



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.



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 and visual support and a TEACCH approach to promote independence. Children will participate in reading through interactive stories and phonics lessons and in writing by making marks, using symbols or writing simple words/ short sentences using phonic knowledge.	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 and 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 an interest in sounds, symbols and pictures. Children will respond to stories, ask questions and engage with phonics. Children will choose their own books	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	Children will use a variety of texts to research questions. They will use a library and search engine to find information. They will identify authors and genres they enjoy and choose and request books to read.



	and use them to support learning in all areas of the curriculum.	make links between phonics and the world around them.	Children will explore the meaning of words using morphology and dictionaries.
Character	Children will engage with peers in shared reading and communication activities, showing preferences for different ways of expressing themselves. Children will build positive interactions with peers and adults and initiate communication.	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.



Long Term Plan for Communication (including oracy)

Yellow pathway	Green pathway	Blue pathway
<p>Pupils will begin to respond appropriately to closed questions, using their preferred method of communication. (yes or no)</p> <p>Pupils will respond to simple and familiar instructions in school and the community, e.g. snack time, getting on the bus.</p> <p>Pupils will develop a range of vocabulary enabling them to communicate their needs and express their emotions to those familiar to them. They will be encouraged to communicate using their preferred method e.g. spoken words, gesture, signs and symbols.</p> <p>Pupils will begin to name and categorise objects, people and places. They will use single or two-word phrases familiar to them. They will be encouraged using pictures and symbols (colourful semantics) to construct and articulate simple sentences.</p> <p>Pupils will have opportunities to express their preferences and make choices using their preferred method of communication.</p> <p>Pupils will engage in activities related to early sound awareness. (phase 1 phonics) They will engage with sounds, including instrumental sounds, environmental sounds, body percussion, voice sounds, stories and rhymes.</p>	<p>Pupils will listen and respond appropriately to adults and peers.</p> <p>Pupils will communicate with a range of people in school for a range of purposes.</p> <p>Pupils will communicate their needs and preferences independently expressing their own viewpoint.</p> <p>Pupils will listen and respond to instructions, 2 steps or more in different lessons.</p> <p>Pupils will further develop their range of vocabulary using their preferred method of communication. Pupils will develop their expressive and receptive language, contributing to group discussions.</p> <p>Pupils will develop their conversation skills. They will maintain attention for longer periods of time and participate actively in unplanned conversations with peers and staff.</p> <p>Pupils will respond appropriately to “wh” questions.</p> <p>Pupils will describe and explain their ideas using conjunctions like if, and, but, because, to add additional information.</p> <p>Pupils will use the correct tense when they talk about their lives and experiences.</p>	<p>Pupils will listen and respond appropriately to others, both in school and the wider community.</p> <p>Pupils will be able to differentiate their interactions to suit different purposes and audiences.</p> <p>Pupils will be able to communicate key information to keep themselves safe.</p> <p>Pupils will use standard English in a range of formal and informal contexts.</p> <p>Pupils will be able to follow and offer more complex instructions. They will be able to process, retain and sequence information with greater independence.</p> <p>Pupils will show an awareness of different registers and styles of communication and use them effectively to for a range of different purposes. They will further extend their vocabulary including subject specific vocabulary.</p> <p>Pupils will be able to express themselves confidently and effectively, participating actively in conversations, respecting and responding to the opinions and viewpoints of others.</p> <p>Pupils will use communication skills effectively to further explore topics and ideas including speculating and hypothesising.</p>



