, and use this knowledge in writing.</p> <ul style="list-style-type: none"> Understand and explain language devices (AFOREST A - Alliteration. F - Facts. O - Opinions. R - Rhetorical questions. E - Emotive language. 	<p>Topic: Wonder – RJ Palacio</p> <p>Aims and Objectives:</p> <p>Basic Comprehension: Students will be able to identify and recall key events from each section of the book, starting with simple sentence structures. (e.g., "Auggie went to school.")</p> <p>Character Identification: Students will be able to name and describe the main characters using basic adjectives (e.g., "Auggie is kind," "Julian is mean").</p> <p>Vocabulary Building: Students will be able to learn and use new vocabulary words from the text in simple sentences and discussions. (Focus on key</p>



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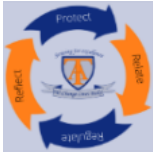


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<p>vocabulary and examples.</p> <p>Sequencing and Summarising Plot Events</p> <p>Lower Ability: Arrange key events using picture cards or simple sentences.</p> <p>Higher Ability: Summarise chapters, identifying cruel tricks and animal reactions.</p> <p>Understanding Dahl's Humour and Exaggeration</p> <p>Lower Ability: Identify and describe funny things the Twits do.</p> <p>Higher Ability: Analyse Dahl's use of exaggeration and humour, explaining its impact.</p>	<p>Improve spelling, punctuation and grammar.</p> <p>Identifying and Describing Characters Lower Ability: Name and visually recognise characters, provide one simple descriptive word. Higher Ability: Describe personalities and motivations using text evidence.</p> <p>Sequencing and Summarising Events Lower Ability: Arrange key events using picture cards or simple sentences. Higher Ability: Summarise chapters, identifying cause-and-effect relationships.</p> <p>Understanding Actions and Motivations Lower Ability: Identify and describe basic actions. Higher Ability: Explain why characters act, considering motivations.</p> <p>Expanding Vocabulary Lower Ability: Recognise</p>	<p>Identify the features of a poem. Explain how Noyes uses language, structure, and form to impact the audience. Create a plot outline from memory. Practice writing from different characters' perspectives in the first person. Analyse the use and impact of characters impact on the story. Re-create the story.</p> <p>Improve spelling, punctuation and grammar.</p> <p>Understanding Narrative and Plot Lower Ability: Retell the main events of the poem in simple terms. Higher Ability: Analyse the plot structure, including the climax and resolution. Character Analysis Lower Ability: Identify the key characters (Highwayman, Bess, Tim) and their roles. Higher</p>	<p>Analyse the use and impact of characters impact on the story. Improve punctuation and grammar.</p>	<ul style="list-style-type: none"> • S - Statistics. • T - (Three) rule of) <p>Analyse modern lyrics and assess how they are like poetry and how they appeal to specific audiences. Compare how different examples use language to emphasise modern life and are designed to attract specific audiences.</p> <p>Topic: Wonder – RJ Palacio</p> <p>Aims and Objectives: See Summer 2</p>	<p>words related to feelings, appearances, and actions.)</p> <p>Sentence Structure: Students will be able to construct simple – to complex sentences to express their understanding of the text. (Subject-verb-object structure, e.g., "The children play." Or "Augie wondered what the others were thinking due to the extended silence")</p> <p>Understanding Dialogue: Students will be able to identify and understand simple dialogue exchanges between characters. (Focus on who is speaking and what they are saying.)</p> <p>Sequencing Events: Students will be able to sequence key events from the story in the correct order, using visual aids or simple sentence prompts.</p>
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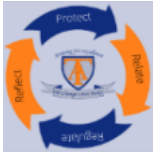


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<p>Expanding Vocabulary and Descriptive Language</p> <p>Lower Ability: Recognise key objects and simple adjectives.</p> <p>Higher Ability: Use a wider range of vocabulary, including invented words and descriptive language.</p> <p>Expressing and Analysing Emotions (Animals and Characters)</p> <p>Lower Ability: Identify and express simple emotions related to animal experiences.</p> <p>Higher Ability: Analyse how emotions change, explaining the reasons.</p> <p>Answering and Formulating Questions</p>	<p>common objects and basic adjectives. Higher Ability: Use a wider range of vocabulary, including synonyms and antonyms.</p> <p>Expressing and Analysing Emotions Lower Ability: Identify and express simple emotions. Higher Ability: Analyse how emotions change and explain the reasons.</p> <p>Answering and Formulating Questions Lower Ability: Provide short answers to basic comprehension questions. Higher Ability: Formulate questions and provide reasoned answers.</p> <p>Recognising and Analysing Settings Lower Ability: Identify main settings. Higher Ability: Analyse how settings contribute to mood and themes.</p> <p>Understanding and Creating Dialogue Lower Ability: Recognise short, simple</p>	<p>Ability: Explore character motivations and relationships, analysing their actions and fates.</p> <p>Language and Imagery Lower Ability: Identify key words and phrases that create vivid images. Higher Ability: Analyse the use of figurative language, including similes, metaphors, and personification.</p> <p>Sound Devices and Rhythm Lower Ability: Recognise and appreciate the rhythm and rhyme scheme of the poem. Higher Ability: Analyse the effects of alliteration, assonance, and onomatopoeia on the mood and atmosphere.</p> <p>Theme and Message Lower Ability: Identify the main theme of love and sacrifice. Higher Ability: Explore the themes of betrayal, courage, and the consequences of choices.</p> <p>Performance and Recitation Lower Ability: Participate in group recitation, focusing on</p>			<p>Expressing Basic Feelings: Character motivation. Students will be able to identify and express the basic feelings of characters (happy, sad, angry) using simple words and pictures. They will be able to explain motivations.</p> <p>Identifying Key Nouns and Verbs: Students will be able to identify and understand the function of key nouns and verbs within sentences related to the story. (e.g. "school", "friend", "walk", "laugh")</p> <p>Answering Simple "Who," "What," and "Where" Questions:</p> <ul style="list-style-type: none"> Students will be able to answer simple comprehension questions about the text using single
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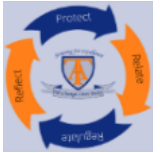


