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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. |
| OracyThe 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 LessonsThere will be a set structure of emphasis to our English lessons:Monday: emphasis on speaking and listeningTuesday: emphasis on reading and comprehensionWednesday: emphasis on Vocab, Grammar and PunctuationThursday: emphasis on writingPhonics will take place daily Monday – Friday |
| Resources, planning, structure and flexibilityThe 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* LearningStudents’ 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 HuntBut MartinThe Very Hungry CaterpillarSilly BillyVoices in the ParkShark in the ParkMy Big Shouting DayNot Now BernardI Want My Hat BackPeace at LastOne Snowy NightBilly BucketNaughty BusAlfie-An Evening at Alfie’sPoetry: Using the senses**Poetry: Using the senses**Five Little SensesThe Magic BoxThe Works 4SensationalThe Black Book of ColoursA first book of nature**Vocabulary, Grammar and Punctuation**Leaving a space between wordsJoining words and clauses using “and” | **Non-fiction:****Instructions**Honey BiscuitsSticky Little FingersHow to Look After Your HamsterA first book of nature**Fiction: Traditional Fairy Tales and stories from other cultures**GoldilocksGoldilocks and just the one BearThe Gingerbread ManCinderellaLittle Red Riding HoodGood Little WolfPrincess Smarty PantsPrince CindersHanda’s SurpriseA Balloon for GrandadThe Honey HuntersThe Tiger ChildTortoise’s DreamBringing the Rain to Kapiti Plain**Poetry: Pattern and Rhyme**Giraffes Can’t DanceRumble in the JungleRoom on a BroomGruffaloNot Last Night But the Night BeforeDown by the cool poolTanka 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 HomesThe Emperor’s EggGreen and CroakyEyes, Nose, Fingers and ToesA first book of natureSpaceFarmer DuckJody’s BeansThe Very Hungry Caterpillar**Fiction: Stories with a fantasy setting**Aliens in Underpants Save the WorldMungo and the Spiders from SpaceDougal’s Deep Sea DiaryMan on the MoonWhere the wild Things areWho are you? Stripy Horse**Poetry: Poems on a Theme – Families***Michael Rosen***Food**Chocolate CakeChristmas PoemsA first book of natureTanka Tanka SkunkCommotion 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 EarthIce BearA first book of natureBig Blue WhaleLooking at MinibeastTouchTasteI can MoveUsborne Lift-the-flap Picture AtlasSpaceABC UK**Fiction: Stories with Familiar Settings**GorillaChangesVoices in the parkNaughty BusWe’re Going On a Bear HuntBanana SpaghettiChips and JessieAlfie –An Evening at Alfie’sDoggerTraction Man is Here**Poetry: Patterns on a Page**Don’t forget the baconSlinky MalinkiWriggle an d RoarCrazy MayonnaisyThe Highway RatHippospotamus**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 DogFrom Lamb to SheepWhat do Wheels and Cranks do?Watch me Grow: PandaWhat were castles For?Who Built the PyramidHow we make stuffHoney BiscuitsLooking after your hamsterTaking 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 anthologiesThe Poetry StoreA first book of natureWhere my wellies take me**Vocabulary, Grammar and Punctuation**Sentences with different forms: statement question, exclamation, commandExpanded noun phrases to describe and specify (eg – the blue butterfly) | **Non-fiction:****Non-Chronological Reports:**Find out about the BodyWind and usI wonder why my tummy rumblesI know where my food goesUsborne 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 CustardRumble in the JungleQuack said the Billy GoatHippospotamusDon’t Put Your Finger in the Jelly, Nelly!**Vocabulary, Grammar and Punctuation**The present and past tenses (including the progressive form)Subordination and coordinationThe grammar for Year 2 in English Appendix 2Some features of written Standard English |
| 6 (SIL Year 3) | **Non-fiction:****Reports**The Human Body- small bookMy Best Book of SharksHedgehogsTigersHealthy EatingGreat Little Facts**Fiction: Stories with Familiar Settings and Myths**GorillaSilly BillyVoices in the ParkThe GardenEnchantment in the GardenCare of HenryDesperate for a DogWorry gutsBorn to RunGreek Myths for young childrenUsborne Book of Greek Myths The Children’s Book of Myths and LegendsGreek Myths**Poetry: Poems to Perform**Poems to PerformI’ve got a poem for youPerform 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 WoodThe TunnelTom’s Sausage LionThe Haunting of Pip ParkerThe Great Paper CaperNoah BarleyWater Runs AwayKrindle KraxTraction ManJulian, Secret AgentFootball Academy: