

Athena School

English Curriculum

At Athena Secondary School we aim to provide a creative, inclusive, challenging and real-world curriculum that inspires future thinkers, innovators and problem solvers in an immersive environment that stimulates and supports high quality learning. Due to the nature of our pupils' needs, Athena School endeavours to individualise learning in order to engage our pupils in the most effective way possible, so they can learn to behave appropriately in learning and social situations. We believe in making all learning purposeful and meaningful and in order to achieve this our 3-year rolling cycle at KS3 is planned around the REAL projects. REAL stands for, rigorous, engaging, authentic, learning. With an additional focus on fostering independence and resilience, the REAL projects aim to set our KS3 pupils up for success throughout KS4 and beyond.

Key Documents and Websites

(Please click on the images)

Read Write Inc: Fresh Start for our pupils who need intervention with phonics and initial stages of fluency.

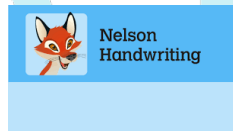


Accelerated reader is a whole school initiative to engage all pupils with reading. It allows the teachers to take a micro look into the reading ability of the pupils and



Accelerated[™]
Reader

RIC starters are short tasks at the beginning of a whole class English lesson. These activities require children to read, watch, observe or listen to stimulus, often a piece of media, and then answer some question.



Nelson handwriting scheme is our handwriting intervention scheme in school to move our pupils onto cursive writing.



Sonar is our assessment system where we assess reading and writing as separate skills.

Bug club our reading program that helps our less able readers develop into confident and motivated readers.



English Curriculum Statement

This document explains the principles that inform our English curriculum at Athena School.

Intent

At Athena School, many of our pupils join us with reluctance for learning English. But our intention with the subject is to develop pupils love and enthusiasm for reading, writing and spoken language.

Our main intention is to fill the gaps of our pupils' attainment within English. We complete interventions (Fresh Start and Bug Club) use a whole school reading strategy (accelerated Reader), and provide a multitude of resources (overlays, vocabulary pyramids, key terminology) to promote this as soon as the pupils join us here.

Our lessons strive to provide immersive learning for the pupils in order to maintain pupils interest and excitement for the subject.

We allow great exposure within the subject, providing pupils with diverse texts that the pupils may not have ever been exposed to, as well as regularly updating and sharing ideas within the staff for new REAL projects catered solely to the current cohort. The subject allows welcomed opposing opinions and ideas which develops the pupils' ability to respect their peers and grow their conversation skills, highly important for us at Athena.

We strive for children to develop their love for reading and writing with our nurture groups coming together to make memories within the subject, working together and linking prior learning.

As the children progress through to KS4, the passionate English teachers that we have at Athena will always engage our pupils in order for them to overcome the anxieties of learning within the compulsory government guideline texts so that they have a wholistic education, enabling them to achieve success in their future lives.

Implementation

Teacher ensure a core understanding of English learning in their classrooms, they also enforce and expectation that all pupils are capable of achieving high standards in: reading, writing and speaking and listening.

We do this in a multitude of ways by doing:

- Teachers create a positive attitude to English learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in English.
- From key stage 3 lessons will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils will experience this through a depth of English literary heritage
- In Key Stage 4 pupils will continue this and rigorous learning will allow for them to become subject experts. In lower ability groups, pupils will focus on English language. The higher ability pupils, will continue with Literature as well as language as subjects.
- Pupils across the whole school, whose linguistic development is more advanced is challenged through being offered opportunities for increased breadth and depth in reading and writing to enable them to achieve their potential and more.
- Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice and revisiting key objectives from KS1 and KS2 objective.
- Those that are in need of intervention; are able to access Fresh Start, fluency intervention and/or Bug Club books.
- LBQ will be used to practice spelling and grammar during homework activities, to ensure their importance is retained throughout all year groups.
- They will have access to and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. They will access through key vocabulary.
- Displayed around the classroom, as well as the relevant resources for tasks. This involves the consolidation, practice and discussion of language.
- Challenge is apparent through all key stages, regardless of their ability; all children have opportunities to be critical of what they read, including inference, authorial intent and explicit content. All of this will be taught, using the correct challenge of literature.
- Teachers use precise questioning in class to test conceptual knowledge and skills, and assess pupils regularly to identify those children with gaps in learning, so that all pupils keep up. Tasks are selected and designed to provide appropriate challenge to all learners.

- In Key Stage 3, English is taught through project based learning; whether that be an overarching theme or book study.
- When English is an overarching theme, it drives the REAL projects and so the children are engaged through cross-curricular learning as well as writing for a purpose authenticates their learning.
- When English is taught as a book study, the pupils deep dive into the texts through character analysis language, context and intent.
- Key Stage 4 embeds their prior learning from ks3 and build upon it, through increasingly challenging texts in the KS4 curriculum (GCSE Literature in the higher ability pupils and Language for all). They will also incorporate this skill of comprehension and contextual understanding in their Language. In lower ability groups his same learning is continued to be built upon, but through a Language and Functional Skills curriculum.

These skills, outlines will allow our learning environment to continue to be stimulating, engaging, challenging, relevant and immersive; in order for our pupils to develop personally, socially and emotionally.

Impact

The successful approach at Athena School results in a creative, inclusive, challenging, inspiring and real world, high-quality English education, which provides students with the foundations, knowledge and confidence to challenge themselves and what they read. The nature of the REAL projects allows the pupils to become investigative enquiring learners, which carry them through to their ks4 learning.

The authenticity of their work allows them to understand career pathways and their level of interest in these.

