



HPRS CURRICULUM MAP



SUBJECT AREA:	English Language	YEAR / GROUP:	11
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BRIEF SUMMARY OF CURRICULUM INTENT

Year 11 pupils will cover Pearson Edexcel 2.0 'Lift' GCSE objectives and/or Pearson Edexcel Functional Skills 1 and 2 objectives (Reading, Writing, Speaking, Listening and Communicating), depending on ability. Lower ability group will cover Functional Skills at appropriate level.

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.

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 Edexcel website.

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> Themes Learning Styles 	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 map <ul style="list-style-type: none"> Visits Special events
AUTUMN Half term 1	Reading Functional skills 1: Texts that: instruct, describe, explain and persuade.	Pupils will build on their ability to work	H3 Reading Scheme work – group and	BKSB tracking assessments regularly.	CC links- ICT/PSHE (History/Geography/ Science/RE/Art-

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> Methods of assessment	Additional features of map <ul style="list-style-type: none"> • Visits • Special events
	<p>L1.9 Identify and understand the main points, ideas and details in texts.</p> <p>L1.10 Compare information, ideas and opinions in different texts.</p> <p>L1.11 Identify meanings in texts and distinguish between fact and opinion</p> <p>L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes.</p> <p>L1.13 Use reference materials and appropriate strategies for a range of purposes, including to find the meaning of words.</p> <p>L1.14 Understand organisational and structural features and use them to locate relevant information.</p> <p>L1.15 Infer from images, meanings not explicit in the accompanying text.</p> <p>L1.16 Recognise vocabulary typically associated with specific types and purposes of texts.</p> <p>L1.17 Read and understand a range of specialist words in context</p> <p>L1.18 Use knowledge of punctuation to aid understanding of straightforward texts.</p> <p>Functional Skills 2: Texts that instruct, describe, explain and persuade.</p> <p>L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details.</p> <p>L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed.</p> <p>L2.13 Identify implicit and inferred meaning in texts.</p> <p>L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.</p> <p>L2.15 Use a range of reference materials and appropriate resources for different purposes including to find meanings of words.</p> <p>L2.16 Understand organisational features and use them to locate information.</p> <p>L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.</p> <p>L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion.</p> <p>L2.19 identify different styles of writing.</p>	<p>independently and build resilience;</p> <p>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>individual. Filling the gaps phonics work/spelling work- individual.</p> <p>Reading-A selection of 19th Century non-fiction/fiction</p> <p>Pearson Edexcel texts/Pearson Edexcel Lift texts.</p> <p>Using reference materials</p> <p>Specialist vocabulary</p> <p>Understanding organisational and structural features.</p> <p>Explicit and Implicit information.</p> <p>Analysing texts.</p> <p>Distinguishing facts from opinion.</p> <p>Identifying styles of writing.</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>FS/GCSE questions and assessment questions/papers.</p>	<p>depending on text used)</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	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 map <ul style="list-style-type: none"> • Visits • Special events
	<p>GCSE: AO1, AO2, AO4</p> <ul style="list-style-type: none"> • Use a wide range of extracts to develop confidence in approaching unfamiliar material. • Use strategies such as skim reading past unfamiliar words, cloze exercises, reading aloud, etc to raise confidence about complex vocabulary. • Start with small paragraphs and work up to longer extracts gradually. • Use mini sagas and very short stories to give students a sense of reading accomplishment. • Use linked pictures as introductions to texts. • Use short AO1 activities as starters for each lesson. • Reading images before reading texts. • Introduce key idea of inference using very short extracts and linked/contrasting images. • Introduce key idea of connotations to encourage word level analysis. • Develop key terminology via extracts and begin to create repertoire of terms to use when analysing language. • Model embedding of short, relevant quotations. • Introduce and model what/how/why technique to build up ideas for answers. • Start by analysing pairs of pictures using questions such as @which is the most...''which would be most suitable for....' and ask for reason why. • Expand use of picture evaluation by asking pupils to select three features/items/ positives/functions etc • Model reason/example techniques to help pupils to gather ideas for answers. 	<p>Effective questioning</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative work</p> <p>Individual assignments</p>	<p>Gaining reading skills and accomplishment.</p> <p>Strategies in approaching unfamiliar material.</p>		
	<p>Writing</p> <p>Functional Skills 1:</p> <p><u>Narratives, instructions, explanations, emails, letters, web pages, and reports of varying length.</u></p>	<p>Pupils will build on their ability to work</p>	<p>Punctuation.</p> <p>Grammar.</p> <p>Spelling.</p> <p>Sentences.</p>	<p>BKSB tracking assessments regularly.</p>	<p>CC links- ICT/PSHE (History/Geography/ Science/RE/Art-</p>

