Reading
Writing
Spoken language
Revision

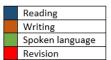
	Foundations ≈ EYFS/KS1 (2 years)				
Half-Term	Topic/Content	Skills	Personal Development		
Autumn 1					
Autumn 2					
Spring 1					
Spring 2					
Summer 1					
Summer 2					

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Building Block 1 ≈ Lower KS2 (3 years)				
Half-Term	Topic/Content	Skills	Personal Development	
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
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Summer 1				
Summer 2				
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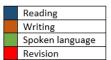
	Building Block 2 ≈ Lower KS2 (2 years)				
Half-Term	Topic/Content	Skills	Personal Development		
Autumn 1					
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Autumn 2					
Spring 1					
Spring 2					
Summer 1					
Summer 1					
Summer 2					



		Building Block 3 ≈ KS3 (Y7)		
Half-Term	Topic/Content	Skills	Personal Development	
Autumn 1	Sinister tales – Roald Dahl	Settings	Communication	
		Engaging the reader	Self-motivation	
		Twists		
	Narrative - room	Setting - reader's journey (simplified)		
		Character		
		Problem		
		Simile, metaphor		
Assessment		Room narrative		
Autumn 2	Novel – A Christmas Carol	Characterisation	Life skills	
		Writer's linguistic methods	Self-awareness	
		Imagery to personify animals/plants		
	Poetry – Ted Hughes			
Assessment		Language response		
Spring 1	Viewpoints – Change 4 Life	Identifying devices / viewpoints	Communication	
		DEC responses	Life skills	
		Synthesising information	Self-awareness	
	Transactional - leaflet	Images/layout to support	Staying safe	
		FIRELARP devices		
		Form conventions		
Assessment		Leaflet		
Spring 2	Play - Frankenstein	Socio-historical context	Communication	
		Reading with expression	Teamwork	
		Turn-taking		
	Describe - monster	Taking direction		
		'Show, don't tell'		
		Indirect characterisation		
		'A lot about a little'		
		Paragraphing – topic sentences		
Assessment		Response to extract		
Summer 1	Shakespeare - Hamlet	Socio-historical context	Communication	

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		Soliloquy/monologue – language and delivery	Life skills
		FIRELARP devices	Self-awareness
	Transactional - letter	Form conventions	Teamwork
		Ethos, logos, pathos	
Assessment		Letter	
Summer 2	Non-fiction - Dinosaurs	Information retrieval	Communication
		DEC responses	Life skills
		Varying reading strategies to meet need	Problem solving
	Story-writing competition	Creativity	
		Self-expression	
		Varying form	
Assessment	Information retrieval + story (if appropriate)		



		Building Block 4 ≈ KS3 (Y8)	
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	Sinister tales – The Black Book of	First-person narrative	Communication
	Secrets	Language to establish narrative voice/mood	Self-motivation
		Prediction	
	Narrative – confession (diary)	First-person narrative	
		Diary conventions	
		Dialogue/reported speech	
Assessment		Confession narrative	
Autumn 2	Poetry – Disturbed minds	Language/structure for effect	Communication
		DECA	Self-awareness
		Language	Problem solving
	Essay – poetry comparison	Comparatives	
		DECA DECA Comp.	
Assessment		Comparative essay (r/w)	
Spring 1	Viewpoints – RSPCA	Identification of devices and effects	Communication
		Use of anecdote	Life skills
		Images/layout to support	Self-awareness
	Transactional – leaflet	FIRELARP devices	Staying safe
		Paragraphing / organisation for effect	
		Form conventions	
Assessment	Leaflet		
Spring 2	Novel – Lord of the Flies	Tracking plot	Communication
		Language – writer's intention – setting / character	Self-motivation
		Key features	
	Describe – setting	Ambitious vocabulary	
		Reader's journey (simplified)	
		Simile, metaphor	
Assessment		Letter	
Summer 1	Shakespeare – Macbeth	Understanding plot	Communication
		Story arcs	Life skills
		Sub-plots Sub-plots	Teamwork
	Transactional - letter	Foreshadowing	

