



# HPRS CURRICULUM MAP



<b>SUBJECT AREA:</b>	<b>English</b>	<b>YEAR / GROUP:</b>	<b>10</b>
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## BRIEF SUMMARY OF CURRICULUM INTENT

Simply put, our intent is to teach our young people the essentials of English: Reading, Writing and Speaking and Listening. To equip them with the functional skills needed in life and to offer those who are able opportunity to succeed in a range of qualifications that will allow them to join the job market alongside their peers from mainstream settings.

A broad and balanced curriculum that allows pupils to not only access what is needed but also to foster an enjoyment of the subject once again; through the use of creative and innovative lesson planning that utilises creative writing, inference skills, drama, film analysis and reading of quality texts that have meaning and purpose for our pupils.

Pupils in Year 10 are essentially working towards a GCSE in English Language AQA. They also take the AQA Entry Level Gold or Silver Award and The Edexcel FSL1 qualification as they study.

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

Within English across HPRS we enable pupils to develop their self-knowledge, self-esteem and self-confidence; through a range of Speaking and Listening activities; as well as using softer touch 1:1 discussion, Reading and Writing tasks that consider each pupils learning needs. Through the topics that we have chosen to cover, we not only engage pupils in topics that interest them but we enable them to distinguish right from wrong and to respect the civil and criminal law of the UK. Throughout HPRS the staff encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely allowing them to make choices that will benefit their future prospects. Through careful selection of texts and topics within lesson we aim to further establish tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; encouraging them to have a respect for other people; and for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the UK.

## KEY DATES / NOTES

Transition from Year 9 has traditionally begun in Summer 2 – this curriculum map allows for this but can be flexible enough to allow pupils to enter at different points in the year and still cover the range of assessment foci that is required for the relevant qualifications at the end of the year, as well as bridging the gap between their mainstream setting and ours. This allows for pupils who are referred throughout the year to maintain a rigorous learning experience in English; for this reason, the curriculum map offers opportunity to cover the majority of the key skills every half term.

In this Programme of Study, more-able students follow the main course (in black) but can take more challenging work on (highlighted in green). The majority of students should aim to complete the black course. Some, however, will only work towards the Entry Level Award in year 10, perhaps even at level 1 or 2 (Silver). These students follow the amber course. We hope to raise their attainment by the end of year 10, so that they can be following the black course as they enter Y11. However, it may well be that they take Gold Award in Y11, having achieved the Silver Award in Y10. Our curriculum map is geared towards differentiating to pupil needs and helping them to achieve qualifications appropriate to their ability. It is also designed to ensure there is no false ceiling placed upon students: they always have opportunity to move up to a higher rate of learning. Such an opportunity will be identified through regular, rigorous assessment and evidence in the classroom.

AQA Step Up to English deadline 15<sup>th</sup> May 2023. Functional Skills Entry Level Certificate is currently being trialled as an alternative option for some pupils who have attendance and engagement issues.

Functional Skills Exams – on demand in the Summer term

Step Up papers are kept securely on e-AQA site. These will be updated yearly and dates should be checked to ensure that they are valid before sitting. Where a pupil fails a component they can re-sit but it must be an alternative component.  
 Resources that link to the teaching activities and assessments can be found on the shared area.  
 Baseline entry testing: NGRT Reading Test; creative writing assessment. SENCO tests through Dyslexia Portfolio as well.