<p>Pupils will persist in using signs, symbols and objects of reference to help them navigate the learning environment and follow routines.</p> <p>Pupils will engage in games which promote anticipation and turn taking e.g. using intensive intervention strategies and the use of Attention Autism. They will persist for short periods of time.</p> <p>Pupils will engage in activities that promote listening skills and following instructions, e.g. action songs, tidying up and finding items.</p> <p>Pupils will show some realisation of familiar and unfamiliar people and differentiate their interactions.</p> <p>Pupils will begin to recognise and name simple emotions using Zones of Regulation activities and resources. They will accept support and comfort when they are dysregulated.</p> <p>Pupils will engage in supported interactions with both peers and adults. They will engage in group activities.</p> <p>Pupils will initiate communication spontaneously during a familiar activity</p> <p>Pupils will be given opportunities to experience the workplace and contribute to it, e.g. taking orders in café or selling things in shop.</p>	<p>Pupils will use simple time connectives such as first, next and then to describe, sequence and explain.</p> <p>Pupils will ask relevant questions to extend their understanding and knowledge. They will develop their own viewpoints and articulate ideas and opinions.</p> <p>Pupils will perform in a range of drama activities and performances showing and understanding of different roles.</p> <p>Pupils will develop and correctly use subject specific vocabulary in lessons (e.g. maths science, humanities)</p> <p>Pupils will differentiate their interactions for different purposes and audiences e.g. familiar/unfamiliar, informal/formal.</p> <p>Pupils will be able to talk about their feelings and ask for help when needed. They will engage in the language of Zones of Regulation and describe and employ strategies for self-regulation.</p> <p>Pupils will develop the skills and knowledge to participate in discussions, presentations, performances and role play.</p> <p>Pupils will be given opportunities to develop communication skills for the workplace including phone calls, interviews and talking to customers.</p>	<p>Pupils will be able to gain, maintain and monitor the interest and attention of the listener.</p> <p>Pupils will be able to clearly articulate how they are feeling offering explanations and discussing possible resolutions. They will use the language of Zones of Regulation confidently and effectively.</p> <p>Pupils will participate in discussions, interviews, presentations, performances, role play, improvisations and debates.</p> <p>Pupils will actively participate in improvising, rehearsing and performing play scripts and poetry to generate language and discuss language use and meaning. They will use role, intonation, tone, volume mood, silence, stillness and action to add impact.</p> <p>Pupils will be given opportunities to develop communication skills for the workplace including customer service, interview and presentation skills.</p>
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Long Term Plan for Reading (including phonics)

Yellow Pathway	Green Pathway	Blue Pathway
<p>Pupils will explore reading through sensory stories and sharing books. They will engage with pictures. They will dress up and select props and objects to interact with a story or poem. They will anticipate events in a familiar story.</p> <p>Pupils will express a preference for familiar books and stories and choose books to read for pleasure.</p> <p>Pupils will explore phase 1 phonics books with an adult using words, signs, symbols and gesture to respond e.g. pointing to the cat. They will take control of the pace of reading and express emotions. E.g. delight or surprise.</p> <p>Children will anticipate reading through joining in the repetitive verses over time and anticipate known events e.g. claps and actions. They will enjoy class songs. They will participate and learn signs to well-known, age appropriate, songs.</p> <p>Pupils will engage with different characters in stories and poems e.g. Sleeping Beauty and The Owl and the Pussycat, identifying emotions such as happy, sad and angry. Pupils will use props and objects to connect with characters and age-appropriate stories. e.g. Where the Wild Things Are.</p> <p>Pupils will interact with pictures in books and respond with words, signs, symbols and gestures (e.g. pointing to the characters). Pupils will understand that symbols have meaning. They will persist in using an increasing</p>	<p>Pupils will develop their reading skills through understanding the purpose of different books and recognising some key features of fiction and non-fiction. They will choose books to read for pleasure and follow an adult reading a book.</p> <p>Pupils will develop their reading though joining in and following when adults read. They will retell rhymes and repeat verses using appropriate expression. They will enjoy poetry recognising rhyme, rhythm and some language features e.g. adjectives and nouns.</p> <p>Pupils will develop an understanding of feelings and emotions of themselves and others through how characters are represented in stories. Answering questions like; how is a character feeling? How do you know? Pupils will role play familiar characters.</p> <p>Pupils will develop their reading comprehension of fiction texts by, for example sequencing events in a story or predicting an end to a story, creating character profiles or writing in role.</p> <p>Pupils will recognise the purpose of a range of texts and identify the key features e.g. narrative poem, newspaper report, explanation and advertisement.</p> <p>Pupils will skim and scan non-fiction texts for facts. They will understand and describe the layout and key features of a range of non-fiction texts. They will navigate non-fiction books using the index, contents and glossary</p>	<p>Pupils will further develop their reading skills through listening to, discussing and expressing views about a wide range of texts including plays, fiction, poetry and non-fiction.</p> <p>Pupils will make choices about what they read for pleasure and express preferences for authors and genres. They will empathise with characters and identify themes. They will use reading, including digital texts, to research classroom topics and follow their own interests.</p> <p>Pupils will increase their familiarity with a range of poems. They will prepare poems to read aloud and perform them with expression. They will reflect on meaning and language features (simile, metaphor, personification).</p> <p>Pupils will infer characters feelings, thoughts and motives from their actions and justify inferences with evidence. They will participate in discussion and listen to others. They will respond to texts in various way, e.g. a diary entry.</p> <p>Pupils will further develop their reading comprehension using prior knowledge and experience. They use information to ask and answer questions and to predict what might happen next. Pupils will recognise the key features of a text, e.g. descriptions, facts, dialogue.</p>