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	<p>L1.19 Use a range of punctuation correctly e.g. full stops, question marks, exclamation marks, commas and possessive apostrophes.</p> <p>L1.20 Use correct grammar e.g. subject- verb agreement, tenses.</p> <p>L1.21 Spell words used most often in work, study and daily life, including specialist words.</p> <p>L1.22 Communicate information, ideas and opinions clearly, coherently and accurately.</p> <p>L1.23 Write text of an appropriate level of detail and appropriate length to meet the needs of purpose and audience.</p> <p>L1.24 Use format, structure and language appropriate for audience and purpose.</p> <p>L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate.</p> <p><u>Functional Skills 2:</u> <u>Articles, narratives, explanations and reports of varying length.</u></p> <p>L2.20 Punctuate writing correctly using a wide range of punctuation markers (colons, commas, inverted commas, apostrophes and quotation marks)</p> <p>L2.21 Use correct grammar (subject-verb agreement, range of tenses, definite and indefinite articles and modality devices).</p> <p>L2.22 Spell words used in work, study and daily life, including a range of specialist words.</p> <p>L2.23 Communicate information, ideas and opinions clearly, coherently and effectively.</p> <p>L2.24 Write text of an appropriate level of detail and appropriate length to meet the needs oof purpose and audience.</p> <p>L2.25 Organise writing for different purposes using appropriate format and structure (paragraphs, bullet points, tables.</p> <p>L2.26 Convey clear meaning and establish cohesion using organisational markers effectively.</p> <p>L2.27 use different language and register (e.g. persuasive) suited to audience and purpose.</p> <p>L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate.</p> <p><u>GCSE: AO5 (Creative):</u></p> <ul style="list-style-type: none"> Model how to generate ideas from a variety of stimuli (use text extracts from reading sessions as springboard) 	<p>independently and build resilience;</p> <p>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>Purpose and audience.</p> <p>Cohesion and organisational markers.</p> <p>Creative writing.</p> <p>Figurative Language.</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>FS/GCSE questions and assessment questions/papers.</p>	<p>depending on text used)</p>

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	<p>for instance, using what/where/when/why or zoom in/out techniques.</p> <ul style="list-style-type: none"> • Introduce a simple three-part structure for planning-beginning, middle, end. • Model planning for engaging openings/endings using exemplars. <p>AO6 Writing skills:</p> <ul style="list-style-type: none"> • Develop pupil's ability to use a variety of sentence structures. • Develop pupil's ability to use a variety of punctuation. • Develop pupil's ability to use appropriate figurative language. 	<p>Effective questioning</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative work</p> <p>Individual assignments</p>			
	<p>Speaking, listening and communicating</p> <p><u>Functional skills 1:</u></p> <p>L1.1 Identify relevant information and lines of argument in explanations or presentation.</p> <p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts.</p> <p>L1.3 Respond effectively to detailed questions.</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics.</p> <p>L1.5 Express opinions and arguments and support them with evidence.</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject.</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection.</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>Speaking Listening Communication Discussion Presentation</p>	<p>BKSB tracking assessments regularly.</p> <p>Functional Skills Speaking and Listening testing.</p> <p>Verbal feedback whilst working.</p>	<p>CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)</p>

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	<p><u>Functional Skills 2:</u></p> <p>L2.1 identify relevant information from extended explanations or presentations.</p> <p>L2.2 Follow narratives and lines of argument.</p> <p>L2.3 Respond effectively to detailed or extended questions and feedback.</p> <p>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts.</p> <p>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required.</p> <p>L2.6 Express opinions and arguments and support them with relevant and persuasive evidence.</p> <p>L2.7 Use language that is effective, accurate and appropriate to context and situation.</p> <p>L2.8 make relevant and constructive contributions to move discussion forward</p> <p>L2.9 Adapt contributions to discussions to suit audience, purpose and medium.</p> <p>L2.10 Interject and redirect discussion using appropriate language and register.</p> <p>GCSE: Independent research topics which are then presented to class/group/responding to questions about topic.</p>	<p>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>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>FS/GCSE questions and assessment questions/papers.</p>	

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		Personalised learning Collaborative work Individual assignments			
AUTUMN Half term 2	Reading <u>Functional skills 1:</u> Texts that: instruct, describe, explain and persuade. L1.9 Identify and understand the main points, ideas and details in texts. L1.10 Compare information, ideas and opinions in different texts. L1.11 Identify meanings in texts and distinguish between fact and opinion L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes. L1.13 Use reference materials and appropriate strategies for a range of purposes, including to find the meaning of words. L1.14 Understand organisational and structural features and use them to locate relevant information. L1.15 Infer from images, meanings not explicit in the accompanying text. L1.16 Recognise vocabulary typically associated with specific types and purposes of texts. L1.17 Read and understand a range of specialist words in context L1.18 Use knowledge of punctuation to aid understanding of straightforward texts. <u>Functional Skills 2:</u> Texts that instruct, describe, explain and persuade. L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details.	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	H3 Reading Scheme work (Ransom Readers) – group and individual. Filling the gaps phonics work/spelling work- individual. Reading-A selection of 19 th Century non-fiction/fiction Pearson Edexcel texts/Pearson Edexcel Lift texts. Understanding a range of purposes. Using punctuation to understand text.	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.	CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)

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	<p>L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed.</p> <p>L2.13 Identify implicit and inferred meaning in texts.</p> <p>L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.</p> <p>L2.15 Use a range of reference materials and appropriate resources for different purposes including to find meanings of words.</p> <p>L2.16 Understand organisational features and use them to locate information.</p> <p>L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.</p> <p>L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion.</p> <p>L2.19 identify different styles of writing.</p> <p><u>GCSE: AO1, AO2, AO4</u></p> <ul style="list-style-type: none"> • Use a wide range of extracts to develop confidence in approaching unfamiliar material. • Use strategies such as skim reading past unfamiliar words, cloze exercises, reading aloud, etc to raise confidence about complex vocabulary. • Start with small paragraphs and work up to longer extracts gradually. • Use mini sagas and very short stories to give students a sense of reading accomplishment. • Use linked pictures as introductions to texts. • Use short AO1 activities as starters for each lesson. • Reading images before reading texts. • Introduce key idea of inference using very short extracts and linked/contrasting images. • Introduce key idea of connotations to encourage word level analysis. • Develop key terminology via extracts and begin to create repertoire of terms to use when analysing language. • Model embedding of short, relevant quotations. 	<p>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>Analysing texts.</p> <p>Understanding connotations.</p>	<p>Half-termly assessment questions .</p> <p>Optional homework questions.</p> <p>FS/GCSE questions and assessment questions/papers.</p>	