<b>Timing</b>	<b>Key Skills</b> <i>What pupils are learning to do – see HPRS Key Skills/ Assessment Objectives</i>	<b>Teaching &amp; Learning Themes &amp; Styles</b> <i>Topics, Activities, Learning Styles</i>	<b>Assessment Focus</b> <i>including dates and suggested assessments and methods of assessment</i>	<b>Additional Features</b> <ul style="list-style-type: none"> <li>• Literacy Elements</li> <li>• Curriculum Links</li> <li>• Visits / Events</li> </ul>
<b>SUMMER 2/            AUTUMN 1</b> Half term 1	HPRS R1 (AO1) HPRS R2 (AO2) HPRS R4 (AO4)	<p><b>Induction lessons:</b> baseline tests and getting to know students</p> <p><b>Crime and Punishment Unit 1</b>  <b>Marcus Zusak’s I am the Messenger (20<sup>th</sup> C prose extracts); multicultural:</b> DART activities including reading for pleasure, primarily for engagement, and then: prediction, summarising, inference, T or F for inference, layers of meaning, retrieval, context. Focus on structure and language. <b>Essay on evaluation – mock P1 Q4 GCSE task.</b> Perform opening chapter. Re-model opening chapter as playscript. Playscript rules as opposed to direct speech – begin approach to proof reading. Clips from ‘Money Heist’ TV series on Netflix. (AO1,2,4 HPRS R1,2,4)</p> <p>Understanding presentation and layout            Reading activities for explicit and implicit information:            Scanning – Antique auction; note-making – weather, Pontfadog Oak; holidays – reading and completing charts</p> <p>On-going basic skills workbooks: Entry Level skills booklet; CGP Entry Level workbook; Literacy workbook;</p>	<p>Baseline testing upon entry to establish Reading age - NGRT Predicted GCSE Grade – NGRT and teacher assessment of creative writing.</p> <p>Evaluation using language, structure, character and theme.            Practice question with structured analytical paragraph introduction / support (AO4 HPRS R4)            Playscript version of opening chapter.</p> <p>Picking out implicit and explicit information from a text using true or false statements or ‘Find 4 things in the text’ approach from</p>	<p>Topic of AQA silver / gold EL paper can change depending on the group / individual – one paper will be removed by AQA yearly from each component and another issued</p> <p>Entry Level Reading Support – intervention reading programme when available</p> <p>English Literature GCSE: AO1,2,3,4</p> <p>ASDAN award: communication</p> <p>SMSC: crime / punishment / social responsibility / heritage / cultural identity</p>

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		<p>KS3 CGP Skills sheets (this work can be ‘dipped’ into and out of as the individual student needs and can be visited at regular intervals throughout the year. English games.</p>	<p>AQA GCSE Paper 1 Q1 (AO1 HPRS R1)</p>	
<p><b>AUTUMN 1</b> Half term 2</p>	<p>HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4) HPRS W1 (AO5) HPRS W2 (AO6) HPRS SL 1 (AO7) HPRS SL 2 (AO8) HPRS SL 3 (AO9)</p>	<p><b>Crime and Punishment Unit 2</b> <b>Detective Fiction Genre:</b> simulation of ‘Whodunit’: discussion skills, inference, code-breaking; managing information to solve the clues; reading for intrigue / enjoyment; introduction to structure through placing of clues. Research into genre and Conan Doyle. Vocabulary games for ‘<b>Silver Blaze</b>’ ( C19<sup>th</sup> short story; literary canon) and study of text – inference to solve crime, managing information, picturing information on a map, reasoning and arguing skills to promote own theories; review when finish story; <b>character, language and structure</b>. Introduce bias – of a character – look at how Holmes views Scotland Yard. Film of Silver Blaze and other Holmes adventures. 2013 Sherlock film and sequel. Sherlock TV series. AO1,2 HPRS R 1,2</p> <p><b>The Book Thief by Zusak (extracts, C20th prose); multicultural:</b> reading for pleasure – a wholly different experience – exploration of narrative viewpoint; analysis of language, vocabulary, character, emotions, interpretation of meaning, structural techniques, evaluating. Film to support AO 1,2,4 HPRS R1,2,4</p>	<p>Discussion: who is the murderer? (AO7-9 HPRS SL1-3)</p> <p>Evaluation using language, vocabulary, character and emotions Practice question with structured analytical paragraph introduction / support linked to The Book Thief (AO4 HPRS R4)</p>	<p>Entry Level Reading Support – intervention reading programme when available</p> <p>English Literature GCSE: AO1,2,3,4</p> <p>ASDAN award: communication</p> <p>SMSC: crime / punishment/ social responsibility / heritage / cultural identity / war crimes and propaganda / genocide / bereavement</p> <p>Protected characteristics: religion</p>

