



English Long Term Plan

Woodlands Academy

English intent:

At Woodlands Academy, our English curriculum is designed to nurture confident, independent communicators who can express themselves through reading, writing and spoken language (including other methods of communication). We recognise the unique needs of our children and adapt a Total Communication approach, ensuring that all forms of communication are valued and supported, including verbal, non-verbal and visual methods. Our curriculum integrated reading, writing and spoken language (focused on oracy) to ensure children are equipped with a range of English knowledge, skills and understanding.

Through the Phenomenal Phonics Programme, which follows a synthetic, systematic approach to the teaching of early reading, we build strong foundations in reading. Alongside Phenomenal Phonics we foster a love for literature and provide diverse texts that meet the needs of all children. Writing focuses on fine and gross motor skills, writing stamina and creativity supporting pupils to develop core skills, knowledge and understanding for a range of audiences and purposes.

Oracy is central to developing confidence in communication, therefore our curriculum looks to develop children's confidence through listening, discussion and social interaction. Through a broad, balanced and adapted curriculum we look to prepare all learners for the future, contributing to their local and wider communities, whilst developing their independence.



CONFIDENCE



CHALLENGE



CURIOSITY



CHARACTER



CREATIVITY

The Five Cs	Yellow Pathway	Green Pathway	Blue Pathway
Confidence	Children will build confidence in communication by using both verbal and non-verbal methods, including Makaton signing, symbols (use of PECS) and visual support, alongside the TEACCH approach. Children will participate in reading through interactive stories and simple sentence structures and in writing by making marks, using symbols or writing simple words/ short sentences.	Children will gain confidence in expressing themselves through a wider range of spoken, written and visual communication. Children will practice reading increasingly complex texts, fostering independence. Pupils will be supported in writing for different purposes and audiences, whilst fostering creativity and fluency. Regular opportunities for discussions and dedicated time to develop a love of reading will support pupils' confidence and interest in English.	Children will deepen their fluency and confidence in reading and writing through exposure to diverse texts and regular writing practice. Children will confidently engage in discussions, express ideas through well-structured sentences and adapt their communication for different audience and purposes.
Challenge	Children will engage with new and diverse forms of communication, such as through phonics, storybooks and visual storytelling. Children will face open-ended challenges and receive scaffolded support in choosing appropriate symbols or words to convey meaning in different contexts, listening to new sounds or experimenting with mark-making.	Children will challenge themselves by developing their reading comprehension and writing skills through targeted, scaffolded support. Children will develop their inference skills when analysing texts or organising information in writing. Children will build resilience as they independently choose appropriate words and communication tools to express their ideas effectively, preparing them for Entry Level qualifications.	Children will access complex reading and writing tasks by applying their learnt skills, knowledge and understanding to both familiar and unfamiliar scenarios. Children will engage with challenging texts and produce written work for different audiences and purposes. Children will draw upon their interpretation, analysis and evaluative skills, preparing them for level one/ two qualifications.
Curiosity	Children will explore different ways to communicate, showing interest in sounds, symbols and pictures. Children will respond to stories, ask questions and engage with phonics, GMS and FMS activities.	Children will investigate texts, ask questions about characters and themes and explore different writing styles. Children will develop phonics knowledge, using it to decode unfamiliar words and make links between phonics and the world around them.	Children will investigate mathematical concepts and ideas, asking questions and reasoning mathematically, following a line of enquiry and presenting proof.



The Five Cs	Yellow Pathway	Green Pathway	Blue Pathway
Character	Children will engage with peers in shared reading and communication activities, showing preferences for specific stories or ways of expressing themselves. Children will build positive interactions with peers and adults.	Children will develop a positive attitude towards their reading, writing and oracy, taking ownership of their progress and pride in their work. Children will seek feedback and ask for support in improving their communication skills, applying phonics knowledge to further their literacy development.	Children will show resilience and determination in refining their reading, writing and oracy skills. Children will use their English skills and knowledge across subjects and when in their local and wider communities, preparing for adulthood and future employment.
Creativity	Children will experiment with mark-making and early writing, expressing ideas through pictures, symbols, and simple sentences. Children will explore stories and sounds, engaging in imaginative play and storytelling.	Children will think creatively when reading and writing, experimenting with different forms and styles. Children will approach tasks from various perspectives, using their phonetic skills and imagination to create original pieces of writing and interpret texts in unique ways.	Children will approach reading and writing with creativity, making connections between texts and ideas, and crafting written pieces that express their thoughts and emotions. Children will appreciate the richness of language, exploring diverse genres and styles to deepen their own viewpoints and understanding.