Our pupils not only acquire the appropriate age-related knowledge linked to the KS3 and KS4 English curriculum, but also develop the skills that will equip them to progress from their starting points, and within their everyday lives, including post-16.

Our aim is that our students will have:

- A wide variety of skills linked to reading, writing and speaking and listening.

- A rich vocabulary that will enable them to articulate their understanding of taught concepts.
- Students overwhelmingly enjoy the magic behind literature and are able to link it to historical context.

The individual teachers of English, the English Lead and the Assessment Coordinator monitors student progress throughout the year. Teacher Assessment through classroom monitor is utilised to address misconceptions and gaps in learning and to target intervention to improve individual outcomes and monitor progress (The Bug Club and Dockside reading scheme). It also informs targeted CPD for staff and effective budgeting towards English resources.

The English Lead also follows a monitoring timetable that includes:

- *Book scrutiny*
- *Learning walks*
- *Planning sampling*
- *Soft monitoring e.g. chatting in staff room*
- *Data gathering*
- *Teacher discussion*
- *Pupil interviews/ Pupil voice*
- *Drop ins*
- *Ongoing action plan*
- *Annual English curriculum review*
- *Ks4 exam outcomes.*



ATHENA

SCHOOL

Our Phonics Programme- Fresh Start



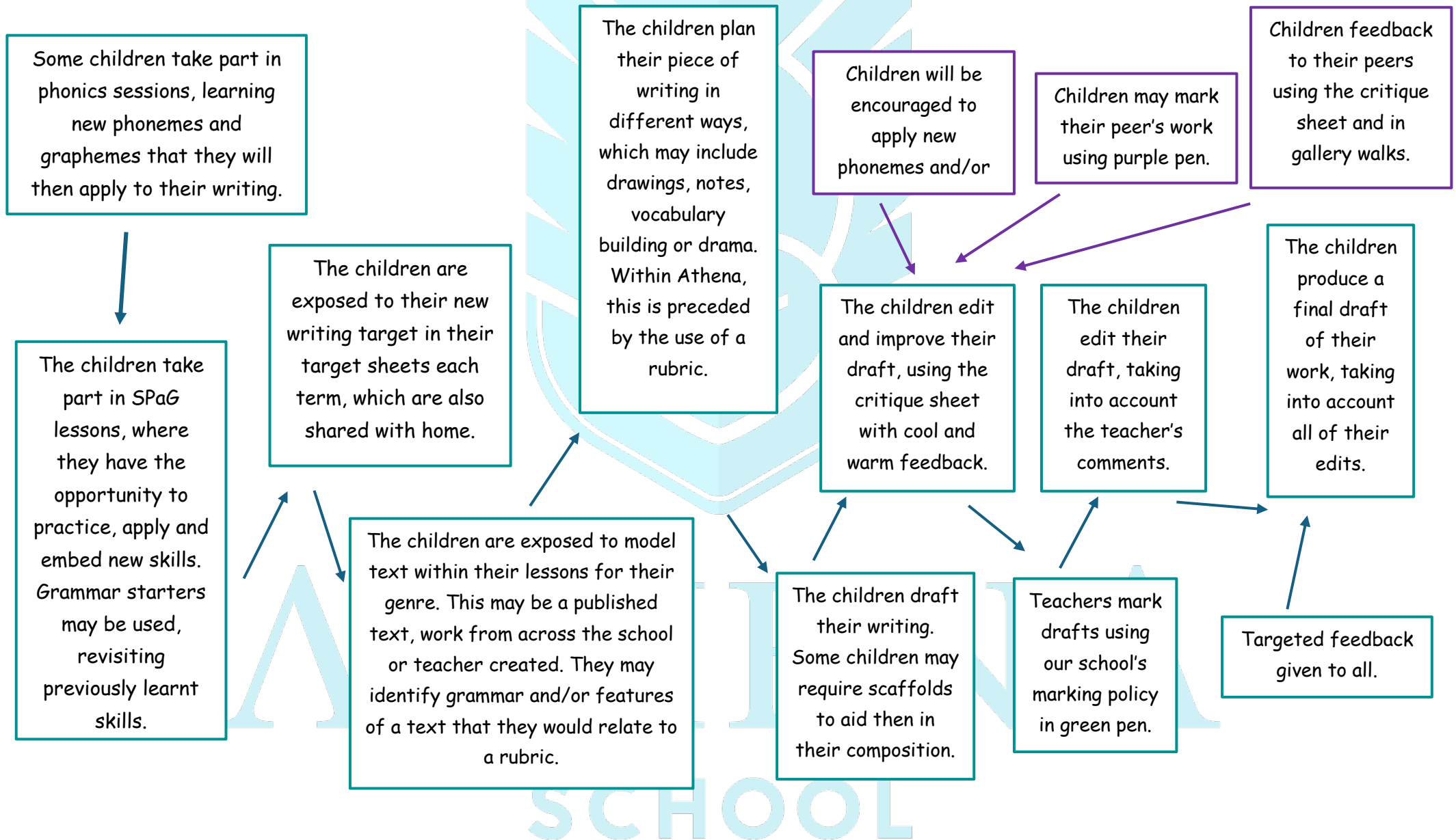
Our phonics intervention programme that rescues reading in our struggling students, unlocking the whole curriculum.

What this looks like for our pupils:

- **Quick diagnostic assessment.** Students start at their highest point on the programme for speedy progress, whether this is for accurate decoding or for reading fluency - or both.
- **Daily phonics lessons at each student's 'challenge point'.** Students progress quickly because they learn and review letter sounds and words at their level.
- **Motivating age-appropriate Modules.** Older readers enjoy applying their new phonic knowledge to engaging matched decodable stories and non-fiction texts.

