



## LIFE Wirral Sports School SECONDARY ENGLISH SCHEME OF WORK

*This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from school.*

### Document Details

Information Sharing Category	Public Domain
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Review / Update Date	01/01/2023
Responsible Area	Proprietor and Senior leadership team

**Availability:** This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), pupils on placement, contractors, the Chief Executive Officer, the Advisory Board and volunteers working in the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy being required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

### Monitoring and review:

- This document will be subject to continuous monitoring, refinement and audit by the Headteacher.
- This policy was last reviewed agreed by the Advisory Board in January 2022 and will next be reviewed no later than January 2023 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Sarah Quilty  
Headteacher

Alastair Saverimutto  
Chief Executive Officer

## **Introduction**

Imagine a School which will ensure its pupils develop their skills in reading, writing, speaking, listening and spelling to a high standard. School pupils will be encouraged to explore and analyse a wide range of texts, with the aim of developing their individual tastes for different genres and textual styles and, in turn, fostering an enduring love of literature. By means of discussions, group work, drama and role-play, pupils will learn to express themselves in a confident, creative, imaginative and articulate manner to a variety of audiences. In their writing, pupils will develop their skills of sentence construction, story writing and recording of information, with regard to grammatical and structural conventions, at the same time developing a wide vocabulary and the ability to write for different purposes.

LIFE Wirral Sports School strives to ensure its pupils develop their skills in reading, writing, speaking, listening and spelling to a high standard. Pupils will be encouraged to explore and analyse a wide range of texts, with the aim of developing their individual tastes for different genres and textual styles and, in turn, fostering an enduring love of literature. By means of discussions, group work, drama and role-play, pupils will learn to express themselves in a confident, creative, imaginative and articulate manner to a variety of audiences. In their writing, pupils will develop their skills of sentence construction, story writing and recording of information, with regard to grammatical and structural conventions, at the same time developing a wide vocabulary and the ability to write for different purposes and audiences. English is crucial to students' learning in other subjects across the curriculum but also unique in the way it teaches students to become perceptive and critical readers of a wide range of different texts, from non-fiction and media texts to spoken language, plays, poetry and novels. The range of reading material utilised in English lessons means that students frequently encounter the fundamental values of Britishness that are enshrined in many texts from our literary heritage. In addition, reading texts from other cultures helps foster an attitude of mutual respect and tolerance for others, regardless of their beliefs or background. This is reflected in the range of texts, both fiction and non-fiction, which are available to borrow from our library. Enthusiasm is deepened through our celebration of world poetry book days. Visits and workshops by published authors also enhance our curriculum.

## **Aims and Objectives.**

The study of English develops students' abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables students to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Students gain an understanding of how language works by looking at its patterns, structures and origins. Students use their knowledge, skills and understanding in speaking and writing within a variety of contexts.

## **The Aims of English are:**

- to enable students to speak clearly and audibly in ways which take account of their listeners;
- to encourage students to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable students to adapt their speech to a wide range of circumstances and demands;
- to develop students' abilities to reflect on their own and others' contributions and the language used;
- to enable students to evaluate their own and others' contributions within each English lesson, including through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage students to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help students enjoy writing and recognize its value;

*LIFE Wirral Sports School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

- to enable students to write with accuracy and meaning in narrative and non-fiction;
- to increase the students' ability to use planning, drafting and editing to improve their work;
- to develop speaking, listening and word processing skills.

### **Teaching and Learning Style**

**At** LIFE Wirral Sports School we use a variety of teaching and learning styles in English lessons, as recommended by the National Literacy Strategy and the Independent Curriculum. Our aim is to develop students' knowledge, skills, and understanding in English. We do this through a variety of teaching methods. Students have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries and thesauruses to support their work. Students use ICT in English lessons where it enhances their learning. Wherever possible we encourage students to use and apply their learning in other areas of the curriculum, including career support.

There are students of differing ability at LIFE Wirral Sports School. We recognise this fact and provide suitable learning opportunities for all students by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, resources and support.

