Curriculum Offer



Curriculum Offer

SUBJECT: English	**YEAR:** 7 & 8	**PATHWAY:** 1
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE **Reading** • Holding a book the correct way up. • Turning the pages and following the words. • Enjoyment of songs, rhymes, and stories • Emotional responses to stories and sounds • Interest in books, pictures, and shared reading • Recognition of familiar stories, rhymes, and pictures • Awareness of listening and attention during reading • Anticipation and prediction in familiar stories • Awareness of print, symbols, and environmental text • Understanding that books have structure and sequence • Distinguishing between print and pictures • Awareness of changes and events in stories • Understanding of basic story content • Recognition of own name in print • Recognition of sounds, graphemes, and familiar words	**SKILLS** **Reading** • Listening to and engaging in stories; asking and answering questions. • Participates in songs, rhymes, and shared story activities • Responds to stories, songs, and sensory cues • Explores books through touch and interaction • Shows anticipation and engagement during stories • Performs actions linked to stories, songs, and rhymes • Uses eye contact, gestures, or vocalisations to communicate interest • Handles books appropriately and turns pages • Explores story props and pictures • Joins in with repeated phrases, signs, symbols, or actions • Selects books independently or with support • Links sounds to stories and rhymes • Matches pictures or symbols to objects and meaning • Answers questions using pictures, symbols, or words • Finds information and key details in books • Sequences and retells stories using props or pictures • Identifies graphemes and corresponding sounds • Blends and segments simple words • Recognises and reads high-frequency words	**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, using supporting resources where necessary. • Revisit stories to encourage pupils recall and engagement. • Speaking and listening participation to express and develop their own ideas.

Curriculum Offer

Writing • Shows interest in mark-making and writing activities • Explores marks, symbols, and early writing tools • Understands that marks and symbols carry meaning • Recognises own name in print • Attempts to copy or write familiar letters or symbols • Develops pencil/control and hand movements for writing • Uses pictures, marks, or symbols to communicate ideas • Begins to distinguish writing from pictures • Shows awareness of print in the environment • Joins in with rhymes, songs, and repetitive language • Recognises familiar sounds and graphemes • Attempts early letter and sound matching • Participates in shared writing activities • Demonstrates attention and engagement during writing tasks • Expresses ideas and feelings through marks or symbols • Begins to sequence ideas or events in simple ways • Recognises and uses familiar words or symbols • Shows enjoyment and confidence in early writing experiences • Development and sequencing of verbal sentence structure. • Recognising letters and grapheme/phoneme correspondence.	• Answers simple comprehension questions • Development of phonetic skill, blending to read and segmenting to spell. • Development of fluency and comprehension in reading. **Writing** • Explores materials and tools through touch and play • Reaches for, holds, and releases objects • Develops grasp and hand control • Uses both hands during activities • Hold a pencil to make accurate and consistent letter formations. • Use of basic punctuation, including capital letters and full stops. • Manipulates small objects with increasing accuracy • Uses tools with growing control • Engages in spontaneous and intentional mark-making • Makes marks using fingers and different tools • Creates lines, strokes, and simple shapes • Turns pages and handles books appropriately • Makes marks to represent meaning or names • Develops left-to-right movement patterns • Traces and copies lines and patterns • Draws simple shapes and details • Produces letter-like shapes and early writing • Uses a preferred hand consistently • Represents own name using marks, symbols, or letters • Forms some letters accurately • Copies writing with increasing control	

Curriculum Offer

• Encountering and understanding the meaning of new vocabulary. **Spoken Language** • Listens and responds to sounds, voices, and music • Shows awareness of people and interactions • Demonstrates attention and readiness to engage • Recognises familiar people, names, and greetings • Understands that words, sounds, signs, and symbols carry meaning • Understands routines, events, and sensory cues • Responds to familiar songs, phrases, and classroom routines • Understands simple words, verbs, adjectives, and prepositions • Follows simple requests and context-based instructions • Understands yes/no and simple "what," "who," and "where" questions • Identifies familiar people, objects, and their functions • Shows understanding through shared attention and pointing • Recognises emotions, approval, and disapproval in interactions • Uses non-verbal communication and facial expressions • Anticipates and responds during interactions • Understands more words than they can verbally express	• Development of phonetic skill, blending to read and segmenting to spell. **Spoken Language** • Makes sounds, vocalisations, and babbling to communicate • Imitates sounds, words, signs, and facial expressions • Uses voice, gesture, signs, or symbols to express needs and feelings • Responds to familiar voices, people, and interactions • Shows enjoyment in songs, rhymes, and turn-taking activities • Gains attention to initiate communication • Uses consistent words, signs, or symbols for familiar needs • Joins in with familiar rhymes and repetitive language • Names familiar people and objects • Combines words, signs, symbols, or gestures to communicate • Expresses likes, dislikes, choices, and requests • Answers simple "who," "what," and "where" questions • Listens and responds to sounds, instructions, and greetings • Follows simple and multi-step instructions • Identifies objects, sounds, and familiar routines • Takes turns in interactions and conversations	

Curriculum Offer

• Recognises and uses simple vocabulary to communicate needs and ideas • Demonstrates awareness of self and others through naming and interaction. • Using other forms of communication.	• Sustains attention during stories, songs, and group activities • Uses communication purposefully in social interactions • To express needs using other forms of communication.	

