

Subject Vision

To create an environment and curriculum that is engaging and creative, encouraging an enjoyment of a wide range of texts in order to broaden and develop an understanding of their world and the world around them. Knowledge and skills are built up in a supportive and researched based way, over the five years, culminating in excellence in year 11 GCSE exams and equipping all students with the skills and confidence to navigate the ever- changing world within and beyond school.

Our curriculum is designed to be at least as broad as the [national curriculum](#)

End Points - By the end of Year 11 students at Ratton School can

Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively. Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.

Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres. Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.

Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.

Read widely for pleasure and information including texts from the Literary Canon.

Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.

<u>English Domains of Knowledge</u>	<u>English Key Concepts</u>	<u>Critical and evaluative responses to texts</u>	
<p>D1. Writer's purpose D2. Writers' methods and their effects D3. Critical and evaluative responses to texts D4. Writing Skills D5. Context D6. Oracy</p>	<p><u>Writer's purpose</u> C1a. Morals C1b. Ethical choices C1c. Perspectives C1d. Opinion writing</p> <p><u>Writers' methods and their effects</u> C2a.Characterisation C2b. Form C2c. Dramatic irony C2d.Colloquial language C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure C2h. Rhetorical devices C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2k.Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2m. Effective language C2n. Structuring opinion writing</p>	<p><u>Critical and evaluative responses to texts</u> C3a. Academic writing C3b. Responding to an essay style question C3c. Write a lot about a little C3d. Evaluation C3e. Comparison</p> <p><u>Writing Skills</u> C4a. Imagery- simile and metaphor C4b. Setting C4c. synthesis C4d.Academic writing C4e. Responding to an essay style question C4f. Write a lot about a little C4g. Semantic field C4h. Perspectives C4i. Imagery – simile, metaphor and personification C4j. Rhetorical devices C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs C4l. Effective language C4m. Structuring opinion writing C4n. Basic literacy skills - SPAG C4o. Sentence forms for effect</p>	<p>C4r. Evaluation C4s. Comparison C4t.Characterisation C4u.Genre</p> <p><u>Context</u> C5a. Socialism C5b. Hierarchy C5c. Patriarchy C5d. Class C5e. Morals C5f. Ethical choices C5g. Setting C5h. Genre</p> <p><u>Oracy</u> C6a. Colloquial C6b. Standard English C6c. Imagery- simile and metaphor C6d. synthesis C6e. Semantic field C6f. Perspectives C6g. Rhetorical devices C6h. Effective language C6i. Structuring opinion C6j. Sentence forms for effect C6k. Ethical choices</p>

	C2o. Basic literacy skills - SPAG C2p. Sentence forms for effect C2q. Genre	C4p. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative, perspective C4q. Pathetic fallacy	
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Year 7 / Keystage 3: English Language and English Literature

Medium Term Curriculum Plan

Year 7 Units	Unit 1: 'Bone Talk' Novel	Unit 2: World Celebrations
Unit Overview	A reading unit designed with the intention to enthuse and engage pupils while they are introduced to new skills of annotating extracts for language and evaluating writer's methods. By the end of this unit, pupils will have engaged in critical thinking about context, themes of masculinity, colonialism, and gender stereotypes through a diverse text.	A writing unit designed with the intention of building on pupils' prior knowledge of descriptive writing from KS2 and encouraging increasing independence by teaching how to plan and structure their writing. By the end of this unit, pupils will have been planned and responded to a range of extended writing tasks, whilst being exposed to a range of diverse texts celebrating other cultures. Pupils will also build on the introduction to language analysis and commenting on writer's methods and intentions. Opportunities for spoken language.
Lesson Sequence	<p>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</p> <p>In this unit students complete a text through immersive reading. Comprehension of character, themes and plot is part of every lesson. Writer's techniques will be highlighted throughout to enable completion of the assessment task as it may take more or less time than indicated depending on the ability of the cohort/group of students</p>	<p>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</p> <p>Writing ticktime lesson can be slotted in when and where appropriate</p> <p>Week 1 Lesson 1: Baseline Writing</p>

Week 1 Lesson 1: Introduction to the text

In this lesson students will explore predictions based on book covers and blurbs encouraging critical thinking.

Week 1 Lesson 2 Immersive reading

In this lesson students will be introduced to vocabulary for this unit and begin reading the text. The focus will be on first impressions of character and culture (chp 1 and 2)

Week 1 Lesson 3 Immersive reading

In this lesson students will continue the immersive reading of the text (CH3 and 4). The focus will be on first impressions of character and culture

Week 1 Lesson 4 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 5-7). Students will explore ideas around masculinity

Week 2 Lesson 1 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 9-10) Termly vocabulary will be dual-coded and a secondary character (Luki) will be explored

Week 2 Lesson 2 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 11-14)

Week 2 Lesson 3 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 15-17) and students will explore the significance of the character of “The American” .

In this lesson students will complete a baseline writing lesson. At some point before the assessment a tick time lesson will be completed with a focus on the class’s needs

Week 1 Lesson 2: The God of Small Things

In this lesson students will revisit the features of descriptive writing through a good quality example and their own practice (‘The God of Small Things’) and create a success criteria

Week 1 Lesson 3: Colour Wheel

In this lesson students will identify effective use of colour adjectives in good quality examples (‘The God of Small Things’ and Presents from my Aunt’).

