

Elements Curriculum Plan English

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			
Summer 1			
Summer 2			

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Building Block 2 ≈ Lower KS2 (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 3 ≈ KS3 (Y7)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	Sinister tales – Roald Dahl Narrative - room	Settings Engaging the reader Twists Setting - reader's journey (simplified) Character Problem Simile, metaphor	Communication Self-motivation
Assessment	Room narrative		
Autumn 2	Novel – A Christmas Carol Poetry – Ted Hughes	Characterisation Writer's linguistic methods Imagery to personify animals/plants	Life skills Self-awareness
Assessment	Language response		
Spring 1	Viewpoints – Change 4 Life Transactional - leaflet	Identifying devices / viewpoints DEC responses Synthesising information Images/layout to support FIRELARP devices Form conventions	Communication Life skills Self-awareness Staying safe
Assessment	Leaflet		
Spring 2	Play - Frankenstein Describe - monster	Socio-historical context Reading with expression Turn-taking Taking direction 'Show, don't tell' Indirect characterisation 'A lot about a little' Paragraphing – topic sentences	Communication Teamwork
Assessment	Response to extract		
Summer 1	Shakespeare - Hamlet	Socio-historical context	Communication

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

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

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		FIRELARP devices Form conventions Vocabulary choices	
Assessment	Response to extract		
Summer 2	19 th Century fiction – Holmes mysteries Story-writing competition	Foreshadowing DEC - Language Expanding vocabulary Creativity Self-expression Varying form	Communication Self-awareness Problem solving
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	<p>Sinister Tales – The Signalman</p> <p>Narrative – The Gothic</p>	<p>Socio-historical context</p> <p>Information retrieval</p> <p>DECA responses</p> <p>Tracking structure and effect</p> <p>Third-person narrative</p> <p>Setting – language / prepositions</p> <p>Characterisation – indirect</p> <p>Paragraphing - flow</p>	<p>Communication</p> <p>Self-motivation</p>
Assessment	Gothic narrative		
Autumn 2	<p>Poetry – War (Power and Conflict)</p> <p>Essay – Comparison</p>	<p>Identifying devices</p> <p>Writer’s viewpoint / message</p> <p>Effective annotation</p> <p>PEAR responses</p> <p>Language</p> <p>Structure</p> <p>Comparatives</p> <p>DECA DECA Comp.</p>	<p>Communication</p> <p>Self-awareness</p> <p>Problem solving</p>
Assessment	Comparison essay (r/w)		
Spring 1	<p>Viewpoints – Children’s charities</p> <p>Transactional – mail-drop (leaflet/letter)</p>	<p>Writer’s intention</p> <p>Identifying devices</p> <p>Language for effect</p> <p>FIRELARP devices</p> <p>ROC paragraphs</p> <p>Organisation for effect</p> <p>Form conventions</p>	<p>Communication</p> <p>Life skills</p> <p>Self-awareness</p> <p>Staying safe</p>
Assessment	Leaflet/letter		
Spring 2	<p>Novel – Of Mice and Men</p> <p>Describe – character</p>	<p>Socio-historical context</p> <p>Characterisation</p> <p>DECA responses</p> <p>Prediction</p> <p>‘Show, don’t tell’</p>	<p>Communication</p> <p>Self-motivation</p>

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		Indirect characterisation 'A lot about a little' Paragraphing – topic sentences	
Assessment	Language response		
Summer 1	Shakespeare – Romeo and Juliet Transactional - letter	Dramatic devices Shakespearean tragedy Epistolary Audience reactions FIRELARP devices ROC paragraphs Organisation for effect Form conventions	Communication Life skills Teamwork
Assessment	Response to extract		
Summer 2	Modern fiction – The Mist in the Mirror Story-writing competition	P1, SA key skills Creativity Self-expression Varying form	Communication Self-awareness Problem solving
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 Describe - dystopia	Paper 1 Q1 - Information retrieval Q3 - Structure analysis Response forms First-person 'Show, don't tell' 'A lot about a little' Imagery Semantic fields (cumulative) Paragraphing – prepositions to encourage flow	Communication Self-motivation Problem solving
Assessment	Jamaica Inn		
Autumn 2	The Woman in Black – Susan Hill Narrative - war	Paper 1 Q2 - Language analysis Q4 - Evaluative comments Response forms Third-person narrative Setting – language / prepositions Characterisation – indirect Relevant/necessary dialogue Engaging openings Establishing atmosphere	Communication Self-motivation Problem solving
Assessment	Jamaica Inn		
Spring 1	Hazardous Environments Transactional – persuasive speech	Paper 2 Q1 - Information retrieval Q3 - Language analysis Response forms FIRELARPISH devices ROC paragraphs Form conventions Verbal discourse markers	Communication Teamwork Staying safe Life skills Self-awareness
Assessment	Growing Up		

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Spring 2	<p>Hazardous Environments</p> <p>Transactional – argument letter</p>	<p>Paper 2</p> <p>Comparatives</p> <p>Summarising</p> <p>Writer’s methods</p> <p>FIRELARPISH devices</p> <p>ROC paragraphs</p> <p>Form conventions</p>	<p>Communication</p> <p>Teamwork</p> <p>Staying safe</p> <p>Life skills</p> <p>Self-awareness</p>	
Assessment	Growing Up			
Summer 1	<p>Spoken language unit</p> <ul style="list-style-type: none"> - Art - Room 101 	<p>Research - Synthesising information from a variety of sources</p> <p>Presentation – informative/persuasive</p> <p>Structuring to interest</p> <p>Verbal communication</p> <p>Non-verbal communication (body language, facial expression, tone of voice)</p> <p>Confidence in presentation</p>	<p>Communication</p> <p>Self-motivation</p> <p>Teamwork</p> <p>Life skills</p> <p>Leadership</p>	<p>Self-awareness</p>
Assessment	Mocks – T-Rex + Aberfan			
Summer 2	<p>Ruby in the Smoke – Phillip Pullman</p> <p>Story-writing competition</p>	<p>Paper 1, Section B</p> <p>Setting - reader’s journey</p> <p>Character</p> <p>Problem</p> <p>Imagery</p> <p>Establishing atmosphere</p> <p>Creativity</p> <p>Self-expression</p> <p>Varying form</p>	<p>Communication</p> <p>Problem solving</p> <p>Life skills</p>	
Assessment	Story			

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

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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.