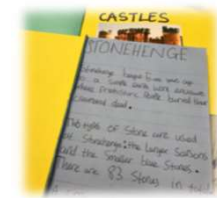




Curriculum Plan: English Language Year 1 and Year 2



Year One	Autumn 1	Autumn 2 / Spring 1	Spring 1	Spring 2	SUM 1	SUM 2
Topic Titles	Unseen Poetry and Romeo and Juliet	Blood Brothers	Narrative writing	Our Day Out	Gothic Narrative - Harry Potter	Persuasive Writing - Running your own business
Objectives (The things we want the pupils to make progress in)	To be able to understand the social and historical context of conflict poems. To be able to understand how language and structure can create meaning and effects in a poem. To be able to write analytically in an extended manner.	To be able to retrieve and interpret information from texts to demonstrate understanding. To be able to identify specific features of language and analyse their effect.	To be able to structure an effective narrative. To be able to use language effectively to construct an engaging character.	To respond effectively to spoken language including complex and extended passage and to respond effectively to written language.	To be able to create a mood, atmosphere, character and plot through effective language and structure choices.	To be able to write formally, utilising a range of rhetorical devices.
Stage 4 Platinum Year 11 Level 2 (GCSE 5+)	Some judicious references. Some perceptive inferences based on specific language and structure choices. Sophisticated and accurate terminology. Exploration of contextual factors through specific, detailed links between context and task.	Range of embedded, relevant quotations. Thoughtful and detailed inferences based on specific language and structure choices. Clear and accurate terminology. Clear understanding of writer's views used to underpin accurate and relevant comparisons. Clear, sometimes thoughtful, links between contextual factors and task.	Register is consistently matched to audience, consistently matched to purpose and engaging. Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices Effective use of structural features. Coherent paragraphs with integrated discourse markers. Sentence demarcation is consistently secure and consistently accurate. A range of punctuation is used with accuracy. Uses a range of appropriate sentence forms for effect. Uses Standard English consistently and appropriately. High level of accuracy in spelling, including ambitious vocabulary.	Listening Respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions Speaking Initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions use mostly accurate pronunciation and intonation Reading Respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning.	Register is convincingly matched to audience and to purpose. Extensive vocabulary with evidence of conscious crafting of linguistic devices. Varied and effective structural features. Consistently coherent paragraphs with integrated discourse markers. Sentence demarcation is consistently secure and consistently accurate. Wide range of punctuation is used with accuracy. Uses a range of appropriate sentence forms for effect. Uses Standard English consistently and appropriately with some control of complex grammatical structures. High level of accuracy in spelling, including ambitious vocabulary	Register is convincingly matched to audience and to purpose. Extensive vocabulary with evidence of conscious crafting of linguistic devices. Varied and effective structural features. Consistently coherent paragraphs with integrated discourse markers. Sentence demarcation is consistently secure and consistently accurate. Wide range of punctuation is used with accuracy. Uses a range of appropriate sentence forms for effect. Uses Standard English consistently and appropriately with some control of complex grammatical structures. High level of accuracy in spelling, including ambitious vocabulary.