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<p>(Comprehension and Inference)</p> <p>Lower Ability: Provide short answers to basic comprehension questions.</p> <p>Higher Ability: Formulate inferential questions and provide reasoned answers.</p> <p>Recognising and Describing Settings (The Twits' Garden/House)</p> <p>Lower Ability: Identify main settings.</p> <p>Higher Ability: Describe settings in detail, reflecting personalities and atmosphere.</p> <p>Understanding and Creating Dialogue (Twits/Animals)</p>	<p>exchanges. Higher Ability: Create dialogue, reflecting personalities and relationships.</p> <p>Constructing and Extending Sentences Lower Ability: Create simple sentences to describe characters or events. Higher Ability: Construct compound and complex sentences.</p> <p>Participating in Discussion and Debate Lower Ability: Participate in shared reading and contribute simple observations. Higher Ability: Participate in debates, presenting arguments and supporting opinions.</p>	<p>clear pronunciation and expression. Higher Ability: Perform selected stanzas with confidence, conveying the emotions and drama of the poem.</p>			<p>words or short phrases.</p> <p>Participating in Shared Reading and Discussion:</p> <ul style="list-style-type: none"> Students will be able to participate in shared reading activities and contribute to class discussions by responding to simple prompts and sharing basic observations. (e.g. pointing to a picture, saying one word.)
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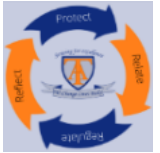


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<p>Lower Ability: Recognise short, simple exchanges.</p> <p>Higher Ability: Create dialogue, capturing Dahl's style and character voices.</p> <p>Constructing and Extending Sentences (Describing Actions/Scenes)</p> <p>Lower Ability: Create simple sentences to describe actions or scenes.</p> <p>Higher Ability: Construct complex sentences with vivid imagery.</p> <p>Participating in Discussion and Creative Response (Roleplay/Writing)</p> <p>Lower Ability: Participate in shared</p>					
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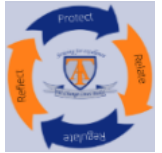
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2x SPaG lessons per week	2x SPaG lessons per week	2x SPaG lessons per week	2x SPaG lessons per week	2x SPaG lessons per week	2x SPaG lessons per week
Speech Lang Com / Oracy: Q&A in every lesson. Recall tasks in every lesson.	SLC / Oracy: Q&A in every lesson. Recall tasks in every lesson.	SLC / Oracy: Q&A in every lesson. Recall tasks in every lesson.	SLC / Oracy: Q&A in every lesson. Recall tasks in every lesson.	SLC / Oracy: Q&A in every lesson. Recall tasks in every lesson.	SLC / Oracy: Q&A in every lesson. Recall tasks in every lesson.
Assessment: Ongoing writing assessments plus GL English once each term. Reading age tests carried out and monitored once every term.	Assessment:	Assessment: Ongoing writing assessments plus GL English once each term. Reading age tests carried out and monitored once every term.	Assessment:	Assessment: Ongoing writing assessments plus GL English once each term. Reading age tests carried out and monitored once every term.	Assessment:
Real World Links / Careers: Careers:	Real World Links / Careers: Careers:	Real World Links / Careers: Careers:	Real World Links / Careers: Careers:	Real World / Careers: Careers:	Real World Links / Careers: Careers:

SUBJECT Year 8:					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>



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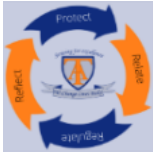


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<p>Topic: Gothic and sinister stories</p> <p>Aims and Objectives: Identify the key conventions of the Gothic genre. Write in a style which mimics the tension of the originals. Make simple inferences about character and plot development. Identify language techniques in the texts. Explain how the setting contributes to the Gothic genre and analyse its significance. Identify key themes and describe how they relate to different characters and texts. Compare texts based on their themes, character development, and narrative techniques. Improve spelling, punctuation and grammar.</p>	<p>Topic: Sinister Stories</p> <p>Aims and Objectives: Explore the historical context of classic gothic novels. Summarise the plot and main events. Analyse how the setting reflects the emotions of characters and key events. Identify key quotations and analyse word choice, linking it to the author's intent. Discuss character development. Describe key themes and explain how they connect to specific characters and events. Discuss the moral message conveyed through characters and events. Improve spelling, punctuation and grammar.</p>	<p>Topic: Stone Cold – Robert Swindells</p> <p>Aims and Objectives: Explain the main concepts and themes of the text. Discuss the technique of 'dual narrative'. Analyse explicit and implicit information accurately. Describe character development. Summarise the plot and main events clearly. Make inferences about characters' motivations and emotions based on their actions and dialogue. Identify and analyse significant quotations and key points from the acts. Improve spelling, punctuation and grammar.</p>	<p>Topic: Stone Cold – Robert Swindells</p> <p>Aims and Objectives: As Spring 1, plus:</p> <p>Identifying and Describing Characters Lower Ability: Name and describe the main characters (Link, Shelter, Ginger) with simple adjectives. Higher Ability: Analyse character development, motivations, and relationships, using textual evidence.</p> <p>Understanding Narrative Structure Lower Ability: Identify the two different narrators (Link and Shelter). Higher Ability: Analyse the impact of the dual narrative on the reader's understanding of the story.</p> <p>Exploring Themes Lower Ability: Identify key themes such as homelessness, survival, and friendship. Higher Ability:</p>	<p>Topic: Animal Farm – George Orwell</p> <p>Aims and Objectives: Understanding Allegory and Symbolism Lower Ability: Recognise that the animals represent different groups in society. Higher Ability: Analyse the allegorical meaning of the characters and events, connecting them to the Russian Revolution.</p> <p>Identifying and Describing Characters Lower Ability: Name and describe the main animal characters (Napoleon, Snowball, Boxer) with simple adjectives. Higher Ability: Analyse character motivations, relationships, and how they change throughout the story.</p> <p>Exploring Themes Lower Ability: Identify key themes such as power, corruption, and inequality. Higher Ability: Analyse</p>	<p>Topic: Animal Farm – George Orwell</p> <p>Aims and Objectives:</p> <p>As Summer1 plus: Write response to the story based on multi-level understanding of the story. Summarise the story. Discuss the use of metaphor and allegory in story-telling. Improve spelling, punctuation and grammar.</p>
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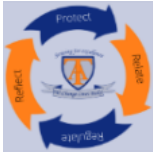


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			<p>Analyse complex themes like social injustice, prejudice, and the dehumanisation of vulnerable people.</p> <p>Expanding Vocabulary and Using Descriptive Language Lower Ability: Recognise key vocabulary related to homelessness and survival. Higher Ability: Use a wider range of vocabulary, including figurative language, to describe characters, settings, and emotions.</p> <p>Expressing and Analysing Emotions Lower Ability: Identify and express simple emotions related to the characters' experiences. Higher Ability: Analyse the emotional impact of events on characters and explain the reasons for their feelings.</p> <p>Answering and Formulating Questions Lower Ability: Provide short answers to basic comprehension questions about the plot. Higher Ability: Formulate inferential</p>	<p>complex themes like propaganda, manipulation, and the abuse of power.</p> <p>Expanding Vocabulary and Understanding Political Language Lower Ability: Recognise key vocabulary related to the farm and political concepts. Higher Ability: Analyse Orwell's use of language, including slogans and persuasive techniques, to influence the animals.</p> <p>Expressing and Analysing Perspectives Lower Ability: Identify different animal perspectives on the events of the story. Higher Ability: Analyse how perspectives change and how characters are manipulated by propaganda.</p> <p>Answering and Formulating Questions Lower Ability: Provide short answers to basic comprehension questions</p>	
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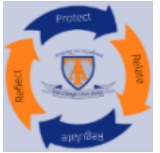


