

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Focus: 19<sup>th</sup> Century texts Shakespeare <b>Romeo and Juliet</b></p> <p><b>Writing to inform (newspapers, leaflets, reports). Text, audience and purpose</b></p> <p>Identify features of a newspaper</p> <p>Differentiate between direct and reported speech</p> <p>Identify the key parts of a newspaper articles (e.g. Layout and structure)</p> <p>Identify language features (e.g. tense, punctuation and strategies)</p> <p>Explore the use of grammar.</p>	<p>Focus: Poetry and figurative language using AQA Power and Conflict Anthology.</p> <p><b>Jekyll and Hyde</b></p> <p><b>Selection of past and present poems</b></p> <p><b>Functional skills L1- Speaking and listening level 1</b></p> <p>Analyse poet's choice of vocabulary and structure; The division of the</p> <ul style="list-style-type: none"> <li>• poem into stanzas;</li> <li>• Rhyme scheme</li> <li>• Rhythm</li> <li>• Punctuation</li> </ul> <p>Spelling of technical vocabulary for writer's techniques.</p> <p>Able to show an appreciation for a poem</p> <p>Able to express a justified opinion on a particular poem</p> <p>Introduction to:</p> <p>Speaking &amp; listening Reading Writing</p> <ul style="list-style-type: none"> <li>• Students will cover:</li> <li>• Punctuation</li> <li>• Sentences</li> <li>• Facts and Opinions</li> <li>• Audience, text and purpose</li> <li>• Discuss ideas in a text</li> <li>• The function of punctuation</li> <li>• Compare and contrast information</li> <li>• Use quotations to evidence ideas</li> <li>• Formal and informal language</li> <li>• Organisation and structure features</li> <li>• Skim and scanning information</li> <li>• Infer and defer meanings</li> <li>• Proof reading</li> </ul> <p>Identify implicit and explicit text</p> <p>Reading for details</p>	<p>Focus: <b>Travel writing: leaflets, adverts, diaries.</b></p> <p><b>Functional skills L1- Revision /Exam</b></p> <p>The study of a variety of types and styles of travel writing enabling students to recognise author's use of style, technique, and rhetorical devices to enhance meaning.</p> <p>Close reading of a variety of literary non-fiction and non-fiction texts to enable students to recognise and understand how an author's standpoint can effect meaning.</p> <p>Analysing media texts (particularly the medium of documentary) in order to evaluate the validity and reliability of information presented.</p> <p>Developing their own ability in writing and speaking and listening to integrate diverse information into a coherent and comprehensive account.</p> <p>Making telling use of descriptive detail.</p> <p>Presenting a case persuasively.</p> <p>Selected students to sit Functional Skills Level 1 exam.</p>	<p>Focus: Reading for pleasure, evaluating writer's use of language. <b>The Hate U Give.</b></p> <p><b>Functional skills L2 Introduction Speaking and listening level 2</b></p> <p><b>Syntax</b></p> <p><b>Speaking and listening level 1</b></p> <p>Identify relevant information and lines of argument in explanations or Presentations</p> <p>Make requests and ask relevant questions to obtain specific information in different contexts</p> <p>Respond effectively to detailed questions</p> <p>Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>Express opinions and arguments and support them with evidence</p> <p>Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p> <p>Students will cover:</p> <ul style="list-style-type: none"> <li>•Give their presentation to the group</li> <li>•Speak clearly about their topic</li> <li>•Ask pertinent questions</li> <li>•Listen and respond to questions in detail.</li> <li>• Identify the main purpose of the texts</li> </ul>	<p>Focus: <b>Functional Skills Level 2 Revision /Exam</b></p> <p><b>Reading</b> Identify and understand the main points, ideas and details in texts 10. Compare information, ideas and opinions in different texts</p> <p>Identify meanings in texts and distinguish between fact and opinion</p> <p>Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words</p> <p>Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p> <p>Infer from images meanings not explicit in the accompanying text 16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p> <p>Read and understand a range of specialist words in context</p> <p>Use knowledge of punctuation to aid understanding of straightforward texts</p> <p><b>Writing</b> Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>Write text of an appropriate level of detail and of appropriate length (including</p>	<p>Focus: Narratives and genre: horror, thriller, suspense.</p> <p><b>Frankenstein</b> <b>Functional skills L2 Exam</b></p> <p><b>Reading</b> Identify the different situations when the main points are sufficient and when it is important to have specific details</p> <p>Compare information, ideas and opinions in different texts, including how they are conveyed</p> <p>Identify implicit and inferred meaning in texts</p> <p>Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes</p> <p>Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources</p> <p>Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources</p> <p>Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p> <p>Follow an argument, identifying different points of view and distinguishing fact from opinion</p> <p>Identify different styles of writing and writer's voice</p> <p><b>Writing</b> Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>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</p> <p>Organise writing for different purposes using appropriate format and</p>