Week 1 Lesson 4: Exploding Quotations

In this lesson students will revisit language analysis and effects created through exploding quotations in ‘Presents from my Aunts’

Week 2 Lesson 1: Analysis of MOPS in poems

In this lesson students will apply the techniques of writing about language independently from the poem ‘Presents from My Aunts’

Week 2 Lesson 2: MOPS – Aztec Rain Festival

In this lesson students will learn to effectively employ MOPS in their on descriptive writing based on an Aztec rain festival

Week 2 Lesson 3: Punctuation

Opportunity to explore quotations for diagnostic marking

Week 2 Lesson 4 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 18-21) and students will learn descriptive writing techniques

Week 3 Lesson 1 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 22-25) with a focus on an exploration of other cultures. Students will practice using termly vocabulary in sentences.

Week 3 Lesson 2 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 26-29) and explore ideas of masculinity, conformity and culture

Week 3 Lesson 3 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 30-33) with a focus on fatherly relationship/hierarchy

Week 3 Lesson 4 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 34-35) and students will review what they have learnt about the story and characters in the first 2 parts of the novel

Week 4 Lesson 1 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 36-40) and explore the relationship between

In this lesson students will learn about how writers use punctuation for effect through an extract from 'Games at Twilight' and apply the techniques to their own writing

Week 3 lesson 1: Proofreading and Editing

In this lesson students will practice skills of proof reading and editing

Week 3 Lesson 2: Photographic Method

In this lesson students will learn the photographic method for descriptive writing based on images of Diwali and plan a response

Week 3 Lesson 3: Fwriteday Diwali

In this lesson students will apply the success criteria and techniques explored to write their description of Diwali to be peer assessed and checked against the success criteria

Week 4 lesson 1: Expanded Complex Sentences

In this lesson students will learn how to expand sentences to add description and read an example 'Snapshots of a Wedding' to explore the effects

Week 4 Lesson 2 : Exploding own sentences

In this lesson students will revisit exploding quotations and apply it to their own work to understand crafting writing

Week 4 Lesson 3: Assessment Planning Fireworks

characters. Students will practice using termly words in sentences.

Week 4 Lesson 2 Immersive reading

In this lesson students will continue the immersive reading of the text (CH 41-end)

Week 4 Lesson 3 Language analysis assessment prep this could use 2 lessons)

In this lesson students will learn how to write a response to language analysis – Luki and the American. **Opportunity for diagnostic marking**

Week 4 Lesson 4 Colonialism – descriptive writing

In this lesson students will explore a key theme in the novel and show their understanding of complex ideas: colonialism Students revisit descriptive writing skills – perspective of someone subject to colonialism. Explore how to use language for effect

Week 4 Colonialism (optional and depending on ability)

In this lesson students will learn about other examples of colonialism through reading and learn the structure of an article – headline, strapline, introduction

Week 5 Lesson 1 Colonialism Writing

In this lesson students will practice the skill of article writing based on work of last lesson

Week 5 Lesson 2 Assessment (this is likely to take 2 lessons – one prep and revision of skill, one to write)

In this lesson students will apply the success criteria and planning techniques independently in preparation for an assessment

Assessment: Descriptive writing For Diagnostic marking only as baseline marked using marking criteria

Week 4 Lesson 4: Assessment Writing Fireworks

In this lesson students will apply the success criteria and planning techniques independently in preparation for an assessment

Assessment: Descriptive writing For Diagnostic marking only as baseline marked using marking criteria

Week 5 Lesson 1 : Iceland

In this lesson students will learn the features of travel brochures – linguistic and structural.

Week 5 Lesson 2 : Own Brochure

In this lesson students will plan and write their own brochures applying their knowledge from previous lessons

Week 5 Lesson 3 : Proofreading

In this lesson students will learn about the importance of and how to proofread their work

Week 5 Lesson 4 : Tick Time

In this lesson students will respond to targets

In this lesson students will practise the skill of language analysis and test their understanding of how to explore language used in the novel.

Week 5 Lesson 3 Creative Responses

In this lesson students will complete vocabulary test sentences and show their understanding of the novel through a THINK HARD creative response

Week 5 Lesson 4 Hot seating

In this lesson students will learn how to write open questions and answer in detail and explore their understanding of characters

Week 6 Lesson 1 Themes (this lesson can be extended to develop story writing further)

In this lesson students will learn what a stereotype is and the consequences, causes, effects of it and explore the theme through story writing. Students will show their understanding of termly vocab by completing test sentences

Week 6 Lesson2 Gendered Language (delivery dependent on ability of group)

In this lesson students will learn about gendered language (inc vocal fry) through article reading and making links to the novel

Week 6 Lesson 3 Gender

In this lesson students will continue to learn about gendered language and explore problematic phrases

Week 6 Lesson 4 Gender

Week 6 Lesson 1: Festival Group/pair work

In this sequence of lessons students will learn how to collaborate on a task and produce resources applying their knowledge of brochures and persuasion to a festival they have created

Week 6 Lesson2: Festival group/pair work

In this sequence of lessons students will learn how to collaborate on a task and produce resources applying their knowledge of brochures and persuasion to a festival they have created

Week 6 Lesson 3 : Spoken Language introduction

In this lesson students will learn what makes an effective speech and how to present to an audience

Week 6 Lesson 4: Spoken Language

In this lesson students will present their own speeches promoting their festival

Presentations of own festivals.