<p>Stage 3 Gold Year 10 Level 2 (GCSE 4/5)</p>	<p>Clear and relevant references. Range of clear inferences based on specific language and structure choices. Clear and accurate terminology. Clear links between contextual factors and task.</p>	<p>Clear and relevant references. Valid inferences based on specific language and structure choices. Clear and accurate terminology. Understanding of writer's views used to underpin accurate and relevant comparisons. Awareness of links between contextual factors and task</p>	<p>Register is clearly matched to audience and purpose. Increasingly sophisticated vocabulary chosen for effect and successful use of linguistic devices. Uses structural features effectively. Uses coherent and cohesive paragraphing. Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists, apostrophes for contraction). Range of punctuation (e.g. inverted commas and speech) is used mostly correctly. Mostly uses Standard English appropriately with mostly controlled grammatical structures. Uses a variety of sentence forms for effect. Generally accurate spelling, including complex and irregular words.</p>	<p>Listening Respond appropriately to spoken language including some more extended passages, identifying overall messages, key points, details and opinions Speaking Develop conversations manipulating language with reasonable accuracy, expressing opinions and responding appropriately to unpredictable questions use generally accurate pronunciation and intonation Reading respond appropriately to written language including some more extended texts, identifying overall messages, key points, details and opinions Writing write clearly for different purposes, expressing ideas and opinions and manipulating vocabulary and grammar with reasonable accuracy</p>	<p>Register is clearly matched to audience and purpose. Increasingly sophisticated vocabulary and phrasing chosen for effect and successful use of linguistic devices. Uses structural features effectively. Uses coherent and cohesive paragraphing. Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists, apostrophes for contraction). Range of punctuation (e.g. inverted commas and speech) is used mostly correctly. Mostly uses Standard English appropriately with mostly controlled grammatical structures. Uses a variety of sentence forms for effect. ☑ Generally accurate spelling, including complex and irregular words.</p>	<p>Register is generally matched to audience, to purpose and engaging. Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices. Usually effective use of structural features. Coherent paragraphs with integrated discourse markers. Sentence demarcation is mostly secure and mostly accurate. Range of punctuation is used, mostly with success. Uses a variety of sentence forms for effect. Mostly uses Standard English appropriately with mostly controlled grammatical structures. Generally accurate spelling, including complex and irregular words</p>
<p>Stage 2 Silver Year 9 Level 1 (GCSE 1-3)</p>	<p>Some appropriate references. Attempts some valid inferences based on language and structure choices. Some use of terminology. Awareness, with some understanding, of links between contextual factors and task.</p>	<p>Generally appropriate references. Some inferences based on language and structure choices. Some use of terminology. Identifies with some accuracy writer's views and attempts some simple comparisons. Simple awareness of links between contextual factors and task.</p>	<p>Makes conscious choices in language and structure to match register to audience and purpose. Varies vocabulary with some appropriate use of linguistic devices. Uses simple structural features effectively. Writes in paragraphs with some discourse markers. Sentence demarcation is mostly secure. Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists, apostrophes for contraction). Uses a variety of sentence forms. Mostly accurate spelling.</p>	<p>Listening Respond to spoken language including familiar passages Participate in conversations expressing general opinions and using a limited range of language with some accuracy use mainly understandable pronunciation and intonation Reading Respond to familiar language in straightforward texts, identifying most key points and details Writing Convey meaning and express general opinions in familiar contexts using a limited range of language with accuracy</p>	<p>Register is generally matched to audience and to purpose. Varies vocabulary with some appropriate use of linguistic devices. Uses simple structural features effectively. Some coherent paragraphs with a range of discourse markers. Sentence demarcation is mostly secure. Consistently accurate basic punctuation (capitals, full stops, question marks, commas for lists, apostrophes for contraction). Uses a variety of sentence forms. Mostly accurate spelling.</p>	<p>Some sustained attempt to match register to audience and purpose. Vocabulary clearly chosen for effect and appropriate use of linguistic devices. Some effective use of structural features. Some coherent paragraphs with range of discourse markers. Sentence demarcation is mostly secure and mostly accurate. Range of punctuation is used, with some success. Attempts to vary sentence forms for effect. Mostly uses Standard English appropriately with mostly controlled grammatical structures. Generally accurate spelling.</p>