			<ul style="list-style-type: none"> <li>•Discuss the key ideas in the texts</li> <li>•Explain the key ideas in the texts</li> <li>•Use a dictionary to locate a meaning</li> <li>•Suggest an alternative word</li> <li>•Identify the textual features used in a text</li> <li>•Use organisational features to locate relevant information in a text</li> <li>•Identify and explain the key ideas in a text.</li> </ul> <ul style="list-style-type: none"> <li>•Punctuation</li> <li>•Sentences</li> <li>•Facts and Opinions</li> <li>•Audience, text and purpose</li> <li>•Discuss ideas in a text</li> <li>•The function of punctuation</li> <li>•Compare and contrast information</li> <li>•Use quotations to evidence ideas</li> <li>•compare texts and select appropriate quotations</li> <li>•Formal and informal language</li> <li>•Organisation and structure features</li> <li>•Skim and scanning information</li> <li>•Infer and defer meanings</li> <li>•Proof reading</li> <li>Identify implicit and explicit text</li> <li>•Identify the style of writing/ tone</li> <li>•explain the key ideas in the text.</li> </ul>	<p>where this is specified) to meet the needs of purpose and audience</p> <p>Use format, structure and language appropriate for audience and purpose</p> <p>Write consistently and accurately in complex sentences, using paragraphs where appropriate</p> <p>Selected students to sit Functional Skills Level 2 exam.</p>	<p>structure (e.g. standard templates, paragraphs, bullet points, tables)</p> <p>Convey clear meaning and establish cohesion using organisational markers Effectively</p> <p>Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.</p> <p>Construct complex sentences consistently and accurately, using paragraphs where appropriate</p> <p><b><u>Speaking and listening</u></b></p> <p>Identify relevant information and lines of argument in explanations or Presentations</p> <p>Make requests and ask relevant questions to obtain specific information in different contexts</p> <p>Respond effectively to detailed questions</p> <p>Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>Express opinions and arguments and support them with evidence</p> <p>Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p>
<p><b><u>SPAG FOCUS:</u></b></p> <p>Using Pie Corbett's <i>Progression in Writing</i>. YEAR 6 CONTENT.</p>	<p><b><u>SPAG FOCUS:</u></b></p> <p>Pupils will consolidate and build on their knowledge of spelling, grammar, punctuation and vocabulary.</p>	<p><b><u>SPAG FOCUS:</u></b></p> <p>Pupils will consolidate and build on their knowledge of spelling, grammar, punctuation and vocabulary.</p>	<p><b><u>SPAG FOCUS:</u></b></p> <p>Pupils will consolidate and build on their knowledge of spelling, grammar, punctuation and vocabulary.</p>	<p><b><u>SPAG FOCUS:</u></b></p> <p>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) Use correct grammar (e.g. subject-verb agreement, consistent use of different</p>	<p><b><u>SPAG FOCUS:</u></b></p> <p>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).</p> <p>Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p>

