

English overview of texts and themes updated 07.12.22

Year 4 and Year 5		Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form: Functional Skills			
<p>Taught discreetly: Oracy English Skills (RWI Phonics or RWI Spelling and Accelerated Reader)</p> <p>Texts are selected by class teachers, based on the needs of the pupils, informed by assessment. At least 6 texts are covered a year, including at least one fiction, non-fiction and poetry text.</p> <p>Each teaching sequence includes the following stages:</p> <ul style="list-style-type: none"> <li>Elicitation task and target setting</li> <li>Learning a passage of text by heart with actions</li> <li>Completing modelled/shared writing – creating an adapted version of the text</li> <li>Creating own version of text at the end of the unit</li> <li>Teacher assessment at the end of the unit informs next book choice and English target.</li> </ul>					<p><b>Autumn 1 and 2 text, theme, main assessment:</b> <u>'Holes' – Black Civil Rights</u> <b>Writing:</b> Persuasive writing, setting/character description, news reporting, letter writing. <b>Reading:</b> Prediction, inference, identifying key information, finding evidence (PEE) <b>S+L:</b> Persuasive speech, debates, discussion.</p>	<p><b>Autumn 1 text, theme, main assessment:</b> <u>Civil Rights: Writing Catch Up</u> <i>Creative Writing</i></p>	<p><b>Autumn 1 text, theme, main assessment:</b> <u>WW1: Writing Catch Up</u> <i>WW1 Context, Persuasive writing, WW1 Poetry, War Horse/Private Peaceful</i></p> <p><i>*GCSE preparation</i></p>	Reading (Exam)	Writing (Exam)	Speaking and Listening (recorded assessment)	<b>Entry Level 1</b>
								Ticking to identify correct information, stating correctly identified information,	Alphabetical order, lower and upper case letters, full stops, rewriting sentences, write a note, filling a gap with appropriate words	Following instructions, letters of the alphabet, identifying and extract main information, make requests and ask straightforward questions. Respond to questions, make clear statements, participate in simple discussions.	
					<p><b>Spring 1 text and theme, main assessment:</b> <u>Shakespeare's The Tempest (Easy read, animated, graphic novels)</u> <b>Writing:</b> story sequencing, character/setting description, Sycorax spin off narrative/story writing and news report.</p> <p><b>Reading:</b> script reading/analysis/context.</p>	<p><b>Spring 1 text, theme, main assessment:</b> <u>Shakespeare: Romeo and Juliet</u> <i>(text analysis, creative writing, drama)</i></p> <p><i>*Entry Level 3 Fiction Reading preparation and assessment (GCSE Group)</i></p>	<p><b>Spring 1 text, theme, main assessment:</b> <u>Entry Level Reading</u> <i>Non-fiction preparation and paper practice</i></p> <p><i>*GCSE Preparation (GCSE Group)</i></p>	All the above plus: Replacing a phrase with similar, establishing the main purpose of a text.	Alphabetical order, plurals from singulars, full sentences, compound sentences with conjunctions, adjectives, using linking words, using paragraphs in open writing, using bullet points and headings, identifying correct spelling.	Communicating clearly on a range of topics, responding to questions, identify relevant information, asking concise questions. Understand the main points of a discussion, make relevant contributions to discussions, listen to and respond appropriately to other points of view, turn-taking.	
<p><b>Set 1 Fiction</b> -It's my Birthday -Don't Spill the Milk! -Boa's Bad Birthday -Knock, Knock, Open the Door -Naughty Bus -The High Street</p> <p><b>Non-Fiction</b> -The Book of Cars and Trucks -Hot and Cold -My Day at the Zoo -Playing With Friends</p> <p><b>Poetry</b> -The Train Ride -I Love Bugs!</p>	<p><b>Set 2 Fiction</b> -Dear Mother Goose -The Three Little Pigs -Oi Frog -Fatou, Fetch the Water -The Mouse and the Elephant -Bonkers About Beetroot</p> <p><b>Non-Fiction</b> -Weather -Dino Dinners -How do you feel? -Chinese New Year</p> <p><b>Poetry</b> -What I Like!</p>	<p><b>Fiction</b> -The Dragon Machine -No-Bot, the Robot with no Bottom -Orion and the Dark Smile -Sylvia and Bird</p> <p><b>Non-Fiction</b> -Knights -Transport -This is How We Do It -Amelia Earhart -Could a Penguin Ride a Bike? -What Do You Do With a Tail Like This?</p> <p><b>Poetry</b></p>	<p><b>Fiction</b> -Meerkat Mail -The King of the Birds -Daisy Doodles -How to Catch Santa -The Book of Hopes -The Day Louis got Eaten -A Dog's Day -Mixed Up Fairytales -Myth Atlas</p> <p><b>Non-Fiction</b> -Look Inside Space -Hidden World: Ocean -The Slime Book -Reptiles -Penguins</p>	<p><b>Fiction</b> -The Tear Thief -Leon and the Place Between -Mimi and the Mountain Dragon -Gregory Cool -Varjak Paw -The Day the Crayons Quit -Firebird -Grimm's Fairy Tales -Monster Slayer -Mirror and -The Day of Ahmed's Secret -Dragons: Truth, Myths, Legends</p> <p><b>Non-Fiction</b></p>							

