|  |  |  |  |
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| Reading: Please see Reading Protocol which explains:  **Phonics** - all students will be taught phonics through dedicated and well-organised phonics lessons. These lessons will take place daily. Phonics Bug is the main programme used by our staff. It is designed to help practitioners to teach students how to decode letters and sounds and how to make meaning of the words they decode. Phonics Bug is taught using our physical resources and the online Bug Club platform. In our setting, many of our students continue to master phonics beyond Key Stage 1. It may also be used as an intervention programme in older areas of the student population.  **Guided Reading** - all students will have the opportunity to take part in a shared reading experience in small groups. This will be weekly. This may be as part of a lesson, other than English  **Shared Reading** - the whole class share a text with specific reading skills or features of differing genre being taught. This will be weekly. This may be as part of a lesson, other than English  **Individual Reading** -students read decodable reading books. This may be a physical reading book, or an online book. Every student will read with an adult every week.  **Reading Aloud** - students are encouraged to read aloud to a variety of audiences. This is as appropriate  **Story Time** - the teacher reads aloud reading material that is age appropriate and of interest to the students. This will happen at least 3 times a week.  **Home-School Reading** - students choose decodable books from school and families are encouraged to hear their students read these several times a week. The home-reading book will be changed weekly – either physically or online.  **Reading Resources** - reading resources will be updated every year in order to provide a language rich environment.  **Assessment** - students are assessed formatively daily. Their progress will be updated on EfL markbooks each Term, before the Family Consultation Week. This will allow for rich updates to families during Family Consultation Week.  **Phonics** – a screening will take place in Term 1 and Term 6 of each academic year, where relevant.  **Reading Age** - GL Standardised Reading Age assessment will take place in Term 1 and Term 6 of each academic year, where possible. | | | |
| Oracy  The National Curriculum for English reflects the importance of spoken language in pupils’ development. Oracy is embedded throughout our broad and balanced curriculum, and is explicitly taught in dedicated oracy lessons. Lessons are talk-rich, and questions are carefully planned to ensure all children can fully participate. Pupils participate in a wide range of oracy activities which help them to develop confidence in spoken language. Some examples are:  • Partner talk  • Group discussion  • Collaborative work and problem solving  • Debate  • Role play  • Drama  • Presentations  There are opportunities for pupils to develop their oracy skills outside of the curriculum. This is achieved through pupil voice groups, year group productions, assemblies, visiting speakers, topic events and participation in local events.  Oracy should be promoted throughout all times of the day and should not be specific to English lessons. All students will be assessed for their Blank’s Level.  Students will also have access (and be encouraged to use) Social Communication Boards in their classrooms and in the school environments.  Barrier games will be planned into lessons (again – not necessarily in English) to promote oracy | | | |
| English Lessons  There will be a set structure of emphasis to our English lessons:  Monday: emphasis on speaking and listening  Tuesday: emphasis on reading and comprehension  Wednesday: emphasis on Vocab, Grammar and Punctuation  Thursday: emphasis on writing  Phonics will take place daily Monday – Friday | | | |