Pupils' baseline is found when they arrive at Athena School via our government set test, if they are round to need intervention, then they will take part in individual intervention or a whole class intervention if appropriate.

Athena School Writing Journey



Rubric and Critique

Going for...	Feature	Student	Teacher
Green			
Gold			



CRITIQUE

Be KIND

Use kind words and offer suggestions

Be HELPFUL

Give helpful suggestions to help your friends create great work

Be SPECIFIC

Tell your friends exactly what you mean

What jumped out was...?

My eye is drawn to...

I really like the way you...

My favourite part is...

I'd like to celebrate...

WARM COMMENTS

What would happen if...?

Have you thought of...?

Could you...?

Why don't you try...?

Could you consider...?

HELPFUL COMMENTS

Critique

Gallery Walk

What would you like advice with?

When giving
feedback remember
to:

Be kind

Be helpful

Be specific

Positive Feedback

Positive Feedback

Positive Feedback

Positive Feedback

Improvement Feedback

Improvement Feedback

Improvement Feedback

Improvement Feedback





Pupils need to read with increasing automaticity so they can concentrate on the content of what they are reading. Fluency is the number of words a child can read accurately per minute, and also includes prosody. The journey to adult fluency takes considerable practice, it is therefore useful to consider fluency as progressive: children should be fluent for their age and stage. Once children have practiced decoding the same word several times, they become more able to read the word 'at a glance'. Familiarity with texts also supports fluency development. The Reading Framework July 2023

Fluency at Athena School

Research Led Practice

Although our pupils are in ks3 and ks4 many of our pupils are working within the ks2 curriculum, therefore we look to the guidance explained in the EEF's 'Improving Literacy in ks2' guidance report. In the context of literacy, reading fluency is defined as reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation). Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

One evidence-informed approach we deliver at Athena School is guided reading instruction. This involves adult modelling the fluent reading of a text first and then pupils reading the same text aloud with appropriate feedback. It is an opportunity to make the implicit explicit by expertly modelling fluency through appropriate use of pace, expression, punctuation and phrasing – all important features of effective prosody. Another approach applied is repeated reading. This involves pupils re-reading a short text a set number of times or until they reach suitable level of fluency. It also allows us to develop our pupils' accuracy and automaticity when encountering complex vocabulary in subjects.

Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.

Our approach to teaching fluency has been developed using the latest research from Tim Rasinski and Sarah Green, including the use of their Rubrics to assess pupils prior understanding, inform planning and monitor progression.

In Practice

Fluency:

Pupils have excellent fluency modelled to them daily, with reading session designed around this. Pupils encounter a range of texts, including plays, prose and poems the have the opportunity to repeatedly practice these.

Guided Reading:

Guided Reading- all pupils have at least one guided reading session a week. In ks4 this happens on Friday; the pupils are divided into abilities within their classrooms, however during terms where they are completing a curriculum text, they will experience guided reading style English lessons also. In ks3, this will happen once a week, within the week and again be split into ability groups within their classrooms.

This is replaced during terms of book study where their English lessons will take the shape of guided reading.

ZPD:

Each pupil has a ZPD (zone of proximal development) assigned by Accelerated Reader, this relates to their reading ability in word recognition as well as comprehension. The books in the library are labelled with the ZPDs that they are appropriate for, and the pupils then choose from the correct range of books that will give them the correct balance of comfort and challenge to support their.

Book Studies:

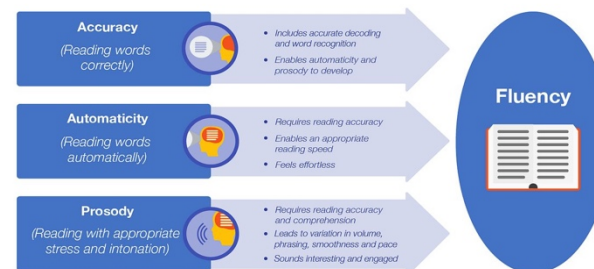
In ks3, pupils are exposed to books correct to their ability, they will work through the texts in the style of guided reading and become comfortable around the words they are learning, this supports in their automaticity as well as prosody leading onto their correct comprehension of the texts that they read.

In ks4 this runs very similarly, however the books read will be from the ks4 program of study and lend themselves to the GCSE English Literature examinations.

Interventions:

Those pupils who have been identified as needing further support with their fluency (and are not using Fresh Start) through the use of Rasinski's assessment rubric, have interventions delivered to them each week.

Figure 6: Reading fluency



Fluency: The Bridge Between Decoding and Comprehension

At one end, fluency connects to **accuracy** and **automaticity** (rapid word recognition) in **decoding**.



At the other end, it connects to **comprehension** through **prosody** or expressive **interpretation**.



Provision and Impact Overview

Interventions



Reading Target				
To get to 5GD I need to:				
Writing Target				
To get to 4GD I need to:				
Maths Target				
To get to 5WT I need to:				
Science Target				

Boxall Targets	
Target	Success Criteria

Pupil

Principles of Nurture

All our pupils are placed within a nurture group. They therefore receive the following provision.

Nurture Groups aim to replace early attachments by immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers. In the short term, children and young people have improved self-esteem, behaviour, and school attendance. By meeting physiological, safety, love and belonging and esteem needs, pupils are then more likely able to work towards self-actualisation.