<p>number of everyday symbols and those relating to a topic.</p> <p>Pupils will listen to and talk about non-fiction texts on a topic, e.g. plants or space, to develop a deep familiarity with new knowledge and vocabulary</p> <p>Pupils will learn to recognise some letters and sounds and will begin to blend them to decode reading books (phase 2/3).</p> <p>Pupils will initiate reading using their knowledge of sounds to decode text.</p> <p>Pupils will engage with texts that will support independent living and employability, e.g. recipes, food labels, road signs and instructions.</p>	<p>Pupils will learn letter sounds, phonemes and graphemes to enable them to decode simple texts. They will acquire a comprehensive knowledge of GPCs (Grapheme-Phoneme Correspondences) and blend them for reading texts matched to their phonic knowledge.</p> <p>Pupils will increase their knowledge of “tricky” sight words to enable them to decode simple texts.</p> <p>Pupils will develop their emotional literacy through reading novels and poems, responding with empathy to characters, themes and events, e.g. refugees, homelessness, racism, the second world war.</p> <p>Pupils will experience websites and electronic texts identifying key features and extracting information to support independent living and employment. e.g. researching careers, places of work, colleges and alternative provision for post 16.</p>	<p>Pupils will develop a wide phonic knowledge enabling them to decode more complex texts. They will also develop their knowledge of spelling, understanding the role of morphology and etymology (spelling principles and the relationship between meaning and spelling).</p> <p>Pupils will read texts dealing with complex issues that support their emotional and social development, e.g. bullying, change, loss and adolescence. They may recognise that reading has a positive impact on their mental health.</p> <p>Pupils will be taught the functional skills necessary to research employment opportunities and post 16 education options including websites, brochures and other literature.</p> <p>Pupils will be taught the functional skills necessary engage with their community and live independently</p>
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Long Term Plan for Writing		
Yellow Pathway	Green Pathway	Blue Pathway
<p>Pupils will explore a range of physical movements to prepare them for mark making, e.g. making large circular movements with a ribbon. They will use their hands and feet to explore making marks, e.g. footprints in the snow, finger painting, drawing in sand/foam.</p> <p>Pupils will discover a range of malleable materials, e.g. dough, clay, putty which they use to create marks using simple tools, fingers and hands. They use gross motor movements to create marks using a pincer or dagger grip.</p> <p>Pupils will use signs and choose symbols to communicate meaning. They will develop their core stability and proprioception to supporting the gross and fine motor development required for writing.</p> <p>Pupils will experiment with a range of tools to make horizontal, vertical and circular marks, e.g. pencils, paint sticks, pens, crayon, chalk and touch screen devices. They will explore a range of surfaces including paper, blackboards, whiteboards, sand and tarmac.</p> <p>Pupils will experience a range of grips to hold writing implements including a dagger grip, pincer grip and tripod grip. With support they will develop the fine motor skills to control the marks they make and form shapes.</p> <p>Pupils will discover that marks have meaning, including symbols and initial sounds They will make</p>	<p>Pupils will develop their writing skills using their growing knowledge of grapheme-phoneme correspondence to segment and build words.</p> <p>Pupils will use Widgit symbols to support their writing in various ways including Colourful Semantics and word banks.</p> <p>Pupils will develop pencil control to form letters correctly. They will learn to build sentences using spaces between words, and key punctuation, including capital letters, full stops and question marks.</p> <p>Pupils will learn an increasing number of “tricky” words and sight vocabulary and use these in their writing.</p> <p>Pupils will write for a range of purposes and show some awareness of audience e.g. writing formal and informal letters. They will write for different purposes in different lessons using word banks of subject specific vocabulary.</p> <p>Pupils will use writing frames and success criteria to support the development of a range of texts including instructions, reports, stories, poems and descriptions.</p> <p>Pupils will use writing to communicate how they feel. They will use writing to express their ideas and the thoughts and feelings of characters in books they have read.</p>	<p>Pupils will communicate through writing using grapheme-phoneme correspondences as well as more complex spelling patterns and exceptions.</p> <p>Pupils will develop an understanding of morphology and etymology and spell and use a more complex vocabulary from the Key Stage 2/3 programme of study.</p> <p>Pupils will learn to use the full range of punctuation including speech marks, commas and ellipsis and choose vocabulary including adjectives and adverbs to create more complex and vivid sentences. They will explore ways of connecting different parts of text and begin to organise their work in paragraphs.</p> <p>Pupils writing will be of a consistent and high quality so it can be read clearly by others. Pupils will use different ICT packages to draft and present work. Pupils will use different layouts structures in their writing across the curriculum.</p> <p>Pupils will learn how to plan and organise their writing. They will explore similar texts to develop the correct structure, recognising the key features and purpose, e.g. letter, story, recount, instructions, report and poems.</p> <p>Pupils will express themselves through writing. They will write about their thoughts and feelings. They will write in a range of genres enabling them to write an argument, express an opinion and complain. They will</p>