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		FIRELARP devices	
		Form conventions	
		Vocabulary choices	
Assessment		Response to extract	
Summer 2	19 <sup>th</sup> Century fiction – Holmes	Foreshadowing	Communication
	mysteries	DEC - Language	Self-awareness
		Expanding vocabulary	Problem solving
	Story-writing competition	Creativity	
		Self-expression	
		Varying form	
Assessment	Language response + story (if appropriate)		

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Building Block 5 ≈ KS3-4 bridging year (Y9)				
Half-Term	Topic/Content	Skills	Personal Development	
Autumn 1	Sinister Tales – The Signalman	Socio-historical context	Communication	
		Information retrieval	Self-motivation	
		DECA responses		
	Narrative – The Gothic	Tracking structure and effect		
		Third-person narrative		
		Setting – language / prepositions		
		Characterisation – indirect		
		Paragraphing - flow		
Assessment		Gothic narrative		
Autumn 2	Poetry – War (Power and Conflict)	Identifying devices	Communication	
		Writer's viewpoint / message	Self-awareness	
		Effective annotation	Problem solving	
	Essay – Comparison	PEAR responses		
		Language		
		Structure		
		Comparatives		
		DECA DECA Comp.		
Assessment		Comparison essay (r/w)		
Spring 1	Viewpoints – Children's charities	Writer's intention	Communication	
		Identifying devices	Life skills	
		Language for effect	Self-awareness	
	Transactional – mail-drop	FIRELARP devices	Staying safe	
	(leaflet/letter)	ROC paragraphs		
		Organisation for effect		
		Form conventions		
Assessment		Leaflet/letter		
Spring 2	Novel – Of Mice and Men	Socio-historical context	Communication	
		Characterisation	Self-motivation	
		DECA responses		
	Describe – character	Prediction		
		'Show, don't tell'		

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		Indirect characterisation	
		'A lot about a little'	
		Paragraphing – topic sentences	
Assessment		Language response	
Summer 1	Shakespeare – Romeo and Juliet	Dramatic devices	Communication
		Shakespearean tragedy	Life skills
		Epistolary	Teamwork
	Transactional - letter	Audience reactions	
		FIRELARP devices	
		ROC paragraphs	
		Organisation for effect	
		Form conventions	
Assessment		Response to extract	
Summer 2	Modern fiction – The Mist in the	P1, SA key skills	Communication
	Mirror	Creativity	Self-awareness
		Self-expression	Problem solving
	Story-writing competition	Varying form	
Assessment		P1, SA MM +story (if appropriate)	

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Building Block 6a ≈ KS4 (Y10)				
Half-Term	Topic/Content	Skills	Personal Development	
Autumn 1	The Woman in Black – Susan Hill	Paper 1	Communication	
		Q1 - Information retrieval	Self-motivation	
	Describe - dystopia	Q3 - Structure analysis	Problem solving	
		Response forms		
		First-person		
		'Show, don't tell'		
		'A lot about a little'		
		Imagery		
		Semantic fields (cumulative)		
		Paragraphing – prepositions to encourage flow		
Assessment				
Autumn 2	The Woman in Black – Susan Hill	Paper 1	Communication	
		Q2 - Language analysis	Self-motivation	
	Narrative - war	Q4 - Evaluative comments	Problem solving	
		Response forms		
		Third-person narrative		
		Setting – language / prepositions		
		Characterisation – indirect		
		Relevant/necessary dialogue		
		Engaging openings		
		Establishing atmosphere		
Assessment		Jamaica Inn		
Spring 1	Hazardous Environments	Paper 2	Communication	
		Q1 - Information retrieval	Teamwork	
	Transactional – persuasive speech	Q3 - Language analysis	Staying safe	
		Response forms	Life skills	
		FIRELARPISH devices	Self-awareness	
		ROC paragraphs		
		Form conventions		
		Verbal discourse markers		
Assessment	ssment Growing Up			