Week 7: Spoken Language

In this sequence of lessons students will present their own speeches promoting their festival

	<p>In this lesson students will continue to learn about gendered language and explore problematic phrases. They will show their understanding through descriptive writing.</p>	
<p>Key Domains/Concepts Taught in this Unit</p>	<p><u>Writer's purpose</u> C1a. Morals C1b. Ethical choices</p> <p><u>Writers' methods and their effects</u> C2a.Characterisation C2e. Imagery- simile and metaphor C2g. Analysis of ideas, character, language and structure C2h. Rhetorical devices C2i. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2l.perspective C2n. Effective language C2p. Basic literacy skills - SPAG</p> <p><u>Context</u> C5b. Hierarchy C5c. Patriarchy C5e. Morals C5f. Ethical choices</p> <p><u>Oracy</u> C6b. Standard English C6f. Structuring opinion</p>	<p><u>Writer's purpose</u> C1c. Perspectives</p> <p><u>Writers' methods and their effects</u> C2b. Form C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure C2i. Devices - Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2m. Semantic field C2n. Effective language C2p. Basic literacy skills - SPAG C2q. Sentence forms for effect C2r. Genre</p> <p><u>Writing Skills</u> C4a. Imagery- simile and metaphor C4b. Setting C4f. Write a lot about a little C4g. Semantic field C4h. Perspectives C4i. Imagery – simile, metaphor and personification C4j. Rhetorical devices C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs C4l. Effective language</p>

		<p>C4n. Basic literacy skills - SPAG C4o. Sentence forms for effect C4q. Pathetic fallacy C4u. Genre</p> <p><u>Context</u> C5g. Setting C5h. Genre</p> <p><u>Oracy</u> C6b. Standard English C6i. Structuring opinion</p>
<p>KS4 End Points</p>	<p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.</p> <p>Be a confident and impressive orator able to communicate effectively for a specific purpose through using a sophisticated repertoire of vocabulary, structure and rhetoric in order to engage the audience.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p>

		Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.
Declarative Knowledge (Students should know)	<p>The names of Linguistic devices and word classes The key characters and plot of the novel</p> <p>Understand concepts such as patriarchy, colonialism, hierarchy</p>	<p>The names of linguistic devices and the effects they achieve</p> <p>How to structure sentences</p> <p>How to construct effective description</p> <p>Present information in a clear and persuasive manner</p>
Procedural Knowledge (Students should be able to do)	<p>Identify language features</p> <p>Begin to comment on effects achieved</p> <p>To begin to consider authorial intent</p> <p>To use imagery and interesting vocabulary in their writing</p>	<p>Identify and use linguistic devices.</p> <p>To write with clarity in an increasingly complex way</p>
Developing T3 Literacy and Numeracy	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Colonialism • Masculinity • Gender • Stereotype • Conform • Empathy 	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Bountiful • Iridescent • Saunter • Gingerly • Malevolent • Poise

	<ul style="list-style-type: none"> • Conflict • Ancestor • Injustice • Patriarchy <p>Reading Strategic reading strategy for struggling readers</p>	<ul style="list-style-type: none"> • Luminous • Harmonious • Ornate • Sullen <p>Reading Strategic reading strategy for struggling readers</p>
Assessment (Summative and Formative)	Language analysis	Descriptive Writing
Links to Prior Learning	Building on comprehension skills and inference from KS2	Building on writing skills developed at KS2– sentence structure and vocabulary use Building on inference skills Gaps identified in baseline explored
Next steps in learning	Extending analysis further	Increasingly complex vocabulary and structures. Increasing the length and accuracy of extended writing
Common Barriers to learning in this unit	Lack of inference and analysis skills Struggling readers	Lack of security in sentence structure Ability to write at length

Year 7 Unit	Unit 3: All at Sea	Unit 4: How to Win Friends and Influence People
<p>Unit Overview</p>	<p>A reading unit designed to introduce pupils to reading strategies that will teach them to access more challenging texts, including non-fiction, 19th century fiction and Shakespeare. Pupils will be introduced to the skill of comparing and synthesising information across 2 texts. Pupils will also revise and develop their skills of inference.</p>	<p>A writing unit designed with the intention of building upon pupil's prior knowledge of non-fiction writing from KS2 and the 'All at Sea' unit and encouraging increased independence by teaching them how to plan and structure their writing. Pupils are also introduced to crafting sophisticated sentences and persuasive language techniques. This unit aims to equip pupils with the cultural capital and confidence to express their opinions in a compelling and convincing way.</p>
<p>Lesson Sequence</p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1: Reading strategies - Shipwreck</u> In this lesson students will revise and learn reading strategies to use when approaching a text. New vocabulary will be introduced.</p> <p><u>Week 1 Lesson 2: Reading challenge - Whirlpool</u> In this lesson students will apply their knowledge of reading strategies in order to complete reading tests</p> <p><u>Week 1 Lesson 3 : Explicit/implicit information</u> In this lesson students will practice reading carefully for information</p> <p><u>Week 1 Lesson 4: Fwriteday the sea</u></p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1: Reading strategies - Shipwreck</u> In this lesson students will revise and learn reading strategies to use when approaching a text. New vocabulary will be introduced.</p> <p><u>Week 1 Lesson 2: Reading challenge - Whirlpool</u> In this lesson students will apply their knowledge of reading strategies in order to complete reading tests</p> <p><u>Week 1 Lesson 3 : Explicit/implicit information</u> In this lesson students will practice reading carefully for information</p> <p><u>Week 1 Lesson 4: Fwriteday the sea</u></p>

In this lesson students will revisit descriptive writing techniques and use the photographic method to plan and write a description based on a picture and then proofread

Week 2 Lesson 1: Surfboards summary

In this lesson students will learn about writing a summary and inference through reading a post 1900 text and dual code vocabulary

