



At IncludEd Learning, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all pupils having the opportunity to study Maths and English up to Level 2 with a range of short course/vocational options in other subjects. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum. We believe in all our pupils and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.

<b>Engaged</b>	A degree of attention, curiosity, interest, optimism, and passion extends to the level of motivation to learn and progress.
<b>Empowered</b>	Fostering a sense of ownership, creating active participants who take responsibility for their own growth and development.
<b>IncludEd</b>	A nurturing environment allowing equal access to educational opportunities where all students are safe, valued, and respected.

### ENGLISH CURRICULUM VISION

The English curriculum is planned to ensure that students make progress in their learning by developing students' knowledge and encouraging enjoyment in learning. Resources are adapted to meet need, and engaging to ensure that all of our students are inspired to learn and foster an enjoyment of English language and literature. At KS3 we teach half-termly modules that cover the range of reading required in the National Curriculum, using stimulating and accessible prose fiction, non-fiction, poetry and drama materials. Pupils are introduced to gradually more challenging texts through years 7, 8 and 9. Within these modules pupils are taught different styles of writing and learn to match style to purpose. SPAG activities and numeracy skills are integrated into the modules. There is a strong focus throughout on improving and extending vocabulary and communication skills.

We also recognise that many of our pupils come with gaps in their literacy abilities and we address these by implementing appropriate evidence based interventions, and as a targeted intervention in Years 8 and 9. This is so pupils can access the KS3 curriculum. In Year 9 there is a focus in Summer Term on integrating skills that help pupils transition into KS4. We begin the Functional Skills syllabus in this term. We provide our young people with the skills to cope and succeed in the wider world by embedding cultural capital and celebrating diversity through a wide range of texts and resources. Literacy and communication skills are developed throughout the curriculum and assessment is used regularly to ensure English targets are achieved and exceeded.

# ENGLISH FRAMEWORKING FOR LEARNING

## The Key Goals of English

- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- To develop the habit of reading widely and often, for both pleasure and information
- To write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences
- To use discussion in order to learn and be able to elaborate and explain clearly understanding and ideas

## Characteristic of a Compelling Learning Experience

- Open ended problems to explore
- Discussion- without fear of being wrong
- Collaboration group/paired work encouraged to explore problems
- Using a broad range of strategies and resources (low/hi tech)

## Key Concepts

**Speaking and Listening** - To select relevant ideas and use appropriate vocabulary to engage and maintain interest of listeners.

**Reading and Understanding** - To enjoy reading confidently and fluently from a wide range of genres, demonstrating understanding and enabling pupils both to acquire knowledge and to build on what they already know.

**Acquisition of Vocabulary** - The process of learning new words. To learn to pronounce words correctly, to learn what the words mean, the definitions, and to learn how to use the word in sentences.

**Reflection (Metacognition)** - to make students not just aware of how they learn but to facilitate them to reflect meaningfully on the way they learn.

**Modelling** - When an attempt is made to understand and describe using visual, auditory, tactile, and/or kinaesthetic instructional techniques.

## Key Skills

- Listen, understand and make relevant contributions to discussions with others in a range of contexts
- Apply understanding of language to adapt delivery and content to suit audience and purpose
- Read a range of different text types confidently and fluently, applying knowledge and understanding of texts to writing
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
- Develop literal and inferential comprehension and critical thinking skills


## Key Knowledge

Students are expected through the curriculum to gain a mastery of the subject  
Pupils can readily use their knowledge of reading, writing, spelling, punctuation and grammar all themes

## Promoting SMSC and Fundamental British Values through English

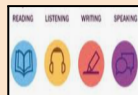
SMSC and British Values	In English Lessons Students will:
<p><b>Spirituality</b> Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.</p>	<ul style="list-style-type: none"> <li>- create writing that is inspired by nature and the world around them</li> <li>- express their beliefs, feelings, ideas and emotions through talk and writing</li> <li>- read and write in unusual settings</li> <li>- write in response to first-hand experiences</li> <li>- read poetry and great works of fiction including traditional tales, myths and legends</li> <li>- use and express their imaginations in reading, writing and speaking</li> </ul>
<p><b>Moral</b> Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.</p>	<ul style="list-style-type: none"> <li>- discuss and explore a point of view through stories, poems and plays</li> <li>- explore stories and other texts that present moral issues</li> <li>- explore moral issues through reading, discussion, drama and role play</li> <li>- present an argument through talk or writing</li> <li>- use persuasion in their writing</li> </ul>
<p><b>Social</b> Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.</p>	<ul style="list-style-type: none"> <li>- debate and write about social issues</li> <li>- use non-fiction texts such as newspaper reports as a stimulus for writing or debate</li> <li>- read a range of fiction set in a range of social settings</li> <li>- create blogs and other social media posts to present school-based issues</li> <li>- create content aimed at a variety of audiences</li> </ul>
<p><b>Cultural</b> Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.</p>	<ul style="list-style-type: none"> <li>- explore the origins of words and language</li> <li>- listen to, read and discuss resources such as stories that challenge stereotypes</li> <li>- take part in productions and performances</li> <li>- watch performances including plays and films</li> <li>- read traditional and cultural tales, myths and legends and listen to texts from a variety of cultures</li> </ul>
<p><b>Democracy</b> A system where everyone plays an equal part.</p>	<ul style="list-style-type: none"> <li>- work collaboratively</li> <li>- choose favourite texts through discussion or vote</li> <li>- take part in class or school debate</li> </ul>
<p><b>Rule of law</b> The principle that all people and institutions are subject to and accountable for their actions and behaviour.</p>	<ul style="list-style-type: none"> <li>- follow 'rules' for writing</li> <li>- read and discuss texts that deal with laws, and rules both past and present</li> </ul>
<p><b>Individual liberty</b> Being free to express views or ideas.</p>	<ul style="list-style-type: none"> <li>- express an idea in discussion or debate</li> <li>- choose a subject matter or purpose for writing</li> <li>- choose a book to read according to personal preference</li> <li>- write imaginatively</li> </ul>
<p><b>Tolerance and respect</b> The ability or willingness to respect and tolerate the opinions or behaviour of others.</p>	<ul style="list-style-type: none"> <li>- read stories that challenge stereotypes and preconceptions</li> <li>- listen to others' views in debate or discussion</li> </ul>

# ENGLISH CURRICULUM MAP

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 KS3 Y1						
	Stories Other Cultures	A Christmas Carol	Romeo & Juliet	Understanding Print Media	Persuasive Writing	Intro to Poetry
 KS3 Y2						
	Modern Short Story Anthology	The Hate You Give	Boy Everywhere	Macbeth	The Woman in Black	Represent
 KS3 Y3						
	Boy In Striped Pyjamas	Teacher's Dead	I Am Malala	Happy Head	Poetry - Obsession	Empower
 KS4 Y1						
	Wonder	FS - Writing	Titanic	Diverse Short Stories	Noughts and Crosses	Earth's Changing Climate
 KS4 Y2						
	Hunger Games	Boys Don't Cry	FS - Reading	FS - S&L	Revision & Exams	

# KS3: Y1 - 2023-2024 - ENGLISH FRAMEWORK FOR LEARNING

## AUTUMN 1 - STORIES FROM OTHER CULTURES



### KNOWLEDGE

- Read examples of stories from different cultures and traditions
- How the concept of transformation is presented across a range of different short stories, including both literal and metaphorical journeys that people go on to explore their own identity and culture
- A range of linguistic and structural techniques
- What makes good descriptive writing?
- What makes a good narrative?
- Discovering myths, legends and folktales from around the world
- How do myths, legends and folktales create detailed narratives?
- How do authors create detailed characters, plot, setting and openings to stories?

