



# HPRS CURRICULUM MAP



**SUBJECT AREA:** English Language

**YEAR / GROUP:** 10

## BRIEF SUMMARY OF CURRICULUM INTENT

The Year 10 pupils will cover a range of materials and skills (Language and Literature) in preparation for a range of GCSE boards- some students will remain at H3 and prepare for the Pearson Edexcel Lift 2.0 GCSE and others may return to mainstream and continue with the examination board chosen by that school. The preparation for GCSE and year 11 is through generic GCSE skills (AOs) and activities and Functional Skills (level dependent on pupil ability).

**Due to pupils at H3 being on a part-time timetable, coverage of this curriculum map will be proportional to the amount of time spent covering the subject and differentiated to meet their SEN needs and best ways of working. Pupils arrive at H3 with significant gaps in their learning and individual learning programmes (often from lower year groups or key stages) are developed to meet their needs.**

**Individual Reading Route:** H3 has a range of reading books from beginner's readers to books that will support/challenge/build resilience for pupils working towards GCSE and if they stay at H3, the Pearson Edexcel Lift 2.0 GCSE. Pupils 'on target' with their reading at KS3 will initially read through our collection of 'Ransom Readers Shades 2.0' books and then progress to the 'Robinswood Teenage Novels'-each of these titles has been included in the Accelerated Reader (AR) programme and if for various reasons pupils are not able to access their group/individual English lesson on a certain day, then exercises from the scheme can be set for individual work.

**Guided Reading:** This is used as the starter activity for group English lessons. Texts are chosen to challenge, engage and encourage participation and discussion. Each lesson has different objectives (group dependent). These books are also used to cover part of the KS3 Themes work – see separate KS3 National Curriculum Coverage planning (History, geography)

## How SMSC and British Values are delivered in this subject

Reflection of social and moral issues within a text/ Being able to work in a group or team situation/Exploring a range of situations and discussing them/ Building on the understanding that narratives and literature can influence our understanding of how we view ourselves in the world/ Understanding how cultures differ/ Developing own individual voice/ Develop an understanding of how poverty and social issues are presented in a text and explore the issues/ Gaining a sense of enjoyment and fascination in learning about themselves, others and the world around them.

## KEY DATES / NOTES

Oak Academy Trust is used as a planning resource for many lessons and schemes alongside other support such as TES, Teachit, Twinkl and the Pearson and Edexcel/ AQA sites.