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7	**All About Me** 'Dear Teacher' By Amy Husband.	**British Industrial Revolution** 'A Christmas Carol' By Joshua George	**Medieval Britain** 'Adventures of King Arthur' Usbourne Reader	**Sea Odyssey** 'Flotsam.' By David Wiesner	**Africa** 'Lila and The Secret of Rain.' By David Conway	**Treasure Hunters** 'The Pirate Cruncher' By Jonny Duddle
Year 8	**The Golden Age of Travel / Titanic** 'Samson's Titanic Journey.' By Lauren Graham	**Weather Watchers** 'Meet the Weather' By Caryl Hart	**Natural Disasters** 'Escape from Pompeii.' By Christina Balit	**Elizabethan Britain** 'A Midsummer Night's Dream.' Usbourne Young Reader	**India** 'The Jungle Book' By Catherine Baker Ladybird	**Myths & Legends** 'The Trojan Horse' By Miles Kelly

Curriculum Offer

SUBJECT: English	**YEAR:** 9, 10 & 11	**PATHWAY:** 1
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE **Reading, writing, spoken language** • Following the words as an adult read (word to correspondence). • Development of grammatical verbal sentence structure. • Grapheme/ phoneme correspondence. • Understanding and applying new vocabulary accurately. *Some of the year 7 and 8 knowledge for lowest ability* **Reading** • Knowledge of single sounds for graphemes • Recognition of Level 2 tricky words • Understanding that books can be chosen for enjoyment • Awareness of rhyme, rhythm, and story structure • Understanding the purpose of titles and pictures in texts • Understanding sequence and events in familiar stories • Awareness of where a story begins in a book • Listening with attention and recalling key details • Recognising changes in familiar stories • Predicting events in repetitive stories • Distinguishing between print and pictures • Understanding basic story content (who, what, where)	**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. Some of the year 7 and 8 for skills for lowest ability • To use other forms of communication including widgets, ALD's, Makaton and sound buttons **Reading** • Identify where a story begins in a book • Recognise and reads familiar high-frequency and tricky words • Identify sounds for graphemes and initial sounds in words • Blend and segments phonemes to read simple words • Use one-to-one correspondence when reading • Answer simple questions about stories read aloud • Read own writing back with support • Choose books independently and for enjoyment	**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. Some of the year 7 and 8 for reading, writing and spoken language • To use a variety of apparatus to write and reading words.

Curriculum Offer

Writing • Understanding that letters and symbols represent words and meaning • Awareness that words follow a fixed sequence of letters • Understanding that writing moves from left to right • Knowledge of spacing between words • Understanding that sounds can represent words in writing • Awareness that words and symbols can be sequenced to create meaning • Understanding the use of capital and lower-case letters • Knowing that writing has different purposes and forms • Understanding that writing should make sense when read back • Knowledge of vocabulary choices to create meaning • Understanding how opinions and ideas can be expressed in writing • Awareness of basic grammar, including contractions, plurals, and tense • Understanding how conjunctions link ideas • Understanding cause and effect and giving reasons • Knowledge of comparative and descriptive language • Understanding categories, emotions, and time-related vocabulary • Awareness of story structure, characters, and key events	• Join in with nursery rhymes and rhythm activities • Clap and identifies syllables in words • Demonstrate independent engagement with books and reading activities. **Writing** • Write letters, symbols, and words with increasing spacing awareness • Print own name accurately from memory • Uses initial sounds and phonics in early writing • Write from left to right • Hold writing tools with an effective grip • Form letters with increasing accuracy and control • Use phonic knowledge to spell simple words • Sequence words, symbols, or ideas with support • Write for different purposes with guidance • Recognise and writes graphemes linked to phonemes • Produce recognisable words in writing • Make plausible attempts at spelling unfamiliar words • Retell events and stories in simple sequence • Express opinions about stories and activities • Use simple vocabulary, comparisons, and conjunctions in communication • Respond to and asks simple questions • Use plurals, tense, and time-related vocabulary in speech and writing • Give reasons, comments on emotions, and shares ideas • Retell stories using pictures, props, or role play	

