English Curriculum

*'Inspiring **G R E A T** ness!'*

GOALS READINESS EDUCATION ACHIEVEMENT TALENT

QUEENSCROFT

Curriculum area	Designed by	Version
English	Emma Ratcliffe	4

Our curriculum is **GREAT!** *(INTENT)*	
Goals	English is the foundation for all learning and it is our **GOAL** that students will all be able to read, write and communicate at an appropriate level for their needs. Students will gain confidence and pride in their work, and themselves, as they successfully progress through the stages of their learning. Students will be exposed to a range of Literature which has been specifically chosen to enrich and inspire students to fall in love with reading. They will understand the power of words and the impact they can have in their work, and the way they are understood, so that they can communicate effectively and for purpose; making informed decisions autonomously. Students will be immersed into a world where anything is possible and they are inspired to engage and apply themselves to their studies.
Readiness	A key element of ensuring students are **READY** for the next stage of their lives is ensuring students can comprehend what is expected of them in a range of different contexts. To do this, students are taught to re-call their previous knowledge and points of reference so that they can make connections between what they know and their current area of study. It is also important for students to make predictions based on what they will anticipate will happen so that they can apply their skills taught with the knowledge of what is likely to happen. To further develop comprehension, we focus on asking and answering questions, summarising, synthesising and finally, thinking critically. We develop a variety of critical thinking skills so that students can independently access learning and employment, analysing and evaluating situations before applying themselves in an appropriate manner; helping to develop confidence and competence in their own abilities.
Education	The **Explore** pathway will provide a multi-sensory approach to learning where the focus is on immersing students in literature which will develop their understanding of the concepts and the wider world. Language and vocabulary will be integral to their reading which will be centred around a range of fiction and non-fiction texts. However, reading and writing is dependent upon Spoken Communication. Within these studies, students will be taught to develop their confidence by sharing their personal opinions in different scenarios and contexts; adapting their verbal and non-verbal communication to suit the purpose and audience of the task. The **Extend** pathway enables students to develop their confidence by being taught to use language appropriately to communicate effectively, expressing themselves in a clear and concise manner. Students will be able to write in different forms, depending on the purpose and audience. Students are taught to communicate meaning in their writing for effect by being organised and structured for impact. All writing forms will be constructed with purpose and will demonstrate student understanding. Students will study fiction and non-fiction extracts from the 19th, 20th and 21st century exposing them to a wide range of literature, reflecting the time when they were written and the implications context has. The **Excel** pathway supports students to creatively, and deliberately, explore the wider implications of the words written on the page. Students will be taught how to adapt their writing to communicate clearly, effectively and imaginatively; selecting and adapting their tone, style and register for different forms, purposes and audiences. Students will also use structural and grammatical features to support coherence and cohesion within their writing. Students will be able to comment on and analyse writer's use of language and structure for influence and effect. They will also be able to compare ideas and themes across texts. Students will be able to use standard English appropriately, listening and responding to others in formal and informal contexts.
Achievement	Students **ACHIEVE** in English by being able to read, write and communicate in a range of different contexts. English is not simply learning within a classroom but being able to be autonomous and confident in their ability to transfer the knowledge and skills taught, to their lives away from school.

	All of the pathways will culminate in accreditation so that students have nationally recognised qualifications that reflect their knowledge and ability. Students following the Explore pathway will be working towards their AQA Unit Award and, in some cases, their Pearson Entry 1 Certificate. Students following the Extend Pathway with be working towards their Entry 1,2 and 3 Level Certificates and those Following the Extend Pathway will be working towards their AQA GCSE Language qualification. Our curriculum is designed to be progressive and engaging while providing the students with ample opportunity to demonstrate their knowledge and understanding of their studies.
Talent	English celebrates the power of words with enrichment opportunities including: World Book Day, No Pens Wednesday, National Poetry Day, guest speakers, learning workshops, educational visits and lunchtime clubs which all seek to enrich the curriculum being taught. On Fridays, Students have the opportunity to delve into Makaton so that they can become more confident in using symbols, signs and speech to aid communication. Students also have the opportunity to partake in Drama activities which allow them to express themselves and explore a wide range of cultures, experiences, perspectives and the world in which we live. Drama activities support in developing transferable skills students can then use in their future endeavours. English **TALENT** is centred around developing enthusiasm for the many facets of English and how it underpins all we do, and will do, in the future.

Education Pathways- Key Stage 3 & 4

	Education Goals ***Explore Pathway***	**Education Goals** ***Extend Pathway***	**Education Goals** ***Excel Pathway***
Year 7			
Autumn 1 	**<u>Togetherness</u>** *Rhymes and Stories* **Reading** ▪ Develop the ability to recognise and understand key vocabulary (e.g. *friendship, sharing, invisible, familiar*) and link it to images and story events. ▪ Sequence key events from familiar stories (*The Invisible Boy*, *Last Stop on Market Street*) to show understanding of narrative. ▪ Demonstrate comprehension by answering simple questions about characters, emotions, and events using verbal responses or ALD support. **Writing**	**<u>Friendship</u>** *Cloud Busting by Malorie Blackman* **<u>Reading</u>** ▪ Develop understanding by summarising key events and what has been said and done. ▪ Predict what might happen next using clues from the text. ▪ Begin to infer characters' feelings and recognise simple themes such as friendship, bullying, and kindness. ▪ Recognise and join in with repeating patterns and language in poetry, including rhyme and structure. **<u>Writing</u>** ▪ Compose sentences orally before writing and sequence sentences to form short narratives and poems. ▪ Write for different purposes including poetry (e.g. simple rhymes, shape poems,	**<u>Family/ relationships</u>** *Cloud Busting by Malorie Blackman* *Wonder by R.J. Palacio* **<u>Reading</u>** ▪ Develop understanding of texts by exploring how authors use language for meaning and effect, including word choices that show feelings, relationships and viewpoints. ▪ Ask and answer questions to improve understanding, including who, what, where, when, why. ▪ Use inference to explain characters' thoughts and feelings, supported by evidence from the text (e.g. character feelings charts). ▪ Retrieve and record information from texts, finding evidence to support ideas. **<u>Writing</u>** ▪ Write narratives about personal experiences and those of others (real

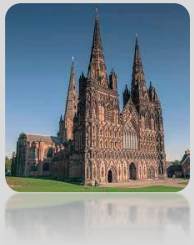
	▪ Create meaningful marks, captions, or simple sentences linked to story images and key events. ▪ Use key vocabulary to complete sentences or fill gaps, showing understanding of story meaning. ▪ Begin to use full stops at the end of sentences, this may be inconsistent **Speaking** ▪ Retell simple parts of a story using prompts such as story stones, images, or sequencing cards. ▪ Share ideas, feelings, and responses about characters and events using appropriate vocabulary and ALD support. **Listening** ▪ Listen attentively to stories and follow along with visuals, responding at key points. ▪ Show understanding by responding to questions, identifying emotions, or	early haiku structures) and short prose linked to the text. ▪ Use basic punctuation (capital letters, full stops, spacing) and begin to include expanded noun phrases. **Speaking** ▪ Ask and answer simple questions about the text to build rapport with peers. ▪ Retell parts of the story orally, including key events and characters. ▪ Read aloud poems and their own writing with increasing clarity, expression, and appropriate intonation. **Listening** ▪ Listen attentively to poems, stories, and peers' ideas, showing understanding through appropriate responses. ▪ Follow simple instructions and respond to questions about what they have heard. ▪ Begin to respond thoughtfully by commenting on others' ideas and contributions	and fictional), including diary entries, letters and character descriptions. ▪ Organise writing into clear paragraphs or sections, sequencing ideas logically (beginning, development, conclusion). ▪ Use expanded noun phrases, adjectives and adverbs to describe characters and emotion ▪ Use punctuation increasingly accurately, including capital letters, full stops, question marks, commas in lists and apostrophes **Speaking** ▪ Develop and use a rich vocabulary to discuss themes such as kindness, friendship, difference and empathy. ▪ Participate in discussions, presentations and role-play, responding appropriately and building on others' ideas. **Listening** ▪ Listen carefully to others, responding appropriately to ideas, questions and viewpoints. ▪ Listen for meaning, identifying how language impacts the listener and conveys emotions.

	selecting correct answers (e.g. true/false, multiple choice). ▪ Listen to others in group activities and take turns appropriately during discussion and storytelling tasks.		
Autumn 2 	**<u>People who are GREAT</u>** *Little people big dreams* **Reading** ▪ Develop the ability to recognise and understand key vocabulary related to the theme of *togetherness* (e.g. friendship, sharing, kindness) and link these to characters and events. ▪ Sequence key parts of familiar stories to demonstrate understanding of beginning, middle, and end. ▪ Answer simple comprehension questions about characters, feelings, and events using verbal responses, symbols, or ALD.	**<u>People who have inspired GREATNESS</u>** *Fact files with a focus on Black History using Little people big dreams* **<u>Reading</u>** ▪ Listen to, discuss and understand a range of fiction and non-fiction texts, including fact files and biographies. ▪ Make links between what they have read and their own experiences and knowledge of the world. ▪ Develop understanding by identifying key information and summarising simple facts about significant individuals. ▪ Recognise differences between fiction and non-fiction texts (e.g. stories vs fact files). **<u>Writing</u>** ▪ Sequence ideas clearly to create structured fact files (e.g. beginning, middle, end or sections such as early life, achievements, impact).	**<u>People who have inspired GREATNESS</u>** *focus on Black History biographies and autobiographies inc. individuals from marginalised societies* **<u>Reading</u>** ▪ Develop understanding of biographies and autobiographies, identifying key features of non-fiction texts. ▪ Combine knowledge of an author's or individual's background with the text to deepen understanding of events, achievements and perspectives. ▪ Make links between texts and historical and social contexts, including issues of fairness, equality and overcoming barriers. ▪ Compare accounts, identifying similarities and differences in experiences and viewpoints **<u>Writing</u>** ▪ Write for different purposes including biographies, autobiographical pieces, reports and reflections.