### SKILLS

- Comparing different tales
- Analysing language used with myths, legends, and folktales
- Deduce differences in patterns of relationships, customs and attitudes with particular reference to the way characters act and interact
- Look at an author's use of language, for example literal and figurative language for descriptions; to create a comic or dramatic effect
- Identify points of view from which a story is told. Select a character and use improvisation and role-play to explore the story from their point of view
- Write in role, for example a letter from one character to another
- Plan and retell a whole story from an alternative point of view
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers
- Link texts to wider contexts
- Understand historical context
- Identifying Emerging Themes, Make Social, Moral and Cultural links
- Design a tension graph

### ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning
- Information Posters
- Summative Assessment
- Formative Assessment
- EOT Assessment/Test

## AUTUMN 2 - A CHRISTMAS CAROL



### KNOWLEDGE

- Understand the role of inference when reading fiction;

### SKILLS

- Define fact and opinion
- Define persuasive features and key events, PEE analysis

### ASSESSMENT

- Class Discussions
- Q&A

<ul style="list-style-type: none"> <li>● Develop and consolidate knowledge and understanding of reading and analysing fiction; <ul style="list-style-type: none"> <li>- Key Vocabulary</li> <li>- Character and Plot analysis</li> <li>- Theme, Style, Dialogue</li> <li>- Genre, Perspective</li> <li>- Understand, Select and Retrieve Information</li> <li>- Deduce, Infer or Interpret Information</li> <li>- Write Imaginative, Interesting and Thoughtful Texts and Organise Effectively</li> <li>- The methods used by Dickens to convey key ideas</li> <li>- Guilt and Involvement</li> <li>- Power Hierarchy, Reverse Chronology and Flashback</li> </ul> </li> <li>● Develop and consolidate knowledge and understanding of writing fiction; <ul style="list-style-type: none"> <li>- Incorporating linguistic devices into writing</li> <li>- Developing a clear, structured narrative</li> </ul> </li> <li>● Dickens's life, times and comments on society</li> <li>● What life was like for different kinds of people in Dickensian time</li> <li>● Key events and influences in Dickens life</li> <li>● Plots and characters from various plays that comment on society</li> </ul>	<ul style="list-style-type: none"> <li>● Understand, define, persuade, argue and advise</li> <li>● Identify and interpret explicit and implicit ideas</li> <li>● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers</li> <li>● Link texts to wider contexts</li> <li>● Understand historical context</li> <li>● Identifying Emerging Themes, Make Social, Moral and Cultural links</li> <li>● Summarise chapters (PEE)</li> <li>● Summarise the characters</li> <li>● Plan, organise and write</li> <li>● Understand the writer's craft</li> <li>● Comment on ideas, experiences, texts and words</li> <li>● Explore how themes are embedded and developed across a text</li> <li>● Use inference skills</li> <li>● Use subject terminology confidently</li> <li>● Find and embed evidence from a text to back up ideas</li> <li>● How to write up analysis</li> <li>● Produce a complete narrative</li> <li>● Use linguistic devices in their own narrative</li> <li>● Reading and responding to text and quotations</li> <li>● Listen and respond appropriately to spoken language, including to questions and feedback on presentations</li> <li>● Use spoken standard English effectively in speeches and presentations</li> </ul>	<p>Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>
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## SPRING 1 - ROMEO & JULIET



<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>● Understand the role of inference when reading fiction;</li> <li>● Develop and consolidate knowledge and understanding of reading and analysing fiction; <ul style="list-style-type: none"> <li>- Key Vocabulary</li> <li>- Character and Plot Analysis - Plots and characters from various plays that comment on society</li> <li>- Theme, Style, Dialogue</li> <li>- Contextual Issues</li> <li>- Genre, Perspective</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Identify the features of a playscript</li> <li>● Develop contextual understanding of relationships in Act 1. Retrieving relevant information from the text</li> <li>● Analyse the themes in Romeo and Juliet</li> <li>● Analyse how Shakespeare uses language in extracts from Act 1 and 2</li> <li>● Show understanding of how character is presented in a diary entry for Romeo</li> <li>● Show understanding of characters' relationships in Act 3</li> <li>● Use evaluation skills and show understanding of foreshadowing in Act 3</li> </ul>	<p>Class Discussions Q&amp;A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>

<ul style="list-style-type: none"> <li>- Understand, Select and Retrieve Information</li> <li>- Deduce, Infer or Interpret Information</li> <li>- Write Imaginative, Interesting and Thoughtful Texts and Organise Effectively</li> <li>- The methods used by Shakespeare to convey key ideas</li> <li>- Guilt and Involvement</li> <li>- Power Hierarchy, Reverse Chronology and Flashback</li> <li>● Develop and consolidate knowledge and understanding of writing fiction; <ul style="list-style-type: none"> <li>- Incorporating linguistic devices into writing</li> <li>- Developing a clear, structured narrative</li> </ul> </li> <li>● Shakespeare's life, times, key influences and comments on society <ul style="list-style-type: none"> <li>- What life was like for different people in Shakespeare's time</li> <li>- Recognise the influence and importance of Shakespeare in a modern world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Analysing the theme of tragedy in Romeo and Juliet</li> <li>● Use knowledge of language and structure to write a newspaper report based on events in Romeo &amp; Juliet</li> <li>● Analyse Shakespeare's use of structure in the whole play</li> <li>● Show understanding of the play by writing a letter from the parents' point of view</li> </ul>	
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**SPRING 1 - UNDERSTANDING PRINT MEDIA**



<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>● Identify the types of and the range of features used in print media</li> <li>● Analyse Images and Clips</li> <li>● How articles are featured</li> <li>● Purpose and intent of an article</li> <li>● Structure of an article</li> <li>● A range of linguistic and structural techniques used in non-fiction writing, such as rhetorical questions, direct address, statistics, and the use of case studies</li> <li>● The concept of media bias and sensationalism; how it used and how the public respond to it</li> <li>● The concept of conspiracy, how conspiracy theories are presented in the media and how they spread</li> <li>● How society consumes media and the personal responsibility writers have when reporting to the public</li> <li>● How fake news consumes people</li> <li>● Language analysis of campaign literature</li> <li>● Social media campaigns</li> <li>● What makes a speech effective?</li> <li>● What would you include in a speech?</li> </ul>	<ul style="list-style-type: none"> <li>● Find a range of linguistic and structural techniques in non-fiction texts</li> <li>● Use inference skills to comment on how these present the writer's attitudes and intentions</li> <li>● Analyse images and clips and use descriptive writing to convey their ideas</li> <li>● Analysing a writer's use of language in newspaper articles</li> <li>● Use a range of linguistic and structural techniques when writing non-fiction</li> <li>● Consider the intended audience and purpose of the non-fiction they are writing and understand how that will impact their choices</li> <li>● Language Analysis</li> <li>● Examining bias in newspaper articles</li> <li>● Comparing writers' viewpoints and perspectives in non-fiction writing</li> <li>● Evaluation skills – 'To what extent do you agree with the following statement about the text?' 'This part of the text shows that the writer was in a life-threatening situation'</li> </ul>	<p>Class Discussions Q&amp;A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>