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning Styles</li> </ul>	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of n <ul style="list-style-type: none"> <li>• Visits</li> <li>• Special events</li> </ul>
<b>AUTUMN</b> Half term 1	Reading: Functional Skills 1/2 practice questions/ GCSE AO1-Identify and interpret explicit and implicit information and ideas. Reading non-fiction/transactional texts. Sharing H3 Year 10 texts- comprehension	Pupils will build on their ability to work independently and build resilience; working collaboratively in pairs and groups to develop reflectiveness and take on board other peoples' opinions whilst becoming reflective when taking on board the views of others. Teacher- lead sessions when working on comprehension skills. Computer based learning when researching. Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	School Reading Scheme- group and individual.  Filling the gaps phonics wok- individual.  Shared reading and comprehension- H3 books- Noughts and crosses by Malorie Blackman-The Moonstone by Wilkie Collins/ Frankenstein by Mary Shelley and other suggested GCSE reads. A selection of 19 <sup>th</sup> Century non-fiction AQA texts- other AQA extracts/Pearson Edexcel texts/Pearson Edexcel Lift 2.0 texts and other examination board suggested texts.- comprehension Reading research for Spoken Language activities. Reading a range of FS1/2 transactional texts and analysing. Understanding the purposes of texts: explain, describe, instruct, persuade, argue, discuss, advise. Understanding and using organisational features to find information.	BKSB tracking assessments regularly. Functional Skills Speaking and Listening testing. Verbal feedback whilst working. Group and paired discussions. Verbal feedback after completion and marking of work. Half-termly assessment questions. Optional homework questions.	CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> <li>Themes</li> <li>Learning Styles</li> </ul>	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of n <ul style="list-style-type: none"> <li>Visits</li> <li>Special events</li> </ul>
	<p>Writing:</p> <p>Transactional writing FS1/2, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Writing speeches in preparation for Functional Skills presentation 1/2. AO7/8/9-Demonstrating presentation skills, listening and responding, using spoken standard English in presentations. Group discussion practice in preparation for Functional Skills discussion.</p>	<p>Teacher-lead and modelling sessions.</p> <p>Working in pairs and groups to share ideas and opinions.</p> <p>Writing independently to practise skills and build resilience.</p> <p>Drafting and editing.</p> <p>Computer word processing.</p> <p>Hand-written work.</p> <p>Modelling</p> <p>Effective questioning</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative work</p> <p>Individual assignments</p>	<p>Finding information and ideas.</p> <p>Spelling, punctuation and grammar work associated with piece.</p> <p>Speaking, Listening and Communicating.</p> <p>Writing, editing and communicating a speech.</p> <p>Planning, drafting and editing pieces of writing.</p> <p>Ensuring the style of writing is appropriate for audience.</p> <p>Planning, drafting, editing: letters, emails, articles, reports, reviews, leaflets, internet forum pieces.</p>	<p>BKSB tracking assessments regularly.</p> <p>Functional Skills Speaking and Listening testing.</p> <p>Verbal feedback whilst working.</p> <p>Group and paired discussions.</p> <p>Verbal feedback after completion and marking of work.</p> <p>Half-termly assessment questions.</p> <p>Optional homework questions.</p>	<p>CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)</p>
<p><b>AUTUMN</b> Half term 2 Reading</p>	<p>Reading: Functional Skills 1/2 practice questions/ GCSE AO1-Identify and interpret explicit and implicit information and ideas. Reading non-fiction/transactional texts. Sharing H3 Year 10 texts- comprehension</p>	<p>Pupils will build on their ability to work independently and build resilience; working collaboratively in pairs and groups to develop reflectiveness and take on</p>	<p>School Reading Scheme- group and individual.</p> <p>Filling the gaps phonics wok- individual.</p>	<p>BKSB tracking assessments regularly.</p> <p>Functional Skills Speaking and Listening testing.</p>	<p>CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> <li>• Themes</li> <li>• Learning Styles</li> </ul>	Literacy elements to be covered (whole school Literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> <i>Methods of assessment</i>	Additional features of n <ul style="list-style-type: none"> <li>• Visits</li> <li>• Special events</li> </ul>
	Sharing Diary writing/texts- biographies and autobiographies	board other peoples' opinions whilst becoming reflective when taking on board the views of others. Teacher-lead sessions when working on comprehension skills. Computer based learning when researching. Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	Shared reading and comprehension- H3 books- Noughts and crosses by Malorie Blackman-The Moonstone by Wilkie Collins/ Frankenstein by Mary Shelley and other suggested GCSE reads. A selection of 19 <sup>th</sup> Century non-fiction AQA texts- other AQA extracts/Pearson Edexcel texts/Pearson Edexcel Lift 2.0 texts and other examination board suggested texts- comprehension Reading research for Spoken Language activities. Reading a range of FS1/2 transactional texts and analysing. Reading a range of diaries, biographies and autobiographies and analysing. Understanding the purposes of texts: explain, describe, instruct, persuade, argue, discuss, advise. Understanding and using organisational features to find information. Finding information and ideas.	Verbal feedback whilst working. Group and paired discussions. Verbal feedback after completion and marking of work. Half-termly assessment questions. Optional homework questions.	