Curriculum Offer

Spoken Language • Uses and understands basic contractions in speech • Understands cause and effect using “why” and “because” • Understands comparative language (e.g. bigger, longest) • Recognises categories and category vocabulary • Understands and uses simple conjunctions (e.g. and, but) • Develops vocabulary linked to curriculum topics • Understands and responds to prepositions (e.g. in, on, under, behind) • Identifies objects from spoken clues • Answers simple questions using short explanations with support • Listens to and follows spoken language in different contexts	• Follow verbal instructions in practical activities **Spoken Language** • Comments on stories, performances, and activities • Uses basic contractions, comparatives, plurals, and tense in speech • Attempts “why” and “because” responses • Demonstrates listening behaviours such as eye contact and attention • Names items within categories and uses topic vocabulary • Links ideas using conjunctions (e.g. and, but, or) • Retells and acts out familiar stories and events • Responds to and asks simple questions with peers and adults • Uses visual support to describe emotions, ideas, and events • Uses time-related and character language in speech • Follows verbal instructions in activities and group tasks • Listens attentively to stories and group discussions • Answers simple “who,” “what,” and “where” questions • Follows instructions containing key words or symbols • Makes choices and responds appropriately in different situations • Participates in group activities and games with peers	

Curriculum Offer

	• Follows requests and carries out simple tasks independently • Acts out stories confidently with support or prompts					
YEAR/CYCLE	**AUTUMN 1**	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
Year 9	**Identity and Belonging** 'My Name is Not Refugee' By Kate Milner	**Modern Theatre** 'Charlie and the Chocolate Factory' Ladybird Readers	**Power and Conflict** Various non-fiction about WW1 and WW2 Poems about war	**Do you Believe in Magic?** 'Zog' By Julia Donaldson	**Mystery and Adventure** 'The Great Explorer' By Chris Judge	**Elizabethan Britain** 'The Tragedy of Macbeth' Easy Reader
Year 10	**Identity and Belonging** 'I Talk Like a River' By Jordan Scott	**Modern Theatre** 'Matilda' Penguin Reader	**Heroes and Villains** Various fiction and non-fiction about heroes and villains	**Do you Believe in Magic?** 'Room on the Broom' By Julia Donaldson	**Who Will Buy?** 'The Tunnel' By Anthony Browne	**Elizabethan Britain** 'Romeo and Juliet' Easy Classics
Year 11	**Identity and Belonging** 'Ady and Me' By Rich Pink	**Modern Theatre** 'Holes' By Louis Sacchar	**Crime and Punishment** Various fiction and non-fiction about Crime and Punishment	**Do you Believe in Magic?** 'The Magic Paintbrush' By Julia Donaldson	**The Power of Words** 'Beegu' By Alexis Deacon	**Elizabethan Britain** 'The Tempest' Easy Classics

These Topic titles are not progressive, but the content is adapted to be progressive to meet the needs of the cohort

Curriculum Offer

CURRICULUM OVERVIEW	CROSS CURRICULAR LINKS	DESTINATIONS
• Pathway 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 to meet the varied needs of pupils.	• Pupils develop and apply skills of communicating clearly for different purposes and audiences including reciprocal conversations, paired and group discussions and apply use of appropriate registers for effective communication in a range of real-life situations. • Pupils encounter a range of fiction and non-fiction text types such as and apply skills of reading for meaning, inference and comprehension. • Pupils apply skills of writing to write for different purposes and audiences including instructional, transactional, explanation, creative and descriptive. • Literacy skills are embedded into all areas of the curriculum.	• AQA Pre and Entry Level Unit Award Scheme

Curriculum Offer

• A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded.		

Curriculum Offer

SUBJECT: English	**YEAR:** 7 & 8	**PATHWAY:** 2
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE **Reading** • Select appropriate books to read, including both fiction and non-fiction texts. • Apply phonic strategies to support accurate reading. • Begin to understand and use inference and deduction when discussing texts. • Recognise the key features of a book's front cover, including the title, author, and illustrator. • Understand what a noun is and identify nouns when listening to or reading a story. • Understand what a verb is and identify verbs when listening to or reading a text. • Describe how stories are structured with a beginning, middle, and end. • Identify the setting of a story. • Identify a key event in a story. **Writing** • Understand why we write. • Understand that there are different ways of writing for different purposes. • Know that sentences begin with a capital letter and end with a full stop. • Use the conjunctions *and* and *but* to join words and clauses. • Know that spaces are needed between words to make writing clear and readable. • Know that the pronoun *I* is always written with a capital letter.	**SKILLS** **Reading** • 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. • Say the sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. • Read some common exception words. • Read words accurately by blending sounds, including words with up to five graphemes, all 40+ phonemes, and polysyllabic words. • Read aloud books that are consistent with their phonic knowledge, without guessing from pictures or context. • Read aloud with awareness of full stops. • Read aloud with awareness of exclamation marks. • Read aloud with awareness of question marks. • Demonstrate understanding of texts by answering simple questions. • Answer questions and make simple inferences. • Answer questions and make some inferences when reading books, they can read fluently. • Talk about events in a familiar story and link them to their own experiences. • Retell parts of a story or rhyme that has been read aloud to them. • Retell a familiar story and begin to use appropriate intonation. • Apply reading and phonics skills across a range of activities.	**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