### **KS3**

At the heart of each unit at Key Stage Three are challenging and enjoyable texts that provide the inspiration for our assessment of the students' speaking and listening skills (within discussion, individual presentations and through role play) and their reading and writing skills. At Key Stage Three, students are able to build on the skills acquired at Key Stage Two and are taught to become perceptive, analytical readers, able to express their ideas in extended essays. Opportunities for revising and expanding on key areas of grammar and spelling are woven into the curriculum, alongside opportunities for the students to express themselves fluently and confidently and develop the ability to structure and craft their writing and verbal contributions to suit a range of different outcomes.

### **KS4**

At Key Stage Four, students hone the skills in reading, writing and spoken language (speaking and listening) that they have acquired in previous key stages. We offer GCSE English Language and Literature via the EDUCAS specification. The GCSE courses assess students on their ability to write both accurately and creatively and respond appropriately to different tasks, purposes and audiences. Essay writing skills are further developed as students refine their expertise in analysis by responding to a plethora of different texts drawing on their knowledge of social and historical context in literature, and evaluating critically a range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup>. Texts studied range from Shakespeare's plays to novels from the English literary heritage and from non-fiction texts to be found in print and online to the best contemporary writers. In addition to the set texts and writing styles that provide the focus for the course, students are encouraged to pursue wider reading that will support them in their studies.

### **KS5**

We offer OCR A level English Language. This course allows students to develop their understanding of the English Language at all levels:

Phonetics, phonology, and prosodics

Lexis and semantics

Grammar

Pragmatics

Discourse

## **Functional skills Level 2**

Level 2 is offered to enhance students' abilities to use English in a life related context. The course reading, writing and spoken assessments that allow students to go on and further their education at a higher level or in an apprenticeship.

## **English Curriculum Planning**

English is a core subject in the National Curriculum. We use the National Literacy Strategy as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Literacy Strategy Framework for Teaching detail what we teach in the long-term. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year.

Our medium-term plans, which we also base on the National Curriculum Framework, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The English teacher is responsible for keeping and reviewing these plans.

Teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of students will be learning. The teacher keeps these individual plans.

## **Contribution of English to Teaching in Other Curriculum Areas**

The skills that students develop in English are linked to, and applied in, every subject of our curriculum. The students' skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in college.

## **Mathematics**

English contributes significantly to the teaching of Mathematics at LIFE Wirral Sports School. Students in Key Stage

3 are encouraged to read and interpret problems in order to identify the Mathematics involved. They evaluate, explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

## **Information and Communication Technology (ICT)**

The use of ICT enables students to use and apply their developing skills in English in a variety of ways. Younger students use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older students use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Students use the planning and proofing tools in a word processor when checking their draft work. We encourage all students to use ICT as a resource for learning, whenever they feel it is appropriate.

## **Personal, Social and Health Education (PSHCE) and Citizenship**

English contributes to the teaching of Personal, Social and Health Education and Citizenship. We encourage younger students to take part in class and group discussions on topical issues. In their science work, they talk about things that improve their health and about rules for keeping them safe around the college. Older students research and debate topical problems and events. The students discuss lifestyle choices and meet and talk with

visitors who work within the school community. Planned activities within the classroom encourage students to work together and respect each other's views.

Students will develop the ability to read and analyse texts objectively; the ability to express their own opinions, and those of others, with confidence and in the appropriate style; the ability to write in different styles for different audiences and, hopefully, a lifelong interest in (and a love of) reading, writing, speaking and listening.

## **SMSC**

Through our aim to celebrate each individual at LIFE Wirral Sports School, the English Department is driven to educate students to develop traits, which contribute and compliment the wider community. The teaching of English develops skills through which our students can give critical responses to the moral questions they meet in their work. We as teachers strive to develop students who are curious and determined with a want to work independently whilst living our four key values of respect, courage, excellence and perseverance. Through the study of English, we hope to make our students aware of the importance of our values so that they can identify with and develop a proud Britain. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows students to work together and gives them the chance to discuss their ideas and results. A focus on British values alongside the values of LIFE Wirral Sports School will provide opportunities to develop British Values through our excellent English lessons.

