

Goldwyn Plus - English

Subject Statement and Long Term Plan



English – Statement of Intent

During Key Stage 3 & 4, students develop confidence in spoken language; co-operating in small groups and developing the ability to work as independently as possible. They will re-visit basic literacy skills such as correct punctuation, use of grammar and accurate spelling.

Extended writing is encouraged with an emphasis on varying vocabulary and developing creative approaches to their work.

Students read extracts from classic and contemporary texts; a range of media texts and through these, explore social and moral issues. They will be encouraged to read their own books for enjoyment and pleasure.

Due to the unique setting of Goldwyn Plus, all students will enter at different times into the provision. On entry, all will complete baseline assessments to determine current word reading and comprehension skills as well as spelling ability using tools including: WRAT assessments on a yearly basis, BKS Functional assessments and progression skills activities in Reading and Writing.

Additional assessments relevant to individuals: AQA materials for reading and writing, reading questionnaires, Read Theory, phonic screens, Dyslexia/Irlen Syndrome screening as required.

English Department: Long Term Plan

English equips students with a strong command of the spoken and written word and develops a love of literature through reading for enjoyment. Through the practise of English, students will learn to read easily, fluently and with good understanding and develop the habit of reading widely and often, for both pleasure and information. They will also acquire a wide range of vocabulary, an understanding of grammar and knowledge of the linguistic conventions for reading, writing and spoken language and develop and appreciation of varied literacy heritage. Students will learn to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. They will learn to use discussion, to elaborate and explain clearly their understanding of ideas and become competent in the arts of speaking and listening, making formal presentations and demonstrating to others and participating in debates, equipping them for the future in the outside world.

Term	1	2	3	4	5	6
Year 7&8	Dare to Scare (Ignite English Book 3) Genre: Narrative – horror Extracts from classic gothic horror, modern horror fiction, poetry, tragedy, science fiction Breakdown of lessons <ol style="list-style-type: none"> 1. Sinister Settings 2. From the Ordinary to the Extraordinary 3. You’re Welcome... 4. Attack! 5. All in the Mind 6. Graphic Horror 7. Supernatural on Stage 8. Tenses and Tension 9. Assessment opportunities: <ul style="list-style-type: none"> • Read, select and justify material for a horror anthology for teenagers. • Write the opening to a graphic or psychological horror story Coverage		Relationships (Ignite English Book 3) Genre: Poetry Extracts from classic texts, poetry, short stories, autobiography, newspaper articles, letters, blog posts Breakdown of lessons <ol style="list-style-type: none"> 1. First Relationships 2. Mexican Bean 3. Best Friends 4. Making Time 5. The Wrong Clothes 6. Loss 7. Without You 8. Not a Fairy-tale Romance 9. Is Love Blind? 10. Assessment opportunities: <ul style="list-style-type: none"> • Write a poem based on the relationship between two people • Reading and analysing a sonnet by Elizabeth Barrett Browning 		Exploring Differences (Ignite English Book 3) Genre: Writing fiction and non-fiction Extracts from texts: articles, letters, autobiography, blogs, poetry, anthologies, pre-1914 literary heritage novels Breakdown of lessons <ol style="list-style-type: none"> 1. Challenging Perceptions 2. A Different Child 3. Free At Last 4. Pushing the Limits 5. Making Your Mark 6. Standing Out 7. The Outsider 8. Assessment opportunities: <ul style="list-style-type: none"> • Read and analyse an extract from <i>Lord of the Flies</i> by William Golding. • Present a short segment of a scripted radio programme on the theme of ‘Exploring Difference’. 	