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		<p><b>Support for writing to review:</b>  <i>Analysis of music review of Lewis Capaldi at Glastonbury – recognising / labelling techniques and creating a tool box; developing understanding of the effect of techniques, developing an understanding of a writer at work. Use ‘Finding Nemo’ review for modelling – create puns and alliteration. Bracket information. Summarising the plot. Structure – don’t give the end away. Proof reading for audience. Introduce ‘isolation card’.</i>            Holiday / gaming review label text / identify techniques. Write review in 3 paragraphs.  <i>Coldplay review – label text / identify techniques. Basic approach to begin individual writing.</i></p> <p><b>On-going throughout the year: starters / skills sessions / reading sessions (students choose own text (where resilient enough can attempt reading challenge)/</b>  <b>English games:</b> basic punctuation, vocabulary, reading and spelling, grammar  <b>Punctuation, grammar &amp; spelling</b> also taught through feedback and, where applicable, in content being learned (e.g. brackets for reviews). Opportunities to learn vocab from grammar – see ws and feedback, also games. Handwriting course if applicable is available.</p> <p>Where spelling needs intervention: Schonell spelling test used in conjunction with knowledge from Reading tests and Dyslexia Portfolio data. ‘Spelling Matters’ diagnostic tests and support activities are also in place. If more intervention is needed, Alpha to Omega worksheets, word families work and referral to SENCO. Also use transcripts – of pupils’ own speech and of regional accents and dialects to learn spelling, grammar, proof</p>	<p>Writing a review (AO5 AO6 HPRS W1 &amp; W2)</p> <p>Writing a Review (AO5 AO6 HPRS W1 &amp; W2)</p>	

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		<p>reading and to acknowledge the correct use of a 'standard'. Paves the way for 'Standard English' use in spoken language assessments.</p> <p>English games include: ghosts; Pass the Bomb; word search; boggle ; interactive board games, hangman, text twist, spelling snap, count down anagrams, Articulate, Wordsnake, 'Blankety Blank' for inference, drama games e.g. conscience alley, word association...</p> <p><b>Comparisons work:</b>  Entry Level reading support: Gus / The Bracelet (C20th prose extracts) &amp; comparison; Bologna comparison. Polperro – look at bias of author here (tone).  Comparing films: The Italian Job 2003 and 1969: preparation for comparing texts in EL component 2 (AO1,3)  Roald Dahl: Boy &amp; Lucky Break extracts (C20th prose): comparing texts; referencing text to support judgements, retrieval and close textual reading. (AO1,3)  Corporal punishment debate using online magazine article - capital punishment: right or wrong? Study article on Internet to support – labelling techniques and understanding structure. Learning to plan. Corporate punishment source from radio documentary <a href="https://storycorps.org/stories/witness-to-an-execution/">https://storycorps.org/stories/witness-to-an-execution/</a></p> <p>Complete Gold/ Silver(EL1,2,3): component 1.1</p>	<p>Discussion: Corporal punishment: right or wrong? (AO7-9, HPRS: S&amp;L 1-3)</p> <p>Gold or Silver Award, component 1. 1: (AO 1, 2 &amp; 4, 5, 6, 7-9 HPRS R1, R2, &amp; R4, W1 &amp;2, SL 1-3)</p>	

