

Long Term Plan: English



Key to Pathways:

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| Inspire | Explore | Nurture | Thrive | Specialist Provision | College |
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| Key Stage 3 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
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| Inspire Pathway | | | | | | |
| Inspire Pathway | Presentational features of articles and leaflets | Discussion, debates and delivery of presentations in response to topical questions posed | Introduction to the life and works of William Shakespeare | Supported Analysis of key themes and language used by William Shakespeare, in one or a selection of his comedies or romantic play scripts. | Writing to persuade/inform and /or instruct; using formal and informal language | Topic theme will be based on school production. Pupils will write in narrative form. |
| Key Stage 3: Year 7 | <p><u>Topic Theme:</u> Development of own articles based on topic of 'Survival'. Pupils will explore and identify the presentational features of articles and leaflets, relating to the topic theme of 'Survival'. They will also be encouraged to plan, draft, edit and improve own leaflets and articles, acting on feedback.</p> <p>Suggested Reading List: -Extracts from Mud, Sweat and Tears by Bear Grylls (autobiography) -Extracts from Gift of the Gods by Eric Von Daniken (Fiction) -Persuasive articles and leaflets -Posters based on 'Survival'</p> <p><u>Elms Bank Values:</u> 'Integrity, Aspiration, Compassion and Resilience'. <u>British Values. SIP 1.4</u> '...mutual respect for and tolerance of those with different faiths and beliefs and those without faiths'. (Impact of Bear's Christian beliefs) <u>Quality in Careers. SIP 1.2</u> Pupils to write to Bear Grylls/Armed Force/Local Ranger to ask for advice about future job roles.</p> | <p><u>Topic Focus:</u> Study of Civil Rights Civil Rights Speeches Pupils will identify the literary and language devices used in powerful speeches. They will develop their own speeches, in response to a big question, based on the topic of Civil Rights. Pupils will continue to develop a range of sentence structures and SPaG. They will begin to write detailed responses, using the Point, Evidence, and Explain Language model; justifying their opinions with evidence from reports/speeches. <u>Focus texts may include extracts from speeches by:</u> -(MLK)/ Michelle Obama/ Rosa Parks -Recent seminal figure -Figure/s linked current affairs. <u>British Values. SIP 1.4</u> '...mutual respect for and tolerance of those with different faiths and beliefs and those without faiths'. (Study of inspirational</p> | <p><u>Topic Focus:</u> 1914 Literature An introduction to the life, historical context and language used by William Shakespeare Themes linked with SMSC <u>Elms Bank Values:</u> 'Integrity, Aspiration, and Resilience'. <u>British Values. SIP 1.4</u> 'Democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and those without faiths'.</p> | <p><u>Topic Focus:</u> The study of William Shakespeare's comedies or romantic plays Suggested selection of plays to study: -Much Ado About Nothing -Twelfth Night -A Midsummer Night's Dream</p> <p><u>Elms Bank Values:</u> 'Integrity, Aspiration, Compassion and Resilience'. <u>British Values. SIP 1.4</u> 'Democracy, rule of law,</p> | <p><u>Topic Focus:</u> Societal attitudes to current, emotive issues. Pupils will develop skills, based on gritty current topics, selected by teacher, to use as hooks when writing to persuade and also writing to instruct. Look at the differences between formal and informal language and understand when to use appropriately. Topics will encompass SMCS, ElmsBank and British Values; with reflection on Quality in Careers.</p> | <p><u>Topic Focus:</u> Narrative writing, based on school production. Pupils will explore themes and narrative surrounding school production and then write their own short narrative. Topics will also encompass ElmsBank, British Values and SMSC.</p> |

Long Term Plan: English



Key to Pathways:

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| | | <i>leaders' through powerful speeches. Hindu and British cultures entwined in chosen fictional text).</i> | | | | |
| | <p>Skills:</p> <ul style="list-style-type: none"> -Read and identify the presentational features of leaflets and articles. Identify and discuss impact of persuasive language, with support Develop simple and compound sentence structure. Organise information into appropriate paragraphs -Create leaflets and articles fit for audience and purpose; modelling knowledge of organisational features and structure. -Redraft for improvement, using a thesaurus, to enrich vocabulary choices. | <p>Skills:</p> <ul style="list-style-type: none"> Through different media, pupils will: -Study language and themes of famous speeches e.g. Martin Luther King 'I have a dream' and/or Rosa Parks etc. -Prepare for discussions and debates -Write own powerful speech using key literary devices -Use a range of vocabulary and sentence structures for clarity, purpose and effect; organising ideas in appropriate paragraphs. | <p>Skills:</p> <ul style="list-style-type: none"> -Analysis of theme/s, through drama and supported analysis of Shakespeare's use of language. -Justifying understanding of language used, through improvisation and supported analysis of textual reference. -Reading and rehearsal of play script, conveying roles as writer intended. | <p>Skills:</p> <ul style="list-style-type: none"> -Pupils will develop the skills of deeper analysis of themes and language used by William Shakespeare, as they study a whole play/extracts. They will also take part in a range of performance and drama activities, gaining a deeper understanding of characters and themes. -Pupils will be encouraged to act on verbal and marked feedback, for improvement. | <p>Skills:</p> <ul style="list-style-type: none"> -Identification and selection of appropriate language fit for audience and purpose. - Organise and emphasise facts, ideas and key points chosen to inform/ instruct and/or persuade. -Supported recognition of features of text types, such as articles, leaflets, letters. | <p>Skills:</p> <ul style="list-style-type: none"> -Study character's actions, writer's use of language and structure of narrative. -Develop skills in reading aloud, with confidence and expression. |
| Key Stage 3 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Inspire Pathway | <p>Identification of implicit and explicit ideas and information.</p> <p>Study of how writer's use language to describe.</p> | <p>Study of Civil Rights topic, which will be used as a hook to develop pupils' viewpoints, and written structures.</p> | <p>Study of Shakespeare's Villains, through dramatic performance, language analysis and synthesis of playscripts and characters'.</p> | | <p>Comparison of themes and writer's use of language devices, through the study of Post 1914 and Pre 1914 seminal world literature and poetry.</p> | <p>Topic theme will be based on school production. Pupils will write in narrative form.</p> |
| Key Stage 3: Year 8 | <p>Topic Focus: Fiction- Adventure/ Mystery</p> <p><u>Focus Texts/extracts from:</u></p> <ul style="list-style-type: none"> -Fantastic Beasts and Where to Find Them and/or Harry Potter and the Philosopher's Stone by JK Rowling <p>Poem: The Tyger (Tiger) by William Blake</p> | <p>Topic Focus: Civil Rights</p> <p><u>Exploring and developing varied sentence structures through the study of Civil Rights</u></p> <p>Discussion and debates, to develop oracy and opinions, based on topic theme, which will generate a plethora of opportunities for writing.</p> | <p>Topic Focus: Shakespeare's Villains</p> <ul style="list-style-type: none"> -Drama and response to the big question, 'In your opinion who is the most villainous character, Lady Macbeth, Titus Andronicus or Richard III?' <p>Suggested selection of plays to study:</p> <ul style="list-style-type: none"> -Titus Andronicus -Macbeth -Richard III | | <p>Topic Focus: Societal attitudes to Family, Religion and Culture through study of ...</p> <p>Post 1914 Seminal World Literature</p> <p>Noughts and Crosses by Malorie Blackman.</p> <p>Poem</p> <p>Honour Killing by Imitiaz Dharker</p> <p>Pre 1914 Literature:</p> <p>Extract from, The Merchant of Venice by William Shakespeare...</p> <p>'If you prick us do we not bleed?'</p> | <p>Topic Focus: Narrative writing, based on school production.</p> <p>Pupils will explore themes and narrative surrounding school and linked productions and then write their own fictional short story. ElmsBank, British Values and SMSC will be explored, as appropriate, in line with theme/s addressed.</p> |

Long Term Plan: English



Key to Pathways:

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| Inspire | Explore | Nurture | Thrive | Specialist Provision | College |
|---------|---------|---------|--------|----------------------|---------|

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| | | | | <p>Elms Bank Values: <i>'Integrity ... Compassion and Resilience'.</i></p> <p>British Values. SIP 1.4 <i>'Democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and those without faiths'. (Pupils will study and form opinions; challenge opinions, through sharing thought provoking narratives that contest attitudes towards race, culture and religion).</i></p> | |
| | <p>Skills:</p> <ul style="list-style-type: none"> -Developing responses to higher order questioning about events in the book and/ film. - To recognise and identify the impact of a writer's use of: nouns, verbs, adjectives and adverbs. - Identify and understand explicit information and implicit ideas (Identify true and false statements). -To show an understanding of how and why the writer has organised information and ideas, using structure and grammatical features, such as paragraphs. -To write a descriptive accounts, relating to shared extracts from the book or film clips; rehearsing fluency in SPaG. -Pupils to design a beast and create a short descriptive narrative about the adventures of their beast. | <p>Skills:</p> <ul style="list-style-type: none"> -To begin to express opinions and viewpoints; respond to the opinions of others. -Develop greater awareness of impact of varied sentence structures (Simple, compound and complex). -To begin to recognise and organise writing into appropriate paragraphs, using TiPToP | <p>Skills:</p> <ul style="list-style-type: none"> - Give and respond to information -Select, organise and emphasise facts, ideas and key points, using the Point, Evidence and Explain Language model (PEEL). -Cite evidence and quotations -Include rhetorical devices, such as statistics, facts and language from the text. -Synthesise ideas and key points, using PEEL. <p>Drama</p> <ul style="list-style-type: none"> -Present own points of view in a mock-up of a court case, in teams of two, (Prosecution and Defence). | <p>Skills:</p> <ul style="list-style-type: none"> -Recap knowledge of nouns, verbs, adjectives and adverbs. -Identify and write about impact of writer's use of varied word types, and further language devices, encountered through the study of topic texts. -Share understanding and perspectives of themes explored. | <p>Skills:</p> <ul style="list-style-type: none"> -Synthesis of themes, characters, narratives, and writers' use of literary devices and language, through study of extracts from two or more play scripts. |