	<ul style="list-style-type: none"> • Nouns • Adjectives • Noun phrases • Verbs • Use of imagery • Sentence structures • Types of horror – classic, humour, psychological, graphic • Techniques used for horror writing: motifs, irony • Writing using tenses • First person narrative • Narrative voice – changing text for effect • Poster advertisement 	<p>Coverage</p> <ul style="list-style-type: none"> • Figurative language • Metaphors and similes • Alliteration and assonance • Use of punctuation for effect • Arguments and points of views • Debates • Setting and dialogue • Discussion • Spoken language and dialect • Literary techniques; formal, informal, tone • Couplets • Poetic structure • Imagery • Clichés • Adjectives • Sonnets • Comparison of texts written in same literary tradition 	<p>Coverage</p> <ul style="list-style-type: none"> • Viewpoints • Figurative and emotive language • Similes, metaphors and imagery • Narrative voice • Clauses and sub-ordinate clauses • Monologues • Structural techniques to build tension • Exploring characterisation • Nouns and abstract nouns • First person narrative • Analysing texts • Paragraphing • Structuring poetry • Characterization • Finding evidence in texts 			
Year 9	<p>Characters & settings Catapult English Book 1</p> <p>Genre: Fiction and poetry – reading and writing Extracts from short stories, novels, poetry, anthology, pre-1914 literary heritage novels, adventure stories</p> <p>Breakdown of lessons</p>	<p>Action & Atmosphere Catapult English Book 1</p> <p>Genre: Fiction and poetry – reading and writing Extracts from short stories, novels, poetry, anthology, pre-1914 literary heritage novels, adventure stories</p> <p>Breakdown of lessons</p>	<p>Explanations & insights Catapult English Book 1</p> <p>Genre: Non-fiction – reading and writing Extracts from educational websites, biographies, newspaper reports, articles, 19th century texts, fact files</p> <p>Breakdown of lessons 1. Understanding robots</p>	<p>Opinion & persuasion Catapult English Book 1</p> <p>Genre: Non-fiction – reading and writing Extracts from speeches, newspaper reports, letters, notices, websites, leaflets</p> <p>Breakdown of lessons 1. A call for change 2. Encouraging action</p>	<p>Experience and advice Catapult English Bk 1</p> <p>Genre: Non-fiction – reading and writing Extracts from non-fiction texts: blogs, chronicles, travel writing - both modern and 19th century</p> <p>Breakdown of lessons 1. Adrenaline rush</p>	<p>Arguments & essays Catapult English Bk 1</p> <p>Genre: Non-fiction – reading and writing Extracts from expository essay, poetry, articles, autobiography, narrative essays</p> <p>Breakdown of lessons 1. Freedom and</p>