| Resources, planning, structure and flexibility  The SOW below shows the clear sequence in which students will accrue their English knowledge. There is a suggested Year Group next to the SOW. However, every student should continue to build on their own personal steps, rather than be beholden to follow their year group. Essentially – the sequence of the SOW should be followed and the age range is for rough guidance only.  The texts below are suggestions, but you are not forced to stick to these – please be mindful about balancing your students’ interest and their right to broaden their interests!  Please be mindful of using EfL to ensure that you do not use texts that the students have already covered.  As students study particular texts, these will be tagged on EfL as “Text Studied.” This means that teachers will be able to search to see which texts a student has already studied. This will allow for future texts to offer opportunity to compare and contrast as well as avoiding repetition. | | | |
| Evidence *of* and Evidence *for* Learning  Students’ work will be evidenced both in their books and in some cases on Evidence for Learning (so that families can see students’ work)  Where content is evidenced in books, the marking will still take place on EfL (though this may be with no photo – simply a link to the relevant framework)  Teachers will use the online English work books (on EfL) termly (deadline Family Consultation week) to mark whether students have learnt topics covered, partially learnt topics covered, or not yet learnt topics covered. This is inform the current and future teachers of a particular student to plan appropriately from the student’s personal starting point and to address any gaps. | | | |
|  | Terms 1 and 2 | Terms 3 and 4 | Terms 5 and 6 |
| EYFS | Literacy and Communication & Language taught through themes – Maria to add detail | | |
| Year 1 |
| Year 2 |
| Year 3 and 4  (SIL – Year 1) | **Non-fiction:**  **Labels and Captions**  Examples of these will need to be taken from environmental print and other non-book sources  **Fiction: Stories with Familiar Settings**  We’re going on a Bear Hunt  But Martin  The Very Hungry Caterpillar  Silly Billy  Voices in the Park  Shark in the Park  My Big Shouting Day  Not Now Bernard  I Want My Hat Back  Peace at Last  One Snowy Night  Billy Bucket  Naughty Bus  Alfie-An Evening at Alfie’s  Poetry: Using the senses  **Poetry: Using the senses**  Five Little Senses  The Magic Box  The Works 4  Sensational  The Black Book of Colours  A first book of nature  **Vocabulary, Grammar and Punctuation**  Leaving a space between words  Joining words and clauses using “and” | **Non-fiction:**  **Instructions**  Honey Biscuits  Sticky Little Fingers  How to Look After Your Hamster  A first book of nature  **Fiction: Traditional Fairy Tales and stories from other cultures**  Goldilocks  Goldilocks and just the one Bear  The Gingerbread Man  Cinderella  Little Red Riding Hood  Good Little Wolf  Princess Smarty Pants  Prince Cinders  Handa’s Surprise  A Balloon for Grandad  The Honey Hunters  The Tiger Child  Tortoise’s Dream  Bringing the Rain to Kapiti Plain  **Poetry: Pattern and Rhyme**  Giraffes Can’t Dance  Rumble in the Jungle  Room on a Broom  Gruffalo  Not Last Night But the Night Before  Down by the cool pool  Tanka Tanka Skuck  **Vocabulary, Grammar and Punctuation**  Punctuating sentences using a capital letter and full stop, question mark or exclamation mark | **Non-fiction:**  **Information Texts and Fact & Fiction**  Houses and Homes  The Emperor’s Egg  Green and Croaky  Eyes, Nose, Fingers and Toes  A first book of nature  Space  Farmer Duck  Jody’s Beans  The Very Hungry Caterpillar  **Fiction: Stories with a fantasy setting**  Aliens in Underpants Save the World  Mungo and the Spiders from Space  Dougal’s Deep Sea Diary  Man on the Moon  Where the wild Things are  Who are you? Stripy Horse  **Poetry: Poems on a Theme – Families**  *Michael Rosen*  **Food**  Chocolate Cake  Christmas Poems  A first book of nature  Tanka Tanka Skunk  Commotion on the Ocean  **Vocabulary, Grammar and Punctuation**  Using a capital letter for names of people places, days of the week and the personal pronoun “I”  Learning the grammar for Year 1 in Appendix 2 |