## **Teaching English to Students with Special Educational Needs**

At **LIFE** Wirral Sports School we teach English to all students, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all students. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the Independent National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through the graduated approach will lead to the creation of an Individual Plan (ISP) for students with special educational needs. The ISP may include, as appropriate, specific targets relating to English.

To make English lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. So, in their planning, they consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn.

We enable pupils to have access to the full range of activities involved in learning English. Where students are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers provide help with communication and literacy through:

- using texts that students can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids;

- using dictation software application on iPads;
- using alternative communication, such as signs and symbols;

### **Assessment and Recording**

Teachers assess students' work in English in three phases. The short-term assessments that teachers include as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use a record of the key objectives as the recording format for this. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets.

With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new college year. These long-term assessments are made using end-of-year assessments and teacher assessments. When assessing pupils, teachers need to plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary. For example: where pupils use alternative communication systems, judgements should be made against the level descriptions for speaking and listening. It will be necessary to note any demands that are not met, such as the awareness and use of standard English.

## Secondary English Scheme of Work

The Secondary English Scheme of Work provides an overview of the progressive, skills-based learning covered over years 7-11. It should be noted that a pupil may join the school at any point in the school year. As each child comes to our school with a variety of prior learning and attainment levels, a baseline assessment will identify gaps and inform the School on the degree of differentiation and personalisation. For example, if a pupil needs to develop early or basic skills before they can progress onto more advanced concepts and skills, this will take priority.

Key Concepts integrated into English the Curriculum and other subject areas	1	Contextual knowledge	Demonstrate understanding of the literacy, biographical contexts to texts						
	2	Reading Comprehension	Use textual evidence with increasing skill showing secure knowledge of the text						
	3	Analysing and Evaluating	Analyse writers' use of language, evaluating a variety of methods						
	4	Structure and coherence	Use paragraph to structure ideas clearly; markers to create cohesive texts						
	5	Crafting Language	Consciously craft language for effect, providing interest through a range of methods						
	6	Punctuation and grammar	Write accurately; demonstrate a secure understanding of grammar						
	7	Spelling	Spell words accurately (Assessed regularly throughout the year)						
<table border="1" style="width: 100%; height: 150px;"> <thead> <tr> <th style="width: 33%; text-align: center;"><b>Year 7</b></th> <th style="width: 33%; text-align: center;"><b>Year 8</b></th> <th style="width: 33%; text-align: center;"><b>Year 9</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>The purpose of the Year 7 curriculum is to provide students with a range of reading and writing skills taught through a range of engaging and challenging classic and 20th century texts. For reading: focus on inference, embedding and analysing quotations, For writing, the focus is layout and structure.</i></td> <td style="text-align: center;"><i>The purpose of the Year 8 curriculum is to begin the exploration of political and social issues within their writing. Through the study of dystopian fiction, they begin to hone their analytical skills focussing on the writer's message and intentions.</i></td> <td style="text-align: center;"><i>The purpose of the Year 9 curriculum is to further explore student's own narrative voice through the study of political and social issues. In terms of reading, students are encouraged to evaluate texts critically.</i></td> </tr> </tbody> </table>				<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<i>The purpose of the Year 7 curriculum is to provide students with a range of reading and writing skills taught through a range of engaging and challenging classic and 20th century texts. For reading: focus on inference, embedding and analysing quotations, For writing, the focus is layout and structure.</i>	<i>The purpose of the Year 8 curriculum is to begin the exploration of political and social issues within their writing. Through the study of dystopian fiction, they begin to hone their analytical skills focussing on the writer's message and intentions.</i>	<i>The purpose of the Year 9 curriculum is to further explore student's own narrative voice through the study of political and social issues. In terms of reading, students are encouraged to evaluate texts critically.</i>
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TERM 1       7 weeks	<p><b>Topic: Greek Myths- Bridging the Gap</b>  <b>Focus:</b> Addressing probable gaps from KS2/3 with a particular focus on core reading and writing skills that were missed in term 2 and 3 at primary school. Analysis of extracts across the adventure writing genre from the literary heritage with a particular focus on decoding difficult or unfamiliar words.</p> <p><b>Reading Skills: I, EQ, AQ, CO (Assessment 1)</b>  <b>Writing Skills: SPAG, SS, AV, DT (Assessment 2)</b></p>	<p><b>Topic: Nifty Narratives</b>  <b>Focus:</b> Analysis of structure and characterisation from across the literary heritage, and narrative writing from different perspectives.</p> <p><b>Reading skills: SR, INF, EQ, S Challenge: EV (Assessment 1)</b>  <b>Narrative Writing Skills: G, C, EE, S, AV Challenge: ENG (Assessment 2)</b></p>	<p><b>Topic: Influential Figures (Black History Month)</b>  <b>Focus:</b> Analysis and comparison of how marginalised voices have been represented by both themselves and the media. Writing using a range of rhetorical devices.</p> <p><b>Reading Skills: CO, EV, WT, WM Challenge: SY (Assessment 1)</b>  <b>Writing Skills: Speeches and Advertisements- AP, WT, WM, L Challenge: ENG (Assessment 2)</b></p>
	<p><b>Topic: Myths and Legends- from the ancient Greeks to the present day</b>  <b>Focus:</b> Inference of key information from the text, introduction to embedding and analysing quotations independently. Ability to summarise plot.</p> <p><b>Reading Skills: INF, KW, SUM, SR</b></p>	<p><b>Topic: Dystopian Fiction</b>  <b>Focus:</b> Conventions of the dystopian genre, exploration of inequality and writing using persuasive techniques.</p> <p><b>Reading Skills: AQ, EQ, G Challenge: CT (Assessment 1)</b>  <b>Writing skills: Letter and Speech writing- L, F, A, P, WT Challenge:</b></p>	<p><b>Topic: Non-fiction (Journalism)</b>  <b>Focus:</b> Writing a range of text types for different purposes and audiences. Comparing and evaluating non-fiction from different eras.</p> <p><b>Reading Skills: EV, CO,</b></p>