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			<p>questions and provide reasoned answers supported by the text.</p> <p>Recognising and Describing Settings</p> <p>Lower Ability: Identify the main settings, such as London and the streets.</p> <p>Higher Ability: Describe settings in detail, analysing how they contribute to the story's atmosphere and themes.</p> <p>Understanding and Creating Dialogue</p> <p>Lower Ability: Recognise simple dialogue exchanges between characters. Higher Ability: Create dialogue that reflects character personalities, relationships, and the contrasting voices of Link and Shelter.</p> <p>Constructing and Extending Sentences</p> <p>Lower Ability: Create simple sentences to describe events and characters.</p> <p>Higher Ability: Construct complex sentences to analyse themes, character</p>	<p>about the plot. Higher Ability: Formulate inferential questions and provide reasoned answers supported by the text.</p> <p>Recognising and Describing Settings</p> <p>Lower Ability: Identify the main setting of the farm and its key locations. Higher Ability: Describe settings in detail, analysing how they reflect the changing power dynamics and atmosphere.</p> <p>Understanding and Creating Dialogue</p> <p>Lower Ability: Recognise simple dialogue exchanges between characters. Higher Ability: Create dialogue that reflects character personalities, relationships, and the use of persuasive language.</p> <p>Constructing and Extending Sentences</p> <p>Lower Ability: Create simple sentences to describe events and characters.</p>	
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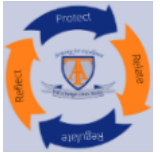


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Maths/Numeracy:	Maths/Numeracy:	Maths/Numeracy:	Maths/Numeracy:	Maths/Numeracy:	Maths/Numeracy:
Literacy: 2x SPaG lessons per week	Literacy: 2x SPaG lessons per week	Literacy: 2x SPaG lessons per week	Literacy: 2x SPaG lessons per week	Literacy: 2x SPaG lessons per week	Literacy: 2x SPaG lessons per week
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Real World Links / Careers:	Real World Links / Careers:	Real World Links / Careers:	Real World Links / Careers:	Real World / Careers:	Real World Links / Careers:
Careers:	Careers:	Careers:	Careers:	Careers:	Careers:



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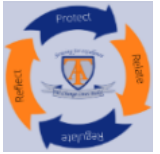


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SUBJECT Year 9:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: The Boy In The Striped Pyjamas</p> <p>Aims and Objectives: Use vocabulary typical of the historical genre. Explore political and societal themes in the novel related to WW11 German/Nazi society. Identify dystopian conventions in extracts. Analyse the plot and key characters to illustrate historical significance. Describe key themes and their significance. Explain symbolism and its meaning. Compare dystopia and utopia, discussing their characteristics. Present a topic related to <i>TBITSP</i> to peers, sharing insights and analyses</p>	<p>Topic: The Boy In The Striped Pyjamas</p> <p>Aims and Objectives: As Autumn 1 plus: Identifying and Describing Characters Lower Ability: Name and describe the main characters (Bruno, Shmuel, Gretel) with simple adjectives. Higher Ability: Analyse character development, motivations, and relationships, focusing on how their innocence and ignorance shape their interactions. Understanding Narrative and Perspective Lower Ability: Retell the main events of the story from Bruno's perspective. Higher Ability: Analyse how Bruno's limited understanding and childlike perspective shape the reader's understanding of the Holocaust.</p>	<p>Topic: Private Peaceful</p> <p>Aims and Objectives: Identifying and Describing Characters Lower Ability: Name and describe the main characters (Tommo, Charlie, Molly) with simple adjectives. Higher Ability: Analyze character development, motivations, and relationships, focusing on how their experiences shape their actions and perspectives. Understanding Narrative and Structure Lower Ability: Retell the main events of the story in chronological order. Higher Ability: Analyze the non-chronological narrative structure and how it creates suspense and reveals the impact of war on Tommo's life. Exploring Themes</p>	<p>Topic: Private Peaceful Plus</p> <p>Conflict in poetry</p> <p>Aims and Objectives: Contextual Understanding To understand the historical context of World War I and its impact on the poets and their writing. Vocabulary Development To expand vocabulary related to war, emotions, and poetic devices. Identifying Poetic Devices To recognise and identify key poetic devices such as metaphor, simile, personification, and alliteration. Basic Comprehension To identify the main themes and ideas in simple WW1 poems. Emotional Response To express basic emotional responses to the poems, such as sadness or shock. Simple Analysis</p>	<p>Topic: Introduction to Shakespeare Plus Macbeth</p> <p>Plus Macbeth</p> <p>Aims and Objectives: General Understanding of Shakespeare's Context Lower Ability: To identify key facts about Shakespeare's life and the Elizabethan era. Higher Ability: To analyse the impact of Elizabethan social and political structures on Shakespeare's plays. Introduction to Shakespearean Language Lower Ability: To recognise and define common archaic words and phrases from a provided glossary. Higher Ability: To infer meaning from unfamiliar Shakespearean language</p>	<p>Topic: Introduction to Shakespeare Plus Macbeth</p> <p>Aims and Objectives: Identifying and Describing Characters Lower Ability: Name and describe the main characters (Macbeth, Lady Macbeth, the witches) with simple adjectives. Higher Ability: Analyse character development, motivations, and relationships, focusing on how ambition, guilt, and fear influence their actions. Understanding Narrative and Plot Lower Ability: Retell the main events of the story in simple terms. Higher Ability: Analyze the plot structure, including the rising action, climax, and falling action, and how they contribute to the tragedy. Exploring Themes</p>



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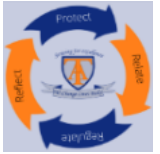


