

Elms Bank Long Term Plan



Key to Pathways:

Inspire	
Explore	
Thrive	

ENGLISH	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Inspire Pathway						
Year 7	<p><u>Transition Topic: Survival!</u></p> <p><u>Fiction & Non-Fiction Texts</u> - Pupils study a variety of extracts based on the theme of survival -Pupils take part in role play</p>	<p><u>Pre-1914 Literature:</u></p> <p><u>Focus Texts:</u> -Macbeth by William Shakespeare -A Christmas Carol by Charles Dickens -Treasure Island by R L Stevenson</p>	<p><u>Non-Fiction Topic/ Functional Skills</u></p> <p><u>Topic/Theme:</u> Pupils research a chosen topic of interest</p>	<p><u>Contemporary Fiction /Poetry:</u></p> <p><u>Focus Texts:</u> -The Iron Man by Ted Hughes -Skellig by David Almond, including poetry by William Blake -Gladiator by Alan Gibbons</p>	<p><u>Non-fiction/ Functional Skills:</u></p> <p><u>Topic:</u> Entry Level Activity - Leisure</p>	<p><u>Plays & Playscripts</u></p> <p><u>Topic:</u> School Production</p>
	<p><u>Skills:</u> -Reading and responding to a variety of fiction/non-fiction texts -Writing for different purposes, taking account of structure and layout</p>	<p><u>Skills:</u> -Analysis of character , setting, plot, ideas -Develop skills in narrative/creative writing</p>	<p><u>Skills:</u> -Reading for information -Information retrieval -Fact and opinion -Writing: format and structure</p>	<p><u>Skills:</u> -Develop skills in Reciprocal Reading -Study of narrative style and literary devices, e.g. figurative language -Descriptive/ creative writing</p>	<p><u>Skills:</u> -Writing to Inform -Develop skills in writing in the form of reports & articles -Plan article for the school newsletter, ' My first year at Elms Bank'</p>	<p><u>Skills:</u> -Develop skills in reading/comprehension -Study character development, settings, writer's ideas and intentions -Develop skills in spoken language</p>

<p>Year 8</p>	<p><u>Literature & Poetry from Different Cultures:</u></p> <p><u>Focus Texts:</u> -Short Stories -The Fib by George Layton, -Harry Potter by JK Rowling, -Holes by Louis Sachar, -Noughts & Crosses by Malorie Blackman</p>	<p><u>Literary non-fiction/ American Civil Rights</u></p> <p><u>Focus:</u> -Rosa Parks -Ruby Bridges -Extracts from speeches, e.g. Martin Luther King</p>	<p><u>Non-Fiction Topic/ Functional Skills</u></p> <p><u>Writing to argue/persuade</u></p>	<p><u>Shakespeare</u></p> <p><u>Focus texts:</u> -Romeo & Juliet -A Midsummer Night's Dream</p>	<p><u>Non-fiction/ Functional Skills:</u></p> <p><u>Topic:</u> Entry Level Activity - Holidays</p>	<p><u>Plays & Playscripts</u></p> <p><u>Topic:</u> School Production</p>
	<p><u>Skills:</u> -Reciprocal Reading strategies -Analysis of character , setting, ideas and attitudes within novel/poetry -Narrative devices</p>	<p><u>Skills:</u> -Study of historical contexts -Literary devices used in speeches -Preparing for discussions and debates</p>	<p><u>Skills:</u> -Identifying the main purpose of different texts using: 'PALL' = purpose, audience, language & layout -Develop skills in planning and organising writing</p>	<p><u>Skills:</u> -Identifying and interpreting themes and ideas -Develop knowledge of literary devices & organisational features used in narrative writing</p>	<p><u>Skills:</u> -Develop skills in information retrieval, e.g. skimming and scanning for information -Writing to inform, explain, describe -Develop skills in writing in the form of a letter, email,</p>	<p><u>Skills:</u> -Develop skills in reading/comprehension -Study character development, settings, writer's ideas and intentions -Develop skills in spoken language</p>
<p>Year 9 -AQA Step up to English – Gold</p>	<p><u>Non-Fiction Topic/ Functional Skills</u></p> <p><u>Focus: Writing to Inform Articles & Reports/Letters</u></p>	<p><u>19th/20th Century Fiction/ Poetry</u></p> <p><u>Stories which raise issues</u> <u>Texts include:</u> -Lord of the Flies by William Golding, -To Kill a Mockingbird by Harper Lee -Skellig by David Almond</p>	<p><u>Non-Fiction Topic/ Functional Skills</u></p> <p><u>Topic:– Planning a Trip or Party</u></p>	<p><u>The 19th Century Novel – Gothic Genre:</u></p> <p><u>Social-historic context :</u></p> <p><u>Focus Texts:</u> Extracts from Dracula, Jekyll and Hyde, Frankenstein, Wuthering Heights</p>	<p><u>AQA Gold Unit (EN3 Level): Celebrities and Fashion– Component 1 and 2</u></p>	