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	<ul style="list-style-type: none"> Introduce and model what/how/why technique to build up ideas for answers. Start by analysing pairs of pictures using questions such as @which is the most...’which would be most suitable for....’ and ask for reason why. Expand use of picture evaluation by asking pupils to select three features/items/ positives/functions etc Model reason/example techniques to help pupils to gather ideas for answers. 	Individual assignments			
	<p>Writing Writing Functional Skills 1: <u>Narratives, instructions, explanations, emails, letters, web pages, and reports of varying length.</u> L1.19 Use a range of punctuation correctly e.g. full stops, question marks, exclamation marks, commas and possessive apostrophes. L1.20 Use correct grammar e.g. subject- verb agreement, tenses. L1.21 Spell words used most often in work, study and daily life, including specialist words. L1.22 Communicate information, ideas and opinions clearly, coherently and accurately. L1.23 Write text of an appropriate level of detail and appropriate length to meet the needs of purpose and audience. L1.24 Use format, structure and language appropriate for audience and purpose. L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate. Functional Skills 2: <u>Articles, narratives, explanations and reports of varying length.</u> L2.20 Punctuate writing correctly using a wide range of punctuation markers (colons, commas, inverted commas, apostrophes and quotation marks) L2.21 Use correct grammar (subject-verb agreement, range of tenses, definite and indefinite articles and modality devices).</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	Punctuation. Spelling. Sentences. Grammar. Creative writing. Figurative Language.	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.	CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)

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	<p>L2.22 Spell words used in work, study and daily life, including a range of specialist words.</p> <p>L2.23 Communicate information, ideas and opinions clearly, coherently and effectively.</p> <p>L2.24 Write text of an appropriate level of detail and appropriate length to meet the needs of purpose and audience.</p> <p>L2.25 Organise writing for different purposes using appropriate format and structure (paragraphs, bullet points, tables).</p> <p>L2.26 Convey clear meaning and establish cohesion using organisational markers effectively.</p> <p>L2.27 use different language and register (e.g. persuasive) suited to audience and purpose.</p> <p>L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate.</p> <p><u>GCSE: AO5 (Creative):</u></p> <ul style="list-style-type: none"> • Model how to generate ideas from a variety of stimuli (use text extracts from reading sessions as springboard) for instance, using what/where/when/why or zoom in/out techniques. • Introduce a simple three-part structure for planning- beginning, middle, end. • Model planning for engaging openings/endings using exemplars. <p><u>AO6 Writing skills:</u></p> <ul style="list-style-type: none"> • Develop pupil's ability to use a variety of sentence structures. • Develop pupil's ability to use a variety of punctuation. • Develop pupil's ability to use appropriate figurative language. 	<p>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>Half-termly assessment questions .</p> <p>Optional homework questions.</p> <p>FS/GCSE questions and assessment questions/papers.</p>	

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		Individual assignments			
	<p>Speaking, Listening and Communicating</p> <p><u>Functional skills 1:</u></p> <p>L1.1 Identify relevant information and lines of argument in explanations or presentation.</p> <p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts.</p> <p>L1.3 Respond effectively to detailed questions.</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics.</p> <p>L1.5 Express opinions and arguments and support them with evidence.</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject.</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection.</p> <p><u>Functional Skills 2:</u></p> <p>L2.1 identify relevant information from extended explanations or presentations.</p> <p>L2.2 Follow narratives and lines of argument.</p> <p>L2.3 Respond effectively to detailed or extended questions and feedback.</p> <p>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts.</p> <p>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required.</p> <p>L2.6 Express opinions and arguments and support them with relevant and persuasive evidence.</p> <p>L2.7 Use language that is effective, accurate and appropriate to context and situation.</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</p>	<p>Speaking Listening Communication Discussion Presentation</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>CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)</p>

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	<p>L2.8 make relevant and constructive contributions to move discussion forward</p> <p>L2.9 Adapt contributions to discussions to suit audience, purpose and medium.</p> <p>L2.10 Interject and redirect discussion using appropriate language and register.</p> <p>GCSE: Independent research topics which are then presented to class/group/responding to questions about topic.</p>	<p>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>Optional homework questions.</p> <p>FS/GCSE questions and assessment questions/papers.</p>	