	Writing ▪ Use capital letters and full stops to form simple sentences, or related phrases, about stories and characters. ▪ Write simple captions or short sentences that clearly connect images to important events in the story. ▪ Complete simple sentences using key vocabulary to show understanding of the text. **Speaking** ▪ Retell parts of a story using prompts such as images, story stones, or sequencing cards. ▪ Express ideas, feelings, and opinions about characters using key vocabulary and ALD support. ▪ Respond to simple questions and begin to ask or indicate relevant questions during discussions. **Listening**	▪ Write simple sentences using capital letters, full stops and finger spaces, ensuring meaning is clear. ▪ Use key topic vocabulary to describe people and their achievements. ▪ Re-read and check that writing makes sense, making simple corrections. ▪ Begin to write expanded sentences and include additional detail about a person's life or achievements **Speaking** ▪ Communicate about texts through paired talk, small group discussion and whole-class sharing. ▪ Ask and answer questions about significant individuals and their achievements. ▪ Explain simple ideas and opinions (e.g. why someone is inspiring). **Listening** ▪ Listen carefully to others in discussions, showing understanding through responses and relevant comments. ▪ show active listening by maintaining attention and respecting others' contributions. ▪ Listen to information about significant individuals, remembering key facts.	▪ Adapt writing to recount real events, using factual detail and an appropriate tone. ▪ Organise writing into clear paragraphs or sections (e.g. early life, challenges, achievements, legacy). ▪ Begin to write in a formal and consistent style appropriate to non-fiction **Speaking** ▪ Participate in discussions, debates and group work, building on others' contributions ▪ Explain ideas and opinions about individuals' achievements and justify with evidence. **Listening** ▪ Show understanding by summarising key information heard, including important facts and events. ▪ Begin to evaluate what they hear, identifying important points and responding thoughtfully

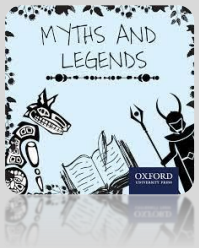
	▪ Listen attentively to stories and follow along using visual supports. ▪ Demonstrate understanding by responding to questions, identifying emotions, or selecting correct answers. ▪ Take turns appropriately and demonstrate good listening when others are contributing to group discussions and storytelling activities.		
Spring 1 	**<u>Sequencing</u>** *Comic strip narrative* **Reading** ▪ Recognise and understand key vocabulary related to the topic (e.g. family, communication, determination). ▪ Match key words to images or symbols to support understanding. ▪ Sequence events from a familiar story in the correct order (beginning, middle, end). ▪ Identify basic character feelings and emotions from the text. **Writing** ▪ Make connections between what has been said and why it has been said	**<u>Problem Solving</u>** *Non- chronological reports* *'The Hodgeheg' Dick King Smith* **<u>Reading</u>** ▪ Listen to, discuss and understand stories and non-fiction texts, including non-chronological reports. ▪ Use information from the text to deduce meaning, including characters' actions, motivations and simple cause and effect. ▪ Identify key ideas and retrieve factual information from non-fiction texts (e.g. headings, captions and labels). ▪ Make links between the text and real-world problem solving and experiences. **<u>Writing</u>** ▪ Write non-chronological reports using simple structures (e.g. titles, sections, labelled diagrams).	**<u>Problem Solving</u>** *Non- chronological reports/ including poetry* *'The Hodgeheg' Dick King Smith* *The Street Beneath My Feet by Charlotte Guillain* **<u>Reading</u>** ▪ Develop understanding of fiction and non-fiction by exploring cause and effect, explaining how actions lead to consequences in texts. ▪ Ask and answer questions to retrieve, record and organise information from both narrative and information texts. ▪ Infer meaning, including characters' thoughts, feelings and motivations, using evidence. ▪ Understand how structure and presentation in non-chronological reports support meaning (e.g. headings, diagrams, captions) **<u>Writing</u>**

	▪ Understand how characters are feeling relating to what they say and how they are portrayed ▪ Begin to show an awareness of how others may feel in different situations ▪ Complete simple sentences by filling in missing words using key vocabulary. **Speaking** ▪ Retell simple parts of a story using prompts (e.g. images, story stones). ▪ Share ideas or feelings about a story using key vocabulary. ▪ Begin to ask simple, relevant questions during discussions. **Listening** ▪ Listen attentively to a story being read aloud. ▪ Follow along with visual supports or prompts. ▪ Respond to simple questions about what has been heard. ▪ Identify emotions or key events when prompted.	▪ Use simple clauses and conjunctions (e.g. and, because, so) to add detail and explanation. ▪ Apply basic punctuation accurately, including capital letters, full stops and question marks; begin to use apostrophes (emerging accuracy). ▪ Begin to organise ideas into clear sections with some independence **Speaking** ▪ Adapt contributions to suit the purpose and audience (e.g. explaining, discussing, presenting). ▪ Explain ideas about the text, including solutions to problems faced by characters. ▪ Ask relevant questions and build on others' ideas. **Listening** ▪ Follow discussions and respond to key points about texts and tasks. ▪ Retain and recall important information from what they have heard. ▪ Listen to explanations and identify key information needed to solve problems. ▪ Begin to respond thoughtfully by commenting on or asking questions about others' contributions	▪ Write for a range of purposes including non-chronological reports, explanations, poems and narrative responses. ▪ Write about real events using an appropriate structure and level of formality, adapting style to suit purpose (e.g. report, explanation, poem). ▪ Begin to vary sentence structures for effect, including complex sentences ▪ Use accurate punctuation, including commas, apostrophes and inverted commas where appropriate **Speaking** ▪ Give structured explanations and descriptions, organising ideas clearly when speaking. ▪ Present information about texts or topics using clear sequencing and appropriate vocabulary. **Listening** ▪ Listen for meaning, including identifying cause and effect relationships in spoken explanations. ▪ Begin to evaluate what they hear, recognising effective language and clear explanations

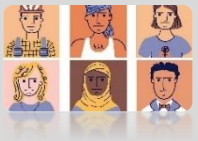
Spring 2	**The World we live in: Lichfield**	**Tourism** *Around the World in 80 Days – Classic Starts/ Travel brochures*	**Tourism** *Around the World in 80 Days Jules Verne/ Travel brochure/ Holiday reviews*
	**Reading** ▪ Recognise individual key words from the topic. ▪ Match key words to the correct image or symbol. ▪ Sequence 2–3 events from a text or story correctly. ▪ Sequence 4+ events from a text or story with support. ▪ Answer simple "who" and "what" questions. **Writing** ▪ Trace or copy upper- and lower-case letters accurately. ▪ Match upper-case and lower-case letters. ▪ Write simple words linked to the story. ▪ Copy a short sentence correctly. ▪ Complete a sentence by filling in a missing word. ▪ Write a simple sentence about a character or event. **Speaking** ▪ Name places, people or objects from a text.	**Reading** ▪ Listen to, discuss and understand a range of fiction and non-fiction texts, including adventure stories and travel brochures. ▪ Explore and identify key themes such as travel, adventure, different cultures and exploration. ▪ Make links between texts with similar themes, comparing settings, journeys and experiences. ▪ Begin to explain preferences and themes using evidence from the text **Writing** ▪ Write for different purposes including travel brochures, descriptions and short narratives. ▪ Use key vocabulary (e.g. descriptive and persuasive language) to suit audience and purpose. ▪ Develop sentences by adding simple clauses and detail to describe places and experiences. ▪ Begin to use expanded noun phrases and persuasive language to engage the reader **Speaking** ▪ Use new and topic-specific vocabulary to describe places, journeys and experiences ▪ Present information about a place or journey (e.g. from a travel brochure)	**Reading** ▪ Develop understanding of a range of fiction and non-fiction texts, including adventure narratives, travel writing and persuasive texts. ▪ Make links between the purpose of a text and how events or information are sequenced, explaining why authors organise content in particular ways. ▪ Retrieve, record and summarise key information from both narrative and non-fiction texts. ▪ Recognise how structure and presentation (e.g. headings, paragraphs, reviews, chronological journeys) support understanding. **Writing** ▪ Write for a range of purposes including travel brochures, holiday reviews, and narrative journey writing. ▪ Use expanded noun phrases effectively to describe places, experiences and settings in detail. ▪ Use a range of sentence structures, including conjunctions and adverbials, to add detail and cohesion. ▪ Use topic-specific and descriptive vocabulary to enhance writing and engage the reader

	▪ Retell a simple part of the story using prompts. ▪ Use single words or short phrases to share ideas. **Listening** ▪ Listen to a short story for a sustained period. ▪ Follow simple instructions during activities. ▪ Show understanding by pointing, selecting, or responding.	▪ Begin to adapt speech for purpose and audience, including simple persuasive language **Listening** ▪ Listen attentively to stories, information and others' ideas about different places and journeys. ▪ Follow instructions and retain key information from what they hear ▪ Begin to identify key information and important ideas from spoken language	**Speaking** ▪ Develop presentation skills in pairs and small groups, organising ideas clearly before speaking ▪ Use intonation, expression and clear speech when presenting or reading aloud **Listening** ▪ Listen attentively to others' presentations and discussions, showing understanding through relevant responses and questions ▪ Begin to evaluate spoken contributions, recognising effective presentation techniques
Summer 1 	**Creative Writing** **Non- Fiction:** *Technology shaping our world* **Reading** ▪ Identify different forms of technology and learn about the history of its creation ▪ Make connections between events in our past and our current way of living ▪ Identify and understand key vocabulary from the topic. ▪ Sequence simple information in the correct order.	**Creative Writing** **Creation, Discovery and Technology** *Usborne's adapted Frankenstein and Ted Hughes' Iron Man* **Reading** ▪ Listen to, discuss and understand a range of fiction texts, including stories with themes of creation, discovery and technology. ▪ Identify key themes (e.g. invention, responsibility, difference, curiosity) across texts. ▪ Make comparisons between texts, identifying similarities and simple	**Creative Writing** **Creation, Discovery and Technology** *Usborne's adapted Frankenstein and Ted Hughes' Iron Man* **Reading** ▪ Develop understanding of a range of fiction and non-fiction texts linked to themes of creation, invention and technology. ▪ Analyse non-fiction texts, identifying how content is organised and how it links to purpose (e.g. explanation, information, persuasion).

	Writing ▪ Use capital letters at the start of sentences and full stops at the end. ▪ Write words or simple sentences linked to the story. ▪ Begin to use describing words (adjectives) to add detail to ideas ▪ Complete sentences using familiar vocabulary. **Speaking** ▪ Name characters, objects, or events from a story. ▪ Retell simple parts of a story using prompts. ▪ Share ideas or feelings using key vocabulary. ▪ Answer simple questions clearly. **Listening** ▪ Listen carefully to stories and instructions. ▪ Follow along using visual or verbal prompts. ▪ Recognise key events or emotions when listening.	differences in characters, settings and events. ▪ Begin to infer characters' feelings and motivations using clues from the text **Writing** ▪ Write for different purposes including short narratives, descriptions and imaginative pieces. ▪ Use descriptive vocabulary linked to creation, technology and character (e.g. powerful, strange, metallic). ▪ Begin to extend sentences using simple conjunctions (and, because, so) and expanded noun phrases **Speaking** ▪ Express personal opinions about texts, characters and themes and explain why. ▪ Retell and discuss key events and compare ideas between texts orally. ▪ Begin to develop explanations and give reasons with greater clarity **Listening** ▪ Retain and recall important information from what they have heard. ▪ Listen to different viewpoints and respond respectfully to others' opinions. ▪ Begin to comment on and build upon others' ideas	▪ Identify and discuss themes such as discovery, responsibility, power and consequences. ▪ Compare texts, identifying similarities and differences in ideas, structure and purpose. **Writing** ▪ Use expanded noun phrases, conjunctions and adverbials to develop ideas and detail ▪ Begin to use varied sentence structures, including some complex sentences for effect ▪ Use appropriate vocabulary for imaginative and factual writing, including topic-specific language. ▪ Plan, draft, edit and evaluate writing, improving clarity, cohesion and impact **Speaking** ▪ Share ideas through discussion and debate, responding to different viewpoints ▪ Participate in group and whole-class discussions, building on others' ideas thoughtfully **Listening** ▪ Listen for meaning, including identifying purpose and key messages in spoken language