Subject: English	The Engagement Model Multi-Sensory Learning TEACCH Approach	Yellow Pathway
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LONG TERM PLAN

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

	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 (Chestnut)	Repeating Cycle 2024-25	Phenomenal Phonics. Group reading (teacher to class). Me, myself and I: The Colour Monster Barbara Throws a Wobbler Giraffes Can't Dance The Koala Who Could Myself and Others Text suggestions: Writing Focus: Descriptive words based around feelings	Phenomenal Phonics. My World: Human World Text suggestions: Here We Are: Notes for Living on Planet Earth, Welcome to our World, the same but different Writing Focus: Communicating what children would like to write about before constructing words/ sentences Modern children's fiction (Aliens Love Underpants, We're Going on a Bear Hunt, The Gruffalo...) Writing Focus: Describing characters	Phenomenal Phonics. People who help: Nature Text suggestions: The Tiny Seed, Oi Frog!, Someone Swallowed Stanley Non-fiction: A little guide to wild flowers, animals and us Writing Focus: Sequencing sentences to form short narratives based around The Natural World	Phenomenal Phonics. World of Work: Past, Present and Future Text suggestions: People who help us: Firefighters, what do people do all day, Ada Twist Writing Focus: Descriptive writing	Phenomenal Phonics. Plants: The Imagined World Pupils plan and create their own narratives from their imaginations and prior learning (drawing, video, oral/ written storytelling) Writing Focus: Planning and creative writing	Phenomenal Phonics. Under the Garden: Games and Objects Text suggestions: Once upon a raindrop, everything you need for a treehouse, a planet full of plastic Writing Focus: Looking back through writing and evaluating work, including considering short alternative endings to learnt texts
	National Curriculum/ Engagement Model Links	<p>Reading: Children will engage with texts using a Total Communication approach (signs, symbols and visual aids), developing early comprehension skills through stories, non-fiction, and poetry. Using the Phenomenal Phonics Programme, children will build early decoding skills, developing familiarity with a range of texts and vocabulary. Pupils will respond to questions, predict outcomes, and explore meaning in context. Whole class, group and individualised learning will help to foster a love of reading for all pupils, basing book selection upon reading texts from established authors and children's interests.</p> <p>Writing: Pupils will engage in mark-making and early writing activities, using symbols, pictures, and early phonetic spelling. Focused on motor skills, they will develop their letter and numbers formation, progressing towards creating simple sentences (transcription and composition).</p>					



		<p>Communication and Oracy: Children will develop their use of a range of communication strategies (both verbal and non-verbal communication methods) to interact. Through the Total Communication approach, they will use signs, gestures, and visual aids to express preferences, ask questions, and participate in social exchanges, building their confidence and oracy skills.</p>					
	Each cycle	<p>Phonics, word segments and syllables will be taught through the Phenomenal Phonics Programme and English curriculum to support pupils' reading and spelling across all subjects. Vocabulary development will be enhanced by drawing upon links to children's prior knowledge.</p> <p>Cultural Capital: Texts and topics will be selected to enrich pupils' understanding of diverse cultures and backgrounds, aligned with Woodland's Literacy Learning Ladder.</p> <p>Communication skills will be developed through lessons, monitored via the Oracy Programme, with a Total Communication approach (Makaton, PECs) embedded throughout.</p>					
	<u>Cycle</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
KS1-3 (Maple, Oak and Ash)	Repeating Cycle 2024-25	<p>Phenomenal Phonics.</p> <p>Me, myself and I: Myself and Others</p> <p>Text suggestions: The Colour Monster, The Family Book, Barbara's Throws a Wobbler, Giraffes Can't Dance</p> <p>Writing Focus: Descriptive words based around feelings</p>	<p>Phenomenal Phonics.</p> <p>My World: Human World</p> <p>Text suggestions: Here We Are: Notes for Living on Planet Earth, Welcome to our World, the same but different</p> <p>Writing Focus: Communicating what children would like to write about before constructing words/ sentences</p>	<p>Phenomenal Phonics.</p> <p>People who help: Nature</p> <p>Text suggestions: The Tiny Seed, Oi Frog!, Someone Swallowed Stanley</p> <p>Non-fiction: A little guide to wild flowers, animals and us</p> <p>Writing Focus: Sequencing sentences to form short narratives based around The Natural World</p>	<p>Phenomenal Phonics.</p> <p>World of Work: Past, Present and Future</p> <p>Text suggestions: People who help us: Firefighters, what do people do all day, Ada Twist</p> <p>Writing Focus: Creative writing surrounding Past, Present and future.</p>	<p>Phenomenal Phonics.</p> <p>Plants: The Imagined World</p> <p>Pupils plan and create their own narratives from their imaginations and prior learning (drawing, video, oral/ written storytelling)</p> <p>Writing Focus: Communication writing with peers and familiar adults</p>	<p>Phenomenal Phonics.</p> <p>Under the Garden: Games and Objects</p> <p>Text suggestions: Once upon a raindrop, everything you need for a treehouse, a planet full of plastic</p> <p>Writing Focus: Looking back through writing and evaluating work, including considering short alternative endings to learnt texts</p>
	National Curriculum/	<p>Reading: Children will engage with texts using a Total Communication approach (signs, symbols and visual aids), developing early comprehension skills through stories, non-fiction, and poetry. Using the Phenomenal Phonics Programme, children will build early decoding skills, developing familiarity with a range of texts and vocabulary. Pupils will respond to questions, predict outcomes, and</p>					