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<b>AUTUMN 2</b> Half term 3	HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4) HPRS W1 (AO5) HPRS W2 (AO6) HPRS SL1 (AO7) HPRS SL2 (AO8) HPRS SL3 (AO9)	<p><b>Crime and punishment Unit 3</b></p> <p><b>C19th prose extract: Dickens’ Sikes and Nancy (literary canon):</b> broadening vocabulary; DART activity turn prose text into script; tense change as a technique; layers of meaning; language and symbolism; character and motive / network of character motive; understanding atmosphere; using quotation correctly / referencing text. AO1,2 HPRS R1,2 Performing reading / drama – supports reading for pleasure (see recording of Nigel Havers as Dickens performing the reading in context). Compare ‘Beatings at the Dragon’ non-fiction account - study bias.</p> <p>OR:</p> <p><b>C19th poem: Tennyson’s ‘The Eagle’ (literary canon):</b> introduction to / revision of language and structure techniques, viewpoint, PEE paragraphs, fostering own analysis / judgements about the text.</p> <p><b>C20th Non-fiction comparison</b> news report Hatton Garden Robbery and film. (AO3)</p> <p><b>Making notes (20th c non-fiction)</b> (preparation for research project) AO1 E.g. project on Boxing. Can be presented / recorded in a chosen form. E.g. web page design, power-point, you tube video...</p> <p><b>Frank Cotterell-Boyce’s Framed (C20th prose extracts):</b> DART activities, research into crime / criminals and present findings in written form – consolidate layout skills            Writing an email – text type. Developing writing at length.            Conscience alley (drama / role play / understanding character, context and emotions (preparation for AO4)</p>	<p><b>Modifying text from prose to script</b> (AO5,6 HPRS W1,2 AO4 HPRS R4)</p> <p>Performance reading (AO7-9 HPRS SL1-3)</p> <p>Formal presentation (AO7-9 HPRS SL1-3)</p> <p>Language analysis in PEE paragraphs (AO1,2 HPRS R1,R2)</p> <p>Research project at appropriate level (AO3 HPRS R3)</p> <p>Writing an Email (AO5 AO6 HPRS W1 &amp; W2)</p>	<p>Entry Level Reading Support – intervention reading programme when available</p> <p>English Literature GCSE: AO1,2,3,4</p> <p>ASDAN award: communication</p> <p>SMSC: crime / social responsibility / heritage / dictatorships / nationalism / prejudice</p> <p>Protected characteristics: gender; race</p>

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		<p>Proof reading starter activities Starter: lists punctuation, ; and : and ()</p> <p><b>OR:</b> <b>THUG by Angie Thomas (C20th prose extracts); multicultural:</b> DART activities; research THUG concept and race relations in US (link to many students’ interests in R &amp; B and Rap culture to support reading for enjoyment); AO2 work: using language and structure to create atmosphere, drama and inference; informal language and discuss need for a standard language; character; theme; compare with film.(AO1,2,3,4 HPRS R1-4)</p> <p>Comparing films: <i>The Great Escape</i> and <i>Chicken Run</i>: quotations / detail / summarising plot/ differentiating plot from theme (motif), structure and ending / character, concept of parody</p> <p>Complete Gold/ Silver(EL1,2,3): component 1.2</p>	<p>Language analysis in PEE paragraphs (AO1,2 HPRS R1,R2)</p> <p>Comparison chart completed (AO3 HPRS R3)</p> <p>Gold or Silver Award: component 1.2: (AO1,2,4,5,6,7,8,9 HPRS SL1-3, R1,2,4,W1 &amp; W2)</p>	
<p><b>SPRING 1</b> Half term 4</p>	<p>HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4) HPRS W1 (AO5) HPRS W2 (AO6) HPRS SL1 (AO7) HPRS SL2 (AO8) HPRS SL3 (AO9)</p>	<p><b>Conflict</b> <b>Alexandre Dumas’ Fight to the Death (C19th prose extract):</b> <i>Analytical essay evaluating most courageous character</i>; discussion of character and motive, and values e.g. ‘honour’; setting – detail for description – draw the scene; cloze ex to highlight context and archaic diction AO1,2, HPRS R1,2</p>	<p><b>Analytical Essay (AO4 HPRS R4)</b></p> <p>Discussion of character linking motive with context (AO7-9 HPRS SL1-3)</p>	<p>Theatre trip to Malvern Theatre or Hereford Courtyard to see a live performance or film (Borderlines film festival) such as Blood Brothers, Journey’s End, An Inspector Calls, War Horse...</p> <p>Knife Crime workshop (at Hereford Cathedral?) Visit Knife Angel (Oswestry)?</p>

