

Subject: English	Accreditation: Edexcel GCSE English Literature Edexcel GCSE English Language AQA Step Up to English Silver Award (ELC)	Blue Pathway
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LONG TERM PLAN

Learning will be structured as class lessons in literature and language study, supported by activities in morning tutor time to develop vocabulary, spelling, writing stamina and reading fluency. Planning and activities should be guided by the 5Cs: Confidence, Challenge, Curiosity, Character, Creativity.

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>KS4</u>	Cycle 1	Topic(s): Post 1914 Literature: The Woman in Black Theme/Context: Gothic horror, 19 th century setting	Topic(s): 19th Century novel: Frankenstein Theme/Context: 19 th Century-attitudes to science, romanticism	Topic(s): Post 1914 Literature (Play): An Inspector Calls Theme/Context: The class system, socialism, women's rights, exploitation	Topic(s): Literature (Shakespeare) Macbeth – and Spoken Language task GCSE English Language (research & presentation) Theme/Context: Elizabethan/medieval beliefs, guilt, betrayal, Shakespearian language	Topic(s): Non-Fiction and Understanding Language, Poetry, Revision Theme/Context: persuasive writing, factual content, poetic verse	Topic(s): Revision of all Literature texts and Language examples/skills (Y11), functional literacy S.P.A.G. Knowledge testing
	Cycle 2	Post 1914 Literature: Animal Farm Themes/Context: Socialism vs Capitalism, dictatorships and tyranny	19th Century novel: Great Expectations Themes/Context: Gothic novel, poverty, crime, 19 th century society	Post 1914 Literature (Play): An Inspector Calls Theme/Context: The class system, socialism, women's rights, exploitation	Literature (Shakespeare) Macbeth – and Spoken Language task GCSE English Language (research & presentation) Theme/Context: Elizabethan/medieval beliefs, guilt, betrayal,	Non-Fiction and Understanding Language, Poetry, Revision Theme/Context: persuasive writing, factual content, Poetic verse	Revision of all Literature texts and Language examples/skills (Y11), functional literacy S.P.A.G. Knowledge testing

					Shakespearean language		
	Cycle 3	Post 1914 Literature: (Play) The Empress by Tanika Gupta Themes/Context: Dystopian society, use of media to control ideas, fascism	19th Century novel: Silas Marner Theme/Context: Industrial Britain, human character, attitudes to poverty and crime	Post 1914 Literature (Play): An Inspector Calls Themes/Context: The class system, socialism, women's rights, exploitation	Literature (Shakespeare) Macbeth – and Spoken Language task GCSE English Language (research & presentation) Themes/Context: Elizabethan/medieval beliefs, guilt, betrayal, Shakespearean language	Non-Fiction and Understanding Language, Poetry, Revision Themes/Context: persuasive writing, factual content, Poetic verse	Revision of all Literature texts and Language examples/skills (Y11), functional literacy S.P.A.G. Knowledge testing
		Phonics, word segments and syllabic/morphemic awareness will be used to develop pupils' understanding and spelling of key words encountered. Cultural Capital: Texts and topics guided by GCSE core texts and suggested reading from Literacy Learning Ladder KS4. Pupils will develop communication skills through activities in lessons, with progress monitored through the Oracy Programme.					
<u>KS3</u>	Cycle 1	Lord of the Flies Themes/Context: Survival, human nature, bullying, social responsibility	Jekyll & Hyde Themes/Context: Differences in personality, 19 th century London	Novel: Boy 87 Themes/Context: refugees, human trafficking, authoritarianism, torture, geography.	Non-Fiction Themes/Context: Theme/Context: persuasive writing, factual content	Shakespeare – Romeo & Juliet Themes/Context: Elizabethan theatre, Shakespearean language	Poetry Themes/Context: various, war, romance, society
	Cycle 2	19th century novel: Dracula Themes/Context: Gothic horror genre, romanticism, emotions – desire and fear	Dracula & Creative Writing Themes/Context: Imaginative gothic writing	Novel: Holes Themes/Context: Exploitation, racism, bullying, crime & punishment	Non-Fiction Themes/Context: Theme/Context: persuasive writing, factual content	Shakespeare – Hamlet Themes/Context: Elizabethan theatre, Shakespearean language	Poetry & creative Writing Themes/Context: various, war, romance, society

