

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 English	<b>Ourselves</b> Recounts Labeling & Describing - myself, my family, my home Famous people I know Asking & Answering questions	<b>Superheroes</b> Naming, labelling, describing superheroes and their powers. Reading superhero stories sequencing, sentence writing.	<b>Oceans</b> Naming, labelling, describing ocean creatures. Fact files. Ocean stories and poems.	<b>Traditional Tales</b> Reading and listening to traditional tales sequencing role play hot seating character descriptions story language	<b>Egyptians</b> non fiction books, new vocabulary, describing pyramids and tombs, instruction reading and writing, fact files and posters.	<b>Sports</b> Tortoise and hare story, vocabulary, verbs and adverbs, listing different sports, famous sporting heroes, comprehensions.
Year 7 English	<b>Ourselves &amp; Famous People</b> Recounts Describing my family - myself, my family, my home Famous people I know Asking & Answering questions Researching Writing fact files Comprehension tasks	<b>Heroes &amp; Villains</b> Naming fictional heroes and villains character descriptions, comprehensions, comic strips - story writing	<b>Frozen World</b> Introduce The Poles - images and videos. Create word bank of vocabulary. Write a list of packing for the Poles. Write a postcard from the Poles. Climate change / animal extinction Research - persuasive writing	<b>Tales from other Cultures</b> Listen to Traditional Tales on BBC (Tiddalik, Anansi, Lakshmi) explore setting and culture, retelling stories comprehension, create own tales	<b>Rainforest</b> Fact files deforestation non fictions books rainforest poems stories	<b>Castles</b> Labels & Captions Recount of trip to Hever Castle Castle job descriptions Reading writing kings / queens rules Recipes for a banquet
Year 8 English	<b>All About Me: Charity</b> Write in sentences. Use full stops and capital letters. Read for meaning. Examine and use persuasive techniques. Debating skills. Discussion skills.	<b>Heroes &amp; Villains</b> (The Highwayman) Making predictions. Setting / Character Comprehension. Word meanings. Character motivation. Rhythm. Syllables. Poetic Techniques – imagery.	<b>Our World (Desert)</b> Author's intention and readers' response to setting and character. Comprehension: Understanding of plot and character. Developing and expressing opinions.	<b>Introduction to Shakespeare</b> Introduction to Shakespeare and the Tudor world. Features of Shakespeare's plays Lesson or moral of a play. Genre of a play. Speaking and Listening: Performance.	<b>Reach for the skies</b> Comprehension: Word and sentence level understanding. Suffixes and prefixes. Comparing books/ themes within a book / between books. Parts of a text. Story writing. Redrafting.	<b>Travel</b> Non-fiction: Media Travelogues / blogs. Style and Content. Vocabulary. Sentence structure. Punctuation and Grammar.
<b>Entry Level Certificate 1</b>						
	<b>Writing assessment (creative)</b> To create a story using brief description and development.	<b>Reading assessments (fiction and non-fiction)</b> Students read fiction and non-fiction extracts from the 20th and 21st century; identifying and interpreting information and ideas; explain and comment on writers' use of language and structure.	<b>Writing assessment (transactional)</b> Students create an application form or writes a brief letter that includes some personal details and explains why they are applying for the job.	<b>Speaking and Listening (Tasks 1 and 2)</b> Task 1 – students create and deliver a presentation about themselves; they will be able to provide information about their age, hobbies, families etc. Task 2 – students compare two different film trailers, they will be able to talk about the two film trailers and say which is better and why.	<b>Christmas Truce (play)</b> Historical background -WW1 Poetry. Word, sentence and text level comprehension. Learn lines, rehearse and perform.	<b>London Eye Mystery (novel)</b> Similes, metaphors and idioms. Character description. Using quotations. Making predictions. Debate & discussion. Newspaper articles. Genre. Letters and codes.