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		<p><b>R C Sherriff's Journey's End (C20<sup>th</sup> drama extracts):</b> developing deeper discussion. Interpretation of character, relationships and motive linked with context, establishing an understanding of a historical and social / cultural background to apply; managing a changing context and conflicts within contexts; theme; writing about drama and a playwright at work; considering impact on the audience in PEED analysis; developing PEED analytical writing support; structure. Watch 2018 film to support.</p> <p>Write Raleigh's letter home or write and then perform as a monologue. 4 paragraphs +</p> <p><b>C19th non-fiction diary entries: Poor Little Leo Died this Morning:</b> understanding diary text type; developing PEE / PEED quotation &amp; analytical writing support; developing application of contextual understanding; inference. AO 1,2 HPRS R1,2 Write empathetic diary entry.</p> <p><b>Framed continued:</b> activities as above continued</p> <p><b>War Horse by Michael Morpurgo:</b> DART activities, research animals used in WW1 and rewards for; debate regarding use of animals in war; study characters – compare Joey's father and Captain; descriptive writing; study war artists and use text to create own war art linked with 'Joey'; write poem; watch film and compare with novel. AO1,2,3,4 HPRS R1.-4</p>	<p>Writing using PEED (AO1,2 &amp; 4 HPRS R1,2&amp;4)</p> <p>Letter and / or monologue Empathetic Diary (AO5 &amp; 6 HPRS W1&amp;2)</p> <p>Empathetic Diary (AO5 &amp; 6 HPRS W1&amp;2)</p> <p>Descriptive writing of a war scene (AO5 &amp; 6, HPRS W1 &amp; 2)</p>	<p>Entry Level Reading Support – intervention reading programme when available</p> <p>English Literature GCSE: AO1,2,3,4</p> <p>ASDAN award: communication</p> <p>SMSC: war / hierarchy and leadership / privilege and social responsibility / heritage / cultural identity / bereavement / class system / animal rights / children's rights / prejudice / gang crime / vulnerability and resilience / refugees / immigration / homelessness</p> <p>Careers: applying for jobs</p>



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		<p><b>Gang Conflict Unit:</b> Defining ‘gangs’ and gang culture, discussion re myths about gangs as an identity and conflicting opinions; discussion about prejudices against PRU students – link bias work; knife crime focus – persuasive poster; and poetry study: ‘misperceived’.</p> <p><b>‘Formality’ Unit:</b> recognising the differences between formal and informal; understanding the concept of ‘register’ – linked to audience, purpose and form; knowing 4 rules for formality; knowing formal letter layout; writing a formal letter (job application); writing an informal email (exam stress advice) in contrast. Judgements about length of writing. Success criteria and AFL to introduce proof reading. ‘Fairgrounds and Theme Parks’: inference, layout and language reading skills of ‘Great Frisbee’.</p> <p><b>Devise power-point presentation about a hobby or argument</b> of your choice for FS L1 SLC presentation assessment / GCSE Spoken Word assessment: (use previous formality unit to enhance use of Standard English) Assessment is first opportunity for students who are ready* Others can complete power-point but wait to perform</p> <p><b>Interpreting Images:</b> Interpreting pictures for FS L1 R paper; using a picture as a prompt for creative writing; using pictures to structure descriptive writing; <b>Sean Tan’s The Arrival Unit</b> – interpreting a story through pictures only. Discussion</p>	<p>Discussion: prejudices about PRUs / pros and cons of being a PRU student (AO7-9 HPRS SL 1-3)</p> <p>Formal letter of complaint to council regarding anti-social behaviour / inconsiderate neighbours Informal article about local May Fair. (AO5 &amp; 6, HPRS W1 &amp; 2)</p> <p>NEA: GCSE AQA/ FS L1 SLC: 4 min presentation; 2 min question session (AO 7-9, HPRS SL 1-3)</p> <p>Create own power-point presentation of a communication through images (AO1,2 HPRS R1,2)</p>	

