

# **English**

# **Subject**

# **Overview**

## ROUTE 1 - English

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
<b>Cycle 1</b> <b>Year 7 &amp; 8</b>	<b>All About Me</b>  <i>Fiction</i> <i>Non-Fiction</i>	<b>Celebrations &amp; Festivals</b>  <i>Fiction</i> <i>Non-Fiction</i>	<b>Back to Earth with a Bump</b>  <i>Fiction</i> <i>Non-Fiction</i>	<b>Our Wonderful World</b>  <i>Fiction</i> <i>Non-Fiction</i>	<b>Traditional Folk Stories &amp; Fables</b>  <i>Fiction</i> <i>Non-Fiction</i>	<b>Around the World</b>  <i>Fiction</i> <i>Non-Fiction</i>
<b>Cycle 2</b> <b>Year 7 &amp; 8</b>	<b>Our World</b>  <i>Fiction</i> <i>Non-Fiction</i>	<b>Terrific Toys</b>  <i>Fiction</i> <i>Non-Fiction</i>	<b>Turrets &amp; Tiaras</b>  <i>Fiction</i> <i>Non-Fiction</i>	<b>Under the Sea</b>  <i>Fiction</i> <i>Non-Fiction</i>	<b>Amazing Authors</b>  <i>Fiction</i> <i>Non-Fiction</i>	<b>Here Comes Summer!</b>  <i>Fiction</i> <i>Non-Fiction</i>

<b>Year 9,10,11 Cycle 1</b>	<b>All About Me</b>  <i>Non-Fiction</i>	<b>We are Explorers</b>  <i>Fiction</i>	<b>Superheroes</b>  <i>Fiction</i>	<b>The World Around Me</b>  <i>Non-Fiction</i>	<b>Potions &amp; Powers</b>  <i>Fiction</i>	<b>Adaptations</b>  <i>Fiction Non-Fiction</i>
<b>Year 9,10,11 Cycle 2</b>	<b>Fascinating People</b>  <i>Non-Fiction</i>	<b>My World</b>  <i>Fiction</i>	<b>Read All About It!</b>  <i>Non-Fiction</i>	<b>Magic Beans</b>  <i>Non-Fiction</i>	<b>Who Will Buy?</b>  <i>Non-Fiction</i>	<b>Storytellers</b>  <i>Fiction</i>
<b>Year 9,10,11 Cycle 3</b>	<b>Express Yourself</b>  <i>Non-Fiction</i>	<b>Fascinating Animals</b>  <i>Non-Fiction Fiction</i>	<b>Deep Dark Woods</b>  <i>Fiction</i>	<b>Stormy Seas</b>  <i>Non-Fiction</i>	<b>The Power of Words</b>  <i>Non-Fiction</i>	<b>It's Good to Talk</b>  <i>Non-Fiction</i>

## Curriculum Overview

- Route 1 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE themes and opportunities within the context of the topics.
- Skills of reading, writing, speaking and listening are addressed every half term with opportunities for pupils to develop and refine individual skill sets.
- Years 7 and 8 study topics on a two-year cycle. Years 9,10 and 11 study topics on a three-year cycle.
- Pupils are taught content and skills in line with National Curriculum coverage at appropriate levels.
- There are five English lessons per week in every class.
- One lesson will be a reading lesson and will include guided and/ or independent reading. This will include the use of Accelerated Reader where this is accessible to pupils.
- Where necessary, pupils will receive regular phonics intervention to address gaps in knowledge.
- Literacy and SPaG skills are embedded throughout the curriculum.
- Pupils follow a topic-based curriculum and work towards achieving English units as part of the AQA Entry Level Unit Award Scheme. Pupils will complete one unit per half term.
- Appropriate texts and extracts are studied as part of the taught content, in line with pupil needs and abilities.
- Each class is unique, and it is to be expected that the delivery of taught content will differ in order to meet the varied needs of pupils.
- A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded.

## Skills and Knowledge Progression Year 7 & Year 8

### KNOWLEDGE- reading, writing, spoken language

- Holding a book the correct way up.
- Turning the pages and following the words.
- Development and sequencing of verbal sentence structure.
- Recognising letters and grapheme/phoneme correspondence.
- Encountering and understanding the meaning of new vocabulary.