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	<b>(Assessment 1)</b> <b>I, EQ, AQ, Challenge: Z (Assessment 2)</b>	<b>Li (Assessment 2)</b>	<b>WT, JO Challenge: AC (Assessment 1)</b> <b>Writing:</b> Articles and reports <b>-AV, F, S, TO Challenge: LI (Assessment 2)</b>
Term 1 foci.	<b>NC focus: Writing for purpose and audience, seminal world literature</b> <b>SPAG focus: Paragraphs, Prefixes and suffixes, full stops and capital letters</b> <b>Cultural Capital focus: Morality</b>	<b>NC focus: Literary Heritage and twentieth century fiction</b> <b>SPAG focus: Direct and Indirect speech, Homophones</b> <b>Cultural Capital focus: Power and Freedom</b>	<b>NC focus: Writing for purpose and audience, non-fiction</b> <b>SPAG focus: Colons and Semicolons, complex word class</b> <b>(Pronoun/determiner/prepositions/conjunctions)</b> <b>Cultural Capital focus: Injustice</b>
<b>6 weeks</b>	<b>Topic: Transactional Writing</b> <b>Focus:</b> Writing for different purposes and audiences, creation of own examples of different transactional texts.  <b>Writing Skills:</b> Informal and formal letter writing- <b>L, F, PU, CP (Assessment 1)</b>	<b>Topic: Romeo and Juliet</b> <b>Focus:</b> Context of Elizabethan society, conventions of tragedy, contrast between characters such as Romeo and Tybalt, exploration of themes of violence and relationships.	<b>Topic: Soliloquies and Sonnets</b> <b>Focus:</b> Analysing writer's ideas and intentions, exploring the connotation of key words/phrases in poetry and the effect of structural features. Creation of poetry in the style of others.