# SUMMER 1 - PERSUASIVE WRITING



## KNOWLEDGE

- Purpose of Advertising and Definition
- Advertising and how it is used
- Types of advertising
- Features and effects of advertising
- Understand the power of advertising
- Identify Presentational Device, Connotation and Denotation
- Persuasive Techniques for TV, social media and print
- Analyse Advertising and News Articles
- Why does advertising play such a big part in our everyday lives
- Review and Discuss as a Group
- Learn how to create a Counter Argument to a View
- Fact and opinion

## SKILLS

- Assess and build on prior learning of language techniques and writing for form, audience and purpose.
- Analyse short texts
- Create your own persuasive article based on reality TV
- Develop skills in how to build a balanced and effective argument
- Write a speech about teenagers' rights
- Develop skills in informative writing
- Analyse short texts and create a guide to Manchester for a website
- Focus on Form, audience and purpose
- Create and Design an Advert
- Analyse and evaluate a selection of articles
- Compare how the writers convey their viewpoints in order to entertain the reader

## ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning
- Information Posters
- Summative Assessment
- Formative Assessment
- EOT Assessment/Test

# SUMMER 2 - INTRODUCTION TO POETRY



## KNOWLEDGE

- Poetic Techniques
- To understand how poetry is different to prose ('normal writing') and to infer and deduce meaning
- Senses and Emotions in Poetry
- Poetry Features and Ideas/Songs as Poetry
- Literary devices and imagery
- Language and poetic techniques
- Haiku
- Limericks
- Song lyrics and analysis

## SKILLS

- Identify poetry features and literary devices
- Show an awareness of how to draw links between the poems (comparison)
- Show an awareness of the poets' methods
- Analyse the use of language and structure in poetry and its impact on the readers
- Understand the cultural and historical context of the poems and how that links with the ideas within the poetry
- Embed a range of quotes and references to support their ideas
- To keep an open mind about what poetry can be

## ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning
- Information Posters
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- EOT Assessment/Test



- Poetry structure
- Rhyme schemes
- Examine the similarities between Shakespeare and contemporary Hip-Hop music
- Blackout poetry

- To consider the meaning and effect of language
- Develop a wide range of vocabulary/synonyms to describe emotions
- Use figurative language to create a poem
- To shape and edit a text into something else

# KS3: Y2 - 2024-2025 - ENGLISH FRAMEWORK FOR LEARNING

## AUTUMN 1 - MODERN SHORT STORY ANTHOLOGY



### KNOWLEDGE

- How is modern prose different from more traditional literature?
- How do writers create impact within a short story?
- What kind of language techniques do writers use to entertain and create emotional responses?
- How do writers structure their pieces to create drama and engage the reader?
- How can we use these ideas and techniques to craft our own effective short stories?
- Writing as a product of time and culture
- Writing as an entertainment device to take the reader on a mental journey
- Modern Short Stories:
  - 'Chemistry' by Graham Swift
  - 'Odour of Chrysanthemums' by D H Lawrence
  - 'My Polish Teacher's Tie' by Helen Dunmore
  - 'Korea' by John McGahern
  - 'A Family Supper' by Kazuo Ishiguro
  - 'Invisible Mass of the Back Row' by Claudette Williams
  - 'The Darkness Out There' by Penelope Lively

### SKILLS

- Identify features of a short story
- Analysing the structure of a short story and identifying how it is designed to interest the reader
- Analysing language in terms of imagery, tone and sounds at word and sentence level
- Skimming, scanning and retrieving information and quotations, using them to demonstrate viewpoint
- Comprehension and development of active vocabulary in terms of both implicit and explicit meaning in texts as well as language used in their own discussion and writing
- Summarising and comparing texts
- Evaluating texts and the success of the writer's techniques
- Communication of ideas, structure and organisation;
  - To develop creative stories and descriptions from their perspective and from others
  - To structure creative stories and descriptions
  - To organise creative ideas into thoughtful plot line and description
  - To organise ideas to persuade
- Punctuation and sentences, spelling, vocabulary
  - To understand how to effectively manipulate sentence structures and word choice to ensure effective communication narratives, ideas and to create effects such as atmosphere

### ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning
- Information Posters
- Summative Assessment
- Formative Assessment
- EOT Assessment/Test

- To structure creative writing to engage the reader
- Putting forward ideas and analysis
- Responding to peers' ideas

## AUTUMN 2 - THE HATE YOU GIVE



### KNOWLEDGE

- Understand the author's background and inspiration for the novel
- To read an extract from the novel.
- Understand the Civil Rights Movement
- Trace themes involving injustice, systemic racism, and poverty Identify and analyse important symbols and motifs, including: rap lyrics, pop culture references, and horticulture
- Consider the importance of identity and 'fitting in'
- Compare the identities between which Starr feels torn, noting important figures in her life who pull her away from or toward one side
- Discuss real-world implications of gun violence and police brutality, with the sensitive nature of these issues in mind
- Consider how Starr's beloved franchises—*Harry Potter* and *The Fresh Prince of Bel-Air*—mirror her experiences
- To consider the implications of gang culture in the novel
- To consider the significance of violence and danger in the novel
- To consider the impact of protests and how they are presented in the novel

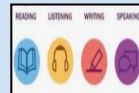
### SKILLS

- To apply our knowledge of context to achieve a greater understanding of the novel
- Develop a contextual understanding of the Civil Rights Movement and how Black people were marginalised
- Summarise what you have learned about the Civil Rights Movement and how it links to the BLM movement Analyse how the author uses language to influence the reader's opinion about a character's motives
- Linguistic identity - explore how the author uses language and structure to show Starr's feelings towards her need to code switch between varieties of English
- How to explore your own linguistic identity
- Explore the themes
- Compare and analyse characters
- To understand how the author creates context for the specific scenes
- To explore the thoughts and feelings of characters specific scenes
- To evaluate your personal reaction to specific scenes

### ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning
- Information Posters
- Summative Assessment
- Formative Assessment
- EOT Assessment/Test

## SPRING 1 - BOY EVERYWHERE



### KNOWLEDGE

- Understand what the term refugee means and put it into context
- How do people become refugees
- Explore perceptions of refugees and

### SKILLS

- Develop contextual understanding of what it means to be a refugee
- Analyse the perceptions of refugees
- Assess and build on prior knowledge

### ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations

- To interpret information, events and ideas from a text
- Refresh knowledge of persuasive techniques
- To analyse how writers can shape and influence meaning
- How does our cultural background shape our sense of identity
- Exploring formal and informal language
- Interpret emotions and motivations
- Understand what is meant by patriotism
- The effect and impact of war on families
- Experiences and challenges faced by asylum seekers