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	<p>Writing:</p> <p>Transactional writing FS1/2, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Writing speeches in preparation for Functional Skills presentation 1/2. AO7/8/9-Demonstrating presentation skills, listening and responding, using spoken standard English in presentations. Group discussion practice in preparation for Functional Skills discussion. Writing diaries, biographies, autobiographies.</p>	<p>Teacher-lead and modelling sessions.</p> <p>Working in pairs and groups to share ideas and opinions.</p> <p>Writing independently to practise skills and build resilience.</p> <p>Drafting and editing.</p> <p>Computer word processing.</p> <p>Hand-written work.</p> <p>Modelling</p> <p>Effective questioning</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative work</p> <p>Individual assignments</p>	<p>Practice FS1/2 Reading papers and AO1 GCSE practice</p> <p>Spelling, punctuation and grammar work associated with piece.</p> <p>Speaking, Listening and Communicating.</p> <p>Writing, editing and communicating a speech.</p> <p>Planning, drafting and editing pieces of writing.</p> <p>Ensuring the style of writing is appropriate for audience.</p> <p>Planning, drafting, editing: letters, emails, articles, reports, reviews, leaflets, internet forum pieces.</p> <p>Planning, drafting, editing: diaries, autobiographies, biographies.</p>	<p>BKSB tracking assessments regularly.</p> <p>Functional Skills Speaking and listening testing. Verbal feedback whilst working.</p> <p>Group and paired discussions.</p> <p>Verbal feedback after completion and marking of work.</p> <p>Half-termly assessment questions .</p> <p>Optional homework questions.</p>	<p>CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)</p>
<p><b>SPRING</b> Half term 3</p>	<p>Reading</p> <p>Functional Skills 1/2 practice questions/ GCSE AO1-Identify and interpret explicit and implicit information and ideas. AO2 analysing language.</p> <p>Reading non-fiction/transactional texts.</p> <p>Sharing H3 Year 10 texts- comprehension</p>	<p>Pupils will build on their ability to work independently and build resilience; working collaboratively in pairs and groups to develop reflectiveness and take on board other peoples'</p>	<p>School Reading Scheme- group and individual.</p> <p>Filling the gaps phonics wok- individual.</p> <p>Shared reading and comprehension- The strange</p>	<p>BKSB tracking assessments regularly.</p> <p>Functional Skills reading testing. Verbal feedback whilst working.</p>	<p>CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)</p>

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		<p>opinions whilst becoming reflective when taking on board the views of others. Teacher lead sessions when working on comprehension skills.</p> <p>Computer based learning when researching.</p> <p>Modelling</p> <p>Effective questioning</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative work</p> <p>Individual assignments</p>	<p>case of Dr Jekyll and Mr Hyde Robert Louis Stevenson and other suggested GCSE reads. A selection of 19<sup>th</sup> Century non-fiction AQA texts- other AQA extracts/Pearson Edexcel texts/Pearson Edexcel Lift 2.0 texts and other examination board suggested texts- comprehension</p> <p>Reading research for Spoken Language activities.</p> <p>Reading a range of FS1/2 transactional texts and analysing.</p> <p>Understanding the purposes of texts.</p> <p>Understanding and using organisational features to find information.</p> <p>Finding information and ideas.</p> <p>Reading and analysing AO2 language features in a text.</p>	<p>Group and paired discussions.</p> <p>Verbal feedback after completion and marking of work.</p> <p>Half-termly assessment questions .</p> <p>Optional homework questions.</p>	
	<p>Writing</p> <p>Transactional writing FS1/2, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Writing speeches in preparation for Functional Skills presentation 1/2.</p>	<p>Teacher-lead and modelling sessions.</p> <p>Working in pairs and groups to share ideas and opinions.</p>	<p>Spelling, punctuation and grammar work associated with piece.</p> <p>Speaking, Listening and Communicating.</p> <p>Writing, editing and communicating a speech.</p>	<p>BKSB tracking assessments regularly.</p> <p>Verbal feedback whilst working.</p>	<p>CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)</p>

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	<p>AO7/8/9-Demonstrating presentation skills, listening and responding, using spoken standard English in presentations.</p> <p>Group discussion practice in preparation for Functional Skills discussion.</p> <p>Writing informal letters</p> <p>Writing web pages and internet forum responses</p>	<p>Writing independently to practise skills and build resilience.</p> <p>Drafting and editing.</p> <p>Computer word processing.</p> <p>Hand-written work.</p> <p>Modelling</p> <p>Effective questioning</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative work</p> <p>Individual assignments</p>	<p>Planning, drafting and editing pieces of writing.</p> <p>Ensuring the style of writing is appropriate for audience.</p> <p>Planning, drafting, editing: letters, emails, articles, reports, reviews, leaflets, internet forum pieces.</p> <p>Planning, drafting, editing informal letters.</p> <p>Planning, drafting, editing web pages and internet forums.</p>	<p>Group and paired discussions.</p> <p>Verbal feedback after completion and marking of work.</p> <p>Half-termly assessment questions.</p> <p>Optional homework questions.</p>	
<p><b>SPRING</b></p> <p>Half term 4</p>	<p>Reading: Functional Skills 1/2 practice questions/ GCSE AO1-Identify and interpret explicit and implicit information and ideas. AO2 analysing language and structure.</p> <p>Reading non-fiction/transactional texts.</p> <p>Sharing H3 Year 10 texts- comprehension</p>	<p>Pupils will build on their ability to work independently and build resilience; working collaboratively in pairs and groups to develop reflectiveness and take on board other peoples' opinions whilst becoming reflective when taking on board the views of others.</p> <p>Teacher lead sessions when working on comprehension skills.</p> <p>Computer based learning when researching.</p> <p>Modelling</p> <p>Effective questioning</p> <p>Differentiation</p>	<p>School Reading Scheme- group and individual.</p> <p>Filling the gaps phonics wok- individual.</p> <p>Shared reading and comprehension- The strange case of Dr Jekyll and Mr Hyde Robert Louis Stevenson and other suggested GCSE reads.</p> <p>A selection of 19<sup>th</sup> Century non-fiction AQA texts- other AQA extracts/Pearson Edexcel texts/Pearson Edexcel Lift 2.0 texts and other examination board suggested texts- comprehension</p>	<p>BKSB tracking assessments regularly.</p> <p>Verbal feedback whilst working.</p> <p>Group and paired discussions.</p> <p>Verbal feedback after completion and marking of work.</p> <p>Half-termly assessment questions.</p> <p>Optional homework questions.</p>	<p>CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)</p>