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	<p>Exploring Themes Lower Ability: Identify key themes such as friendship, innocence, and prejudice. Higher Ability: Analyse complex themes like the Holocaust, human cruelty, and the dangers of ignorance and blind obedience.</p> <p>Expanding Vocabulary and Understanding Historical Context Lower Ability: Recognize key vocabulary related to the historical setting and characters' experiences. Higher Ability: Analyze Boyne's use of language to convey the historical context and the contrasting worlds of Bruno and Shmuel.</p> <p>Expressing and Analysing Emotions Lower Ability: Identify and express simple emotions related to the characters' experiences. Higher Ability: Analyze the emotional impact of events on characters, considering how their innocence and</p>	<p>Lower Ability: Identify key themes such as family, love, and war. Higher Ability: Analyze complex themes like courage, sacrifice, injustice, and the loss of innocence.</p> <p>Expanding Vocabulary and Understanding Historical Context Lower Ability: Recognize key vocabulary related to World War I and the characters' experiences. Higher Ability: Analyze Morpurgo's use of language to convey the historical context and the emotional impact of war on the soldiers.</p> <p>Expressing and Analysing Emotions Lower Ability: Identify and express simple emotions related to the characters' experiences. Higher Ability: Analyze the emotional impact of events on characters, exploring themes of grief, guilt, and trauma.</p> <p>Answering and Formulating Questions</p>	<p>To identify one or two simple poetic devices and explain their basic effect.</p> <p>Detailed Analysis To analyse how poets use language and imagery to convey the experiences of war.</p> <p>Comparative Analysis To compare and contrast the themes and techniques in two different WW1 poems.</p> <p>Understanding Tone To be able to identify and explain the tone of a given poem, such as bitter, or mournful.</p> <p>Critical Evaluation To evaluate the effectiveness of the poets' language and techniques in conveying the horrors of war and the poets intentions.</p>	<p>using context and etymology.</p> <p>Identifying Dramatic Devices Lower Ability: To identify and define soliloquies and asides within a given scene. Higher Ability: To analyse the function and impact of dramatic devices on audience understanding and engagement.</p> <p>Basic Plot Comprehension Lower Ability: To sequence key events in a simplified version of the play's plot. Higher Ability: To analyse the structural elements of the play's plot, including exposition, rising action, climax, falling action, and resolution.</p> <p>Recognising Character Traits Lower Ability: To list key character traits based on explicit textual evidence. Higher Ability: To analyse the development of complex</p>	<p>Lower Ability: Identify key themes such as ambition, power, and fate. Higher Ability: Analyze complex themes like guilt, paranoia, and the consequences of unchecked ambition.</p> <p>Expanding Vocabulary and Understanding Shakespearean Language Lower Ability: Recognize key vocabulary and phrases related to the story and characters. Higher Ability: Analyze simplified versions of Shakespearean language, including metaphors and similes, and how they contribute to the atmosphere and characterization.</p> <p>Expressing and Analysing Emotions Lower Ability: Identify and express simple emotions related to the characters' experiences. Higher Ability: Analyze the emotional impact of events on characters, exploring themes of ambition, guilt, and madness.</p>
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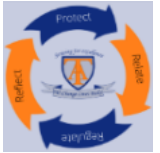


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	<p>ignorance contribute to the tragedy.</p> <p>Answering and Formulating Questions Lower Ability: Provide short answers to basic comprehension questions about the plot. Higher Ability: Formulate inferential questions and provide reasoned answers supported by the text, exploring the moral and ethical implications of the story.</p> <p>Recognising and Describing Settings Lower Ability: Identify the main settings, such as Bruno's house and the camp. Higher Ability: Describe settings in detail, analyzing how they reflect the contrasting worlds of the characters and the story's themes.</p> <p>Understanding and Creating Dialogue Lower Ability: Recognize simple dialogue exchanges between characters. Higher Ability: Create dialogue that</p>	<p>Lower Ability: Provide short answers to basic comprehension questions about the plot. Higher Ability: Formulate inferential questions and provide reasoned answers supported by the text, considering the moral and ethical dilemmas faced by the characters.</p> <p>Recognising and Describing Settings Lower Ability: Identify the main settings, such as the village, the trenches, and the courtroom. Higher Ability: Describe settings in detail, analyzing how they contribute to the story's atmosphere and reflect the contrasting experiences of the characters.</p> <p>Understanding and Creating Dialogue Lower Ability: Recognize simple dialogue exchanges between characters. Higher Ability: Create dialogue that reflects character personalities, relationships,</p>		<p>character traits and motivations through implicit and explicit textual evidence.</p> <p>Analysing Simple Language Features Analysing Character Motivation Lower Ability: To explain a character's actions based on stated reasons. Higher Ability: To analyse the complex and conflicting motivations behind a character's actions and decisions.</p> <p>Comparing and Contrasting Characters Lower Ability: To identify basic similarities and differences between two characters. Higher Ability: To analyse the thematic significance of character comparisons and contrasts.</p> <p>Understanding Themes Lower Ability: To identify and summarise a single key theme in the play. Higher</p>	<p>Answering and Formulating Questions Lower Ability: Provide short answers to basic comprehension questions about the plot. Higher Ability: Formulate inferential questions and provide reasoned answers supported by the text, exploring the moral and psychological aspects of the story.</p> <p>Recognising and Describing Settings Lower Ability: Identify the main settings, such as Macbeth's castle and the battlefield. Higher Ability: Describe settings in detail, analyzing how they contribute to the story's atmosphere and reflect the characters' states of mind.</p> <p>Understanding and Creating Dialogue Lower Ability: Recognize simple dialogue exchanges between characters. Higher Ability: Create dialogue that reflects character personalities, relationships,</p>
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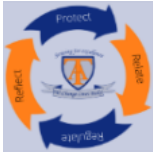


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	<p>reflects character personalities, relationships, and the contrasting perspectives of Bruno and Shmuel.</p> <p>Constructing and Extending Sentences Lower Ability: Create simple sentences to describe events and characters. Higher Ability: Construct complex sentences that reflect Bruno's naive narrative style and the story's emotional impact.</p> <p>Participating in Discussion and Debate Lower Ability: Participate in shared reading and contribute simple observations. Higher Ability: Participate in debates, presenting arguments and supporting opinions with textual evidence, exploring the historical and ethical dimensions of the story.</p>	<p>and the changing emotional states of the characters.</p> <p>Constructing and Extending Sentences Lower Ability: Create simple sentences to describe events and characters. Higher Ability: Construct complex sentences that reflect Tommo's narrative voice and the story's emotional depth.</p> <p>Participating in Discussion and Debate Lower Ability: Participate in shared reading and contribute simple observations. Higher Ability: Participate in debates, presenting arguments and supporting opinions with textual evidence, exploring the historical and ethical dimensions of the story.</p>		<p>Ability: To analyse the development and interplay of multiple complex themes throughout the play.</p> <p>Evaluating Shakespeare's Impact Lower Ability: To identify examples of Shakespeare's influence on modern language and culture. Higher Ability: To evaluate the lasting impact of Shakespeare's work on literature, theatre, and culture, considering different critical perspectives.</p>	<p>and the use of dramatic language.</p> <p>Constructing and Extending Sentences Lower Ability: Create simple sentences to describe events and characters. Higher Ability: Construct complex sentences that reflect the dramatic tone and style of the story.</p> <p>Participating in Discussion and Creative Response Lower Ability: Participate in shared reading and contribute simple observations. Higher Ability: Participate in discussions, role-play scenes, or write creative responses, exploring different interpretations of the characters and events.</p>
<p>Text: As detailed above</p>	<p>Text: As detailed above</p>	<p>Text: As detailed above</p>	<p>Text: As detailed above</p>	<p>Text: As detailed above</p>	<p>Text: As detailed above</p>