- Analyse how the author uses language to influence the reader's opinion about a character's motives
- Focus on descriptive writing
- Use evaluation skills to show how the author creates sympathy for Sami
- Analyse how the author structures the novel to create interest for the reader
- Refine analytical skills through feedback
- Relate texts to the social, historical and cultural contexts in which they were written
- To understand and respond to ideas, viewpoints and issues in a text
- Take part in group discussion
- Explore and apply descriptive devices to convey the impact of war
- Examine character transformation through language
- Explore the use of literary devices and their impact on the reader
- Employ rhetorical techniques and structure in persuasion
- Apply DAFOREST rhetorical techniques effectively
- Explore the significance of world classes
- Analyse the writer's use of language to contrast England and Syria
- Explore the theme of resilience in the novel

Peer to Peer Learning  
Information Posters  
Summative Assessment  
Formative Assessment  
EOT Assessment/Test

## SPRING 2 - MACBETH



### KNOWLEDGE

- What are the features of Shakespearean tragedy?
- How was the position of women in Elizabethan society different from today?
- How might Jacobean audience react differently to some scenes compared with a modern audience?
- How does Shakespeare explore human nature through ideas about the supernatural?
- Why might Shakespeare have wanted to explore the negative effect of killing a king?
- How does Shakespeare use dialogue, stage directions and the structure of the play to create drama and tension?
- Shakespeare as an artist
- The playwright's craft and its effects on the reader at word, speech and whole text level

### SKILLS

- Identify the features of a playscript
- Develop an understanding of Shakespearean language e.g. idioms
- Understanding plot lines
- Identifying and using textual evidence to support argument
- Analysing writers' language choices at word and dialogue level
- Understanding structural choices in composition of Acts, Scenes, and whole play
- Understanding contextual information/ making links between contextual information and the play
- Integrating contextual information into written responses Spoken Language:
  - Expressing meaning
  - Responding effectively

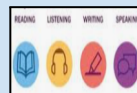
### ASSESSMENT

Class Discussions  
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- Effect of Jacobean society on playwright's choices
- Effect of society on audience reception of play at different times
- Jacobean ideas about the supernatural
- Shakespearian conventions of tragedy
- Different perceptions of femininity over time
- Nature of Ambition
- Aspects of Kingship and leadership

- Analysis of meaning conveyed in language
- Analysis of characters as dramatic devices
- Analysis of a binary narrative: good versus evil
- Analysis of Shakespeare's ideas about Kingship

## SUMMER 1 - THE WOMAN IN BLACK



### KNOWLEDGE

- Plot of The woman in Black
- Characterisation
- Overarching themes
- Social and historical context
- The methods used by the writer to convey key ideas.
- Analyse characters and themes
- Explore use of pathetic fallacy in the second chapter
- Analyse the representation of character and place
- To explore the imagery used by the author
- To analyse extracts for effect
- Apply rational thinking to tense situations
- To piece together the tragic tale of the novel

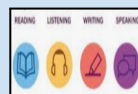
### SKILLS

- To understand the thematic significance of Romanticism/Gothicism
- To consider conventions of the ghost story genre
- Show an awareness of the writer's methods. Include subject terminology confidently when analysing and writing responses
- To respond to the language and structure of the text
- To reflect on the protagonist and how he's presented
- Consider how tension is developed
- To consider the language effect and significance of place names
- To consider how tension is developed
- To understand key terms
- To identify the narrative mode
- To accumulate word banks for sensory description
- To make predictions about the narrative based on textual clues
- To analyse what arouses tension and fear

### ASSESSMENT

Class Discussions  
Q&A  
Practical Observations  
Peer to Peer Learning  
Information Posters  
Summative Assessment  
Formative Assessment  
EOT Assessment/Test

## SUMMER 2 - REPRESENT



### KNOWLEDGE

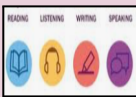
### SKILLS

### ASSESSMENT

<ul style="list-style-type: none"> <li>● To use carefully selected reading content to teach students about values such as healthy relationships, resilience and wellbeing</li> <li>● To use oracy sessions to improve students' communication skills and to provide a space to build healthy relationships with their peers</li> <li>● To use activities which support students' comprehension of texts to enable students to access and consider the themes of wellbeing and relationships independently and support them to participate in class discussions more effectively: <ul style="list-style-type: none"> <li>- Improve communication</li> <li>- Improve resilience</li> <li>- Improve relationships</li> <li>- Improve sense of wellness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Describing the ideas and opinions that are communicated in a text (representing the text)</li> <li>● Expressing own ideas and opinions based on themes that a text has introduced (representing myself)</li> <li>● Exploring and suggesting different opinions held by others - even if they don't agree with them (representing other views)</li> </ul> <p><b>Reading lessons</b></p> <p>'Roles' are used to guide students through a text. The focus is on comprehension and engagement.</p> <p><b>Discussion lessons</b></p> <p>Students take different 'roles' as part of a scaffolded discussion. Gradually, these sessions aim to build their listening and oracy skills. Students conceive and work on an 'activist' project based on issues raised in the texts they have read and discussed.</p>	<p>Class Discussions Q&amp;A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>
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# KS3: Y3 - 2025-2026 - ENGLISH FRAMEWORK FOR LEARNING

## AUTUMN 1 - THE BOY IN THE STRIPED PYJAMAS



<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>● Understand the role of inference when reading fiction;</li> <li>● Develop and consolidate knowledge and understanding of reading and analysing fiction; <ul style="list-style-type: none"> <li>- Key Vocabulary</li> <li>- Character and Plot analysis</li> <li>- Theme, Style, Dialogue</li> <li>- Genre, Perspective</li> <li>- Understand, Select and Retrieve Information</li> <li>- Deduce, Infer or Interpret Information</li> <li>- Write Imaginative, Interesting and Thoughtful Texts and Organise Effectively</li> <li>- Book Cover and Analysis</li> <li>- Guilt and Involvement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Define fact and opinion</li> <li>● Define persuasive features and key events, PEE analysis</li> <li>● Understand, define, persuade, argue and advise</li> <li>● Identify and interpret explicit and implicit ideas</li> <li>● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers</li> <li>● Link texts to wider contexts.</li> <li>● Research and understanding of the war and historical context</li> <li>● Identify propaganda and influences</li> <li>● Identifying Emerging Themes, Make Social, Moral and Cultural Links</li> <li>● Analyse the book cover</li> </ul>	<p>Class Discussions Q&amp;A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>

<ul style="list-style-type: none"> <li>- Friendship</li> <li>- Power Hierarchy, Reverse Chronology</li> <li>● Develop and consolidate knowledge and understanding of writing fiction; <ul style="list-style-type: none"> <li>- Incorporating linguistic devices into writing</li> <li>- Developing a clear, structured narrative</li> </ul> </li> <li>● The effect of The Holocaust on society; <ul style="list-style-type: none"> <li>- What life was like for the people in the prison camps</li> <li>- Key events and influences in the book</li> <li>- Plots and characters from the book that comment on society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Summarise chapters</li> <li>● Summarise characters (PEE)</li> <li>● Plan, organise and write</li> <li>● Comment on ideas, experiences, texts and words</li> <li>● Explore how themes are embedded and developed across a text</li> <li>● Use inference skills</li> <li>● Use subject terminology confidently</li> <li>● Find and embed evidence from a text to back up ideas</li> <li>● How to write up analysis</li> <li>● Produce a complete narrative</li> <li>● Use linguistic devices in their own narrative</li> <li>● Reading and responding to text and quotations</li> <li>● Listen and respond appropriately to spoken language, including to questions and feedback on presentations</li> <li>● Use spoken Standard English effectively in speeches and presentations</li> </ul>	
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**AUTUMN 2 - TEACHERS DEAD**