	Engagement Model Links	<p>explore meaning in context. Whole class, group and individualised learning will help to foster a love of reading for all pupils, basing book selection upon reading texts from established authors and children's interests.</p> <p>Writing: Pupils will engage in mark-making and early writing activities, using symbols, pictures, and early phonetic spelling. Focused on motor skills, they will develop their letter and numbers formation, progressing towards creating simple sentences (transcription and composition).</p> <p>Communication and Oracy: Children will develop their use of a range of communication strategies (both verbal and non-verbal communication methods) to interact. Through the Total Communication approach, they will use signs, gestures, and visual aids to express preferences, ask questions, and participate in social exchanges, building their confidence and oracy skills.</p>
	Each cycle	<p>Phonics, word segments and syllables will be taught through the Phenomenal Phonics Programme and English curriculum to support pupils' reading and spelling across all subjects. Vocabulary development will be enhanced by drawing upon links to children's prior knowledge.</p> <p>Cultural Capital: Texts and topics will be selected to enrich pupils' understanding of diverse cultures and backgrounds, aligned with Woodland's Literacy Learning Ladder.</p> <p>Communication skills will be developed through lessons, monitored via the Oracy Programme, with a Total Communication approach (Makaton, PECs) embedded throughout.</p>



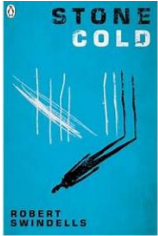
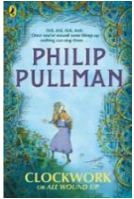
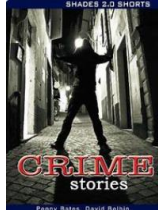

Subject: English	Accreditation: AQA Step Up to English Silver Award (ELC)	Green Pathway
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LONG TERM PLAN

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.

	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS4 (Willow)	Cycle 1	Novel: Boy 87 Themes/Context: refugees, human trafficking, authoritarianism, torture, geography Writing Focus: Letter to his mother, diary entry	Novel: Lord of the Flies Themes/Context: power, society – laws and rules, survival, fear, bullying. Writing Focus: Survival plan, letter asking for help (message in a bottle)	Step Up to English Entry Level Assessments Non-Fiction: Component 1 – Hobbies Writing Focus: Blog describing a hobby	Step Up to English Entry Level Assessments Component 2 – Science Fiction Writing Focus: Creative writing	Step Up to English Entry Level Assessments Non-Fiction	Shakespeare: Romeo & Juliet Themes/Context: relationships and attraction, Shakespearean language, hate and friendship Writing Focus: Diary entry by main character
	National Curriculum Links	<p>Reading: reading a wide range of high-quality, challenging literature, identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects, reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes, seeking evidence in the text to support a point of view, including justifying inferences with evidence.</p> <p>Writing: write accurately and effectively for pleasure and information, adapting their writing for a wide range of purposes. Selecting, and using vocabulary, grammar, form, and structural and organisational features, making notes, writing drafts and restructuring writing. Developing an understanding of accuracy and effectiveness of grammar, punctuation and spelling.</p>					
	Cycle 2	Novel: Jekyll & Hyde (Abridged version) Themes/Context: how behaviour/personalities differ, crime – right & wrong Writing Focus: Jekyll's journal, news report	Novels: The Book Thief, The Boy in the Striped Pyjamas and Diary of Anne Frank Themes/Context: Racism, Nazism, the Holocaust, prejudice, cruelty	Step Up to English Entry Level Assessments Non-Fiction: Component 1 – Music Writing Focus: Non-fiction reviews	Step Up to English Entry Level Assessments Non-Fiction: Component 2 – Dystopian Fiction Writing Focus: Creative writing	Step Up to English Entry Level Assessments Non-Fiction: Component 1 – Holidays Writing Focus: travel feature	Drama/Playscript: Our Day Out, Willie Russell Themes/Context: Performance, understanding dialogue, relationships, behaviour, poverty,