Curriculum Offer

• Recognise that questions and exclamations use different punctuation marks. **Spoken Language** • Know when to listen and respond. • Know how to interact appropriately with peers. • Recognise and name a range of emotions and link them to events (e.g. happy, sad, excited, frightened). • Understand that stories have key events and characters that can be retold or acted out. • Understand that instructions explain what to do in an activity or game. • Understand that opinions, including likes and dislikes, can be shared and may differ from those of others.	• Use the initial phoneme to find a word's meaning in a simple or picture dictionary. **Writing** • Demonstrate the ability to refine handwriting and presentation skills with support. • Form most lower-case letters accurately. • Use capital letters at the beginning of sentences, for names, and for the pronoun "I." • Use full stops at the end of sentences. • Leave spaces between words to make writing readable. • Discuss with an adult what writing will be about using visual cues. • Say aloud what writing will be about using prompts such as W-words (who, what, where, when, why). • Use pictures to plan writing in sections (beginning, middle, end). • Rehearse sentences orally before writing them down. • Make up sentences or short phrases linked to a theme, story, or personal experience. • Complete simple sentences from a given starter. • Indicate where capital letters and full stops should go when saying a sentence. • Write captions or short phrases using known graphemes. • Attempt short narratives based on real experiences. • Write sentences sequenced to form a short narrative. • Write simple sentences using given sentence starters.	

Curriculum Offer

	• Write single words to describe objects, people, places, characters, or settings. • Use adjectives to describe people and places. • Demonstrate the ability to spell statutory NC words with support. • Choose vocabulary appropriate to the task, showing some awareness of meaning and context. • Identify and write initial sounds in words. • Segment spoken words into phonemes and represent them with graphemes. • Spell simple CVC words accurately (e.g., cat, pot). • Spell words with consonant clusters and simple digraphs (e.g., frog, chop, splash). • Spell days of the week phonetically plausibly. • Identify or write graphemes when hearing phonemes (20+ and 40+). • Use word banks and word list to support writing. • Demonstrate the ability to use accurate grammar in writing and speaking with support. • Recognise the purpose of capital letters, full stops, exclamation marks, question marks, and commas in a list, and use them with support. • Read aloud own writing, even if not fully accurate. • Check that writing makes sense when read aloud. • Identify when writing does not make sense. • Make simple changes suggested by an adult.	

Curriculum Offer

	Spoken Language • 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. • Comment on what they like about a story, performance, or activity. • Give a simple reason for their ideas using *why* and *because*. • Answer a range of questions confidently, including giving reasons for opinions. • Respond to and ask basic questions during discussions or news sharing. • Link ideas in speech using basic conjunctions (e.g., *and*, *but*). • Use basic contractions in spoken language (e.g., *don't*, *can't*). • Usually use plurals correctly in speech. • Use past and present tense, with some overgeneralisation. • Retell or act out key events from a familiar story, using visual support if needed. • Use simple descriptive language to describe people, characters, and objects. • Recognise, describe, and explain emotions in themselves, others, and characters.	

Curriculum Offer

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7	**All About Me** 'Dear Teacher' By Amy Husband.	**British Industrial Revolution** ‘A Christmas Carol’ By Joshua George	**Medieval Britain** ‘The Sword and the Stone’ Easy Classics	**Sea Odyssey** 'Somebody Swallowed Stanley’ By Sarah Roberts	**Africa** 'Lila and the Secret of Rain.’ By David Conway	**Treasure Hunters** ‘Treasure Island’ Usbourne
Year 8	**The Golden Age of Travel** ‘I was there’ Scholastic Titanic – non-fiction	**Weather Watchers** ‘Out and About’ By Shirley Hughes	**Natural Disasters** ‘Escape from Pompeii.’ By Christina Balit	**Elizabethan Britain** ‘A Midsummer Night’s Dream.’ Easy Classics	**India** 'The Jungle Book’ By Rudyard Kipling and Gallia Bernstein Ladybird Classic	**Myths & Legends** 'The Trojan Horse' Usbourne

Curriculum Offer

SUBJECT: English	**YEAR:** 9, 10 & 11	**PATHWAY:** 2
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE **Reading** • 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. • Recognise features in texts such as captions, speech bubbles, and labels. • Understand that texts, both fiction and non-fiction, are organised in different ways (e.g., lists, narratives, letters). • Share knowledge of a widening range of books with different themes. • Recognise describing words and understand the term *adjective*, using visual or semantic support. • Understand what a pronoun refers to across sentences (e.g., "The cat meowed. She was hungry"). • Give a simple explanation of the use of full stops, exclamation marks, and question marks. **Writing**	**SKILLS** **Reading** • 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. • Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. • Read many common exception words. • Read words accurately by blending sounds, including words with up to five graphemes, all 40+ phonemes, and polysyllabic words. • Read many words quickly and accurately without overt sounding and blending. • Read most words accurately and fluently, allowing focus on understanding rather than decoding. • Read independently, self-correcting when the sense of the text is lost. • Check that the text makes sense, correcting inaccurate reading. • Ask questions to improve understanding of a text. • Predict what might happen based on what has been read so far. • Explain what has happened in a text, giving expanded answers. • Identify the beginning, middle, and end of a story or plot.	**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.

