**English - Yearly Overview**

**KS3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | [Baseline assessments](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CAssessments%5C1.%20Baseline%20assessments)[Novel study](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS3%5CYear%207%5CTerm%201%5C1.%20Bill%27s%20New%20Frock) | [Novel study](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS3%5CYear%207%5CTerm%201%5C2.%20Bill%27s%20New%20Frock) | [Poetry](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS3%5CYear%207%5CTerm%202%5C1.%20Poetry) | [Media](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS3%5CYear%207%5CTerm%202%5C2.%20Media) | Novel studyCreative writing | Novel studyCreative writing |
| **Year 8** | [Baseline assessments](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CAssessments%5C1.%20Baseline%20assessments)[Novel study](../English/KS3/Year%208/Term%201/1.%20Friend%20or%20Foe) | [Novel study](../English/KS3/Year%208/Term%201/2.%20Friend%20or%20Foe) | [Poetry](../English/KS3/Year%208/Term%202/1.%20Poetry) | [Media](../English/KS3/Year%208/Term%202/2.%20Media) | [Shakespeare](../English/KS3/Year%208/Term%203/1.%20Shakespeare)(ICT) | [Shakespeare](../English/KS3/Year%208/Term%203/2.%20Shakespeare) |
| **Year 9** | [Baseline assessments](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CAssessments%5C1.%20Baseline%20assessments)[Myths and legends](../English/KS3/Year%209/Term%201/1.%20Myths%20and%20legends) | [Harry Potter study](../English/KS3/Year%209/Term%201/2.%20Harry%20Potter) | [Poetry](../English/KS3/Year%209/Term%202/1.%20Poetry) | [Writing to argue and persuade](../English/KS3/Year%209/Term%202/2.%20Writing%20to%20argue%20and%20persuade) | [Novel study](../English/KS3/Year%209/Term%203/1.%20Of%20Mice%20and%20Men) | [Novel study](../English/KS3/Year%209/Term%203/2.%20Of%20Mice%20and%20Men) |

**KS4 Entry Level Pupils**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 10** | [Baseline assessments](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CAssessments%5C1.%20Baseline%20assessments)[TT2: Editing and sequencing](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CWJEC%20Entry%20Level%5CResources%5CComponent%202%20Topic%20Tests%5CTopic%20Test%202%20Editing%20and%20sequencing) | [TT3: Narrative writing](../English/KS4/WJEC%20Entry%20Level/Resources/Component%202%20Topic%20Tests/Topic%20Test%203%20Narrative%20writing) | TT3: Narrative writing | [TT4: Proofreading](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CWJEC%20Entry%20Level%5CResources%5CComponent%202%20Topic%20Tests%5CTopic%20Test%204%20Proof%20reading) | [TT1: Response to prose](../English/KS4/WJEC%20Entry%20Level/Resources/Component%202%20Topic%20Tests/Topic%20Test%201%20Response%20to%20prose) | [TT1: Response to prose](%5C%5C%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5C%5CStaff%20Shared%20Areas%5C%5CCurriculum%20Resources%5C%5CEnglish%5C%5CKS4%5C%5CWJEC%20Entry%20Level%5C%5CResources%5C%5CComponent%202%20Topic%20Tests%5C%5CTopic%20Test%201%20Response%20to%20prose) |
| **Year 11** | [Baseline assessments](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CAssessments%5C1.%20Baseline%20assessments)[C3: Communication](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CWJEC%20Entry%20Level%5CResources%5CComponent%203%20Communication) | [C3: Communication](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CWJEC%20Entry%20Level%5CResources%5CComponent%203%20Communication) | [TT1: Response to prose (2019/20 only)](%5C%5C%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5C%5CStaff%20Shared%20Areas%5C%5CCurriculum%20Resources%5C%5CEnglish%5C%5CKS4%5C%5CWJEC%20Entry%20Level%5C%5CResources%5C%5CComponent%202%20Topic%20Tests%5C%5CTopic%20Test%201%20Response%20to%20prose)[Exam preparation](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CWJEC%20Entry%20Level%5CResources%5CComponent%201%20Examination) | [Exam preparation](../English/KS4/WJEC%20Entry%20Level/Resources/Component%201%20Examination) | **Component 1 Exam**[Novel study](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CNovel%20Studies) | [Novel study](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CNovel%20Studies) |