	▪ Listen to others and respond appropriately.		▪ Begin to evaluate spoken contributions, recognising effective arguments and use of language
Summer 2  	**<u>Myths and Legends</u>** *To include poetry (spells and curses/ Trolls)* **Reading** ▪ Identify key vocabulary linked to the theme (e.g. conflict, misunderstanding, friendship). ▪ Match words to images or symbols to support understanding. ▪ Sequence events from a familiar story in the correct order. ▪ Recognise characters and identify their feelings. ▪ Answer simple questions about a story (e.g. who, what, how). **Writing** ▪ Recognise and form upper- and lower-case letters correctly ▪ Use capital letters at the start of sentences and full stops at the end ▪ Write simple words or short sentences linked to story content	**<u>Myths and Legends</u>** *To include poetry* **<u>Reading</u>** ▪ Listen to, discuss and understand a range of myths, legends and poems. ▪ Make predictions about what might happen next based on prior knowledge, story patterns and previous learning. ▪ Identify common features of myths and legends (e.g. heroes, quests, magical elements). ▪ Make simple comparisons between texts using familiar features **<u>Writing</u>** ▪ Structure writing clearly with a beginning, middle and end, including simple narratives based on myths and legends ▪ Begin to include descriptive language and expanded noun phrases ▪ Write for different purposes including storytelling and poetry ▪ Re-read writing to ensure it makes sense and make simple improvements **<u>Speaking</u>** ▪ Take part in role-play and drama activities, adopting different characters	**<u>Myths and Legends</u>** *To include poetry* **<u>Reading</u>** ▪ Make inferences about characters' thoughts, feelings and motives using evidence from the text and vocabulary they have studied. ▪ Identify and discuss themes such as heroism, good vs evil, fate and adventure. ▪ Recognise and analyse language choices, including repetition, descriptive vocabulary and poetic features, and explain their effect on the reader. ▪ Make comparisons between texts, identifying similarities and differences in themes, characters and structure **<u>Writing</u>** ▪ Plan writing effectively, generating ideas and organising them into a clear structure before writing. ▪ Make additions, revisions and corrections to improve clarity, vocabulary and grammar. ▪ Write for a range of purposes including myth narratives, retellings and poetry.

	Speaking ▪ Share ideas and feelings using key vocabulary ▪ Answer simple questions clearly ▪ Take turns appropriately during group discussions **Listening** ▪ Listen attentively to stories and instructions. ▪ Recognise key events or emotions when listening. ▪ Listen to others and respond appropriately in discussions.	and personas (e.g. heroes, villains, mythical creatures). ▪ Retell stories orally, using expression, tone and simple storytelling techniques. ▪ Begin to adapt speech for audience and purpose during performance **Listening** ▪ Retain and recall key story elements such as characters, settings and events. ▪ Listen to performances and identify key ideas or favourite parts. ▪ Begin to comment on and build on others' ideas in discussions	▪ Structure writing with a clear introduction, development and conclusion. ▪ Use expanded noun phrases, conjunctions and adverbials to add detail and cohesion. **Speaking** ▪ Give well-structured descriptions, explanations and narratives for different purposes. ▪ Build on others' ideas in discussions, showing thoughtful and respectful engagement **Listening** ▪ Listen attentively to stories, poems and discussions, showing understanding through relevant responses and questions ▪ Begin to evaluate spoken language, recognising effective storytelling, explanation and use of vocabulary

	Education Goals ***Explore Pathway***	**Education Goals** ***Extend Pathway***	**Education Goals** ***Excel Pathway***
Year 8			
Autumn 1 	**<u>Traditional gender roles and responsibilities</u>** *Gender Swapped Fairy Tales* **<u>Reading</u>** ▪ listen to and join in with familiar stories, recognising key characters, and understanding simple meanings. ▪ Read simple words and sentences using phonics and familiar patterns. ▪ Recognise and understand common vocabulary linked to fairy tales (e.g. traditional, gender, stereotype). ▪ Identify simple similarities and differences between stories **<u>Writing</u>** ▪ Mark-make with meaning and write simple words/labels. ▪ Construct short phrases using familiar vocabulary ▪ Start simple sentences with a capital letter and end with a full stop ▪ Demonstrate phonically plausible spelling **<u>Speaking</u>**	**<u>Stereotypes</u>** *Boys Don't Cry by Malorie Blackman* **<u>Reading</u>** ▪ Listen to, discuss and understand a range of extracts linked to stereotypes, identity and equality. ▪ Explore vocabulary and language choices and explain how they create meaning and effect. ▪ Identify how authors present characters, emotions and viewpoints through language. ▪ Make simple inferences using clues from the text and prior knowledge. **<u>Writing</u>** ▪ Write in full sentences using correct punctuation including capital letters, full stops and commas in lists ▪ Use expanded noun phrases to describe characters, settings and emotions ▪ Write for different purposes including narratives, descriptions and personal responses	**<u>Stereotypes</u>** *Boys Don't Cry by Malorie Blackman – exploration of the types of stereotypes we see/ described in the book and what the world is really like* *(The Boy At the Back of the Class: Onjali Rauf)* **<u>Reading</u>** ▪ Predict what might happen using details stated and implied, explaining reasoning ▪ Explain the meaning of new vocabulary in context and discuss word choices ▪ Identify themes (identity, prejudice) and talk about their significance ▪ Begin to understand different character perspectives **<u>Writing</u>** ▪ Organise ideas into structured paragraphs around a theme ▪ Write for different purposes (diary, article, profile) with clear audience awareness ▪ Extend sentences using conjunctions and clauses

	▪ Respond to familiar questions ▪ Speak clearly in simple sentences ▪ Begin to explain opinions about characters and gender roles ▪ Take part in role-play and storytelling, including acting in gender-swapped narratives **Listening** ▪ Show understanding through actions, responses, or selecting images ▪ Listen carefully and respond appropriately to adults and peers ▪ Follow simple two-step instructions	▪ Re-read writing to check for sense and make simple improvements **Speaking** ▪ Develop and use topic-specific vocabulary linked to stereotypes and identity ▪ Speak in full sentences with increasing clarity and confidence ▪ Begin to explain and justify ideas and opinions during discussion **Listening** ▪ Retain and recall key information from texts and discussions ▪ Follow multi-step instructions during activities and discussions ▪ Recognise different viewpoints and respond respectfully	▪ Maintain consistent tense and accurate punctuation (including apostrophes) **Speaking** ▪ Participate in discussions, building on others' ideas and asking questions ▪ Use roleplay to explore different perspectives **Listening** ▪ Listen to others' ideas and respond appropriately ▪ Demonstrate understanding by summarising key points verbally
Autumn 2	**Good vs. Bad** *A Christmas Carol* *(adapted version)* **Reading** ▪ Make links between features and themes, such as identifying "good" and "bad" characters and their actions ▪ Recognise how language describes characters (e.g. kind, greedy) with the use of adjectives ▪ Begin to compare characters (e.g. Scrooge before and after) **Writing**	**Poverty and Redemption** *A Christmas Carol* **Reading** ▪ Explain how setting (Victorian London) influences character and theme ▪ Identify and describe character traits and development (e.g. Scrooge before/after) ▪ Understand themes of poverty, generosity and redemption. ▪ Make connections between when a text was written and the events that occur **Writing**	**Poverty, Institutions and class** *A Christmas Carol* *Focus on institutions and the corruption and growth of the Victorian Era – The industrial revolution* **Reading** ▪ Identify and summarise main ideas across paragraphs ▪ Make inferences about characters' thoughts and feelings with evidence ▪ Explain how themes are developed across the text

	▪ Use conjunctions for addition (e.g. *and*, *also*) to extend ideas. ▪ Write simple responses about characters and events (e.g. "Scrooge is mean and selfish.") ▪ Use topic vocabulary linked to good vs bad (e.g. kind, cruel, generous) ▪ Begin to sequence ideas in short written responses **Speaking** ▪ Participate in discussions with support ▪ Ask or indicate questions when communicating in pairs (e.g. "Why is he sad?") ▪ Take turns in structured discussion activities **Listening** ▪ Listen for key details about characters and events. ▪ Respond to questions verbally or through supported sentence frames. ▪ Show understanding of good vs bad themes through discussion or actions.	▪ Recall and accurately use key words and phrases from the text in writing ▪ Write from a character's perspective (letters, diary entries, thought bubbles) ▪ Begin to use a range of sentence types (statements, questions, commands, exclamations) **Speaking** ▪ Ask and answer questions in role to explore character motivation ▪ Participate in hot seating and roleplay using appropriate vocabulary **Listening** ▪ Listen to others' responses in roleplay and build on ideas ▪ Demonstrate understanding by responding accurately to character-based questions	▪ Understand context (Victorian society) and its influence in the novel **Writing** ▪ Write structured paragraphs to summarise themes and ideas ▪ Write in role using character voice and emotion ▪ Use subordinate and relative clauses to expand ideas ▪ Justify ideas with evidence from the text **Speaking** ▪ Participate in roleplay and hot seating to explore character viewpoints ▪ Justify ideas using evidence from text **Listening** ▪ Listen to readings and identify tone, and identify tone, mood and character emotion ▪ Build on others' ideas in discussion
Spring 1	**Exploration** *My Encyclopaedia of Very Important Adventures focus on Explorers and discoverers* **Reading**	**Adventure** *My encyclopaedia of very important adventures focus on Explorers and discoverers* **Reading**	**Pushing Boundaries** *My encyclopaedia of very important adventures* **Reading**

	▪ Make links between what has been read and personal experiences (e.g. journeys, discovering new places) ▪ Read and explore fiction and non-fiction texts linked by the theme of exploration. ▪ Identify key facts in simple non-fiction texts ▪ Compare texts (story vs factual information) using talk, visuals or simple organisers ▪ Begin to comment on what explorers do and why their discoveries matter **Writing** ▪ Order ideas (first, next, then) to create short narratives (e.g. an explorer's journey) ▪ Write simple recounts of events or discoveries ▪ Use topic vocabulary (e.g. ship, travel, map, adventure). ▪ Begin to expand ideas with simple conjunctions (e.g. *and*, *then*) **Speaking** ▪ Communicate in pairs, small groups and whole-class discussions, taking turns to share ideas ▪ Ask and answer simple questions (e.g. "Where did they go?" "What did they find?").	▪ Make predictions using evidence from text and prior knowledge ▪ Retell and summarise events using story maps and sequencing strategies ▪ Begin to make simple inferences about characters' feelings and actions **Writing** ▪ Write narratives with clear structure (beginning, middle, end) ▪ Write about personal and fictional experiences (diaries, postcards, stories) ▪ Use consistent tense and relevant vocabulary linked to adventure **Speaking** ▪ Discuss controversial viewpoints (e.g. risk, fear, fairness) and justify opinions ▪ Participate in paired and group discussions, giving reasons for ideas **Listening** ▪ Listen to differing viewpoints and identify key arguments ▪ Follow spoken instructions in collaborative and discussion-based tasks	▪ Identify how language, structure and presentation affect meaning ▪ Make inferences and justify them using evidence (PEE) ▪ Track character change and explain reasons for actions ▪ Make links between texts and themes, comparing similarities and differences **Writing** ▪ Write extended responses using PEE paragraph structure ▪ Use dialogue and descriptions to develop narratives ▪ Organise ideas into coherent, linked paragraphs ▪ Apply accurate grammar (noun forms, punctuation) to all sentences **Speaking** ▪ Ask questions to clarify and extend understanding ▪ Justify viewpoints in discussion **Listening** ▪ Identify key information from discussion ▪ Respond with relevant, thoughtful contributions