<p>marks or use letters when asked to write their name. They will begin to form letters to match sounds.</p> <p>Pupils will develop their writing skills from left to right.</p> <p>Pupils will discover that writing links to the spoken word and choose symbols or the initial sound of some key words to match to spoken words, e.g. dog or cat.</p> <p>Pupil will begin to segment words for spelling using their phonic knowledge.</p> <p>Pupils will choose symbols to support the composition of a sentence or caption. (Colourful Semantics)</p> <p>Pupils will write creatively including speech bubbles, lists and captions using their phonic knowledge, writing frames and word banks.</p> <p>Pupils will orally rehearse captions and short sentences before writing, e.g. the cat on the mat.</p> <p>Pupils will practise writing personal data including their full name and address.</p>	<p>Pupils will learn to understand the permanence of writing and will read their writing aloud to others and suggest ways to improve it. Pupils will look at other pupils' work and say why they like it. Pupils will practise using ICT to produce simple texts.</p> <p>Pupils will develop their understanding of different structures of writing, exploring examples of different texts, and will use this to write, e.g. reports, explanations, instructions, diaries, stories and poems.</p> <p>Pupils will participate in shared writing learning how to use key features to create a text and decide on appropriate content.</p> <p>Pupils will use writing frames to write texts that support both independent living and employability including the use of personal data e.g. CVs, application forms, emails and letters.</p>	<p>write in role as fictional characters and historical figures developing empathy.</p> <p>Pupils will learn to proofread and evaluate their own work and respond positively to others'. They will suggest and make improvements using the success criteria. Pupils will use editing tools when using ICT.</p> <p>Pupils will be given opportunities to write texts that support both independent living and employability including the use of personal data e.g. CVs, web-based application forms, emails and letters.</p>
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Literacy and Communication	Accreditation: AQA Unit Awards	Yellow Pathway
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me, Myself and I fiction	My World non-fiction/fiction	The Natural World Non-fiction/fiction	World of Work non-fiction	An Imaginary World fiction	In the Garden non-fiction/fiction
<p>Text suggestions: <i>The Colour Monster</i> <i>Barbara Throws a Wobbler</i> <i>Giraffes Can't Dance</i> <i>The Koala Who Could</i></p> <p>Communication: signs and symbols in school signs and symbols to support independence signs and symbols to describe feelings.</p> <p>Reading activities: Sequence a story Retell a story Identify feelings of characters</p> <p>Writing: Mark making Fine and gross motor Speech bubbles My feelings Colourful semantics</p>	<p>Text suggestions: <i>Here We Are: Notes for Living on Planet Earth</i> <i>Welcome to our World</i> <i>The same but Different</i> <i>Aliens Love Underpants</i> <i>The Gruffalo.</i></p> <p>Communication: Signs and symbols to support stories Role play, using props Using instruments/body percussion to engage with a story Joining in with a familiar story</p> <p>Reading activities: Locating pictures Expressing a preference Matching symbols and pictures. Describing characters Respond to a text</p> <p>Writing: Mark making Fine and gross motor Captions Colourful semantics</p>	<p>Text suggestions: <i>The Tiny Seed</i> <i>Oi Frog!</i> <i>The Mystery of the Golden Wonder flower</i> <i>Someone Swallowed Stanley</i> <i>A little guide to Wildflowers</i> <i>Animals and us</i></p> <p>Communication: Signs and symbols for nature Signs for colours Role play (a seed, different animals). Describe an animal (e.g. smooth or furry?) Small world play</p> <p>Reading activities Sensory stories with natural objects Following instructions (planting a seed) Sequencing (lifecycles)</p> <p>Writing: Mark making Fine and gross motor Lists</p>	<p>Text suggestions: <i>People who help us</i> <i>Firefighters</i> <i>What do people do all day?</i> <i>Ada Twist</i></p> <p>Communication: Signs and symbols for emergency Sharing information to keep me safe Props for different jobs Role-play jobs Express preferences Small world play</p> <p>Reading: Choosing a book to support a topic. Identifying text and pictures Matching words/symbols with pictures e.g. doctor Identifying workplaces (supermarket, hospital, farm) Describing jobs</p> <p>Writing: Mark making Fine and gross motor Labelling pictures Writing personal information Colourful semantics</p>	<p>Text Suggestions: <i>Dinosaurs and all that Rubbish</i> <i>Where the Wild Things are</i> <i>Wind in the Willows (abridged, illustrated)</i> <i>Winnie the Pooh</i></p> <p>Communication: signs and symbols to support texts role play (dancing/parade) small worlds play (dinosaurs) sensory play (Wild Thing textures)</p> <p>Reading: Identifying how characters feel at different points in a story Retelling the story Build a rocket using recycling.</p> <p>Writing: Mark making Fine and gross motor Speech bubbles Character profiles e.g. Toad, Max (shared writing) Colourful semantics</p>	<p>Text suggestions: <i>Once Upon a Raindrop</i> <i>Everything you Need for a Treehouse,</i> <i>A Planet Full of Plastic</i> <i>The Secret Sky Garden</i></p> <p>Communication: Signs and symbols to support texts Describing a process using signs and symbols (water cycle and composting)</p> <p>Reading: Identify/predict what a book is about from the cover Sequence events in a process Sequence instructions</p> <p>Writing: Mark making Fine and gross motor Lists (everything you need for....) Shared writing of instructions and explanations Write simple instructions or match captions to pictures</p>