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SPRING Half term 3	<p>Reading</p> <p>Functional skills 1: Texts that: instruct, describe, explain and persuade. L1.9 Identify and understand the main points, ideas and details in texts. L1.10 Compare information, ideas and opinions in different texts. L1.11 Identify meanings in texts and distinguish between fact and opinion L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes. L1.13 Use reference materials and appropriate strategies for a range of purposes, including to find the meaning of words. L1.14 Understand organisational and structural features and use them to locate relevant information. L1.15 Infer from images, meanings not explicit in the accompanying text. L1.16 Recognise vocabulary typically associated with specific types and purposes of texts. L1.17 Read and understand a range of specialist words in context L1.18 Use knowledge of punctuation to aid understanding of straightforward texts.</p> <p>Functional Skills 2: Texts that instruct, describe, explain and persuade. L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details. L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed. L2.13 Identify implicit and inferred meaning in texts. L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes. L2.15 Use a range of reference materials and appropriate resources for different purposes including to find meanings of words. L2.16 Understand organisational features and use them to locate information. L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.</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. Teacher lead sessions when working on comprehension skills.	H3 Reading Scheme work (Ransom Readers) – group and individual. Filling the gaps phonics work/spelling work- individual. Reading-A selection of 19 th Century non-fiction/fiction Pearson Edexcel texts/Pearson Edexcel Lift texts. Understanding audiences and purposes. Arguments and opinions. Comparison skills Summarise and synthesise.	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. FS/GCSE questions and assessment questions/papers.	CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	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 map <ul style="list-style-type: none"> • Visits • Special events
	<p>L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion.</p> <p>L2.19 identify different styles of writing.</p> <p><u>GCSE: AO1, AO2, AO4, introduce AO3:</u></p> <p><u>Begin to write responses under timed conditions/Develop reading skills/Develop language analysis skills/Develop evaluative skills/Introduce synthesis and comparison with focus on AO1 summary:</u></p> <ul style="list-style-type: none"> • Use a wide range of both fiction and non-fiction extracts to develop confidence in approaching unfamiliar material. • Introduced linked texts and more complex material. • Continue with AO1starters and use them to assess reading confidence/ability. • Introduce structure analysis through simple activities such as sequencing a series of images, sequencing jumbled paragraphs etc. • Introduce key structural techniques such as contrasts, repetition, openings/endings, narrative perspective. • Develop students' confidence with sentence forms using practical modelling ie, changing three short sentences to one long one etc. • Continue to develop what/how/why skills. • Exemplify and model the writing of formal analytical paragraphs. • Introduce 'how far do you agree' style of evaluation by using short texts and creating several agree/disagree statements for students to consider. • Introduce model paragraphs to exemplify evaluative writing. • Model planning and writing longer evaluative answers. • Introduce comparison skills using images. • Model writing a perfect summary paragraph using images. • Use timed activities to develop pupil confidence. • Use 'what is missing' starters to focus pupils on the requirements of the mark scheme. 	<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>			