Long Term Plan: English



Key to Pathways:

| | | | | | |
|---------|---------|---------|--------|----------------------|---------|
| Inspire | Explore | Nurture | Thrive | Specialist Provision | College |
|---------|---------|---------|--------|----------------------|---------|

| Key Stage 3 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
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| Inspire Pathway Key Stage 3: Year 9 | Explain and comment on how writer's use language and structure for impact. Identification of implicit and explicit ideas and information. Descriptive Writing | Plan and draft leaflets, letters and emails, using formal and/or informal language, as appropriate to audience. | Synthesis of writers' ideas and perspectives across two or more texts. | | Spring B – Summer A (extended to weeks 3 of Summer B due to play) Working Towards Functional English Qualifications: Completion of twelve Functional English tasks, for the awarding bodies of BTEC and OCR, at Entry Level 2/3. | Comparison of writers' ideas and perspectives. |
| | Topic Gothic Genre: <u>Focus Texts Include:</u> -The Strange Case of Dr Jekyll and Mr Hyde. -Frankenstein. Poem: Demon and Beast by William Butler Yeats. British Values. SIP 1.4 '...rule of law'. | Non-Fiction Topic/ Functional Skills <u>Topic: Planning a Trip or Class Celebration.</u> Quality in Careers (Writing letters to advice, persuade and instruct. Sending formal emails. Phoning local Supermarkets (Customer Services) and requesting donations for our class party. | Classic Literature: <u>Focus Texts Include:</u> -Lord of the Flies by William Golding. -Animal Farm by George Orwell. -Great Expectations by Charles Dickens -Oliver twist by Charles Dickens Elms Bank Values: 'Integrity ... Compassion and Resilience'. British Values. SIP 1.4 'Democracy, rule of law'. | Completion of Accreditation -OCR Functional English at Entry Level 2 and/or 3 -Edexcel (BTEC) Certificate in English at Entry Level 2 and/or 3 | | Topic Focus: <u>Synthesis of ideas and perspectives.</u> Topic will be based on themes identified from school production and linked with similar and/or contrasting themes from further extracts/plays. ElmsBank, British Values and SMSC will be explored, as appropriate, in line with theme/s addressed. |
| | Skills: -Inference and deduction -Identification of how writer's use of language effectively to create imagery. -Create own piece of creative writing based on a selected image from one of the texts studied, e.g. The creation of the monster in Frankenstein/ Hyde's laboratory/ metamorphosis. | Skills: -Use spoken language effectively to share opinions and comment on the opinions of others -Plan, organise and structure ideas for a range of audiences and purposes. -Develop the use of persuasive language -Develop skills in informative and instructive writing -Writing to advise | Skills: -Critical and detailed comparison of writer's ideas and perspectives by: 1: Identifying an idea/viewpoint 2: Using a quote to support my point from Source A. 3: Signposting language device/method used and explain the image this creates. 4: Link to a similar/contrasting idea from Source B and | Sample of skill development through completion of dual accreditation: Speaking & Listening at Entry Level 2 -Identifying the main points of short explanations -Make appropriate contributions that are clearly understood by others Reading -Read and understand High Frequency Words and words with common spelling patterns -Use knowledge of alphabetical order to locate information -Identify explicit information and implicit ideas Writing -Use written words and phrases to record and present information -Construct compound sentences using common conjunctions -Punctuate correctly, using upper and lower case, full stops and question marks -Spell all High Frequency Words correctly Speaking & Listening at Entry Level 3 -Give own point of view and respond to the views of others' | | |

Long Term Plan: English



Key to Pathways:

| | | | | | |
|---------|---------|---------|--------|----------------------|---------|
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| | | | compare language used and image created. 5: Repeat process with further quote/s.in the same way. | -Use appropriate language in formal discussions and exchanges Reading -Obtain specific information through detailed reading -Use organisational features to locate specific information -Read and understand texts in different formats using strategies/techniques appropriate to task Writing -Sequence writing logically and clearly -Use basic grammar, including subject -verb tense and subject- verb agreement -Check work for accuracy, including spelling |
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| Key Stage 3 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
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| Explore Pathway Key Stage 3: Year 7 | <u>Topic: Survival!</u> | <u>Topic: Religion, culture and festivals.</u> | <u>Topic: Reading, Research and Presentation of Topics of Interest</u> | <u>Topic: Introduction to the life and times of William Shakespeare</u> | <u>Topic: People who inspire us</u> | Explore Pathway Key Stage 3: Year 7 |
| Focus skill development required to access future accreditation: -ASDAN Personal Progress qualifications in: -Developing Communication Skills -Developing Reading Skills -Developing Writing Skills OCR Functional English: Entry Level 1-3 Reading Writing Speaking, Listening and Communication. | Functional English- Pupils will take part in role plays, such as camping and nature hunts, following simple instructions; which will be photographed and used as hooks for Speaking, Listening, Reading and Writing. Pupils will also be encouraged to plant daffodils in the Sensory Garden; which will appear early spring, in line with the study of an abridged section of Wordsworth's poem. Poems: Natures Music & Hiking by Lenore Hetrick Elms Bank Values: <i>'Integrity, Aspiration, Compassion and Resilience'.</i> British Values. SIP 1.4 <i>'...mutual respect for and tolerance of those with different faiths and beliefs and those without faiths'. (Brief look at Bear's Christian beliefs, pupils may be encouraged to relax whilst listening to calm Christian music to reflect Bear's</i> | Pre-1914 Literature: A Christmas Carol by Charles Dickens. In line with the seasonal topic, pupils will share and learn about the beliefs and/ or non-beliefs of main characters in the book and film. Elms Bank Values: <i>'Integrity, Aspiration, and Resilience'.</i> British Values. SIP 1.4 <i>'...mutual respect for and tolerance of those with different faiths and beliefs and those without faiths'. (Pupils gain a brief overview about the festivals of Diwali, Hanukah and Christmas).</i> Poem: Neutral Tones by Thomas Hardy (Abridged versions of | Non-Fiction & Fiction: Pupils to research chosen topics of interest, sharing fiction and non-fiction books, eBooks and audiobooks. They will then create own fact sheets/books/posters/short stories to share and place in the class Reading for Pleasure box. SPaG: Develop targets for sentence structure and spelling, punctuation and grammar. Elms Bank Value: <i>'Aspiration, Compassion' Quality in Careers. SIP 1.2</i> <i>Pupils to be supported to identify topics of interest which may steer them towards future career goals and aspirations.</i> | Topic Focus: William Shakespeare (Pre 1914 Literature) A look at the life and times of William Shakespeare. Pupils will look at the historical context of Victorian London and /or create a model of the Globe Theatre. They will also participate in a range of drama and role play activities relating to a selection of key characters and scenes, from Shakespeare's comedies and/or romantic plays. Elms Bank Values: <i>'Integrity, Aspiration, and Resilience'.</i> | Post 1914 Non-Fiction Text: How to be Extraordinary by Rashmi Sirdeshpande Pupils will learn through sharing photographs of familiar people who inspire them, e.g. Members of their family, doctors, nurses, teachers, Police Officers etc. They will also share simple texts, watch film clips, and documentaries that briefly chronicle the lives and varied achievements of inspirational people. Inspirational people may include: -Sir David Attenborough -Nelson Mandela -Aeham Ahmad (Syrian Pianist) -Paralympian(See torch bearer in opening | Plays, Play scripts & Poetry Topic: This will focus on themes relevant to the whole -school production |

Long Term Plan: English



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| | <p>spirituality; opportunity to tap into further pupils' faiths) Quality in Careers. SIP 1.2 <i>Pupils to be supported to identify jobs associated with Park maintenance/Gardening etc., selecting and matching appropriate clothing/key words/equipment to image of worker/s.</i></p> | <p>stanza 1 and/or 2, as appropriate).</p> | | | <p>ceremony of Beijing Paralympics, 2008), Characters from familiar TV shows/films. Elms Bank Values: 'Integrity, Aspiration, and Resilience'. British Values. SIP 1.4 'Democracy, rule of law, mutual respect...'</p> | |
| | <p>Skills: Speaking -To ask and answer simple questions, using preferred mode of communication and/or sentence stems. -To share oral model of each sentence; prior to structure. Listening -To demonstrate understanding of what has been said in response to simple questions. -To follow simple instructions Reading -To follow simple visual and/or written instructions -To be able to recall my target graphemes and HFWs Writing -Order words, using colourful semantics/PECS symbols, in line with SALT target. -Spelling of CV/ CVC/CCVC and target HFWs -Compose and write simple sentences; independently, to communicate meaning -Use capital letters and full stops to punctuate sentences appropriately -Read and check that writing makes sense -Recognition of phoneme to grapheme correspondence</p> | <p>Skills: Speaking -To ask and answer simple questions, using preferred mode of communication and/or sentence stems. -To share oral model of each sentence; prior to structure. Listening -To demonstrate understanding of what has been said in response to simple questions. -To follow simple instructions -To model good listening skills and respect when peers are sharing their beliefs/non-beliefs Reading -To share a love of reading through listening to an audiobook/sharing a books of choice, based on seasonal topics.- Recognition of phoneme to grapheme correspondence -To be able to match words that rhyme. -To make simple predictions and</p> | <p>Skills: Speaking -To ask and answer simple questions, using preferred mode of communication and/or sentence stems. -To share oral model of each sentence; prior to structure. Listening -To demonstrate understanding of information from peers' topics of interest. Reading -To share a love of reading through listening to an audiobook/sharing a book of choice, based on my topics of interest. -To be able to find a target word/s in a shared text in response to simple questions -To be able to recall my target graphemes and HFWs Writing -Spelling of CV/ CVC/CCVC and target HFWs -Compose and write a sequence of sentences about my topics of interest. -Use capital letters and full stops to punctuate sentences appropriately</p> | <p>Skills: Speaking -To be able to speak in the role of a character. - To share information about the character or plot, using preferred mode of communication. -To answer and ask simple questions about the character, setting or plot, using preferred mode of communication and/or question stems. Listening -To demonstrate good listening skills and enter on cue when it is my turn to speak. Reading -To be able to read and recall character's spoken lines in the play. -To be able to find a target word/ phrase in a simple script. Writing -To be able to sequence letter tiles/words/write about William Shakespeare and/or a character from a play. -To use my knowledge of sounds and attempt the spelling of familiar and unfamiliar words.</p> | <p>Skills: Speaking -To answer and ask simple questions, demonstrating my understanding, using preferred mode of communication(Hot seating) --Discuss the powers of favourite superheroes Listening -To demonstrate understanding of information shared. Reading -To share a love of reading through research and shared stories of inspirational person/s. -To be able to find a target word/s in a shared text in response to simple questions -To be able to recall my target graphemes and HFWs Writing -Spelling of CV/ CVC/CCVC and target HFWs -Compose and write simple and compound sentences about someone who inspires me.</p> | <p>Skills: TBC Pupils will be encouraged to rehearse, revise and consolidate key skills learnt over the previous terms'.</p> |