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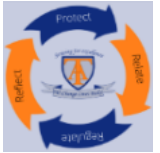


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<p>Reading: Text as detailed above. Multiple reading opportunities worked into lessons. Additional Reading lessons and Phonics intervention where appropriate.</p>	<p>Reading: Text as detailed above. Multiple reading opportunities worked into lessons. Additional Reading lessons and Phonics intervention where appropriate.</p>	<p>Reading: Text as detailed above. Multiple reading opportunities worked into lessons. Additional Reading lessons and Phonics intervention where appropriate.</p>	<p>Reading: Text as detailed above. Multiple reading opportunities worked into lessons. Additional Reading lessons and Phonics intervention where appropriate.</p>	<p>Reading: Text as detailed above. Multiple reading opportunities worked into lessons. Additional Reading lessons and Phonics intervention where appropriate.</p>	<p>Reading: Text as detailed above. Multiple reading opportunities worked into lessons. Additional Reading lessons and Phonics intervention where appropriate.</p>
Maths/Numeracy:	Maths/Numeracy:	Maths/Numeracy:	Maths/Numeracy:	Maths/Numeracy:	Maths/Numeracy:
Literacy: 2x SPaG lessons per week	Literacy: 2x SPaG lessons per week	Literacy: 2x SPaG lessons per week	Literacy: 2x SPaG lessons per week	Literacy: 2x SPaG lessons per week	Literacy: 2x SPaG lessons per week
<p>Speech Lang Com / Oracy: Q&A in every lesson. Recall tasks in every lesson. Plan and practise S&L task for Functional Skills</p>	<p>Speech Lang Com / Oracy: Q&A in every lesson. Recall tasks in every lesson. Plan and practise S&L task for Functional Skills</p>	<p>Speech Lang Com / Oracy: Q&A in every lesson. Recall tasks in every lesson. Plan and practise S&L task for Functional Skills</p>	<p>Speech Lang Com / Oracy: Q&A in every lesson. Recall tasks in every lesson. Plan and practise S&L task for Functional Skills</p>	<p>Speech Lang Com / Oracy: Q&A in every lesson. Recall tasks in every lesson. Plan and practise S&L task for Functional Skills</p>	<p>Speech Lang Com / Oracy: Q&A in every lesson. Recall tasks in every lesson. Plan and practise S&L task for Functional Skills</p>
<p>Assessment: Ongoing writing assessments plus GL English once each term. Reading age tests carried out and monitored once every term.</p>	<p>Assessment: Ongoing writing assessments plus GL English once each term. Reading age tests carried out and monitored once every term.</p>	<p>Assessment: Ongoing writing assessments plus GL English once each term. Reading age tests carried out and monitored once every term.</p>	<p>Assessment: Ongoing writing assessments plus GL English once each term. Reading age tests carried out and monitored once every term. Functional Skills Assessments</p>	<p>Assessment: Ongoing writing assessments plus GL English once each term. Reading age tests carried out and monitored once every term. Functional Skills Assessments</p>	<p>Assessment: Ongoing writing assessments plus GL English once each term. Reading age tests carried out and monitored once every term. Functional Skills Assessments</p>



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Initial assessments prior to Functional Skills later in the year.					
Real World Links / Careers:	Real World Links / Careers:	Real World Links / Careers:	Real World Links / Careers:	Real World / Careers:	Real World Links / Careers:
Careers:	Careers:	Careers:	Careers:	Careers:	Careers:

SUBJECT Year 10:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Of Mice and Men</p> <p>Aims and Objectives: To understand, analyse and comment on the historical context, characters, language, setting and themes of the novella.</p> <p>Topic:</p> <p>Aims and Objectives:</p>	<p>Topic: Functional skills, Level 1 and level 2 reading and writing</p> <p>Aims and Objectives: To develop practical English skills for everyday life, work, and further education. The objectives include</p> <p>Reading: Understanding and interpreting written texts. Writing: Communicating information, ideas, and</p>	<p>Topic: Functional skills, Level 1 and level 2 reading and writing and Speaking and listening.</p> <p>Aims and Objectives: To develop practical English skills for everyday life, work, and further education. The objectives include</p> <p>Reading: Understanding and interpreting written texts.</p>	<p>Topic: <u>What is AQA English Language Paper 1 Section A & B</u></p> <p>Aims and Objectives: Read and understand a range of fiction texts. Analyse how writers use language and structure to create meaning and effects.</p>	<p>Topic: AQA English Language 2 section A writers viewpoints and perspectives.</p> <p>Aims and Objectives: Develop critical reading skills: Analyse and evaluate how writers convey their ideas and perspectives</p> <p>Understand context Explore how historical and</p>	<p>Topic: Descriptive Writing</p> <p>Aims and Objectives: Aims: To develop students' ability to write vivid and engaging descriptive texts. To enhance students' understanding of descriptive writing techniques.</p> <p>Objectives:</p>



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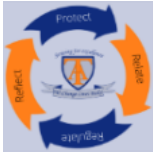


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	<p>opinions effectively in writing.</p> <p>Topic:</p> <p>Aims and Objectives</p>	<p>Writing: Communicating information, ideas, and opinions effectively in writing. Speaking, Listening, and Communicating: Engaging in discussions and presentations.</p> <p>Topic:</p> <p>Aims and Objectives:</p>	<p>Write creatively, using descriptive and narrative techniques.</p>	<p>cultural contexts influence texts. Compare texts: Identify similarities and differences in viewpoints and methods.</p> <p>Enhance technical analysis: Use subject terminology to explain language and structural choices.</p>	<p>Improve use of sensory details and figurative language.</p> <p>Develop skills in structuring descriptive paragraphs.</p> <p>Enhance vocabulary and grammar specific to descriptive writing.</p> <p>Foster creativity and imagination in writing.</p> <p>Topic:</p> <p>Aims and Objectives:</p>
<p>Text: Of Mice and Men. John Steinbeck. Themes: Friendship, loneliness, dreams, power, discrimination. Characters: George, Lennie, Curley, Curley's wife, Slim, Crooks, Candy.</p>	<p>Text: Comprehension, inference, textual evidence, skimming and scanning, fact v opinion, explicit and implicit. Audience, purpose, format, formal, informal. Persuasive.</p>	<p>Text: Comprehension, inference, textual evidence, skimming and scanning, fact v opinion, explicit and implicit. Audience, purpose, format, formal, informal. Persuasive.</p>	<p>Text: Fiction Texts: Comprehension, Inference Analysis, Structure, Themes, Imagery, Tone, Mood</p> <p>Creative writing:</p>	<p>Text:</p> <p>AO1: Identify and interpret explicit and implicit information.</p> <p>AO2: Analyze language and structure.</p> <p>AO3: Compare writers' ideas and perspectives.</p>	<p>Text: Descriptive Writing: Imagery, sensory details, figurative language, simile, metaphor, personification.</p> <p>Reading: Analysis, interpretation, context, theme.</p> <p>Writing: Structure, coherence, grammar, punctuation, vocabulary.</p>