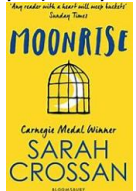




	<p>Choosing words/symbols to describe characters</p>	<p>Shared writing of instructions. Colourful semantics Choose words/symbols to describe animals. Write a list poem (adjective/noun)</p>	<p>Matching words/symbols with pictures e.g. doctor Identifying workplaces (supermarket, hospital, farm)</p>		<p>Colourful Semantics</p>
<p>Development Matters/ Engagement Steps Links</p>	<ul style="list-style-type: none"> • Listen to stories and demonstrate understanding of what is happening • Identify objects from a description “blue car” • Understand and respond to questions who, what, where? • Transition attention from one activity to another • Engage with a teacher led activity (Attention Autism) • Understand instructions supported by symbols (e.g. now and next) • Sing/engage with songs including signs • Explore and make many sounds (phase 1 phonics) • Pronounce many sounds • Express a preference • Imitate environmental sounds in own manner • Maintains interest in pictures for a minute while the content is named • Shows an interest in ‘reading’ with a member of staff • Reinforces choice/understanding with response • Shows preferences by pointing/gesturing when provided with both a favoured and disliked option • Requests a favourite activity through their chosen form of communication when self-selecting tasks • Imitates the actions of others during imaginative play 		<ul style="list-style-type: none"> • Understand why listening is important • Learn new vocabulary • Articulate ideas in well-formed sentences/use communication aid to express themselves • Connect ideas using connectives or sequence pictures/symbols • Describe events (using signs and choosing symbols) • Use communication to help sort out problems and organise activities • Develop some social phrases/signs • Engage with story time • Retell a story in different ways • Use new vocabulary in different context • Listen and respond to non-fiction texts to develop new knowledge • Recognise and use some letter sounds and GPCs, blending and segmenting to read and write words (phase 2/3 phonics) • Expresses what they are doing and gives a reason, using words, signs or symbols • Listens as part of a group for short periods • Joins in with familiar poems and songs • Listens for the answers to questions • Experiments with the use of tools with dough • Shows enjoyment in learning a new word • Indicates preferences consistently • Participates in presentations of performances with some prompting but delivery is clear 		
<p>Each cycle</p>	<p>Phonics, word segments and syllables are 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. Cultural Capital: Texts and topics will be selected to enrich pupils' understanding of diverse cultures and backgrounds.</p>				