<p>Stage 1 Bronze Year 7 and 8 Entry Level</p>	<p>Some references/paraphrasing. Some simple comments on the effects of language and structure choices. Simple use of terminology. Simple awareness of links between contextual factors and task.</p>	<p>Some references/paraphrasing. Some simple comments on the effects of language, possibly with some misreading. Simple use of terminology. Identifies some ideas and attempts some simple cross references. Limited awareness of links between contextual factors and task.</p>	<p>Simple awareness of register/audience/purpose. Simple vocabulary; simple linguistic devices. Evidence of simple structural features. Random paragraph structure. Occasional use of sentence demarcation. Some evidence of conscious punctuation. Simple range of sentence forms. Occasional use of Standard English with limited control of agreement. Accurate basic spelling.</p>	<p>Listening Respond to basic and familiar spoken language, identifying key points, and some details Speaking Participate in conversations expressing simple opinions and using a limited range of language with some accuracy use mainly understandable pronunciation and intonation Reading respond to familiar language in straightforward texts, identifying key points and some details Writing convey meaning and express simple opinions in familiar contexts using a limited range of language with some accuracy</p>	<p>Attempts to match register to audience/purpose. Begins to vary vocabulary with some use of linguistic devices. Evidence of simple structural features. Attempt to write in paragraphs with some discourse markers, not always appropriate. Sentence demarcation is mostly secure and sometimes accurate. Some evidence of conscious punctuation. Attempts a variety of sentence forms. Some use of Standard English with some control of agreement. Some accurate spelling of more complex words.</p>	<p>Simple attempt to match register to audience and purpose. Vocabulary clearly chosen for effect and appropriate use of linguistic devices. Some effective use of structural features. Some coherent paragraphs with range of discourse markers. Sentence demarcation is mostly secure and mostly accurate. Range of punctuation is used, with some success. Attempts to vary sentence forms for effect. Mostly uses Standard English appropriately with mostly controlled grammatical structures. Generally accurate spelling.</p>
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	SUM 1	SUM 2
Topic Titles	Spelling and Punctuation	Creative Writing	Speaking and Listening	Examination Practise	Examination Practise	Persuasive Writing - Running your own business
Objectives (The things we want the pupils to make progress in)	To confidently be able to spell commonly used words and to know effective strategies to help to spell new words. To understand plurals, prefixes and suffixes to aid effective spelling and to include comma's, apostrophes correctly to aid correct punctuation.	AOS: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts - Must use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation	Provide a presentation of at least ten minutes on a previously agreed topic in a formal context. Respond appropriately to questions and to feedback asking questions for clarification. Adopt and adapt appropriate verbal and non verbal skills to deliver a presentation that is crafted for an audience and meets its purpose.	Paper 1. Revision. Explorations in creative reading and writing. Pupils read and respond to Q1/Q2/Q3 on a literary text. Pupils write 2 creative writing texts from prompts for feedback, marking and self-evaluation. Paper 2. Read two texts written on the same topic but diachronically varied and respond to questions on the text identifying features of language and structure and commenting on similarities and variations. Write formally to a given task	Paper 1. Revision. Explorations in creative reading and writing. Pupils read and respond to Q1/Q2/Q3 on a literary text. Pupils write 2 creative writing texts from prompts for feedback, marking and self-evaluation. Paper 2. Read two texts written on the same topic but diachronically varied and respond to questions on the text identifying features of language and structure and commenting on similarities and variations. Write formally to a given task	To be able to write formally, utilising a range of rhetorical devices.
Stage 4 Platinum Year 11 Level 2 (GCSE 5+)	Can confidently be able to spell commonly used words and to know effective strategies to help to spell new words. To understand plurals, prefixes and suffixes to aid effective spelling and to include comma's, apostrophes correctly to aid correct punctuation.	Communication is convincing and compelling with tone style and registers matched to purpose and audience using extensive and ambitious vocabulary. Inventive use of structural features - convincing and complex ideas and fluently linked paragraphs.	Express sophisticated ideas using a sophisticated vocabulary. Organise and structure a presentation using effective range of strategies, achieve the purpose of the presentation, listen to feedback and respond perceptively and elaborate where appropriate.	Respond to feedback and self-evaluate responses in order to improve writing and reading tasks using appropriate spelling grammar and punctuation.	Respond to feedback and self-evaluate responses in order to improve writing and reading tasks using appropriate spelling grammar and punctuation.	Register is convincingly matched to audience and to purpose. Extensive vocabulary with evidence of conscious crafting of linguistic devices. Varied and effective structural features. Consistently coherent paragraphs with integrated discourse markers. Sentence demarcation is consistently secure and consistently accurate. Wide range of punctuation is used with accuracy. Uses a range of appropriate sentence forms for effect. Uses Standard English consistently and appropriately with some control of complex grammatical structures. High level of accuracy in spelling, including ambitious vocabulary.

