

# English Learning

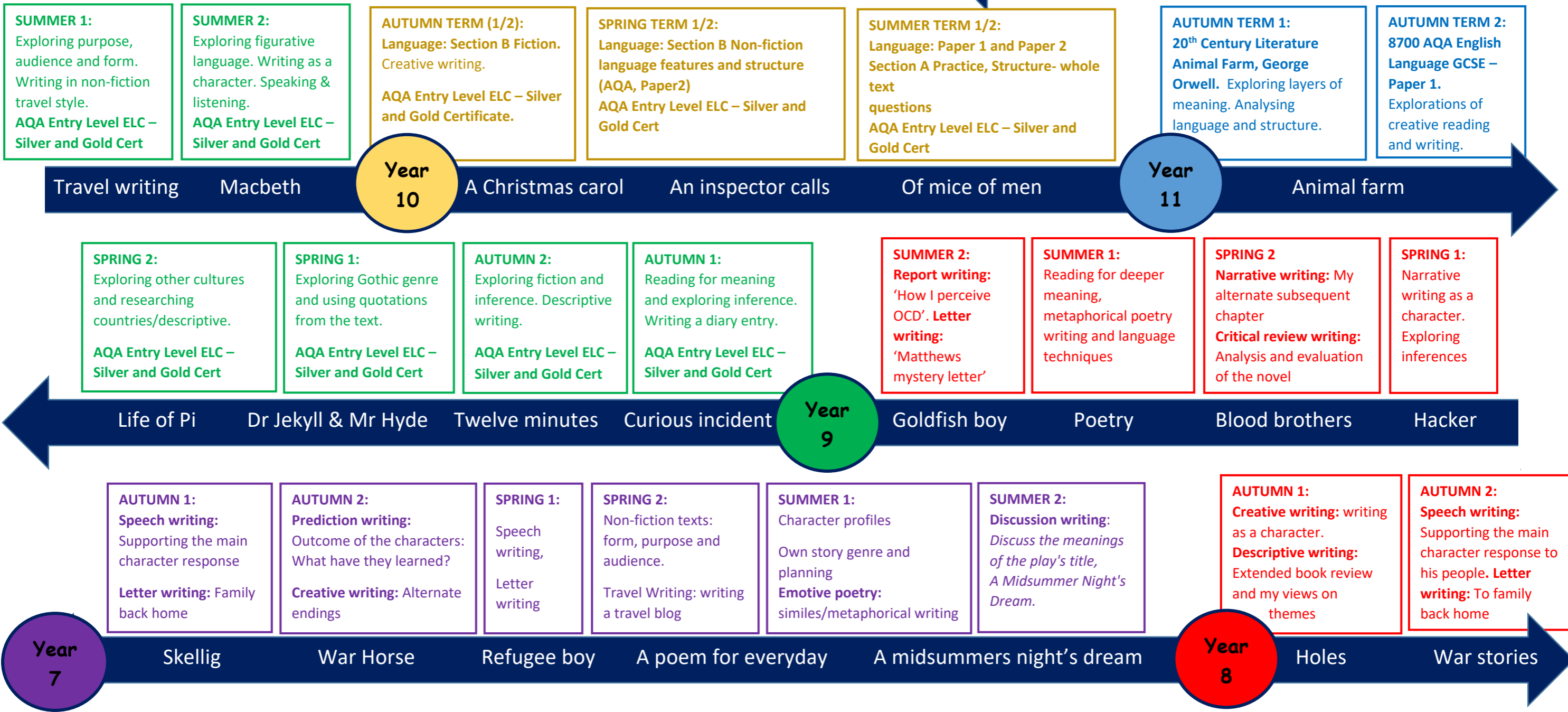
The curriculum builds on all key skills ahead of studying AQA English GCSE and similar pathways. The English curriculum ensures that students can read fluently and write effectively, being given every opportunity to exceed their potential. Students will develop confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. There is a focus on developing a love for reading and classic literature themes.

## IDEAS MODEL

<b>Identify</b> the main ideas in a text and begin to have my own opinions whilst reading independently.	<b>Describe</b> and understand events, themes and characters in a text, start to make inferences. Refer to the text. <b>Describe</b> the context of a text.	<b>Explain</b> clearly your understanding of a text, using quotes. Make inferences and explain the importance of a text's context.	<b>Analyse</b> and comment on layers of meaning in a text, referring to language, structure and theme.	<b>Synthesise</b> communicating critical responses to texts, showing understanding of a range of features in different types of texts.
<b>Identify</b> the purpose of writing and try to be imaginative, whilst using sentences, basic punctuation and simple spellings correctly.	<b>Describe</b> ideas in some detail and develop them. Write for a range of purposes and audiences.	<b>Explain</b> ideas clearly and effectively, using paragraphs, varied punctuation and vocabulary.	<b>Adapt</b> writing for purpose and audience. Engage the reader. Spelling and a full range of punctuation is usually accurate.	<b>Synthesise</b> writing in different forms and genres in sophisticated ways. Spelling and punctuation is used correctly.