	▪ Explain simple ideas and opinions (e.g. "I would explore because…"). **Listening** ▪ Listen for key facts and information in non-fiction texts ▪ Engage in paired and group discussions, demonstrating turn-taking ▪ Follow sequences of instructions (e.g. mapping or journey activities)		
Spring 2  	**Writing for purpose:** *Influence* **Reading** ▪ Recognise the differences between texts that share a common theme (e.g. a story vs a persuasive poster about the same idea). ▪ Recognise basic text types (story, poster, instructions). ▪ Identify simple features of purpose (e.g. to tell, to explain, to persuade). ▪ Explore key vocabulary used to influence (e.g. best, should, important). **Writing** ▪ Use key vocabulary in simple sentences, occasionally using co-ordinating conjunctions (e.g. *and, but*) to extend ideas ▪ Write short persuasive phrases or sentences (e.g. "This is the best toy because…")	**Persuasion:** *The use of language and media* **Reading** ▪ Identify cause and effect in persuasive texts and advertisements ▪ Recognise features of persuasion (e.g. slogans, rhetorical questions, adjectives) ▪ Evaluate which texts are most effective and explain why linked to TAP (text type, audience and purpose) **Writing** ▪ Write persuasive texts (adverts, letters) using key features ▪ Use expanded noun phrases, persuasive language, and rule of three ▪ Apply apostrophes and accurate punctuation in real-world writing contexts **Speaking** ▪ Deliver structured explanations and verbal advertisements	**Persuasion:** *The use of language and media* **Reading** ▪ Retrieve and record information from non-fiction texts ▪ Identify persuasive techniques and explain their effect ▪ Compare texts and evaluate their effectiveness ▪ Explain cause and effect in language choices and the impact they have **Writing** ▪ Use headings, subheadings and paragraphing to organise writing ▪ Write persuasive texts with clear arguments and structure ▪ Use subordinating conjunctions to build complex sentences ▪ Adapt tone and language for audience

	▪ Begin to organise ideas clearly, linked to a simple purpose and audience ▪ Combine vocabulary, simple structure and purpose to create simple forms of persuasive or functional texts **Speaking** ▪ Share ideas for different reasons (e.g. giving an opinion, persuading, explaining) ▪ Use topic-specific vocabulary when expressing views ▪ Begin to give simple reasons for opinions (e.g. "I like this because…"). ▪ Engage in role-play or discussion tasks to try and influence others' thinking **Listening** ▪ Listen to different viewpoints and ideas in discussion. ▪ Respond to questions with increasing clarity. ▪ Listen to persuasive language and identify simple features (e.g. repeated words, strong opinions). ▪ Begin to respond to others by agreeing, disagreeing or adding an idea	▪ Participate in debates, presenting simple persuasive arguments **Listening** ▪ Listen to persuasive arguments and identify key techniques used ▪ Respond to others' ideas with agreement or counterpoints	**Speaking** ▪ Adapt speech for formal and informal situations ▪ Present persuasive arguments clearly **Listening** ▪ Identify persuasive techniques in spoken language ▪ Respond critically to others' viewpoints

Summer 1	**Emotional Literacy** *(include poems)* *Gnomeo and Juliet and Romeo and Juliet (dip in and out)* **Reading** ▪ Make connections between what, why and when texts were written (e.g. modern film vs older play) ▪ Recognise differences between modern and classic texts ▪ Compare characters and themes (e.g. love, conflict) across texts ▪ Begin to explain why characters feel or act in certain ways using simple evidence from the text **Writing** ▪ Use feelings and emotions to describe how characters are feeling (e.g. happy, jealous, worried, excited) ▪ Begin to sequence ideas in short responses ▪ Use simple conjunctions (e.g. *and, because*) to extend ideas ▪ Write simple comparisons between characters or versions of the story **Speaking** ▪ Add intonation when reading aloud or indicating where emphasis should be placed, showing emotion and meaning (e.g. excitement, sadness).	**Conflict:** *Romeo and Juliet/ Macbeth (including sonnets/ witches spell)* **Reading** ▪ Make inferences using vocabulary and textual clues ▪ Use evidence, or make reference to, the text to support my ideas ▪ Sequence events and interpret character actions and motivations ▪ Use context to understand themes of conflict, power and emotion **Writing** ▪ Plan writing using timelines, notes or role-on-the-wall strategies ▪ Write in different forms (letters, spells, narratives, speeches) ▪ Use adjectives and conjunctions (because, when, if, but) to extend ideas and add detail to writing **Speaking** ▪ Participate in drama activities (roleplay, conscience alley, hot seating) ▪ Speak clearly in performance and express character perspectives **Listening** ▪ Listen to performances and interpret tone, mood and meaning	**Honour:** *Romeo and Juliet (including sonnets)* **Reading** ▪ Make secure inferences about character motives and relationships ▪ Justify answers with textual evidence (quotations) ▪ Summarise key ideas across scenes ▪ Explain how language creates mood and meaning **Writing** ▪ Organise writing for purpose and effect across paragraphs ▪ Write in a range of forms (scripts, recounts, narratives) ▪ Use prepositions, prefixes and suffixes accurately ▪ Edit and improve work independently **Speaking** ▪ Perform scenes using expression, tone and clarity ▪ Justify character interpretations **Listening** ▪ Interpret meaning in spoken performance (tone, emotion) ▪ Evaluate others' interpretations

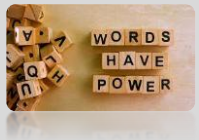
	▪ Take part in role-play or performance (e.g. acting scenes or reading poems aloud). **Listening** ▪ Listen for tone, expression and emotion in spoken language and reading. ▪ Respond to questions about characters' feelings and motivations. ▪ Identify how voice and expression change meaning when texts are read aloud.	▪ Respond thoughtfully to dramatic interpretations and peer feedback	
Summer 2	**Adaptations** *Dr Seuss The Lorax* **Reading** ▪ Recall and retelling familiar and traditional tales in sequence (beginning, middle, end). ▪ Make links between traditional tales and *The Lorax* (e.g. morals, characters, lessons) ▪ Begin to explain characters' actions and reasons using simple evidence/ reference to the text **Writing** ▪ Structure writing with a clear beginning, middle and end ▪ Retell the story or create a sequence of events to demonstrate my understanding of the story ▪ Write simple descriptions of characters, settings or events	**Alternative Tales** *Coraline* **Reading** ▪ Compare characters, settings and themes across texts ▪ Describe how atmosphere and mood are created through language ▪ Begin to justify interpretations using evidence from the text **Writing** ▪ Adapt writing for different purposes and audiences ▪ Write descriptively using similes, expanded vocabulary and evidence from text ▪ Apply apostrophes (contractions/ possession) and plural forms accurately ▪ Re-read and improve writing to increase clarity and effectiveness	**Adaptations:** *Brothers Grimm/ Maleficent* **Reading** ▪ Recognise and explain themes across multiple texts (e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales.) ▪ Compare characters, settings and plots across versions ▪ Analyse how language and structure differ between texts ▪ Justify ideas using evidence **Writing** ▪ Construct writingto replicate different styles and genres ▪ Use paragraphs to organise ideas clearly

	▪ Write simple persuasive or informative statements linked to the theme of environmental responsibility **Speaking** ▪ Assume different characters in role-play activities (e.g. the Lorax, the Once-ler) ▪ Use voice and expression to show character and emotion ▪ Express simple opinions (e.g. "We should save trees because…") ▪ Participate in drama, debate or hot-seating activities to explore perspectives **Listening** ▪ Respond to the views of others in discussions ▪ Show understanding by answering questions or adding ideas ▪ Begin to agree, disagree or build on ideas using simple language	**Speaking** ▪ Read aloud with appropriate intonation and expression ▪ Present ideas clearly and engage listeners through expression **Listening** ▪ Listen to descriptions and visualise settings or events ▪ Respond to presentations and discussions with relevant contributions	▪ Write creatively (retellings, alternative endings) ▪ Use accurate speech punctuation and narrative techniques **Speaking** ▪ Present viewpoints using clear and appropriate language ▪ Engage in discussion and debate about themes **Listening** ▪ Compare interpretations of texts and ideas ▪ Respond thoughtfully to others' viewpoints

	Education Goals ***Explore Pathway***	**Education Goals** ***Extend Pathway***	**Education Goals** ***Excel Pathway***
Year 9			

Autumn 1	**Judgement/ unfairness** *Walter Tull's Scrapbook by Michaela Morgan* **Reading** ▪ Identify and discuss key events, characters and themes ▪ Make links between text and personal experience/context. ▪ Explain simple author choices and vocabulary meaning ▪ Begin to explain how presentational features (e.g. scrapbook, images) support meaning **Writing** ▪ Write about real events using simple chronological structure ▪ Organise ideas into sentences and emerging paragraphs ▪ Use descriptive vocabulary and adjectives for clarity and effect ▪ Begin to re-read work to edit and improve written ideas **Speaking** ▪ Take on roles (e.g. interviews, debating) to explore characters and viewpoints ▪ Explain ideas using clear sentences and topic vocabulary ▪ Begin to justify opinions with simple reasons	**Prejudice** *Pig Heart Boy by Malorie Blackman* **Reading** ▪ Predict events using explicit and implicit clues, explaining reasoning (Y4 secure) ▪ Develop understanding of vocabulary in context using dictionaries ▪ Make inferences about characters' feelings and justify using evidence ▪ Begin to explain writer's choices and their impact on the reader **Writing** ▪ Organise writing into clear paragraphs around a theme ▪ Use a range of sentence structures (coordination and subordination) ▪ Write for purpose (diary, letter) using appropriate tone and tense control ▪ Begin to use techniques deliberately for effect and meaning (e.g. emotive language) **Speaking** ▪ Participate in discussions, building on ideas and justifying viewpoints with evidence ▪ Deliver short structured speeches using appropriate vocabulary and tone **Listening**	**Discrimination** *Pig Heart Boy by Malorie Blackman* *Extend with exploration of non-fiction advancement in medicine* **Reading** ▪ Identify and explore themes and conventions linked to context ▪ Make secure inferences using evidence and quotations ▪ Analyse how language, structure and presentation shape meaning ▪ Evaluate how context and ethical issues influence reader response **Writing** ▪ Write to explain and inform, linking ideas clearly to textual evidence ▪ Organise writing into cohesive, well-developed paragraphs ▪ Use modal verbs, relative clauses and parenthesis for precision and control ▪ Begin to manipulate tone and formality for audience and purpose **Speaking** ▪ Take on roles and sustain character voice accurately ▪ Participate in debates, justifying viewpoints with evidence and reasoning