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		about refuges, immigration, politics and social responsibility AO1, 5, 6 HPRS R1, W 1,2  <b>Complete Gold/ Silver</b> (EL1,2,3) reading section of component 2	Gold or Silver Award: Component 2: R section (AO1,2,3, HPRS R1, R2, R3)	
<b>SPRING 2</b> Half term 5	HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4) HPRS W1 (AO5) HPRS W2 (AO6) HPRS SL1 (AO7) HPRS SL2 (AO8) HPRS SL3 (AO9)	<b>Adventure</b> <b>J Meade Falkner’s Moonfleet (C19th prose extracts):</b> descriptive writing; using language tool box; turn sentences into modern English (language / vocabulary development) summarising, retrieval (draw scene), quoting, considering context, dramatic reading / performing AO1, HPRS R1  <b>The Hitch-hiker by Roald Dahl &amp; The Hitch-hiker by Nigel Groves (C20th short stories):</b> drama; promote reading; discussion about ghosts and reality; retrieval, inference, summarise. Re-write as playscript or creative writing of own hitch-hiker scenario as a story. <b>Ghosts survey: how psychic are you?; You Tube clips of local ghost hunting exploits in Hereford County Court.</b> AO1,HPRS R1  <b>Science fiction unit:</b> <b>‘The Fun They Had’ Isaac Asimov</b> science fiction short story: drama; enjoyment of reading – different genre; discussion about school in the past, now and in the future – impact of Covid health measures on learning. <b>‘The Pedestrian’ Ray Bradbury</b> – prompt for creative writing – continuation of story. <b>‘A Sound of Thunder’ Ray Bradbury (all C20th short stories)</b> – discussion of ideas and character – unexpected outcomes, prompt for creative piece describing a character. Introduction to	Descriptive writing (AO5 AO6 HPRS W1 & W2)  Dramatic Performance (AO7-9 HPRS SL1-3)  <b>Discussion (AO7-9 HPRS SL1-3)</b>  Play script text modification or story (AO5 AO6 HPRS W1 & W2)  <b>Article or speech on the impact of Covid or story based on The Pedestrian (AO 5-6, HPRS W 1-2)</b>	Entry Level Reading Support – intervention reading programme when available  English Literature GCSE: AO1,2,3,4  ASDAN award: communication  SMSC: smuggling / social responsibility / heritage / cultural identity / pride / totalitarian regime and oppression / animal rights / war / camaraderie and friendship, loyalty / vigilantism / prejudice / body image and campaigning for change / social injustice and poverty / celebrityism  Protected characteristics: race; gender;

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		<p>speech techniques: analyse famous speeches / watch famous speeches and identify strengths. Proof reading – establish success criteria to measure by. Remember ‘isolation card’ use.</p> <p><b>A Light Matter (C20th short story): multicultural text:</b> language, structure, theme, writer’s purpose. AO1,2, HPRS R 1,2</p> <p>War Poetry (C19th &amp; C20th, literary canon): Dulce et Decorum Est; Anthem for Doomed Youth; Breakfast...; re-write as a piece of prose Retrieval, inference, summarise AO1 HPRS R1 Essay writing evaluating texts, picking out key information, analysis of language and structure / form used for effect</p> <p><b>Preparation for Functional Skills Level 1 Reading Exam:</b> Reading for purpose, meaning, interpreting pictures, identifying language techniques both literary and non-fiction, comparing texts for explicit information, simple inference, and identifying structural techniques in the form of presentational devices, understanding text types. Revision of above for FS L1 Reading Paper. Teacher’s worksheets and CGP workbooks. Past papers and past paper questions.</p> <p>‘Game Changers’ programme from NLT: inference, textual reference on football theme. Reading booster.</p>	<p>Story based on a theft (AO 5-6, HPRS W1-2)</p> <p>Story written from poetry prompt (AO5 &amp; 6, HPRS W1 &amp; 2)</p> <p>Poetry essay: ‘Owen, Tennyson and Gibson both present war as negative: how far do you agree?’ (AO1, 2,3, 4 HPRS R1,2,3,4)</p> <p>Practice questions for various skills in isolation / mini tests / practice papers (AO1,2,3 HPRS R1-3)</p>	