- Children's learning is understood developmentally.
 - The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
 - All behaviour is communication.
- Transitions are significant in the lives of children.

Parents and Carers

You can support your child by using this method to help your young person solve any problems they may face as effective problem solving is an important part of learning.

<p>Understand</p> <p>Read the problem. Identify the question. Circle what you know.</p>	<p>Plan</p> <p>Choose a strategy that makes sense and works for you. Make an estimate.</p>
<p>Solve</p> <p>Try your strategy. Show all your work. Label and circle your answer.</p>	<p>Reflect</p> <p>Explain and justify your answer. Decide if your answer is reasonable.</p>

Please continue to encourage your child to read. Young people that are read to and with at home are twice as likely to achieve highly in school.

Communicate with the school via the parent app.

	Assessment		
	Reading	Writing	Maths
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			

Boxall Update

There are two main strands to Boxall profiles. One is the developmental strand which pupils need to score as high as possible. The maximum score is 136. The second strand is Diagnostic which pupils need to score low to a minimum of 0.

	Developmental		Diagnostic		Notes
	Start	End	Start	End	
Year 7					
Year 8					
Year 9					
Year 10					
Year 11					

Behaviour Assessment

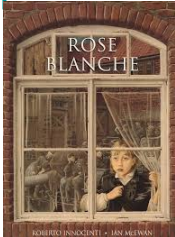
Behaviour Logs	
Year 7	
Year 8	
Year 9	
Year 10	
Year 11	

Physical Interventions		
	Number	Notes
Year 7		
Year 8		
Year 9		
Year 10		
Year 11		

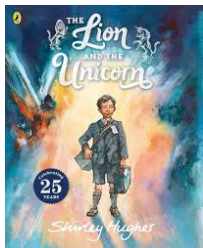
Attendance		
	%	Notes
Year 7		
Year 8		
Year 9		
Year 10		
Year 11		

KS3 Book Study Diet

Lower Ability:



Rose
Blanche
&
The Lion
and The
Unicorn



Romeo & Juliet



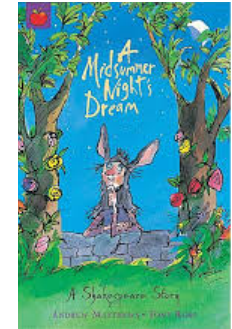
Blood Brothers



Harry and the
Poisonous
Centipede

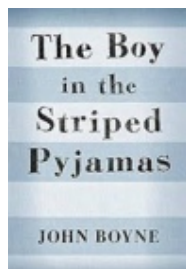


George's
Marvellous
Medicine

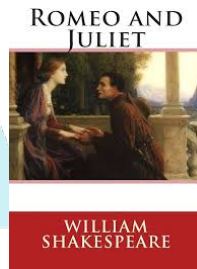


A Midsummer
Night's Dream

Higher Ability:



The Boy in the
Striped Pyjamas



Romeo & Juliet



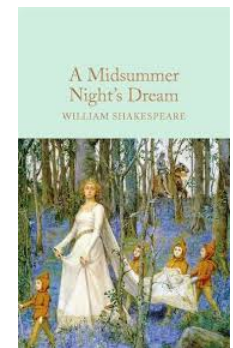
Blood Brothers



Holes



The Nowhere
Emporium



A Midsummer
Night's Dream

KS4 Book Study Diet

Lower Ability:



The Time Machine



Sherlock Holmes –
Sign of Four



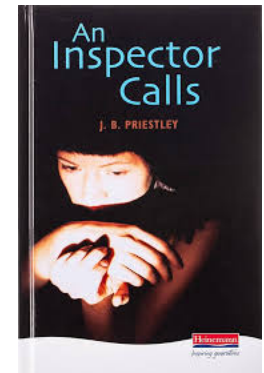
Macbeth



Power and Conflict
Poems



Boffin Boy



An Inspector Calls

Middle & Higher Ability:



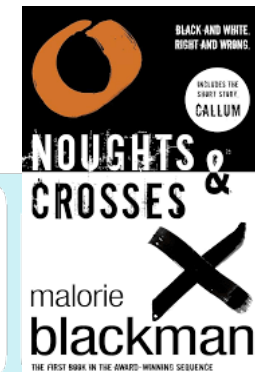
Macbeth



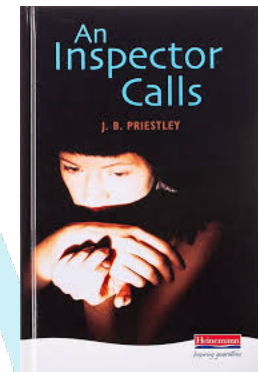
A Christmas Carol



Power and Conflict
Poems



Noughts and Crosses



An Inspector Calls

KS3 Non-Fiction Diet

Cycle One:

WW2- Examples of instructional writing, recipes, eyewitness accounts of the Blitz, women at war.

Space race - conspiracy theories reporting and journalism (newspaper reports) and persuasive letter writing.

This is Lincolnshire – wildlife study materials, campaigning, leaflet research

Multiple texts linked to relevant, recent and past news regarding REAL projects

Cycle Two:

Get Physical- Debate writing, newspaper articles, non-chronological reports.