	Cycle 3	The Book Thief & The Boy in the striped Pyjamas and related texts Themes/Context: Conflict, prejudice, the holocaust, narrative style	Frankenstein (abridged version and film versions) Themes/Context: Fear of scientific progress vs nature	Play: War Horse Themes/Context: WW1, death & loss, animal cruelty	Non-Fiction Themes/Context: Theme/Context: persuasive writing, factual content	Shakespeare – The Tempest Themes/Context: Elizabethan theatre, Shakespearian language	Creative-Writing play scripts, drama Themes/Context: various, war, romance, society
		Phonics, word segments and syllabic awareness will be used to develop pupils' understanding and spelling of key words encountered. Cultural Capital: Texts and topics guided by suggested reading and base/background knowledge in Literacy Learning Ladder KS3. Pupils will develop communication skills through activities and progress monitoring in the Oracy Programme.					
<u>KS2</u>	Cycle 1	Novel: The Boy in the Tower (Reading to class) and short stories Themes/Context: Mystery, isolation, facing fears	19th Century fiction: A Christmas Carol (Reading to class) and short stories Themes/Context: Greed, philanthropy, social injustice	Novel: Bridge to Terabithia (Reading to class) and short stories Themes/Context: Love and loss, adventure, facing the unexpected	Non-Fiction and Transactional Writing Persuasive writing, factual content	Introduction to Shakespeare Themes/Context: Elizabethan language/theatre	Creative Writing Themes/Context: creating hooks, developing characters, using adjectives
	Cycle 2	Aesop's Fables Themes/Context: stories with morals, thinking about behaviour and human nature	Ancient Myths – Icarus etc. Themes/Context: Knowledge of key cultural references, stories with morals about behaviour and consequences	Roald Dahl stories Themes/Context: imaginative representation, family, transformation	Non-Fiction and Transactional Writing Themes/Context: persuasive writing, factual content	Introduction to Shakespeare Themes/Context: Elizabethan language/theatre	Creative Writing Themes/Context: creating hooks, developing characters, using adjectives
	Cycle 3	British/European myths & legends (Grimm tales, Robin Hood...) Themes/Context: morality tales, historical	Anansi Stories Themes/Context: morality/cultural themes	Classic Films: Flight of the Navigator, The Witches, Finding Nemo	Non-Fiction and Transactional Writing Themes/Context: persuasive writing, factual content	Introduction to Shakespeare Themes/Context: Elizabethan language/theatre	Creative Writing Themes/Context: creating hooks, developing characters, using adjectives

				Themes/Context: cultural/social contexts			
		Phonics, word segments and syllabic awareness will be used to develop pupils' understanding and spelling of key words encountered. Cultural Capital: Texts and topics guided by suggested reading and base/background knowledge in Literacy Learning Ladder KS2-3. Pupils will develop communication skills through activities in lessons, with progress monitored through the Oracy Programme.					

Subject: English	Accreditation: AQA Step Up to English Silver Award (ELC) WJEC Entry Level Pathways	Green Pathway
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LONG TERM PLAN

Learning will be structured as systematic phonics sessions, literacy lessons and literacy support activities in morning tutor time.
 Planning and activities should be guided by the 5Cs: Confidence, Challenge, Curiosity, Character, Creativity.

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
KS4 (Pine & Birch)	Cycle 1	Reading Fiction and Creative Writing Baselining basic skills – phonic knowledge, reading fluency,	Lord of the Flies Themes/Context: power, society – laws and rules, survival, fear, bullying.	Novel: Boy 87 & Entry Level Assessments Themes/Context: refugees, human trafficking, authoritarianism, torture, geography	Book: No One is Too Small to Make a Difference Themes/Context: environment/climate change, lifespans, changing natural	Writing Non-Fiction (emails, letters...) Themes/Context: factual writing, 5 Ws	Reading (Various Texts) Themes/Context: phonics, blending, punctuation, reading with purpose,

