

LTP – KS3 English

Our English curriculum is aimed at giving students with SEND access to age-related expectations through targeted, specific and bespoke personalisation. Depending on when students join us, we identify gaps in learning that are common after negative experiences of, or extended periods of absence from school. Gaps in skills and knowledge are filled in lessons through various support systems to ensure students are able to complete with their mainstream peers with qualifications on par with national expectations. The English curriculum is underpinned by a robust literacy programme that ensures all students have access to the wider curriculum through their decoding, reading, speaking, listening and written ability. Where core skills are complete barriers to learning and there is a need for more specialist support- this is delivered through our literacy intervention programme managed by our SLC L7 specialist teacher. Personal development is at the core of our English Curriculum and forms the basis of our text choices and topics; enabling students to explore the core themes of health and wellbeing, relationships and living in the wider world. Text choices reflect the diverse nature of our school and local community and enrichment activities allow students opportunities to apply learning in real-world contexts and well has enhance their cultural experiences.

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Drama text (modern play): Our Day Out- Willy Russell</p> <ul style="list-style-type: none"> • Locate one or two points from the play which may have varying degrees of relevance. • Make simple comments or observations about characters and events in the play • Show some understanding at a literal level of themes, events and characters • Follow the main points in a text • Express opinions and/or preferences • Select some material relevant to tasks • Make simple inferences and/or deductions 	<p>Modern Prose: Cirque du freak and A Monster Calls</p> <ul style="list-style-type: none"> • Attempt to make one or two brief and simple comments which may not be accurate • Locate one or two points from the text which may have varying degrees of relevance • Make simple comments or observations • Show some understanding at a literal level • Follow the main points in a text • Express opinions and/or preferences • Select some material relevant to tasks • Make simple inferences and/or deductions 	<p>Literary Heritage text: Dickens – A Christmas Carol and Oliver Twist</p> <ul style="list-style-type: none"> • Attempt to make one or two brief and simple comments that link or contrast texts • Locate one or two points from each text which may have varying degrees of relevance • Make simple comments or observations making reference to both texts • Show some understanding at a literal level of both texts • Follow the main points of both text • Express opinions and/or preferences • Select some material relevant to tasks from both texts • Make simple inferences and/or deductions about both texts 	<p>Non-Fiction Unit: Injustice – Speeches and articles</p> <ul style="list-style-type: none"> • To use a range of sentence types with correct punctuation • Make appropriate vocabulary choices for effect, audience and purpose • Organise texts into structured paragraphs to guide reader • Change tone and register for texts with different purposes • Present texts in an appropriate way using a range of techniques such as headings, images, colour, columns and font. • Communicate ideas verbally using Standard English, appropriate vocabulary choices and use some other presentational features to interest audience 	<p>Poetry Anthology: War Poetry</p> <ul style="list-style-type: none"> • Attempt to make one or two brief and simple comments that link or contrast poems • Locate one or two points from each poem which may have varying degrees of relevance • Make simple comments or observations making reference to two poems • Show some understanding at a literal level of both texts • Follow the main points of both poems • Express opinions and/or preferences • Select some material relevant to tasks from both texts • Make simple inferences and/or deductions about both texts 	<p>Shakespeare Play: A Midsummer Night's Dream</p> <ul style="list-style-type: none"> • Make accurate and clear comments on plot and characters in a Shakespearean text • Select some relevant examples from texts to support points • Make relevant inferences and/or deductions sometimes supported by textual detail • Show clear understanding through relevant comments • Show understanding of the writers' craft, choosing relevant supporting examples • Make reference to Historical context