			Writing Focus: character descriptions, notes on historical context, diary entry			about a place visited	historical/social context Writing Focus: short play script, additional scene
National Curriculum Links	<p>Reading: reading a wide range of high-quality, challenging literature, identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects, reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes, seeking evidence in the text to support a point of view, including justifying inferences with evidence.</p> <p>Writing: write accurately and effectively for pleasure and information, adapting their writing for a wide range of purposes. Selecting, and using vocabulary, grammar, form, and structural and organisational features, making notes, writing drafts and restructuring writing. Developing an understanding of accuracy and effectiveness of grammar, punctuation and spelling.</p>						
Cycle 3 2024-5	<p>Novel: Stone Cold by Robert Swindells Themes/Context: Homelessness Crime Writing Focus: Narratives (writing in role) Informal letters</p> 	<p>Novel: Clockwork by Philip Pullman Themes/Context: Fairy Tales Writing Focus: Descriptions (settings and characters) Storyboards/stories</p> 	<p>Step Up to English Entry Level Assessments Component 1 – Pets Themes/Context Reading and writing non-fiction texts Speaking and Listening assignment Writing Focus: Blogs</p>	<p>Step Up to English Entry Level Assessments Component 2 – Crime Crime Stories by Penny Bates and others Themes/Context Crime Fiction Writing Focus: Story</p> 	<p>Step Up to English Entry Level Assessments Component 1 - Style Reading and writing non-fiction texts Speaking and Listening assignment Writing Focus: Newspaper articles</p>	<p>Shakespeare: Macbeth abridged by Leon Garfield A Shakespeare story version</p>  <p>Themes/Context: Shakespearean language, good and evil. Writing focus: Poetry Playscripts</p>	
National Curriculum Links	<p>Reading: reading a wide range of high-quality, challenging literature, identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects, reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes, seeking evidence in the text to support a point of view, including justifying inferences with evidence.</p>						



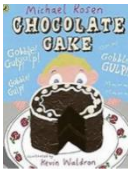

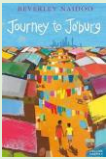
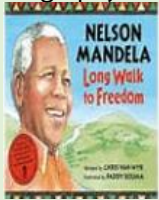
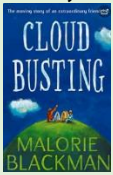
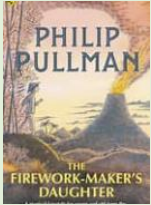
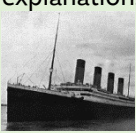
		<p>Writing: write accurately and effectively for pleasure and information, adapting their writing for a wide range of purposes. Selecting, and using vocabulary, grammar, form, and structural and organisational features, making notes, writing drafts and restructuring writing. Developing an understanding of accuracy and effectiveness of grammar, punctuation and spelling.</p>					
	Each cycle	<p>Phonics, word segments and syllabic awareness will be used to develop pupils' understanding and spelling of key words encountered, in literacy lessons and other subjects, Lexonik Vocab to be utilised to support vocabulary development.</p> <p>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.</p>					
KS3-KS4 (Birch)	Cycle 1 2024-25	<p>Phonics, reading and writing tasks. Baselining basic skills – phonic knowledge, reading fluency, creative expression, writing</p> <p>Writing Focus: Short comprehension activities, writing stamina activities</p>	<p>Book: Roald Dahl, Fantastic Mr Fox (texts in library, DVD Literacy Room) Themes: Adventure, daring, family, belonging, survival</p> <p>Writing Focus: Character descriptions, creative writing, planning</p>	<p>Book: The Boy in the Tower (texts in Literacy room) Themes/Context: Mystery, isolation, facing fears, threat</p> <p>Writing Focus: News report</p>	<p>Greek Myths (texts in library and Literacy Room) Themes/Context: moral themes and how fictional stories reflect real life/people</p> <p>Writing focus: Retelling stories or endings</p>	<p>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</p> <p>Writing Focus: Creating presentations with researched facts</p>	<p>Telling Stories – Written and Verbally Told Fiction pupils plan and create from their imaginations (drawing, video, oral storytelling, [higher ability: written stories with support])</p> <p>Writing Focus: Creative writing and planning</p>
	National Curriculum Links	<p>Reading: develop an appreciation and love of reading, and read increasingly challenging material independently learning new vocabulary, relating it to known vocabulary and understanding it with support, making inferences and referring to evidence in the text, exploring aspects of plot, characterisation, events and settings, the relationships between them and their effect.</p>					