Week 2 Lesson 2: Surfboards comparison

In this lesson students will learn how to write a comparative summary using inference through reading a pre and post 1900 text

Week 2 Lesson 3: Planning Surfing

In this lesson students will learn about planning a piece of narrative and use of effective sentence structures writing comparison summary chance for diagnostic marking/whole class feedback

Week 2 Lesson 4: Fwriteday Surfing

In this lesson students will apply their knowledge of writing description and proofread their work

Week 3 Lesson 1: Language analysis: surfboards

In this lesson students will revisit language analysis and apply the skill to a 19th century text and complete vocabulary stem sentences

Week 3 Lesson 2: language analysis Treasure Island

In this lesson students will apply the skill of language analysis to an extract from 'Treasure Island' **Opportunity for diagnostic marking/whole class feedback**

In this lesson students will revisit descriptive writing techniques and use the photographic method to plan and write a description based on a picture and then proofread

Week 2 Lesson 1: Surfboards summary

In this lesson students will learn about writing a summary and inference through reading a post 1900 text and dual code vocabulary

Week 2 Lesson 2: Surfboards comparison

In this lesson students will learn how to write a comparative summary using inference through reading a pre and post 1900 text

Week 2 Lesson 3: Planning Surfing

In this lesson students will learn about planning a piece of narrative and use of effective sentence structures writing comparison summary chance for diagnostic marking/whole class feedback

Week 2 Lesson 4: Fwriteday Surfing

In this lesson students will apply their knowledge of writing description and proofread their work

Week 3 Lesson 1: Language analysis: surfboards

In this lesson students will revisit language analysis and apply the skill to a 19th century text and complete vocabulary stem sentences

Week 3 Lesson 2: language analysis Treasure Island

In this lesson students will apply the skill of language analysis to an extract from 'Treasure Island' **Opportunity for diagnostic marking/whole class feedback**

Week 3 Lesson 3 Fwriteday – descriptive writing pirates

In this lesson students will revise descriptive writing techniques and plan their response using photographic technique. Students will be expected to apply proofreading to the task

This lesson can be swapped with week 4 lesson 1 if needed

Week 4 Lesson 1 Assessment Prep Long John Silver

In this lesson students will apply their knowledge of language analysis to a piece of fiction and complete vocabulary stem sentences Assessment practice

Week 4 Lesson 2 Hook and Peter Pan comparison

In this lesson students will revise making comparisons when writing a summary using a film clip

Week 4 Lesson 3: Assessment Billy Bones and Hook

In this lesson students will apply the skill of comparative summary and language analysis to extracts describing Billy Bones and Captain Hook This can be extended over 2 lessons if needed

Week 5 Lesson 1 and 2 Fwriteday writing Storm

In this lesson students will apply the skills of opinion writing to their own writing and proofread it

Week 5 Lesson 3 The Tempest intro

In this lesson students will learn the plot outline of 'The Tempest' and explore how drama is created in the opening

Week 3 Lesson 3 Fwriteday – descriptive writing pirates

In this lesson students will revise descriptive writing techniques and plan their response using photographic technique. Students will be expected to apply proofreading to the task

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Week 5 Lesson 4 The Tempest Caliban

	<p><u>Week 5 Lesson 4 The Tempest Caliban</u> In this lesson students will learn who Caliban is and how he behaves arriving at a conclusion of how we should view him</p> <p><u>Week 6 Remaining lessons Pirate project Letter in a bottle Week 6 Lesson 1 and 2</u> In these lessons students will learn how to layout a letter and apply their knowledge of spag and language use to write a letter in a bottle. This will be supported by reading a article about letters in a bottle.</p> <p><u>Remaining lessons</u> In this sequence of lesson students will complete a variety of tasks applying their writing skills and their knowledge of pirates! Tasks like:, treasure maps, create own pirate</p>	<p>In this lesson students will learn who Caliban is and how he behaves arriving at a conclusion of how we should view him</p> <p><u>Week 6 Remaining lessons Pirate project Letter in a bottle Week 6 Lesson 1 and 2</u> In these lessons students will learn how to layout a letter and apply their knowledge of spag and language use to write a letter in a bottle. This will be supported by reading a article about letters in a bottle.</p> <p><u>Remaining lessons</u> In this sequence of lesson students will complete a variety of tasks applying their writing skills and their knowledge of pirates! Tasks like:, treasure maps, create own pirate</p>
<p>Key Domains and Concepts taught in this Unit / Term</p>	<p><u>Writer's purpose</u> C1c. Perspectives</p> <p><u>Writers' methods and their effects</u> C2a.Characterisation C2b. Form C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect</p>	<p><u>Writer's purpose</u> C1c. Perspectives C1d. Opinion writing</p> <p><u>Writers' methods and their effects</u> C2e. Imagery- simile and metaphor C2g. Analysis of ideas, character, language and structure C2h. Rhetorical devices C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2k.Structural devices – narrative perspective C2l. Semantic field</p>

