

ENGLISH KS3 AND 4 CURRICULUM INTENT

All students, whatever their starting point, deserve the opportunities that studying English can afford them. Therefore, we continuously build on pupils' vocabulary; provide opportunities for debates, written and verbal discussion; expose them to representation from a variety of writers and speakers. The English curriculum reflects and celebrates our pupils, staff and diverse communities, empowering them to aim high and be the best they can be.

Freshsteps gives pupils the tools and opportunities to express themselves creatively by bringing drama into the classroom. This, in turn, significantly enhances students' capacity to engage with most, if not all, other subjects, as well as improving their career prospects.

English helps pupils to develop the means to analyze, question, and challenge the status quo. To be able to do this effectively it is imperative that our pupils are equipped with the critical thinking skills to be able to understand and value the impact of language. We achieve this through exposure to the foundational knowledge of poetry, prose, drama and non-fiction, in a variety of forms.

Freshsteps believe that studying English is, fundamentally, a means through which we learn to reflect on, understand and appreciate what it means to be human. Communication through reading, writing, speaking and listening is crucial if students are to develop the ability to relate to and empathise with others who may or may not hold the same opinions and beliefs as them.

Ultimately, studying English allows young people to build their identity and understand themselves, both as an individual and in relation to the rest of the world.

Freshsteps English Curriculum map

Autumn 1 English	Autumn 2 English	Spring 1 English	Spring 2 English	Summer 1 English	Summer 2 English
<p>Functional skills E2-3 <u>Starter activities</u> Spelling tests & Punctuation Text Building skills in English book 1 Unit 1 Biography and Autobiography Reading strategies Note taking Fact and opinion Gathering evidence Preparing an essay</p> <p>Reading for meaning</p> <p>GUIDED READING War Horse Empathy Watching the film/theatre visit</p> <p>Teacher assessments</p>	<p>Functional skills E2-3 <u>starter activity</u> Spelling tests & Punctuation Text Building skills in English book 1 Unit 2 News Presenting the news Features of a newspaper front page Structure of a newspaper article Aiming at a target audience Reading for meaning Recounting events Assessment tasks Point of view Bias Arguing a case Reading for meaning Writing: Composition and conventions</p> <p>GUIDED READING War Horse Visit to the imperial war museum</p> <p>Teacher assessments</p>	<p>Functional skills E2-3 <u>starter activity</u> Spelling tests & Punctuation Text Building skills in English book 1 Unit 3 Gothic tales Features of the gothic genre Plot Beginning and endings Setting and atmosphere Character and suspense Dialogue Narrative devices Developing characters Attention to detail Language for effect Planning a story Composition</p> <p>GUIDED READING The Lie tree/The Adams family/ film Wednesday Assessment task: speaking and listening</p> <p>Assessment task</p>	<p>Functional skills E2-3 <u>starter activity</u> Spelling tests & Punctuation Text Building skills in English book 1 Unit 4 Our world Features of text from different cultures Identifying main ideas Narrative techniques Setting and character Reviewing text Composition and conventions Honesty Integrity</p> <p>GUIDED READING The Lie tree The boy who cried wolf</p> <p>Assessment Task Writing:</p>	<p>Functional skills E2-3 <u>starter activity</u> Spelling tests & Punctuation Text Building skills in English book 1 Unit 5 Pen Rhythm Poetic form Rhyme Rhyme and repetition Active reading Imagery Writers language choices Looking at audience Assessment task A writers' point of view Writing about poems Planning understanding the authors' craft</p> <p>READING: poems from different cultures, differentiated</p> <p>Selecting different poems- Benjamin Zephaniah</p> <p>Assessment Task</p>	<p>Functional skills E2-3 <u>Group 3 starter activity</u> Spelling tests & Punctuation Text Building skills in English book 1 Unit 6 Take action Finding information Aiming at target audience Identifying the main points Getting your point across Assessment task: speaking and listening Note-making Organising Ideas Developing your argument Draft, revise and proof-read</p> <p>READING EGGS COMPUTER PROGRAMME</p>