Grand Designs- Origin of species, Charles Darwin, diary entries, chronological reports

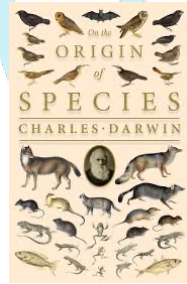
Liberated- Speaking and listening, performances, presentations

Lower Ability:



Origin of Species

Higher Ability:



Origin of Species

Cycle Three:

Plastic pollution- letter writing, persuasion, TV advertisements, presentations

The Black Death- Letter writing, formal/informal, historical fiction, character descriptions

Myths and Legends- Creative writing, Greek mythology, script writing

Whole School English Long-Term Plan

	Life in WW2		Our Universe		This is Lincolnshire	
Cycle 1	Term 1 Boy in the Striped Pajamas (2006)- Fiction	Term 2 Non-Fiction Focus – instructions. World War Two recipes and growing own food.	Term 3 Hitch Hiker’s Guide to the Galaxy (1979) Studying Poets Space/Alien Poetry	Term 4 Non-fiction – Space Race & Conspiracy Theory Focus – reporting and journalism, newspaper reports & persuasive writing.	Term 5 Poetry – Alfred Lord Tennyson (Charge of the Light Brigade 1854)	Term 6 Non-fiction Focus – Media Producing brochure for Lincolnshire. Speaking and Listening
Reading Skills	Range of reading Familiarity with texts Authorial Intent Understanding Comprehension Inference Decoding Discussing reading	Range of reading Familiarity with texts Authorial Intent Understanding Comprehension Inference Decoding Discussing reading	R Familiarity with texts ange of reading Authorial Intent Understanding Inference Decoding Discussing reading	Range of reading Familiarity with texts Authorial Intent Understanding Inference Decoding Discussing reading	Range of reading Familiarity with texts Authorial Intent Understanding Performance Inference Decoding Discussing reading	Range of reading Familiarity with texts Authorial Intent Understanding Performance Inference Decoding Discussing reading
Writing Skills	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology Performing Writing	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology Performing Writing	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology Performing Writing	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology Performing Writing
SPaG Focus	Capital letters Adjectives Verbs Contractions Singular and plural	Sentences Prefixes Suffixes Commas Articles Dashes	Pronouns Conjunctions Nouns Prepositions Sentences Hyphen	Sentences Possession Homophones Mononyms Brackets	Confusing words Colons Possessions Paragraphs Sentences	Sentences Adverbs Semi-colons Standard and non-standard English
	Get Physical		Grand Designs		Liberated	
Cycle 2	Term 1 Non fiction Focus Journalism	Term 2 Romeo and Juliet - Fiction	Term 3 Non-Fiction Focus informs Diary entries	Term 4 Blood Brothers (1986) -	Term 5 Poetry/Drama/Songs and seminal	Term 6 Non-fiction Focus - informing through

SCHOOL

	Understanding Comprehension Inference Discussing reading	Understanding Comprehension Inference Discussing reading	Understanding Comprehension Inference Discussing reading	Understanding Comprehension Inference Discussing reading	Understanding Performance Comprehension Inference Discussing reading	Understanding Comprehension Inference Discussing reading
Writing Skills	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology	Phonetic & Whole word spelling Other word spelling Transcription Handwriting Context for writing Planning Writing Drafting Writing Editing Writing Vocabulary Grammar Punctuation Grammatical Terminology
SPaG Focus	Capital letters Adjectives Verbs Contractions Singular and plural	Sentences Prefixes Suffixes Commas Articles Dashes	Pronouns Conjunctions Nouns Prepositions Sentences Hyphen	Sentences Possession Homophones Mononyms Brackets	Confusing words Colons Possessions Paragraphs Sentences	Sentences Adverbs Semi-colons Standard and non-standard English
	Literature and Language	Literature and Language	Literature and Language	Literature and Language	Literature and Language	Literature and language
Year 10	A Christmas Carol 19th Century Text. Reading the Easy Classics Version, using film clips to support. Context Exploring Narrative <ul style="list-style-type: none"> Interpreting Characterization through language Identifying themes Language Identifying themes ideas and information <ul style="list-style-type: none"> Through structure Through language Inference 	10B 2024/2025: Functional Skills – Writing <ul style="list-style-type: none"> Punctuation Plurals, Adjectives Alphabetical order Spelling Audience and purpose Form filling Writing an email. Themes <ul style="list-style-type: none"> Textual evidence Identifying literary devices. Language Speech writing <ul style="list-style-type: none"> Writing to persuade 	10B 2024/2025: Week 1-2 Functional Skills – Reading <ul style="list-style-type: none"> Inference skills Organizational markers Week 3-6 Macbeth Reading ‘A Shakespeare Story’ Version. <ul style="list-style-type: none"> Character descriptions Inferring characters feelings/thoughts Letter writing Debating/balanced argument. Analysing the text. <ul style="list-style-type: none"> Form Grammar 	10B 2024/2025 Week 1-2 Functional Skills- Reading <ul style="list-style-type: none"> inference skills organizational markers Week 3-6 Reading ‘A Shakespeare Story’ Version. <ul style="list-style-type: none"> Reading the story Discussing language Modelling tone. Themes Language techniques Semantic field Impact 	10B 2024/2025 Macbeth Continued Functional Skills <ul style="list-style-type: none"> Poetry Cold read of the poems read into the context of the poems. Poetry analysis. <ul style="list-style-type: none"> Cold read on poems. Context Poetry analysis Themes Literary techniques Poetry writing Language	Noughts and Crosses: 21st Century text. <ul style="list-style-type: none"> Inference Explicit and Implicit information Comparisons Identifying structure. Language Story writing <ul style="list-style-type: none"> Writing to describe Building characters Building structure Creative narrative Speech writing