<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<ul style="list-style-type: none"> <li>● Understand the role of inference when reading fiction;</li> <li>● Develop and consolidate knowledge and understanding of reading and analysing fiction; <ul style="list-style-type: none"> <li>- Key Vocabulary</li> <li>- Character and Plot analysis</li> <li>- Theme, Style, Dialogue</li> <li>- Genre, Perspective</li> <li>- Understand, Select and Retrieve Information</li> <li>- Deduce, Infer or Interpret Information</li> <li>- Write Imaginative, Interesting and Thoughtful Texts and Organise Effectively</li> <li>- Book Cover and Analysis - Bullying and Types of Bullying</li> <li>- Guilt and Involvement</li> <li>- Power Hierarchy, Reverse Chronology and Flashback</li> </ul> </li> <li>● Develop and consolidate knowledge and understanding of writing fiction; <ul style="list-style-type: none"> <li>- Incorporating linguistic devices into writing</li> <li>- Developing a clear, structured narrative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Define fact and opinion</li> <li>● Define persuasive features and key events, PEE analysis</li> <li>● Understand, define, persuade, argue and advise</li> <li>● Identify and interpret explicit and implicit ideas</li> <li>● Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers</li> <li>● Link texts to wider contexts</li> <li>● Identifying Emerging Themes, Make Social, Moral and Cultural Links</li> <li>● Analyse the book cover</li> <li>● Summarise chapters</li> <li>● Summarise characters (PEE)</li> <li>● Plan, organise and write</li> <li>● Comment on ideas, experiences, texts and words</li> <li>● Explore how themes are embedded and developed across a text</li> <li>● Use inference skills</li> <li>● Use subject terminology confidently</li> <li>● Find and embed evidence from a text to back up ideas</li> <li>● How to write up analysis</li> </ul>	<p>Class Discussions Q&amp;A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test</p>

- Produce a complete narrative
- Use linguistic devices in their own narrative
- Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- Use spoken Standard English effectively in speeches and presentations

## SPRING 1 - I AM MALALA



### KNOWLEDGE

- Features of an autobiography
- Explore how the writer has structured the prologue to interest readers - *Perseverance, eloquence, equality*
- Explore how Malala presents the importance of education - *Human rights, discrimination*
- Understand the value of Malala's family - *Entitlement, inequality*
- Mimic Malala's descriptive style in my own writing - *Tolerance, Islam*
- Analyse how Malala has written about a journey - *Mosque qur'an*
- Show empathy with Malala and understand one of her formative experiences - *Conform, culture*
- Revise persuasive devices and write from Malala's viewpoint - *Tolerance, values*
- Understand the debate between Malala's father and the mullah - *Humanitarian, displaced*
- Further develop knowledge of persuasive appeal - *Extremism, terrorism*

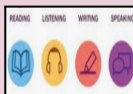
### SKILLS

- Identify the features of a autobiography
- Identify and interpret explicit and implicit ideas
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.
- Link texts to wider contexts
- Evaluate texts critically and support this with appropriate textual references
- Communicate clearly, effectively and imaginatively
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- To use a range of vocabulary and sentence structures for clarity, purpose and effect
- Demonstrate presentation skills in a formal setting
- Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- Use spoken Standard English effectively in speeches and presentations
- Creative writing - autobiographical piece

### ASSESSMENT

Class Discussions  
Q&A  
Practical Observations  
Peer to Peer Learning  
Information Posters  
Summative Assessment  
Formative Assessment  
EOT Assessment/Test

## SPRING 2 - HAPPY HEAD



**KNOWLEDGE**

- Explore themes of:-
  - Mental Health
  - Sexuality
  - Happiness
  - Secrets
  - Homophobia
  - Competition
  - Wellness culture
  - Social conformity

**SKILLS**

- Explore the dangers of toxic positivity
- Explore the wellness culture in our society
- Analyse and discuss the effects of social media - does it perpetuate false notions of happiness?
- Explore how LGBTQIA+ relationships are perceived within current society
- Define fact and opinion
- Define persuasive features and key events, PEE analysis
- Understand, define, persuade, argue and advise
- Identify and interpret explicit and implicit ideas
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers
- Link texts to wider contexts
- Identifying Emerging Themes, Make Social, Moral and Cultural Links
- Analyse the book cover
- Summarise chapters
- Summarise characters (PEE)
- Plan, organise and write
- Comment on ideas, experiences, texts and words
- Explore how themes are embedded and developed
- Listen and respond appropriately to spoken language, including to questions and feedback on presentations

**ASSESSMENT**

Class Discussions  
Q&A  
Practical Observations  
Peer to Peer Learning  
Information Posters  
Summative Assessment  
Formative Assessment  
EOT Assessment/Test

**SUMMER 1 - POETRY - OBSESSION AND POSSESSION****KNOWLEDGE**

- Develop an appreciation for a variety of poetry with a particular focus on the 'voice' of the speaker
- Develop a more complex understanding of human relationships
- Form a deeper understanding of a poet's values/ideas
- Use oracy to express own ideas about love and relationships
- Build on ability to compare ideas and themes within a poem
- Recall poetic techniques learned in Y7 and Y8 and this knowledge will build with the introduction of some more advanced techniques used by poets
- Knowledge of poetic movements and other contextual links will develop as

**SKILLS**

- Appreciate and identify different styles and forms of poetry
- Draw links between poems
- Show an awareness of the poets' methods and their effects
- Analyse the form and structure of poetry and its impact on the readers
- Include subject terminology confidently when analysing and writing responses
- Plan and write comparative essays successfully
- Understand the context of the poems and how that links with the ideas within the poetry

**ASSESSMENT**

Class Discussions  
Q&A  
Practical Observations  
Peer to Peer Learning  
Information Posters  
Summative Assessment  
Formative Assessment  
EOT Assessment/Test



- students will be analysing poems across the 19th, 20th and 21st centuries
- Exposed to various styles and forms of poetry in order to develop an understanding of poetry conventions
- Knowledge of grammar, reading and writing will be developed which will build in challenge throughout the KS3 journey

- Embed a range of quotes and references to support their ideas
- Develop peer and self-assessment skills by applying mark schemes/success criteria to writing
- Utilising skills gained to improve grammar and syntax when writing analytically

## SUMMER 2 - EMPOWER



### KNOWLEDGE

- Understand what critical digital media literacy means
- Explore the types of digital media literacy students are regularly exposed to
- To know how media has developed and consider the positives and negatives of today's mainstream media
- Understand how to use the first part of the digital media strategy: assess
- Understand how to recognise misinformation and disinformation, as well as understanding some of the processes a journalist should go through to ensure they don't publish misinformation
- Understand how to use the second part of the digital media strategy, which uses analysis techniques to identify misinformation and disinformation
- Difference between bias and untruth. It has a language focus asking students to find the truth within the bias
- Understand how to use the third part of the digital media strategy and to understand what actions you can take when faced with misinformation and disinformation
- Understanding the effect of digital media on mental health
- Explore further strategies for maintaining wellbeing online
- Examine different points of view and conclusions
- Learn how to put across points of view in a productive way
- Reflect on what has been learnt and disseminate that learning to others