	Listening ▪ Listen to texts and discussions and identify key events and ideas ▪ Respond appropriately to peers' ideas ▪ Begin to summarise what has been heard	▪ Listen and respond to others' ideas with relevant contributions ▪ Identify key points and begin to evaluate opinions expressed	**Listening** ▪ Listen critically, identifying bias, viewpoint and key arguments critically, identifying bias, viewpoint and key arguments ▪ Respond with evaluative comments and counter-arguments
Autumn 2 	**Imagination** *We're Going to Find the Monster By Malorie Blackman* **Reading** ▪ Explore word meanings, synonyms and how messages can be conveyed (shown) ▪ Identify how vocabulary creates imagery and meaning ▪ Make simple inferences about character feelings ▪ Begin to explain why authors choose certain words **Writing** ▪ Use expanded noun phrases and descriptive language to develop ideas ▪ Write imaginative texts with increasing stamina and detail ▪ Begin structuring writing into linked ideas (early paragraphs)	**Identity** *Sawbones by Catherine Johnson* **Reading** ▪ Explain how reader response links to author intention ▪ Track character development using evidence and quotation ▪ Make inferences and explain how context influences meaning ▪ Begin to analyse characters and relationships across the text **Writing** ▪ Use evidence from the text to support written responses ▪ Develop writing using clear paragraphs and developing cohesion between paragraphs	**Corruption and injustice** *Sawbones by Catherine Johnson* *Comparison with true crime from the 18th century* **Reading** ▪ Make detailed inferences supported by evidence linked to characters' feelings, thoughts and motives from their actions ▪ Compare texts, exploring differences in writer's methods and viewpoints ▪ Analyse figurative language and socio-historical context ▪ Evaluate how authors present ideas and influence readers **Writing** ▪ Develop narratives with well-controlled structure, character and setting

	▪ Experiment with vocabulary for effect and engagement **Speaking** ▪ Use a growing range of vocabulary to describe ideas and imagination ▪ Present short ideas or descriptions to a group **Listening** ▪ Follow instructions and respond to creative prompts ▪ Provide simple feedback on others' ideas	▪ Write for a range of purposes (diary, description, letter) with audience awareness ▪ Begin to compare characters using structured argument **Speaking** ▪ Ask targeted questions to deepen understanding ▪ Participate in debates and roleplay using evidence to support ideas **Listening** ▪ Listen to extended responses and identify key ideas and evidence used ▪ Respond critically to others' viewpoints, showing consideration for the information shared	▪ Use PETER/analytical paragraph structures to explain ideas ▪ Apply advanced punctuation (colons, semi-colons, parenthesis) to writing tasks ▪ Begin to craft writing deliberately to shape reader response **Speaking** ▪ Ask perceptive and probing questions to deepen understanding ▪ Participate in debate, building and challenging arguments effectively **Listening** ▪ Evaluate others' arguments, identifying strengths and weaknesses ▪ Respond with reasoned, evidence-based feedback
Spring 1 	**Sharing opinions and views:** *Including turn-taking* **Reading** ▪ Distinguish between fact and opinion	**Information/ Misinformation:** *How information is presented for different purposes across media forms* **Reading** ▪ Retrieve and summarise key information from non-fiction texts	**Information/ Misinformation:** *Media – Influence opinions and perspectives for purpose.* **Reading** ▪ Explain the purpose and impact of organisational and presentational features

	▪ Make simple deductions by making reference, or using evidence, from the text ▪ Identify audience and purpose of texts ▪ Begin to explain how language influences our viewpoint **Writing** ▪ Plan writing using simple frames (e.g. opinion/inform/ explain structure) ▪ Write short opinion pieces with reasons and basic structure ▪ Begin to develop justification using "because" to show reasoning **Speaking** ▪ Ask and answer questions in pairs and groups ▪ Begin to respond to others with agreement or disagreement with reasons **Listening** ▪ Listen to others' opinions and respond appropriately ▪ Begin to compare opinions and perspectives	▪ Identify bias, purpose and audience in texts ▪ Analyse how language and presentation influence the reader ▪ Begin to evaluate reliability of information **Writing** ▪ Use organisational features (headings, subheadings, paragraphs) in writing ▪ Select vocabulary deliberately to influence and inform the reader ▪ Write non-fiction texts (reports, articles) using clear structure and cohesion ▪ Begin to adapt writing for audience and purpose confidently **Speaking** ▪ Adapt speech for formal and informal situations ▪ Present structured reports using clear argument and persuasive techniques **Listening** ▪ Analyse spoken information and identify bias or purpose ▪ Evaluate how language is used to influence the audience	▪ Analyse bias, reliability and author intent across texts ▪ Compare how different texts shape opinions and perspectives ▪ Evaluate how effectively texts influence and persuade readers **Writing** ▪ Use organisational features (headings, layout, structure) for impact ▪ Adapt writing for different audiences and purposes confidently ▪ Use precise vocabulary and rhetorical devices ▪ Develop controlled cohesion across extended texts **Speaking** ▪ Use language appropriately for formal/informal contexts and different audiences ▪ Deliver structured presentations using rhetoric and persuasive techniques **Listening** ▪ Identify persuasive strategies in spoken texts

			▪ Evaluate effectiveness and respond with analytical comments
Spring 2  	**<u>Autonomy:</u>** *Understanding of myself and others* *Ruby's Worry: A Big Bright Feelings Book by Tom Percival (part of a series)* **<u>Reading</u>** ▪ Make links between own experiences and characters' feelings ▪ Identify and explain emotions and character responses ▪ Begin to make inferences about thoughts and motivations **<u>Writing</u>** ▪ Write using simple comparisons (e.g. but, however) ▪ Develop writing for purpose (letters, descriptions, reflections) ▪ Begin organising writing into clear paragraphs by idea ▪ Use vocabulary to describe emotion and perspective **<u>Speaking</u>** ▪ Work collaboratively, taking on different roles in discussion ▪ Explain feelings and ideas clearly	**<u>Freedom:</u>** *Freedom (1783) by Catherine Johnson* **<u>Reading</u>** ▪ Make connections between events and context to support understanding ▪ Use evidence to justify interpretations of themes and characters ▪ Explain themes such as justice and freedom ▪ Begin to analyse how context shapes meaning and author intentions **<u>Writing</u>** ▪ Use evidence to justify personal perspective (PEE) ▪ Develop structured paragraphs with clear reasoning ▪ Use a range of sentence types and clauses for detail and clarity ▪ Begin to write with greater control of tone and formality **<u>Speaking</u>** ▪ Use reference materials and evidence to support viewpoints	**<u>Power:</u>** *Freedom (1783) by Catherine Johnson* *Journey back to Freedom by Catherine Johnstone* **<u>Reading</u>** ▪ Understand and analyse figurative language and symbolism ▪ Synthesise ideas across texts to explore themes of power and injustice ▪ Justify interpretations using precise evidence ▪ Evaluate how writers create impact through structure and language **<u>Writing</u>** ▪ Sequence ideas fluently and logically for sustained impact ▪ Use figurative language deliberately for effect ▪ Apply active and passive voice for purpose and control ▪ Develop writing with clear viewpoint and persuasive intent **<u>Speaking</u>**

	▪ Begin to justify viewpoints with examples **Listening** ▪ Listen to others' experiences and respond with empathy ▪ Identify feelings and viewpoints in spoken language	▪ Engage in structured discussions using formal language and reasoning **Listening** ▪ Listen to extended explanations and identify supporting evidence ▪ Respond with evaluative and reasoned comments	▪ Explain personal viewpoints clearly with detailed, evidence-based justification ▪ Deliver speeches using controlled tone, pace and emphasis **Listening** ▪ Analyse viewpoints presented and identify how they are constructed ▪ Respond critically, evaluating arguments and perspectives
Summer 1  	**Friendship:** *Holes By Louis Sachar adapted communicate and print version* **Reading** ▪ Make connections between themes, characters and events ▪ Identify the writer's viewpoint and discuss meaning ▪ Make inferences supported with simple evidence ▪ Begin to summarise key ideas across a text **Writing** ▪ Express personal opinions linked to text and author viewpoint	**Survival:** *Holes by Louis Sachar* **Reading** ▪ Make secure inferences about characters' thoughts, motives and the changes that occur ▪ Analyse how dialogue develops characters and plot ▪ Use skimming and scanning to locate key evidence ▪ Begin to analyse author techniques and their effect on the reader **Writing** ▪ Justify interpretations using evidence embedded in writing	**Consequences:** *Holes by Louis Sachar* **Reading** ▪ Make inferences linking text, context and writer's intentions ▪ Analyse structure (dual narrative, flashbacks) and symbolism ▪ Evaluate how language and dialogue develop meaning ▪ Synthesize evidence across the text to explain themes and consequences **Writing** ▪ Adapt writing to suit text type, audience and purpose confidently

	▪ Write with clear structure and increasing detail ▪ Use conjunctions (and, but, because) and past tense consistently, when writing about events that have already ocurred ▪ Begin to organise writing into paragraphs for clarity **Speaking** ▪ Adapt contributions to suit purpose and audience ▪ Discuss themes such as friendship and fairness ▪ Justify opinions by making reference to the text **Listening** ▪ Listen to others' interpretations and respond thoughtfully ▪ Identify key ideas and themes in discussion	▪ Organise writing for purpose and effect using cohesive paragraphs ▪ Use dialogue accurately and with the correct punctuation ▪ Begin to craft writing deliberately for impact (e.g. tone, pacing) **Speaking** ▪ Improvise scenes, demonstrating secure understanding of character motivation ▪ Use expressive language and tone to convey meaning **Listening** ▪ Interpret meaning in spoken performance (emotion, tone, intention) ▪ Provide constructive, evaluative feedback	▪ Use varied sentence structures, including passive voice and modal verbs ▪ Write analytically using embedded quotations and developed explanations ▪ Craft writing for impact, pacing and tone **Speaking** ▪ Give and receive constructive, evaluative, feedback ▪ Perform and improvise with confidence and insight into character **Listening** ▪ Listen critically to feedback and respond to improve performance ▪ Evaluate spoken interpretations and performance choices

Summer 2	**Creative Writing** *Predictions:* *What will the world look like in the future based on what we know now?* **Reading** ▪ Make predictions based on prior knowledge and text clues. ▪ Retrieve and discuss information from non-fiction texts ▪ Identify cause and effect (e.g. environmental impact) ▪ Begin to compare information across texts **Writing** ▪ Write for different purposes (fact file, poster, report) ▪ Use headings, simple paragraphs and organisational features ▪ Develop ideas with reasoning and explanation ▪ Begin to use more complex sentences (subordination: because, when) **Speaking** ▪ Participate in discussions and presentations with clear structure ▪ Present ideas about the future and the environment	**Creative Writing** Making a difference: *What can we do now to improve the future?* **Reading** ▪ Recognise and explain themes across texts and media ▪ Analyse how texts are constructed for purpose and impact ▪ Compare texts and viewpoints across different medias ▪ Evaluate effectiveness of different texts linked to their purpose and audience **Writing** ▪ Write in different forms (article, leaflet, speech) with clear purpose and audience awareness ▪ Use varied sentence structures for impact and to suit the text type ▪ Select vocabulary and techniques for impact and persuasion ▪ Begin to adapt style to emulate other writers **Speaking** ▪ Present viewpoints clearly using formal, persuasive language ▪ Participate in debates, justifying ideas with evidence **Listening**	**Creative Writing** *Impact:* *Making changes to make a difference.* **Reading** ▪ Compare ideas across two or more texts, identifying similarities and differences ▪ Analyse how texts are constructed for impact and purpose ▪ Evaluate effectiveness of texts in achieving their aims **Writing** ▪ Plan, draft, edit and evaluate writing independently ▪ Write for a range of purposes using controlled structure, cohesion and style ▪ Use a wide range of SPaG features accurately (punctuation, clauses, cohesion) ▪ Craft writing to engage and influence the reader **Speaking** ▪ Present ideas using appropriate pace, tone and body language