	Writing: write accurately for pleasure and information, writing for a wide range of purposes and audiences, applying their growing knowledge of vocabulary and grammar, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.						
Cycle 2	Phonics, reading and writing tasks. Baselining basic skills – phonic knowledge, reading fluency, creative expression, writing Writing Focus: Short comprehension activities, writing stamina activities	Novel: Goodnight Mister Tom (texts in Literacy Room) Themes/Context: Family, responsibility, relationship Writing Focus: Letter home, news report relating to WW2 context	Novel: The Firebird (texts in Literacy Room) Themes/Context: fantasy, mystery, adventure, culture and myth Writing Focus: Creative writing	Classic Myths – Robin Hood (texts in Literacy room) Themes/Context: historical – medieval Britain, selfishness and selflessness Writing Focus: description of events in the story	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 Writing Focus: Creating presentations with researched facts	Telling Stories – Written and Verbally Told Fiction pupils plan and create from their imaginations (drawing, video, oral storytelling, [higher ability: written stories with support] Writing Focus: Creative writing and planning	
National Curriculum Links	Reading: develop an appreciation and love of reading, and read increasingly challenging material independently learning new vocabulary, relating it to known vocabulary and understanding it with support, making inferences and referring to evidence in the text, exploring aspects of plot, characterisation, events and settings, the relationships between them and their effect. Writing: write accurately for pleasure and information, writing for a wide range of purposes and audiences, applying their growing knowledge of vocabulary and grammar, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.						
Cycle 3	Phonics, reading and writing tasks. Baselining basic skills – phonic knowledge,	Book: The Iron Man (texts in Literacy Room) Themes/Context: what does it mean to	Novel: A Monster Calls and creating own story/character Themes/Context: Imagination, death,	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	Telling Stories – Written and Verbally Told Fiction pupils plan and create from	



		reading fluency, creative expression Writing Focus: Short comprehension activities, writing stamina activities	be alive? Bravery and cunning. Writing Focus: News report	denial, and acceptance Writing Focus: Diary entry, email/letter	Writing Focus: Describing characters and creative writing	Geography, History and Non-Fiction sections of library) Themes/Context: using factual sources to learn about the real world through reading and written description Writing Focus: Creating presentations with researched facts	their imaginations (drawing, video, oral storytelling, [higher ability: written stories with support]) Writing Focus: Creative writing and planning
	National Curriculum Links	<p>Reading: develop an appreciation and love of reading, and read increasingly challenging material independently, learning new vocabulary, relating it to known vocabulary and understanding it with support, making inferences and referring to evidence in the text, exploring aspects of plot, characterisation, events and settings, the relationships between them and their effect.</p> <p>Writing: write accurately for pleasure and information, writing for a wide range of purposes and audiences, applying their growing knowledge of vocabulary and grammar, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p>					
	Each cycle	<p>Phonics, word segments and syllabic awareness will be used to develop pupils' understanding and spelling of key words encountered, in literacy lessons and other subjects, Lexonik Vocab to be utilised to support vocabulary development.</p> <p>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.</p>					
KS2-KS3 (Beech and Pine)	Cyle 1 Beech 2024-25	<p>Novel: The Twits Roald Dahl Themes/Contexts Exploring characters</p> <p>Writing focus: Captions and speech bubbles.</p>	<p>Group reading (teacher reading to class) Around the World in 80 Days (texts in Literacy Room) Words and sounds – geography, history</p>	<p>Poetry: eg: <i>Michael Rosen Chocolate Cake.</i> <i>Ted Hughes Meet my Folks</i> Themes/contexts Narrative and rhyme Writing focus:</p>	<p>Non-fiction: Biography/ Autobiography <i>Floella Benjamin Coming to England</i> Themes/Contexts Windrush generation/migration</p>	<p>Past and Present Story/stories set in the past – how culture and places changes over time Writing Focus: Creative writing</p>	<p>Telling Stories – Written and Verbally Told Fiction pupils plan and create from their imaginations (drawing, video, oral storytelling, [higher</p>

		<p>Colourful semantics sentence</p> 	<p>of transport, adventure</p> <p>Writing Focus: Letter home listing adventures</p>	<p>Poems</p> <p>Colourful semantics sentence</p> 	<p>Writing focus: Captions Colourful semantics sentence</p> 	<p>shorts in past and present tense</p>	<p>ability: written stories with support] Writing Focus: Planning and creative writing</p>
	<p>National Curriculum Links</p>	<p>Reading: develop an appreciation and love of reading, and read increasingly challenging material, encounter a wide range of fiction and non-fiction, including in particular whole books and short stories, learning new vocabulary, checking their understanding to make sure that what they have read makes sense, studying setting, plot, and characterisation, continually increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Writing: writing for pleasure and information, applying their growing knowledge of spelling, vocabulary and grammar, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p>					
	<p>Cycle 2 Pine 2024-25</p>	<p>Novel: Beverly Naidoo <i>Journey to Jo'burg</i> Themes/Context Apartheid Writing focus: Informal letters and diaries</p> 	<p>Non-fiction Biography and Autobiography: Nelson Mandela <i>The Long Walk to Freedom</i> Little People Big Dreams Nelson Mandela Writing focus: Biography</p> 	<p>Novel/Poetry: Malorie Blackman <i>Cloud Busting</i> Themes/Context Bullying/neurodiversity Writing focus: Poetry</p> 	<p>Novel: Philip Pullman <i>The Firework Maker's Daughter</i> Themes/Context Adventure/Gender stereotypes Writing focus: Descriptions and narratives</p> 	<p>Non-fiction texts: Reports and explanations including newspaper reports Themes/context The Titanic Writing focus: Reports and explanations</p> 	<p>Play: A Midsummer Night's Dream Animated tales and story version. Themes/Context Shakespeare</p>  <p>Writing focus: Plays and poetry</p>