	<p>C2k. Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2m. Effective language C2o. Basic literacy skills C2p. Sentence forms for effect C2q. Genre</p> <p><u>Critical and evaluative responses to texts</u></p> <p>C3a. Academic writing C3b. Responding to an essay style question C3c. Write a lot about a little C3d. Evaluation C3e. Comparison</p> <p><u>Context</u> C5g. Setting C5h. Genre</p> <p><u>Oracy</u></p> <p>C6b. Standard English C6h. Effective language C6i. Structuring opinion</p>	<p>C2m. Effective language C2n. Structuring opinion writing C2o. Basic literacy skills</p> <p><u>Writing Skills</u></p> <p>C4a. Imagery- simile and metaphor C4h. Perspectives C4i. Imagery – simile, metaphor and personification C4j. Rhetorical devices C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs C4l. Effective language C4m. Structuring opinion writing C4n. Basic literacy skills - SPAG C4o. Sentence forms for effect C4p. Structural devices – narrative, perspective</p> <p><u>Context</u> C5b. Hierarchy C5c. Patriarchy C5d. Class C5e. Morals C5f. Ethical choices</p> <p><u>Oracy</u> C6b. Standard English C6f. Perspectives C6g. Rhetorical devices C6i. Structuring opinion</p>
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<p>KS4 End Points</p>	<p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>
<p>Declarative Knowledge (Students should know)</p>	<p>To understand the structure and process of textual analysis</p> <p>How to approach a text from an analytical perspective.</p> <p>How to write an academic response</p>	<p>The names of linguistic and persuasive devices</p> <p>How to structure sentences and responses to express and opinion persuasively</p> <p>Understanding of persona</p> <p>Able to make links to and develop knowledge of topics such as education, protest, climate change, gender</p>

<p>Procedural Knowledge (Students should be able to do)</p>	<p>Identify effective language features within a text</p> <p>To comment on effects achieved</p> <p>Develop commentary on effects achieved</p> <p>Begin to question the Writer's method</p> <p>Develop questioning of Writer's method</p> <p>To begin to use formal academic responses</p>	<p>Identify and use linguistic and persuasive devices</p> <p>Comment on effects achieved</p> <p>To write with clarity in an increasingly complex way</p> <p>To write persuasively</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Abruptly • Anticipate • Dishevelled • Enigmatic • Establishes • Savage • Focus • Ferocious • Chaotic • Volatile <p>Reading</p> <ul style="list-style-type: none"> • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies 	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Unquestionably • Consequently • Evidently • Injustice • Corruption • Inequality • Catastrophic • Inspire • Illuminate • Enlightening <p>Reading</p> <ul style="list-style-type: none"> • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies

Assessment (Summative and Formative)	Diagnostic or live marking prior to assessment Questions 1-3 from English Language Paper 2	Diagnostic or live marking prior to assessment Opinion Writing
Links to Prior Learning	Building on comprehension skills and inference with text of increasing complexity	Building on writing skills – sentence structure and vocabulary use Building on inference skills of texts with challenging content
Next steps in learning	Extending analysis further and securing knowledge gaps Identifying and filling in gaps in learning for some students	Increasingly complex vocabulary and structures. Increasing the length of extended writing Increasingly complex vocabulary and spelling Increasingly complex texts and perspectives Identifying and filling in gaps in learning for some students
Common Barriers to learning in this unit	Lack of security in literacy skills	Lack of security in sentence structure and writing at length independently

Year 7 Unit	Unit 5: Telling Tales	Unit 6: Poetry Adventures
Unit Overview	This unit of work aims to build upon students' narrative writing skills from KS2 and to revise skills developed in the 'World Celebrations' unit, with a focus on developing narratives. They will focus on narrative hooks and structure as well as creating effective characters and setting. Finally, the scheme requires students to write their own narrative text. It is designed to make students enthusiastic about reading and introduces them to a range of fiction and media texts as stimulus.	A unit designed to engage pupils' interest in poetry, reading poems from a wide range of genres, cultures and times. This unit will work on pupils' skills of deduction and inference – they will use their skills to work out intrigues in the poems - the focus will be on identifying the 5 Ws – What/ When / Who / Where / Why? Pupils will also be taught to present arguments in a clear and coherent way. Pupils will also be taught how to identify writer's authorial intent and how the poet presents this through Language/ Structure/ Form.

<p>Lesson Sequence</p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1: Story Tropes</u></p> <p><u>Week 1 Lesson 1: Different Types of Story</u> In this lesson students will complete a vocabulary activity; explore different types of story and create a story of their own. They are learning to explore and use story features.</p> <p><u>Week 1 Lesson 2: Importance of Stories</u> In this lesson students will reflect on their favourite story and plan a story of their own based on criteria. They are learning to explore and use story features.</p> <p><u>Week 1 Lesson 3: Character</u> In this lesson students will reflect on their favourite character and character arcs, considering what makes a good character. They are learning to explore and use character features.</p> <p><u>Week 1 Lesson 4: Story Structure</u> In this lesson students will explore a story structure (Freytag's Triangle) and use it to explore a text (a version of the opening sequence of 'Up'); they will consider how that text could be restructured and what impact that would have on the story. They will then create story structure 'Top Tips for the next cohort of Year 7'. They are learning to explore and use story structure features.</p> <p><u>Week 2: Story Openings</u> In Week 2 students will explore different story openings for young adults and consider what the common features, and differences, are amongst them to get an idea of how this style of story opening should be written.</p> <p><u>Week 2 Lesson 1: The Rules</u></p>	<p><u>Once a fortnight student will have a library lesson where there is an opportunity to read for pleasure and complete a session on an online reading programme</u></p> <p><u>Week 1 Lesson 1: Pike</u> In this lesson students will read Pike by Ted Hughes. Pupils will revise what imagery is. Pike used as model for imagery. Pupils practice using imagery.</p> <p><u>Week 1 Lesson 2: Winter</u> In this lesson students will read 'Winter'. Pupils revise personification. Winter used as a model of personification. Pupils practice personification through a poem.</p> <p><u>Week 1 Lesson 3: Extinct</u> In this lesson students will read Extinct. Pupils recap persuasive speech and then write their own persuasive speech about endangered animals.</p> <p><u>Week 1 Lesson 4: Dolphins</u> In this lesson students will read Dolphins by Carol Ann Duffy. Pupils recap word Perspective and then have a choice of creative tasks based on poem.</p> <p><u>Week 2 Lesson 1: The Watchers</u> In this lesson students will read 'The Watchers', recap imagery, recap the word 'malevolent' and recap some term 2 vocabulary.</p> <p><u>Week 2 Lesson 2: Time</u> In this lesson students will read 'Time', recap metaphors, identify circular structure and create a poem about time.</p> <p><u>Week 2 Lesson 3: House of Air</u> In this lesson students will read 'House of Air', practice termly vocabulary, write and perform a poem about a disappearing classroom.</p> <p><u>Week 2 Lesson 4: Creative Writing</u></p>
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In this lesson students will complete a vocabulary activity and review what should happen and be introduced in the exposition stage of a story. They will be introduced to the key questions in this unit (which are touched on again throughout) based on: engagement (hook), tone/atmosphere, visualisation, clues, predictions and questioning. They then explore the book cover, and the story opening, using these questions. Finally, students attempt to 'steal the style' of the text they have just been reading and create a version of their own based on the style, structure, features etc.