### SKILLS

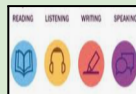
- Young women and girls feel empowered to make more informed choices online, allowing them to leverage the power of the internet
- To improve confidence to read, critically analyse and discuss online news and media
- Increase resilience to recognise misinformation and disinformation
- improve girls' communication skills.
- Improved critical media literacy skills, including how to assess the veracity of information and knowledge of misinformation and disinformation
- Improved knowledge of media production, such as understanding of journalistic and news-gathering processes
- Understanding the nature of information
- Improved understanding how the online environment can influence what information is presented to users
- Improved communication skills, including how to assess, analyse and evaluate misinformation and disinformation through discussion
- Learning how to solve problems by reading, writing, speaking and listening in a constructive way

### ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning
- Information Posters
- Summative Assessment
- Formative Assessment
- EOT Assessment/Test

# KS4: Y1 - 2023-2024 - ENGLISH FRAMEWORK FOR LEARNING

## AUTUMN 1 - WONDER



### KNOWLEDGE

- Read the novel *Wonder* by R.J.Palacio
- Drama activities and opportunities for speaking and listening will enable students to have a greater insight into the ways that themes and characters are developed
- Tolerance of people who look different, overcoming disability
- Mutual respect
- Overcoming prejudice
- Explore themes around:
  - Acceptance
  - Empathy
  - Kindness
  - Perseverance
  - Friendship
  - Identity
  - Bullying
  - Family
  - Belonging
  - Courage
  -

### SKILLS

- Examine the resilience of the character of August who must develop strategies for being physically disfigured
- Look at friendship through the character of Jack
- Develop empathy with the characters and consider social attitudes to appearance
- Analyse the writer's development of themes through the creative narrative style
- Explore the range of techniques used to develop characters
- Discuss the theme of acceptance and how it is presented in *Wonder*. Have students reflect on a time when they either struggled or succeeded in accepting someone who was different from themselves
- Explore the concept of empathy and how it is developed in *Wonder*. Have students brainstorm ways to practice empathy in their own lives
- Discuss the role of kindness in the novel and how it impacts the characters. Have students come up with ideas for random acts of kindness that they can do in their community
- Explore the theme of perseverance and determination through the character of Auggie. Have students discuss a time when they had to persevere through a challenge and how they were able to do so
- Discuss the theme of friendship and how it is depicted in *Wonder*. Have students write about a meaningful friendship in their own lives and what makes it special
- Explore the theme of identity and how it is presented in the novel. Have students create a collage or presentation about their own identities and what makes them unique
- Discuss the concept of bullying and how it is addressed in *Wonder*. Have students come up with strategies for preventing and addressing bullying in their own lives
- Explore the theme of family and how it is depicted in *Wonder*. Have students write about their own families and what makes them special

### ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning
- Information Posters
- Summative Assessment
- Formative Assessment
- EOT Assessment/Test

- Discuss the theme of belonging and how it is presented in the novel. Have students reflect on a time when they felt like they belonged or didn't belong, and how that affected them
- Explore the theme of courage and how it is depicted in the novel. Have students discuss a time when they had to be brave and how they were able to find the courage to do so

## AUTUMN 2 - FUNCTIONAL SKILLS - WRITING



### KNOWLEDGE

### SKILLS

### ASSESSMENT

1. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)

- Rewrite a text using correct punctuation
- Proofread, identify and correct punctuation errors in a text
- Accurately use a range of punctuation
- Create sentences that have specific punctuation

2. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)

- Complete sentences consistently using conjunctions
- Identify sentence types (Simple & Compound)
- Know singular and plural - differences and verb forms
- Identify past, present and future tenses
- Subject/Verb agreement
- Write in different tenses

3. Spell words used most often in work, study and daily life, including specialist words

- Identify homophones.
- Select the correct homophones
- Proof-reading exercise for spelling
- Purpose of proofreading – editing own written work

4. Communicate information, ideas and opinions clearly, coherently and accurately

- Use spelling strategies such as splitting syllables, sounding out, mnemonics
- Prefixes, Suffixes and Root Words

5. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience

- Analyse texts to look at format, structure and content
- Apply knowledge of text types into own responses to given tasks (Exam style questions)

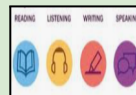
6. Use format, structure and language appropriate for audience and purpose

- Identify tone and language for letter types

Class Discussions  
Q&A  
Practical Observations  
Peer to Peer Learning  
Information Posters  
Summative Assessment  
Formative Assessment  
EOT Assessment/Test

	<ul style="list-style-type: none"> <li>• Format and structure formal and informal letters</li> <li>• Analyse features of an email, letters, articles looking at structure- Beginning, Middle, End</li> <li>• Write in a variety of formats</li> </ul>	
7. Write consistently and accurately in complex sentences, using paragraphs where appropriate	<ul style="list-style-type: none"> <li>• Use a range of sentence types and paragraphing</li> <li>• Create Emails focusing on paragraphs, for a variety of situations (both informing and responding)</li> </ul>	
8. Preparation, Assessment and Planning	<ul style="list-style-type: none"> <li>• Identify features of reports/article</li> <li>• Write a report based on a given task</li> <li>• Use appropriate format and language</li> <li>• Use a range of sentence types and paragraphing</li> <li>• Using knowledge from previous lessons respond to a range of text types</li> <li>• Accurately apply SPaG to tasks</li> <li>• Practice assessments – Reading</li> <li>• Use to consolidate knowledge and highlight areas of strength and areas for development/further revision. e.g. comparison, fact and opinion</li> <li>• Practice assessments- Writing</li> <li>• Use to consolidate knowledge and highlight areas of strength and areas for development/further revision. e.g. Spelling, Structure.</li> <li>• Preparation SLC with time for research</li> </ul>	

## SPRING 1 - TITANIC



KNOWLEDGE	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> <li>• Students will gain an understanding of what happened to the Titanic and be able to explain why it sunk</li> <li>• They should be able to compare a range of sources and determine who they think was at fault based on a range of evidence</li> <li>• They should be able to explain why some sources of information may be biased and how this affects interpretation of the past, linked to the Titanic</li> <li>• They will be able to explain, based on evidence, who they think was to blame for the sinking of the Titanic”</li> <li>• They should be able to compare the social class system in place during the early 20th century and how this may have contributed to the disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Handle and use Primary and Secondary sources to find out about a period studied in order to make comparisons and find out information about the past</li> <li>• Use a range of sources/evidence to build up a picture of the past</li> <li>• Begin to evaluate the usefulness of the source/s</li> <li>• Describe different accounts of a historical event, explaining the reasons why the accounts may differ</li> <li>• Suggest causes and consequences of some of the main events and changes in history</li> </ul>	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test

- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Explore why the ship was significant at that period of time
- Explore why her maiden voyage stands out in history

- Sequence events on a time line using dates, for people and events beyond living memory
- Understand the concept of change over time, representing this, along with evidence on a timeline
- Create a timeline of the Titanic's journey and discuss which points in the story of her sinking are significant
- Generate enquiry questions about the Titanic
- Use atlases and online mapping tools to locate some of the significant places linked to the Titanic. (where she was built, where she departed, where she was heading, where the distress signals were picked up)

## SPRING 2 - DIVERSE SHORT STORIES



### KNOWLEDGE

- What are the key conventions of stories?
- What important messages do we learn through reading diverse texts?
- How can stories be structured in different ways?
- How do writers use language to convey meaning?
- What is the importance of different perspectives?
- How do writers convey different narrative perspectives?
- How can readers form opinions about ideas in short stories?
- How can readers analyse text to make interpretations about meaning?
- Short story as specific art form Ideas linked to culture and perspective
  - Iridescent Adolescent by Phoebe Roy
  - The Roussalka by Rebecca Boroson
  - The Typewriter by Ayesha Manazir Siddiqi
  - Games at Twilight by Anita Desai
  - Tomorrow is Too Far by Chimamanda Ngozi Adichie
  - Playing Metal Gear Solid V: The Phantom Pain by Jamil Jan Kochai
  - Time Capsule Found on the Dead Planet by Margaret Atwood
  - The Last Woman on Earth by Caroline Hadilakson
  - Doing That by Barbara Bleiman
  - Dark Star by David Almond
  - Amir and George by Sita Brahmachari
  - Something from Nothing by Barbara Jenkins

### SKILLS

- Comprehension of plot lines and events in short stories
- Use of references and quotations
- Analysis of writer's choice of language
- Analysis of the structure of short stories
- Understanding key elements of context significant to individual stories
- Integrating social context comments in responses
- Discussion with peers and analysing through talk
- Discussion of the elements short stories
- Defending their understanding of a text
- Exploration of key elements of short stories
- Looking at context and how it can be used to understand the perspective of a writer
- Looking at representations of character and how readers respond to their actions
- Exploration of writer's choices to convey certain messages or ideas
- Discussion of the differences in culture and how this affects writing
- Representation of different cultures, family dynamics and gender

### ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning
- Information Posters
- Summative Assessment
- Formative Assessment
- EOT Assessment/Test

- Those Heavy Cakes by Earl Lovelace
- Foreboding by Kamila Shamsie
- Click-Clack the Rattlebag by Neil Gaiman
- Sticks by George Saunders
- The Homecoming by Milly Jaffa
- Paranoia by Shirley Jackson

## SUMMER 1 - NOUGHTS AND CROSSES



### KNOWLEDGE

- Introduction to Dystopian fiction – develop understanding of conventions of Dystopian fiction through a range of clips, images and extracts
- The writer's craft and its effects on the reader
- Societal inequalities Social power, status and authority
- Historical context of racism in UK
- The writer communicating a fractured society and how ideas may challenge the reader
- Family influence and the power of decision making
- How does Blackman communicate the societal issues in Noughts and Crosses?
- How does Blackman reflect the issues in our own society through the segregation of the Noughts and the Crosses?
- How do different characters display the advantages and disadvantages of living in a divided society?
- How are the themes of racism and loyalty explored in the novel?
- How is narrative voice key in the delivery of key messages to a reader?
- Writing opportunities to express views regarding injustice in society and issues characters face

### SKILLS

- Analysing a writer's use of language and the effect on the reader
- Using knowledge of language to produce a piece of narrative writing following the conventions of Dystopian fiction
- Analyse how a writer structures a text to interest the reader
- Evaluation skills - 'To what extent do you agree with the following statement about the text?'
- Recap on language, structure and evaluation
- Self-assess progress and targets
- Use of relevant references and quotations
- Analysis of Blackman's use of language at word and sentence level
- Analysis of Blackman's structural choices i.e. narrative voice and chapters
- Analysis of characterisation and representations of society, including minority groups
- Integration of contextual knowledge into written responses
- Understanding of current climate in society and where Blackman drew her influences from
- Understanding of writer's intention and social/political background influencing novel
- S&L Discussion and analysis of text as oral responses

### ASSESSMENT

Class Discussions  
Q&A  
Practical Observations  
Peer to Peer Learning  
Information Posters  
Summative Assessment  
Formative Assessment  
EOT Assessment/Test

# SUMMER 2 - EARTH'S CHANGING CLIMATE



## KNOWLEDGE

- Fiction forms of writing
- Environmental issues surrounding the local area
- Environmental issues surrounding the wider area and the planet
- The definitions of Renewable and NonRenewable Energy
- The effects of our energy use on air quality
- Climate Change Specifically try to include:
  - Our heating systems;
  - Medical conditions and how many illnesses & deaths are linked directly to poor air quality;
  - The transport we use for travel;
  - Our food including dairy and meat production;
  - Delivery of items such as our food
- How can we collectively and individually improve air quality?
- What is Carbon Footprint?

## SKILLS

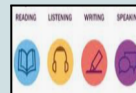
- Consolidate an awareness of different styles of non-fiction texts
- Consolidate research skills
- Confidently express an appreciation of key events and how they were/are presented in the media
- Teamwork
- Presentational talk
- How air quality is a cause for global concern
- Students to be asked what they think Carbon Zero, Carbon Neutral and Carbon Negative mean and watch You Tube clip explaining Carbon Neutrally. <https://www.youtube.com/watch?v=9pPso2ace>
- Students to examine ways that large multinational businesses can reduce their carbon impacts on the globe
- Students to calculate both their footprint using an online calculator
- Examine the carbon footprint of a food product. Example a sandwich: <https://www.youtube.com/watch?v=jRQEi-C5GDg>

## ASSESSMENT

- Class Discussions
- Q&A
- Practical Observations
- Peer to Peer Learning
- Information Posters
- Summative Assessment
- Formative Assessment
- EOT Assessment/Test

# KS4: Y2 - 2024-2025 - ENGLISH FRAMEWORK FOR LEARNING

## AUTUMN 1 - HUNGER GAMES



## KNOWLEDGE

- Dystopian fiction – develop understanding of conventions of Dystopian fiction through a range of clips, images and extract
- What is Dystopia?

## SKILLS

- Analysing a writer's use of language and the effect on the reader
- Using knowledge of language to produce a piece of narrative writing following the conventions of Dystopian fiction

## ASSESSMENT

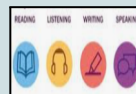
- Class Discussions
- Q&A
- Practical Observations

- What is Utopia?
- To develop an understanding of the difference between a utopia and a dystopia

- Analyse how a writer structures a text to interest the reader
- To define what a utopia and dystopia are
- To identify the ingredients of dystopian fiction
- To identify the use of dystopian conventions in text
- To apply specific success criteria to your description
- To discuss opinions about the world in a mature and sensitive way
- To analyse the effect of dystopian features within a text

Peer to Peer Learning  
Information Posters  
Summative Assessment  
Formative Assessment  
EOT Assessment/Test

## AUTUMN 2 - BOYS DON'T CRY



### KNOWLEDGE

- Explore the novel's title
- Explore contextual ideas raised by novel's title
- Explore characterisation and events in opening chapters
- Link events and characters to contextual issues
- Explore how and why Blackman includes contemporary issues such as homophobia in her novel 'Boys don't cry'
- Explore society's attitude to single parent families
- Consider how Blackman shows the difficulties facing parents;
- Form supported opinions on the traditional and modern families
- Closely analyse an extract from the text
- Explore society's attitude to homosexuality and hate crime.