	<ul style="list-style-type: none"> • Explicit/implicit information <p>Writing to persuade</p> <ul style="list-style-type: none"> • Eulogy for Scrooge 	<ul style="list-style-type: none"> • Identifying bias • Reflecting critically and effectively on text. <p>Descriptive writing</p> <ul style="list-style-type: none"> • Literary devices 	<ul style="list-style-type: none"> • Structure • Vocabulary • Lit/Lang terminology. <p>Language</p> <p>Speech writing</p> <ul style="list-style-type: none"> • Writing to persuade • Identifying bias • Reflecting critically and effectively on text. • Facts and false facts/evidence within text • Identifying bias • Reflecting critically and effectively on text. <p>Descriptive writing/ diary writing</p> <ul style="list-style-type: none"> • Literary devices • Newspaper article • grammatical 	<p>Language</p> <p>PEE Paragraphs</p> <p>Writing for different purposes and analytic skills</p> <p>Essay writing commenting on authorial intent through:</p> <ul style="list-style-type: none"> • Structure • Themes • Descriptive/figurative language e.g., metaphors, similes, irony, irony, Rhetoric, analogy, personification, sarcasm, alliteration, onomatopoeia, • Impact 	<ul style="list-style-type: none"> • Shared essay writing (I, we, you). • Synthesising between more than one text • Form • Grammatical structural features • Illustrating how vocabulary and grammar contribute to understanding and impact. • Linguistic and literary terminology <p>Biography writing.</p> <ul style="list-style-type: none"> • Structure • Grammar • Critiquing and editing. 	
<p>Reading Skills</p>	<p>Interpret</p> <p>Deduce and infer.</p> <p>Justify interpretations.</p> <p>Effect on reader.</p> <p>Range</p> <p>Understanding</p> <p>Structure and meaning.</p> <p>Text sequencing</p> <p>Viewpoint</p> <p>Context</p> <p>Viewpoint</p>	<p>Implication</p> <p>Effect on reader.</p> <p>Interpret</p> <p>Deduce and infer.</p> <p>Understanding</p> <p>Range</p> <p>Independence</p> <p>Find information.</p> <p>Collate information.</p> <p>Use evidence.</p> <p>Make notes.</p> <p>viewpoint</p>	<p>Interpret</p> <p>Deduce and infer.</p> <p>Justify interpretations.</p> <p>Effect on reader.</p> <p>Range</p> <p>Understanding</p> <p>Structure and meaning.</p> <p>Text sequencing</p>	<p>Implication</p> <p>Effect on reader.</p> <p>Interpret</p> <p>Deduce and infer.</p> <p>Understanding</p> <p>Range</p> <p>Independence</p> <p>Find information.</p> <p>Collate information.</p> <p>Use evidence.</p> <p>Make notes</p>	<p>Interpret</p> <p>Deduce and infer.</p> <p>Justify interpretations.</p> <p>Effect on reader.</p> <p>Range</p> <p>Independence</p> <p>Understanding</p> <p>Structure and meaning.</p> <p>Text sequencing</p> <p>Viewpoint</p> <p>Context</p> <p>Viewpoint</p> <p>Implication</p> <p>Use evidence.</p> <p>Find information</p>	<p>Interpret</p> <p>Deduce and infer.</p> <p>Justify interpretations.</p> <p>Effect on reader.</p> <p>Range</p> <p>Independence</p> <p>Understanding</p> <p>Structure and meaning.</p> <p>Text sequencing</p> <p>Viewpoint</p> <p>Context</p> <p>Viewpoint</p> <p>Find information.</p> <p>Use evidence</p>

Writing Skills	Viewpoint Form Vocabulary Punctuation Paragraphs Spelling Cohesion Sentence structures	Purpose Viewpoint Effect of word choice Punctuation Paragraphs Spelling Cohesion Sentence structures	Viewpoint Form Vocabulary Punctuation Paragraphs Spelling Cohesion Sentence structures. Style	Viewpoint Form Vocabulary Punctuation Paragraphs Spelling Cohesion Sentence structures	Form Tenses Sequence Organise Spelling Viewpoint Vocabulary Sentence Structure Style Cohesion	Purpose Viewpoint Effect of word choice Punctuation Paragraphs Spelling Cohesion Sentence structures
SPaG Focus	Capital letters Adjectives Verbs Contractions Singular and plural	Sentences Prefixes Suffixes Commas Articles Dashes	Pronouns Conjunctions Nouns Prepositions Sentences Hyphen	Sentences Possession Homophones Mononyms Brackets	Confusing words Colons Possessions Paragraphs Sentences	Sentences Adverbs Semi-colons Standard and non-standard English
	Literature and Language	Literature and Language	Language and Spoken Language	Language	Literature and Language	
Year 11	An Inspector Calls: 20th Century Text. Cold Read <ul style="list-style-type: none"> Context Exploring narrative Characterisation Themes Write PEE paragraphs in response to questions.	An Inspector Calls: 20th Century Text. <ul style="list-style-type: none"> Textual analysis Authorial intent Essay writing – writing at length - PEE. <ul style="list-style-type: none"> Reviews – Sheila review on Eva? Form Grammatical Structural features Illustrating how vocabulary and grammar contribute to understanding and impact. Linguistic and literary terminology 	Research: <ul style="list-style-type: none"> Dissection of information Undertake different roles within a discussion. Cold read short texts for prep and practice for exams. Practice planning writing. Work on SPaG skills. Presentation creation Discussion/views	Short texts: <ul style="list-style-type: none"> Cold read Comparison Authorial intent Characterisation Themes Literary devices Comparing usefulness and bias of information. Newspapers dissection and writing. Writing effectively for different purposes. <ul style="list-style-type: none"> Travel writing. Leaflets (revision) Letters (revision) Emails (revision) 	Revision: <ul style="list-style-type: none"> All skills. 	