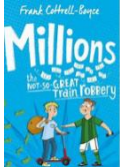
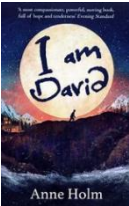
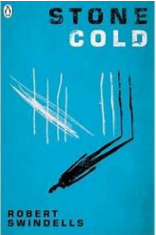
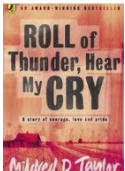
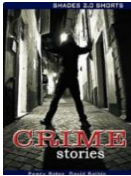



Subject: Literacy and Communication	Accreditation: AQA Step Up to English Silver Award (ELC)	Green Pathway
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LONG TERM PLAN

	<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>	
KS4 Step 2	Cycle 2 2025-26	Narrative poetry: Moonrise Sarah Crossnan Themes/context Life and death Love and forgiveness. Writing Focus narrative poems play scripts 	Novel: The Red Pony John Steinbeck Themes/context Adolescence Writing Focus Writing in role Writing descriptions 	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 Component 1 – not yet released.	Shakespeare: Romeo & Juliet Leson Garfield abridged. A Shakespeare Story Themes/Context: relationships and attraction, Shakespearian language, hate and friendship Writing Focus: Playscripts and narratives 	
	Learning Outcomes: AQA Entry Level Specification	<ul style="list-style-type: none"> • Read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets. • Read and make comparisons between texts, explaining personal preferences where relevant locate and explain information or ideas from texts. • Write effectively and coherently using Standard English appropriately • Use grammar correctly and punctuate and spell accurately. • Acquire and develop an appropriate vocabulary in writing and spoken language. • Listen to and understand spoken language and use spoken Standard English or an alternative form of communication whenever and wherever appropriate. 						
	Cycle 3	Novel: Millions Frank Cottrell Boyce Themes/context Loss and grief Money Writing Focus:	Novel: I am David Ann Holm Themes/context Refugees Germany 1930/40s Writing Focus:	Step Up to English Entry Level Assessments Non-Fiction: Component 1 – Music Writing Focus:	Step Up to English Entry Level Assessments Non-Fiction: Component 2 – Dystopian Fiction	Step Up to English Entry Level Assessments Non-Fiction: Component 1 – Holidays	Drama/Playscript: Our Day Out, Willie Russell Themes/Context: Performance, understanding dialogue, relationships, behaviour,	





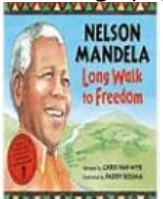
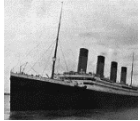


	<p>Write a sentence Describe a character or event.</p> 	<p>Narratives Letters and diaries.</p> 	<p>Non-fiction reviews Letter to a favourite musician.</p>	<p>Writing Focus: Creative writing</p>	<p>Writing Focus: travel feature about a place visited</p>	<p>poverty, historical/social context Writing Focus: short play script, additional scene</p>
<p>Learning Outcomes: AQA Entry Level Specification</p>	<ul style="list-style-type: none"> • Read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets. • Read and make comparisons between texts, explaining personal preferences where relevant locate and explain information or ideas from texts. • Write effectively and coherently using Standard English appropriately • Use grammar correctly and punctuate and spell accurately. • Acquire and develop an appropriate vocabulary in writing and spoken language. • Listen to and understand spoken language and use spoken Standard English or an alternative form of communication whenever and wherever appropriate. 					
<p>Cycle 1 2024-5 Willow</p>	<p>Novel: Stone Cold by Robert Swindells Themes/Context: Homelessness Crime Writing Focus: Narratives (writing in role) Informal letters</p> 	<p>Novel: Roll of Thunder Hear My Cry by Mildred D Taylor Themes/Context: Historical novel Racial injustice Writing Focus: Descriptions (settings and characters) Narratives</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>