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> Themes Learning Styles 	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 map <ul style="list-style-type: none"> Visits Special events
	<ul style="list-style-type: none"> If students are ready, develop summary skills into comparison and explain the difference between question requirements. 				
	<p>Writing Functional Skills 1: <u>Narratives, instructions, explanations, emails, letters, web pages, and reports of varying length.</u></p> <p>L1.19 Use a range of punctuation correctly e.g. full stops, question marks, exclamation marks, commas and possessive apostrophes. L1.20 Use correct grammar e.g. subject- verb agreement, tenses. L1.21 Spell words used most often in work, study and daily life, including specialist words. L1.22 Communicate information, ideas and opinions clearly, coherently and accurately. L1.23 Write text of an appropriate level of detail and appropriate length to meet the needs of purpose and audience. L1.24 Use format, structure and language appropriate for audience and purpose. L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate.</p> <p>Functional Skills 2: <u>Articles, narratives, explanations and reports of varying length.</u></p> <p>L2.20 Punctuate writing correctly using a wide range of punctuation markers (colons, commas, inverted commas, apostrophes and quotation marks) L2.21 Use correct grammar (subject-verb agreement, range of tenses, definite and indefinite articles and modality devices). L2.22 Spell words used in work, study and daily life, including a range of specialist words. L2.23 Communicate information, ideas and opinions clearly, coherently and effectively. L2.24 Write text of an appropriate level of detail and appropriate length to meet the needs oof purpose and audience.</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</p>	<p>Punctuation. Sentences. Grammar. Transactional Writing. Rhetorical techniques.</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>CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> Themes Learning Styles 	Literacy elements to be covered (whole school literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> Methods of assessment	Additional features of map <ul style="list-style-type: none"> Visits Special events
	<p>L2.25 Organise writing for different purposes using appropriate format and structure (paragraphs, bullet points, tables).</p> <p>L2.26 Convey clear meaning and establish cohesion using organisational markers effectively.</p> <p>L2.27 use different language and register (e.g. persuasive) suited to audience and purpose.</p> <p>L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate.</p> <p><u>Writing skills AO5 (transactional writing)/begin to plan/write responses under times conditions/ develop planning skills/ writing skills AO6:</u></p> <ul style="list-style-type: none"> • Unlock and annotate a wide variety of questions to develop ideas about audience and purpose. • Model how to develop ideas using question bullets or what/why/where/when techniques. • Model planning techniques, paying particular attention to openings/conclusions. • Develop pupil's ability to use a variety of sentence structures. • Develop pupil's ability to use a variety of punctuation. • Develop pupil's ability to use advanced vocabulary. • Develop pupil's ability to use appropriate rhetorical techniques. 	<p>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>Optional homework questions.</p> <p>FS/GCSE questions and assessment questions/papers.</p>	
	<p>Speaking, Listening and Communicating</p> <p><u>Functional skills 1:</u></p> <p>L1.1 Identify relevant information and lines of argument in explanations or presentation.</p>	<p>Pupils will build on their ability to work independently</p>	<p>Speaking Listening Communication Discussion</p>	<p>BKSB tracking assessments regularly.</p>	<p>CC links- ICT/PSHE (History/Geography/ Science/RE/Art-</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> Methods of assessment	Additional features of map <ul style="list-style-type: none"> • Visits • Special events
	<p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts.</p> <p>L1.3 Respond effectively to detailed questions.</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics.</p> <p>L1.5 Express opinions and arguments and support them with evidence.</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject.</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection.</p> <p><u>Functional Skills 2:</u></p> <p>L2.1 identify relevant information from extended explanations or presentations.</p> <p>L2.2 Follow narratives and lines of argument.</p> <p>L2.3 Respond effectively to detailed or extended questions and feedback.</p> <p>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts.</p> <p>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required.</p> <p>L2.6 Express opinions and arguments and support them with relevant and persuasive evidence.</p> <p>L2.7 Use language that is effective, accurate and appropriate to context and situation.</p> <p>L2.8 make relevant and constructive contributions to move discussion forward</p> <p>L2.9 Adapt contributions to discussions to suit audience, purpose and medium.</p> <p>L2.10 Interject and redirect discussion using appropriate language and register.</p> <p><u>GCSE:</u> Encourage students to find a topic that interests them and begin independent research for their assessment.</p>	<p>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>Presentation</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>FS/GCSE questions and assessment questions/papers.</p>	<p>depending on text used)</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	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 map <ul style="list-style-type: none"> • Visits • Special events
		<p>Effective questioning</p> <p>Differentiation</p> <p>Reinforcement activities</p> <p>Personalised learning</p> <p>Collaborative work</p> <p>Individual assignments</p>			
<p>SPRING Half term 4</p>	<p>Reading Functional skills 1: Texts that: instruct, describe, explain and persuade. L1.9 Identify and understand the main points, ideas and details in texts. L1.10 Compare information, ideas and opinions in different texts. L1.11 Identify meanings in texts and distinguish between fact and opinion L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes. L1.13 Use reference materials and appropriate strategies for a range of purposes, including to find the meaning of words. L1.14 Understand organisational and structural features and use them to locate relevant information. L1.15 Infer from images, meanings not explicit in the accompanying text.</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>H3 Reading Scheme work (Ransom Readers) – group and individual. Filling the gaps phonics work/spelling work- individual. Reading-A selection of 19th Century non-fiction/fiction</p>	<p>BKSB tracking assessments regularly. Functional Skills Speaking and Listening testing. Verbal feedback whilst working.</p>	<p>CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> Methods of assessment	Additional features of map <ul style="list-style-type: none"> • Visits • Special events
	<p>L1.16 Recognise vocabulary typically associated with specific types and purposes of texts.</p> <p>L1.17 Read and understand a range of specialist words in context</p> <p>L1.18 Use knowledge of punctuation to aid understanding of straightforward texts.</p> <p>Functional Skills 2: Texts that instruct, describe, explain and persuade.</p> <p>L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details.</p> <p>L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed.</p> <p>L2.13 Identify implicit and inferred meaning in texts.</p> <p>L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.</p> <p>L2.15 Use a range of reference materials and appropriate resources for different purposes including to find meanings of words.</p> <p>L2.16 Understand organisational features and use them to locate information.</p> <p>L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.</p> <p>L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion.</p> <p>L2.19 identify different styles of writing.</p> <p>GCSE: AO1, AO2, AO4, introduce AO3: <u>Begin to write responses under timed conditions/Develop reading skills/Develop language analysis skills/Develop evaluative skills/Introduce synthesis and comparison with focus on AO1 summary:</u></p> <ul style="list-style-type: none"> • Use a wide range of both fiction and non-fiction extracts to develop confidence in approaching unfamiliar material. • Introduced linked texts and more complex material. • Continue with AO1starters and use them to assess reading confidence/ability. 	<p>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>Pearson Edexcel texts/Pearson Edexcel Lift texts.</p> <p>Using fiction and non-fiction material.</p> <p>Comparing information and ideas and how they are conveyed.</p> <p>Gaining confidence in a range of material.</p> <p>Understanding a variety of questions and mark schemes.</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>FS/GCSE questions and assessment questions/papers.</p>	