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		<p>OR:</p> <p>'Represent' programme from NLT: argument, viewpoint, recognising viewpoints of others and in texts, discussion. Reading and SLC booster.</p> <p>Complete Gold/ Silver(EL1,2,3:) writing section of component 2 <small>(Award should now be complete for Y10 students. However, those on less lessons or who have arrived during the year may continue to complete the components in the summer term and into Y11 if necessary)</small></p>	Gold or Silver Award: component 2: writing section (AO5 AO6 HPRS W1 & W2)	
<p><b>SUMMER 1</b> Half term 6</p>	<p>HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4) HPRS W1 (AO5) HPRS W2 (AO6) HPRS SL1 (AO7) HPRS SL2 (AO8) HPRS SL3 (AO9)</p>	<p><b>Imagination</b></p> <p><b>Preparation for FS L1 Reading Exam:</b> FS CGP Workbooks to complete reading section and practice paper Understanding the meaning of punctuation, identifying fact from opinion, honing skills of identifying a purpose of a text, revising layout devices (presentational or organisational features), revising interpretation of pictures, formal and informal style, language techniques and inference. Review feedback from past papers and improve.</p> <p>Poetry (C19th &amp; C20<sup>th</sup>): Stealing; The Highwayman (biased narrator – develop re narrative viewpoint); Ozymandias (Romantics, bias and viewpoint and importance of context, traditional form – prosody); Blessing; An Old Woman, Nothing's Changed; essay analysing language: focus on explaining effects of language on reader now; compare language across two poems for effect. Or include structure, form and context if able enough.</p>	<p>FS Reading Past papers (AO1-4 HPRS R1-4)</p> <p>FS L1 external Reading exam (AO1-4 HPRS R1-4)</p> <p>Essay Writing analysing language used in the poems and making some comparisons Pen own poem? (AO1,2 &amp; AO3, AO 5 &amp; 6? HPRS R1,2 &amp; R3, W 1 and 2?)</p>	<p>Hay Festival Trip Poetry recital Author visit / poet visit Poetry competition entries – Folio society</p> <p>Entry Level Reading Support – intervention reading programme when available</p> <p>English Literature GCSE: AO1,2,3,4; Romeo and Juliet; Ozymandias</p> <p>ASDAN award: communication</p> <p>SMSC: crime / social responsibility / heritage / cultural identity / children's rights / prejudice / religion / power of nature / women's rights</p> <p>Protected characteristics: age / gender/ race</p>

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		<p>Shakespeare: Romeo and Juliet: Act 3, Scene 1: study fight scene: language; theme including ‘honour’; dramatic effect e.g. dramatic irony; structure (particularly the point of no return) and effect on audience. Preparation for literature work Paper 1 GCSE AO 2 and 4.</p> <p>Saki’s The Lumber Room: more complex reading level; retrieval; inference; quoting; character.</p> <p>H G Wells’ The Time Machine (both C20th prose extracts): reading at length and following the text; retrieval; quoting; inference; comparison within a text; understanding and considering theme. Leads to discussion about man and machines: should machines take jobs away from humans? Write an article about the advantages and disadvantages of machines and humankind for a peer group audience – focus on content rather than style AO1-4, HPRS R1-4</p> <p>Dahls’ The Wonderful Story of Henry Sugar: reading course for intervention – can be led by TLSA.</p> <p>Complete Gold/ Silver(EL1,2,3:) if appropriate</p>	<p>How does Shakespeare create drama in Act three Scene 1 of Romeo and Juliet? Labelled scene extract with notes showing PEE stages or in a chart (or essay if time).</p> <p>Discussion: Man and machines ‘should machines take jobs away from humans?’ (AO7-9 HPRS SL1-3)</p> <p>Writing an article about the advantages and disadvantages of machines and humankind for a peer group audience (AO5 &amp; 6 HPRS W1 &amp; 2)</p> <p>Gold or Silver Award: (AO1,2,3, 5-9; HPRS R 1-3, W 1,2 SL 1-3)</p>	
<b>SUMMER 2</b> Half term 7	HPRS R1 (AO1) HPRS R2 (AO2) HPRS R3 (AO3) HPRS R4 (AO4)	<b>GCSE: Formal Introduction</b> Introduction of GCSE course using AQA KS3 packs Y8: Boy and Kes – culminates in assessment using this paper at the end of term	End of year assessment: Y8 Test Pack assessment: P1 Q1-4 and 5 (AO1-4)	Transition to Year 11 begins First Functional Skills Exam to be taken by those who are ready – first external exam process