	<p>Learning Outcomes: AQA Entry Level Specification</p>	<ul style="list-style-type: none"> • Read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets. • Read and make comparisons between texts, explaining personal preferences where relevant locate and explain information or ideas from texts. • Write effectively and coherently using Standard English appropriately • Use grammar correctly and punctuate and spell accurately. • Acquire and develop an appropriate vocabulary in writing and spoken language. • Listen to and understand spoken language and use spoken Standard English or an alternative form of communication whenever and wherever appropriate. 					
<p>KS3/4 step 1/2</p>	<p>Cycle 2 2025-26</p>	<p>Novel: Philip Pullman <i>The Firework Maker's Daughter</i> Themes/Context Adventure/Gender stereotypes Writing focus: Descriptions and narratives/colourful semantics sentence</p> 	<p>Instructions and non-chronological reports Themes/context e.g. Inventors and inventions Writing focus: Captions Colourful semantics Non-chronological reports Instructions</p>	<p>Traditional Tales: Themes/context e.g. Anansi stories Writing focus Speech bubbles Colourful semantics Character descriptions Narratives</p> 	<p>Poetry: e.g. Cloud Soup Kate Wakeling Themes/context various Writing focus Poems Choosing and combining vocabulary</p> 	<p>Recounts and persuasive texts Themes/context e.g. Extreme Planet Writing Focus Captions Colourful semantics Recounts Persuasive writing</p>	<p>Novel: Kiki's delivery service Eiko Kadono Theme/context Dealing with change Writing Focus Colourful semantics sentences</p> 
	<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • Listen and respond to adults and peers using chosen form of communication • Listen to and respond to a wide range of poems, stories and non-fiction at a level beyond that which they can read independently • Link what they read and hear read to their own experiences • Compose and rehearse a sentence before writing using pictures and symbols to support • Use a capital letter and full stop, question mark or exclamation mark • Recognise the key features of a range of texts and use them to compose • Read what they have written to check it makes sense 					
	<p>Cycle 1</p>	<p>Novel: The Twits Roald Dahl Themes/Contexts</p>	<p>Non-fiction: Biography/ Autobiography</p>	<p>Poetry: Michael Rosen <i>Chocolate Cake.</i></p>	<p>Novel: The Wild Robot Peter Brown</p>	<p>Reports and explanations</p>	<p>Play: A Midsummer Night's Dream</p>

	<p>Chestnut, Beech, Pine and Birch 2024-25</p>	<p>Exploring characters Writing focus: Captions and speech bubbles. Diaries Colourful semantics sentence</p> 	<p>Floella Benjamin Coming to England Themes/Contexts Windrush generation/migration Writing focus: Biography Captions Colourful semantics sentence</p> 	<p>Ted Hughes Meet my Folks Themes/contexts Narrative and rhyme Writing focus: Poems Colourful semantics sentence</p> 	<p>Themes/Contexts Nature and technology Writing focus: Descriptions and narratives Captions and speech bubbles. Colourful semantics sentence</p> 	<p>including newspaper reports: Themes/context Space exploration Writing focus: Reports and explanations Captions/Headlines Colourful semantics sentence</p> 	<p>Animated BBC Teach Story book Themes/context Shakespeare Writing focus Plays and poems Speech bubbles Colourful semantics sentence</p> 
<p>National Curriculum Links</p>		<ul style="list-style-type: none"> • Listen and respond to adults and peers using chosen form of communication • Listen to and respond to a wide range of poems, stories and non-fiction at a level beyond that which they can read independently • Link what they read and hear read to their own experiences • Compose and rehearse a sentence before writing using pictures and symbols to support • Use a capital letter and full stop, question mark or exclamation mark • Recognise the key features of a range of texts and use them to compose • Read what they have written to check it makes sense 					
<p><u>KS3</u> Step 3</p>	<p>Cycle 2</p>	<p>Novel: e.g. The Endless Steppe Esther Hautzig Themes/context Russia Persecution WW2 Writing focus: Diaries and letters</p> 	<p>Instructional texts and non-chronological reports On a theme Writing focus: Instructional texts Non chronological reports</p>	<p>Traditional tales: The sister who ate her brother: and other gruesome tales Theme/context Fairy stories form around the world Writing focus: Descriptions Narratives</p> 	<p>Poetry: e.g. Overheard in a Tower Block Jospeh Coelho Themes/context Adolescence family life bullying Writing focus: poetry</p> 	<p>Recounts and Persuasive texts: On a theme Writing focus: Recounts Persuasive Texts</p>	<p>Play: Romeo and Juliet Leon Garfield Animated Tales and story book version. Themes/context Classic literature Tragedy Writing focus: Plays Character descriptions</p>