<p>Stage 3 Gold Year 10 Level 2 (GCSE 4/5)</p>	<p>Is able to spell most commonly used words and to know effective strategies to help to spell new words. To have some understanding of plurals, prefixes and suffixes to aid effective spelling and to include comma's, apostrophes correctly to aid correct punctuation.</p>	<p>Communication is consistently clear with tone style and register matched to purpose and audience using sophisticated vocabulary chosen for effect with a range of linguistic devices and effective use of structural features.</p>	<p>Merit: Express challenging ideas and information using a range of vocabulary. Organise and structure a presentation clearly to meet the needs of the audience, achieve the purpose of the presentation and respond to questions formally and in detail.</p>	<p>To respond effectively moving from a clear understanding to a more detailed and perceptive understanding of fiction and non-fiction texts to progress from Stage 3 to Stage 4.</p>	<p>To respond effectively moving from a clear understanding to a more detailed and perceptive understanding of fiction and non-fiction texts to progress from Stage 3 to Stage 4.</p>	<p>Register is generally matched to audience, to purpose and engaging. Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices. Usually effective use of structural features. Coherent paragraphs with integrated discourse markers. Sentence demarcation is mostly secure and mostly accurate. Range of punctuation is used, mostly with success. Uses a variety of sentence forms for effect. Mostly uses Standard English appropriately with mostly controlled grammatical structures. Generally accurate spelling, including complex and irregular words</p>
<p>Stage 2 Silver Year 9 Level 1 (GCSE 1-3)</p>	<p>Is able to spell some commonly used words and to know effective strategies to help to spell new words. To have some understanding of plurals, prefixes and suffixes to aid effective spelling and to include comma's, apostrophes correctly to aid correct punctuation.</p>	<p>Communicate with some sustained success some attempt to match tone, style and register - conscious use of linguistic devices. Some use of structural features and linked ideas</p>	<p>Pass: express straightforward ideas and information - make an attempt to organise and structure a presentation. Make an attempt to meet the needs of the audience. Listen to questions and make appropriate responses.</p>	<p>Progress from showing some understanding to a clear understanding of fiction and non fiction texts and writing for different audiences and purposes from Stage 2 to Stage 3</p>	<p>Progress from showing some understanding to a clear understanding of fiction and non fiction texts and writing for different audiences and purposes from Stage 2 to Stage 3</p>	<p>Some sustained attempt to match register to audience and purpose. Vocabulary clearly chosen for effect and appropriate use of linguistic devices. Some effective use of structural features. Some coherent paragraphs with range of discourse markers. Sentence demarcation is mostly secure and mostly accurate. Range of punctuation is used, with some success. Attempts to vary sentence forms for effect. Mostly uses Standard English appropriately with mostly controlled grammatical structures. Generally accurate spelling.</p>

<p>Stage 1 Bronze Year 7 and 8 Entry Level</p>	<p>Is able to spell some simple words some of the time and to know effective strategies to help to spell new words. To have some understanding of plurals, prefixes and suffixes to aid effective spelling and to include comma's, apostrophes correctly to aid correct punctuation.</p>	<p>Simple communication with awareness of matching tone, style and register simple vocabulary with limited structural features and no use of paragraphs</p>	<p>Level 1. Functional Skills. Candidates create and deliver a relatively simple presentation on an agreed topic and deliver this and respond to a range of questions.</p>	<p>Progress from showing simple awareness of language to a some understanding of language from Stage 1 to stage 2.</p>	<p>Progress from showing simple awareness of language to a some understanding of language from Stage 1 to stage 2.</p>	<p>Simple attempt to match register to audience and purpose. Vocabulary clearly chosen for effect and appropriate use of linguistic devices. Some effective use of structural features. Some coherent paragraphs with range of discourse markers. Sentence demarcation is mostly secure and mostly accurate. Range of punctuation is used, with some success. Attempts to vary sentence forms for effect. Mostly uses Standard English appropriately with mostly controlled grammatical structures. Generally accurate spelling.</p>
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