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6 weeks	<p><i>Speech writing- //, C, FS, A - AP</i> <b>Challenge: AV (Assessment 2)</b></p>	<p><b>Reading Skills: CON, Z, INF, CT</b> <b>Challenge: S (Assessment 1)</b> <b>WM, WT, EX, JO Challenge: SY</b> <b>(Assessment 2)</b></p>	<p><b>Reading Analysis: EX, WM, CT, S</b> <b>Challenge: CO (Assessment 1)</b> <b>Writing Skills: Creative focus AV, WT, G, S</b> <b>Challenge: CR (Assessment 2)</b> <b>NB: This scheme has been adapted to include a wider range of poetry forms and structures for the start of Term 2 due to online learning and copyright issues.</b></p>
	<p><b>Topic: The Tempest</b> <b>Focus:</b> Context of Elizabethan society, analysis of mood and atmosphere, explore conventions of travel writing.</p> <p><b>Reading Skills: CF, DM, MA, WM, CON</b> <b>Challenge: SY (Assessment 1)</b> <b>Writing Skills: Articles - P, A, L, F (Assessment 2)</b></p>	<p><b>Topic: Romeo and Juliet</b> <b>Focus:</b> Using a range of linguistic devices to structure narratives, focus on effective endings. Creating a believable narrative voice.</p> <p><b>Narrative Writing: EO, NH, SET</b> <b>Challenge: S/T (Assessment 1)</b> <b>PL, NV, S, SS</b> <b>Challenge: C (Assessment 2)</b></p>	<p><b>Topic: Noughts and Crosses (Separate HA and LA schemes)</b> <b>Focus:</b> Context (How Blackman has subverted history and used allusion), use of dual narrative, writer's message through violent tone and theme of segregation.</p> <p><b>Reading Skills: CON, INF, WT, ER</b> <b>Challenge: EX (Assessment 1)</b></p>

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			<b>TO, WM, S, EX Challenge: AC (Assessment 2)</b>
Term 2 foci.	<b>SPAG focus: Homophones, types of sentences (.?!)</b> <b>NC focus: Shakespeare</b> <b>Cultural Capital focus: Gender</b>	<b>SPAG focus: Dashes and Brackets, types of verbs</b> <b>NC focus: Shakespeare</b> <b>Cultural Capital focus: Difficult relationships</b>	<b>SPAG focus: Commas and sentence types/variety</b> <b>NC focus: Contemporary Literature</b> <b>Cultural Capital focus: Diversity and class</b>
<b>6 weeks</b>	<b>Topic: The Hobbit</b> <b>Focus:</b> Exploring and analysing how and why a range of writer's techniques have been used. Examining the connotations of words/phrases in the text. Writing extended analysis.	<b>Topic: World War II text</b> <b>Focus:</b> Cross-curricular links with history. Representation of the victim and villain in a World War II based text, focus on writer's message and methods. Writing in a lively manner to interest the audience.	<b>Topic: Noughts and Crosses</b> <b>Focus:</b> Development of character, use of ambitious vocabulary and punctuation for different writing styles.
<b>7 weeks</b>	<b>Reading skills: EQ, Z, WT, CT, (Assessment 1)</b> <b>JO, ER, MA, EX Challenge AC (Assessment 2)</b>	<b>Reading Skills:</b> <b>CON, JO, WM, M/A Challenge Code: EV (Assessment 1)</b> <b>Writing Skills:</b> Report and Article Writing	<b>Writing Skills:</b> Leaflet and Review- <b>AV, S, SO, P Challenge: EX (Assessment 1)</b> <b>EX, TO, WT, AP Challenge: ENG (Assessment 2)</b>