Autumn 1 English	Autumn 1 English	Spring 1 English	Spring 2 English	Summer 1 English	Summer 2 English
<p>Group 2 (Year 9)</p> <p><u>Text Building skills in English book 2</u></p> <p>Unit 1 Advertising</p> <p>What is advertising Persuasive language Colourful copy Visual language Target audience Developing an argument Formal and informal language Planning a letter</p> <p><u>Guided reading: Holes Teacher Guide</u></p> <p>Teacher assessments</p>	<p>Group 2 (Year 9)</p> <p><u>Text Building skills in English book 2</u></p> <p>Unit 2 Drama</p> <p>Play scripts Dramatic techniques Settings and openings Plot Characters Comedy Improvising a scene Directing a scene Recounting events Arguing a case Justice system Rights and responsibilities</p> <p><u>Guided reading: Holes and Gregory's girl (drama Piece/& film)</u></p>	<p>Group 2(Year 9)</p> <p><u>Text Building skills in English book 2</u></p> <p>Unit 3 Detective stories</p> <p>Features of the detective Genre Solving a mystery Character Creating tension Plot Openings Building description Providing clues Writing poetry Dialect and text from different cultures Civil rights movement</p> <p><u>Guided reading: Roll of Thunder hear my Cry</u></p> <p>Teacher assessments</p>	<p>Group 2_(Year 9)</p> <p><u>Text Building skills in English book 2</u></p> <p>Unit 4 Communication</p> <p>Communication forms Safety and communication Privacy and communication Formal and informal communication Subject specific language Carrying out research Presenting a balanced analysis</p> <p><u>Guided reading: Roll of Thunder hear my Cry</u></p> <p>End of unit test</p>	<p>Group 2_(Year 9)</p> <p><u>Text Building skills in English book 2</u></p> <p>Unit 5 History of language</p> <p>Nonverbal Communication Fifteen centuries of change Invaders Investigating old English Early modern English Modern English Comparing modern languages Dialects Comprehension (fiction) reading Use of intonation when reading aloud.</p> <p><u>Guided reading Goodnight Mister. Tom</u></p> <p>Teacher assessments</p>	<p>Group 2 (Year 9)</p> <p><u>Text Building skills in English book 2</u></p> <p>Unit 6 Places and perspectives</p> <p>What makes travel writing special? Writing to inform and guide Recount writing Descriptions Authors point of view Creating 2 different views of the same place Writing a travel article for a Newspaper or Magazine</p> <p><u>Guided reading Goodnight Mister. Tom</u></p> <p>End of unit test</p>

Autumn 1 English YEAR 10	<u>End of unit test</u> Autumn 2 English YEAR 10	Spring 1 English YEAR 10	Spring 2 English YEAR 10	Summer 1 English YEAR 10	Summer 2 English YEAR 10
<p>Group – (Year 10) FS Level 1 – AQA units GCSE <u>Text Building skills in English book 3 Unit 1 Reality</u> Descriptive writing. Writing for different audiences, Writing to complain (speaking & Listening).</p> <p><u>Guided reading:</u> <u>Anne Frank</u></p> <p>Identify implicit and explicit ideas, select evidence, compare ideas and view points, evaluate. Select and synthesis evidence from sources Comment on writers methods and effect on audience. Analyse historical, social, and literary context and its impact on texts</p> <p><u>Teacher assessments</u></p>	<p>Group Year 10 (KS4) FS Level 1 -AQA units GCSE <u>Text Building skills in English book3 Unit 2 Magazines</u> To explore and identify the range of published magazines their audience and purpose. Visual language in magazines Front covers of magazines/newspaper Language and audience Editing and proof reading</p> <p><u>Guided reading:</u> <u>Ann Frank</u></p> <p>Identify implicit and explicit ideas, select evidence, compare ideas and view points, evaluate. Select and synthesis evidence from sources Comment on writers methods and effect on audience</p> <p>Analyse historical, social, and literary context and its impact on texts</p> <p><u>End of unit test</u></p>	<p>Year 10 (KS4) FS Level 1 – AQA units GCSE <u>Text Building skills in English book 3 Unit 3 short stories</u> Writing for different audiences, structure Openings, the authors craft stories from other cultures</p> <p><u>Guided reading: The banana tree</u> Identify implicit and explicit ideas, select evidence, compare ideas and view points, evaluate. Select and synthesis evidence from sources Comment on writers methods and effect on audience Analyse historical, social, and literary context and its impact on texts</p> <p><u>Teacher assessments</u></p>	<p>Group 1 –Spring KS4 year 10 FS Level 1 -AQA units GCSE <u>Text Building skills in English book 3 Unit 4 The Language of warfare</u> Describing War Interpreting a whole poem Imagery writing to argue, persuade Taking sides Structure <u>Guided reading:</u> We shall remember them/for a dead African assessment</p> <p>Identify implicit and explicit ideas, select evidence, compare ideas and view points, evaluate. Select and synthesis evidence from sources Comment on writers methods and effect on audience</p> <p>Analyse historical, social, and literary context and its impact on texts</p> <p><u>End of unit test</u></p>	<p>Group 1 – Year 1 (KS4) FS Level 1 – AQA units GCSE <u>Text Building skills in English book 3</u> Revision and exam/test practice.</p> <p>Objective: preparation for May Functional skills exam. Revision all topics How to read questions. AQA functional skills past exam papers Comment on writers methods and effect on audience. Read for meaning</p> <p>AQA LEVEL 1 Exam preparation-exams</p>	<p>Group 1 – Year 1 (KS4) FS Level 1 - GCSE <u>Text Building skills in English book 3</u> Revision and exam/test practice.</p> <p><u>Sit exams May</u></p> <p><u>Work Experience</u> <u>Writing a CV</u> <u>Visiting colleges</u></p> <p>AQA LEVEL 1 preparation-exams papers</p>