<b>Entry Level Certificate 2</b>						

Year 9 English	<b>Writing assessment (creative)</b> Story writing using developed sentences and description to create atmosphere.	<b>Reading assessments (fiction and non-fiction)</b> Students read fiction and non-fiction extracts from the 20th and 21st century; identifying and interpreting information and ideas; explain and comment on writers' use of language and structure; evaluate texts and support with relevant textual reference.	<b>Writing assessment (transactional)</b> Students write a letter that contains relevant information about the job they are applying for, why they are applying and provide some information about themselves.	<b>Speaking and Listening (Task 1 and 2)</b> Task 1 – students create and deliver a presentation about themselves; they will be able to provide additional and specific information e.g. why they enjoy their hobbies, where they go to school, what their favourite subjects are etc. Task 2 – students will compare two different film trailers; they will be able to describe the content, plot, costumes, characters; they will also be able to identify specific features that make the trailers engaging.	<b>Christmas Truce (play)</b> Historical background -WW1 Poetry. Word, sentence and text level comprehension. Learn lines, rehearse and perform.	<b>London Eye Mystery (novel)</b> Similes, metaphors and idioms. Character description. Using quotations. Making predictions. Debate & discussion. Newspaper articles. Genre. Letters and codes.
Year 10	Entry Level Certificate 1					
	<b>Writing assessment (creative)</b> To create a story using brief description and development.	<b>Reading assessments (fiction and non-fiction)</b> Students read fiction and non-fiction extracts from the 20th and 21st century; identifying and interpreting information and ideas; explain and comment on writers' use of language and structure.	<b>Writing assessment (transactional)</b> Students create an application form or writes a brief letter that includes some personal details and explains why they are applying for the job.	<b>Speaking and Listening (Tasks 1 and 2)</b> Task 1 – students create and deliver a presentation about themselves; they will be able to provide information about their age, hobbies, families etc. Task 2 – students compare two different film trailers, they will be able to talk about the two film trailers and say which is better and why.	<b>Macbeth</b> Atmosphere and mood. Comprehension / Story overview. Detailed analysis of a soliloquy. Learn and rehearse a short scene. Perform a short scene.	<b>Boy in the Striped Pyjamas (novel)</b> Students will use relevant information to write a letter. Learn new vocabulary. Understand characters similarities and differences. Understand character perspectives and points of view. Students will be able to differentiate between fact and fiction.
Year 10	iGCSE Year 1					
	<b>Intro to iGCSE</b> Students are introduced and given an overview of what the iGCSE entails. They learn key skills that will support them throughout the course e.g. they read various fiction and non-fiction texts focussing on layout and content and how to identify relevant information. They also learn how to develop plots, settings and characterisation to support their coursework writing.	<b>Intro to Gothic (needed for Assignment 3)</b> Students are introduced to Gothic writing, they learn figurative language techniques and how to create gothic figurative techniques which will support their coursework writing. Students read gothic extracts and develop the next paragraph using gothic features and language techniques.	<b>CW Assignment 3 (Narrate)</b> Students write a narrative piece of coursework which will be between 500-800 words. They will learn how to write a defined and developed plot with features of fiction and gothic writing e.g. description, characterisation, convincing details and use of language techniques.	<b>Intro to Persuasive Writing (needed for Assignment 1)</b> Students are introduced to persuasive writing. They will learn a variety of persuasive writing techniques and how to use them effectively through a range of persuasive writing tasks.	<b>CW Assignment 1 (Discuss, Argue and/or Persuade)</b> Students write a piece of coursework to either discuss, argue or persuade which will be between 500-800 words. Students will respond to a text which may consist of facts, opinions and/or arguments; student will then select, analyse and evaluate ideas and integrate their own ideas. Students will be able to give an overview of the argument, including an explanation of ideas of interest, an argument for or against them commenting on explicit and implicit ideas.	<b>CW Assignment 2 (Describe)</b> Students will write a piece of descriptive writing between 500-800 words. Students will develop ideas and images which will create a convincing, well-defined picture with a variety of focus. Students may be able to describe a sense of place/ atmosphere, sights, sounds and/or characters.