	<ol style="list-style-type: none"> 1. First Impressions 2. Flashback 3. Under the surface 4. Imprisoned in the past 5. A test of character 8. Assessment opportunities: <ul style="list-style-type: none"> • Read and answer questions on fiction extract <i>Ghost Knight</i> by Cornelia Funke <p>Coverage</p> <ul style="list-style-type: none"> • Novels and fiction • Settings • Alliteration • Verbs • Phrases • Flashbacks • Reading in context • Inference • Nouns • Similes • Past and present tense • Imagery • Rhyming couplet • Stanzas • Adjectives • Adverbs • Symbolism • Narrative texts • Key details • Vocabulary 	<ol style="list-style-type: none"> 1. A dramatic opening 2. A unusual companion 3. An awesome stranger 4. Hidden 5. Haunted by the past 6. Assessment opportunities: <ul style="list-style-type: none"> • Writing fiction using techniques taught on tension, suspense and atmosphere <p>Coverage</p> <ul style="list-style-type: none"> • Novels and fiction • Creating atmosphere and suspense in a texts • Adverbs • Adjectives • Reading in context • Phrases • Imagery • Sentence structure • Structure of a text • Use of dialogue • Narrative texts • Clauses and multi-clause sentences • Alliteration • Poetic language • Metaphors and extended metaphors • Vocabulary choice • Synonyms • Personification 	<ol style="list-style-type: none"> 2. Learning about the past 3. Reporting the future 4. A modern marvel 5. Assessment opportunities: <ul style="list-style-type: none"> • Read and answer questions on non-fiction texts – The world’s first computer programmer and Ada Lovelace fact file. • Write a short article to be published in a school newspaper. <p>Coverage</p> <ul style="list-style-type: none"> • Non-fiction texts • Subheading • Adjectives • Summaries • Biography • Reading in context • Phrases • Sentence structures • Drafting • Tone of texts • Vocabulary choice • Pronouns • Second person pronouns • Modal verbs 	<ol style="list-style-type: none"> 3. Speaking from experience 4. Support our campaign 5. Assessment opportunities: <ul style="list-style-type: none"> • Use persuasive techniques to write a letter, speech or leaflet using given criteria <p>Coverage</p> <ul style="list-style-type: none"> • Non-fiction texts • Phrases • Sentence structures • Structure and structuring of texts • Reading in context • Summary • Writing for an audience • Writing for effect • Contrasting to show differences • Rhetorical questions • Verb tenses • Imply without saying it • Letter writing • Past and present tense • Prefixes • Synonyms • Verbs • Vocabulary choice • Adverbs 	<ol style="list-style-type: none"> 2. When the soldiers came 3. Confrontation 4. Advice for Victorian women 5. Assessment opportunities: <ul style="list-style-type: none"> • Read and answer questions on 2 extracts from a non-fiction text. • Write a response to a given statement using evidence from the extracts to support their answer. <p>Coverage</p> <ul style="list-style-type: none"> • Non-fiction texts • Structure of texts • Verb tenses • Verbs • Synonyms • Metaphors • Prefix • Vocabulary choice and effect on reader • Past and present tense • Chronicles • Figurative language • Inference 	<ol style="list-style-type: none"> captivity 2. Reptile alert 3. Animal superstar 4. An old warrior 5. Assessment opportunities: <ul style="list-style-type: none"> • Write a narrative or expositive essay based around given ideas. <p>Coverage</p> <ul style="list-style-type: none"> • Non-fiction texts • Structure and layout of non-fiction texts • Putting forward and argument • Expository essay • Sentence structures • Phrases • Adjectives • Stanzas • Verbs • Noun phrases • Vocabulary choice • Sub-headings • Summary • Anecdotes • Using commas in sentences to separate clauses and phrases • Autobiography • Inference
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	<ul style="list-style-type: none"> • Synonyms • Metaphors 	<ul style="list-style-type: none"> • Similes • Inference • Second-person narrative • Extended writing techniques 	<ul style="list-style-type: none"> • Clauses and multi-clause sentences • Second person pronouns • Conjunctions • Lists • Tone • Passive voice • Main clauses • Structures of text • Sentence structures • Vocabulary 	<ul style="list-style-type: none"> • Pronouns • Lists • Repetition • Conjunctions • Contrasting • Persuasive techniques 	<ul style="list-style-type: none"> • Dialogue • Nouns • Phrases • Similes • Reading in context • Sentence structures • Adverbs • Use of the dash • Noun phrases • Clauses and multi-clause sentences • Finding evidence in the text 	<ul style="list-style-type: none"> • Metaphors • Clauses and phrases • Contrasting and comparing • Narrative essays • Adverbs • Language for emotive effect • Rhetorical questions • Using factual information and statistics in writing • Planning and drafting • Editing a draft • Final version of writing
Year 10	<p>Reading Target (Grade 3)</p> <p>Genre: Fiction – reading and writing Extracts from short stories, novels and articles.</p> <p>Breakdown of lessons</p> <ol style="list-style-type: none"> 1. Tackling an unseen text 2. Commenting on words, phrases and language features 3. Commenting on sentence forms 	<p>Writing Target (Grade 3)</p> <p>Genre: Fiction – reading and writing A variety of pictures.</p> <p>Breakdown of lessons</p> <ol style="list-style-type: none"> 1. Gathering ideas for creative writing. 2. Structuring and developing your ideas – creative writing. 3. Making your meaning clear – sentences 4. Writing sentences to create impact. 	<p>Reading Target (Grade 3)</p> <p>Genre: Non-fiction – reading and writing Extracts from 19th century, 20th century and 21st century texts</p> <p>Breakdown of lessons</p> <ol style="list-style-type: none"> 1. Analysing a text 2. Synthesizing and comparing 3. Comparing ideas and attitudes 4. Expressing your ideas clearly and precisely 	<p>Writing Target (Grade 3)</p> <p>Genre: Non-fiction – reading and writing A variety of non-fiction texts – articles, speeches, letters.</p> <p>Breakdown of lessons</p> <ol style="list-style-type: none"> 1. Gathering ideas – writing to present a viewpoint. 2. Structuring your ideas – writing to present a point of view 3. Making your meaning 	<p>Mock Exams</p> <p>Genre: Fiction and Non-Fiction - Reading and Writing A variety of non-fiction texts – articles, speeches, letters.</p> <p>Breakdown of lessons</p> <ol style="list-style-type: none"> 1. Use all of the skills learned to complete a practise paper GCSE paper 1 section A – Reading. 2. Use all of the skills learned to complete 	<p>Speaking and Listening</p> <p>Genre: Fiction and Non-Fiction - Reading and Writing</p> <ol style="list-style-type: none"> 1. Look at the requirements for a successful speaking and listening PowerPoint. 2. Decide on a topic of interest and complete a brainstorm of what ideas to