<b>SPRING TERM 1:</b> 8700 AQA English Language GCSE  <b>REVISION BEGINS.</b>	<b>SPRING TERM 2:</b> 8700 AQA English Language GCSE – Paper 1-2. Explorations of creative reading and writing. Writer's Viewpoint and Perspective.	<b>SPRING TERM 1:</b> 8700 AQA English Language GCSE – Paper 2. Writer's Viewpoint and Perspective.
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← Revision period – ELC/GCSE Pathways



**SUMMER 2**  
Non-fiction 2  
 Text: Life in an artist's shoes  
 Type: Report & explanation  
Fiction 2  
 Story pattern: Escaping an art gallery  
 Focus: setting

**SUMMER 1**  
Non-fiction 1  
 Text: Key artist information  
 Type: Recount (timeline)  
Fiction 1  
 Story pattern: Journey story  
 Focus: Character and dialogue

**SPRING 2**  
Non-fiction 2  
 Text: Our changing climate  
 Type: Persuasive argument  
Fiction 2  
 Story pattern: Portal story  
 Focus: Opening and ending

**SPRING 1**  
Non-fiction 1  
 Text: Dreams  
 Type: Personal recounts and explanation  
Fiction 1  
 Story pattern: Wishing tale  
 Focus: Setting atmosphere

**AUTUMN 2**  
Non-fiction 2  
 Text: Anne Frank  
 Type: Diary entry  
Fiction 2  
 Story pattern: Warning story  
 Focus: Description (people, places)

**AUTUMN 1**  
Non-fiction 1  
 Text: News articles  
 Type: Recount  
Fiction 1  
 Story pattern: Suspense story  
 Focus: Suspense & narrative perspective

Rebel Artists

Frozen Kingdom

WWII

Year 6

**AUTUMN 1**  
Non-fiction 1  
 Text: Opinion writing  
 Type: Discussion  
Fiction 1  
 Story pattern: Warning story  
 Focus: Setting

**AUTUMN 2**  
Non-fiction 2  
 Text: Information recount  
 Type: Recount  
Fiction 2  
 Story pattern: Change story  
 Focus: Character

**SPRING 1**  
Non-fiction 1  
 Text: Mountaineering  
 Type: Leaflet  
Fiction 1  
 Text: Disaster reports  
 Type: Report writing

**SPRING 2**  
Non-fiction 2  
 Text: Mountain myths  
 Type: Explanation writing  
Fiction 2  
 Story pattern: Defeating a yeti  
 Focus: Setting

**SUMMER 1**  
Non-fiction 1  
 Text: Historic reports  
 Type: Persuasion writing  
Fiction 1  
 Story pattern: Meeting/ finding tale with someone from the Tudor era

**SUMMER 2**  
Non-fiction 2  
 Text: Letter writing  
 Type: Persuasive writing  
Fiction 2  
 Story pattern: Suspense  
 Focus: Setting/ description

Year 5

Stargazers

Mighty Mountains

The Tudors

**SUMMER 2**  
Non-fiction 2  
 Text: Recollection of being scared Type: Recount  
Fiction 2  
 Story pattern: Suspense story  
 Focus: Character and viewpoint

**SUMMER 1**  
Non-fiction 1  
 Text: Mount Vesuvius and Pompeii  
 Type: Persuasion  
Fiction 1  
 Story pattern: Wishing tale  
 Focus: Setting

**SPRING 2**  
Non-fiction 2  
 Text: The biggest confectionary brands  
 Type: Information writing  
Fiction 2  
 Story pattern: Warning story Focus: Character and dialogue

**SPRING 1**  
Non-fiction 1  
 Text: Making the best chocolate  
 Type: Fact file  
Fiction 1  
 Story pattern: Reporting live from Willy Wonka's chocolate factory

**AUTUMN 2**  
Non-fiction 2  
 Text: Day in the life of a gladiator  
 Type: Recount  
Fiction 2  
 Story pattern: Portal story  
 Focus: Dialogue

**AUTUMN 1**  
Non-fiction 1  
 Text: How Romans revolutionised England  
 Type: Explanation  
Fiction 1  
 Story pattern: Warning story  
 Focus: Actions

Tremors & Eruptions

Scrumdiddlyumptious

The Romans

Year 4

**AUTUMN 1**  
Non-fiction 1  
 Text: How fossils form  
 Type: Discussion  
Fiction 1  
 Story pattern: Defeating a monster  
 Focus: Action

**AUTUMN 2**  
Non-fiction 2  
 Text: Should museums and zoos be banned?  
 Type: Discussion  
Fiction 2  
 Story pattern: Wishing tale  
 Focus: Setting

**SPRING 1**  
Non-fiction 1  
 Text: Jack Cousteau  
 Type: Recount  
Fiction 1  
 Story pattern: Suspense writing  
 Focus: Opening and ending

**SPRING 2**  
Non-fiction 2  
 Text: Marine life and coral reefs  
 Type: Fact file  
Fiction 2  
 Story pattern: Warning story  
 Focus: 10,000 Leagues under the sea

**SUMMER 1**  
Non-fiction 1  
 Text: Building the pyramids  
 Type: Letter writing  
Fiction 1  
 Story pattern: The truth about the Pharaohs Focus: Report writing

**SUMMER 2**  
Non-fiction 2  
 Text: How Egypt has evolved Type: Discussion  
Fiction 2  
 Story pattern: Finding tale (Indiana Jones adventure)

Year 3

Predators and Prehistoric

Blue Abyss

Pharaohs of Egypt