SCHOOL

Reading Skills	Interpret Deduce and infer. Justify interpretations. Effect on reader. Independence Understanding Structure and meaning. Text sequencing Viewpoint Context Viewpoint	Independence Understanding Strategies Finding information Collate information. Use evidence. Make notes	Make notes. Justify interpretations. Interpret Structure and meaning. Understanding Strategies Collate information. Use evidence.	Interpret Deduce and infer. Justify interpretations. Effect on reader. Independence Understanding Structure and meaning. Implications Viewpoint Range Strategies Use evidence. Context Influence	All skills	
Writing Skills	Viewpoint Form Vocabulary Punctuation Paragraphs Spelling Cohesion Sentence structures	Purpose Viewpoint Effect of word choice Punctuation Paragraphs Spelling Cohesion Sentence structures. Form Style	Viewpoint Purpose Form Style Vocabulary Effect of word choice Sequence Structure Organize Paragraphs Cohesion Spelling	Purpose Viewpoint Effect of word choice Punctuation Paragraphs Spelling Cohesion Sentence structures. Form Style Vocabulary Tenses Sequence Structure Organise	All skills	
SPaG Focus	Sentences Adverbs Semi-colons Standard and non-standard English Hyphen	Sentences Prefixes Suffixes Commas Articles Dashes	Pronouns Conjunctions Nouns Prepositions Sentences Standard English and non-standard English	Sentences Possession Homophones Homonyms Brackets Semi-colons	Confusing words Colons Possessions Paragraphs Sentences Adverbs	

ATHENA
SCHOOL

KS4 Nurture Class English Long-Term Plan

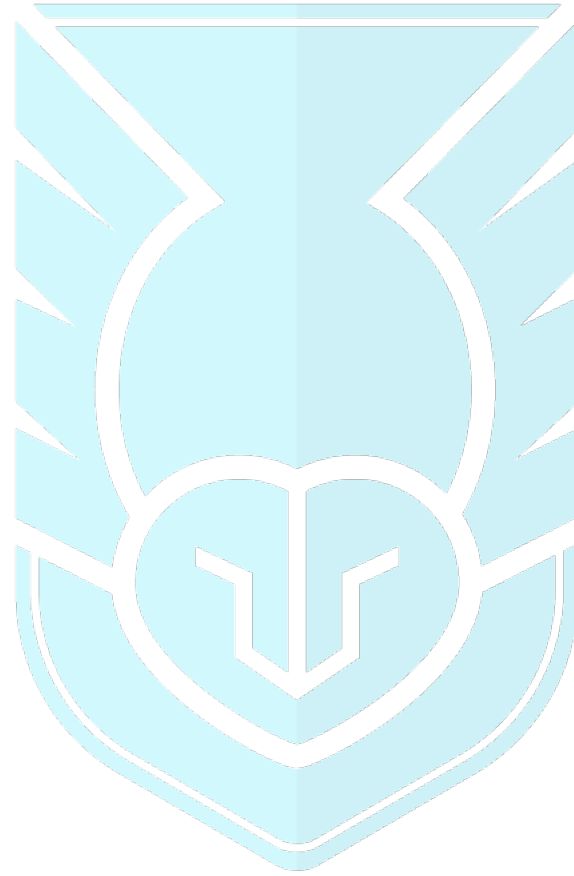
Year 10/11 Nurture group	Term 1 Science fiction (Entry Level Comp 2) The time Machine 19 th Cent Sci Fi stories 21 st Cent (Silver)	Term 2 Crime (Entry level Component 2) An inspector calls 2025	Term 3 Macbeth (Shakespeare text)	Term 4 Holidays (Entry level Component 1)	Term 5 Poetry Anthology (Poetry since 1789 including Romance Poetry) This will be repeated next year for the pupils not on study leave	Term 6 Style Component 1 (This will be repeated next year for the pupils not on study leave)
Suggested Activities	<p>Cold read Context Using inference Description Exploring narrative Interpreting characterization through language Identifying themes ideas and information. Comparing texts</p>	<p>Inference Explicit and implicit information contributing to meaning. Identifying structure Story writing</p> <ul style="list-style-type: none"> • Writing to describe • Building characters • Building structure • Creative narrative • Creating settings <p>Observation Inference</p>	<p>Cold read Letter writing to Lady Macbeth.</p> <ul style="list-style-type: none"> • Critique and editing. <p>Diary writing</p> <ul style="list-style-type: none"> • Critiquing and editing 	<p>Entry level paper Take part in group discussions and make an individual presentation.</p> <ul style="list-style-type: none"> • Read a selection of non-fiction texts. • Use the text to learn how to: <ul style="list-style-type: none"> o comment on language and structure o evaluate ideas o express personal preferences. • Learn how to plan, write, edit and proofread a piece of informative writing (script, article). 	<p>Cold read of the poems. Read into the context of the poems.</p> <p>Poetry analysis</p> <ul style="list-style-type: none"> • Essay writing. <p>Poetry writing</p> <ul style="list-style-type: none"> • Understand and using literary features. 	<p>Entry level paper Take part in group discussions and make an individual presentation.</p> <ul style="list-style-type: none"> • Read a selection of non-fiction texts • Use the text to learn how to <ul style="list-style-type: none"> • infer • comment on language and structure • evaluate ideas • express personal preferences. • Learn how to plan, write, edit and proofread a piece of informative writing (script, article).
Reading Skills	<p>Independence Understanding Find information. Range Make notes. Interpret Deduce and infer. Justify interpretations. Structure and meaning. Effect on reader. Viewpoint Influence Contexts</p>	<p>Independence Understanding Find information. Range Make notes. Interpret Deduce and infer. Justify interpretations. Structure and meaning. Effect on reader. Viewpoint Influence Contexts Strategies Implication Collate information.</p>	<p>Independence Understanding Find information. Range Make notes. Interpret Deduce and infer. Justify interpretations. Structure and meaning. Effect on reader. Viewpoint Influence Contexts</p>	<p>Strategies Implication Collate information. Use evidence. Strategies Independence Understanding Range Make notes. Interpret Deduce and infer. Justify interpretations. Viewpoint</p>	<p>Independence Understanding Find information. Range Make notes. Interpret Deduce and infer. Justify interpretations. Structure and meaning. Effect on reader. Viewpoint Influence Contexts</p>	<p>Independence Understanding Range Make notes. Interpret Deduce and infer. Justify interpretations. Viewpoint Strategies</p>