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		<p><b>WT, S, AP, Li, DM Challenge: EX (Assessment 2)</b></p>	
	<p><b>Topic: BOY AT THE BACK OF THE CLASSROOM</b>  <b>Focus:</b> Layout and conventions of different styles of transactional writing, using writer's techniques in student's own writing. Use of different tones in writing. Using a review structure to explore and evaluate the text.</p> <p><b>Writing skills:</b> Leaflet writing- <b>WT, AV, SO, L (Assessment 1)</b>          Review writing- <b>AP, LI, TO, EX, Challenge: SS (Assessment 2)</b></p>	<p><b>Topic: Poetry</b>  <b>Focus:</b> Analysing and comparing the poet's ideas and use of poetic techniques from different social and historical backgrounds. Creating poetry using a range of techniques and ambitious vocabulary.</p> <p><b>Reading skills – I, Z, JO, NV Challenge: WT (Assessment 1)</b>  <b>Writing skills-</b> Writing creatively <b>SI AV WT DT Challenge: NV (Assessment 2)</b></p>	<p><b>Topic: Speeches</b>          Speaking and listening exam prep  <b>Focus:</b> Analysis of rhetoric for effect across a range of well known 20th and 21st century speeches. Independent research of a topic of the student's choice, creation of a persuasive speech and rehearsal of speech performance.</p> <p><b>Reading skills: WM, WT, CO, ER, Challenge: EV (Assessment 1)</b>  <b>Writing Skills: F, WT, S, AV, TO Challenge: Li/ENG (Assessment 2 – all non-fiction codes will be needed for highest bands)</b></p>

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Term 3 foci.	<b>NC focus: Twentieth century fiction</b> <b>SPAG focus: Tenses, apostrophes</b> <b>Cultural Capital focus: Resilience</b>	<b>NC focus: Contemporary poetry, pre 1914- contemporary literature</b> <b>SPAG focus: Simple word classes (noun/adjective/verb/adverb), punctuation for effect</b> <b>Cultural Capital focus: Crime and tolerance</b>	<b>NC focus: Classic and contemporary poetry, speaking and listening</b> <b>SPAG focus: Using AV and AP for effect</b> <b>Cultural Capital focus: Dreams and Aspirations</b>
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### KS4

Key Concepts integrated into English the Curriculum and other subject areas	1	Contextual knowledge	Demonstrate understanding of the literacy, historical and biographical contexts to texts
	2	Reading Comprehension	Use textual evidence with increasing skill and precision, showing secure knowledge of the text
	3	Analysing and Evaluating	Analyse writers' use of language, evaluating the effects of a variety of methods
	4	Structure and coherence	Use paragraph to structure ideas clearly; use discourse markers to create cohesive texts
	5	Crafting Language	Consciously craft language for effect, providing a variety and interest through a range of methods
	6	Punctuation and grammar	Write accurately; demonstrate a secure understanding of grammar
	7	Spelling	Spell words accurately (Assessed regularly through weekly focus)

Year 10 Literature			Year 11 Topic	
Language			Teaching focus	
T 1	<b>A Christmas Carol</b>	<b>Writing comp 1</b>	<b>INTERLEAVING CONTENT IN CYCLES</b>	
	<b>WK 1 – Stave 1 + key character, Reader</b>	<b>WK 1 – creating a character</b>		

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	<b>interpretation</b>			
	<b>WK 2 – Stave 2+ key character, lang analysis, CT</b>	<b>WK 2 – creating a plot structure</b>	<b>Week 2 – poetry – time / nature / growing up</b>	<b>CON/WM -E/WT-CO (4 poems by theme)</b>
	<b>WK 3 – IFA + Stave 2, Writer’s message + context</b>	<b>WK 3 – IFA + creating a setting</b>	<b>Week 3 – power / place / faith</b>	<b>CON/WM -E/WT-CO (4 poems by theme)</b>
	<b>WK 4- Stave 3+ key character, Reader interpretation</b>	<b>WK 4- creating tension</b>	<b>Week 4 – Macbeth Character – Macbeth</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
	<b>WK 5 – Stave 3+ key character, lang analysis, CT</b>	<b>WK 5 – using flash backs and other devices</b>	<b>Week 5 – MOV: Character – Lady Macbeth</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
	<b>WK 6 – SDA + Stave 3 Writer’s message + context</b>	<b>WK 6 – SDA + writing in timed conditions</b>	<b>Week 6 – MOV: Character - Bassanio</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
	<b>WK 7 – Stave 4+ key character, Reader interpretation</b>	<b>WK 7 – improving vocabulary and techniques</b>	<b>Week 7 – Language Component 1 and 2 writing</b>	<b>DM/WT/AV/AP/TO/F</b>
	<b>WK 8 – Stave 4+ key character, lang analysis, CT</b>	<b>Reading comp 1</b>		
	<b>WK 9 – IFA + Stave 4 Writer’s message + context</b>	<b>WK 1 – select and retrieve</b>	<b>Week 8 – Language Component 1 and 2 writing</b>	<b>DM/WT/AV/AP/TO/F</b>
	<b>WK 10 – Stave 5+ key character, Reader interpretation</b>	<b>WK 2 – language analysis</b>	<b>Week 9 <b>MOCKS</b> – Language Component 1 and 2 writing</b>	<b>DM/WT/AV/AP/TO/F</b>
	<b>WK 11 – Stave 5+ key character, lang analysis, CT</b>	<b>WK 3 – IFA + analysing tone and dialogue</b>	<b>Week 10 – Language Component 1 and 2 writing</b>	<b>DM/WT/AV/AP/TO/F</b>
	<b>WK 12 – SDA + extracts Writer’s message +</b>	<b>WK 4- analysing mood and atmosphere</b>	<b>Week 11 – Blood Brothers: Character – Mickey + Edward</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>

