

Cycle 1 – Secondary

| English | Growing and Changing | | | Eco Warriors | | Out and About | |
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| Basic skills to be taught across whole year: | Expressive and Receptive Language, Phonics, Spelling, Vocabulary, Punctuation and Reading, Questions and Answers, Poetry, Comprehension, Guided reading, Handwriting and Story Sharing. | | | | | | |
| Semi-formal curriculum | O:\3. CURRICULUM 2020\English | | | | | | |
| Formal | Fiction – Information reports | Non-Fiction – Instruction Text | Fiction – Science Fiction | Non-Fiction – Environmental Awareness | Fiction – Stories from other cultures/ Around The World | Non-Fiction – Media and Persuasion | |
| KS4 Accreditation- Semi formal (Select level relevant to pupil ability level.) | Weekly Literacy programme consisting of; Story sharing, SALT targets, weekly small groups for phonics/handwriting/reading, Focused Writing, (Term 1 fiction Term 2 non-fiction and repeat) Typing skills and ERIC (everyone reading in class). | | | | | | |
| Life & Living Skills Entry Level OCR 10160-10172, 10181-10183 https://www.ocr.org.uk/qualifications/vocational-qualifications/vocational-qualifications-qcf-life-and-living-skills-entry-level-1-3/ Level 1 Communication Units B1-B9 | Unit B1- Making requests and asking questions in familiar situations/ Unit B4- Interacting in a group situation | Unit B2- Providing personal information | Unit B3- Engaging in early reading activities/ Unit B8- Developing reading skills | Unit B7 Developing communication skills | Unit B6- Encountering experiences: being a part of things | B 9- Developing writing skills | Unit B5- Engaging with the world around you: people |
| Level 2 Communication Units B10-B14 | B12- Asking questions and making requests in everyday situations | B13-Providing personal information in writing | B11- Understanding short texts and simple instructions | B11- Understanding short texts and simple instructions. | B14-Managing social relationships | Unit B10- Presenting written information in different styles and formats | Unit B10- Presenting written information in different styles and formats |
| Level 3 Communication Units B15-B19 | B 18-Making requests and asking questions in a variety of situations | Unit B16- Writing in short paragraphs | B17- Using different reading methods | B17- Using different reading methods | Unit B15- Contributing to discussions | Unit B19- Completing forms with personal information | Unit B19- Completing forms with personal information |
| KS4 Accreditation Formal OCR Entry Level English- R393 Levels 1-3 | KS4 English Lessons Weekly: Phonics, Handwriting, Spelling, Punctuation and Grammar, Individual and Class Reading/Comprehension sessions and Speaking and Listening opportunities. | | | | | | |
| Allocated Text: | See Suggested Texts below – allocate one/two texts per time to focus delivery and embed development of writing/reading/spoken language skills | | | | | | |
| Writing Skills | Informative writing; Learners produce an informative piece of writing. This could take a variety of forms including: • a letter • an advertisement • a personal statement • a speech • an information leaflet • an article • an opinion piece • a review. They should: organise information and ideas clearly and logically select language appropriate for the form, audience and purpose of the task write simple, grammatically correct | | | | | | |

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| | <p>sentences use basic punctuation, including full stops, capital letters and question marks, accurately and consistently spell simple words accurately.</p> <p>Imaginative writing Learners produce an imaginative piece of writing. This could take a variety of forms including: • a short story/narrative • the opening of a story introducing a character • a descriptive piece, introduce a fiction text or short story (e.g. from Literacy shed/relevant to your topic) to study and inspire creative writing.</p> |
| Reading Skills | <p>Understanding a non-fiction text Learners read a range of non-fiction text types, such as: • newspaper/magazine articles • letters • information/advice booklets • persuasive texts (e.g. advertisements, charity appeals) • reviews. Learners respond to Questions on nonfiction texts and show some understanding of the information and ideas presented in them. Letters, Speech Writing, Articles</p> <p>Understanding a literary text Learners read a range of literary texts, such as: • short stories/narratives • descriptive texts • autobiography. Learners respond to questions on literary texts and show some understanding of the information and ideas presented in them.</p> |
| Spoken Language/Discussion or Role Play | <p>Discussions could take a variety of forms such as a planning exercise, a discussion of an issue of local national interest or of the particular interests of a group of learners. It could derive from a text that learners have been studying. Role play could include a practical scenario such as a telephone conversation requesting or complaining about a service or arranging to a visit a relative, or it could be based on an imaginary scenario such as interviewing a favourite celebrity. Introduce this through Story sharing, and SALT sessions: telephone role play, reporting about self, booking the cinema/a meal out, ringing home from school. Practise interviewing favourite role-models or celebrities, and having a 2-way conversation about personal interests.</p> |
| <p>Suggested Texts: Holes - Louis Sachar. Little Soldier - Bernard Ashley. Buddy - Bernard Ashley. Badger on the Barge - Jenni Howker (particularly for lower ability). Stone Cold - Robert Swindells. War Horse - Michael Morpurgo. Whispers in the Graveyard - Theresa Breslin. The Boy in the Striped Pyjamas - John Boyne. Private Peaceful - Michael Morpurgo. Clockwork - Philip Pulman. Millions - Frank Cottrell Boyce. Bloodline - Kevin Brooks. The Defender - Alan Gibbons. Underground to Canada - Barbara Smucker. Mr Stink - David Walliams. Gangster Granny - David Walliams. Billionaire Boy - David Walliams.</p> | |