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<p>Literary Devices: Symbolism, foreshadowing, imagery, dialogue, setting.</p> <p>Context: Great Depression, migrant workers, American Dream.</p>			<p>Descriptive, narrative, characterisation, dialogue, setting, climax, resolution</p>	<p>Perspective: Viewpoint, bias, tone.</p> <p>Language Techniques: Rhetorical devices, imagery, emotive language.</p> <p>Structure: Juxtaposition, sequencing, paragraphing.</p>	<p>Oracy: Articulation, fluency, presentation, discussion.</p> <p>Numeracy: Data interpretation, statistics, graphs, percentages.</p>
<p>Reading: Opportunities to read daily in lessons. Whole class reading from the text, news articles linked to the historical context of the novella, biographical texts.</p>	<p>Reading: Assessing the ability to read and understand different types of texts. Effective writing skills, speaking and listening skills.</p>	<p>Reading: Assessing the ability to read and understand different types of texts. Effective writing skills, speaking and listening skills.</p>	<p>Reading: Reading a range of fiction texts. Reading modelled responses. Reading Assessment objectives.</p>	<p>Reading: A variety of texts such as, but not limited to:</p> <p>Historical Accounts: Victorian newspaper articles (e.g., <i>The Illustrated London News</i> archives) for 19th-century perspectives.</p> <p>Excerpts from memoirs like <i>The Diary of Anne Frank</i> or <i>Twelve Years a Slave</i> by Solomon Northup.</p> <p>Modern Journalism: Contemporary opinion pieces from newspapers</p>	<p>Reading: Literature: Analyse descriptive passages from novels, poems, and short stories.</p> <p>Non-fiction: Evaluate descriptive essays and articles.</p> <p>Functional texts: Interpret descriptive instructions and manuals.</p>



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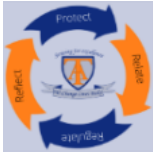


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				<p>such as <i>The Guardian</i> or <i>The Times</i>.</p> <p>Investigative features on societal issues, like environmental concerns or social inequality.</p> <p>Letters and Speeches:</p> <p>Letters from significant figures, such as Florence Nightingale's letters or Martin Luther King Jr.'s <i>Letter from Birmingham Jail</i>.</p> <p>Speeches like Greta Thunberg's climate change appeals for modern viewpoints.</p> <p>Travel Writing:</p> <p>Passages from Bill Bryson's works (e.g., <i>Notes from a Small Island</i>) for humour and observation.</p> <p>Historical travelogues, like excerpts from <i>Travels in the</i></p>	
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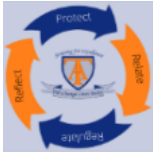


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				<i>Interior of Africa</i> by Mungo Park.	
<p>Maths/Numeracy: Students will incorporate numerical data related to the historical period, such as dates of significant events or statistics relevant to the context.</p>	<p>Maths/Numeracy: students may encounter opportunities to interpret data or statistics within texts.</p>	<p>Maths/Numeracy: students may encounter opportunities to interpret data or statistics within texts.</p>	<p>Maths/Numeracy: While the primary focus is on English skills, students may encounter opportunities to interpret data or statistics within texts.</p>	<p>Maths/Numeracy: Encourages logical sequencing and time management during exam preparation.</p>	<ul style="list-style-type: none"> <p>Maths/Numeracy:</p> <p>Data Analysis: Interpret graphs and charts related to descriptive writing themes or real-world issues.</p> <p>Statistics: Analyse statistical data in descriptive articles or reports.</p> <p>Percentages: Calculate and understand percentages in various contexts.</p>
<p>Literacy: Writing Tasks: Compose analytical essays, character sketches, and creative writing pieces inspired by the novel. Grammar Exercises: Practice sentence</p>	<p>Literacy: The entire course is designed to enhance literacy skills, including reading comprehension, vocabulary, grammar, and writing.</p>	<p>Literacy: The entire course is designed to enhance literacy skills, including reading comprehension, vocabulary, grammar, and writing.</p>	<p>Literacy: Language paper is designed to enhance literacy skills, including reading comprehension, vocabulary, grammar, and writing.</p>	<p>Literacy: Builds comprehension, inference, and analytical skills.</p>	<p>Literacy: Writing Tasks: Compose descriptive essays, stories, and character sketches. Grammar Exercises: Practice sentence structure, punctuation,</p>



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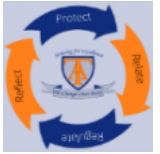


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<p>structure, punctuation, and syntax specific to literary analysis.</p> <p>Vocabulary Building: Expand vocabulary through reading and writing activities related to the novel.</p>					<p>and syntax specific to descriptive writing.</p> <p>Vocabulary Building: Expand vocabulary through reading and writing activities.</p>
<p>Speech Lang Com / Oracy: Whole class discussions on themes of the novella: racism, misogyny, companionship and loneliness.</p>	<p>SLC / Oracy: The speaking, listening, and communicating component directly develops oracy skills, which are essential for effective verbal communication.</p>	<p>SLC / Oracy: The speaking, listening, and communicating component directly develops oracy skills, which are essential for effective verbal communication.</p>	<p>SLC / Oracy: The skills developed can be applied to oral presentations and discussions, for the speaking and listening part of the exam. Whole class and individual reading of fiction texts.</p>	<p>SLC / Oracy: Supports discussion and debate about writers' perspectives and techniques.</p>	<p>SLC / Oracy: Presentations: Prepare and deliver presentations on descriptive writing techniques. Discussions: Participate in group discussions to enhance speaking and listening skills. Storytelling: Engage in storytelling activities to practice descriptive language.</p>
<p>Assessment Formative Assessments: Regular writing exercises</p>	<p>Assessment: Termly past papers reading and writing.</p>	<p>Assessment: Termly past papers reading and writing.</p>	<p>Assessment: Past papers section A. Past paper section B.</p>	<p>Assessment: Formative: Practice analysing extracts and comparing perspectives.</p>	<p>Assessment: Formative Assessments: Regular writing exercises</p>



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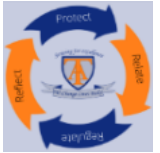