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	<b>context</b>			
	<b>WK 13 – themes / relationships / HA – Lit Concepts</b>	<b>WK 5 – evaluating character arcs</b>	<b>Week 12 <b>MOCK Improvement</b> – Blood Brothers: Character – The Mothers</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
	<b>WK 14 – themes / relationships / HA – Lit Concepts</b>	<b>WK 6 – SDA + evaluating texts</b>	<b>Week 13 – Blood Brothers: Character - Linda</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
		<b>WK 7 – forming and justifying opinions</b>	<b>Week 14 – Blood Brothers: use of songs</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
<b>T2</b>	<b>Macbeth</b>	<b>Poetry Anthology</b>	<b>Week 15 – Blood Brothers: themes and symbols</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
	<b>WK 1 – Act 1 scene 1 and 2</b>	<b>Wk 1 – war / conflict / loss</b>	<b>CHRISTMAS BREAK</b>	
	<b>WK 2 – Act 1 Scene 3, Act 2 Scene 1</b>	<b>Wk 2 – war / conflict / loss</b>	<b>Week 16 – ACC: Character - Scrooge</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
	<b>WK 3 – IFA + Act 2 scenes 2-4</b>	<b>Wk 3 – IFA + love / relationship</b>	<b>Week 17 – ACC: Character – The Cratchits</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
	<b>WK 4- Act 3 scenes 1 and 2</b>	<b>Wk 4 – love / relationship</b>	<b>Week 18 – ACC: Character – The Ghosts</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
	<b>WK 5 – Act 3 scenes 3-5</b>	<b>Wk 5 – nature / time / growing up</b>	<b>Week 19 – ACC: Character – Fred and minor characters</b>	<b>CON/WM – E/AQ – WT – SY (thematic/character response)</b>
	<b>WK 6 – SDA + Act 4 scene 1 (UPTO LINE 1630)</b>	<b>Wk 6 – SDA + power / place</b>	<b>Week 20 – Language Component 1 and 2 reading</b>	<b>AQ/ Z/ INF /WT /ER /EV</b>
	<b>WK 7 – Act 4 scene 1 (lines 164-396)</b>	<b>Wk 7 – power / place / faith</b>	<b>Week 21 – Language Component 1 and 2 reading</b>	<b>AQ/ Z/ INF /WT /ER /EV</b>
	<b>WK 8 – Act 4 scene 1 and 2</b>	<b>Wk 8 – place / faith</b>	<b>Week 22 – MOV and Poetry – love</b>	<b>CON/CO/WT/WM/Z/INF</b>
	<b>WK 9 – IFA + Act 5</b>	<b>Wk 9 – IFA + Comparing war / conflict / loss</b>	<b>Week 23 – MOV and Poetry – mop up</b>	<b>CON/CO/WT/WM/Z/INF</b>
	<b>WK 10 – Key scenes – male characters</b>	<b>Wk 10 –Comparing love / relationship</b>	<b>FEB HALF TERM</b>	
	<b>WK 11 – Key scenes – female characters</b>	<b>Wk 11 – Comparing nature / time / growing up</b>	<b>MOCK EXAMS</b>	