Curriculum Offer

• 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. • Know the grammatical term *apostrophe* and its use. • Know the difference between a word and a sentence. • Know that writing can have a beginning, middle, and end. • Know that writing can be for different purposes. • Know that sentences can be sequenced to form a narrative. • Know that time connectors can be used to order events. • Know that words can be chosen for effect. • Know that commas can be used to separate items in a list • Know a growing bank of common sight words. • Know some common exception words. • Know that words are made up of sounds (phonemes) that are written using letters (graphemes). • Know that suffixes and prefixes can change the meaning or form of words (e.g., –s, –es, –ing, –ed, –er, –un).	• Share and discuss favourite words and phrases in a text. • Show understanding of word meanings through discussion and links to known vocabulary. • Use the contents and index pages in a basic information book at an appropriate reading level. **Writing** • Demonstrate ability to refine handwriting and presentation skills with accuracy and fluency. • Organise ideas coherently, showing a growing awareness of audience and purpose. • 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. Begin to extend sentences by joining two ideas together. • Choose and use topic-related vocabulary in sentences. • Use picture or word cues to support sentence writing. • Write for different purposes when prompted. • Join in with editing activities. • Re-read writing after editing to check meaning. • Talk about what is good in their own writing. • Form lower-case letters in the correct direction.	

Curriculum Offer

Spoken Language • 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. • Know that ideas can be linked using conjunctions such as *and*, *but*, *or*, *because*, *when*, and *where*. • Know that contractions can be used in speech (e.g., *she's*, *he's*, *couldn't*, *wouldn't*). • Know that plurals are used to talk about more than one item. • Know that past, present, and time-related words (e.g., *today*, *yesterday*, *tomorrow*) help explain when something happened.	• Form and orientate most capital letters and digits correctly. **Spoken Language** • 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. • Compare items using basic comparatives (e.g., *big, bigger, biggest*). • Sort and name items within simple categories (e.g., food, animals, clothes). • Follow and respond to spoken instructions in games and practical tasks. • Ask for clarification if instructions are unclear. • Show attentive listening behaviours, such as looking at the speaker and responding appropriately. • Listen to others and make relevant comments about their ideas or news. • Draw, make, or build an object by following step-by-step verbal instructions. • Share and report their own and others' opinions in group activities.	

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Curriculum Offer

Year 7	**All About Me** 'Dear Teacher' By Amy Husband.	**British Industrial Revolution** ‘A Christmas Carol’ By Joshua George	**Medieval Britain** ‘The Sword and the Stone’ Easy Classics	**Sea Odyssey** 'Somebody Swallowed Stanley’ By Sarah Roberts	**Africa** 'Lila and the Secret of Rain.’ By David Conway	**Treasure Hunters** ‘Treasure Island’ Usbourne
Year 8	**The Golden Age of Travel** ‘I was there’ Scholastic Titanic – non-fiction	**Weather Watchers** ‘Out and About’ By Shirley Hughes	**Natural Disasters** ‘Escape from Pompeii.’ By Christina Balit	**Elizabethan Britain** ‘A Midsummer Night’s Dream.’ Easy Classics	**India** 'The Jungle Book’ By Rudyard Kipling and Gallia Bernstein Ladybird Classic	**Myths & Legends** 'The Trojan Horse' Usbourne

Curriculum Offer

SUBJECT: English	**YEAR:** 9, 10 & 11	**PATHWAY:** 2
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE **Reading** • 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. • Recognise features in texts such as captions, speech bubbles, and labels. • Understand that texts, both fiction and non-fiction, are organised in different ways (e.g., lists, narratives, letters). • Share knowledge of a widening range of books with different themes. • Recognise describing words and understand the term *adjective*, using visual or semantic support. • Understand what a pronoun refers to across sentences (e.g., "The cat meowed. She was hungry"). • Give a simple explanation of the use of full stops, exclamation marks, and question marks. **Writing**	**SKILLS** **Reading** • 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. • Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. • Read many common exception words. • Read words accurately by blending sounds, including words with up to five graphemes, all 40+ phonemes, and polysyllabic words. • Read many words quickly and accurately without overt sounding and blending. • Read most words accurately and fluently, allowing focus on understanding rather than decoding. • Read independently, self-correcting when the sense of the text is lost. • Check that the text makes sense, correcting inaccurate reading. • Ask questions to improve understanding of a text. • Predict what might happen based on what has been read so far. • Explain what has happened in a text, giving expanded answers.	**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, sentenc e structure, grammar, vocabulary • Express opinions and justify ideas.