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		Reinforcement activities Personalised learning Collaborative work Individual assignments	Reading research for Spoken Language activities. Reading a range of FS1/2 transactional texts and analysing. Understanding the purposes of texts. Understanding and using organisational features to find information. Finding information and ideas. Reading and analysing AO2 language and structural features in a text		
	Writing- fiction GCSE AO5/6 Descriptive writing Communicating clearly, effectively and imaginatively, selecting and adapting tone style and register for a given audience. Organise ideas using structural and grammatical features to support coherence and cohesion of texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation. .	Teacher-lead and modelling sessions. Working in pairs and groups to share ideas and opinions. Writing independently to practise skills and build resilience. Drafting and editing. Computer word processing. Hand-written work. Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	Spelling, punctuation and grammar work associated with writing a descriptive piece. Planning, drafting and editing pieces of writing. Ensuring the style of writing is appropriate for audience. Planning, drafting and editing Using pictures to stimulate imagination and pieces of writing. Being able to think of different aspects of the subject- not just the positive. Using the senses for inspiration.	Functional Skills writing testing. BKSB tracking assessments regularly. Verbal feedback whilst working. Group and paired discussions. Verbal feedback after completion and marking of work. Half-termly assessment questions.	CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)



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			Using the panoramic view- big to small. Present or past tense. Imagery and figurative language. Active and passive voice. Paragraphing. Sentence lengths and phrasing.	Optional homework questions.	
<b>SUMMER</b> Half term 5	Reading: Reading and reviewing AO2 features- language and structural features Reading a range of fiction and non-fiction material. Functional skills 1/2 practice questions and GCSE AO3 comparing writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Introduction of AO4: evaluating texts	Pupils will build on their ability to work independently and build resilience; working collaboratively in pairs and groups to develop reflectiveness and take on board other peoples' opinions whilst becoming reflective when taking on board the views of others. Teacher-lead sessions when working on comprehension skills. Computer based learning when researching. Modelling Effective questioning Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments	School Reading Scheme work – group and individual. Filling the gaps phonics work- individual.  Shared reading- H3 book- To Kill a Mockingbird by Harper Lee and other suggested GCSE reads. A selection of 19 <sup>th</sup> Century non-fiction Pearson Edexcel texts-other PE extracts Finding and understanding information. Understanding inference Understanding the tone of a text To understand first and third person narratives/perspective To understand register To understand chronology Using quotations	BKSB tracking assessments regularly. Verbal feedback whilst working. Group and paired discussions. Verbal feedback after completion and marking of work. Half-termly assessment questions. Optional homework questions.	CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)

