

## Elements Curriculum Plan Reading and Communication

### Foundations ≈ EYFS/KS1 (2 years)

Half-Term	Topic/Content	Skills	Personal Development
Autumn 1			
Autumn 2			
Spring 1			
Spring 2			
Summer 1			
Summer 2			

**Elements Curriculum Plan  
Reading and Communication**

**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			

**Elements Curriculum Plan  
Reading and Communication**

**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			

## Elements Curriculum Plan Reading and Communication

Building Block 3 ≈ KS3 (Y7)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	Fairy-tales – The Brothers Grimm	Discussion – morals Reading for meaning Text structure Genre conventions – fairy-tales	Communication Staying safe Leadership
Autumn 2	A Christmas Carol – Charles Dickens	Research (non-fiction) – social context, author Discussion – writer’s intention/perspective Vocabulary building Text structure	Communication Self-awareness Life skills Self-motivation
Spring 1	Wink – Rob Harrell	Discussion – social context Drama – recreate a scene Empathy	Communication Self-awareness Life skills Leadership
Spring 2	Wink – Rob Harrell	Speaker/voice Discussion – personal reaction Review	Communication Self-awareness Life skills Leadership
Summer 1	Boy – Roald Dahl	Speaker/voice Presentation – memory Inference Genre conventions - autobiography	Communication Self-awareness Problem solving Life skills Staying safe Teamwork
Summer 2	The Diary of Anne Frank	Speaker/voice Research (non-fiction) – historical context Empathy Vocabulary building Genre conventions – diary/epistolary	Communication Self-awareness Life skills Staying safe Self-motivation Teamwork

## Elements Curriculum Plan Reading and Communication

Building Block 4 ≈ KS3 (Y8)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	Tightrope – Gillian Cross	Discussion – social context Reading for meaning Prediction - stalker	Communication Leadership Self-awareness Problem solving Life skills Staying safe
Autumn 2	Tightrope – Gillian Cross	Speaker/voice Empathy Text structure Discussion – personal reaction, moral/lesson	Communication Leadership Self-awareness Problem solving Life skills Staying safe
Spring 1	Lord of the Flies – William Golding	Research and discussion – children without adult supervision Reading for meaning Inference	Communication Problem solving Life skills Staying safe Leadership
Spring 2	Lord of the Flies – William Golding	Vocabulary building Comparison – groups/settings	Communication Problem solving Life skills Staying safe Leadership
Summer 1	The Hunger Games – Suzanne Collins	Reading for meaning Inference Drama – ‘hot-seat’ characters from different districts Review	Communication Self-motivation Self-awareness Life skills Staying safe Leadership
Summer 2	Holmes mysteries – Sir Arthur Conan Doyle	Reading for meaning Tracking clues Prediction – mysteries’ solutions Vocabulary building Genre conventions - mystery	Communication Problem solving Self-motivation

## Elements Curriculum Plan Reading and Communication

Building Block 5 ≈ KS3-4 bridging year (Y9)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	Private Peaceful – Michael Morpurgo	Speaker/voice Research and presentation – historical context Empathy	Communication Self-awareness Life skills
Autumn 2	Private Peaceful – Michael Morpurgo	Text structure Genre conventions – war novel	Communication Self-awareness Life skills
Spring 1	Tulip Touch – Anne Fine	Speaker/voice Discussion – personal reaction Review	Communication      Teamwork Self-awareness Life skills Staying safe Leadership
Spring 2	Of Mice and Men – John Steinbeck	Discussion – social/historical context Empathy Reading for meaning Drama – recreate a scene Vocabulary building	Communication Self-awareness Life skills Staying safe Teamwork
Summer 1	Noughts and Crosses – Malorie Blackman	Speaker/voice Empathy Reading for meaning Inference	Communication Self-awareness Life skills Staying safe Leadership
Summer 2	Noughts and Crosses – Malorie Blackman	Comparison/contrast Discussion – writer’s intention/perspective	Communication Self-awareness Life skills Staying safe Leadership

## Elements Curriculum Plan Reading and Communication

Building Block 6a ≈ KS4 (Y10)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	Woman in Black – Susan Hill	Speaker/voice Vocabulary building Reading for meaning	Communication Self-awareness Self-motivation
Autumn 2	Woman in Black – Susan Hill	Text structure Genre conventions – gothic horror	Communication Self-awareness Self-motivation
Spring 1	Touching the Void – Joe Simpson	Speaker/voice Empathy Genre conventions - autobiography	Communication Self-motivation Teamwork Staying safe
Spring 2	Touching the Void – Joe Simpson	Discussion – personal reaction Review	Communication Self-motivation Teamwork Staying safe
Summer 1	The Ruby in the Smoke – Phillip Pullman	Speaker/voice Reading for meaning	Communication Self-motivation Problem solving
Summer 2	The Ruby in the Smoke – Phillip Pullman	Empathy Text structure Genre conventions - mystery	Communication Self-motivation Problem solving

## Elements Curriculum Plan Reading and Communication

Building Block 6b ≈ KS4 (Y11)			
Half-Term	Topic/Content	Skills	Personal Development
Autumn 1	Flowers for Algernon – Daniel Keyes	Speaker/voice Empathy Drama – ‘hot-seat’ Charlie at different stages of treatment Comparison	Communication Self-awareness Life skills
Autumn 2	Flowers for Algernon – Daniel Keyes	Reading for meaning Text structure Discussion – personal reaction Review	Communication Self-awareness Life skills
Spring 1	A Monster Calls – Patrick Ness	Speaker/voice Reading for meaning Empathy	Communication Self-awareness Life skills
Spring 2	A Monster Calls – Patrick Ness	Discussion – personal reaction Review	Communication Self-awareness Life skills
Summer 1	Great Expectations – Charles Dickens	Speaker/voice Vocabulary building Reading for meaning	Communication Self-motivation Life skills
Summer 2	Great Expectations – Charles Dickens	Discussion – Miss Havisham’s intentions Empathy	Communication Self-motivation Life skills



# Elements Curriculum Plan

## Reading and Communication

**Rationale** - Reading and Communication sessions are a safe place for learners to explore Literature, develop their confidence in speaking and reading and expand their reading experience.

### BB3-5

- Across the building blocks a variety of texts are introduced, varying in genre, challenge, context and author.
- Texts are selected to align with/feed into the English curriculum.
- The spiral structure allows for the revising of skills previously covered.
- With each revisit, planning is building in greater challenge and more advanced skills.
- In each term there will be a focus on discussion/debating skills for building confidence and life skills.
- A range of reading strategies are to be utilised across each building block to develop greater independence when given new texts.
- Open discussion and statement of opinion is at the core of sessions.
- Each text is a gateway to further reading, with recommendations given as appropriate.

### BB6ab

As above, plus:

- Texts in 6b focus on wider social issues and life skills.
- Although discrete lessons may not be timetabled at this stage, texts will be read in form-time/as part of reading in English class, as a well-being tool. Returning to a text and using that as something that they all share - at a time when they are under a lot of academic pressure and may be feeling anxious – is a useful tool for creating quiet-time, fostering togetherness and giving learners a space to enjoy story-telling without academic expectation.