| 5 (SIL Year 2) | **Non-fiction:**  **Information Texts**  Wonderful Earth  Ice Bear  A first book of nature  Big Blue Whale  Looking at Minibeast  Touch  Taste  I can Move  Usborne Lift-the-flap Picture Atlas  Space  ABC UK  **Fiction: Stories with Familiar Settings**  Gorilla  Changes  Voices in the park  Naughty Bus  We’re Going On a Bear Hunt  Banana Spaghetti  Chips and Jessie  Alfie –An Evening at Alfie’s  Dogger  Traction Man is Here  **Poetry: Patterns on a Page**  Don’t forget the bacon  Slinky Malinki  Wriggle an d Roar  Crazy Mayonnaisy  The Highway Rat  Hippospotamus  **Vocabulary, Grammar and Punctuation**  Using familiar and new punctuation correctly (See Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive | **Non-fiction:**  **Explanation and Instructions**  From Puppy to Dog  From Lamb to Sheep  What do Wheels and Cranks do?  Watch me Grow: Panda  What were castles For?  Who Built the Pyramid  How we make stuff  Honey Biscuits  Looking after your hamster  Taking care of your rabbit  **Fiction: Different Stories by the same author**  *Jill Murphy*  *Allan Ahlberg*  *Anne Fine*  *Oliver Jeffers*  *Julia Donaldson*  *Nick Butterworth*  *Chris Wormell*  *Shirley Hughes*  *Mini Grey*  **Poetry: Really Looking**  What is the Sea?  Poetry anthologies  The Poetry Store  A first book of nature  Where my wellies take me  **Vocabulary, Grammar and Punctuation**  Sentences with different forms: statement question, exclamation, command  Expanded noun phrases to describe and specify (eg – the blue butterfly) | **Non-fiction:**  **Non-Chronological Reports:**  Find out about the Body  Wind and us  I wonder why my tummy rumbles  I know where my food goes  Usborne Lift-the-flap Picture Atlas  **Fiction: Significant Authors**  *Philip Pullman*  *Anne Fine*  *Dick King-Smith*  *Roald Dahl*  *Jill Murphy*  *Allan Ahlberg*  **Poetry: Nonsense Poems**  Don’t Put Mustard in the Custard  Rumble in the Jungle  Quack said the Billy Goat  Hippospotamus  Don’t Put Your Finger in the Jelly, Nelly!  **Vocabulary, Grammar and Punctuation**  The present and past tenses (including the progressive form)  Subordination and coordination  The grammar for Year 2 in English Appendix 2  Some features of written Standard English |
| 6 (SIL Year 3) | **Non-fiction:**  **Reports**  The Human Body- small book  My Best Book of Sharks  Hedgehogs  Tigers  Healthy Eating  Great Little Facts  **Fiction: Stories with Familiar Settings and Myths**  Gorilla  Silly Billy  Voices in the Park  The Garden  Enchantment in the Garden  Care of Henry  Desperate for a Dog  Worry guts  Born to Run  Greek Myths for young children  Usborne Book of Greek Myths  The Children’s Book of Myths and Legends  Greek Myths  **Poetry: Poems to Perform**  Poems to Perform  I’ve got a poem for you  Perform me a poem  **Vocabulary, Grammar and Punctuation**  Extending the range of sentences with more than one clause by using a wider range of conjunctions. | **Non-fiction:**  **Instruction**  These best come from other areas of the curriculum being covered at the time  **Fiction: Mystery and Adventure stories**  The Secret of Weeping Wood  The Tunnel  Tom’s Sausage Lion  The Haunting of Pip Parker  The Great Paper Caper  Noah BarleyWater Runs Away  Krindle Krax  Traction Man  Julian, Secret Agent  Football Academy: Boys United  Gangsta Granny  You’re a Bad Man Mr Gum  Stormbreaker  **Poetry: Shape Poetry and Calligrams**  What shape is a poem?  