	▪ Justify opinions and respond to audience questions **Listening** ▪ Listen to information and identify key facts and themes ▪ Respond to questions with relevant detail	▪ Evaluate others' arguments and respond with reasoned opinions ▪ Identify key themes and messages in spoken texts	▪ Engage in formal debate and presentation, justifying viewpoints confidently **Listening** ▪ Evaluate spoken presentations and identify strengths and areas for development ▪ Respond with sophisticated, reflective feedback
	Education Goals ***Explore Pathway***	**Education Goals** ***Extend Pathway***	**Education Goals** ***Excel Pathway***
Year 10			
Autumn 1 	**Text and meaning** **Reading** ▪ Match words, symbols and pictures; respond to stories; join repeated phrases. ▪ Read simple sentences; answer who/what/where questions; sequence events. ▪ Retrieve information; identify rhymes; make simple inferences and predictions **Writing** ▪ Write a sequence of words to form phrases and/ or sentences that relate to the topic of study	**Adaptive writing** **Reading** ▪ Summarise the main idea of a paragraph or short section of text ▪ Identify simple language features, such as adjectives, similes and repetition ▪ Comment on how language helps create meaning or interest for the reader **Writing** ▪ Write for a range of purposes, including diaries, letters and reports	**Narrative structures** **Reading** ▪ Identify explicit and implicit information and use relevant evidence to support understanding and interpretations of a text. ▪ Explain how writers use language, vocabulary and structural features to create effects and influence readers. ▪ Analyse how context shapes a text and compare ideas, themes and

	▪ Sequence ideas appropriately ▪ Use simple conjunctions (e.g. and, but, because, so) to join ideas **Speaking** ▪ Use words, signs or gestures to communicate needs, choices and responses. ▪ Retell familiar stories or parts of the story in a simple sequence ▪ Express opinions and gives simple reasons for them **Listening** ▪ Follow single-step and simple two-step instructions ▪ Demonstrate understanding through discussion or action ▪ Follow longer or more detailed instructions independently	▪ Show awareness of audience by selecting suitable content and language ▪ Use appropriate organisational features and vocabulary for different text types **Speaking** ▪ Take part in structured discussions, such as Think-Pair-Share activities ▪ Express ideas and opinions using simple explanations ▪ Begin choosing vocabulary based on audience or context ▪ Listen to others and take turns appropriately in group discussion **Listening** ▪ Listen to the ideas and opinions of peers during discussions ▪ Respond with simple comments, questions or observations ▪ Take turns appropriately and contribute relevant ideas	perspectives across different texts and time periods. ▪ Evaluates the effectiveness of a writer's methods and form supported judgements using relevant textual evidence **Writing** ▪ Create engaging narratives using description, dialogue, tension and structural choices to interest and engage the reader. ▪ Adapt writing to suit different audiences, purposes and forms through appropriate vocabulary, tone and style. ▪ Use persuasive devices, emotive language, rhetorical questions and ambitious vocabulary to create impact and influence the reader. ▪ Organise ideas effectively using paragraphing, a range of punctuation, accurate spelling and grammatical structure

			Speaking ▪ Express personal opinions clearly and confidently, using supporting reasons and examples. ▪ Adapt spoken language to suit different audiences, purposes and situations. ▪ Use persuasive language and rhetorical techniques to communicate ideas effectively **Listening** ▪ Listen carefully and identify key information, viewpoints and opinions. ▪ Respond appropriately to questions, feedback and alternative viewpoints. ▪ Identify persuasive techniques and evaluate the effectiveness of spoken communication
Autumn 2 	**20th and 21st century** *Coming to England by Floella Benjamin* **Reading**	**20th and 21st century** *Windrush Child by Benjamin Zephaniah* **Reading** ▪ Identify explicit and implicit information	**19th, 20th and 21st century** **Reading** ▪ Recognise key structural features (e.g. openings, endings,

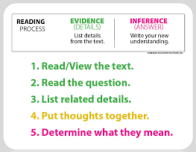
	▪ Match key vocabulary to images (Caribbean, ship, food, school, weather); respond to stories using symbols or single words; join repeated phrases ▪ Read simple sentences about life in the Caribbean and journey to England; answer who/what/where questions; retrieve key words and facts; retell using sequencing language ▪ Compare life in the Caribbean and UK; identify feelings; explain how feelings are shown; recognise rhyming words ▪ Recognise the difference between fact and fiction texts **Writing** ▪ Write simple sentences with capital letters and full stops used correctly. ▪ write diary entries, letters and postcards demonstrating that information can be organised around a theme writing into theme ▪ Organise information and ideas for purpose and to aid meaning. **Speaking** ▪ Name familiar objects, people and simple images ▪ Describe feelings, experiences and familiar events ▪ Ask relevant questions to gain information or clarify understanding **Listening** ▪ Identify familiar words or sounds in a text	▪ Summarise the main ideas from a paragraph or short section of text ▪ Make predictions about events, characters or outcomes using evidence from the text ▪ Locate information and use it to support understanding **Writing** ▪ Use quotations or evidence from a text to support a viewpoint ▪ Organise writing into short sections around a clear idea ▪ Develop imaginative and creative writing with a simple beginning, middle and end ▪ Use the correct tense consistently throughout writing **Speaking** ▪ Share opinions and experiences relevant to a discussion topic ▪ Explain ideas using simple reasons and examples ▪ Listen to others and respond appropriately to their contributions	paragraphs) and describe their purpose ▪ Explain how specific words and phrases create meaning and contribute to mood or tone ▪ Explore how writers use language choices to present characters, settings and ideas ▪ Identify how texts are organised, including shifts in focus, paragraphs and sequencing of ideas **Writing** ▪ Identify moments of tension or suspense in simple texts ▪ Recognise basic techniques used to create tension (e.g. short sentences, powerful adjectives) ▪ Explain how language choices build tension and engage the reader ▪ Explore how writers develop tension through description, action and events. **Speaking** ▪ Engage in structured discussions, considering alternative perspectives ▪ Develop persuasive speech using appropriate tone and language

	▪ Identify key words and important information when listening ▪ Maintain attention and focus during extended listening activities	**Listening** ▪ Listen carefully to the ideas and opinions of others in discussion ▪ Respond appropriately with relevant comments, answers or questions ▪ Take turns and contribute positively to group discussions	▪ Respond critically to others' opinions, building or challenging ideas **Listening** ▪ Contribute to discussions with relevant questions and responses that deepen thinking ▪ Demonstrate respect for differing opinions while shaping and refining ideas collaboratively ▪ Critically engage with others' viewpoints, responding with considered and well-developed contributions
Spring 1 	**Text Exploration** *Fiction focus* **Reading** ▪ Recall the main points from a text/ extract in sequence. ▪ Sequence events using language such as **first**, **then** and **finally** ▪ Retrieve facts and information from texts about space and moon landings. ▪ Identify and explain the meaning of key vocabulary ▪ Make simple inferences about characters' feelings, thoughts and actions **Writing** ▪ Write simple descriptions using adjectives.	**Audience and perspective** **Reading** ▪ Identify the purpose of a text (inform, entertain, persuade) and explain how this is shown. ▪ Explore how language (e.g. emotive language, dialogue, repetition) conveys meaning and engages the reader. ▪ Use evidence from the text to explain themes such as redemption, change and decision making. ▪ Identify and compare the main viewpoints in two texts and recognise how writers' express opinions differently	**Transactional writing** **Reading** ▪ Identify key information, viewpoints and perspectives in fiction and non-fiction texts. ▪ Explain how language choices reveal a writer's purpose and perspective. ▪ Compare writers' methods, ideas and viewpoints across different texts. ▪ Analyse language, tone and audience and support interpretations with relevant textual evidence

	▪ Uses phonic knowledge to attempt spellings of unfamiliar words. ▪ Record ideas and information in short written responses ▪ Write a sequence of linked sentences describing space or recounting events **Speaking** ▪ Speak in full sentences to communicate ideas and information ▪ Explain ideas, preferences and opinions with simple reasons ▪ Describe what it might be like to visit the moon or travel into space **Listening** ▪ Identify key words and important information when listening. ▪ Respond appropriately to questions about what has been heard. ▪ Demonstrate understanding through discussion, actions or answers	**Writing** Within transactional writing tasks: ▪ Plan and generate ideas from stimuli ▪ Structure writing for impact and purpose ▪ Write structured paragraphs for different purposes, selecting vocabulary to match audience and effect ▪ Use varied sentence types (questions, commands, statements, exclamations) and conjunctions to extend ideas ▪ Use correct tense, punctuation and basic dialogue to develop meaning **Speaking** ▪ Discuss how writers present ideas and themes, giving personal responses ▪ Compare characters or events and explain opinions using reasons ▪ Participate in structured discussions, building on others' ideas **Listening** ▪ Listen to extracts and identify key ideas, themes and language choices ▪ Respond to others' opinions appropriately in discussion	**Writing** Within transactional writing tasks: ▪ Write effective transactional texts, including speeches, letters and emails. ▪ Adapt writing to suit different audiences, purposes and forms. ▪ Use rhetorical devices, repetition, direct address and persuasive techniques effectively. ▪ Organise ideas accurately using varied sentence structures, adverbials and precise vocabulary **Speaking** ▪ Deliver presentations clearly and confidently for different audiences ▪ Use persuasive language and rhetorical techniques when expressing viewpoints ▪ Adapt communication style to suit different purposes, audiences and situations **Listening**

		▪ Show understanding by answering questions and summarising spoken information	▪ Identify key ideas, viewpoints and persuasive techniques used by speakers ▪ Respond thoughtfully to questions, opinions and feedback ▪ Evaluate the effectiveness of spoken communication
Spring 2 	**<u>Text arrangement and detail</u>** *Non-Fiction focus* **<u>Reading</u>** ▪ Identify key facts in a simple non-fiction text ▪ Locate specific information in simple texts, such as labels, captions and fact files. ▪ Answer **who**, **what** and **where** questions about a text. ▪ Use pictures, labels and captions to help find information **<u>Writing</u>** ▪ Arrange ideas in a clear and deliberate order. ▪ Writes short paragraphs or groups of related sentences. ▪ Use sequencing and organisational language to link ideas.	**<u>Transactional writing tasks</u>** **<u>Reading</u>** ▪ Identify techniques used by a writer, such as descriptive language, repetition and rhetorical questions ▪ Explain how these techniques affect the reader ▪ Use simple evidence from the text to support ideas **<u>Writing</u>** Within transactional writing tasks: ▪ Adapt writing for different forms, including reviews, letters and reports. ▪ Organise ideas into clear, logically sequenced paragraphs.	**<u>Language for impact</u>** **<u>Reading</u>** ▪ compare themes within 19th, 20th and 21st century texts and link them to their context. ▪ Identify explicit and implicit meanings and explain how writers communicate viewpoints. ▪ Analyse language choices, tone and perspective using evidence from texts. ▪ Compare ideas, methods and purposes across fiction and non-fiction texts. ▪ Evaluate the effectiveness of a writer's techniques and justify opinions using relevant evidence