Curriculum Offer

• 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. • Know the grammatical term *apostrophe* and its use. • Know the difference between a word and a sentence. • Know that writing can have a beginning, middle, and end. • Know that writing can be for different purposes. • Know that sentences can be sequenced to form a narrative. • Know that time connectors can be used to order events. • Know that words can be chosen for effect. • Know that commas can be used to separate items in a list • Know a growing bank of common sight words. • Know some common exception words. • Know that words are made up of sounds (phonemes) that are written using letters (graphemes). • Know that suffixes and prefixes can change the meaning or form of words (e.g., –s, –es, –ing, –ed, –er, –un). **Spoken Language**	• Identify the beginning, middle, and end of a story or plot. • Share and discuss favourite words and phrases in a text. • Show understanding of word meanings through discussion and links to known vocabulary. • Use the contents and index pages in a basic information book at an appropriate reading level. **Writing** • Demonstrate ability to refine handwriting and presentation skills with accuracy and fluency. • Organise ideas coherently, showing a growing awareness of audience and purpose. • 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. Begin to extend sentences by joining two ideas together. • Choose and use topic-related vocabulary in sentences. • Use picture or word cues to support sentence writing. • Write for different purposes when prompted. • Join in with editing activities.	

Curriculum Offer

• 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. • Know that ideas can be linked using conjunctions such as *and*, *but*, *or*, *because*, *when*, and *where*. • Know that contractions can be used in speech (e.g., *she's*, *he's*, *couldn't*, *wouldn't*). • Know that plurals are used to talk about more than one item. • Know that past, present, and time-related words (e.g., *today*, *yesterday*, *tomorrow*) help explain when something happened.	• Re-read writing after editing to check meaning. • Talk about what is good in their own writing. • Form lower-case letters in the correct direction. • Form and orientate most capital letters and digits correctly. **Spoken Language** • 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. • Compare items using basic comparatives (e.g., *big, bigger, biggest*). • Sort and name items within simple categories (e.g., food, animals, clothes). • Follow and respond to spoken instructions in games and practical tasks. • Ask for clarification if instructions are unclear. • Show attentive listening behaviours, such as looking at the speaker and responding appropriately. • Listen to others and make relevant comments about their ideas or news. • Draw, make, or build an object by following step-by-step verbal instructions.	

Curriculum Offer

		• Share and report their own and others' opinions in group activities.				
YEAR/CYCLE	**AUTUMN 1**	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
Year 9	**Identity & Belonging** 'The Colour of Home.' By Mary Hoffman	**Modern Theatre** The Play 'Charlie and the Chocolate Factory.' By Roald Dahl	**Power and Conflict** Various non-fiction about WW1 and WW2 Poems about war	**Do you Believe in Magic?** 'Tell me a Dragon' By Jackie Morris	**Mystery & Adventure** 'The Great Explorer' By Chris Judge	**Elizabethan England** 'Macbeth' Usbourne
Year 10	**Identity & Belonging** 'Frankie's World' By Aoife Dooley	**Modern Theatre** 'Matilda.' By Roald Dahl	**Heroes and Villains** Various fiction and non-fiction about heroes and villains	**Do you Believe in Magic?** 'The Witches' By Roald Dahl	**Mystery & Adventure** 'The Tunnel' by Anthony Browne	**Elizabethan England** 'Romeo & Juliet' Barrington Stoke
Year 11	**Identity & Belonging** 'Can You See Me?' By Libby Scott	**Modern Theatre** 'Our Day Out' By Willie Russell	**Crime and Punishment** Various fiction and non-fiction about Crime and Punishment	**Do you Believe in Magic?** 'City of Stolen Magic' By Nazneen Ahmed Pathak	**Mystery & Adventure** 'Boy in the Tower' By Polly Yo Hen	**Elizabethan England** 'The Tempest.' Usbourne

Curriculum Offer

CURRICULUM OVERVIEW	CROSS CURRICULAR LINKS	DESTINATIONS
• Pathway 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 to gain a qualification in Pearson Entry Level Certificate in English. Pupils in Year 9 complete 'mini assessments' as part of their	• Pupils develop and apply skills of communicating clearly for different purposes and audiences including reciprocal conversations, paired and group discussions and apply use of appropriate registers for effective communication in a range of real-life situations. • Pupils encounter a range of fiction and non-fiction text types such as and apply skills of reading for meaning, inference and comprehension. • Pupils apply skills of writing to write for different purposes and audiences including instructional, transactional, explanation, creative and descriptive. • Literacy skills are embedded into all areas of the curriculum.	• Pearson Edexcel Entry Level Certificate in English

Curriculum Offer

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.		