Doodle Danies: Poems the take shape  **Vocabulary, Grammar and Punctuation**  Using the present perfect form of verbs in contrast to the past tense | **Non-fiction:**  **Information**  Please see Websites on the plans  **Fiction: Dialogues and Plays**  Play Time: Plays for all ages by the bestselling author of THE GRUFFALO  12 Fabulously Funny Fairy Tale Plays  The Twits: Play for Children  The BFG: A Set of Plays  **Poetry: Language Plays**  Language in my ears  Utter Nonsense  Tickles, Pickles and Floofing Persnickles  Pars, Riddles and Concrete  **Vocabulary, Grammar and Punctuation**  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| 7 (SIL Year 4) | **Non-fiction:**  **Newspapers and Magazines**  **Fiction: Stories with historical settings and Stories in Imaginary Worlds**  Journey to the river sea  The time travelling cat series  The Lion and the Unicorn  The Egyptian Cinderella  The Butterfly Lion  Street Child  Archie’s War  My Secret War Diary  The Lion, the witch and the Wardrobe  Aquila  Dragon’s Child  The Widow’s Broom  The Hobbit: Graphic Novel  Percy Jackon and the Lightening Thief  Noah BarleyWater Runs Away  The Snow Merchant  **Poetry: Poems to Perform**  Poems to Perform  I’ve got a poem for you  Perform me a poem  **Vocabulary, Grammar and Punctuation**  Using conjunctions, adverbs and prepositions to express time and cause  Using fronted adverbials  Learning the grammar for Years 3 and 4 in English Appendix 2  Using commas after fronted adverbials | **Non-fiction:**  **Explanation and Advertisements**  The Shirt Machine  Understanding Your Muscles and Bones  Until I Met Dudley – How everyday things really work  How we make stuff  How the world works  **Fiction: Stories from other cultures**  Mufaro’s Beautiful Daughters  Grandpa Chatterji  Stories from around the world  Gregory Cool  Grace and Family  The No1 Car Spotter and the Firebird  The No1 Car Spotter – Best in the village-Maybe in the world  **Poetry: Creating Images**  The Works KS2  The Works 2 – poems on every subject and for every occasion  A Dazzling Display of Dogs  Threasury for all Seasons: Poems and Songs to Celebrate the Year  Where my wellies take me  **Vocabulary, Grammar and Punctuation**  Learning the grammar for Years 3 and 4 in English Appendix 2  Using commas after fronted adverbials | **Non-fiction:**  **Formal Persuasive Texts**  **Fiction: Issues and Dilemmas and Plays**  Bill’s New Frock  The Widow’s Broom  Prosper’s Mountain  Way Home  Secret Frinds  The Angel of Nitshill Road  Mr Stink  A Dog called Homeless  The Forever Whale  The Unforgotten Coat  Bill’s New Frock  The Angel of Nitshill Road  Celebrity Chicken  Play Time: Plays for all ages by the bestselling author of THE GRUFFALO  Bombs and Blackberries  **Poetry: Exploring form**  The Works KS2  The Works 2 – poems on every subject and for every occasion  **Vocabulary, Grammar and Punctuation**  Indicating possession by using the possessive apostrophe with plural nouns  Using and punctuating direct speech |
| 8 (SIL Year 5) | **Non-fiction:**  **Instruction**  Recipes and Board Games  **Fiction: Stories by Significant Children’s Authors and Legends**  Voices in the Park  Into the Forest  The Tunnel  The Nice Lives of Montezuma  Shadow  War Horse  The Wolves of Willoughby Chase  A Necklace of raindrops  Lost and Found  The Great Paper Caper  The Heart and the Bottle  The Unforgotten Coat  To be a cat  The arrival  Beowulf  Sir Gawain and the Green Knight  Arthur High King of Britain  **Poetry: Poetic Style**  Revenge of the Lunch Ladies: The Hilarious Book of School Poetry  **Vocabulary, Grammar and Punctuation**  Recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive forms | **Non-fiction:**  **Recounts**  Children’s personal recounts of visit or event  Use fiction as basis for recounts of the character’s lives/events  Archie’s War  War Game  Castle Diary  The Cat who walked across France  **Fiction: Stories from other cultures – Quality Whole Texts and older literature**  Journey to Jo’Burg  Life on the Refrigerator