	Skills: -Develop skills in reading for meaning -Study key features of reports, articles -Develop skills in writing in the form of a report and article	Skills: -Study of historical contexts -Narrative writing from the perspective of a key character -Identifying explicit and implicit ideas and information	Skills: -Develop skills in persuasive writing -Plan, organise and structure ideas, e.g. writing in the form of a letter, email, advert, leaflet -Using spoken language effectively	Skills: -Language analysis -Compare writers' ideas and perspectives -Inference and deduction -Writer's purpose	Skills: -Identifying key words in questions -Identifying the main purpose of texts -Identifying presentational features of different texts -Develop skills in reading/comprehension -Study character development, settings, writer's ideas and intentions -Develop skills in spoken language	
Year 10- -AQA Step up to English – Gold -Functional Skills in English: • Level 1 & 2 -GCSE in English Language	AQA Gold Unit (EN3 Level/GCSE): <u>Travel and Adventure – Component 1 and 2</u>		AQA Gold Unit (EN3 Level/GCSE): <u>Education and Exhibitions – Component 1 and 2</u>		Speaking & Listening Focus: 1:1 formal discussion – developing skills and interview techniques Topic/Theme: Room 101 – focus for group discussions assessments	
Year 11- -AQA Step up to English – Gold -Functional Skills in English: • Level 1 & 2 -GCSE in English Language	AQA Gold Unit (EN3 Level/GCSE): <u>Sport and Volunteering – Component 1 and 2</u>		AQA Gold Unit (EN3 Level/GCSE): <u>Detectives and Transport – Component 1 and 2</u>		Speaking & Listening Focus: 1:1 formal discussion – developing skills and interview techniques Topic/Theme: Class theme – focus for group discussions assessments	
Explore Pathway						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition Topic: Survival! <u>Fiction & Non-Fiction Texts</u> - Pupils study a variety of extracts based on the	Pre-1914 Literature: <u>Focus Texts:</u> -Macbeth by William Shakespeare	Non-Fiction Topic/ Functional Skills <u>Topic/Theme:</u> Pupils research a chosen topic	Contemporary Fiction /Poetry: <u>Focus Texts:</u> -The Iron Man by Ted Hughes	Non-fiction/ Functional Skills: <u>Topic:</u> Entry Level Activity - Leisure	Plays & Playscripts <u>Topic:</u> School Production

