

Spelling, Punctuation and Grammar: these will be taught to every group incrementally, embedded into every scheme of work (SoW) and assessed by the teacher.

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 5/6 A	<p>Spoken Language - Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p> <p>Reading Identify and explain how words and language show the setting of a book – historical, cultural or social.</p> <p>Writing Composition Make careful choices about the vocabulary to be used throughout</p> <p>Writing Grammar and Vocabulary Use prepositional phrases to expand a noun phrase.</p>	<p>Spoken Language Use Standard English to give an opinion. Recite/perform own compositions.</p> <p>Reading Discuss range of narrative stories and consider differences and similarities.</p> <p>Writing Composition Know that the opening of a narrative engages and informs the reader.</p> <p>Writing Grammar and Vocabulary Know that a noun phrase can be expanded by adjective/s.</p>	<p>Spoken Language Recite/perform own compositions.</p> <p>Reading Find similarities in books read. Notice in reading that fronted adverbials can be used to start the opening sentence of a paragraph (topic sentence).</p> <p>Writing Composition Understand that paragraphs mark changes in place, time or event. Plan paragraphs.</p> <p>Writing Grammar and Vocabulary Use the comma to mark the reporting clause in direct speech in writing.</p>	<p>Spoken Language Give an opinion with a reason. Listen to others' opinions.</p> <p>Reading Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character.</p> <p>Writing Composition Know that main characters in a narrative can be developed by describing their actions, behaviour and speech – show not tell.</p> <p>Writing Grammar and Vocabulary Use expanded noun phrases in own writing to add detail. Evaluate their effectiveness in painting a picture in words for the reader.</p>	<p>Spoken Language Use Standard English to give an opinion.</p> <p>Reading Explain how the writer has used words and language to show the setting of a book. Find and explain how words and language in reading those writers have used to show atmosphere, mood or feelings.</p> <p>Writing Composition Draw on appropriate models for own writing.</p> <p>Writing Grammar and Vocabulary Evaluate their effectiveness in painting a picture in words for the reader.</p>	<p>Spoken Language Recite/perform own compositions</p> <p>Reading Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that there can be more than one interpretation of a poem.</p> <p>Writing Composition Know that the plot of a narrative can be structured differently according to the kind of story. Identify the plot structure. Know that a non-narrative text needs a series of logical points leading to a closing.</p> <p>Writing Grammar and Vocabulary Use apostrophes for possession correctly in own writing. Know when to use pronouns to avoid repetition in writing.</p>

Curriculum Long Term Plan
English KS3/4/5

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 5/6 B	<p>Spoken Language - Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p> <p>Reading Identify and explain how words and language show the setting of a book – historical, cultural or social.</p> <p>Writing Composition Make careful choices about the vocabulary to be used throughout</p> <p>Writing Grammar and Vocabulary Use prepositional phrases to expand a noun phrase.</p>	<p>Spoken Language Use Standard English to give an opinion. Recite/perform own compositions.</p> <p>Reading Discuss range of narrative stories and consider differences and similarities.</p> <p>Writing Composition Know that the opening of a narrative engages and informs the reader.</p> <p>Writing Grammar and Vocabulary Know that a noun phrase can be expanded by adjective/s.</p>	<p>Spoken Language Recite/perform own compositions.</p> <p>Reading Find similarities in books read. Notice in reading that fronted adverbials can be used to start the opening sentence of a paragraph (topic sentence).</p> <p>Writing Composition Understand that paragraphs mark changes in place, time or event. Plan paragraphs.</p> <p>Writing Grammar and Vocabulary Use the comma to mark the reporting clause in direct speech in writing.</p>	<p>Spoken Language Give an opinion with a reason. Listen to others' opinions.</p> <p>Reading Discuss the meaning of words identified. Check or find the meaning of unfamiliar words . Empathise with a character.</p> <p>Writing Composition Know that main characters in a narrative can be developed by describing their actions, behaviour and speech – show not tell.</p> <p>Writing Grammar and Vocabulary Use expanded noun phrases in own writing to add detail. Evaluate their effectiveness in painting a picture in words for the reader.</p>	<p>Spoken Language Use Standard English to give an opinion.</p> <p>Reading Explain how the writer has used words and language to show the setting of a book. Find and explain how words and language in reading those writers have used to show atmosphere, mood or feelings.</p> <p>Writing Composition Draw on appropriate models for own writing.</p> <p>Writing Grammar and Vocabulary Evaluate their effectiveness in painting a picture in words for the reader.</p>	<p>Spoken Language Recite/perform own compositions</p> <p>Reading Know that words and language in poems create effects. Discuss the meaning of words and language in poems. Understand that there can be more than one interpretation of a poem.</p> <p>Writing Composition Know that the plot of a narrative can be structured differently according to the kind of story. Identify the plot structure. Know that a non-narrative text needs a series of logical points leading to a closing.</p> <p>Writing Grammar and Vocabulary Use apostrophes for possession correctly in own writing. Know when to use pronouns to avoid repetition in writing.</p>