Door  Refugee Boy  Holes  The Day of Ahmed’s Secret  Oscar Wilde Stories for Children  The Railway Children  Black Beauty  The Wizard of Oz  The Canterville Ghost  The Secret Garden  Around the World in Eighty Days  Heidi  Moonfleet  The Hobbit  **Poetry: Narrative Poems**  The Highwayman  The Owl and the Pussycat  Chocolate Cake  The Listeners  Matilda  Isabel  The Tale of Custard the Dragon  The Jumlies  The Walrus and the Carpenter  **Vocabulary, Grammar and Punctuation**  Using passive verbs to affect the presentation of information in a sentence | **Non-fiction:**  **Persuasive Writing**  Looking at the contrary argument  **Fiction: Film Narrative and Dramatic Conventions**  Goodnight Mr Tom  War Horse  Carrie’s War  The Hobbit  Story Shorts 1+2  Starting Stories 1+2  Play Time: Plays for all ages by the bestselling author of THE GRUFFALO  The Twits: Plays for Children  The BFG: A set of plays  The Betrayal and Other Plays  Mr William Shakespeare’s Plays  Shakespeare – The Animated Tales  **Poetry: Choral and performance**  The Everton Collection  Annie McClue  Chocolate Cake  Walking with my Iguana  The Boneyard Rap  **Vocabulary, Grammar and Punctuation**  Using the perfect form of verbs to mark relationships of time and cause  Using expanded noun phrases to convey complicated information concisely |
| 9 (SIL Year 6) | **Non-fiction:**  **Biography**  **Fiction: Flashbacks**  Step by Wicked Step  The Sleeping Sword  The Mozart Question  Stig of the Dump  **Poetry: Imagery**  June and the Wolves  Snow and Snow  Silver  City Jungle  Jack Frost, Artist  **Vocabulary, Grammar and Punctuation**  Using model verbs or adverbs to indicate degrees of possibility  Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie: omitted) relative pronoun | **Non-fiction:**  **Auto-Biography**  **Fiction: Time Slips**  Children of Winter  The Time Machine  Scavenger Boy  **Diaries**  The Diary of Anne Frank  Diary of a Wimpy Kid  **Vocabulary, Grammar and Punctuation**  Learning grammar for Years 5 and 6 in Appendix 2  Using commas to clarify meaning or avoid ambiguity in writing  Using hyphens to avoid ambiguity | **Non-Fiction: Balanced and Unbalanced arguments and Journalistic**  **Fiction: Action Stories**  The Thief Lord  The Hobbit  Gangsta Granny  Stormbreaker  **Formal/Impersonal Writing**  Use guides and leaflets on places of interest locally and further afield  **Vocabulary, Grammar and Punctuation**  Using brackets, dashes or commas to indicate parenthesis  Using semi-colons, colons or dashes to mark boundaries between independent clauses  Using a colon to introduce a list  Punctuating bullet points consistently  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading |
| **During Year 10 and 11, students work to gain a qualification through Open Awards. They have the option to be entered for the level most appropriate to their ability.** | | | |

Year 10

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| Term 1 (7 weeks) | Term 2 (7 weeks) | Term 3 (6 weeks) | Term 4 (6 weeks) | Term 5 (5 weeks) | Term 6 (5 weeks) |
| Speaking, Listening and Communicating | Reading | Writing Composition | Spelling, punctuation and grammar | Writing Formats | Exam practice and exam |
| **Knowledge and skills**  SoS1. Identify relevant information and lines of argument in explanations or presentations  SoS2. Make requests and ask relevant questions to obtain specific information in different contexts  SoS3. Respond effectively to detailed questions  SoS4. Communicate information, ideas and opinions clearly and accurately on a range of topics  SoS5. Express opinions and arguments and support them with evidence  **Lessons**  Week 1: - Baseline assessments  Week 2: - SoS2/S3 (C)  Week 3: - SoS2/S3 (C)  Week 4: - SoS3/S4 (C)  Week 5: - SoS3/S4 (H)  Week 6: - SoS4/S5 (H)  Week 7: - Assessment | **Knowledge and skills**  SoS9. Identify and understand the main points, ideas