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	<p>-Zim Zam Zoom</p>	<p>-Ellsworth's Extraordinary Electric Ears -A First Poetry Book</p>	<p>-I Don't Like Snakes -Creature Features - Dinosaurs</p> <p><b>Poetry</b> -A First book of the Sea -On the Road -Tell me a Dragon</p>	<p>-The Dictionary of Difficult Words -The Secrets of Stonehenge -Penguins -Until I met Dudley -A Question of History Series -Colours of History -The Great Fire of London</p> <p><b>Poetry</b> -I am Cat -Beachcomber -Cloud Busting</p>	<p><b>S+L:</b> Y9 performance of <i>The Tempest</i> varied outcome dependant on ability.</p> <p><b>Please note</b> – <i>Tempest</i> falls into the first 3 weeks of Spring 2.</p>						
					<p><b>Spring 2 text and theme:</b> <i>Travel writing.</i></p> <p><b>Writing</b> - setting description, fact files of countries/cities. Holiday review writing (positive/negative), Persuasive leaflet for a holiday destination.</p> <p><b>Reading</b> – Non-fiction texts, brochures, leaflets, online research, identify key features of non-fiction texts.</p> <p><b>S&amp;L</b> – persuasive presentation based on chosen destination.</p>	<p><b>Spring 2 text, theme, main assessment:</b> <u>"Sinister Stories"</u> <i>(Short story analysis, prediction and inference, suspense writing)</i></p> <p><i>*Entry Level 3 Non-fiction Reading preparation and assessment (GCSE Group)</i></p>	<p><b>Spring 2 text, theme, main assessment:</b> <u>Entry Level Reading</u> <i>Fiction reading preparation and paper practice.</i></p> <p><i>*GCSE Preparation (GCSE Group)</i></p>	<p>Read and understand a range of straightforward texts.</p>	<p>Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.</p>	<p>Take full part in formal and informal discussions and exchanges that include unfamiliar subjects</p>	<p><b>Level 1</b></p>

					<p><b>Summer 1 text and theme:</b></p> <p><i>Highwayman poetry text.</i></p> <p><b>Writing</b> - setting/character description, analysis and text marking, letter writing, PEE paragraphs, eyewitness account from the perspective of Tim the Ostler.</p> <p><b>Reading</b> - Prediction, inference, identifying key information, finding evidence (PEE), explore key features of a poem.</p> <p><b>S&amp;L</b> – debates, discussions, hot seating.</p>	<p><b>Summer 1 text, theme, main assessment:</b></p> <p><u>Agatha Christie’s ‘And Then There Were None’</u></p> <p><i>Letter writing, script writing, discussion, dramatic performance, taking different roles in a murder, character inferences</i></p> <p><i>*Introduction to AQA GCSE Language Paper 1 and Paper 2 (GCSE Group)</i></p>	<p><b>Summer 1 text, theme, main assessment:</b></p> <p><u>Stone Cold: Textual Analysis</u></p> <p><i>Text analysis, diary/letter writing.</i></p> <p><i>*GCSE English Language Paper 1 and Paper 2 revision and practice</i></p>	<p>Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions</p>	<p>Write a range of texts, included extended written documents communication information, ideas and opinions, effectively and persuasively.</p>	<p>Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations</p>	<p><b>Level 2</b></p>
	<p>Assessment is used to inform decisions on Year 7 class grouping.</p>	<p>Assessment is used to inform decisions on Year 9 class grouping.</p>	<p><b>Summer 2 text and theme:</b></p> <p><i>Hound of the Baskervilles</i></p> <p><b>Writing</b>- setting description of the Moors, character/relationship web, murder mystery story writing.</p> <p><b>Reading</b> – prediction, inference, scanning and retrieval, features of a murder mystery.</p> <p><b>S&amp;L</b> – discuss, debate, to plan and perform a murder mystery scene.</p>	<p><b>Summer 2 text, theme, main assessment:</b></p> <p><u>Persuasive Writing</u></p> <p>Pupils cover persuasive writing skills comprehensively (RAPFOREST). Identify and comment on the use of persuasive techniques. Create a persuasive leaflet for a particular topic.</p> <p><i>Careers link: Enterprise Day Presentations</i></p>	<p><b>Summer 2 text, theme, main assessment:</b></p> <p><u>Functional Skills Introduction</u></p> <p><i>Writing, reading and talking for functional purpose.</i></p> <p><i>*GCSE English Language Paper 1 and Paper 2 revision and practice</i></p>						

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