Cycle 2 – Secondary

| English | Healthy Living | Land and Sea | | Me and My Community | | |
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| Basic skills to be taught across whole year: | Expressive and Receptive Language, Phonics, Spelling, Vocabulary, Punctuation and Reading, Questions and Answers, Poetry, Comprehension, Guided reading, Handwriting and Story Sharing. | | | | | |
| Semi-formal curriculum | O:\3. CURRICULUM 2020\English | | | | | |
| Formal | Fiction – Stories from similar authors | Non-Fiction – Information Text | Fiction – Stories from familiar settings | Non-Fiction – Reference Texts | Fiction – Historical Fiction | Non-Fiction – Auto-Biography/ Biography |
| KS4 Accreditation- Semi formal | See Cycle 1 | | | | | |
| KS4 Accreditation Formal | | | | | | |

Cycle 3 – Secondary

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| English | How Things Work | World of Work | Global Awareness | | | |
| Basic skills to be taught across whole year: | Expressive and Receptive Language, Phonics, Spelling, Vocabulary, Punctuation and Reading, Questions and Answers, Poetry, Comprehension, Guided reading, Handwriting and Story Sharing. | | | | | |
| Semi-formal curriculum | O:\3. CURRICULUM 2020\English | | | | | |
| Formal | Fiction – Information reports | Non-Fiction – Instruction Text | Fiction – Science Fiction | Non-Fiction – Environmental Awareness | Fiction – Stories from other cultures/ Around The World | Non-Fiction – Media and Persuasion |
| KS4 Accreditation- Semi formal | See Cycle 1 | | | | | |
| KS4 Accreditation Formal | | | | | | |

Cycle 4 – Secondary

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| English | My Relationships | The Elements | Hobbies and Interests | | | |
| Basic skills to be taught across whole year: | Expressive and Receptive Language, Phonics, Spelling, Vocabulary, Punctuation and Reading, Questions and Answers, Poetry, Comprehension, Guided reading, Handwriting and Story Sharing. | | | | | |
| Semi-formal curriculum | O:\3. CURRICULUM 2020\English | | | | | |
| Formal | Fiction – Stories from similar authors | Non-Fiction – Information Text | Fiction – Stories from familiar settings | Non-Fiction – Reference Texts | Fiction – Historical Fiction | Non-Fiction – Auto-Biography/ Biography |
| KS4 Accreditation- Semi formal | See Cycle 1 | | | | | |
| KS4 Accreditation Formal | | | | | | |

Cycle 5 – Secondary

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| English | New Beginnings | Adventure | Health and Advice | | | |
| Basic skills to be taught across whole year: | Expressive and Receptive Language, Phonics, Spelling, Vocabulary, Punctuation and Reading, Questions and Answers, Poetry, Comprehension, Guided reading, Handwriting and Story Sharing. | | | | | |
| Semi-formal curriculum | O:\3. CURRICULUM 2020\English | | | | | |
| Formal | Fiction – Information reports | Non-Fiction – Instruction Text | Fiction – Science Fiction | Non-Fiction – Environmental Awareness | Fiction – Stories from other cultures/ Around The World | Non-Fiction – Media and Persuasion |

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| KS4 Accreditation- Semi formal | See Cycle 1 |
| KS4 Accreditation Formal | |