### SKILLS- reading, writing, spoken language

- Listening to and engaging in stories; asking and answering questions.
- Hold a pencil to make accurate and consistent letter formations.
- Use of basic punctuation, including capital letters and full stops.
- Development of phonetic skill, blending to read and segmenting to spell.
- Development of fluency and comprehension in reading.

### SPIRAL- reading, writing, spoken language

- Revisiting phase 1-3+ phonics in line with individual pupil abilities.
- Development of correct formation of letters.
- Development of punctuation and sentence structure, both verbally and written.
- Reading for accuracy, fluency and comprehension.
- Revisit stories to encourage pupils recall and engagement.
- Speaking and listening participation to express and develop their own ideas.

## Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

### KNOWLEDGE- reading, writing, spoken language

- Following the words as an adult reads (word to correspondence).
- Development of grammatical verbal sentence structure.
- Grapheme/ phoneme correspondence.
- Understanding and applying new vocabulary accurately.

### SKILLS- reading, writing, spoken language

- Asking and answering questions in full sentences to clarify understanding.
- Accurate and consistent letter formation.
- Development of phonetic skill, blending to read and segmenting to spell.

- Development of fluency, intonation and comprehension in reading.
- Use of punctuation in writing, including capital letters, full stops, question marks and exclamation marks.
- Working with more independence.

**SPIRAL-** reading, writing, spoken language

- Revisiting phase 2-5+ phonics in line with individual pupil abilities.
- Development of correct formation of letters.
- Development of punctuation, grammar and sentence structure, both verbally and written.
- Reading for accuracy, fluency and comprehension.
- Speaking and listening participation to express and develop their own ideas with increasing independence.

**DESTINATIONS**

- AQA Entry Level Unit Award Scheme

## ROUTE 2 - ENGLISH

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
<b>Year 7</b>	<b>Where we Live</b>  <i>The Twits by Roald Dahl</i>	<b>British Industrial Revolution</b>  <i>A Christmas Carol by Charles Dickens</i>	<b>Medieval Britain</b>  <i>The Legends of King Arthur by Geoffrey Monmouth</i>	<b>Sea Odyssey</b>  <i>20,000 Leagues Under the Sea by Jules Verne</i> <i>Amazing Grace by Mary Hoffman</i>	<b>Africa</b>  <i>Non-fiction</i>	<b>Our Land</b>  <i>Danny the Champion Roald Dahl</i> <i>Wind in the Willows by Kenneth Grahame</i>
<b>Year 8</b>	<b>The Golden Age of Travel</b>  <i>Non-fiction</i>	<b>Natural Planet</b>  <i>The Last Bear by Hannah Golf</i>	<b>Natural Disasters</b>  <i>Non-Fiction</i>	<b>Elizabethan Britain</b>  <i>Macbeth by William Shakespeare</i>	<b>India</b>  <i>Non-Fiction</i>	<b>Myths &amp; Legends</b>  <i>Theseus and the Minotaur by Warwick Hutton</i>
<b>Year 9,10,11 Cycle 1</b>	<b>Novel</b>  <i>Holes by Louis Sachar</i>  <i>Boy in the Tower by Polly Ho-Yen</i>	<b>Power &amp; Conflict</b>  <i>Non-fiction</i>	<b>People &amp; Places</b>  <i>Non-fiction</i>	<b>Modern Theatre</b>  <i>The Terrible Fate of Humpty Dumpty by David Calcutt</i>	<b>Novel</b>  <i>Framed by Frank Cottrell-Boyce</i>  <i>The Explorer by Katherine Rundell</i>	<b>Shakespeare</b>  <i>Romeo &amp; Juliet</i>
<b>Year 9,10,11 Cycle 2</b>	<b>Novel</b>  <i>The London Eye Mystery by Siobhan O'Dowd</i>  <i>Rooftoppers by Katherine Rundell</i>	<b>Crime &amp; Punishment</b>  <i>Fiction/Non-fiction</i>	<b>Around the World</b>  <i>Fiction /Non-fiction</i>	<b>Modern Theatre</b>  <i>Matilda by Roald Dahl</i>	<b>Novel</b>  <i>How to Train your Dragon by Cressida Cowell</i>  <i>Kensuke's Kingdom by Michael Morpurgo</i>	<b>Shakespeare</b>  <i>A Midsummer Night's Dream</i>