Week 2 Lesson 2: We Were wolves

In this lesson students will use visuals to recall the key questions, They then explore the book cover, and the story opening, using these questions. They then try to 'steal the style' in this case by using a short, enigmatic and engaging single sentence opener.

Week 2 Lesson 3: WWW Writing

In this lesson students will DEAR, students then attempt to 'steal the style' of the text they were reading last lesson and create a version of their own based on the style, structure, features etc. and, in this case, using a short, enigmatic and engaging single sentence opener. These are assessed, using the key questions (though there are various ways teachers might go about this assessment).

Week 2 Lesson 4: Talking to Alaska

In this lesson students will reflect on engaging and exciting techniques in story openings. They then explore the book cover, and the story opening, using these questions. Finally, students attempt to 'steal the style' of the text they have just been reading and create a version of their own based on the style, structure, features etc. The work is then assessed in some way (visualiser/peer assessment etc.)

Week 3: Story Openings

In this lesson students will have a choice of Creative tasks which reflect on the topics studied in the last two weeks

Week 3 Lesson 1: In a Brixtan Market

In this lesson students will read In-a Brixtan Markit - Children's Poetry Archive discuss ideas about visiting markets, stem sentences, practice descriptive writing

Week 3 Lesson 2: It happened this morning..

In this lesson students will read It Happened This Morning, Now Everything Has Changed - Children's Poetry Archive, identify, draw and label the most dramatic part of the poem. Re-write the poem from the perspective of someone watching

Week 3 Lesson 3: Science Block Toilets

In this lesson students will read Science Block Toilets. - Children's Poetry Archive, explore ideas about how sounds and images create a sense of place, write a poem using sounds and images to convey a sense of place

Week 3 Lesson 4: Narrative

In this lesson students will discuss the poems read in the last 3 lessons, plan and write a story which shows a place in 2 different ways

Week 4 Lesson 1: Bruises Heal

In this lesson students will read : Bruises Heal - Children's Poetry Archive recap extended metaphors, show empathy and understanding, identify the writer's purpose

Week 4 Lesson 2: Dear Key Workers

In this lesson students will read Dear Key Workers - Children's Poetry Archive, recap direct address, show empathy, reflection task

Week 4 Lesson 3: We Remember

In this lesson students will read We Remember - Children's Poetry Archive, identify feelings and perspectives, select quotations and learn about symbolism

Week 4 Lesson 4: Gratitude Letters

Week 3 Lesson 1: Ghost Boys

In this lesson students will complete a vocabulary activity. They then explore the book cover, and the story opening, using the key questions for the term. Finally, students attempt to ‘steal the style’ of the text they have just been reading and create a version of their own based on the style, structure, features etc. This will be self-assessed or can be assessed in various other ways.

Week 3 Lesson 2: Lampie

In this lesson students will explore/recall the idea of setting. They will then explore the book cover, and the story opening, using the key questions for the term. Finally, students attempt to ‘steal the style’ of the text they have just been reading and create a version of their own based on the style, structure, features etc. This This will be self-assessed using criteria or can be assessed in various other ways.

Week 3 Lesson 3: Diagnostic Writing

In this lesson students will do a visual prompt starter to remind them of good exposition techniques. They will then use guided prompts to plan, and write, the exposition of a short story. They will self-asses their work using criteria provided. This work will diagnostically marked to provide feedback on improvement before the termly assessment.

Week 3 Lesson 4: Exploring Expositions

In this lesson students will establish good group talk rules. Each person in the group is given a role (Reader, Questioner, Challenger and Visualiser) with instructions on what to do. Groups are given 5 minutes to read and discuss a short exposition of a novel. They then feedback their comments to the class. Each group looks at several books over the course of the lesson. They then reflect on their favourite exposition and how they and others performed their group talk roles.