and details in texts  SoS10. Compare information, ideas and opinions in different texts SoS11a. Identify meanings in texts SoS11b. Distinguish between fact and opinion SoS12. Recognise how language and other textual features have been varied to suit audience and purpose SoS13. (Use reference materials and) appropriate strategies for a range of purposes, including to find the meaning of words SoS14. Understand organisational and structural features and use them to locate relevant information (in a range of straightforward texts)  **Lessons**  Week 1: - SoS9/S10 (C)  Week 2: - SoS9/S10 (C)  Week 3: - SoS11 (C)  Week 4: - SoS11 (C)  Week 5: - SoS12/13/14 (H)  Week 6: - SoS12/13/14 (H)  Week 7: - Assessment | **Knowledge and skills**  SoS22. Communicate information, ideas and opinions clearly, coherently and accurately  SoS23. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience.  SoS24. Use format, structure and language appropriate for audience and purpose.  SoS25. Write consistently and accurately in complex sentences, using paragraphs where appropriate  **Lessons**  Week 1: - SoS22/S23 (C)  Week 2: - SoS22/S23 (C)  Week 3: - SoS24/S25 (C)  Week 4: - SoS24/S25 (H)  Week 5: - SoS25 (H)  Week 6: - Assessment | **Knowledge and skills**  SoS19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, Commas, possessive apostrophes).  SoS20. Use correct grammar (e.g. subject-verb agreement, consistent use of tenses, definite and  indefinite articles)  SoS21. Spell words used most often in work, study and daily life, including specialist words  **Lessons**  Week 1: - SoS19/20/21(C)  Week 2: - SoS19/20/21(C)  Week 3: - SoS19/20/21(C)  Week 4: - SoS19/20/21(H)  Week 5: - SoS19/20/21(H)  Week 6: - Assessment | **Knowledge and skills**  Writing a letter  Writing a formal Report Writing a newspaper article, email, leaflet and advertisement  **Lessons**  Week 1: - Writing a letter (C)  Week 2: - Reports (C)  Week 3: - (H)  Week 4: - (H)  Week 5: - Assessment | **Knowledge and skills**  Taking a mock exams  Completing practice papers  Developing exam technique  Taking an exam  **Lessons**  Week 1: - Practice papers  Week 2: - Timed exam questions  Week 3: - Practice papers  Week 4: - Timed exam questions  Week 5: - Exams (all) |
| Transferable skills | Transferable skills | Transferable skills | Transferable skills | Transferable skills | Transferable skills |
| Writing a scripts  Developing note taking  Structuring thoughts for a debate  Writing responses and seeking evidence to support statements | Comprehension skills  Composing answers in a logical manner  Developing reading for meaning skills  Developing inference skills | Being able to converse their ideas  Developing the writing breath to achieve more marks in exams  Developing reading skills to support their own work | Developing answers to questions  Spelling tests to show range of vocabulary | SPAG  Reading  Processing information  Developing a range of responses | SPAG  Comprehension skills  Writing responses and seeking evidence to support statements |
| Collins (C) and Hamilton (H) link | Collins (C) and Hamilton (H) link | Collins (C) and Hamilton (H) link | Collins (C) and Hamilton (H) link | Collins (C) and Hamilton (H) link | Open Awards |
| Collins reimagine: -  Year 7 project 1: - The Natural World  [Collins Reimagine English\Year 7\7.1 The Natural World](Collins%20Reimagine%20English/Year%207/7.1%20The%20Natural%20World)  Hamilton: -  <https://www.hamilton-trust.org.uk/english/year-6-english/reading-and-writing-instructions-and-explanations/> | Collins reimagine: -  Year 7 project 3: - Journeys and Explorations  [Collins Reimagine English\Year 7\7.3 Journeys and Explorations](Collins%20Reimagine%20English/Year%207/7.3%20Journeys%20and%20Explorations)  Hamilton: -  <https://www.hamilton-trust.org.uk/english/year-6-english/blogs-and-reports/> | Collins reimagine: -  Year 8 Project 2:-How we treat