	National Curriculum Links	<p>Reading: develop an appreciation and love of reading, and read increasingly challenging material, encounter a wide range of fiction and non-fiction, including in particular whole books and short stories, learning new vocabulary, checking their understanding to make sure that what they have read makes sense, studying setting, plot, and characterisation, continually increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Writing: writing for pleasure and information, applying their growing knowledge of spelling, vocabulary and grammar, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p>					
	Cycle 3	<p>Phonics – reading and writing letters – thinking about letters, sounds and meaning Baselining basic skills – phonic knowledge, reading fluency, creative expression, writing</p>	<p>Group reading (teacher reading to class) The Boy, the Mole, the Fox and the Horse Understanding emotions and being kind</p>	<p>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</p>	<p>Book: The Iron Man (texts in Literacy Room) Themes/Context: what does it mean to be alive? Bravery and cunning.</p>	<p>Past and Present Story set in the past – how culture and places changes over time</p>	<p>Telling Stories – Written and Verbally Told Fiction pupils plan and create from their imaginations (drawing, video, oral storytelling, [higher ability: written stories with support])</p>
	National Curriculum Links	<p>Reading: develop an appreciation and love of reading, and read increasingly challenging material, encounter a wide range of fiction and non-fiction, including in particular whole books and short stories, learning new vocabulary, checking their understanding to make sure that what they have read makes sense, studying setting, plot, and characterisation, continually increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Writing: writing for pleasure and information, applying their growing knowledge of spelling, vocabulary and grammar, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p>					
	Each cycle	<p>Phonics and word segments will be used to develop pupils' understanding and spelling of key words encountered, in literacy lessons and other subjects, Lexonik Vocab to be utilised to support vocabulary development. 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.</p>					



<u>KS1/2</u>	Cycle 1	Phonics activities and communication using PECS. 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...)	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, [higher ability: written stories with support])	Group reading of a longer text: Roald Dahl, Beatrix Potter, etc.
	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 storytelling, [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: 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, fear, travel, supernatural, tragedy Writing Focus: Letters and journals	Topic(s): 19th Century novel: Frankenstein Theme/Context: 19 th Century-attitudes to science, romanticism Writing Focus: Diary entry, comprehension essay with textual references	Topic(s): Post 1914 Literature (Play): An Inspector Calls Theme/Context: The class system, socialism, women's rights, exploitation Writing Focus: report writing – character and plot analysis	Topic(s): Literature (Shakespeare) Macbeth – and Spoken Language task GCSE English Language (research & presentation) Theme/Context: Elizabethan/medieval beliefs, guilt, betrayal, Shakespearian language Writing Focus: comprehension essay with textual references	Topic(s): Non-Fiction and Understanding Language, Poetry, Revision Theme/Context: persuasive writing, factual content, poetic verse Also: Completion of Entry Level Step Up to English assessments where appropriate Writing Focus: news reports and transactional writing	Topic(s): Revision of all Literature texts and Language examples/skills (Y11), functional literacy S.P.A.G. Knowledge testing
	National Curriculum Links	Reading: English literature, both pre-1914 and contemporary, making inferences and referring to evidence in the text, reading critically increasingly challenging texts, learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries, increasingly challenging texts, knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Shakespeare scripts, challenging texts, making inferences, studying setting, plot, and characterisation, reading a wide range of fiction and non-fiction, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning, making critical comparisons across texts, studying a range of authors, including at least two authors in depth each year, seeking evidence in the text to support a point of view, including justifying inferences with evidence.					