Boys UnitedGangsta GrannyYou’re a Bad Man Mr GumStormbreaker**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 GRUFFALO12 Fabulously Funny Fairy Tale PlaysThe Twits: Play for ChildrenThe BFG: A Set of Plays**Poetry: Language Plays**Language in my earsUtter NonsenseTickles, Pickles and Floofing PersnicklesPars, 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 seaThe time travelling cat seriesThe Lion and the UnicornThe Egyptian CinderellaThe Butterfly LionStreet ChildArchie’s WarMy Secret War DiaryThe Lion, the witch and the WardrobeAquilaDragon’s ChildThe Widow’s BroomThe Hobbit: Graphic NovelPercy Jackon and the Lightening ThiefNoah BarleyWater Runs AwayThe Snow Merchant**Poetry: Poems to Perform**Poems to PerformI’ve got a poem for youPerform me a poem**Vocabulary, Grammar and Punctuation**Using conjunctions, adverbs and prepositions to express time and causeUsing fronted adverbialsLearning the grammar for Years 3 and 4 in English Appendix 2Using commas after fronted adverbials | **Non-fiction:****Explanation and Advertisements**The Shirt MachineUnderstanding Your Muscles and BonesUntil I Met Dudley – How everyday things really workHow we make stuffHow the world works**Fiction: Stories from other cultures**Mufaro’s Beautiful DaughtersGrandpa ChatterjiStories from around the worldGregory CoolGrace and FamilyThe No1 Car Spotter and the FirebirdThe No1 Car Spotter – Best in the village-Maybe in the world**Poetry: Creating Images**The Works KS2The Works 2 – poems on every subject and for every occasionA Dazzling Display of DogsThreasury for all Seasons: Poems and Songs to Celebrate the YearWhere my wellies take me**Vocabulary, Grammar and Punctuation**Learning the grammar for Years 3 and 4 in English Appendix 2Using commas after fronted adverbials | **Non-fiction:****Formal Persuasive Texts****Fiction: Issues and Dilemmas and Plays**Bill’s New Frock The Widow’s BroomProsper’s MountainWay HomeSecret FrindsThe Angel of Nitshill RoadMr StinkA Dog called HomelessThe Forever WhaleThe Unforgotten CoatBill’s New FrockThe Angel of Nitshill RoadCelebrity ChickenPlay Time: Plays for all ages by the bestselling author of THE GRUFFALOBombs and Blackberries**Poetry: Exploring form**The Works KS2The Works 2 – poems on every subject and for every occasion**Vocabulary, Grammar and Punctuation**Indicating possession by using the possessive apostrophe with plural nounsUsing 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 ParkInto the ForestThe TunnelThe Nice Lives of MontezumaShadowWar HorseThe Wolves of Willoughby ChaseA Necklace of raindropsLost and FoundThe Great Paper CaperThe Heart and the BottleThe Unforgotten CoatTo be a catThe arrivalBeowulfSir Gawain and the Green KnightArthur 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 eventUse fiction as basis for recounts of the character’s lives/eventsArchie’s WarWar GameCastle DiaryThe Cat who walked across France**Fiction: Stories from other cultures – Quality Whole Texts and older literature**Journey to Jo’BurgLife on the Refrigerator DoorRefugee BoyHolesThe Day of Ahmed’s SecretOscar Wilde Stories for ChildrenThe Railway ChildrenBlack BeautyThe Wizard of OzThe Canterville GhostThe Secret GardenAround the World in Eighty DaysHeidiMoonfleetThe Hobbit**Poetry: Narrative Poems**The HighwaymanThe Owl and the PussycatChocolate CakeThe ListenersMatildaIsabelThe Tale of Custard the DragonThe JumliesThe 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 TomWar HorseCarrie’s WarThe HobbitStory Shorts 1+2Starting Stories 1+2Play Time: Plays for all ages by the bestselling author of THE GRUFFALOThe Twits: Plays for ChildrenThe BFG: A set of playsThe Betrayal and Other PlaysMr William Shakespeare’s PlaysShakespeare – The Animated Tales**Poetry: Choral and performance**The Everton CollectionAnnie McClueChocolate CakeWalking with my IguanaThe Boneyard Rap**Vocabulary, Grammar and Punctuation**Using the perfect form of verbs to mark relationships of time and causeUsing expanded noun phrases to convey complicated information concisely |