		creative expression, writing			world and human world, the future		awareness of audience
	Cycle 2	Reading Fiction and Creative Writing Baselining basic skills – phonic knowledge, reading fluency, creative expression, writing	Novels: The Book Thief and The Boy in the Striped Pyjamas Themes/Context: Racism, Nazism, prejudice, cruelty	Novel: Jekyll & Hyde (Abridged version) Themes/Context: how behaviour/personalities differ, crime – right & wrong	Drama – performance skills and collaborative writing Themes/Context: expressing and sharing ideas	Writing Non-Fiction (emails, letters...) Themes/Context: factual writing, 5 Ws	Reading (Various Texts) Themes/Context: phonics, blending, punctuation, reading with purpose, awareness of audience
	Cycle 3	Reading Fiction and Creative Writing Baselining basic skills – phonic knowledge, reading fluency, creative expression, writing	Novel: Holes Themes/Context: Exploitation, racism, bullying, crime & punishment	Drama – performance skills and collaborative writing Themes/Context: expressing and sharing ideas	Shakespeare: Romeo & Juliet Themes/Context: relationships and attraction, Shakespearean language, hate and friendship	Writing Non-Fiction (emails, letters...) Themes/Context: factual writing, 5 Ws	Reading (Various Texts) Themes/Context: phonics, blending, punctuation, reading with purpose, awareness of audience
		Phonics, word segments and syllabic awareness will be used to develop pupils' understanding and spelling of key words encountered. Cultural Capital: Texts and topics guided by suggested reading and base/background knowledge in Literacy Learning Ladder Green Pathway. Pupils will develop communication skills through activities in lessons, with progress monitored through the Oracy Programme.					
KS3/2 (Elm & Beech)	Cycle 1	Phonics, reading and writing tasks. Baselining basic skills – phonic knowledge, reading fluency, creative expression, writing	Book: Roald Dahl, Fantastic Mr Fox (texts in library, DVD Literacy Room) Themes: Adventure, daring, family, belonging, survival	Book: Treasure Island (texts in Literacy room) Themes/Context: Historical context, ambition and greed, betrayal	Greek Myths (texts in library and Literacy Room) Themes/Context: moral themes and how fictional stories reflect real life/people	Our World – non-fiction and images from around the world (texts in Geography, History and Non-Fiction sections of library) Themes/Context: using factual sources to learn about the real	Telling Stories – Written and Verbally Told Fiction pupils plan and create from their imaginations (drawing, video, oral storytelling, [higher ability: written stories with support])

						world through reading and written description	
	Cycle 2	Phonics, reading and writing tasks. Baselining basic skills – phonic knowledge, reading fluency, creative expression, writing	Novel: Goodnight Mister Tom (texts in Literacy Room) Themes/Context: Family, responsibility, relationship	Novel: Sherlock Holmes, The Hound of the Baskervilles (texts in Literacy Room) Themes/Context: fear, mystery, deductive reasoning	Classic Myths – Robin Hood (texts in Literacy room) Themes/Context: historical – medieval Britain, selfishness and selflessness	Our World – non-fiction and images from around the world (texts in Geography, History and Non-Fiction sections of library) Themes/Context: using factual sources to learn about the real world through reading and written description	Telling Stories – Written and Verbally Told Fiction pupils plan and create from their imaginations (drawing, video, oral storytelling, [higher ability: written stories with support])
	Cycle 3	Phonics, reading and writing tasks. Baselining basic skills – phonic knowledge, reading fluency, creative expression, writing	Book: The Iron Man (texts in Literacy Room) Themes/Context: what does it mean to be alive? Bravery and cunning.	Novel: A Monster Calls and creating own story/character Themes/Context: Imagination, death, denial, and acceptance	Aesop’s Fables (texts in Literacy Room) Themes/Context: morality and behavioural traits	Our World – non-fiction and images from around the world (texts in Geography, History and Non-Fiction sections of library) Themes/Context: using factual sources to learn about the real world through reading and written description	Telling Stories – Written and Verbally Told Fiction pupils plan and create from their imaginations (drawing, video, oral storytelling, [higher ability: written stories with support])
KS3 alternative (Willow)	Cycle 1	Phonics – reading and writing letters – thinking about letters,	Group reading (teacher reading to class)	Group reading (teacher reading to class) Roald Dahl – George’s Marvelous Medicine	Our World – Non-fiction texts and images from around the world (texts in	Past and Present Story set in the past – how culture and places changes over time	Telling Stories – Written and Verbally Told Fiction pupils plan and create from