Long Term Plan: English



Key to Pathways:

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| | <p>-Correction and rehearsal of letter formation, spellings and grammar.</p> | <p>summarize what I have read -To be able to find a target word/s in a shared text in response to simple questions -To be able to recall my target graphemes and HFWs Writing -Spelling of CV/ CVC/CCVC and target HFWs -Order words, using colourful semantics/PECS symbols, in line with SALT target -Correction and rehearsal of letter formation, spellings and grammar, where appropriate.</p> <p>-Compose and write simple sentences; independently, to communicate meaning -Use capital letters and full stops to punctuate sentences appropriately -Read and check that writing makes sense Higher ability pupils will... -Begin to use target conjunctions and write compound sentences, with support</p> | <p>-Read and check that writing makes sense -Recognition of phoneme to grapheme correspondence -Correction and rehearsal of letter formation, spellings and grammar, where appropriate.</p> | <p>-To begin to structure simple and compound sentences, using simple conjunctions.</p> | <p>-Use capital letters and full stops to punctuate sentences appropriately. -Read and check that writing makes sense -Recognition of phoneme to grapheme correspondence -Correction and rehearsal of letter formation, spellings and grammar, where appropriate.</p> | |
| Key Stage 3 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Explore Pathway Key Stage 3: Year 8 | <u>Topic: Post 1914 Fiction</u> | <u>Topic: Civil Rights</u> | <u>Topic: Reading and research of topics of interest</u> | <u>Topic: Macbeth or further play of choice, selected in line with pupils cultural beliefs and needs.</u> | <u>Topic: A Picture Paints a Thousand Words.</u> | TBC based on theme of School Production. |

Long Term Plan: English



Key to Pathways:

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| <p>Focus skill development required to access future accreditation: -ASDAN Personal Progress qualifications in: -Developing Communication Skills -Developing Reading Skills -Developing Writing Skills</p> <p>OCR Functional English: Entry Level 1-3 Reading Writing Speaking, Listening and Communication.</p> | <p>Fiction: Harry Potter and the Philosopher's Stone by JK Rowling Elms Bank Values: 'Integrity, Aspiration, Compassion and Resilience'.</p> | <p>Non-Fiction: Civil Rights Movement Pupils will learn about the brave actions of Rosa Parks, during the Civil Rights Movement through role play, discussion and multi-media. Elms Bank Values: 'Integrity, Aspiration, Compassion and Resilience'. British Values. SIP 1.4 '...mutual respect for and tolerance of those with different faiths and beliefs and those without faiths'. (Pupils will be encouraged to share information about the festivals of Diwali, Hanukah and Christmas). Poem: The Caged Bird by Maya Angelou.</p> | <p>Fiction and Non-Fiction: Pupils to research chosen topics of interest, sharing books from the Library, eBooks and audiobooks; fiction and non-fiction, developing own books/short stories to share and place in the class Reading for Pleasure box. Poems to be selected based on pupils' preferences and interest levels. SPaG: Develop target SPaG. Elms Bank Value: 'Aspiration, Compassion' Quality in Careers. SIP 1.2 Pupils to be supported to identify topics of interest which may steer them towards future career goals and aspirations.</p> | <p>Topic Focus: Drama Pre-1914 Literature: Drama and performance of Macbeth by William Shakespeare</p> | <p>Talk for Writing Pupils will learn about adjectives and use them to talk about, and describe, a range of images; extending their ability to communicate in more detail.</p> | <p>Plays, Play scripts & Poetry Topic: This will focus on themes relevant to the whole -school production</p> |
| | <p>Skills: Speaking -To answer and ask simple questions, using preferred mode of communication and/or sentence stems. - To speak in full sentences, using preferred mode of communication, -To share oral model of each sentence; prior to structure. Listening -To demonstrate understanding of what has been said in response to simple questions. -To be able to summarise what has been shared. Reading -To follow simple visual and/or written instructions -To be able to recall my target graphemes and HFWs</p> | <p>Skills: Speaking -To answer and ask simple questions, using preferred mode of communication. -To share simple opinions relating to the topic. -To share oral model of each sentence; prior to structure. Listening -To demonstrate understanding of what has been watched/shared/ read. Reading -To use my knowledge of sounds and find target and/or topic words in a text.</p> | <p>Skills: Speaking -To answer simple questions, using preferred mode of communication. - To share information, using preferred mode of communication, and/or sentence stems about topics of interest. -To answer simple questions, using preferred mode of communication. -To be supported to ask simple questions, using preferred method of communication and/or question stems. Listening -To demonstrate understanding of</p> | <p>Skills: Speaking -To be able to speak with confidence in the role of a character. - To share information and opinion of characters, using preferred mode of communication. -To answer simple questions about characters, setting or plots, using preferred mode of communication. . Listening -To demonstrate good listening skills and enter on cue when it is my turn to speak. Reading</p> | <p>Skills: Speaking -To answer and ask questions, demonstrating my understanding, using preferred mode of communication. -To be able to use adjectives to describe familiar and unfamiliar images. Listening -To demonstrate understanding of information shared. Reading -To be able to sequence letters of the alphabet -To begin to use a thesaurus and find new, interesting adjectives Writing</p> | <p>Skills: TBC</p> |