Curriculum Offer

SUBJECT: English	**YEAR:** 7 & 8	**PATHWAY:** 3
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE **Reading** • Know how to choose appropriate books for reading (fiction and non-fiction). • Use phonic strategies to read unfamiliar words. • Recognise and understand different text types and genres (e.g. fiction, non-fiction, lists, narratives, letters). • Understand and identify basic language features (e.g. pronouns, adverbs, inverted commas, synonyms). • Explain the purpose of basic punctuation (full stops, exclamation marks, question marks). • Understand how meaning is created in texts, including: • how pronouns link ideas across sentences • how words can have similar meanings (synonyms) • Begin to understand inference and deduction (reading beyond the literal meaning). **Writing** • Know why we write and that writing is for different purposes and audiences. • Know how to write legibly, using correct letter formation. • Use basic punctuation to communicate meaning in sentences. • Begin to understand how paragraphs are used to organise writing. • Recognise key presentational and language features (e.g. layout, captions, bullet points).	**SKILLS** **Reading** • Engage confidently with a range of fiction and non-fiction texts and genres. • Read aloud and independently with fluency and accuracy, focusing on meaning rather than decoding. • Understand what is read, including: • answering questions • making inferences • predicting and clarifying meaning. • Retrieve information from texts, using features such as contents pages and indexes. • Respond to and comment on texts, including: • personal responses • characters, settings, and plots. • Begin to evaluate how language is used for effect. **Writing** • Writing is shaped by purpose and audience, which affects vocabulary, form, and style. • Texts are structured to make meaning clear, using sequencing and paragraphs. • Language choices create effect, through descriptive and figurative language. • Grammar supports meaning and cohesion, including tense, sentence types, and linking ideas. • Punctuation marks meaning and impact in writing.	**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.

Curriculum Offer

• Use and understand basic grammatical terminology, including: • punctuation (comma, apostrophe, exclamation mark) • word classes (noun, adjective, verb, adverb, noun phrase) • tense (past and present) • Understand key language concepts, including: • what an adverb is • what a homophone is and how meaning differs. **Spoken Language** • Know when to listen and when to respond appropriately in different contexts. • Interact appropriately with peers, taking turns and contributing to discussion. • Communicate effectively to an audience, adapting talk for purpose. • Plan and structure a discussion or presentation with increasing confidence. • Use visual resources to support and emphasise ideas in discussion or presentation. • Understand and describe how performances create meaning, including: differences between dramatisations of the same story, how mood and atmosphere are created • Use inference to interpret information and ideas, including abstract information.	• Spelling follows patterns and rules, including phonics and word endings. • Vocabulary knowledge affects meaning and develops through reading and topics. • Writing can be improved through editing for meaning, accuracy and word choice. • Handwriting and presentation affect readability. **Spoken Language** • Spoken language varies by context, audience, and purpose (volume, tone, and register). • Effective communication involves speaking and listening, including following instructions, and responding to others. • Discussions follow agreed conventions, such as turn-taking, staying on topic and working towards agreement. • Questions develop understanding and help explain and justify ideas. • Language is used to describe, explain and recount people, events, and ideas. • Opinions can be expressed, compared, and justified with reasons. • Spoken language uses grammatical structures, including Standard English, conjunctions, and contractions. • Speakers adapt talk to engage listeners and respond constructively. • Sustained listening is needed in larger groups to remember and respond to what is heard. • Ideas can be communicated clearly for and against viewpoints across topics.	

Curriculum Offer

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7	**All About Me** 'Dear Teacher' By Amy Husband	**British Industrial Revolution** 'A Christmas Carol' Usbourne	**Medieval Britain** 'Arthur King of High Britain' By Michael Morpurgo	**Sea Odyssey** '20,000 Leagues Under the Sea' By Jules Verne	**Africa** 'Lila and the Secret of Rain.' By David Conway	**Treasure Hunters** 'Treasure Island' Ladybird
Year 8	**The Golden Age of Travel** 'I was there' Scholastic Titanic – non-fiction	**Weather Watchers** 'Storm' By Kevin Crossley Holland	**Natural Disasters** 'Escape from Pompeii.' By Christina Balit	**Elizabethan Britain** 'A Midsummer Night's Dream.' By Andrew Matthews	**India** 'The Jungle Book' Oxford Press	**Myths & Legends** 'Trojan Horse: How the Greeks Won the War' By Emily Little