In this lesson students will learn how to write Gratitude letters with a focus on formal language and ways to show compassion

Week 5 Lesson 1: A Moment that Changed Me

In this lesson students will read a newspaper article A moment that changed me, recap narrative poetry techniques

Pupils make a poem using lines from a newspaper article

Week 5 Lesson 2: If All the World Were Paper

In this lesson students will read If All The World Were Paper - Children's Poetry Archive, identify how a poet uses metaphors and repetition, create their own metaphors

Week 5 Lesson 3: If You Could See Laughter

In this lesson students will read 2 poems about wishes and compare the tone and points of view in If You Could See Laughter - Children's Poetry Archive and Dreams by Langston Hughes

Week 5 Lesson 4: Formal letter

In this lesson students will read a short story called ‘Spiderhands’, recap termly vocabulary, write a letter of advice to someone who is being bullied

Week 6 Lesson 1: I am Brave

In this lesson students will read I am Brave – turning weakness to strength, explore repetition and anaphora, consider the speaker’s perspective, write a letter giving advice to someone with a phobia, invent a device to help conquer a fear

Week 6 Lesson 2: Compassion

In this lesson students will Compassion – Learning from past mistakes (rhyme scheme)

Week 6 Lesson 3: Going through the Old Photos

In this lesson students will read Going Through the Old Photos – Consideration toward others (subtext), explore a rhyme scheme, consider narrative in a poem

Week 4: Assessment

Week 4 Lesson 1: Diagnostic Feedback

In this lesson students will be given information on what they did well and what needs improvement (as a class) based on the diagnostic marking from Week 3 Lesson 3. They will reflect on what they have done and attempt to edit and redraft their work in a TICK Time style lesson. This is an opportunity to point out common mistakes and celebrate good work.

Week 4 Lesson 2: Assessment Planning

In this lesson students will consider a range of short, single sentence paragraph openings and consider which is the best one. They can use these in their planning if they wish or create one of their own. This builds on similar work done earlier in the term. Students use the planning page to provide prompts for them to plan their own exposition of a story. They then use the key questions from the term to check they have included all necessary features.

Week 4 Lesson 3: Assessment

In this lesson students will write their exposition which they planned last lesson. They will also proof read and edit their piece to improve it.

Week 4 Lesson 4: Creative Responses

In this lesson students will choose a variety of hard thinking tasks to complete based on the hard thinking skills: Design, Write, Create, Explore and Link. E.g. Write: The next part of your story exposition you wrote for your assessment. What happens to your character? What happens in the climax of the story?

Week 5: Story Endings

Week 5 Lesson 1: Story Endings

In this lesson students will complete a vocabulary activity; explore what should happen in the denouement of a story;

Week 6 Lesson 4: Virtues

In this lesson students will learn how to use poetic devices in their own poem about a trait or virtue, practice narrative poetry

watch a BBC Teach clip on what not to do in a denouement; consider various final sentences and whether they are effective or not and Start to plan initial ideas for the ending of their stories.

Week 5 Lesson 2: Story Ending- The rules

In this lesson students will recap effective and non-effective endings through exploring more denouement scenarios and final sentences; recap their predictions on 'The Rules'; Read a synopsis of the story; Complete, at least, two hard thinking tasks, based on Imagine, Predict, Explore or Challenge (e.g. Predict: What do you think the denouement of the story entails? Write a summary of your prediction); explore the end of the text by reading and answering guided questions; consider what is effective about the ending and reflect on what other possible endings the writer could have used.

Week 5 Lesson 3 Story Ending: We Were Wolves

In this lesson students will think of a story with an unsatisfying ending and consider how it could have ended in a better way; recap their predictions on 'We Were Wolves'; Read a synopsis of the story; Complete, at least, two hard thinking tasks, based on Imagine, Predict, Explore or Challenge (e.g. Predict: What do you think the denouement of the story entails? Write a summary of your prediction); explore the end of the text by reading and answering guided questions; consider what is effective about the ending and reflect on what other possible endings the writer could have used.

Week 5 Lesson 4: Story Endings Ghost boys

In this lesson students will list or mind map what they can recall about creating an effective character; recap their predictions on 'Ghost Boys'; Read a synopsis of the story; Complete, at least, two hard thinking tasks, based on Imagine, Predict, Explore or Challenge (e.g. Predict: What do you think the denouement of the story entails? Write a summary of your prediction); explore the end of the text by reading and answering guided questions; consider what is effective about the ending and consider how it might subvert our expectations; reflect on why 'Ghost Boy' could be considered a vital story that should be studied in school (and why?).

Week 6: Story Endings

Week 6 Lesson 1: TICK Time (Turn back, Investigate, Correct and Know how to improve in future)

In this lesson students will complete some vocabulary tasks be given information on what they did well and what needs improvement (as a class and through personalised targets) based on the assessment marking for this term. They will reflect on what they have done and attempt to edit and redraft their work. This is an opportunity to point out common mistakes and celebrate good work.

Week 6 Lesson2: Story Endings Writing

In this lesson students will recap a story structure (Freytag's Triangle); plan out the rest of their story structure from their assessment exposition; write the denouement of their stories recalling, and being encouraged to use ideas and techniques from the story endings we have been looking at in week 5. Peer-assessment through underlining particularly good lines (teachers may chose to do the assessment/plenary a different way).