others  [Collins Reimagine English\Year 8\8.2 How We Treat Others](Collins%20Reimagine%20English/Year%208/8.2%20How%20We%20Treat%20Others)  Hamilton: -  <https://www.hamilton-trust.org.uk/english/year-6-english/my-past-present-and-future/> | Collins reimagine: -  Year 8 Project 3: - Growing up  [Collins Reimagine English\Year 8\8.3 Growing Up](Collins%20Reimagine%20English/Year%208/8.3%20Growing%20Up)  Hamilton: -  <https://www.hamilton-trust.org.uk/resources/?query=&year=Y6&subject=eng&title=SPaG%3A+Grammar+and+Punctuation> | Collins reimagine: - Year 7 Project 2: - Child Labour  [Collins Reimagine English\Year 7\7.2 Child Labour](Collins%20Reimagine%20English/Year%207/7.2%20Child%20Labour)  Hamilton: -  <https://www.hamilton-trust.org.uk/english/year-6-english/goals-and-dreams/> | <https://openawards.org.uk/what-we-offer/qualification-search/qualification-detail/?id=127131>  <https://openawards.org.uk/what-we-offer/qualification-search/qualification-detail/?id=127130> |
| Assessments | Assessments | Assessments | Assessments | Assessments | Assessments |
| Star reader  GL Assessment (GCSE equivalent)  Phonics assessments  Accelerated leader  Bug club | GL reading assessments  Star reader assessment  Accelerated leader  Bug club | GL Assessment  Star reader  Accelerated leader  Bug club | GL spelling assessments  Accelerated leader  Bug club | GL Assessment  Star reader  Accelerated leader  Bug club | GL Assessment (GCSE equivalent)  Phonics assessments  Accelerated leader  Bug club |

Cycle 2

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| Term 1 (7 weeks) | Term 2 (7 weeks) | Term 3 (6 weeks) | Term 4 (6 weeks) | Term 5 (5 weeks) | Term 6 (5 weeks) |
| Speaking, Listening and Communicating | Reading | Writing Composition | Exam practice and exam | Spelling, punctuation and grammar | Exam practice and exam |
| **Knowledge and skills**  SoS6. Follow and understand discussions and make contributions relevant to the situation and the  subject  SoS7. Use appropriate phrases, registers and adapt contributions to take account of audience,  purpose and medium  SoS8. Respect the turn-taking rights of others during discussions, using appropriate language for  Interjection  **Lessons**  Week 1: - Baseline assessments  Week 2: - SoS6 (C)  Week 3: - SoS6 (C)  Week 4: - SoS6/S7 (C)  Week 5: - SoS7 (H)  Week 6: - SoS7/S8 (H)  Week 7: - Assessments | **Knowledge and skills**  SoS15. Infer meanings from images (not explicit in accompanying text) SoS16. Recognise vocabulary typically associated with specific types and purposes SoS17. Read and understand a range of specialist words in context  SoS18. Use knowledge of punctuation to aid understanding of straightforward texts  **Lessons**  Week 1: - SoS15/S16 (C)  Week 2: - Mock Exams  Week 3: - Actions from mocks  Week 4: - SoS15/S16 (C)  Week 5: - SoS17/S18 (C)  Week 6: - SoS17/S18 (H)  Week 7: - Assessments | **Knowledge and skills**  SoS26 (visual organisation) Convey clear meaning and establish cohesion using organisational markers effectively.  SoS27 (register/ language) Use different language and register suited to audience. SoS28 (construction) Construct complex sentences consistently and accurately, using paragraphs where appropriate  **Lessons**  Week 1: - SoS26 (C)  Week 2: - SoS26 (C)  Week 3: - SoS27 (C)  Week 4: - SoS27/S28 (H)  Week 5: - SoS27/S28 (H)  Week 6: - Assessments | **Knowledge and skills**  Taking a mock exams  Completing practice papers  Developing exam technique  Taking an exam  **Lessons**  Week 1: - Exam technique (C)  Week 2: - Timed questions (C)  Week 3: - Mock Exams (W and R)  Week 4: - Prep for SCL (C)  Week 5: - Mock Exam (SCL)  Week 6: - Actions from mocks | **Knowledge and skills**  SoS19. Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes).  SoS20. Use correct grammar (eg subject-verb agreement, consistent use of tenses, definite and  indefinite articles)  SoS21. Spell words used most often in work, study and daily life, including specialist words  **Lessons**  Week 1: - SoS19/S20/S21 (H)  Week 2: - SoS19/S20/S21 (H)  Week 3: - SoS19/S20/S21 (H)  Week 4: - Exams (all)  Week 5: - Actions from exams | **Knowledge and skills**  Taking a mock exams  Completing practice papers  Developing exam technique  Taking an exam  **Lessons**  Week 1: - Practice papers  Week 2: - Timed exam questions  Week 3: - Practice papers  Week 4: - Timed exam questions  Week 5: - Exams (all) |