	<p>Writing: write accurately, fluently, effectively and at length for pleasure and information, adapt their writing for a wide range of purposes. Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, making notes, writing drafts and restructuring writing. Developing an understanding of accuracy and effectiveness of grammar, punctuation and spelling.</p>					
Cycle 2	<p>Post 1914 Literature: Animal Farm Themes/Context: Socialism vs Capitalism, dictatorships and tyranny Writing Focus: News report, diary entry, propaganda speech</p>	<p>19th Century novel: A Christmas Carol Themes/Context: Gothic novel, poverty, guilt, 19th century society, charity Writing Focus: Ghost story, journal entry, letter of apology</p>	<p>Post 1914 Literature (Play): An Inspector Calls Theme/Context: The class system, socialism, women's rights, exploitation Writing Focus: character analysis, diary by Eva Smith</p>	<p>Literature (Shakespeare) Macbeth – and Spoken Language task GCSE English Language (research & presentation) Theme/Context: Elizabethan/medieval beliefs, guilt, betrayal, Shakespearean language</p>	<p>Non-Fiction and Understanding Language, Poetry, Revision Theme/Context: persuasive writing, factual content, Poetic verse Also: Completion of Entry Level Step Up to English assessments where appropriate Writing Focus: news reports and transactional writing</p>	<p>Revision of all Literature texts and Language examples/skills (Y11), functional literacy S.P.A.G. Knowledge testing</p>
National Curriculum Links	<p>Reading: English literature, both pre-1914 and contemporary, making inferences and referring to evidence in the text, reading critically increasingly challenging texts, learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries, re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons, Shakespeare scripts, challenging texts, making inferences, studying setting, plot, and characterisation, reading a wide range of fiction and non-fiction, knowing the purpose, audience for and context of the writing and drawing on this, knowledge to support comprehension, studying a range of authors, including at least two authors in depth each year, seeking evidence in the text to support a point of view, including justifying inferences with evidence.</p> <p>Writing: write accurately, fluently, effectively and at length for pleasure and information, adapt their writing for a wide range of purposes. Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, making notes, writing drafts and restructuring writing. Developing an understanding of accuracy and effectiveness of grammar, punctuation and spelling.</p>					
Cycle 3	<p>19th Century novel: Silas Marner</p>	<p>Post 1914 text, Coram Boy Themes/Context:</p>	<p>Post 1914 Literature: (Play)</p>	<p>Literature (Shakespeare) Macbeth – and</p>	<p>Non-Fiction and Understanding</p>	<p>Revision of all Literature texts and Language</p>



	Sycamore 2024-25	Theme/Context: Industrial Britain, human character, attitudes to poverty and crime Writing Focus: Diary entry, letter, comprehension essay	Cruelty, loss, murder, greed, racism, friendship, 18 th Century society, inequality Writing Focus: character analysis, report writing Alternative novel: Lord of the Flies Themes/Context: Survival, human nature, bullying, social responsibility	The Empress by Tanika Gupta Themes/Context: Dystopian society, use of media to control ideas, fascism. Writing Focus: play script, comprehension essay	Spoken Language task GCSE English Language (research & presentation) Themes/Context: Elizabethan/medieval beliefs, guilt, betrayal, Shakespearean language Writing Focus: comprehension essay, character analysis	Language, Poetry, Revision Themes/Context: persuasive writing, factual content, Poetic verse Also: Completion of Entry Level Step Up to English assessments where appropriate Writing Focus: news reports and transactional writing	examples/skills (Y11), functional literacy S.P.A.G. Knowledge testing
	National Curriculum Links	<p>Reading: English literature, both pre-1914 and contemporary, making inferences and referring to evidence in the text, reading critically increasingly challenging texts, learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries, increasingly challenging texts, knowing the purpose, audience for and context of the writing and drawing on this, knowledge to support comprehension Shakespeare scripts, challenging texts, making inferences, studying setting, plot, and characterisation reading a wide range of fiction and non-fiction, knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features presents meaning, studying a range of authors, including at least two authors in depth each year, seeking evidence in the text to support a point of view, including justifying inferences with evidence.</p> <p>Writing: write accurately, fluently, effectively and at length for pleasure and information, adapt their writing for a wide range of purposes. Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, making notes, writing drafts and restructuring writing. Developing an understanding of accuracy and effectiveness of grammar, punctuation and spelling.</p>					
	Each cycle	Phonics, word segments and syllabic/morphemic awareness will be used to develop pupils' understanding and spelling of language encountered, in literacy lessons and other subjects, Lexonik Vocab to be utilised to support vocabulary development. 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.					
KS3 Blue/Green	Cycle 1 Elm 2024-25	Novel: Skellig Speaking and Listening:	Play: War Horse	Novel: The Boy at the Back of the Class	Non-Fiction – Marcus Rashford You Can Do It	Poetry Themes/Context: various; friendship,	Creative Writing and film project