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Drama text (modern play): Curious Incident with the dog in the night time.</p> <ul style="list-style-type: none"> • Make a number of accurate and clear comments on text • Select relevant examples from texts to support points • Make relevant inferences and/or deductions sometimes supported by textual detail • Show clear understanding through detailed comments • Show understanding of the writers' craft, choosing relevant supporting examples • Make relevant and sensible inferences and/or deductions supported by textual detail 	<p>Modern Prose: Noughts and Crosses</p> <ul style="list-style-type: none"> • Make a number of accurate and clear comments on text • Select relevant examples from texts to support points • Make relevant inferences and/or deductions sometimes supported by textual detail • Show clear understanding through detailed comments • Show understanding of the writers' craft, choosing relevant supporting examples • Make relevant and sensible inferences and/or deductions supported by textual detail 	<p>Making links between a modern text and a literary Heritage text: War of the Worlds by H.G Wells and The Hunger Games by Suzanne Collins</p> <ul style="list-style-type: none"> • Make a number of accurate and clear comments on both texts making links or contrasting • Select relevant examples from both texts to support points • Make relevant inferences and/or deductions sometimes supported by textual detail from both texts • Show clear understanding through detailed comments about both texts • Show understanding of the writers' craft, choosing relevant supporting examples from both texts • Make relevant and sensible inferences and/or deductions supported by textual detail from both texts 	<p>Non-Fiction Unit: Billy the Kid and Autobiographies</p> <ul style="list-style-type: none"> • To use a range of sentence types with correct punctuation • Make appropriate vocabulary choices for effect, audience and purpose • Organise texts into structured paragraphs to guide reader • Change tone and register for texts with different purposes • Present texts in an appropriate way using a range of techniques such as headings, images, colour, columns and font. • Communicate ideas verbally using Standard English, appropriate vocabulary choices and use some other presentational features to interest audience 	<p>Poetry Anthology: Poetry from different cultures</p> <ul style="list-style-type: none"> • Make a number of accurate and clear comments on both texts making links or contrasting • Select relevant examples from both texts to support points • Make relevant inferences and/or deductions sometimes supported by textual detail from both texts • Show clear understanding through detailed comments about both texts • Show understanding of the writers' craft, choosing relevant supporting examples from both texts • Make relevant and sensible inferences and/or deductions supported by textual detail from both texts 	<p>Shakespeare: Romeo and Juliet</p> <ul style="list-style-type: none"> • Make detailed and accurate and clear comments on characters, theme and plot in a Shakespearean text • Select relevant examples from texts to support points • Make relevant inferences and/or deductions sometimes supported by textual detail • Show clear understanding through relevant comments • Show understanding of the writers' craft, choosing relevant supporting examples and using appropriate terminology • Make reference to Historical context and link tot events, themes or characters

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Drama text (modern play): Face the Play by Benjamin Zephaniah</p> <ul style="list-style-type: none"> • Make accurate and clear comments relating to the text as a whole • Select specific and multiple examples from texts to support points • Make thoughtful inferences and/or deductions sometimes supported by textual detail • Show analytical skills in considered, detailed comments • Analysis of writers' craft, embedding relevant textual evidence in responses • Make thoughtful and insightful inferences and/or deductions supported by textual detail 	<p>Modern Prose: Hello Mum by Bernardine Evaristo / Lord of the Flies by William Golding</p> <ul style="list-style-type: none"> • Make accurate and clear comments relating to the text as a whole • Select specific and multiple examples from texts to support points • Make thoughtful inferences and/or deductions sometimes supported by textual detail • Show analytical skills in considered, detailed comments • Analysis of writers' craft, embedding relevant textual evidence in responses • Make thoughtful and insightful inferences and/or deductions supported by textual detail • To use a range of sentence types varying for impact and purpose • Make deliberate and stylistic vocabulary choices for effect, audience and purpose • Organise texts into well-structured paragraphs to guide reader 	<p>Literary Heritage textual comparison: Jekyll & Hyde by Robert Louis Stevenson Dracula by Bram Stoker Sherlock Homes by Sir Arthur Conan Doyle Frankenstein by Mary Shelley</p> <ul style="list-style-type: none"> • Make accurate and clear comments relating to both texts whole texts drawing information and references • Select specific and multiple examples from texts to support points • Make thoughtful inferences and/or deductions sometimes supported by textual detail • Show analytical skills in considered, detailed comments • Analysis of writers' craft, embedding relevant textual evidence in responses • Make thoughtful and insightful inferences and/or deductions supported by textual detail 	<p>Non-Fiction Unit: The Natural World</p> <ul style="list-style-type: none"> • To use a range of sentence types varying for impact and purpose • Make deliberate and stylistic vocabulary choices for effect, audience and purpose • Organise texts into well-structured paragraphs to guide reader • Vary tone and register for audience, purpose and form • Present texts in an appropriate and interesting way using a range of techniques such as headings, images, colour, columns and font. • Communicate ideas verbally using Standard English, thoughtful vocabulary choices, intonation and other presentational features to interest audience 	<p>Poetry Anthology: Protest Poetry</p> <ul style="list-style-type: none"> • Make accurate and clear comments relating to both texts whole texts drawing information and references • Select specific and multiple examples from texts to support points • Make thoughtful inferences and/or deductions sometimes supported by textual detail • Show analytical skills in considered, detailed comments • Analysis of writers' craft, embedding relevant textual evidence in responses • Make thoughtful and insightful inferences and/or deductions supported by textual detail 	<p>GCSE Speaking and Listening Assessment</p> <ul style="list-style-type: none"> • Using Standard English, confidently in a range of formal and informal contexts, including classroom discussion • information and references • Giving short speeches and presentations, expressing their own ideas and keeping to the point • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.