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Writing			Using PEE (Point, evidence, explain) Starting to answer AO3/4 style questions		
	<p>Writing- fiction GCSE AO5/6</p> <p>Writing narratives</p> <p>Communicating clearly, effectively and imaginatively, selecting and adapting tone style and register for a given audience.</p> <p>Organise ideas using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.</p> <p>Review range of transactional writing.</p>	<p>Teacher lead and modelling sessions.</p> <p>Working in pairs and groups to share ideas and opinions.</p> <p>Writing independently to practise skills and build resilience.</p> <p>Drafting and editing.</p> <p>Computer word processing.</p> <p>Hand-written work.</p> <p>Modelling</p> <p>Effective questioning</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative work</p> <p>Individual assignments</p>	<p>Spelling, punctuation and grammar work associated with writing a narrative piece.</p> <p>Planning, drafting and editing pieces of writing.</p> <p>Ensuring the style of writing is appropriate for audience.</p> <p>First or third person.</p> <p>Character work.</p> <p>Structure- beginning, middle, climax, ending.</p> <p>Tense work.</p> <p>Speech – direct and indirect</p> <p>Paragraphs</p> <p>Including descriptive work.</p> <p>Including action.</p> <p>Antagonist and protagonist</p> <p>Opening sentences and powerful endings</p> <p>Building tension</p> <p>Review writing transactional pieces.</p>	<p>BKSB tracking assessments regularly.</p> <p>Verbal feedback whilst working.</p> <p>Group and paired discussions.</p> <p>Verbal feedback after completion and marking of work.</p> <p>Half-termly assessment questions.</p> <p>Optional homework questions.</p>	<p>CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)</p>
<b>SUMMER</b> Half term 6	Reading a variety of fiction and non-fiction and practicing FS1 and 2 questions and reviewing GCSE AO1/2/3/4	Pupils will build on their ability to work independently and build	School Reading Scheme work – group and individual. Filling	BKSB tracking assessments regularly.	CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)

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Reading	<p>Writing speeches in preparation for Functional Skills presentation. AO7/8/9- Demonstrating presentation skills, listening and responding, using spoken standard English in presentations.</p> <p>Group discussion practice in preparation for Functional Skills discussion.</p>	<p>resilience; working collaboratively in pairs and groups to develop reflectiveness and take on board other peoples' opinions whilst becoming reflective when taking on board the views of others.</p> <p>Teacher lead sessions when working on comprehension skills.</p> <p>Computer based learning when researching.</p> <p>Modelling</p> <p>Effective questioning</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative work</p> <p>Individual assignments</p>	<p>the gaps phonics work- individual.</p> <p>Shared reading- H3 book- To Kill a Mockingbird by Harper Lee and other suggested GCSE reads. A selection of 19<sup>th</sup> Century non-fiction Pearson Edexcel texts-other PE extracts</p> <p>Understanding how to refer to 2 sources</p> <p>Summarising information from 2 sources</p> <p>Finding links between 2 sources</p> <p>Identifying and comparing writers' attitudes and viewpoints and how they are conveyed.</p> <p>Giving quotes and examples</p> <p>Using technical terms</p>	<p>Verbal feedback whilst working.</p> <p>Group and paired discussions.</p> <p>Verbal feedback after completion and marking of work.</p> <p>Half-termly assessment questions .</p> <p>Optional homework question.</p>	
	<p>Writing</p> <p>Narrative writing extended.</p> <p>Review and practice of fiction and non-fiction writing (transactional). FS 1 and 2. GCSE AO5/6</p>	<p>Independent work after teacher lead input initiating topic.</p> <p>Computer work on research and writing up.</p> <p>Modelling</p> <p>Effective questioning</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p>	<p>Consolidation of descriptive writing skills and narrative skills through independent writing exercises.</p> <p>Spelling, punctuation and grammar work associated with writing a narrative piece.</p> <p>Planning, drafting and editing pieces of writing.</p>	<p>BKSB tracking assessments regularly.</p> <p>Verbal feedback whilst working.</p> <p>Group and paired discussions.</p> <p>Verbal feedback after completion</p>	<p>CC Links- ICT/PSHE/ (History/ Geography/ Sci depending on text used)</p>

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		Collaborative work Individual assignments	Ensuring the style of writing is appropriate for audience. First or third person/character work/structure- beginning, middle, climax, ending/tense work/Speech – direct and indirect/Paragraphs/Including descriptive work/Including action/Antagonist and protagonist/Opening sentences and powerful endings/Building tension Using pictures to stimulate imagination and pieces of writing/Being able to think of different aspects of the subject- not just the positive/using the senses for inspiration/Using the panoramic view- big to small/Present or past tense/Imagery and figurative language/Active and passive voice/Paragraphing/Sentence lengths and phrasing.	and marking of work. Half-termly assessment questions. Optional homework questions.	