	Entry Level Certificate 1					
	<b>Writing assessment (creative)</b> To create a story using brief description and development.	<b>Reading assessments (fiction and non-fiction)</b> Students read fiction and non-fiction extracts from the 20th and 21st century; identifying and interpreting information and ideas; explain and comment on writers' use of language and structure.	<b>Writing assessment (transactional)</b> Students create an application form or writes a brief letter that includes some personal details and explains why they are applying for the job.	<b>Speaking and Listening (Tasks 1 and 2)</b> Task 1 – students create and deliver a presentation about themselves; they will be able to provide information about their age, hobbies, families etc. Task 2 – students compare two different film trailers, they will be able to talk about the two film trailers and say which is better and why.	<b>Macbeth</b> Atmosphere and mood. Comprehension / Story overview. Detailed analysis of a soliloquy. Learn and rehearse a short scene. Perform a short scene.	<b>Skellig (Novel)</b> Students will be able to make predictions, identify key phrases and quotes. Investigate motifs, sensory descriptions, scientific terms. Analyse character dynamics and symbolism. Explore lyricism and evaluate how tension and resolutions are created.
	Entry Level Certificate 2 and 3					

Year 11	<p><b>Writing assessment (creative)</b> ELC 2 - Story writing using developed sentences and description to create atmosphere. ELC3 - Creating a story including an introduction with use of settings, mood and characters which is interesting and engaging to the reader.</p>	<p><b>Reading assessments (fiction and non-fiction)</b> ELC 2- Students read fiction and non-fiction extracts from the 20th and 21st century; identifying and interpreting information and ideas; explain and comment on writers' use of language and structure; evaluate texts and support with relevant textual reference. ELC 3 - Students read fiction and non-fiction extracts from the 19th, 20th and 21st century; identifying and interpreting information and ideas; explain and comment on writers' use of language and structure; evaluate texts and support with relevant textual reference.</p>	<p><b>Writing assessment (transactional)</b> ELC 2 - Students write a letter that contains relevant information about the job they are applying for, why they are applying and provide some information about themselves. ELC 3 – Students are able to write an effective letter applying for the job. The letter will be correctly laid out and will contain relevant personal information, say why they are applying and why they are suitable for the job.</p>	<p><b>Speaking and Listening (ELC 2 - Tasks 1 and 2; ELC3 – Task 1)</b> ELC 2 - Task 1 – students create and deliver a presentation about themselves; they will be able to provide additional and specific information e.g. why they enjoy their hobbies, where they go to school, what their favourite subjects are etc. Task 2 – students will compare two different film trailers; they will be able to describe the content, plot, costumes, characters; they will also be able to identify specific features that make the trailers engaging. ELC 3 – Task 1 - students create and deliver a presentation about themselves, they will give an extended talk to include details about who they are; they will develop ideas to include dreams and ambitions for the future and any other information that will interest the listener.</p>	<p><b>Macbeth</b> Atmosphere and mood. Comprehension / Story overview. Detailed analysis of a soliloquy. Learn and rehearse a short scene. Perform a short scene.</p>	<p><b>Skellig (Novel)</b> Students will be able to make predictions, identify key phrases and quotes. Investigate motifs, sensory descriptions, scientific terms. Analyse character dynamics and symbolism. Explore lyricism and evaluate how tension and resolutions are created.</p>	
	iGCSE Year 2						
	<p><b>CW Improvement and Completion</b> Students edit and improve their coursework through the use of feedback from the teacher and use of a checklist which includes grade 6+ criteria from the marking scheme.</p>	<p><b>Q1 Prep and Revision</b> Students learn the structure of Question 1 of the exam and how to answer it by practicing a variety of mock questions. Students respond to a text and learn how to answer a series of sub-questions testing understanding of explicit and implicit meanings. Students learn how to respond to a second text writing a summary in their own words assessing understanding and writing.