Week 6 Lesson 3 Story Endings Creative

	<p>In this lesson students will complete at least three think hard tasks based on, Create, Rank, Explore, Design, Transform, Challenge (e.g. CREATE: A top tips list for new year 7s about what an effective and engaging story denouement includes).</p> <p><u>Week 6 Lesson 4 The Lottery</u> In this lesson students will make predictions on a story, and it's tone/atmosphere, based on images; put the images in the order students think they will happen in the story; Read 'The Lottery' and answer guided questions; consider what might happen after the story ends, and consider the structure of the story, through guided questions; plan what happens after the story and what further denouement techniques could be applied.</p>	
<p>Key Domains and Concepts taught in this Unit</p>	<p><u>Writer's purpose</u> C1a. Morals C1c. Perspectives</p> <p><u>Writers' methods and their effects</u> C2a.Characterisation C2b. Form C2e. Imagery- simile and metaphor C2f. Setting C2g. Analysis of ideas, character, language and structure C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2k.Structural devices – narrative perspective C2m. Effective language C2o. Basic literacy skills</p>	<p><u>Writer's purpose</u> C1a. Morals C1b. Ethical choices</p> <p><u>Writers' methods and their effects</u> C2a.Characterisation C2b. Form C2e. Imagery- simile and metaphor C2g. Analysis of ideas, character, language and structure C2i. Devices Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs, pathetic fallacy etc C2j. Sentence forms for effect C2k.Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective C2l. Semantic field C2o. Basic literacy skills</p>

C2p. Sentence forms for effect

C2q. Genre

Critical and evaluative responses to texts

C3e. Comparison

Writing Skills

C4a. Imagery- simile and metaphor

C4b. Setting

C4c. synthesis

C4g. Semantic field

C4i. Imagery – simile, metaphor and personification

C4k. Alliteration, rhetorical question, juxtaposition, pun, emotive language, powerful verbs

C4l. Effective language

C4n. Basic literacy skills - SPAG

C4o. Sentence forms for effect

C4p. Structural devices –narrative, perspective

C4q. Pathetic fallacy

C4t.Characterisation

C4u.Genre

Context

C5g. Setting

C5h. Genre

Oracy

C6b. Standard English

C6h. Effective language

C6i. Structuring opinion

C2q. Genre

Critical and evaluative responses to texts

C3c. Write a lot about a little

C3d. Evaluation

Writing Skills

C4d.Academic writing

Context

C5c. Patriarchy

C5e. Morals

C5f. Ethical choices

C5h. Genre

Oracy

C6b. Standard English

C6d. synthesis

C6f. Perspectives

C6g. Rhetorical devices

C6h. Effective language

C6i. Structuring opinion

C6k. Ethical choices

<p>KS4 End Points</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register appropriately, using knowledge gained from reading extensively.</p> <p>Write accurately and purposefully, in an academic register, using a full range of sentence forms, punctuation, and structural and grammatical features, for effect.</p> <p>Write descriptively and imaginatively through sustained crafting of figurative language and symbolism to create fictional writing in different genres.</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>	<p>Write for different purposes and audiences and in different forms through effectively adapting style, tone and register</p> <p>Read widely for pleasure and information including texts from the Literary Canon.</p> <p>Understand the power of written and spoken language to challenge, inspire and manipulate, by reflecting critically and evaluatively on a writer's intentions, identifying bias and context and using comparison when appropriate.</p>
<p>Declarative Knowledge (Students should know)</p>	<p>The names of linguistic and descriptive devices</p> <p>How to structure sentences and responses to exam style narrative writing questions</p> <p>Key concepts of narrative structure, engaging exposition, and engaging denouement</p> <p>How to structure effective writing</p>	<p>Terminology for Language/ Structure/ Form including: Imagery – simile, metaphor, and personification Semantic field Structural devices – enjambment, caesura, stanza, rhyming couplets, narrative perspective</p> <p>How to identify useful quotations and comment on them</p> <p>How to transform a text in a range of styles</p>

<p>Procedural Knowledge (Students should be able to do)</p>	<p>Identify and use linguistic and descriptive devices to enable crafted writing.</p> <p>Comment on effects achieved in a developed and structured way To write with clarity in an increasingly complex way</p> <p>To comment on authorial intent</p>	<p>Use reading strategies: Identify the 5 Ws – What/ When / Who / Where / Why? Topping and tailing</p> <p>Analysis of effects and inference</p> <p>Tracking perspectives writers' attitudes by identifying the moral message of the poem as well as how the poet presents it through: Language/ Structure/ Form</p> <p>Present arguments in a clear and coherent way</p> <p>Respond creatively to a text</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Conflict • Conform • Elusive • Established • Intrigued • Moral • Peculiar • Perspective • Resonate • Subvert <p>Reading Strategic Reading strategy for struggling readers Reading a range of opinion writing and fiction Developing reading strategies</p>	<p>Vocabulary: Explicit Tier 2 / Tier 3 Vocabulary starters</p> <ul style="list-style-type: none"> • Perspective • Malevolent • Stanza • Tone • Imagery • Inference • Evoke • Symbolism • Empathy <p>Emerging</p> <p>Reading</p> <ul style="list-style-type: none"> • Strategic Reading strategy for struggling readers • Reading a range of opinion writing and fiction • Developing reading strategies

Assessment (Summative and Formative)	Diagnostic marking of a piece of extended writing Writing exposition of short story	Spoken Language Diagnostic marking of poetry analysis
Links to Prior Learning	Building on writing skills – sentence structure and vocabulary use Building on inference skills	Building on reading strategies (inference) and authorial intent Commenting on effects of language devices
Next steps in learning	Increasingly complex vocabulary and structures. Increasing the length of extended writing Increasingly complex vocabulary and spelling Increasingly complex texts and structures Identifying and filling in gaps in learning for some students	Extending critical analysis Identifying and filling in gaps in learning for some students
Common Barriers to learning in this unit	Lack of security in sentence structure and writing at length independently Maturity and sophistication of ideas Exposure to a range of fiction writing not wide enough	Resilience in reading and understanding challenging texts from a wide range of genres, cultures and times