	<p>4. Commenting on structure 5. Evaluating a text</p> <p>Coverage</p> <ul style="list-style-type: none"> • Key details • Purposes • Summaries • Explicit and implicit • Synthesize • Evidence • Effect • Impact • Words and phrases • Language features • Sentence forms • Structure • Evaluate critically 	<p>5. Writing paragraphs to create impact 6. Creating impact with vocabulary – narrative and descriptive writing.</p> <p>Coverage</p> <ul style="list-style-type: none"> • Creative • Descriptive • Structure • Plan • Story • Character • Engaging • Exciting beginning • Satisfactory ending • Setting • Sentences • Punctuation • Words and phrases • Language features • Paragraphs • Senses 	<p>Coverage</p> <ul style="list-style-type: none"> • Synthesize • Comparing • Analyse • Evidence • Evaluate critically • Writer’s intention • Ideas and attitudes • Formal • Analytical • Precise • Structure 	<p>clear – sentences 4. Writing sentences to create impact. 5. Writing paragraphs to create impact 6. Creating an impact with vocabulary – writing to present a viewpoint</p> <p>Coverage</p> <ul style="list-style-type: none"> • Point of view • Speeches • Statement • Logical order • Effective opening • Effective conclusion • Broadsheet newspaper • Sentences • Punctuation • Words and phrases • Language features • Paragraphs • Article 	<p>a practise GCSE Paper 1 Section B – Writing 3. Use all of the skills learned to complete a practise paper GCSE paper 2 section A – Reading. 4. Use all of the skills learned to complete a practise GCSE Paper 1 Section B – Writing</p> <p>Coverage</p> <ul style="list-style-type: none"> • All of the skills learnt in Terms 1-4 	<p>include in your presentation. 3. Make a PowerPoint presentation on your topic 4. Record your presentation in front of peers.</p>
Year 11	<p>Reading</p> <p>Genre: Reading – Explorations in Creative Reading and Writing Extracts from short stories, novels and articles.</p> <p>Breakdown of lessons</p>	<p>Writing</p> <p>Genre: Reading – Explorations in Creative Reading and Writing A variety of pictures and titles.</p> <p>Breakdown of lessons 1. Learn the difference</p>	<p>Reading</p> <p>Genre: Writers’ Viewpoints and Perspectives – Reading and Writing Extracts from 19th century, 20th century and 21st century texts</p>	<p>Writing</p> <p>Genre: Writers’ Viewpoints and Perspectives – Reading and Writing A variety of non- fiction texts – articles, speeches, letters, newspapers</p>	<p>Mock Exams</p> <p>Genre: Revision – focus on timings and exam paper exposure; ensure students are aware of weightings of papers / questions / AOs. Practise papers</p>	<p>Examinations</p> <p>Genre: Revision – focus on timings and exam paper exposure; ensure students are aware of weightings of papers / questions / AOs. GCSE papers</p>