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<p>and peer reviews to monitor progress.</p> <p>Summative Assessments: End-of-term descriptive writing project or essay.</p> <p>Self-Assessments: Reflective tasks to track personal growth and areas for improvement.</p>	<p>Reading: Assess the ability to read and understand a variety of texts. Comprehension, inference, summarization, understanding of vocabulary and grammar, identification of main ideas and supporting details.</p> <p>Writing: Evaluate the ability to write clearly and effectively for different purposes and audiences. Writing tasks may include letters, emails, reports, articles, or essays.</p>	<p>Reading: Assess the ability to read and understand a variety of texts. Comprehension, inference, summarization, understanding of vocabulary and grammar, identification of main ideas and supporting details.</p> <p>Writing: Evaluate the ability to write clearly and effectively for different purposes and audiences. Writing tasks may include letters, emails, reports, articles, or essays.</p>		<p>Summative: Mock exams and timed practice tasks.</p> <p>Self-assessment: Students reflect on their ability to identify and explain writers' techniques.</p>	<p>and peer reviews to monitor progress.</p> <p>Summative Assessments: End-of-term descriptive writing project or essay.</p> <p>Self-Assessments: Reflective journals to track personal growth and areas for improvement.</p>
<p>Real World Links / Careers:</p> <p>Themes of poverty, displacement, and the pursuit of the American</p>	<p>Real World Links / Careers:</p> <p>Employment: Effective communication is critical in most job roles, whether it's writing reports, emailing</p>	<p>Real World Links / Careers:</p> <p>Employment: Effective communication is critical in most job roles, whether it's writing reports, emailing clients, or discussing ideas in meetings.</p>	<p>Real World Links / Careers:</p> <p>Read from <i>a range of texts</i> to explore different viewpoints</p>	<p>Real World Links / Careers:</p> <p>Read from <i>a range of texts</i> to explore different viewpoints and persuasive techniques.</p>	<p>Real World Links / Careers:</p> <p>Current Events: Connect descriptive</p>



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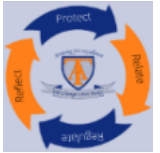


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<p>Dream. British values – respect and tolerance.</p> <p>Careers: Journalism, Marketing, writer, English teacher, Public relations.</p>	<p>clients, or discussing ideas in meetings.</p> <p>Further Education: Strong English skills are fundamental for success in higher education.</p> <p>Daily Life: Skills like reading and understanding instructions, writing clearly, and effective verbal communication are essential in everyday life.</p> <p>Careers: Admin, retail, customer care Health care education.</p>	<p>Further Education: Strong English skills are fundamental for success in higher education.</p> <p>Daily Life: Skills like reading and understanding instructions, writing clearly, and effective verbal communication are essential in everyday life.</p> <p>Careers: Admin, retail, customer care Health care education.</p>	<p>and persuasive techniques.</p> <p>Encourages critical thinking about media, articles, and other non-fiction texts encountered in daily life.</p> <p>Careers: Skills developed are valuable in journalism, law, marketing, and public relations.</p>	<p>Encourages critical thinking about media, articles, and other non-fiction texts encountered in daily life.</p> <p>Careers: Skills developed are valuable in journalism, law, marketing, and public relations.</p>	<p>writing tasks to current news and events.</p> <p>Practical Applications: Use descriptive texts related to everyday tasks (e.g., describing a scene, writing a travel blog).</p> <p>Media Analysis: Analyse media sources for descriptive language and techniques.</p> <p>Careers:</p> <p>Journalism: Develop skills in descriptive writing for articles and reports.</p> <p>Creative Writing: Enhance understanding of descriptive techniques for writing fiction and poetry.</p>
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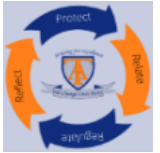


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<p>Aims and Objectives: Read and understand a range of fiction texts. Analyze how writers use language and structure to create meaning and effects.</p> <p>Write creatively, using descriptive and narrative techniques.</p> <p>Topic:</p> <p>Aims and Objectives:</p>	<p>Level 1 and level 2 reading and writing and speaking and listening.</p> <p>Aims and Objectives: To develop practical English skills for everyday life, work, and further education. The objectives include</p> <p>Reading: Understanding and interpreting written texts. Writing: Communicating information, ideas, and opinions effectively in writing. Speaking, Listening, and Communicating: Engaging in discussions and presentations.</p> <p>Topic:</p> <p>Aims and Objectives</p>	<p>Explorations in creative writing.</p> <p>Aims and Objectives: Develop creativity: Encourage imaginative and original writing. Enhance technical accuracy: Focus on grammar, punctuation, and spelling. Improve communication: Adapt tone, style, and register for specific audiences and purposes. Foster planning and structuring skills: Organize ideas effectively for coherence and impact.</p> <p>Topic:</p> <p>Aims and Objectives:</p>	<p>writer's viewpoints and perspectives.</p> <p>Aims and Objectives: Develop critical reading skills: Analyse and evaluate how writers convey their ideas and perspectives.</p> <p>Understand context Explore how historical and cultural contexts influence texts. Compare texts: Identify similarities and differences in viewpoints and methods. Enhance technical analysis: Use subject terminology to explain language and structural choices.</p>	<p>To enhance students' proficiency in English language and functional skills. To prepare students for their upcoming exams by reinforcing key concepts and skills.</p>	<p>Topic:</p> <p>Aims and Objectives:</p>
<p>Text: Fiction Texts: Comprehension, Inference Analysis, Structure, Themes, Imagery, Tone, Mood.</p>	<p>Text: Comprehension, inference, textual evidence, skimming and scanning, fact v opinion, explicit and implicit.</p>	<p>Text: Content and organization. AO6: Technical accuracy.</p>	<p>Text: AO1: Identify and interpret explicit and implicit information.</p>	<p>Text: Comprehension, inference, analysis, context, theme. Structure, coherence, grammar, punctuation, vocabulary.</p>	<p>Text:</p>



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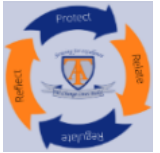


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<p>Creative writing:</p> <p>Descriptive, narrative, characterisation, dialogue, setting, climax, resolution</p>	<p>Audience, purpose, format, formal, informal. Persuasive.</p>	<p>Imagery: Similes, metaphors, personification.</p> <p>Structure: Openings, endings, paragraphing.</p> <p>Tone and Style: Formal, informal, emotive.</p> <p>Vocabulary: Ambitious, precise, engaging.</p>	<p>AO2: Analyze language and structure.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>Perspective: Viewpoint, bias, tone.</p> <p>Language Techniques: Rhetorical devices, imagery, emotive language.</p> <p>Structure: Juxtaposition, sequencing, paragraphing.</p>		
<p>Reading: Reading a range of fiction texts. Reading modelled responses. Reading Assessment objectives.</p>	<p>Reading: Assessing the ability to read and understand different types of texts. Effective writing skills, speaking and listening skills.</p>	<p>Reading: Descriptions of settings from novels like "<i>Wuthering Heights</i>" by Emily Brontë or "<i>Of Mice and Men</i>" by John Steinbeck. Analyse opening paragraphs from well-known stories to discuss how they "hook" readers.</p>	<p>Reading: A variety of texts such as, but not limited to:</p> <p>Historical Accounts: Victorian newspaper articles (e.g., <i>The Illustrated London News</i> archives) for 19th-century perspectives.</p> <p>Excerpts from memoirs like <i>The Diary of Anne Frank</i> or</p>	<p>Reading: Literature: Analyze excerpts from novels, poems, and plays. Non-fiction: Evaluate articles, essays, and reports. Functional texts: Interpret instructions, manuals, and informational texts.</p>	<p>Reading:</p>