Curriculum Offer

SUBJECT: English	**YEAR:** 9, 10 & 11	**PATHWAY:** 3
SKILLS AND KNOWLEDGE PROGRESSION		
KNOWLEDGE **Reading** • Read fluently and with good understanding across a wide range of texts. • Understand and explain the difference between fiction and non-fiction, including: • their purposes • their layouts and structures (e.g. chapters, lists). • Read, evaluate, and compare texts, including: • making comparisons • summarising key information and ideas. • Understand and use inference and deduction to go beyond the literal meaning of a text. • Recognise key language features, including: • inverted commas for speech • adverbs • synonyms. • Distinguish between fact and opinion in simple texts. • Use word-structure knowledge to support reading, including: • root words • prefixes and suffixes. **Writing** • Understand the format and layout of different genres and how these vary by purpose and audience. • Structure writing coherently to suit audience and purpose.	**SKILLS** **Reading** • Texts can be read independently and aloud with fluency and expression. • Information can be located and retrieved from texts, using features such as contents pages, indexes, and dictionaries. • Texts can be understood and summarised, including: • themes and main ideas • characters, settings, and plot. • Meaning can be inferred from texts and ideas justified with evidence. • Writers make choices about language and structure that affect the reader. • Viewpoints about texts should be supported with evidence. • Readers respond to texts by discussing meaning and language. **Writing** • Write clearly and coherently for different purposes and audiences, organising ideas effectively. • Plan, draft and structure writing, using paragraphs and organisational features. • Use language creatively for effect, with varied vocabulary and descriptive choices. • Use accurate grammar and sentence structures to support clarity and cohesion. • Use punctuation accurately to mark meaning and impact.	**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.

Curriculum Offer

• Use vocabulary, organisational features, and punctuation for impact in writing. • Recognise and use key features of non-narrative texts, such as headings and sub-headings. • Plan writing using features of different genres. • Understand key language concepts, including: • what homophones are and how meaning differs • consonants and vowels • the difference between simple and complex sentences. • Discuss writing using appropriate grammatical terminology, such as preposition, conjunction, prefix, and inverted commas. **Spoken Language** • Use appropriate body language and spoken language for different contexts and audiences. • Use tense and register appropriately in spoken communication (past, present, future; formal and informal). • Present information and ideas clearly for the purpose of communicating with others. • Use Standard English confidently across a range of contexts. • Understand how and why speakers vary in their talk, including tone, register and style, for different purposes and audiences.	• Spell accurately, using phonics, word patterns and dictionaries. • Edit and improve writing through proofreading and redrafting. • Present writing clearly, with legible handwriting and appropriate layout. • Speak and present writing confidently, reading aloud with expression and discussing writing. **Spoken Language** • Select, organise, and present ideas clearly in discussions and presentations. • Speak fluently in Standard English, adapting vocabulary, register, tone and intonation for purpose and audience. • Use verbal and non-verbal communication effectively, including body language and visual aids. • Listen attentively and respond thoughtfully, remembering key points and asking questions. • Participate effectively in collaborative talk, taking turns, supporting and challenging others, and evaluating own contributions. • Express and justify opinions with evidence. • Respond constructively to others' views and arguments. • Maintain and monitor listener engagement in a range of contexts (discussion, presentation, debate, performance). • Identify and present solutions to problems through discussion.	

Curriculum Offer

YEAR/CYCLE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 9	**Identify and Belonging** 'Refugee Boy' By Benjamin Zephaniah	**Modern Theatre** The Play 'Charlie and the Chocolate Factory.' By Roald Dahl	**Power and Conflict** Various non-fiction about WW1 and WW2 Poems about war	**Do you Believe in Magic?** 'How To Train Your Dragon' By Cressida Cowell	**Mystery and Adventure** 'The London Eye Mystery' By Siobhan Dowd	**Elizabethan England** 'Macbeth' By Andrew Matthews
Year 10	**Identify and Belonging** 'The Boy at the Back of the Class By Anjali K Rauf	**Modern Theatre** 'Matilda.' By Roald Dahl	**Heroes and Villains** Various fiction and non-fiction about heroes and villains	**Do you Believe in Magic?** 'The Lion, The Witch and The Wardrobe' By C.S Lewis	**Mystery and Adventure** 'The Explorers' By Katherine Rundell	**Elizabethan England** 'Romeo & Juliet' By Andrew Matthews
Year 11	**Identify and Belonging** 'Wonder' By R.J Palocio	**Modern Theatre** 'The Terrible Fate of Humpty Dumpty' By David Calcutt	**Crime and Punishment** Various fiction and non-fiction about Crime and Punishment	**Do you Believe in Magic?** 'Harry Potter and the Philosophers Stone' By J.K Rowling	**Mystery & Adventure** 'Boy in the Tower' By Polly Yo Hen	**Elizabethan England** 'The Tempest.' By Andrew Matthews

Curriculum Offer

CURRICULUM OVERVIEW	CROSS CURRICULAR LINKS	DESTINATIONS
• Pathway 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 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	• Pupils develop and apply skills of communicating clearly for different purposes and audiences including reciprocal conversations, paired and group discussions and apply use of appropriate registers for effective communication in a range of real-life situations. • Pupils encounter a range of fiction and non-fiction text types and apply skills of reading for meaning, inference and comprehension. • Pupils apply skills of writing to write for different purposes and audiences including instructional, transactional, explanation, creative and descriptive. • Literacy skills are embedded into all areas of the curriculum.	• Pearson Edexcel Entry Level Certificate in English • Pearson Edexcel Level 1 Functional Skills English • AQA GCSE English Language

Curriculum Offer

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 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.		