<b>Year 9,10,11</b> <b>Cycle 3</b>	<b>Novel</b>  <i>The Boy at the Back of the Class by Onjali Q' Rauf</i>  <i>Wonder by R.J. Palacio</i>	<b>Heroes &amp; Villains</b>  <i>Fiction</i> <i>Non-fiction</i>	<b>Mystery &amp; Suspense</b>  <i>Fiction</i> <i>Non-fiction</i>	<b>Modern Theatre</b>  <i>War Horse by Michael Morpurgo</i>	<b>Novel</b>  <i>Who Let The Gods Out? By Maz Evans</i>  <i>Skellig by David Almond</i>	<b>Shakespeare</b>  <i>The Tempest</i>

## **Curriculum Overview**

- Route 2 Pupils undertake tasks to ENHANCE, DEVELOP and DEEPEN themes and opportunities within the context of the topics.
- Skills of reading, writing, speaking and listening are addressed every half term with opportunities for pupils to develop and refine individual skill sets.
- Fiction and non-fiction topics/ texts are carefully chosen and taught in line with pupil needs, interests and abilities. Additional texts may be used as well as those listed above to support delivery of content, knowledge and skills.
- Years 9,10 and 11 study topics on a three-year cycle.
- Pupils are taught content and skills in line with National Curriculum coverage at appropriate levels.
- There are five English lessons per week in every class.
- One lesson will be a reading lesson and will include guided and/ or independent reading. This will include the use of Accelerated Reader where this is accessible to pupils.
- Where necessary, pupils will receive regular phonics intervention to address gaps in knowledge.
- Literacy and SPaG skills are embedded throughout the curriculum.
- Pupils in Years 10 and 11 will complete six controlled assessments throughout the academic year in order to gain a qualification in Pearson Entry Level Certificate in English. Pupils in Year 9 complete 'mini-assessments' as part of their transition year into upper school. Pupils will be formally entered for certification at Entry Level 1, 2 or 3 in Year 11. This allows opportunities for pupils to progress during their upper school journey.
- Each class is unique, and it is to be expected that the delivery of taught content will differ in order to meet the varied needs of pupils.
- A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded.

## **Skills and Knowledge Progression Year 7 & Year 8**

### **READING**

#### **KNOWLEDGE**

- Know how to choose an appropriate book to read – fiction and non-fiction.
- Know phonic strategies to read.
- Begin to understand the meaning of inference and deduction.

#### **SKILLS**

- Demonstrate a readiness to engage with fiction and non-fiction texts.
- Read with some fluency and confidence.
- Be able to infer simple meaning from texts.

### **WRITING**

#### **KNOWLEDGE**

- Know why we write.
- Know there are different ways we can write for different purposes

#### **SKILLS**

- Demonstrate ability to refine handwriting and presentation skills with support.
- Form, articulate and communicate ideas for different purposes and audiences with support.
- Demonstrate ability to spell statutory NC words with support.
- Choose vocabulary appropriate to the task with some awareness of meaning and context.
- Demonstrate the ability to use accurate grammar (writing and speaking) with support.
- Recognise the purpose of capital letters, full stops, exclamation marks, question marks and commas in a list and demonstrate some ability to use these with support.

### **SPOKEN LANGUAGE**

#### **KNOWLEDGE**

- Know when to listen and respond.
- Know how to interact appropriately with peers.

#### **SKILLS**



- Listen and respond appropriately to adults and peers.
- Ask and answer questions to justify their answers, ideas and opinions.
- Maintain attention and engage in collaborative conversations.
- Speak audibly and fluently.
- Gain the interest of the listeners.
- Select and use appropriate registers for communication.

#### **SPIRAL**

- Revisiting phonics phases 3-4 +
- Reading- basic skills of fluency and emerging comprehension
- Development of letter and number formation
- Development of spelling, punctuation, sentence structure, grammar, vocabulary
- Express opinions

## **Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11**

### **READING**

#### **KNOWLEDGE**

- Know phonic strategies to read with increasing levels of fluency.
- Know the difference between fiction and non-fiction.
- Know how fiction and non-fiction layouts are different.

#### **SKILLS**

- Engage with a variety of texts, discussing these with a developing level of confidence and independence.
- Read with an increasing level of independence and engage with complex texts.
- Develop inference and deduction skills when exploring a variety of texts with increasing confidence.