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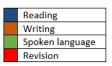
Spring 2	Hazardous Environments	Paper 2	Communication
• -		Comparatives	Teamwork
	Transactional – argument letter	Summarising	Staying safe
		Writer's methods	Life skills
		FIRELARPISH devices	Self-awareness
		ROC paragraphs	
		Form conventions	
Assessment		Growing Up	
Summer 1	Spoken language unit	Research - Synthesising information from a variety of	Communication Self-awareness
	- Art	sources	Self-motivation
	- Room 101	Presentation – informative/persuasive	Teamwork
		Structuring to interest	Life skills
		Verbal communication	Leadership
		Non-verbal communication (body language, facial	
		expression, tone of voice	
		Confidence in presentation	
Assessment		Mocks – T-Rex + Aberfan	
Summer 2	Ruby in the Smoke – Phillip Pullman	Paper 1, Section B	Communication
		Setting - reader's journey	Problem solving
	Story-writing competition	Character	Life skills
		Problem	
		Imagery	
		Establishing atmosphere	
		Creativity	
		Self-expression	
		Varying form	
Assessment		Story	

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Building Block 6b ≈ KS4 (Y11)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	Animal reasoning	Paper 2	Communication
		Q1-4 - Focus on response structures	Teamwork
	Transactional – discursive article	FIRELARPISH devices	Life skills
	(Blackfish	ROC paragraphs	Self-awareness
		Overall structure	
Assessment		MM - Prisoner	
Autumn 2	Alias Grace	Paper 1	Communication
		Q1-4 - Focus on response structures	Self-motivation
	Descriptive/Narrative - cell	Perspective	Problem solving
		'A lot about a little'	
		Paragraphing	
		Reader engagement	
Assessment		MM - Wereworld	
Spring 1	Driving	Paper 2	Communication
		Q1-4 - Focus on comparison	Teamwork
	Transactional – persuasive article	FIRELARPISH devices	Life skills
		ROC paragraphs	Self-awareness
		Overall structure	
Assessment	MM - Bars		
Spring 2	Gone Girl	Paper 1	Communication
		Q1-4 - Focus on structure	Self-motivation
	Narrative – person in trouble	Perspective	Problem solving
		'A lot about a little'	
		Paragraphing	
		Reader engagement	
Assessment	MM – Splendid Cannibals		
Summer 1			Communication
	Revision	As required, according to cohort	Life skills
	Kevision		Self-awareness
			Self-motivation
Assessment		Final exams	

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Summer 2	Revision	As required, according to cohort	Communication Life skills Self-awareness Self-motivation
Assessment	Final exams		33



**Rationale** – The English curriculum utilises the spiral form to revisit points of learning in order to increase learners' understanding of and develop greater skills in reading, writing and verbal communication. For those with gaps in their learning, the spiral offers the opportunity to fill in missing skills and then build upon them. The aim is for greater depth of English understanding and skill.

#### **BB3-5**

- Each half-term contains a reading a writing unit. These are thematically or textually linked as appropriate.
- Summative assessment occurs in each half-term, with three reading and three writing to be completed across the stage.
- Formative assessment with 'Michaela-style' marking will take place regularly to feed-forward into summative pieces.
- Learners moving through the building blocks revisit skills and 'topics', though underpinning texts/indicative content will change and increase in challenge.
- Texts are chosen for variety and interest, as well as being of an appropriate level of challenge. Where necessary, modified, simplified, dyslexia-friendly or graphic versions will be used to aid accessibility.
- Writing units incorporate a variety of purposes, audiences and forms to build confidence with writing in a range of situations.
- A mixture of creative and transactional written pieces will be produced to feed both the enjoyment and functional sides of writing.

#### BB6ab

#### As above, plus:

- Key skills needed for the AQA GCSE English Language exams are highlighted in lessons and linked to the papers.
- Assessments are either past AQA papers or ones made in-house to the same specifications.
- Time is given over for focused and structured revision prior to exams, with specific skills and content being dictated by the needs of the current cohort.
- The Spoken Language Endorsement is covered in BB6a to allow for revisiting, if needed.