	<ol style="list-style-type: none"> 1. Practise identifying and interpreting explicit and implicit information and ideas in a text. 2. Learn how to identify language features in a text. 3. Select effective examples from a text to comment on and analyse. 4. Comment on and analyse language features using correct subject terminology. 5. Learn how to identify structural features in a text, without confusing them with language features. 6. Selecting structural features in a text to comment on and explain their effects on the reader. 7. Learn how to analyse structural features, using the correct terminology. 8. Evaluate the effectiveness of the writer's choices. 9. Selecting relevant quotations and 	<p>between a narrative or a descriptive piece of writing.</p> <ol style="list-style-type: none"> 2. To know how to write for a purpose. 3. To know the audience you are writing for. 4. Identify what textual features you need to use in your writing. 5. Identify a way to plan your writing that you will find useful. 6. Choosing an effective story opening. 7. Look at how to write a story and include action and dialogue. 8. Identify different types of sentences and the reasons for using them. 9. Using language techniques in own writing for effect – verbs, adjectives, personification, metaphor, simile, onomatopoeia, pattern of three, etc. 10. Identify the reasons for starting a new paragraph. 	<p>Breakdown of lessons</p> <ol style="list-style-type: none"> 1. To understand what is meant by a writer's viewpoint. 2. To understand what is meant by a writer's perspective. 3. Practise identifying and interpreting explicit and implicit information and ideas in a text. 4. Learn how to identify three or four focuses for comparison that address a question. 5. To know how to select relevant information from two texts. 6. Understand what synthesizing means and learn how to link information together from two texts. 7. Learn how to select relevant ideas and choose appropriate quotations to support comparisons. 8. Comment on and analyse language features using correct subject 	<p>Breakdown of lessons</p> <ol style="list-style-type: none"> 1. Learn how to explain own viewpoint. 2. Look at a range of forms in which to write – article, letter, blog, and speech. 3. Identify the different audience you might be asked to write for – general public, school pupils, parents, etc. 4. Learn about the different ways to structure your writing and use paragraphs. 5. Identify the different tone you might use in your own writing. 6. Using language techniques in own writing for effect – verbs, adjectives, personification, metaphor, simile, onomatopoeia, pattern of three, etc. 7. Identify different types of punctuation to use in writing. 8. Identify different types of sentences and the reasons for using them. 	<p>Breakdown of lessons</p> <ol style="list-style-type: none"> 1. Meta-cognitive walk-throughs of practise papers 2. Identify 'best method' for individuals to tackle papers to suit their strengths. <p>Coverage</p> <ul style="list-style-type: none"> • All of the skills learnt in Terms 1-4 	
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	<p>textual references to support their own views.</p> <p>Spoken Language Endorsement</p> <ul style="list-style-type: none"> ● Complete preparation and final assessment for Spoken Language certificate <p>Coverage</p> <ul style="list-style-type: none"> ● Key details ● Purposes ● Summaries ● Explicit and implicit ● Synthesize ● Evidence ● Effect ● Impact ● Words and phrases ● Language features ● Sentence forms ● Structure ● Evaluate critically 	<p>11. Identify different types of punctuation to use in writing.</p> <p>Spoken Language Endorsement</p> <ul style="list-style-type: none"> ● Complete preparation and final assessment for Spoken Language certificate <p>Coverage</p> <ul style="list-style-type: none"> ● Creative ● Descriptive ● Structure ● Plan ● Story ● Character ● Engaging ● Exciting beginning ● Satisfactory ending ● Setting ● Sentences ● Punctuation ● Words and phrases ● Language features ● Paragraphs ● Senses 	<p>terminology.</p> <p>9. Identify ideas and perspectives from two texts and learn how to explain the similarities and differences between them.</p> <p>Spoken Language Endorsement</p> <ul style="list-style-type: none"> ● Complete preparation and final assessment for Spoken Language certificate <p>Coverage</p> <ul style="list-style-type: none"> ● Synthesize ● Comparing ● Analyse ● Evidence ● Evaluate critically ● Writer's intention ● Ideas and attitudes ● Formal ● Analytical ● Precise ● Structure 	<p>MAY SUBMISSION DEADLINE typically</p> <p>Coverage</p> <ul style="list-style-type: none"> ● Point of view ● Speeches ● Statement ● Logical order ● Effective opening ● Effective conclusion ● Broadsheet newspaper ● Sentences ● Punctuation ● Words and phrases ● Language features ● Paragraphs ● Article 		
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