### SKILLS

- Form supported opinions on the notion of Toxic masculinity
- Select evidence from the text which highlights the writer's opinion on Toxic masculinity
- Analyse the ways Blackman builds tension at the beginning of the novel.
- Analyse the language devices used by the writer to present the characters feelings
- Analysis of a newspaper article:
- Participate in a debate by using a range of speaking and listening skills
- Use a range of persuasive techniques to create a convincing argument;
- Analyse the language devices used by the writer to present Fashanu and homophobia in sport.
- Use a range of language devices to show emotion
- Produce a creative writing response which is engaging and interesting
- Select evidence from the text which highlights the writer's ideas of family
- Analyse the language devices used by Blackman to create a moving and dramatic moment in the novel

### ASSESSMENT

Class Discussions  
Q&A  
Practical Observations  
Peer to Peer Learning  
Information Posters  
Summative Assessment  
Formative Assessment  
EOT Assessment/Test



# SPRING 1 -FUNCTIONAL SKILLS - READING



KNOWLEDGE	SKILLS	ASSESSMENT
1. Identify and understand the main points, ideas and details in texts	<ul style="list-style-type: none"> <li>● Identify text types</li> <li>● Identify purpose of texts</li> <li>● Name key features of texts</li> <li>● Highlight the main purpose e.g., persuade, explain, describe</li> </ul>	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test
2. Compare information, ideas and opinions in different texts	<ul style="list-style-type: none"> <li>● Identify emotive words</li> <li>● Compare two text types (e.g. two newspapers from the same day)</li> <li>● Identify similarities and difference, recognise opinions</li> </ul>	
3. Identify meanings in texts and distinguish between fact and opinion	<ul style="list-style-type: none"> <li>● Identify facts and opinions</li> <li>● To devise facts and opinions</li> <li>● Read text and complete questions on fact and opinion</li> <li>● Highlight the Fact/Opinion</li> </ul>	
4. Recognise that language and other textual features can be varied to suit different audiences and purposes	<ul style="list-style-type: none"> <li>● Recognise from texts the Audience and Purpose.</li> <li>● Decide if texts are formal or informal.</li> <li>● To name features of the text type</li> </ul>	
5. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words	<ul style="list-style-type: none"> <li>● Identify words and phrases that indicate the purpose and topic of a text</li> <li>● Understand Prefixes, Suffixes and Root Words</li> <li>● Dictionary work – locating meanings</li> <li>● Synonyms and Antonyms</li> </ul>	
6. Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	<ul style="list-style-type: none"> <li>● Match the organisational and structural features to the description</li> <li>● Use the organisational and structural features to locate information from texts</li> <li>● Label the features of a variety of text types</li> </ul>	
7. Infer from images meanings not explicit in the accompanying text	<ul style="list-style-type: none"> <li>● Infer meaning from an image</li> <li>● Provide evidence to support inference</li> <li>● Recognise if text and image meanings are similar, slightly different, one adds meaning to the other or totally different</li> </ul>	

8. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)	<ul style="list-style-type: none"> <li>● To identify purpose and style of writing of a text. e.g. persuasive, instructional</li> <li>● Identify language features associated with style of text</li> <li>● To apply words/vocab associated with word types e.g. command words, adjectives, pronouns</li> <li>● Could link with writing tasks- write an article about a specific topic using appropriate terminology</li> </ul>
9. Read and understand a range of specialist words in context	<ul style="list-style-type: none"> <li>● Read a range of texts and highlight the key words</li> <li>● Research a topic and use keywords to write a article</li> <li>● To complete practice paper for Reading</li> </ul>
10. Use knowledge of punctuation to aid understanding of straightforward texts	<ul style="list-style-type: none"> <li>● To write in complete sentences</li> <li>● Use end of sentence punctuation with complete accuracy</li> <li>● To use a capital for the personal pronoun I and proper nouns</li> <li>● Add the correct punctuation to the sentence/text</li> </ul>

## SPRING 2 - FUNCTIONAL SKILLS - SPEAKING, LISTENING AND COMMUNICATION



KNOWLEDGE	SKILLS	ASSESSMENT
1. Identify relevant information and lines of argument in explanations or presentations	<ul style="list-style-type: none"> <li>● Research, plan and prepare a short presentation to be delivered in front of an audience. (This could be linked to an area that learners are studying, something they are interested in or about themselves). This will take more than one session</li> <li>● During planning learners should highlight the key information they want to communicate in the presentation</li> </ul>	Class Discussions Q&A Practical Observations Peer to Peer Learning Information Posters Summative Assessment Formative Assessment EOT Assessment/Test
2. Make requests and ask relevant questions to obtain specific information in different contexts	<ul style="list-style-type: none"> <li>● Deliver presentation</li> <li>● Respond to questions asked about the presentation</li> </ul>	
3. Respond effectively to detailed questions	<ul style="list-style-type: none"> <li>● Deliver presentation</li> <li>● Respond to questions asked about the presentation</li> <li>● Identify different types of questioning techniques</li> <li>● Understand the rights of others such as taking turns and appropriate language</li> <li>● Know why tone and register is important</li> </ul>	

<p>4. Communicate information, ideas and opinions clearly and accurately on a range of topics</p>	<ul style="list-style-type: none"> <li>● Respond/Role Play to a variety of situations. e.g. work places</li> <li>● Devise questions to ask others appropriate to the situation</li> <li>● Answer a range of questions about the specific situation</li> <li>● Reflect and Feedback</li> <li>● Evidence within the presentation and discussion</li> </ul>	
<p>5. Express opinions and arguments and support them with evidence</p>	<ul style="list-style-type: none"> <li>● Take part in a discussion</li> <li>● Express opinions and arguments</li> <li>● Justify points made</li> <li>● Ask others appropriate questions</li> <li>● Apply correct tone, register and rights of others</li> </ul>	
<p>6. Follow and understand discussions and make contributions relevant to the situation and the subject</p>	<ul style="list-style-type: none"> <li>● Understand the rights of others such as taking turns and appropriate language</li> <li>● Know why tone and register is important</li> </ul>	
<p>7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p>	<ul style="list-style-type: none"> <li>● Respond/Role Play to a variety of situations e.g., workplace</li> <li>● Devise questions to ask others appropriate to the situation</li> <li>● Answer a range of questions about the specific situation</li> <li>● Reflect and Feedback</li> </ul>	
<p>8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p>	<ul style="list-style-type: none"> <li>● Take part in a discussion</li> <li>● Express opinions and arguments</li> <li>● Justify points made</li> <li>● Ask others appropriate questions</li> <li>● Apply correct tone, register</li> <li>● Understand the rights of others such as taking turns and appropriate language</li> <li>● Preparation, delivery and feedback</li> </ul>	