### **WRITING**

#### **KNOWLEDGE**

- Know the meaning of purpose and audience.
- Know the meaning of format and layout of different genres of writing.
- Know how to structure a piece of writing appropriate to audience and purpose.

#### **SKILLS**

- Demonstrate ability to refine handwriting and presentation skills with accuracy and fluency.
- Organise ideas coherently with a growing awareness of audience and purpose.
- Demonstrate ability to spell statutory NC words with increasing confidence and independence.
- Use an increasing range of vocabulary appropriate to the task with developing awareness of meaning and context.
- Demonstrate ability to use accurate grammar (writing and speaking) with increasing confidence and independence.
- Use capital letters, full stops, exclamation marks, question marks and commas in a list with developing accuracy, confidence and independence.

### **SPOKEN LANGUAGE**

#### **KNOWLEDGE**

- Know how to use appropriate body language for different contexts.
- Know the meaning of past, present and future tense and appropriate use of registers in spoken communication.

#### **SKILLS**

- Listen and respond appropriately with increasing confidence.
- Participate in discussion, presentations, performances, role play, improvisations and debates.
- Maintain attention and engage in collaborative conversations with increasing confidence.
- Speak audibly and fluently with an increasing command of Standard English.
- Maintain and monitor the interest of the listeners.
- Select and use appropriate registers for communication with increasing accuracy.

#### **SPIRAL**

- Progress to phonics phase 5-6 + in line with individual pupil abilities.
- Reading for accuracy and pleasure with increasing confidence.

- Write legibly with independence.
- Independent spelling, punctuation, sentence structure, grammar, vocabulary
- Express opinions and justify ideas.

**DESTINATIONS**

- Pearson Edexcel Entry Level Certificate in English

## ROUTE 3 - ENGLISH

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
<b>Year 7</b>	<b>Where we Live</b>  <i>The Twits by Roald Dahl</i>	<b>British Industrial Revolution</b>  <i>A Christmas Carol by Charles Dickens</i>	<b>Medieval Britain</b>  <i>The Legends of King Arthur by Geoffrey Monmouth</i>	<b>Sea Odyssey</b>  <i>20,000 Leagues Under the Sea by Jules Verne</i> <i>Amazing Grace by Mary Hoffman</i>	<b>Africa</b>  <i>Non-fiction</i>	<b>Our Land</b>  <i>Danny the Champion Roald Dahl</i> <i>Wind in the Willows by Kenneth Grahame</i>
<b>Year 8</b>	<b>The Golden Age of Travel</b>  <i>Non-fiction</i>	<b>Natural Planet</b>  <i>The Last Bear by Hannah Gold</i>	<b>Natural Disasters</b>  <i>Non-Fiction</i>	<b>Elizabethan Britain</b>  <i>Macbeth by William Shakespeare</i>	<b>India</b>  <i>Non-Fiction</i>	<b>Myths &amp; Legends</b>  <i>Theseus and the Minotaur by Warwick Hutton</i>
<b>Year 9,10,11 Cycle 1</b>	<b>Novel</b>  <i>Holes by Louis Sachar</i>  <i>Boy in the Tower by Polly Ho-Yen</i>	<b>Power &amp; Conflict</b>  <i>Non-fiction</i>	<b>People &amp; Places</b>  <i>Non-fiction</i>	<b>Modern Theatre</b>  <i>The Terrible Fate of Humpty Dumpty by David Calcutt</i>	<b>Novel</b>  <i>Framed by Frank Cottrell-Boyce</i>  <i>The Explorer by Katherine Rundell</i>	<b>Shakespeare</b>  <i>Romeo &amp; Juliet</i>
<b>Year 9,10,11 Cycle 2</b>	<b>Novel</b>  <i>The London Eye Mystery by Siobhan O'Dowd</i>  <i>Rooftoppers by Katherine Rundell</i>	<b>Crime &amp; Punishment</b>  <i>Fiction/Non-fiction</i>	<b>Around the World</b>  <i>Fiction /Non-fiction</i>	<b>Modern Theatre</b>  <i>Matilda by Roald Dahl</i>	<b>Novel</b>  <i>How to Train your Dragon by Cressida Cowell</i>  <i>Kensuke's Kingdom by Michael Morpurgo</i>	<b>Shakespeare</b>  <i>A Midsummer Night's Dream</i>