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	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 map <ul style="list-style-type: none"> • Visits • Special events
	<ul style="list-style-type: none"> • Introduce structure analysis through simple activities such as sequencing a series of images, sequencing jumbled paragraphs etc. • Introduce key structural techniques such as contrasts, repetition, openings/endings, narrative perspective. • Develop students' confidence with sentence forms using practical modelling ie, changing three short sentences to one long one etc. • Continue to develop what/how/why skills. • Exemplify and model the writing of formal analytical paragraphs. • Introduce 'how far do you agree' style of evaluation by using short texts and creating several agree/disagree statements for students to consider. • Introduce model paragraphs to exemplify evaluative writing. • Model planning and writing longer evaluative answers. • Introduce comparison skills using images. • Model writing a perfect summary paragraph using images. • Use timed activities to develop pupil confidence. • Use 'what is missing' starters to focus pupils on the requirements of the mark scheme. • If students are ready, develop summary skills into comparison and explain the difference between question requirements. 	Personalised learning Collaborative work Individual assignments			
	Writing Writing Functional Skills 1: <u>Narratives, instructions, explanations, emails, letters, web pages, and reports of varying length.</u> L1.19 Use a range of punctuation correctly e.g. full stops, question marks, exclamation marks, commas and possessive apostrophes.	Pupils will build on their ability to work independently and build resilience;	Punctuation. Sentences. Grammar. Transactional Writing. Rhetorical techniques.	BKSB tracking assessments regularly.	CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> Methods of assessment	Additional features of map <ul style="list-style-type: none"> • Visits • Special events
	<p>L1.20 Use correct grammar e.g. subject- verb agreement, tenses.</p> <p>L1.21 Spell words used most often in work, study and daily life, including specialist words.</p> <p>L1.22 Communicate information, ideas and opinions clearly, coherently and accurately.</p> <p>L1.23 Write text of an appropriate level of detail and appropriate length to meet the needs of purpose and audience.</p> <p>L1.24 Use format, structure and language appropriate for audience and purpose.</p> <p>L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate.</p> <p>Functional Skills 2: <u>Articles, narratives, explanations and reports of varying length.</u></p> <p>L2.20 Punctuate writing correctly using a wide range of punctuation markers (colons, commas, inverted commas, apostrophes and quotation marks)</p> <p>L2.21 Use correct grammar (subject-verb agreement, range of tenses, definite and indefinite articles and modality devices).</p> <p>L2.22 Spell words used in work, study and daily life, including a range of specialist words.</p> <p>L2.23 Communicate information, ideas and opinions clearly, coherently and effectively.</p> <p>L2.24 Write text of an appropriate level of detail and appropriate length to meet the needs of purpose and audience.</p> <p>L2.25 Organise writing for different purposes using appropriate format and structure (paragraphs, bullet points, tables).</p> <p>L2.26 Convey clear meaning and establish cohesion using organisational markers effectively.</p> <p>L2.27 use different language and register (e.g. persuasive) suited to audience and purpose.</p> <p>L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate.</p> <p><u>Writing skills AO5 (transactional writing)/begin to plan/write responses under times conditions/ develop planning skills/ writing skills AO6:</u></p> <ul style="list-style-type: none"> • Unlock and annotate a wide variety of questions to develop ideas about audience and purpose. • Model how to develop ideas using question bullets or what/why/where/when techniques. 	<p>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>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>FS/GCSE questions and assessment questions/papers.</p>	

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> Themes Learning Styles 	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 map <ul style="list-style-type: none"> Visits Special events
	<ul style="list-style-type: none"> Model planning techniques, paying particular attention to openings/conclusions. Develop pupil's ability to use a variety of sentence structures. Develop pupil's ability to use a variety of punctuation. Develop pupil's ability to use advanced vocabulary. Develop pupil's ability to use appropriate rhetorical techniques. 	Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments			
	<p>Speaking, Listening and Communicating</p> <p><u>Functional skills 1:</u></p> <p>L1.1 Identify relevant information and lines of argument in explanations or presentation.</p> <p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts.</p> <p>L1.3 Respond effectively to detailed questions.</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics.</p> <p>L1.5 Express opinions and arguments and support them with evidence.</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject.</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection.</p> <p><u>Functional Skills 2:</u></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	Speaking Listening Communication Discussion Presentation	BKSb tracking assessments regularly. Functional Skills Speaking and Listening testing. Verbal feedback whilst working. Group and paired discussions. Verbal feedback after completion	CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	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 map <ul style="list-style-type: none"> • Visits • Special events
	<p>L2.1 identify relevant information from extended explanations or presentations.</p> <p>L2.2 Follow narratives and lines of argument.</p> <p>L2.3 Respond effectively to detailed or extended questions and feedback.</p> <p>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts.</p> <p>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required.</p> <p>L2.6 Express opinions and arguments and support them with relevant and persuasive evidence.</p> <p>L2.7 Use language that is effective, accurate and appropriate to context and situation.</p> <p>L2.8 make relevant and constructive contributions to move discussion forward</p> <p>L2.9 Adapt contributions to discussions to suit audience, purpose and medium.</p> <p>L2.10 Interject and redirect discussion using appropriate language and register.</p> <p>GCSE: Encourage students to find a topic that interests them and begin independent research for their assessment. Plan and practice presentation with audience. GCSE presentation assessments</p>	<p>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>and marking of work.</p> <p>Half-termly assessment questions .</p> <p>Optional homework questions.</p> <p>FS/GCSE questions and assessment questions/papers.</p>	

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school literacy focus)	Assessment Focus including dates and suggested assessments <i>Methods of assessment</i>	Additional features of map <ul style="list-style-type: none"> • Visits • Special events
		Collaborative work Individual assignments			
SUMMER Half term 5	Reading Functional skills 1: L1.9 Identify and understand the main points, ideas and details in texts. L1.10 Compare information, ideas and opinions in different texts. L1.11 Identify meanings in texts and distinguish between fact and opinion L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes. L1.13 Use reference materials and appropriate strategies for a range of purposes, including to find the meaning of words. L1.14 Understand organisational and structural features and use them to locate relevant information. L1.15 Infer from images, meanings not explicit in the accompanying text. L1.16 Recognise vocabulary typically associated with specific types and purposes of texts. L1.17 Read and understand a range of specialist words in context L1.18 Use knowledge of punctuation to aid understanding of straightforward texts. Functional Skills 2: Texts that instruct, describe, explain and persuade. L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details. L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed. L2.13 Identify implicit and inferred meaning in texts. L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.	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	H3 Reading Scheme work (Ransom Readers) – group and individual. Filling the gaps phonics work/spelling work- individual. Reading-A selection of 19 th Century non-fiction/fiction Pearson Edexcel texts/Pearson Edexcel Lift texts. Understanding main points and detail. Understanding organisational features. Exam questions and timings.	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 .	CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> Methods of assessment	Additional features of map <ul style="list-style-type: none"> • Visits • Special events
	<p>L2.15 Use a range of reference materials and appropriate resources for different purposes including to find meanings of words.</p> <p>L2.16 Understand organisational features and use them to locate information.</p> <p>L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.</p> <p>L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion.</p> <p>L2.19 identify different styles of writing.</p> <p><u>GCSE: Reading skills- revision of all AO1/2/4 and consolidation of AO3/Develop comparative skills/exam practice.</u></p> <ul style="list-style-type: none"> • Introduce comparison using images. • Model writing a comparative paragraph using images. • Introduce exam questions and plan/answer under timed conditions. • Overall focus on exam timings. • Use exam-style questions and extracts and answer under timed conditions. • Revise and develop key terminology bank for all questions. • Model 'critical style' and develop phrase bank for exam questions. 	<p>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>Key terminology to answer questions.</p>	<p>Optional homework questions.</p> <p>FS/GCSE questions and assessment questions/papers.</p>	