| 9 (SIL Year 6) | **Non-fiction:****Biography****Fiction: Flashbacks** Step by Wicked StepThe Sleeping SwordThe Mozart QuestionStig of the Dump**Poetry: Imagery**June and the WolvesSnow and SnowSilverCity JungleJack Frost, Artist**Vocabulary, Grammar and Punctuation**Using model verbs or adverbs to indicate degrees of possibilityUsing 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 WinterThe Time MachineScavenger Boy**Diaries**The Diary of Anne FrankDiary of a Wimpy Kid**Vocabulary, Grammar and Punctuation**Learning grammar for Years 5 and 6 in Appendix 2Using commas to clarify meaning or avoid ambiguity in writingUsing hyphens to avoid ambiguity | **Non-Fiction: Balanced and Unbalanced arguments and Journalistic****Fiction: Action Stories**The Thief LordThe HobbitGangsta GrannyStormbreaker**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 parenthesisUsing semi-colons, colons or dashes to mark boundaries between independent clausesUsing a colon to introduce a listPunctuating bullet points consistentlyUse 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 presentationsSoS2. Make requests and ask relevant questions to obtain specific information in different contextsSoS3. Respond effectively to detailed questionsSoS4. Communicate information, ideas and opinions clearly and accurately on a range of topicsSoS5. Express opinions and arguments and support them with evidence**Lessons**Week 1: - Baseline assessmentsWeek 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 andindefinite 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 examsCompleting practice papers Developing exam techniqueTaking an exam**Lessons**Week 1: - Practice papersWeek 2: - Timed exam questionsWeek 3: - Practice papersWeek 4: - Timed exam questionsWeek 5: - Exams (all) |
| Transferable skills | Transferable skills | Transferable skills | Transferable skills | Transferable skills | Transferable skills |
| Writing a scriptsDeveloping note taking Structuring thoughts for a debate Writing responses and seeking evidence to support statements  | Comprehension skillsComposing answers in a logical mannerDeveloping reading for meaning skillsDeveloping 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  | SPAGReadingProcessing information Developing a range of responses  | SPAGComprehension skillsWriting 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 readerGL Assessment (GCSE equivalent) Phonics assessments Accelerated leader Bug club | GL reading assessmentsStar reader assessmentAccelerated leaderBug club | GL Assessment Star readerAccelerated leaderBug club | GL spelling assessmentsAccelerated leaderBug club | GL Assessment Star readerAccelerated leaderBug club | GL Assessment (GCSE equivalent) Phonics assessmentsAccelerated leaderBug 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 thesubjectSoS7. Use appropriate phrases, registers and adapt contributions to take account of audience,purpose and mediumSoS8. Respect the turn-taking rights of others during discussions, using appropriate language forInterjection**Lessons**Week 1: - Baseline assessmentsWeek 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 ExamsWeek 3: - Actions from mocksWeek 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 examsCompleting practice papers Developing exam techniqueTaking 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 andindefinite 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 examsCompleting practice papers Developing exam techniqueTaking an exam**Lessons**Week 1: - Practice papersWeek 2: - Timed exam questionsWeek 3: - Practice papersWeek 4: - Timed exam questionsWeek 5: - Exams (all) |
| Transferable skills | Transferable skills | Transferable skills | Transferable skills | Transferable skills | Transferable skills |
| Writing a scriptsDeveloping note taking Structuring thoughts for a debate Writing responses and seeking evidence to support statementsHolding a debate Working on both sides of a debate  | Comprehension skillsComposing answers in a logical mannerDeveloping reading for meaning skillsDeveloping 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 workDeveloping writing plans in response to different questions  | SPAGComprehension skillsWriting responses and seeking evidence to support statements | Developing answers to questions Spelling tests to show range of vocabularySpelling words for Maths, Science and ICT | SPAGComprehension skillsWriting 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:///%5C%5CDC1%5CStaffShare%5C2021-2022%5C4.%20KS4%5C11.%20Accredited%20Learning%202021.2022%5C2.%20English%5CCollins%20Reimagine%20English%5CYear%208%5C8.1%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 readerPhonics assessmentsAccelerated leaderBug club | GL reading assessments Accelerated leaderBug club | GL English Assessment Star readerAccelerated leaderBug club | GL English Assessment Accelerated leaderBug club | GL spelling assessmentsStar readerPhonics assessmentsAccelerated leaderBug club | GL Assessment (GCSE equivalent)Accelerated leaderBug club |