<b>Year 9,10,11 Cycle 3</b>	<b>Novel</b>  <i>The Boy at the Back of the Class by Onjali Q' Rauf</i> <i>Wonder by R.J. Palacio</i>	<b>Heroes &amp; Villains</b>  <i>Fiction</i> <i>Non-fiction</i>	<b>Mystery &amp; Suspense</b>  <i>Fiction</i> <i>Non-fiction</i>	<b>Modern Theatre</b>  <i>War Horse by Michael Morpurgo</i>	<b>Novel</b>  <i>Who Let The Gods Out? By Maz Evans</i>  <i>Skellig by David Almond</i>	<b>Shakespeare</b> The Tempest
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## Curriculum Overview

- Route 3 Pupils undertake tasks to EMBED, DEMONSTRATE, and APPLY themes and opportunities within the context of the topics.
- Skills of reading, writing, speaking and listening are addressed every half term with opportunities for pupils to develop and refine individual skill sets.
- Fiction and non-fiction topics/ texts are carefully chosen and taught in line with pupil needs, interests and abilities. Additional texts may be used as well as those listed above to support delivery of content, knowledge and skills.
- Years 9,10 and 11 study topics on a three-year cycle.
- Pupils are taught content and skills in line with National Curriculum coverage at appropriate levels.
- There are five English lessons per week in every class.
- One lesson will be a reading lesson and will include guided and/ or independent reading. This will include the use of Accelerated Reader where this is accessible to pupils.
- Where necessary, pupils will receive regular phonics intervention to address gaps in knowledge.
- Literacy and SPaG skills are embedded throughout the curriculum.
- Pupils in Years 10 and 11 will complete six controlled assessments throughout the academic year in order to gain a qualification in Pearson Entry Level Certificate in English. Pupils in Year 9 complete 'mini-assessments' as part of their transition year into upper school. Pupils will be formally entered for certification at Entry Level 1, 2 or 3 in Year 11. This allows opportunities for pupils to progress during their upper school journey.
- Pupils who are able may also work towards additional qualifications in Pearson Edexcel Functional Skills English Level 1 and GCSE English Language.
- Each class is unique and it is to be expected that the delivery of taught content will differ in order to meet the varied needs of pupils.
- A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded.

## Skills and Knowledge Progression Year 7 & Year 8

### READING

#### KNOWLEDGE

- Know how to choose an appropriate book to read – fiction and non-fiction.
- Know phonic strategies to read.
- Begin to know and identify a range of genres.
- Begin to know and recognise language devices.
- Begin to understand the meaning of inference and deduction.

#### SKILLS

- Demonstrate a readiness to engage with fiction and non-fiction texts of different genres.
- Read with fluency and confidence.
- Be able to infer simple meaning from texts.
- Give personal responses to texts through class discussion.
- Demonstrate basic comprehension skills.
- Begin to evaluate how language is used for effect.
- Develop reading skills to retrieve information from a text.
- Be able to infer simple meaning from texts.

### WRITING

#### KNOWLEDGE

- Know why we write.
- Know there are different ways we can write for a range of audiences, forms and purposes.
- To know how to write legibly, using knowledge of letter families.
- To know how to use basic punctuation to communicate ideas in sentences.
- Begin to know how and why paragraphs are used with support.
- Begin to identify presentational and language features.

**SKILLS**

- Demonstrate ability to refine handwriting and presentation skills.
- Form, articulate and communicate ideas for different purposes and audiences with some support.
- Demonstrate ability to spell statutory NC words with some support.
- Choose vocabulary appropriate to the task with some awareness of meaning and context.
- Demonstrate the ability to use accurate grammar (writing and speaking) with some support.
- Using a wider range of punctuation for effect.
- Begin to organise writing into paragraphs with support.
- Begin to understand and practise using language devices for effect.

**SPOKEN LANGUAGE****KNOWLEDGE**

- Know when to listen and respond in a variety of contexts.
- Know how to interact appropriately with peers.
- To know how to communicate to an audience.
- To know how to plan and structure a discussion with increasing confidence.
- To know how to use visual resources to emphasise a range of ideas in a discussion or presentation.