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	HPRS W1 (AO5) HPRS W2 (AO6) HPRS SL1 (AO7) HPRS SL2 (AO8) HPRS SL3 (AO9)	<p>Work booklets which can be done independently, in a group or with teacher on 1:1 or in a class for questions 1-4. Q5 – compare baseline writing assessment (AFL)</p> <p><b>Final preparation for FSL1 R exam</b></p> <p>For any who have not yet achieved / need to improve (if so, use feedback from previous oral assessments to support): <b>FS SLC: Air Crash simulation / other discussions / Presentation</b> - film assessments – <i>these can be used as mocks or real - if feasible link to the GCSE S &amp; L</i></p> <p><i>FSL1W exam – if any pupil is ready to do this exam too</i></p> <p><i>Beowulf: reading pre 1900 English and translation. Film to support. Legend genre – myth. Vocabulary work; reassurance over archaic syntax. Summarising events. Making judgements about characters. Basic judgements about context – values and beliefs. Use ‘How to train your Dragon’ extracts and films for comparison / to support genre and context.</i></p> <p>Complete Gold/ Silver (EL1,2,3:)</p>	HPRS R1-4 AO5 & 6 HPRS W1 & 2)  FSL1 R external exam (AO1-4 HPRS R1-4)  FSL1 S & L (AO7-9 HPRS SL1-3) <i>GCSE S &amp; L (AO7-9 HPRS SL1-3)</i>  <i>FSL1 external Writing exam (AO5 &amp; 6 HPRS W1 &amp; 2)</i>  <i>Write a summary of the events of the story and consider how such events became legendary considering the context.</i>  Gold or Silver Award: (AO1,2,3,5,6,7,8,9 HPRS R1-3, SL1-3 W 1,2)	Entry Level Reading Support – intervention reading programme when available  English Literature GCSE: AO1,2,3,4  ASDAN award: communication  SMSC: families / parenting / social responsibility / punishment / crime / animal rights / children’s rights

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<b>HPRS Key Skills/ Assessment Objectives</b>	<p>HPRS R1 (AO1) To pick out key information that can be explicit or implicit.  HPRS R2 (AO2) To explain and analyse how language and structure is used by writers to affect readers.  HPRS R3 (AO3) To compare ideas and attitudes across texts and how writers get across these ideas to their readers  HPRS R4 (AO4) To evaluate different texts, looking at them critically.  HPRS W1 (AO5) To communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts  HPRS W2 (AO6) To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation  HPRS SL1 (AO7) To demonstrate presentation skills in a formal setting  HPRS SL2 (AO8) To listen and respond appropriately to spoken language, including to questions and feedback on presentations  HPRS SL3 (AO9) To use spoken Standard English effectively in speeches and presentations</p> <p>These are marked using the levels in progress grid each half term a level is B3 – 9 is entered onto the datasheet to show progress</p>											
<b>Links between AQA GCSE and EL AOs and Edexcel Content Descriptors</b>	Board	Reading				Writing		Speaking and listening			Reading Infer from images	
	AQA	AO1	AO2	AO3	AO4	AO5	AO6	AO7	AO8	AO9	-	
	Edexcel	L1.9	L1.11, L1.12, L1.13, L1.14, L1.16, L1.17, L1.18	L1.10	-	L1.22; L1.23; L1.24; L1.25	L1.19; L1.20; L1.21;	L1.1, L1.2, L1.3, L1.4, L1.5, L1.7	L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.7, L1.8.	L1.4; L1.7	L1.15	