							
<p>National Curriculum Links</p>		<ul style="list-style-type: none"> • Listen and respond to adults and peers using chosen form of communication • Ask questions to extend their knowledge and understanding • Articulate and justify answers • infer characters feelings, thoughts and motives from their actions and justify inferences with evidence. • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently • Discuss the sequence of events in books and how items of information /events are related • Write a range of texts and write for different purposes • Write a series of linked sentences using a range of punctuation including capital letters, question marks, explanation marks, speech and commas • Talk about/plan what they are going to write and evaluate their work 					
<p>Cycle 1 Elm 2024-25</p>	<p>Novel: Skellig David Almond Themes/context Classic children’s literature Writing Focus: Descriptions Diaries</p>	<p>Novel: Beverly Naidoo Journey to Jo’burg Themes/Context Apartheid Writing focus: Informal letters Narrative writing</p> 	<p>Non-fiction Biography and Autobiography: Nelson Mandela The Long Walk to Freedom Little People Big Dreams Nelson Mandela Writing focus: Biography / Autobiography</p> 	<p>Non-fiction texts: Reports and explanations including newspaper reports Themes/context The Titanic Writing focus: Reports including newspaper reports and explanations</p> 	<p>Novel/Poetry: Malorie Blackman Cloud Busting Themes/Context Bullying/neurodiversity Writing focus: Narrative poetry</p> 	<p>Shakespeare: Macbeth abridged by Leon Garfield (animated tale) A Shakespeare story version</p>  <p>Themes/Context: Shakespearean language, good and evil. Writing focus: Poetry Playscripts</p>	



National Curriculum Links	<ul style="list-style-type: none"> • Listen and respond to adults and peers using chosen form of communication • Ask questions to extend their knowledge and understanding • Articulate and justify answers • infer characters feelings, thoughts and motives from their actions and justify inferences with evidence. • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently • Discuss the sequence of events in books and how items of information /events are related • Write a range of texts and write for different purposes • Write a series of linked sentences using a range of punctuation including capital letters, question marks, explanation marks, speech and commas <p>Talk about/plan what they are going to write and evaluate their work</p>
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Subject: English	Accreditation: Edexcel GCSE English Literature Edexcel GCSE English Language AQA Step Up to English 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>
KS4 Formal	Cycle 2	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, Shakespearean language	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	Topic(s): Revision of all Literature texts and Language examples/skills (Y11), functional literacy S.P.A.G. Knowledge testing



					Writing Focus: comprehension essay with textual references	where appropriate Writing Focus: news reports and transactional writing	
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 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> <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>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 1 Sycamore 2024-25	<p>19th Century novel: Silas Marner Theme/Context: Industrial Britain, human character, attitudes to poverty and crime</p> <p>Writing Focus: Diary entry, letter, comprehension essay</p>	<p>Topic(s): 19th Century novel: Frankenstein Theme/Context: 19th Century-attitudes to science, romanticism</p> <p>Writing Focus: Diary entry, comprehension essay with textual references</p>	<p>Post 1914 Literature (Play): An Inspector Calls Theme/Context: The class system, socialism, women’s rights, exploitation</p> <p>Writing Focus: character analysis, diary by Eva Smith</p> <p>English Language Exam prep</p>	<p>Literature (Shakespeare) Macbeth – and Spoken Language task GCSE English Language (research & presentation) Themes/Context: Elizabethan/medieval beliefs, guilt, betrayal, Shakespearean language</p> <p>Writing Focus: comprehension essay, character analysis</p> <p>English Language Exam prep</p>	<p>Non-Fiction and Understanding Language, Poetry, Revision Themes/Context: persuasive writing, factual content, Poetic verse</p> <p>Also: Completion of Entry Level Step Up to English assessments where appropriate</p> <p>Writing Focus: news reports and transactional writing</p> <p>English Language Exam prep</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, increasingly challenging texts, knowing the purpose, audience for and context of the writing and drawing on this, knowledge to support comprehension</p> <p>Shakespeare scripts, challenging texts, making inferences, studying setting, plot, and characterisation</p>					

		<p>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>
	<p>Each cycle</p>	<p>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.</p> <p>Cultural Capital: Texts and topics will be selected to enrich pupils' understanding of diverse cultures and backgrounds</p> <p>Pupils will develop communication skills through activities in lessons, with progress monitored through the Oracy Programme.</p>