		Use evidence				
Writing Skills	Style Vocabulary Effect of word choice sentence structures. Tenses Form Punctuation Spelling Organise Paragraphs cohesion	sentence structures. Tenses Punctuation Spelling Form Structure Paragraphs cohesion	sentence structures. Tenses Punctuation Spelling Form Structure Organise Paragraphs cohesion	sentence structures. Tenses Punctuation Spelling Form Structure Paragraphs cohesion	sentence structures. Tenses Punctuation Spelling Form Paragraphs cohesion	sentence structures. Tenses Punctuation Spelling Form Paragraphs Cohesion
SPaG Focus	Capital letters Adjectives Verbs Contractions Singular and plural	Sentences Prefixes Suffixes Commas Articles Dashes	Pronouns Conjunctions Nouns Prepositions Sentences Hyphen	Sentences Possession Homophones Mononyms Brackets	Confusing words Colons Possessions Paragraphs Sentences	Sentences Adverbs Semi-colons Standard and non-standard English
Year 10/11 cycle 2	Term 1 Gothic Horror (Entry level component 1) Burke And Hare C19 th Frankenstein C19 th (Silver) Woman in Black C20 th	Term 2 Hobbies (Entry level Component 2)	Term 3 Heroism (Entry level component 2) Harriet Tubman/ Thomas Barnardo C19 th Of Mice and Men C20 th Coming in to land C21 st (Silver) (Functional Skills)	Term 4 Dystopia (Entry level component 1) Rebecca Riots C19 Lord of the flies C20 Boffin Boy (Silver) Exam preparation (Functional Skills)	Term 5 (exam prep and summer exams)	Term 6 (Study leave)
Suggested Activities	Read a selection of fiction and non-fiction texts. Use texts to learn how to: <ul style="list-style-type: none"> Infer Comment on language and structure. Compare ideas and perspectives. Learn how to plan, edit and proofread a story. How to infer How to compare 	Entry level paper <ul style="list-style-type: none"> Take part in a group discussion and make an individual presentation. Read a selection on non-fiction texts (timetables, leaflets, reviews, web pages and surveys) Use the text to learn how to: <ul style="list-style-type: none"> -Infer 	Undertake different roles within a discussion. Cold read short texts. Practice planning writing.	Cold read short texts. Practice planning writing. Practice being able to dissect important information from provided text.		

SCHOOL

	<ul style="list-style-type: none"> Understanding how language is used. Understanding how structure is used. 	<ul style="list-style-type: none"> -Comment on language and structure - evaluate ideas -learn how to plan, write, edit and proofread a piece of informative writing (letter or review) 				
Reading Skills	<ul style="list-style-type: none"> Independence Understanding Find information. Range Make notes. Interpret Deduce and infer. Justify interpretations. Structure and meaning. Effect on reader. Viewpoint Influence Contexts 	<ul style="list-style-type: none"> Independence Understanding Range Make notes. Interpret Deduce and infer. Justify interpretations. Viewpoint Strategies 	<ul style="list-style-type: none"> Independence Understanding Finding information Collate information. Use evidence. Make notes. 	<ul style="list-style-type: none"> Independence Understanding Find information. Range Make notes. Interpret Deduce and infer. Justify interpretations. Structure and meaning. Effect on reader. Viewpoint Influence Contexts 		
Writing Skills	<ul style="list-style-type: none"> Style Vocabulary Effect of word choice sentence structures. Tenses Form Punctuation Spelling Organise Paragraphs cohesion 	<ul style="list-style-type: none"> sentence structures. Tenses Punctuation Spelling Form Structure Paragraphs cohesion 	<ul style="list-style-type: none"> Sequence Structure Organise Paragraphs Cohesion Sentence structures. Tenses Spelling Style Form Purpose 	<ul style="list-style-type: none"> Style Vocabulary Effect of word choice Sentence structures. Tenses Form Punctuation Spelling Organise Paragraphs cohesion 		
SPaG Focus	<ul style="list-style-type: none"> Sentences Adverbs Semi-colons Standard and non-standard English 	<ul style="list-style-type: none"> Sentences Prefixes Suffixes Commas Articles 	<ul style="list-style-type: none"> Pronouns Conjunctions Nouns Prepositions Sentences Standard English and non-standard English 	<ul style="list-style-type: none"> Sentences Possession Homophones Mononyms Brackets Semi-colons 		

SCHOOL



ATHENA
SCHOOL