	<p>theme of survival -Pupils take part in role play</p>	<p>-A Christmas Carol by Charles Dickens -Treasure Island by R L Stevenson</p>	<p>of interest</p>	<p>-Skellig by David Almond, including poetry by William Blake -Gladiator by Alan Gibbons</p>		
<p>Skills: Pupils develop skills in reading, writing and spoken language while accessing the above topics and texts at an appropriate level. Reading: Pupils develop their knowledge of phonics and using phonics to decode words. They develop a bank of sight words. Writing: Pupils develop pencil control/handwriting skills. They develop their skills in using phonics to help them spell words. Spoken Language: Pupils develop their skills in speaking and listening in different context.</p>						
Year 8	<p>Literature & Poetry from Different Cultures:</p> <p><u>Focus Texts:</u> -Short Stories -The Fib by George Layton, -Harry Potter by JK Rowling, -Holes by Louis Sachar, -Noughts & Crosses by Malorie Blackman</p>	<p>Literary non-fiction/ American Civil Rights</p> <p><u>Focus:</u> -Rosa Parks -Extracts from speeches, e.g. Martin Luther King</p>	<p>Non-Fiction Topic/ Functional Skills</p> <p><u>Writing to argue/persuade</u></p>	<p>Shakespeare</p> <p><u>Focus texts:</u> -Romeo & Juliet -A Midsummer Night's Dream</p>	<p>Non-fiction/ Functional Skills:</p> <p><u>Topic:</u> Entry Level Activity - Holidays</p>	<p>Plays & Playscripts</p> <p><u>Topic:</u> School Production</p>
<p>Skills: Pupils develop skills in reading, writing and spoken language while accessing the above topics and texts at an appropriate level. Reading: Pupils develop their knowledge of phonics and using phonics to decode words. They develop a bank of sight words. Writing: Pupils develop pencil control/handwriting skills. They develop their skills in using phonics to help them spell words. Spoken Language: Pupils develop their skills in speaking and listening in different context.</p>						
Year 9	<p>Non-Fiction Topic/ Functional Skills</p> <p><u>Focus:</u> Articles and Reports</p>	<p>19th/20th Century Fiction/ Poetry</p> <p><u>Stories which raise issues</u> <u>Texts include:</u> -Lord of the Flies by William Golding, -Of Mice of Men by John Steinbeck -To Kill a Mockingbird by Harper Lee</p>	<p>Non-Fiction Topic/ Functional Skills</p> <p><u>Topic:</u>- Planning a Trip or Party</p>	<p>The 19th Century Novel – Gothic Genre:</p> <p><u>Social-historic context :</u></p> <p><u>Focus Texts:</u> Extracts from Dracula, Jekyll and Hyde, Frankenstein, Wuthering Heights</p>	<p>AQA Silver Unit (EN1 and 2 Level): Celebrities and Fashion</p>	