Long Term Plan: English



Key to Pathways:

| | | | | | |
|---------|---------|---------|--------|----------------------|---------|
| Inspire | Explore | Nurture | Thrive | Specialist Provision | College |
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| | <p>-To be able to summarise what has been shared/read</p> <p>Writing</p> <p>-Spelling of CV/ CVC/CCVC and target HFWs</p> <p>-Compose and write simple sentences; independently, to communicate meaning.</p> <p>-Use capital letters and full stops to punctuate sentences appropriately</p> <p>-Read and check that writing makes sense</p> <p>-Recognition of phoneme to grapheme correspondence</p> <p>-Correction and rehearsal of letter formation, spellings and grammar.</p> | <p>-To make simple predictions</p> <p>-to be able to summarize what I have read.</p> <p>Writing</p> <p>-Spelling of CV/ CVC/CCVC and target HFWs</p> <p>-Compose and write simple sentences; independently, to communicate meaning</p> <p>-Use capital letters and full stops to punctuate sentences appropriately</p> <p>-Read and check that writing makes sense</p> <p>-Recognition of phoneme to grapheme correspondence</p> <p>-Correction and rehearsal of letter formation, spellings and grammar, where appropriate.</p> | <p>information from peers' topics of interest.</p> <p>Reading</p> <p>-To share a love of reading through listening to an audiobook/sharing a book of choice based on my topics of interest and poetry.</p> <p>-To be able to find a target word/s in a shared text in response to simple questions</p> <p>-To be able to recall my target graphemes and HFWs</p> <p>Writing</p> <p>-Spelling of CV/ CVC/CCVC and target HFWs</p> <p>-Compose and write simple sentences about my topics of interest.</p> <p>-Use capital letters and full stops to punctuate sentences appropriately</p> <p>-Read and check that writing makes sense</p> <p>-Recognition of phoneme to grapheme correspondence</p> <p>-Correction and rehearsal of letter formation, spellings and grammar, where appropriate.</p> | <p>-To be able to read and recall character's spoken lines in the play.</p> <p>-To be able to find a target phrases in a simple script.</p> <p>Writing</p> <p>-To be able to sequence letter tiles/words/write about a character from the play.</p> <p>-To use my knowledge of sounds and attempt the spelling of familiar and unfamiliar words.</p> <p>-To begin to structure simple and compound sentences.</p> | <p>-To use new adjectives and describe given images.</p> <p>-Read and check that writing makes sense</p> <p>-Correction and rehearsal of letter formation, spellings and grammar, where appropriate.</p> | |
| Key Stage 3 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Explore Pathway Key Stage 3: Year 9 | <u>Topic: Good Versus Evil</u> (Pre 1914 Literature) | <u>Topic: Functional English.</u> | <u>Topic: Democracy and Resilience</u> | (Pre 1914 Literature) | <u>Topic: Working towards Accreditation</u> Complete ASDAN Personal Progress Qualifications Complete/continue to develop skills required to access Functional English accreditation at Entry Level 1. | |

Long Term Plan: English



Key to Pathways:

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| Inspire | Explore | Nurture | Thrive | Specialist Provision | College |
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| <p>Focus skill development required to access future accreditation: -ASDAN Personal Progress qualifications in: -Developing Communication Skills -Developing Reading Skills -Developing Writing Skills</p> <p>OCR Functional English: Entry Level 1-3 Reading Writing Speaking, Listening and Communication.</p> | <p>Fiction: Jekyll and Hyde by Robert Louis Stevenson. Pupils will compare personality traits and use the narrative of Jekyll and Hyde to discuss the premise of good versus evil. Elms Bank Values: ‘Integrity... Resilience’. British Values. SIP 1.4 ‘...rule of law’.</p> | <p>Writing for Audience and Purpose: Pupils will be encouraged to organise a class celebration or trip. In doing so, they will write simple letters, emails, make lists and phone supermarkets, requesting donations and/or discounts for their trip or party, with support Elms Bank Values: ‘Integrity, Aspiration ...Resilience’. Quality in Careers. SIP 1.2 <i>Pupils to be supported to write for a variety of purposes, sharing simple information about themselves in a persuasive manner.</i></p> | <p>Fiction: Abridged extracts from Lord of the Flies by William Golding and/or Animal Farm by George Orwell. Elms Bank Values: ‘Integrity, Aspiration, and Resilience’ British Values. SIP 1.4 ‘...rule of law’.</p> | <p>Fiction: Study of Oliver Twist by Charles Dickens Elms Bank Values: ‘Integrity, Aspiration, and Resilience’ British Values. SIP 1.4 ‘...rule of law’.</p> | <p>Topic Focus: Working Towards the completion of accreditation. ASDAN –Personal Progress Qualifications -Functional Skills in English Practice Tasks(See English Folder) Focus: Students will be able to use the skills they have developed throughout Key Stage 3, and continue to build on these, whilst working towards appropriate and challenging qualifications. School Production: Pupils will complete a range of activities, continuing to develop skill set, in all three strands. This will include a focus on themes relevant to the whole-school production during the Summer B Term</p> |
| <p>Skills: Speaking -To be able to share my understanding of the story - To be able to share simple opinions of a characters actions -To share oral model of each sentence prior to structure. Listening -To demonstrate understanding of what has been said in response to simple questions. Writing -Spelling of CV/ CVC/CCVC and target HFWs -Compose and write simple sentences independently to communicate meaning -Use capital letters and full stops to punctuate sentences appropriately -Read and check that writing makes sense -Recognition of phoneme to grapheme correspondence</p> | <p>Skills: Speaking -To be able to plan a simple dialogue, using preferred mode of communication. - To speak clearly and in full sentences, using preferred mode of communication, and/or sentence stems. -To be able to ask and answer simple questions, using preferred method of communication and/or question stems. -To use some persuasive language, with support. Listening -To demonstrate an understanding of what has been said.</p> | <p>Skills: Speaking -To speak in full sentences, using preferred mode of communication, and/or sentence stems. -To answer and ask simple questions, using preferred mode of communication. -To be supported to ask simple questions, using preferred method of communication and/or question stems. -To share oral model of each sentence; prior to structure. Listening -To demonstrate understanding of what has been shared or read. Writing</p> | <p>Skills: Speaking -To speak in full sentences, using preferred mode of communication, and/or sentence stems. -To answer and ask simple questions, using preferred mode of communication. -To be supported to ask simple questions, using preferred method of communication and/or question stems. -To share oral model of each sentence; prior to structure. Listening -To demonstrate understanding of what has been shared or read. Writing</p> | <p>Skills: Speaking -To be able to enter on cue when speaking in 1:1/ group situations - To share information about the character from school play and plot, using preferred mode of communication. -To answer simple questions about the character, setting or plot, using preferred mode of communication. -To be able to confidently act in role of a given character. Listening -To demonstrate good listening skills, using gesture to show this. Reading -To be able scan for key words and information, retrieving in response to written questions. -To be able to read and recall character’s spoken lines in the play. -To be able to find a target phrases in a simple script. Writing -To be able to write two or more simple sentences. -To be able to recognize the features of and model compound sentences.</p> | |

Long Term Plan: English



Key to Pathways:

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| | <p>-Correction and rehearsal of incorrect letter formation, spellings and grammar.</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> -Recognition of target phonemes and graphemes -Recognition of target HFWs from Lists 1 & 2 -Order words, using colourful semantics/PECS symbols, in line with SALT target. -To show interest and enjoyment when sharing stories. -To show basic understanding of a shared story through simple prediction and summary. -To locate information in response to simple questioning. | <p>-To look directly at the speaker, using body language and gesture to show that I am listening.</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> -To skim and scan for simple information. -To read a list of instructions. -To locate words and follow simple instructions on food packaging. <p><u>Writing</u></p> <ul style="list-style-type: none"> -Spelling of CV/ CVC/CCVC and target HFWs -To use a letter template with support. -Compose and write simple sentences; independently, to communicate meaning -Use capital letters and full stops to punctuate sentences appropriately -Read and check that writing makes sense -Correction and rehearsal of letter formation, spellings and grammar, where appropriate. | <p>-Use capital letters and full stops to punctuate sentences appropriately</p> <ul style="list-style-type: none"> -Read and check that writing makes sense -Correction and rehearsal of target letter formation, spellings and grammar. <p><u>Reading</u></p> <ul style="list-style-type: none"> -Recognition of target phonemes and graphemes -Recognition of target HFWs -To show interest and enjoyment when sharing stories. -To show basic understanding of a shared story through simple prediction and summary. -To locate information in response to simple questioning. <p>-Spelling of CV/ CVC/CCVC and target HFWs</p> <ul style="list-style-type: none"> -Compose and write a sequence of sentences. | <p>-Use capital letters and full stops to punctuate sentences appropriately</p> <ul style="list-style-type: none"> -Read and check that writing makes sense -Correction and rehearsal of target letter formation, spellings and grammar. <p><u>Reading</u></p> <ul style="list-style-type: none"> -Recognition of target phonemes and graphemes -Recognition of target HFWs -To be able to label characters, using knowledge of sounds -To show interest and enjoyment when sharing stories and learning song lyrics from 'Oliver'. -To show basic understanding of a shared story and or video clip, relating to topic of study/ characters, through summary and description. -To locate information in response to simple questioning. <p>-Spelling of CV/ CVC/CCVC and target HFWs</p> <ul style="list-style-type: none"> -Compose and write a sequence of sentences | <p>-To use my knowledge of sounds and attempt the spelling of familiar and unfamiliar words.</p> |
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Long Term Plan: English