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school literacy focus)	Assessment Focus <i>including dates and suggested assessments</i> Methods of assessment	Additional features of map <ul style="list-style-type: none"> • Visits • Special events
	<p>Writing</p> <p>Writing</p> <p>Functional Skills 1: <u>Narratives, instructions, explanations, emails, letters, web pages, and reports of varying length.</u> L1.19 Use a range of punctuation correctly e.g. full stops, question marks, exclamation marks, commas and possessive apostrophes. L1.20 Use correct grammar e.g. subject- verb agreement, tenses. L1.21 Spell words used most often in work, study and daily life, including specialist words. L1.22 Communicate information, ideas and opinions clearly, coherently and accurately. L1.23 Write text of an appropriate level of detail and appropriate length to meet the needs of purpose and audience. L1.24 Use format, structure and language appropriate for audience and purpose. L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate.</p> <p>Functional Skills 2: <u>Articles, narratives, explanations and reports of varying length.</u> L2.20 Punctuate writing correctly using a wide range of punctuation markers (colons, commas, inverted commas, apostrophes and quotation marks) L2.21 Use correct grammar (subject-verb agreement, range of tenses, definite and indefinite articles and modality devices). L2.22 Spell words used in work, study and daily life, including a range of specialist words. L2.23 Communicate information, ideas and opinions clearly, coherently and effectively. L2.24 Write text of an appropriate level of detail and appropriate length to meet the needs of purpose and audience. L2.25 Organise writing for different purposes using appropriate format and structure (paragraphs, bullet points, tables). L2.26 Convey clear meaning and establish cohesion using organisational markers effectively. L2.27 use different language and register (e.g. persuasive) suited to audience and purpose.</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>Punctuation. Spelling. Grammar. Sentences. Rhetorical devices. Ambitious vocabulary. Proof-reading.</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>FS/GCSE questions and assessment questions/papers.</p>	<p>CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)</p>

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	<p>L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate.</p> <p><u>GCSE: Run alongside reading lessons and use reading material themes as stimuli for timed writing activities to build confidence in:</u></p> <ul style="list-style-type: none"> • Development of ideas. • Use of rhetorical devices and appropriate styles. • Variety of sentence structures. • Use correction activities to practice proofreading. • Build up a repertoire of ambitious vocabulary. 	<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>Speaking, Listening and Communicating</p> <p><u>Functional skills 1:</u></p> <p>L1.1 Identify relevant information and lines of argument in explanations or presentation.</p> <p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts.</p> <p>L1.3 Respond effectively to detailed questions.</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics.</p>	<p>Pupils will build on their ability to work independently and build resilience;</p>	<p>Speaking Listening Communication Discussion Presentation</p>	<p>BKSB tracking assessments regularly.</p>	<p>CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)</p>

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	<p>L1.5 Express opinions and arguments and support them with evidence.</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject.</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection.</p> <p><u>Functional Skills 2:</u></p> <p>L2.1 identify relevant information from extended explanations or presentations.</p> <p>L2.2 Follow narratives and lines of argument.</p> <p>L2.3 Respond effectively to detailed or extended questions and feedback.</p> <p>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts.</p> <p>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required.</p> <p>L2.6 Express opinions and arguments and support them with relevant and persuasive evidence.</p> <p>L2.7 Use language that is effective, accurate and appropriate to context and situation.</p> <p>L2.8 make relevant and constructive contributions to move discussion forward</p> <p>L2.9 Adapt contributions to discussions to suit audience, purpose and medium.</p> <p>L2.10 Interject and redirect discussion using appropriate language and register.</p> <p><u>GCSE:</u> Complete spoken Language assessments if not completed in previous term.</p>	<p>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>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>FS/GCSE questions and assessment questions/papers.</p>	

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		Differentiation Reinforcement activities Personalised learning Collaborative work Individual assignments			
SUMMER Half term 6	Reading Functional skills 1: L1.9 Identify and understand the main points, ideas and details in texts. L1.10 Compare information, ideas and opinions in different texts. L1.11 Identify meanings in texts and distinguish between fact and opinion L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes. L1.13 Use reference materials and appropriate strategies for a range of purposes, including to find the meaning of words. L1.14 Understand organisational and structural features and use them to locate relevant information. L1.15 Infer from images, meanings not explicit in the accompanying text. L1.16 Recognise vocabulary typically associated with specific types and purposes of texts. L1.17 Read and understand a range of specialist words in context L1.18 Use knowledge of punctuation to aid understanding of straightforward 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	H3 Reading Scheme work (Ransom Readers) – group and individual. Filling the gaps phonics work/spelling work- individual. Reading-A selection of 19 th Century non-fiction/fiction Pearson Edexcel texts/Pearson Edexcel Lift texts.	BKSb tracking assessments regularly. Functional Skills Speaking and Listening testing. Verbal feedback whilst working. Group and paired discussions. Verbal feedback after completion	CC links- ICT/PSHE (History/Geography/Science/RE/Art- depending on text used)