Curriculum Long Term Plan
English KS3/4/5

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 7/8 A	<p>Wonder</p> <p>To explore and understand plot, character and setting, and how the writer uses language to create believable characters and settings.</p>	<p>Frankenstein</p> <p>To explore and enjoy a drama adaptation of a classic novel.</p> <p>Skills of:</p> <ul style="list-style-type: none"> Character analysis Plot Adaptions Staging techniques <p>Language choices</p>	<p>Short stories</p> <p>To learn the skills needed to access GCSE paper 1.</p> <ul style="list-style-type: none"> Inference Structure Language techniques <p>evaluation</p>	<p>Shakespeare - A midsummer Night's Dream</p> <p>Students will explore the writer's use of language for effect and comment on how Shakespeare's choices and techniques have an effect on the audience.</p>	<p>Oliver Twist</p> <p>Reading extracts from a Victorian novel in preparation for GCSE reading questions and understanding the language and sentence structures of 18th century texts.</p>	<p>Poetry/war poetry</p> <p>An introduction to various forms of poetry from different periods in time.</p> <p>Skills:</p> <ul style="list-style-type: none"> writers' techniques of language/structure context and impact on society comparisons <p>evaluation</p>
YEAR 7/8 B	<p>Class Novel: Holes</p> <p>To explore and understand plot, character and setting, and how the writer uses language to create believable characters and settings.</p>	<p>19th Century fiction</p> <p>to introduce students to a range of 19th century texts in preparation for KS4. Develop the students' 'dynamic' reading and inference skills and understand how context can inform understanding.</p> <p>Studying a range of stories from a collection of 19th Century literature Exploring the social and historical context.</p>	<p>Non-fiction: A selection of articles</p> <p>Students will explore a range of texts and focus on the writer's use of language for effect. Students will also develop an understanding and be able to comment on the genre, purpose and audience of a non-fiction text.</p>	<p>Shakespeare: Romeo and Juliet</p> <p>Students will explore the writer's use of language for effect and comment on how Shakespeare's choices and techniques have an effect on the audience.</p>	<p>Novel: A Monster Calls</p> <p>To explore and analyse language in the novel and begin to evaluate why a writer makes particular choices.</p>	<p>Creative writing</p> <p>to help to develop the students' ability to create and sustain a narrative voice, in response to an image, that is suitable to genre, and write with flair.</p>

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English KS3/4/5

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 9	<p>Modern Prose – Pigeon English To understand the writer's techniques in creating characters, plot and setting. This novel also deals with contemporary issues for young people from different cultural backgrounds and should challenge perceptions.</p>	<p>Functional skills – levels 1 To access a formal qualification in English language that will give students the skills to access functional English for their everyday life.</p>	<p>Short Stories To learn the skills needed to access GCSE paper 1.</p> <ul style="list-style-type: none"> • Inference • Structure • Language techniques • Evaluation • Writer's craft 	<p>Shakespeare - The Tempest Students will explore the writer's use of language for effect and comment on how Shakespeare's choices and techniques have an effect on the audience.</p>	<p>Of Mice and Men To read American literature and understand:</p> <ul style="list-style-type: none"> • context • language • the writer's craft • characters • plot 	<p>Film/media – NEA (non exam assessment) To read, understand and evaluate a variety of media types in preparation for the writing question on paper 2 question 5</p>