Key to Pathways:

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| Key Stage 4 | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
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| <p>Key Stage 4</p> <p>Year 10 and Year 11</p> <p>Students will work towards accreditation at relevant levels. These include:</p> <ul style="list-style-type: none"> -Entry Level Certificate R393 and/or -Edexcel Functional English Level 1, controlled assessments. | <p>In Key Stage 4, students continue to develop their skills in Reading, Writing, and Speaking & Listening as they work towards relevant and challenging qualifications.</p> <p>Students will implement the skills they have developed throughout Key Stage 3 in completing key accreditation.</p> <p><u>Entry Level Certificate R393 and/or Level 1</u> <u>Controlled Assessments include:</u></p> <ul style="list-style-type: none"> • 1 Spoken Language Task • 2 Reading Papers • Writing is assessed through 2 pieces of coursework: <ul style="list-style-type: none"> - Writing to inform - Writing to describe <p><u>English Language GCSE</u></p> <ul style="list-style-type: none"> • Paper 1 - Exploration in Creative Reading and Writing (Written exam – 1 hour 45 Minutes) • Paper 2 – Writers’ Viewpoints and Perspectives (Written exam – 1 hour 45 Minutes) <p>Spoken Language Assessment (Oral presentation)</p> <p><u>Elms Bank Values:</u> <i>'Integrity, Aspiration ...Resilience'.</i></p> <p><u>Quality in Careers. SIP 1.2</u> Pupils will research potential career roles and take part in Work Experience; documenting what they have learnt.</p> | | | | | |
| <p>Explore Pathway</p> <p>Key Stage 4: Years 10 & 11</p> <p>Completion of :</p> <ul style="list-style-type: none"> -Personal Progress Qualification -AQA Unit Awards and then pupils will be encouraged to maintain and develop skills as they work towards the potential completion of OCR Functional English Entry Level 1-2 components in Speaking and Listening, Reading and Writing. | <p><u>ASDAN Personal Progress Qualifications:</u></p> <ul style="list-style-type: none"> -Developing Skills in Speaking, Listening and Communication. -Developing Skills in Reading -Developing skills in Handwriting <p><u>AQA Pre-Entry Unit Awards</u></p> <p>Varied units of study will be selected by teachers to match the differentiated needs of all pupils' as they continue to develop their Speaking, Listening and Communication, Reading and Writing skills.</p> <p><u>Working Towards Functional English at Entry Level 1</u></p> <p>Pupils will continue to be challenged in their development of Speaking, Listening and Communication, Reading and Writing skills, as they work towards completing some or all of the elements in this more challenging qualification. See OCR Functional Skills folder for skill development activities, tasks and practice papers.</p> <p><u>Elms Bank Values:</u> <i>'Integrity, Aspiration ...Resilience'.</i></p> <p><u>Quality in Careers. SIP 1.2</u> Pupils will research potential career roles and take part in Work Experience; documenting what they have learnt.</p> | | | | | |

Long Term Plan: English



Key to Pathways:

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Nurture Pathway – Communications and Literacy

The English curriculum is tailored to reflect the ability of the group and the individual needs of the pupils. Teachers will follow the appropriate Schemes of Work, for example, pupils will follow the Inspire or Explore Schemes of Work if appropriate for their ability. The curriculum will also take account of individual pupils' SaLT targets and communication needs.

Thrive Pathway – Communication and Literacy

The Thrive Pathway has a bespoke curriculum which focuses on the development of pupils' communication and literacy needs. Please refer to the Thrive Long Term Plan for a full overview of themes covered.

Specialist Provision – Communication and Literacy

Specialist Provision has a bespoke curriculum which focuses on the development of pupils' communication and literacy needs. The curriculum is tailored to reflect the interests and ability of the group and the needs of individual pupils.

Please refer to the SP Long Term Plan for a full overview of themes covered.

KS3 – pupils follow the Explore Pathway with a focus on key skills and communication, to support the developmental needs of our pupils with ASD.

KS4 – pupils continue to develop their skills in English through ASDAN accreditation called 'Transition Challenge', which is a SEND programme of study designed for ages 14-16 and offers a learner-centred, activity-based curriculum which reflects the needs and interests of our pupils.

KS5 – students focus on ASDAN accreditation called 'Working Towards Independence'. Through this, students continue to develop their skills in English with a particular focus on communication and sensory experiences.

College Pathway

Inspire Pathway :

In Year 12, students have the opportunity to work towards further qualifications, e.g. Functional Skills in English at Entry Level 3/Level 1.

Students continue to develop their skills in Reading, Writing and Spoken Language through the short courses we teach which focus on 'Employability'. The primary purpose of this qualification is to provide our students with the skills they need to become successful employees and to help them overcome barriers to entering the workplace.

Explore & Thrive Pathway:

Students follow a bespoke timetable with a focus on applied learning. They continue to develop key skills in reading, writing and spoken language through the different college lessons they access. Students will also continue to work towards, and develop their skills in communication.

Please refer to the College long term plan for a full overview of the programme of study.