<u>Pathway Pupils</u>		<p>Make predictions and discuss the blurb Reading: different covers, the blurb and chapter 1 Visualisation of the garage. Writing Focus: Character descriptions- modelling sentences. Short diary extracts from Micheal's perspective. Character profiles. Death writing a negative description of Dr Death.</p>	<p>Themes/Context: WW1, death & loss, animal cruelty Writing Focus: Character profiles, diary entry, first-person perspective.</p>	<p>Themes/Context: Writing Focus: Persuasive writing, a letter to the Prime Minister, the next part of the story, a news broadcast.</p>	<p>Themes/Context: ambition, self-help, news, biography, factual content Writing Focus: non-fiction transactional writing.</p>	<p>loss, war, romance, society Writing Focus: Referencing texts for analysis and writing poetry.</p>	<p>Writing Focus: Planning and writing own stories and scripts.</p>
	National Curriculum Links	<p>Reading: analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact, reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, literature both pre-1914 and contemporary, including prose, poetry and drama, making inferences and referring to evidence in the text, learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries, recognising a range of poetic conventions and understanding how these have been used, develop an appreciation and love of reading, including prose, poetry and drama, checking their understanding, making critical comparisons across texts, studying setting, plot, and characterisation, and the effects of these, knowing the purpose, audience for and context of the writing.</p> <p>Writing: write accurately, fluently, effectively and at length for pleasure and information, writing for a wide range of purposes and audiences, summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p>					
	Cycle 2	<p>19th century novel: Dracula Themes/Context: Gothic horror</p>	<p>Dracula & Creative Writing Themes/Context:</p>	<p>Text: The Midnight Fox Themes/Context: Family, home,</p>	<p>Non-Fiction Theme/Context: news, persuasive</p>	<p>Shakespeare – Romeo & Juliet Themes/Context: Elizabethan</p>	<p>Poetry & creative Writing</p>



	genre, romanticism, emotions – desire and fear	Imaginative gothic writing	adventure, nature, animal cruelty, compassion	writing, factual content	theatre, Shakespearean language	Themes/Context: various, war, romance, society
National Curriculum Links	<p>Reading: analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact, reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, literature both pre-1914 and contemporary, including prose, poetry and drama, making inferences and referring to evidence in the text, learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries, recognising a range of poetic conventions and understanding how these have been used, develop an appreciation and love of reading, including prose, poetry and drama, checking their understanding, making critical comparisons across texts, studying setting, plot, and characterisation, and the effects of these, knowing the purpose, audience for and context of the writing.</p> <p>Writing: write accurately, fluently, effectively and at length for pleasure and information, writing for a wide range of purposes and audiences, summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p>					
Cycle 3	The Book Thief & The Boy in the striped Pyjamas and related texts Themes/Context: Conflict, prejudice, the holocaust, narrative style	Novel: Jekyll & Hyde Themes/Context: Differences in personality, right & wrong, 19 th century London	Novel: The Hound of the Baskervilles Themes/Context: Crime, mystery, fear, family, 19 th century	Non-Fiction Theme/Context: news, transactional writing, factual content	Poetry Themes/Context: various; friendship, loss, war, romance, society	Creative-Writing play scripts, drama Themes/Context: various, war, romance, society
National Curriculum Links	<p>Reading: analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact, reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors, literature both pre-1914 and contemporary, including prose, poetry and drama, making inferences and referring to evidence in the text, learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries, recognising a range of poetic conventions and understanding how these have been used, develop an appreciation and love of reading, including prose, poetry and drama, checking their understanding, making critical comparisons across texts, studying setting, plot, and characterisation, and the effects of these, knowing the purpose, audience for and context of the writing.</p> <p>Writing: write accurately, fluently, effectively and at length for pleasure and information, writing for a wide range of purposes and audiences, summarising and organising material, and supporting ideas and arguments with any necessary factual detail</p>					



		applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form, amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.					
	Each cycle	Phonics, word segments and syllabic awareness will be used to develop pupils' understanding and spelling of key words encountered, in literacy lessons and other subjects, Lexonik Vocab to be utilised to support vocabulary development. 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 Texts in literacy room – abridged Romeo & Juliet, Macbeth, The Tempest.	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 Texts in literacy room – abridged Romeo & Juliet, Macbeth, The Tempest.	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 Themes/Context: cultural/social contexts	Non-Fiction and Transactional Writing Themes/Context: persuasive writing, factual content	Introduction to Shakespeare Themes/Context: Elizabethan language/theatre Texts in literacy room – abridged Romeo & Juliet,	Creative Writing Themes/Context: creating hooks, developing characters, using adjectives



						Macbeth, The Tempest.	
	Each cycle	<p>Phonics, word segments and syllabic awareness will be used to develop pupils' understanding and spelling of key words encountered, in literacy lessons and other subjects, Lexonik Vocab to be utilised to support vocabulary development.</p> <p>Cultural Capital: Texts and topics guided by suggested reading and base/background knowledge in Literacy Learning Ladder KS2-3.</p> <p>Pupils will develop communication skills through activities in lessons, with progress monitored through the Oracy Programme.</p>					