	▪ Organise writing for a specific purpose, such as a fact file, poster or report **Speaking** ▪ Express simple agreement or disagreement, such as **yes/no** or **like/dislike**. ▪ Respond appropriately to the ideas and opinions of others. ▪ Take turns when speaking and listening **Listening** ▪ Listen for specific information linked to a given purpose. ▪ Follow longer and more detailed instructions independently ▪ Identify and recalls key facts and details from spoken texts	▪ Develop vocabulary choices and vary sentence structures to engage the reader **Speaking** ▪ Debate topical issues, giving reasons and examples to support viewpoints ▪ Consider and respond to alternative perspectives during discussion **Listening** ▪ Listen to different viewpoints and demonstrate understanding of others' ideas ▪ Ask relevant questions to clarify meaning and develop understanding ▪ Identify and summarise key points from discussions, presentations and spoken texts	**Writing** ▪ Write transactional texts that communicate ideas clearly for different audiences and purposes ▪ Use rhetorical devices, direct address and repetition to create persuasive effects ▪ Organise ideas logically using paragraphs, cohesive devices and varied sentence structures ▪ Edit and improve writing for accuracy, impact and technical control **Speaking** ▪ Present information and viewpoints confidently using effective communication techniques ▪ Adapt vocabulary, tone and register to suit different audiences and purposes ▪ Participate in discussions and debates, supporting ideas with evidence and examples **Listening**

			▪ Respond appropriately to feedback, questions and alternative perspectives. ▪ Evaluate how speakers use language and persuasive techniques to influence audiences
Summer 1  	**<u>Inference</u>** **<u>Reading</u>** ▪ Make simple inferences and deductions based on what has been read ▪ Identify characters' feelings, thoughts and motivations using clues from the text ▪ Draw conclusions about events using information from words and images ▪ Explain answers using evidence from the text or illustrations **<u>Writing</u>** ▪ Select an appropriate structure for the intended purpose, such as a recount, description or simple explanation ▪ Organise ideas clearly in sentences ▪ Use simple organisational features appropriate to the task ▪ Maintain a clear focus on purpose throughout the writing	**<u>20th and 21st century fiction</u>** **<u>Reading</u>** ▪ Select and use evidence from texts to support understanding of characters, themes and ideas. ▪ Explore how writers use language (e.g. emotive language, tone, narrative voice) to create meaning. ▪ Make inferences about characters' thoughts, feelings and motivations using textual clues. **<u>Writing</u>** ▪ Write structured responses (articles, explanations, evaluations) using evidence from texts. ▪ Adapt writing for purpose and audience, selecting appropriate tone and vocabulary. ▪ Use paragraphs and varied sentence structures to organise ideas clearly **<u>Speaking</u>**	**<u>Writing intentions and inform</u>** **<u>Reading</u>** ▪ Explain explicit and implicit meanings and support interpretations with precise textual evidence. ▪ Analyse how writers use language, structure and viewpoint to influence readers. ▪ Compare themes, perspectives and methods across a range of texts. ▪ Evaluate the effectiveness of a writer's choices and justify responses using relevant evidence **<u>Writing</u>** ▪ Write confidently for a range of purposes, audiences and forms. ▪ Use sophisticated vocabulary and rhetorical devices to create impact.

	Speaking ▪ Add detail when explaining ideas, thoughts and opinions ▪ Explain the perspectives, feelings and actions of characters ▪ Express opinions and supports them with simple reasons **Listening** ▪ Listen carefully for implied meaning, including characters' feelings and actions. ▪ Identify clues in spoken texts that suggest thoughts, emotions or intentions. ▪ Respond appropriately during discussions and group activities	▪ Present ideas about themes such as identity, justice and perspective using relevant evidence ▪ Participate in discussions, comparing ideas across texts and viewpoints ▪ Adapt spoken language for formal and informal contexts **Listening** ▪ Listen to extracts or explanations and identify key ideas, themes and viewpoints ▪ Respond to others' ideas by asking questions or building on points made ▪ Demonstrate understanding by summarising or evaluating spoken content	▪ Organise ideas into clear paragraphs using cohesive devices and varied sentence structures. ▪ Edit and improve work to ensure accuracy, clarity and effectiveness **Speaking** ▪ Present ideas and viewpoints clearly and confidently to different audiences ▪ Use formal language and persuasive techniques appropriately ▪ Justify opinions using evidence, reasoning and relevant examples **Listening** ▪ Identify key information, viewpoints and bias in spoken language. ▪ Respond thoughtfully to questions, comments and feedback. ▪ Evaluate the effectiveness of spoken communication and persuasive techniques
Summer 2	**Writing for purpose** **Reading** ▪ Retrieve information from texts for a specific purpose.	**20th and 21st fiction and non-fiction**: **Reading** ▪ Compare fiction and non-fiction texts, identifying perspective, tone and bias.	**Characterisation** **Reading**

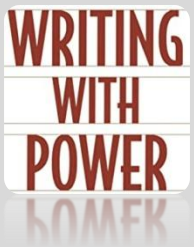
	▪ Identify key facts and important vocabulary in fiction and non-fiction texts. ▪ Use headings, pictures, captions and key words to find information. ▪ Recognise the purpose of a text, such as to inform, entertain or persuade. ▪ Explain how text features help the reader understand information **Writing** ▪ Write for a range of purposes, including leaflets, posters, diaries and fact files ▪ Organise ideas clearly and logically for the reader ▪ Select vocabulary appropriate to the purpose of the writing ▪ Use simple informative or persuasive language to influence or inform the reader **Speaking** ▪ Build on the ideas of others by listening and responding appropriately. ▪ Use relevant vocabulary to communicate information and viewpoints effectively ▪ Present information clearly to a partner, group or class **Listening**	▪ Analyse how writers use language (e.g. emotive language, narration, word choice) to influence meaning. ▪ Select and interpret evidence from texts to explain ideas about identity, resilience and viewpoint. **Writing** ▪ Write for a range of purposes (creative, persuasive, analytical), adapting tone and structure for audience. ▪ Use evidence to support viewpoints and develop clear, structured paragraphs. ▪ Apply accurate punctuation, varied vocabulary and consistent tense to improve clarity and cohesion **Speaking** ▪ Present ideas using evidence in structured spoken responses. ▪ Take part in discussions and debates comparing different perspectives. ▪ Explain and justify opinions clearly using appropriate language for audience and purpose **Listening**	▪ Interpret explicit and implicit meanings confidently and support ideas with relevant textual evidence ▪ Analyse how writers use language, structure and form to shape meaning and influence readers ▪ Compare perspectives, themes and methods across texts from different periods ▪ Evaluate writers' choices and justify judgements using relvant textual evidence **Writing** ▪ Write effectively for a range of audiences, purposes and forms using an appropriate tone ▪ Use ambitious vocabulary, rhetorical devices and varied sentence structures to create impact ▪ Organise ideas cohesively using paragraphs, discourse markers and accurate punctuation ▪ Independently edit and refine writing to improve clarity, accuracy and effectiveness

	▪ Identify important facts and details from spoken texts and discussions. ▪ Respond appropriately during discussions and group activities. ▪ Demonstrate understanding through relevant answers, comments and contributions	• Listen to a range of viewpoints and identify key ideas and arguments. • Evaluate spoken opinions and respond thoughtfully in discussion. • Demonstrate understanding by summarising and explaining spoken content.	**Speaking** ▪ Communicate confidently and adapt presentations to suit a range of audiences ▪ Use evidence and reasoning to justify opinions and viewpoints ▪ Lead and contribute effectively to discussions, debates and collaborative tasks ▪ Use persuasive and formal language purposefully when presenting information **Listening** ▪ Identify key ideas, viewpoints and techniques used in spoken language ▪ Respond constructively to questions, feedback and differing opinions ▪ Evaluate the effectiveness of spoken communication and persuasive methods ▪ Listen actively and build on others' ideas during discussions and collaborative work

	Education Goals *Explore Pathway*	Education Goals *Extend Pathway*	Education Goals *Excel Pathway*
Year 11			
Autumn 1 	**Language** **Reading** ▪ Make simple inferences about events and characters. ▪ Explain why a character may be feeling a particular way. ▪ Use evidence from the text or illustrations to support ideas. ▪ Begin to discuss thoughts, feelings and motivations within a text **Writing** ▪ Choose specific adverbs and adjectives to descriptive give more detail to writing ▪ Link 2–3 sentences around the same idea or topic. ▪ Use simple conjunctions such as *and* or *because* to join ideas. ▪ Organise ideas in a logical sequence ▪ Write short descriptions with increased detail and clarity	**Literary techniques** **Reading** Within 20th and 21st century fiction: ▪ Read a range of texts and retrieve relevant information independently ▪ Locate, select and use evidence from a text to support understanding ▪ Explain how writers use language and literary techniques to create meaning and effect ▪ Analyse the impact of language choices on the reader **Writing** ▪ Develop confidence in using literary techniques, such as imagery, figurative language and rhetorical devices, to enhance the effectiveness of creative writing ▪ Structure information and ideas effectively to suit the intended audience and purpose, using appropriate rhetorical devices to engage and influence the reader ▪ Use a range of literary techniques confidently to create engaging and effective creative writing	**20th and 21st century texts** **Reading** ▪ Retrieve, select and synthesise information from two or more texts linked by a common theme. ▪ Compare and contrast texts by exploring audience, purpose, context and writers' methods. ▪ Analyse how writers use language features, including foreshadowing, alliteration, sibilance and onomatopoeia, to create effects and shape meaning. ▪ Review, evaluate and explain the effectiveness of a writer's choices using relevant textual evidence ▪ **Writing** ▪ Develop engaging plots with clear structure, events and outcomes ▪ Create realistic characters with clear motivations and development

	Speaking ▪ Describe personal experiences using simple sentences. ▪ Name and describe relationships ▪ Participate in structured discussion **Listening** ▪ Respond to questions about familiar topics. ▪ Identify key words when listening ▪ Begin to summarise what has been heard to demonstrate listening and comprehension	▪ Organise and present information purposefully, adapting structure and rhetorical devices to meet the needs of the audience and purpose **Speaking** ▪ Express opinions and viewpoints using relevant reasons, evidence and examples ▪ Justify ideas clearly in discussions and presentations **Listening** ▪ Respond appropriately to questions, opinions and feedback ▪ Demonstrate understanding through relevant verbal contributions	▪ Use descriptive and creative writing techniques to engage the reader ▪ Use a range of sentence types and punctuation accurately to improve clarity and impact **Speaking** ▪ Plan and structure presentations for impact and effect. ▪ Express and justify opinions about a text using evidence and reasoning ▪ Present ideas clearly using appropriate vocabulary and Standard English **Listening** ▪ Listen carefully to the views, opinions and interpretations of others. ▪ Identify key information, ideas and evidence shared during discussion
Autumn 2 	**Writing for purpose** **Reading** ▪ Locate specific information in simple non-fiction texts ▪ Recall specific evidence from texts to support understanding ▪ Identify key details: place, time, activity	**Critical perspective** **Reading** Within 20th and 21st century fiction: ▪ Identify and interpret key information from a range of fiction texts ▪ Use evidence from a text to explain characters' feelings, thoughts and motivations	**Evaluation and expression** **Reading** ▪ Interpret explicit and implicit meanings and support ideas with relevant textual evidence

	▪ Know the difference between relevant and irrelevant information **Writing** ▪ Use appropriate formats and features for different transactional texts (e.g. date, time and venue on an invitation; items listed clearly in a shopping list). ▪ Organise key information clearly using headings, bullet points, numbering or simple sections where appropriate. ▪ Use basic punctuation and spelling to support clarity and meaning ▪ Include details about where they went, what they did and how they felt to make the recount more engaging **Speaking** ▪ Present personal information clearly and confidently using complete sentences and appropriate vocabulary ▪ Organise information logically so that listeners or readers can easily understand it ▪ Adapt information for different purposes and audiences, such as introducing themselves to a new group or completing a personal profile **Listening**	▪ Identify and explain how writers use adjectives, descriptive language and symbolism to influence readers ▪ Explain how context, writer's perspective and themes influence a reader's understanding of a text **Writing** ▪ Create descriptive writing using adjectives, adverbs, expanded noun phrases and metaphors. ▪ Write a short story with a clear opening, character development and detailed setting description. ▪ Write for different purposes and audiences, including information leaflets and formal responses. ▪ Organise writing into paragraphs and use accurate tense, punctuation and vocabulary choices **Speaking** ▪ Communicate ideas, opinions and experiences clearly using appropriate vocabulary. ▪ Present a point of view in a formal manner and explain reasons effectively	▪ Analyse language, structural features and writers' methods to explain their effects on readers ▪ Make inferences and predictions using contextual clues and textual evidence ▪ Summarise, synthesise and compare information, ideas and perspectives across texts **Writing** ▪ Adapt writing to suit different audiences, purposes and forms, including articles and leaflets. ▪ Use descriptive and creative writing techniques to engage and inform readers. ▪ Organise ideas effectively using coordinating and subordinating conjunctions and varied sentence structures. ▪ Craft accurate and purposeful writing using active and passive voice for effect **Speaking** ▪ Adapt spoken language to suit purpose, audience and context.