	<p>Skills: Pupils develop skills in reading, writing and spoken language while accessing the above topics and texts at an appropriate level.</p> <p>Reading: Pupils develop their knowledge of phonics and using phonics to decode words. They develop a bank of sight words.</p> <p>Writing: Pupils develop pencil control/handwriting skills. They develop their skills in using phonics to help them spell words.</p> <p>Spoken Language: Pupils develop their skills in speaking and listening in different context.</p>				<p>Skills:</p> <ul style="list-style-type: none"> -Identifying key words in questions -Identifying the main purpose of texts -Identifying presentational features of different texts – fiction and non-fiction -Develop skills in reading/comprehension -Study character development, settings, writer's ideas and intentions -Develop skills in spoken language 	
<p>Year 10 – EL1 & above</p> <p>-AQA Step up to English Silver</p> <p>-Functional Skills in English at Entry Level 1,2 and/or 3</p>	<p>AQA Silver Unit (EN1 and 2 Level):</p> <p>Travel and Adventure – Component 1 and 2</p>		<p>AQA Silver Unit (EN1 and 2 Level):</p> <p>Education and Exhibitions – Component 1 and 2</p>		<p>Speaking & Listening Focus:</p> <p>1:1 formal discussion – developing skills and interview techniques</p> <p>Topic/Theme: Room 101–focus for group discussions assessments</p>	
<p>Year 10 – Pre-entry Level</p>	<p>AQA Unit Awards</p> <p>72866 Handwriting</p> <p>7000 Literacy: Identifying the four letters b,d,g,p</p> <p>7010 Literacy: Matching letters to a template of own name</p>	<p>AQA Unit Awards</p> <p>40115 Sp&L: Story sequencing</p> <p>71495 Follow instructions at a two word level</p> <p>70509 Making a personal passport</p>	<p>AQA Unit Awards</p> <p>72447 Responding to poetry</p> <p>79060 Matching symbols to describe what happens in a poem</p> <p>82018 Recognising and using signs for places in school</p>	<p>AQA Unit Awards</p> <p>71064 Beginning to recognise and use signs for people words</p> <p>72878 Sp&L skills</p> <p>74621 Making an invitation with support</p>	<p>AQA Unit Awards</p> <p>74973 Writing a letter with support (<i>in response to Work Experience in Spr B</i>)</p> <p>80595 Matching the correct name to a photograph with support (share and label Work Experience photos)</p>	<p>AQA Unit Awards</p> <p>79988 English: Reading for leisure (Unit 1)</p> <p>70211 Recognising and using signs related to shops</p> <p>70334 Using a shopping list</p>
<p>Year 11-</p> <p>-AQA Step up to English Silver</p> <p>-Functional Skills in English at Entry Level 1,2 and/or 3</p>	<p>AQA Silver Unit (EN1 and 2 Level):</p> <p>Sport and Volunteering – Component 1 and 2</p>		<p>AQA Silver Unit (EN1 and 2 Level):</p> <p>Detectives and Transport – Component 1 and 2</p>		<p>Speaking & Listening Focus:</p> <p>1:1 formal discussion – developing skills and interview techniques</p> <p>Topic/Theme: Class theme–focus for group discussions assessments</p>	
<p>Year 11 – Pre-entry Level</p>	<p>AQA Unit Awards</p> <p>73061 Listening to a story</p>	<p>AQA Unit Awards</p> <p>79989 English: Reading for leisure (Unit 2)</p>	<p>AQA Unit Awards</p> <p>83741 Using</p>	<p>AQA Unit Awards</p> <p>83321</p>	<p>AQA Unit Awards</p> <p>86165 Visiting a public library</p>	<p>AQA Unit Awards</p> <p>85641 Developing drama skills,</p>

	85305 Sequencing key events in a story 82998 Understanding adjectives at 3 word	270507 Using a cafe with support (College Christmas coffee morning)	three key words (Unit 1): two nouns and a verb (using colourful semantics) 79913 Spelling three letter words using phonics	Completing a form (Unit 1) – application for college 85260 Making a personal passport	75799 Writing simple phrases (describe time at Elms Bank for Newsletter and leavers' service)	techniques and appreciation 85463 Drama: Responding to a play
	Autumn		Spring		Summer 1	Summer 2
KS3	<u>Sensory Story:</u> Modern Fiction - Lord of the Flies		<u>Sensory Story:</u> Gothic Fiction – Frankenstein, Jekyll & Hyde, Dracula		Non-Fiction - Planning a Party	<u>Sensory Story:</u> Plays & Playscripts
	<u>Skills:</u> Pre-reading, pre-writing, communication, PECs, music therapy, intensive interaction					
KS4 Explore Pathway Functional Skills Entry Level 1	<u>Developing communication skills</u> - an introduction: All about me	<u>Developing communication skills</u> - an introduction Introducing myself	<u>Developing communication skills</u> - an introduction Finding out about others	<u>Developing communication skills</u> - an introduction Finding out where we live	<u>Developing communication skills</u> - an introduction Group Activities	<u>Developing communication skills</u> - an introduction Project - collect information
Thrive Pathway - Communication and Literacy						
	Autumn		Spring		Summer 1	Summer 2
KS3 and KS4	<u>Sensory Story:</u> Modern Fiction - Lord of the Flies. Non Fiction – Planes, Airports, Holidays		<u>Sensory Story:</u> Gothic Fiction – Frankenstein, Jekyll & Hyde, Dracula. Non- Fiction – Cathedrals, Abbeys, Whitby		Non-Fiction - Planning a Party	<u>Sensory Story:</u> Plays & Playscripts
	<u>Skills:</u> Pre-reading, pre-writing, communication, PECs, music therapy, intensive interaction					