				tenses, definite and indefinite articles)  Spell words used most often in work, study and daily life, including specialist words	Spell words used most often in work, study and daily life, including specialist words
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand that all mainstream media texts are part of a genre</li> <li>• Demonstrate an understanding of some of media's Key Concepts</li> <li>• Be able to use media terminology in their writing</li> <li>• To know the technical terms for the features on the front page of a newspaper.</li> <li>• To explore the different forms which news can take</li> <li>• Write using direct and reported speech</li> <li>• To note how dialogue is punctuated;</li> <li>• To write short stretches of dialogue, correctly punctuated</li> <li>• Understand some of the themes of the play.</li> <li>• Identify and explain some of the key features of the characters.</li> <li>• Explore the characters and Shakespeare's reasons for addressing key themes.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the devices the writer uses.</li> <li>• The mood or voice of the poem</li> <li>• Discuss connotations of words and considered the derivation of words.</li> <li>• Understand the social and historical context of the Novella 'Jekyll and Hyde' / A Taste of Honey</li> <li>• Character analysis</li> <li>• Consider how fear and mystery are presented</li> <li>• Explore the themes of the mother and daughter relationship, love and marriage, happiness, darkness and death are explored</li> <li>• Recognise how the writers use of language helps to portray the themes.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand what travel writing is and identify the main viewpoint of a writer.</li> <li>• Identify key information and support with relevant quotations.</li> <li>• Identify and comment on the structure and organisation of texts.</li> <li>• Recognise different forms of travel writing.</li> <li>• Analysing language and layout in different travel writing.</li> <li>• Brochure</li> <li>• Blogs</li> <li>• review</li> <li>• Web page</li> <li>• Use appropriate language carefully to create a clear image for my reader.</li> <li>• Writing a comparative paragraph about differences in travel writing</li> <li>• Writing a persuasive advertisement using adjectives / superlatives and AFOREST.</li> <li>• Writing a descriptive piece of writing about a 'Holiday from Hell'.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Listen, understand and make relevant contributions to discussions with others in a range of contexts;</li> <li>• Read easily, fluently and with good understanding</li> <li>• Develop the habit of reading widely and often, for both pleasure and information</li> <li>• Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• Pupils will speak confidently and effectively, using Standard English confidently in a range of formal and informal contexts, including classroom discussion, short speeches and presentations.</li> <li>• Students participate in formal debates and structured discussions, summarising and/or building on what has been said.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of language to adapt delivery and content to suit audience and purpose;</li> <li>• Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;</li> <li>• Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar;</li> <li>• Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Present information &amp; ideas concisely</li> <li>• Use range of syntax &amp; paragraphs to organise writing effectively.</li> <li>• Punctuate written text accurately.</li> <li>• Identify purpose of texts &amp; comment on how meaning is conveyed.</li> <li>• Analyse texts in relation to audience &amp; purpose</li> <li>• Present information &amp; ideas clearly to other</li> <li>• Adapt contributions to suit audience &amp; purpose.</li> </ul>

<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Baseline assessments sat.</li> <li>• Reading age tests sat.</li> <li>• Understand a variety of media texts and techniques, looking at format, language and style</li> <li>• Reading age tests sat.</li> <li>•</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students can identify and explain key poetic techniques.</li> <li>• Students can write short verse.</li> <li>• Students can interpret ideas and events</li> <li>• Infer the mood of the writer</li> <li>• Grasp the meaning of words, phrases and sentences</li> <li>• Find contextual clues to meanings.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students have created at least one of the forms of writing above.</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students have read the text.</li> <li>• Written a review of the text.</li> <li>• Reading age tests sat.</li> <li>• Students will plan, draft, edit and proofread in relation to how their writing reflects the audiences and purposes for which it was intended.</li> </ul>	<p><b>Outcomes:</b></p> <p>Functional Skills Entry Level/Level 1 exams sat.</p>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Students have read different horror/suspense texts and can describe key elements of these genres.</li> <li>• Functional Skills Level 1/Level 2 exams sat</li> </ul>
<p><b>Assessment:</b></p> <p>Students have created 500 word newspaper article in broadsheet or tabloid styles.</p>	<p><b>Assessment:</b></p> <p><b>Functional skills sat. Practice papers sat (at least two examples)</b></p> <p>Exam in the Pearson Edexcel criteria</p> <p>Identify Poetic Techniques In Song Lyrics</p>	<p><b>Assessment:</b></p> <p>Students create and present to the class their advert for a particular country/destination.</p>	<p><b>Assessment:</b></p> <p>AQA GCSE style question.</p> <p>Creative Writing task Identifying relevant information from the text</p> <p>Writing in the specified point of view Writing in the specified text type</p> <p>Using linguistic and structural techniques Writing with technical accuracy</p> <p>Speaking and listening assessment based on relevant topic or theme.</p>	<p><b>Assessment:</b></p> <p>Functional skills sat. Practice papers sat (at least two examples)</p> <p>Exam in the Pearson Edexcel criteria</p>	<p><b>Assessment:</b></p> <p>Narrative writing based on an image – to be used for coursework.</p> <p>Functional skills sat (L1/L2)</p>

**Key Objectives for Year 9:**

- Students to have had exposure to Shakespeare and poetry.
- Students to have sat a Functional Skills exam.
- Teachers and students are using the Pie Corbett system to fill in KS2 gaps.
- Student assessment based on iGCSE and AQA style exam questions.
- Students have read at least one text during the academic year.

**Late Starters:**

- Using LUCID/entry data students sit ENTRY LEVEL FS paper before they are integrated to main English lessons for teacher to assess.

**Homework:**

- Using the CPG SPAG booklet