	▪ Listen carefully for key facts and details in spoken texts, conversations, announcements or instructions ▪ Identify important information such as names, dates, times, places and reasons ▪ Distinguish between main points and less important details when listening ▪ Demonstrate understanding by selecting, recording or repeating relevant facts	**Listening** ▪ Listen respectfully to different viewpoints and build upon the ideas of others during discussions. ▪ Question information in different contexts and develop responses to the ideas and opinions of others	▪ Present information and arguments in a clear, structured and persuasive way **Listening** ▪ Listen carefully to different viewpoints and identify key arguments and supporting evidence ▪ Build on the contributions of others in a respectful, constructive and collaborative manner
Spring 1 	**Writing for purpose** **Reading** ▪ Identify and explain the main ideas in a range of short texts ▪ Recognise and explain the purpose of a text (e.g. to inform, entertain, describe or persuade) ▪ Identify simple language features and explain how they help the reader understand the text. **Writing**	**Writers' techniques** **Reading** Within 20th and 21st century fiction and non-fiction: ▪ Identify and interpret key information from a range of fiction texts ▪ Use evidence from a text to explain characters' feelings, thoughts and motives. ▪ Identify and explain how writers use adjectives, descriptive language and symbolism to influence readers. ▪ Explain how context, writer's perspective and themes influence a reader's understanding and interpretation of a text.	**Constructs** **Reading** ▪ Retrieve information and make supported inferences using evidence from a text ▪ Analyse dialogue and language choices to explain how characters are developed ▪ Use contextual clues to interpret meanings and writers' intentions ▪ Evaluate characterisation, themes and narrative methods using relevant textual evidence

	▪ Write clear descriptions and explanations for different audiences and purposes ▪ Choose appropriate vocabulary to match the task and communicate meaning clearly ▪ Build a sequence of linked sentences using simple connectives and relevant details **Speaking** ▪ Explain ideas clearly using relevant details and examples ▪ Make relevant comments that show understanding of the topic or text ▪ Describe information in a logical order to help the reader or listener follow the meaning **Listening** ▪ Respond appropriately to others by listening carefully and contributing relevant ideas ▪ Identify the key points and main information in spoken language ▪ Show understanding through relevant comments, questions and responses	▪ Compare similarities and differences between fiction and non-fiction texts. **Writing** ▪ When writing to create or describe: ▪ Create descriptive writing using adjectives, adverbs, expanded noun phrases and metaphors ▪ Write a short story with a clear opening, character development and detailed setting description ▪ Select and use appropriate language and structural features to suit purpose and audience ▪ Proofread and edit writing to improve clarity, accuracy and overall effectivenes **Speaking** ▪ Share opinions clearly during discussions about texts, themes and ideas ▪ Contribute relevant ideas during discussions and support viewpoints with examples and evidence ▪ Compare experiences, characters and themes when discussing texts and historical contexts **Listening**	**Writing** ▪ Create engaging narratives using exposition, rising action, climax and resolution. ▪ Develop believable characters through dialogue, actions and descriptions. ▪ Use simple, compound and complex sentences deliberately to control effect and pace. ▪ Write creatively using imagery, setting, tone and tension to engage the reader **Speaking** ▪ Present information with appropriate pacing, timing and awareness of audience ▪ Justify opinions and interpretations using evidence and examples **Listening**

		▪ Identify key information and viewpoints when listening to spoken information ▪ Ask relevant questions to clarify, challenge and extend understanding	▪ Listen carefully to the ideas, opinions and viewpoints of others. ▪ Identify key information and evidence shared in discussions and presentations
Spring 2 	<u>Writing for audience</u> <u>Reading</u> ▪ Recognise and distinguish between different text types, including stories, information texts and advertisements. ▪ Identify the purpose and intended audience of a text, using evidence from the content and layout. ▪ Locate and explain key features that help a text meet the needs of its audience **<u>Writing</u>** ▪ Write effectively for different audiences and purposes, including letters, posters and messages ▪ Organise writing clearly using a logical structure and appropriate formatting ▪ Include relevant information and detail to meet the needs of the intended reader	**<u>Transactional Writing</u>** **<u>Reading</u>** Within 20th and 21st century fiction: ▪ Identify the text type and retrieve key information from 20th- and 21st-century fiction extracts. ▪ Answer literal and inferential questions using evidence from the text ▪ Explain a writer's intentions and viewpoints using evidence from a text. ▪ Compare how different writers present similar ideas, themes or character **<u>Writing</u>** ▪ Write descriptive sentences and paragraphs using adjectives, verbs, similes and metaphors. ▪ Write diary entries, speeches and short responses for different purposes and audiences ▪ Use paragraphs, speech marks and appropriate sentence structures to organise ideas effectively ▪ Edit writing to improve spelling, punctuation, vocabulary and overall clarity	**<u>Expressive views</u>** **<u>Reading</u>** ▪ Identify and explain a writer's purpose, viewpoint and use of techniques within a range of texts. ▪ Infer meaning, make predictions and support interpretations with relevant textual evidence. ▪ Compare themes, ideas and perspectives across two or more texts. ▪ Evaluate how language, structure and context influence readers and shape meaning **<u>Writing</u>** ▪ Write effective articles and statements that express personal opinions clearly and appropriately. ▪ Adapt writing to suit audience, purpose and form using appropriate conventions.

	Speaking ▪ Adapt spoken language to suit different audiences and situations ▪ Ask relevant questions and respond appropriately to the views and ideas of others ▪ Communicate clearly and effectively to achieve a specific purpose **Listening** ▪ Listen carefully to instructions, questions and spoken information, identifying key details. ▪ Respond appropriately to instructions and questions in a range of contexts. ▪ Demonstrate understanding through relevant verbal and non-verbal responses	**Speaking** ▪ Present information clearly and confidently using notes and supporting materials ▪ Communicate a point of view using appropriate vocabulary and formal language ▪ Participate effectively in interviews, presentations and group discussions . **Listening** ▪ Listen carefully to presentations and discussions to identify key information and viewpoints ▪ Respond appropriately to questions, comments and feedback from others ▪ Ask relevant questions to develop understanding and clarify meaning	▪ Use linguistic and persuasive devices deliberately to influence and engage readers. ▪ Plan, organise and develop writing that is sustained, structured and effective **Speaking** ▪ Express opinions confidently during discussions, debates and presentations ▪ Communicate effectively for different audiences and purposes **Listening** ▪ Listen carefully to a range of viewpoints and identify key arguments ▪ Build upon the contributions of others during collaborative discussion

Summer Term	Language and perspective	Language and perspective	Language and perspective
	**Reading** ▪ Recall and summarise the main points from a text, showing understanding of key ideas ▪ Locate and select key information from different parts of a text ▪ Make simple inferences about characters' feelings, thoughts or actions using evidence from the text **Writing** ▪ Organise ideas logically using paragraphs or clear sequencing to support meaning. ▪ Adapt writing style, content and structure to suit the purpose and audience. ▪ Use a wider range of vocabulary to add detail, clarity and interest to writing **Speaking** ▪ Express opinions and preferences clearly, using appropriate language for the audience and purpose ▪ Explain ideas and viewpoints using relevant reasons and examples to support meaning ▪ Respond thoughtfully to the opinions and viewpoints of others, showing respect and understanding	**Reading** ▪ Identify explicit and implicit meanings within a text. ▪ Explain how writers use language, tone and structure to create specific effects. ▪ Compare different perspectives and viewpoints within and across texts. ▪ Evaluate a text and support opinions with relevant evidence and quotations. ▪ Analyse how writers present ideas, themes and attitudes to influence readers. ▪ Compare how different writers use language and structural techniques to convey meaning **Writing** ▪ Write for different purposes, audiences and text types using an appropriate tone. ▪ Organise ideas logically using paragraphs and discourse markers. ▪ Use precise vocabulary, varied sentence structures and quotations effectively. ▪ Adapt writing style for formal and informal situations and edit work for accuracy. ▪ Select and use language and structural features appropriate to purpose, audience and form.	**Reading** ▪ Identify and interpret themes, viewpoints and perspectives within a range of texts. ▪ Summarise and synthesise information from different sources to compare ideas, perspectives and purposes. ▪ Analyse how writers use language and structure to shape meaning and influence readers. ▪ Evaluate writers' intentions, biases and methods, using evidence to justify judgements and interpretations. **Writing** ▪ Compare significant ideas, themes, events and characters across texts, using relevant textual evidence to support interpretations ▪ Develop plot, characterisation, settings and events to create engaging and purposeful writing

	Listening ▪ Listen carefully to identify meaning, viewpoints and key messages in spoken language ▪ Identify both explicit information and implied ideas from discussions and presentations ▪ Respond appropriately in discussions, building on the ideas and viewpoints of others	▪ Develop, refine and evaluate writing to improve clarity, coherence and impact. **Speaking** ▪ Adapt spoken language and presentation techniques to achieve a specific purpose ▪ Listen and respond thoughtfully to the views of others, building on ideas during discussions ▪ Present ideas clearly, adapting tone and vocabulary for different audiences **Listening** ▪ Respect and build upon the ideas and perspectives of others ▪ Ask relevant questions to clarify understanding and extend discussions ▪ Evaluate spoken information and respond thoughtfully to different viewpoints and opinions	▪ Use language and literary devices deliberately to create impact and achieve specific effects **Speaking** ▪ Present personal viewpoints clearly and confidently on a range of topics. ▪ Adapt communication style to suit different audiences and purposes. ▪ Discuss controversial issues respectfully, supporting opinions with evidence and reasoning. ▪ Communicate effectively through speeches and presentations using clear structure, delivery and audience awareness **Listening** ▪ Listen carefully to different viewpoints and identify key arguments and perspectives. ▪ Respond thoughtfully to questions, comments and feedback from others.

			▪ Evaluate spoken opinions and recognise bias, purpose and intention. ▪ Build upon the contributions of others during collaborative discussions and debate