Curriculum Long Term Plan
English KS3/4/5

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
GCSE Language and Literature Year 1	<p>Identify and explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writer's use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Identify and explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writer's use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Identify and explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writer's use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Identify and explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writer's use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Revision of papers 1 and 2 English Language</p>	<p>English language exam Transition to year 11 – short stories</p>

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English KS3/4/5

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
GCSE Language and Literature Year 2	<p>Poetry: Conflict – A selection of poems from the poetry anthology. Unseen Poetry</p> <p>Read, understand and respond to texts.</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>Show understanding between texts and the contexts in which they were written.</p>	<p>Shakespeare – Macbeth</p> <p>Read, understand and respond to texts</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>Show understanding between texts and the contexts in which they were written</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Modern Prose - Animal Farm – revision</p> <p>Read, understand and respond to texts</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>Show understanding between texts and the contexts in which they were written</p>	<p>19th Century novel – Jekyll and Hyde – revision</p> <p>Read, understand and respond to texts</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>Show understanding between texts and the contexts in which they were written</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Exam preparation English Literature</p>	

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English KS3/4/5

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
GCSE Language Year 1	<p>Speaking and listening - Functional Skills level 1/2</p> <p>Presentation and discussion</p> <p>Reading and writing papers</p> <p>Identify relevant information from extended explanations or presentations</p> <p>Respond effectively to detailed or extended questions and feedback</p>	<p>Revision and FS level 2-Reading and writing papers</p> <p>- Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>- Write text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience</p> <p>- Identify the different situations when the main points are sufficient and when it is important to have specific detail</p> <p>Compare information, ideas and opinions in different texts, including how they are conveyed----- Identify implicit and inferred meaning in texts</p>	<p>Modern Prose – Animal Farm</p> <p>Read, understand and respond to texts</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>Show understanding between texts and the contexts in which they were written</p>	<p>NEA - spoken language presentations and discussion</p> <p>Identify relevant information from extended explanations or presentations</p> <p>Respond effectively to detailed or extended questions and feedback</p>	<p>Short stories/extracts and poetry as ways into GCSE Paper 1</p> <p>Read, understand and respond to texts</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>Show understanding between texts and the contexts in which they were written</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Short stories/extracts and poetry as ways into GCSE Paper 1</p> <p>Read, understand and respond to texts</p> <p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</p> <p>Show understanding between texts and the contexts in which they were written</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>

Curriculum Long Term Plan
English KS3/4/5

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
GCSE Language Year 2	<p>GCSE Paper 2 – writers viewpoint and perspectives – questions 1-4 (reading) Identify and explicit and implicit information and ideas.</p> <p>Select and synthesise evidence from different texts.</p> <p>Explain, comment on and analyse how writer’s use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p>GCSE Paper 2 – writers viewpoint and perspectives – question 5 (writing)</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>GCSE Paper 1 - Explorations in creative reading Questions 1-4 (reading) Identify and explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>Explain, comment on and analyse how writer’s use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>A03: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p>GCSE - Paper 1 Question 5 (writing) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Paper 1 and 2 revision</p>	<p>GCSE English language exam - prep</p>

Curriculum Long Term Plan
English KS3/4/5

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 12/13 - English Language	<p>Speaking and listening - Functional Skills level 2 (if needed) Presentation and discussion</p> <p>Reading and writing papers Identify relevant information from extended explanations or presentations Respond effectively to detailed or extended questions and feedback</p>	<p>GCSE Paper 2 – writers viewpoint and perspectives – questions 1-4 (reading) Identify and explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writer's use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p>GCSE Paper 2 – writers viewpoint and perspectives – question 5 (writing) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>GCSE Paper 1 - Explorations in creative reading Questions 1-4 (reading) Identify and explicit and implicit information and ideas. Select and synthesise evidence from different texts. Explain, comment on and analyse how writer's use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p>	<p>GCSE - Paper 1 Question 5 (writing) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</p>	<p>Revision and exam preparation for GCSE English Language</p>