		sounds and meaning Baselining basic skills – phonic knowledge, reading fluency, creative expression, writing	Beegu and Claude in the City (texts to be sourced) Words and sounds – telling own stories	(texts in the RD section in library) SOUNDS, substances, senses – danger and safety (poison, toxic, inedible)	Geography, History and Non-Fiction sections of library) Themes/Context: using factual sources to learn about the real world through reading and written description		their imaginations (drawing, video, oral storytelling, [higher ability: written stories with support])
	Cycle 2	Phonics – reading and writing letters – thinking about letters, sounds and meaning Baselining basic skills – phonic knowledge, reading fluency, creative expression, writing	Group reading (teacher reading to class) Treasure Island (texts in Literacy Room) Activities based around adventure, maps, lost treasure, pirates – SOUNDS of the sea, clashing swords... [making sounds, making words]	Our World – Non-fiction texts and images from around the world (texts in Geography, History and Non-Fiction sections of library) Themes/Context: using factual sources to learn about the real world through reading and written description	Group reading (teacher reading to class) The Boy, the Mole, the Fox and the Horse Understanding emotions and being kind	Past and Present Story set in the past – how culture and places changes over time	Telling Stories – Written and Verbally Told Fiction pupils plan and create from their imaginations (drawing, video, oral storytelling, [higher ability: written stories with support])
		Phonics and word segments will be used to develop pupils’ understanding and spelling of key words encountered. Cultural Capital: Texts and topics guided by suggested reading and base/background knowledge in Literacy Learning Ladder Green Pathway. Pupils will develop communication skills through activities in lessons, with progress monitored through the Oracy Programme.					
<u>KS1/2</u>	Cycle 1	Phonics activities, classical children’s fictional tales (Three Little Pigs, Jack & the Beanstalk...)	Phonics activities, modern children’s fiction (Aliens Love Underpants, We’re Going on a Bear	Phonics activities, The Natural World – Non-fiction about plants, animals etc. Drawing pictures and spelling key words	Phonics activities, My World – Stories from around the world – linked with topic activities on places and cultures	Telling stories – pupils plan and create from their imaginations (drawing, video, oral storytelling,	Group reading of a longer text: Roald Dahl, Beatrix Potter, etc.

			Hunt, The Gruffalo...)			[higher ability: written stories with support])	
	Cycle 2	Phonics activities, classical children's fictional tales (Three Little Pigs, Jack & the Beanstalk...)	Phonics activities, modern children's fiction (Aliens Love Underpants, We're Going on a Bear Hunt, The Gruffalo...)	Dr Seuss stories and rhyming poetry	Group reading of a longer text: Roald Dahl, Beatrix Potter, etc.	Telling stories – pupils plan and create from their imaginations (drawing, video, oral story telling, [higher ability: written stories with support])	Phonics activities, Topic based on historical events, people and places, e.g; the Vikings, Kon-Tiki, Scott of Antarctic, Grace Darling...

Subject: Literacy & Communication	EYFS Multi-Sensory Learning	Yellow Pathway
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LONG TERM PLAN

	<i>Topics, texts and activities guided by Yellow Pathway Literacy Learning Ladder</i>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>KS1/2</u>	Repeating Cycle	Who Am I? Myself and Others	My World – Human World	My World - Nature	My World - History	The Imagined World	Games and Objects

Intent:

At Woodlands we value reading as the core skill for learning which needs to be encouraged and developed in ALL learners to the best of their individual ability. We will provide learning that makes reading stimulating, interesting and relevant to the pupil. The teaching of reading skills should be

implemented and supported across the curriculum and pathways. We will ensure the school follows a structured phonics teaching system that helps pupils build their understanding of letters and words.