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	<b>WK 12 – SDA + revision techniques</b>	<b>Wk 12 – SDA + Comparing power/place/faith</b>	<b>Week 24 - Lang: improvements from mock QLA on <b>reading</b> &amp; <b>writing</b></b>	<b>AQ/ Z/ INF /WT /ER /EV DM/WT/AV/AP/TO/F</b>
			<b>Week 25 - Lang: improvements from mock QLA on <b>reading</b> &amp; <b>writing</b></b>	<b>AQ/ Z/ INF /WT /ER /EV DM/WT/AV/AP/TO/F</b>
<b>T3</b>	<b>Blood Brothers</b>	<b>Writing comp 2</b>	<b>Week 26 - Lit: improvements from mock QLA: ACC</b>	<b>CON/WI – E/AQ – WM – SY (thematic/character response)</b>
	<b>Wk 1 – Act 1: Mrs J and Mrs L, class divides, context</b>	<b>WK 1 – formality and tone</b>	<b>Week 27 - Lit: improvements from mock QLA: ACC</b>	<b>CON/WI – E/AQ – WM – SY (thematic/character response)</b>
	<b>Wk 2 – Act 1: The children, Nature V Nurture, WM</b>	<b>WK 2 – extending responses – detail</b>	<b>Week 28 - Lit: improvements from QLA Blood Brothers</b>	<b>CON/WI – E/AQ – WM – SY (thematic/character response)</b>
	<b>Wk 3 – Act 1: <b>IFA</b> Growing up, the narrator, education</b>	<b>WK 3 – IFA + purpose and audience</b>	<b>Week 29 - Lit: improvements from QLA Blood Brothers</b>	<b>CON/WI – E/AQ – WM – SY (thematic/character response)</b>
	<b>Wk 4 – Act 2: Parallels, Sammy, Crime</b>	<b>WK 4 – embedding terminology</b>	<b>Week 30 - Lit: improvements from QLA MOV</b>	<b>CON/WI – E/AQ – WM – SY (thematic/character response)</b>
	<b>Wk 5 – Act 2: Symbolism, Violence, relationships</b>	<b>WK 5 – lively and engaging writing</b>	<b>Week 31 - Lit: improvements from QLA MOV</b>	<b>CON/WI – E/AQ – WM – SY (thematic/character response)</b>
	<b>Wk 6 – <b>SDA</b> Act 2: The ending, Greek Tragedy, Fate</b>	<b>WK 6 – SDA + recap of writing types</b>	<b>Week 32 - Lit: improvements from QLA poetry</b>	<b>CON/CO/WT/WM/Z/INF</b>
	<b>WK 7- SDA recap and improvements</b>	<b>WK 7- SDA recap and improvements</b>	<b>Week 33 - Lit: improvements from QLA poetry</b>	<b>CON/CO/WT/WM/Z/INF</b>
	<b>Completing Blood Brothers and revising A Christmas Carol</b>	<b>Reading comp 2</b>	<b>EXAMS</b>	
<b>Wk 1 – Teacher discretion completing BB/Key</b>	<b>WK 1 – select and retrieve</b>			

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	<b>Themes</b>		
	<b>Wk 2 – Teacher discretion completing BB/Key Themes</b>	<b>WK 2 – close language analysis</b>	
	<b>Wk 3 – ACC + BB - knowledge organisers</b>	<b>WK 3 – IFA + decoding 19<sup>th</sup> C lang</b>	
	<b>Wk 4 – ACC – mnemonics and quote retrieval</b>	<b>WK 4 – evaluating texts</b>	
	<b>Wk 5 – BB – using songs and quote retrieval</b>	<b>WK 5 – synthesising</b>	
	<b>Wk 6 – Whole component 2 Lit paper</b>	<b>WK 6 – SDA + compare and contrast</b>	