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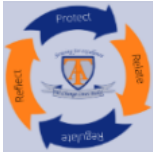


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			<p><i>Twelve Years a Slave</i> by Solomon Northup.</p> <p>Modern Journalism:</p> <p>Contemporary opinion pieces from newspapers such as <i>The Guardian</i> or <i>The Times</i>.</p> <p>Investigative features on societal issues, like environmental concerns or social inequality.</p> <p>Letters and Speeches:</p> <p>Letters from significant figures, such as Florence Nightingale's letters or Martin Luther King Jr.'s <i>Letter from Birmingham Jail</i>.</p> <p>Speeches like Greta Thunberg's climate change appeals for modern viewpoints.</p> <p>Travel Writing:</p> <p>Passages from Bill Bryson's works (e.g., <i>Notes from a</i></p>		
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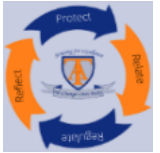


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			<p><i>Small Island</i>) for humour and observation.</p> <p>Historical travelogues, like excerpts from <i>Travels in the Interior of Africa</i> by Mungo Park.</p>		
<p>Maths/Numeracy: While the primary focus is on English skills, students may encounter opportunities to interpret data or statistics within texts.</p>	<p>Maths/Numeracy: students may encounter opportunities to interpret data or statistics within texts.</p>	<p>Maths/Numeracy: Encourages logical sequencing and time management during planning and writing.</p>	<p>Maths/Numeracy: Encourages logical sequencing and time management during exam preparation.</p>	<p>Maths/Numeracy: Literature: Analyse excerpts from novels, poems, and plays. Non-fiction: Evaluate articles, essays, and reports. Functional texts: Interpret instructions, manuals, and informational texts.</p>	<p>Maths/Numeracy:</p>
<p>Literacy: Language paper is designed to enhance literacy skills, including reading comprehension, vocabulary, grammar, and writing.</p>	<p>Literacy: The entire course is designed to enhance literacy skills, including reading comprehension, vocabulary, grammar, and writing.</p>	<p>Literacy: Builds vocabulary, sentence structure, and narrative techniques.</p>	<p>Literacy: Builds comprehension, inference, and analytical skills.</p>	<p>Literacy: Writing Tasks: Compose essays, reports, and creative writing pieces. Grammar Exercises: Practice sentence structure, punctuation, and syntax.</p>	<p>Literacy:</p>



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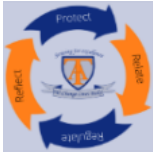


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				Vocabulary Building: Expand vocabulary through reading and writing activities.	
<p>Speech Lang Com / Oracy: The skills developed can be applied to oral presentations and discussions, for the speaking and listening part of the exam. Whole class and individual reading of fiction texts.</p>	<p>SLC / Oracy: The speaking, listening, and communicating component directly develops oracy skills, which are essential for effective verbal communication.</p>	<p>SLC / Oracy: Encourages logical sequencing and time management during planning and writing.</p>	<p>SLC / Oracy: Supports discussion and debate about writers' perspectives and techniques.</p>	<p>SLC / Oracy: Debates: Engage in debates on contemporary issues or literary themes. Presentations: Prepare and deliver presentations on assigned topics. Discussions: Participate in group discussions to enhance speaking and listening skills.</p>	<p>SLC / Oracy:</p>
<p>Assessment: Past papers section A. Past paper section B.</p>	<p>Assessment: Termly past papers reading and writing. Reading: Assess the ability to read and understand a variety of texts. Comprehension, inference, summarization, understanding of vocabulary and grammar, identification</p>	<p>Assessment: Formative: Peer and teacher feedback on drafts. Summative: Mock exams and timed practice tasks. Self-assessment: Students evaluate their use of language techniques and structural features.</p>	<p>Assessment: Formative: Practice analyzing extracts and comparing perspectives. Summative: Mock exams and timed practice tasks. Self-assessment: Students reflect on their ability to identify and explain writers' techniques.</p>	<p>Assessment: Mocks, past papers.</p>	<p>Assessment:</p>



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	<p>of main ideas and supporting details.</p> <p>Writing: Evaluate the ability to write clearly and effectively for different purposes and audiences. Writing tasks may include letters, emails, reports, articles, or essays.</p>				
<p>Real World Links / Careers: Reading skills. Writing skills. Language analysis.</p> <p>Careers: Publishing, marketing, journalism, education, public relations.</p>	<p>Real World Links / Careers: Employment: Effective communication is critical in most job roles, whether it's writing reports, emailing clients, or discussing ideas in meetings. Further Education: Strong English skills are fundamental for success in higher education. Daily Life: Skills like reading and understanding instructions, writing clearly,</p>	<p>Real World Links / Careers: Writing reflect real-world scenarios, such as crafting compelling stories or descriptions for various audiences.</p> <p>Careers: journalism, marketing, creative writing, and public relations.</p>	<p>Real World Links / Careers: Read from <i>National Geographic</i> or <i>The Economist</i> to explore different viewpoints and persuasive techniques. Analyze how bloggers use tone and personal anecdotes to share opinions. Encourages critical thinking about media, articles, and other non-fiction texts encountered in daily life.</p>	<p>Real World / Careers: Current Events: Connect reading and writing tasks to current news and events. Practical Applications: Use functional texts related to everyday tasks (e.g., reading a recipe, writing a formal letter). Media Analysis: Analyze media sources for bias, perspective, and content.</p>	<p>Real World Links / Careers: Careers:</p>



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	<p>and effective verbal communication are essential in everyday life.</p> <p>Careers: Admin, retail, customer care Health care education.</p>		<p>Careers: Skills developed are valuable in journalism, law, marketing, and public relations.</p>	<p>Careers: Journalism: Develop skills in writing, analysis, and communication. Teaching: Enhance understanding of language and literacy for educational careers. Public Relations: Improve skills in writing, presentation, and media analysis. Business: Utilize communication and analytical skills in various business roles.</p>	
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