**SKILLS**

- Listen and respond appropriately to adults and peers.
- Ask and answer questions to justify their answers, ideas and opinions.
- Maintain attention and engage in collaborative conversations.
- Speak audibly and fluently with appropriate volume and tone.
- Gain the interest of the listeners.
- Select and use appropriate registers for communication.
- Begin to participate in class discussions effectively following turn-taking strategies.
- Use Standard English vocabulary with increasing confidence

**SPIRAL**

- Revisiting phonics phases 3-4+ in line with individual pupil abilities.
- Reading- skills of comprehension, inference and deduction.
- Development of legible letter and number formation.
- Development of spelling, punctuation, sentence structure, grammar, vocabulary.
- Express opinions, justifying ideas with increasing confidence.
- Writing for different audience and purposes.
- Using punctuation for effect.
- Engaging in class discussions.

**Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11****READING****KNOWLEDGE**

- Read fluently, and with good understanding, a wide range of texts
- Know the difference between fiction and non-fiction.
- Know how fiction and non-fiction layouts are different.
- To know how to read and evaluate texts.
- Understand the meaning of inference and deduction.
- To know how to make comparisons between texts.
- To know how to summarise information and ideas from texts and make comparisons.

**SKILLS**

- Engage with a variety of texts with a developing level of confidence and independence.
- Read with an increasing level of independence and engage with complex texts of different genres.
- Develop inference and deduction skills when exploring a variety of texts.
- Identifying and interpreting themes, ideas and information in a range of literature.

- Evaluate the usefulness and relevance of presentation and language used in fiction and non-fiction texts.
- Draw inferences and justify these with evidence.
- Supporting a point of view by referring to evidence within a text.
- Summarising ideas and information from texts.
- Evaluation of the writer's choice of vocabulary, form and structural features.

## **WRITING**

### **KNOWLEDGE**

- Know the meaning of format and layout of different genres of writing.
- Know how to coherently structure a piece of writing appropriate to audience and purpose.
- To know how to use a range of punctuation in writing for impact.
- To know how to use vocabulary and organisational features with increasing accuracy

### **SKILLS**

- Demonstrate ability to refine handwriting and presentation skills with accuracy and independence.
- Organise ideas coherently with a growing awareness of audience and purpose.
- Demonstrate ability to spell statutory NC words with accuracy and independence.
- Use an increasing range of vocabulary appropriate to the task with awareness of meaning and context.
- Demonstrate ability to use accurate grammar (writing and speaking) with confidence and independence.
- Use a range of punctuation with developing accuracy, confidence and independence.
- Using language creatively and imaginatively for effect
- Maintaining coherency and consistency across a range of writing.
- Justify ideas and opinions using evidence.

## **SPOKEN LANGUAGE**

### **KNOWLEDGE**

- Know how to use appropriate body language for different contexts.
- Know the meaning of past, present and future tense and appropriate use of registers in spoken communication.
- To know how to present information and ideas for the purpose of communicating to others
- Know how to use Standard English to communicate in range of contexts

### **SKILLS**

- Listen and respond appropriately with confidence.
- Participate in discussion, presentations, performances, role play, improvisations and debates.
- Maintain attention and engage in collaborative conversations with increasing confidence.
- Speak audibly and fluently with an increasing command of Standard English.
- Maintain and monitor the interest of the listeners in a range of contexts.
- Select and use appropriate registers for communication with increasing accuracy and independence.
- Select and organise information and ideas coherently for prepared discussions and presentations

## **SPIRAL**

- Progress to phonics phase 6+ in line with individual pupil abilities.
- Reading for accuracy and pleasure with confidence.
- Write legibly with independence.
- Demonstrate accurate information retrieval and comprehension of a range of text types through discussion and written work
- Make accurate inferences and support these with evidence
- Independent spelling, punctuation, sentence structure, grammar, vocabulary use
- Express opinions and justify ideas using evidence to support
- Skimming and scanning
- Comparing texts
- Identifying structural & language features in a text
- Writing for different audiences and purpose
- Using punctuation for effect with accuracy

- Engaging in discussions in a variety of contexts

**DESTINATIONS**

- Pearson Edexcel Entry Level Certificate in English
- Pearson Edexcel Level 1 Functional Skills English
- AQA GCSE English Language