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	Literacy elements to be covered (whole school literacy focus)	Assessment Focus including dates and suggested assessments <i>Methods of assessment</i>	Additional features of map <ul style="list-style-type: none"> • Visits • Special events
	<p>Functional Skills 2: Texts that instruct, describe, explain and persuade. L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details. L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed. L2.13 Identify implicit and inferred meaning in texts. L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes. L2.15 Use a range of reference materials and appropriate resources for different purposes including to find meanings of words. L2.16 Understand organisational features and use them to locate information. L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias. L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion. L2.19 identify different styles of writing.</p> <p>GCSE: Reading skills- revision of all AO1/2/4 and consolidation of AO3/Develop comparative skills/exam practice.</p> <ul style="list-style-type: none"> • Introduce comparison using images. • Model writing a comparative paragraph using images. • Introduce exam questions and plan/answer under timed conditions. • Overall focus on exam timings. • Use exam-style questions and extracts and answer under timed conditions. • Revise and develop key terminology bank for all questions. • Model 'critical style' and develop phrase bank for exam questions. 	<p>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>Exam questions and timings. Key terminology to answer questions.</p>	<p>and marking of work.</p> <p>Half-termly assessment questions .</p> <p>Optional homework questions.</p> <p>FS/GCSE questions and assessment questions/papers.</p>	

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		Collaborative work Individual assignments			
	<p>Writing Writing <u>Functional Skills 1:</u> <u>Narratives, instructions, explanations, emails, letters, web pages, and reports of varying length.</u> L1.19 Use a range of punctuation correctly e.g. full stops, question marks, exclamation marks, commas and possessive apostrophes. L1.20 Use correct grammar e.g. subject- verb agreement, tenses. L1.21 Spell words used most often in work, study and daily life, including specialist words. L1.22 Communicate information, ideas and opinions clearly, coherently and accurately. L1.23 Write text of an appropriate level of detail and appropriate length to meet the needs of purpose and audience. L1.24 Use format, structure and language appropriate for audience and purpose. L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate. <u>Functional Skills 2:</u> <u>Articles, narratives, explanations and reports of varying length.</u> L2.20 Punctuate writing correctly using a wide range of punctuation markers (colons, commas, inverted commas, apostrophes and quotation marks) L2.21 Use correct grammar (subject-verb agreement, range of tenses, definite and indefinite articles and modality devices). L2.22 Spell words used in work, study and daily life, including a range of specialist words. L2.23 Communicate information, ideas and opinions clearly, coherently and effectively.</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</p>	<p>Punctuation. Spelling. Grammar. Sentences. Rhetorical devices. Ambitious vocabulary. Proof-reading.</p>	<p>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 .</p>	<p>CC links- ICT/PSHE (History/Geography/ Science/RE/Art- depending on text used)</p>

Timing	Key Skills for each half term	Teaching & Learning <ul style="list-style-type: none"> • Themes • Learning Styles 	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 map <ul style="list-style-type: none"> • Visits • Special events
	<p>L2.24 Write text of an appropriate level of detail and appropriate length to meet the needs of purpose and audience.</p> <p>L2.25 Organise writing for different purposes using appropriate format and structure (paragraphs, bullet points, tables).</p> <p>L2.26 Convey clear meaning and establish cohesion using organisational markers effectively.</p> <p>L2.27 use different language and register (e.g. persuasive) suited to audience and purpose.</p> <p>L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate.</p> <p><u>GCSE: Run alongside reading lessons and use reading material themes as stimuli for timed writing activities to build confidence in:</u></p> <ul style="list-style-type: none"> • Development of ideas. • Use of rhetorical devices and appropriate styles. • Variety of sentence structures. • Use correction activities to practice proofreading. • Build up a repertoire of ambitious vocabulary. 	<p>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>Optional homework questions.</p> <p>FS/GCSE questions and assessment questions/papers.</p>	

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	<p>Speaking, Listening and Communicating</p> <p><u>Functional skills 1:</u></p> <p>L1.1 Identify relevant information and lines of argument in explanations or presentation.</p> <p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts.</p> <p>L1.3 Respond effectively to detailed questions.</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics.</p> <p>L1.5 Express opinions and arguments and support them with evidence.</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject.</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection.</p> <p><u>Functional Skills 2:</u></p> <p>L2.1 identify relevant information from extended explanations or presentations.</p> <p>L2.2 Follow narratives and lines of argument.</p> <p>L2.3 Respond effectively to detailed or extended questions and feedback.</p> <p>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts.</p> <p>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required.</p> <p>L2.6 Express opinions and arguments and support them with relevant and persuasive evidence.</p> <p>L2.7 Use language that is effective, accurate and appropriate to context and situation.</p> <p>L2.8 make relevant and constructive contributions to move discussion forward</p> <p>L2.9 Adapt contributions to discussions to suit audience, purpose and medium.</p> <p>L2.10 Interject and redirect discussion using appropriate language and register.</p> <p>Complete any outstanding Functional skills presentations.</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>Speaking Listening Communication Discussion Presentation</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>FS/GCSE questions and assessment questions/papers.</p>	<p>CC links- ICT/PSHE (History/Geography/ Science/ RE/Art- depending on text used)</p>

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		<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>			