</p>	<p><b>Q2 Prep and Revision</b> Students learn the structure of Question 2 and learn how to answer through a variety of mock questions. Students respond to a text and answer a series of sub-questions which require answers of different lengths. Students demonstrate understanding of explicit and implicit meanings and attitudes. Students also explain how writer's use of language conveys meaning.</p>	<p><b>Q3 Prep and Revision</b> Students learn the structure of Question 3 and learn how to answer through a variety of mock questions. Students respond to a text using an extended response either in the style of a letter, report, journal, speech, interview or article. Students practice the structure of each response using a range of different texts.</p>	<p><b>General revision and practice papers</b> Students recap how to answer each questions using mock exams and papers. Students create a general help-sheet for each question as revision.</p>	<p><b>Skellig (Novel)</b> Students will be able to make predictions, identify key phrases and quotes. Investigate motifs, sensory descriptions, scientific terms. Analyse character dynamics and symbolism. Explore lyricism and evaluate how tension and resolutions are created.</p>	
Sixth Form 1	Functional Skills 1						
	<p><b>S&amp;L (Task1)</b> Identify relevant information and lines of arguments. Communicate information, ideas and opinions. Use appropriate phrases and registers to account for audience and purpose.</p>	<p><b>S&amp;L (Task 2)</b> Express opinions and arguments and support them with evidence. Follow and understand discussions and make contributions relevant to the situation and subject. Respect the turn-taking rights of others during discussions, using appropriate language for interjection.</p>	<p><b>Reading Exam Prep</b> <b>Sit Reading Exam</b> Students can identify and understand the main points, ideas and details in texts. Compare information and identify meanings in texts and distinguish facts and opinions. Students will also be able to use reference material and appropriate strategies for a range or purposes. Recognise vocabulary typically associated with specific types and purposes of texts.</p>	<p><b>Writing Exam Prep</b> <b>Sit Writing Exam</b> Students will be able to use their spelling, punctuation, grammar and writing composition to write a letter, diary entry, email or article. They will be able to write a text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience.</p>	<p><b>Re-sit any failed modules – revision</b></p>	<p><b>Stone Cold (novel)</b> Discuss issues surrounding homelessness. Key words and phrases to describe characters. Using quotations. Character actions and implications. Making predictions. Using PEE paragraphs.</p>	
Sixth Form 2	iGCSE Year 1						
	<p><b>Intro to iGCSE</b> Students are introduced and given an overview of what the iGCSE entails. They learn key skills that will support them throughout the course e.g. they read various fiction and non-fiction texts focussing on layout and content and how to identify relevant information. They also learn how to develop plots, settings and characterisation to support their coursework writing.</p>	<p><b>Assignment 3 (narrative)</b> Students write a narrative piece of coursework which will be between 500-800 words. They will learn how to write a defined and developed plot with features of fiction and gothic writing e.g. description, characterisation, convincing details and use of language techniques.</p>	<p><b>Intro to Persuasive Writing (needed for Assignment 1)</b> Students are introduced to persuasive writing. They will learn a variety of persuasive writing techniques and how to use them effectively through a range of persuasive writing tasks</p>	<p><b>CW Assignment 1 (Discuss, Argue and/or Persuade)</b> Students write a piece of coursework to either discuss, argue or persuade which will be between 500-800 words. Students will respond to a text which may consist of facts, opinions and/or arguments; student will then select, analyse and evaluate ideas and integrate their own ideas. Students will be able to give an overview of the argument, including an explanation of ideas of interest, an argument for or against them commenting on explicit and implicit ideas.</p>	<p><b>CW Assignment 2 (Describe)</b> Students will write a piece of descriptive writing between 500-800 words. Students will develop ideas and images which will create a convincing, well-defined picture with a variety of focus. Students may be able to describe a sense of place/ atmosphere, sights, sounds and/or characters.</p>	<p><b>Stone Cold (novel)</b> Discuss issues surrounding homelessness. Key words and phrases to describe characters. Using quotations. Character actions and implications. Making predictions. Using PEE paragraphs.</p>	