| Transferable skills | Transferable skills | Transferable skills | Transferable skills | Transferable skills | Transferable skills |
| Writing a scripts  Developing note taking  Structuring thoughts for a debate  Writing responses and seeking evidence to support statements  Holding a debate  Working on both sides of a debate | Comprehension skills  Composing answers in a logical manner  Developing reading for meaning skills  Developing inference skills  Reading fact, fiction and non-fiction | Being able to converse their ideas  Developing the writing breath to achieve more marks in exams  Developing reading skills to support their own work  Developing writing plans in response to different questions | SPAG  Comprehension skills  Writing responses and seeking evidence to support statements | Developing answers to questions  Spelling tests to show range of vocabulary  Spelling words for Maths, Science and ICT | SPAG  Comprehension skills  Writing responses and seeking evidence to support statements |
| Collins (C) and Hamilton (H) link | Collins (C) and Hamilton (H) link | Collins (C) and Hamilton (H) link | Collins (C) and Hamilton (H) link | Open Awards | Open Awards |
| Collins reimagine: - Beyond our world  [Collins Reimagine English\Year 8\8.1 Beyond our World](file:///\\DC1\StaffShare\2021-2022\4.%20KS4\11.%20Accredited%20Learning%202021.2022\2.%20English\Collins%20Reimagine%20English\Year%208\8.1%20Beyond%20our%20World)  Hamilton: - <https://www.hamilton-trust.org.uk/english/year-6-english/black-lives-matter/> | Collins reimagine: -  Year 9 Project 1: - The unexplained  [Collins Reimagine English\Year 9\9.1 The Unexplained](Collins%20Reimagine%20English/Year%209/9.1%20The%20Unexplained)  Hamilton: -  <https://www.hamilton-trust.org.uk/english/year-6-english/highwayman/>  <https://www.hamilton-trust.org.uk/browse/english/y56/summer/95100/> (Poetry debate poem) | Collins reimagine: -  Year 9 Project 2: - The country and the city  [Collins Reimagine English\Year 9\9.2 The Country and the City](Collins%20Reimagine%20English/Year%209/9.2%20The%20Country%20and%20the%20City)  Hamilton: -  <https://www.hamilton-trust.org.uk/browse/english/y56/summer/95100/> (non-fiction 1 persuasive writing) | Year 9 Project: - Crime and Punishment  [Collins Reimagine English\Year 9\9.3 Crime and Punishment](Collins%20Reimagine%20English/Year%209/9.3%20Crime%20and%20Punishment) | <https://openawards.org.uk/what-we-offer/qualification-search/qualification-detail/?id=127131>  <https://openawards.org.uk/what-we-offer/qualification-search/qualification-detail/?id=127130>  Hamilton: -  <https://www.hamilton-trust.org.uk/resources/?query=&year=Y6&subject=eng&title=SPaG%3A+Grammar+and+Punctuation> | <https://openawards.org.uk/what-we-offer/qualification-search/qualification-detail/?id=127131>  <https://openawards.org.uk/what-we-offer/qualification-search/qualification-detail/?id=127130> |
| Assessments | Assessments | Assessments | Assessments | Assessments | Assessments |
| GL Assessment (GCSE equivalent)  Star reader  Phonics assessments  Accelerated leader  Bug club | GL reading assessments  Accelerated leader  Bug club | GL English Assessment  Star reader  Accelerated leader  Bug club | GL English Assessment  Accelerated leader  Bug club | GL spelling assessments  Star reader  Phonics assessments  Accelerated leader  Bug club | GL Assessment (GCSE equivalent)  Accelerated leader  Bug club |