Autumn 1 English	<u>Autumn 2</u> <u>English</u>	Autumn 1 English	Autumn 1 English	papers Summer 1 English	Summer 2 English
<p>Group 11 – Year 2 (KS4) FS Level 1/ 2 - GCSE Unit 3 short stories Writing for different audiences structure openings stories from other cultures conflict and climax endings Universal themes</p> <p>Reading Animal Farm</p> <p>Assessment Task Reading</p> <p>Year 12 B (Alternative Vocational education) Differentiate the above Reading Animal Farm</p> <p>Teacher assessments</p>	<p>Group 11 – (KS4) FS Level 2 - GCSE Unit 4 The Language of warfare Describing War Interpreting a whole poem Imagery Structure in poetry Comparing poems War speeches Writing your speech</p> <p>Reading Animal Farm</p> <p>Assessment task Reading – war poems/charge of the light brigade/We shall remember them</p> <p>Year 12B (Alternative Vocational education) Differentiate the above Reading Animal Farm</p>	<p>Group 11 – (KS4) FS Level 1/ 2 - GCSE Unit 5 Shakespeare’s Romeo and Juliet What’s the story? Characters in Romeo and Juliet Themes What’s in a word How to direct a scene</p> <p>Reading Romeo and Juliet</p> <p>Assessment task Speaking and listening Planning and writing an essay Year 12B (Alternative Vocational education) Differentiate the above Assessment task Reading Reading Romeo and Juliet</p>	<p>Group 11 – (KS4) FS Level 1/ 2 - GCSE Unit 6 Setting up a company Gathering Information Developing a product Describing a product Planning a presentation How to deliver a presentation</p> <p>Assessment task: Speaking and listening Writing a formal letter Writing a report Assessment task</p> <p>AQA LEVEL 1 AND 2 TEXT BOOKS Exam preparation Sit exams or re-takes May</p>	<p>Group 11 – (KS4) FS Level 1 and 2 – GCSE</p> <p>Objective: preparation for May Functional skills exam. Revision all topics How to read questions. AQA functional skills past exam papers</p> <p>AQA LEVEL 1 AND 2 TEXT BOOKS Exam preparation Sit exams or re-takes May</p>	
<p>Post 16 English: Pupils studying at post 16 level can follow Functional Skills, AQA unit awards or Functional skills/GCSE English as outlined above for year 11 depending on ability. Study a range of vocational courses. Hair, nail and beauty, Catering, Fashion design, Music and a Sports leadership programme.</p> <p>Guided reading a range of books by Shakespeare Differentiated, poems from different cultures, analyses different genres of books as above, Looking at Gothic, war and Love poetry.</p>					
<p>SMSC / FBVs: poems from different cultures, genres of text, looking at English early and modern English language, rule of Law, Equality and democracy, understanding the difference between right and wrong, sense of belonging, responsibilities and rights of being members of communities, willingness to participate, Holocaust, Careers visits, debates,</p> <p>Literacy: Spelling test starters, Dictionary work, spelling games, Comprehension games, speaking and listening, debates, writing letters (formal and informal). Using a range of text to support learning: Reading for meaning text books, Nelson comprehension and Rising star books: Reading comprehension, Assessment, Assessing progress and Rising Stars Assessment for Learning</p> <p>Numeracy: How language has changed over time, different types</p> <p>ICT: Typing up a range of text, producing different formats of presentations, How ICT has influenced the style of language, assessing progress</p>					