**KS4 Functional Skills Pupils**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 10** | [Baseline assessments](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CAssessments%5C1.%20Baseline%20assessments)[TT2: Editing and sequencing](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CWJEC%20Entry%20Level%5CResources%5CComponent%202%20Topic%20Tests%5CTopic%20Test%202%20Editing%20and%20sequencing)[TT3: Narrative writing](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CWJEC%20Entry%20Level%5CResources%5CComponent%202%20Topic%20Tests%5CTopic%20Test%203%20Narrative%20writing) | [TT4: Proofreading](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CWJEC%20Entry%20Level%5CResources%5CComponent%202%20Topic%20Tests%5CTopic%20Test%204%20Proof%20reading)[TT1: Response to prose](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CEnglish%5CKS4%5CWJEC%20Entry%20Level%5CResources%5CComponent%202%20Topic%20Tests%5CTopic%20Test%201%20Response%20to%20prose) | [C3: Communication](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CWJEC%20Entry%20Level%5CResources%5CComponent%203%20Communication) | [Exam preparation](../English/KS4/WJEC%20Entry%20Level/Resources/Component%201%20Examination) | **Component 1 Exam** [AQA Functional Skills](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CEnglish%5CKS4%5CAQA%20Functional%20Skills) | [AQA Functional Skills](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CEnglish%5CKS4%5CAQA%20Functional%20Skills) |
| **Year 11** | [AQA Functional Skills](../English/KS4/AQA%20Functional%20Skills) | [AQA Functional Skills](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CEnglish%5CKS4%5CAQA%20Functional%20Skills)FS Exam | [GSCE](../English/KS4/GCSE%20English%20Language) [English Language](../English/KS4/GCSE%20English%20Language) | [GSCE](../English/KS4/GCSE%20English%20Language) [English Language](../English/KS4/GCSE%20English%20Language) | [Novel study](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CNovel%20Studies) | [Novel study](file:///T%3A%5CCurriculum%20Resources%5CEnglish%5CKS4%5CNovel%20Studies) |

[Objectives](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CEnglish%5CTracker%20and%20targets%5CCheck%20in%20sheets%20and%20targets%5CEnglish%20Check%20in%20assessment%20sheet%20with%20targets.doc)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit | [Entry 1](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CEnglish%5CKS4%5CEnglish%20Passport%5CResources) | Entry 2 | Entry 3 | Level 1 |
| Communication | * **organise and express my ideas in a way that is meaningful to others**
* **use simple sentences when I talk**
* **respond appropriately and contribute to shared tasks**
* **listen to another person talking**
* **greet people and respond to greetings**
* **respond to my name**
* name common things (people and objects)
* give appropriate eye contact
* talk about matters of immediate interest
* follow a straightforward sequence of points or events
* become increasingly familiar with, and retell, a wider range of stories, fairy stories and traditional tales
* repeat words or short phrases
* listen to stories with increasing attention and recall
* show an awareness of the needs of the listener by extending my ideas and providing relevant details
* join in singing a song
* fit actions to simple songs
 | * **understand and respond to statements, questions and instructions**
* **listen to and understand short passages and answer questions about it**
* **have a short conversation, taking turns, without interrupting**
* talk about familiar topics, choosing appropriate vocabulary to express my ideas-use words to describe familiar situations (e.g. in school, at home, in the town)
* speak with appropriate speed, pitch and volume
* understand and ask “how” and “why” questions
* talk about stories and events (what might happen next…?)
 | * **adapt my language to different purposes and to the needs of different listeners**
* **pronounce words correctly and speak with increasing fluency**
* **initiate a conversation appropriately**
* **appreciate the impact of my words on others**
* express a point of view during conversation
* maintain a topic or conversation
* respond to questions using extended sentences
* accurately use and interpret gestures, facial expressions in conversation
* listen to and discuss a wide range of poems, stories and non-fiction
* assume different roles in group activities, for example, chair person
* retell some stories
 | * **present information and ideas clearly and persuasively to others.**
* **make relevant and significant contributions to discussions, taking a range of roles and helping to move discussion forward.**
* prepare for and contribute to formal discussion of ideas and opinions.
* improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, mood, volume, silence, stillness and action to add impact
 |
| [Reading](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CEnglish%5CGPS%20and%20comprehension%5CComprehension) | * **read common one syllable words**
* use phonic knowledge and skills to decode CVC words
* find simple information in texts
* understand single words with picture clues
* orally express opinions about what I have read
 | * **read the 100 HF words**
* **read common words of more than one syllable**
* **read a range of short texts, understanding the main points**
* **retrieve and record information from a text**
* check that the text makes sense to me as I read and correct inaccurate reading
* listen to and discuss a wide range of fiction, non-fiction, poetry and plays
* explain clearly my understanding of what is being read to me
* express opinions and preferences about my reading and give reasons
* use phonic knowledge and skills to try to decode unknown words
* match single words and phrases to the appropriate picture
* use a glossary to find the meaning of unfamiliar words
* identify common text types (e.g. poems, letters and stories)
* predict what might happen on the basis of what has been read so far
 | * identify main ideas drawn from more than one paragraph and summarise these
* makes inferences and deductions from a text
* read most words quickly and accurately when they have been frequently encountered (including common exception words & contractions e.g. I’m, I’ll etc)
* identify different text types by their layout and grammar (e.g. letter, e-mail, recount)
* I understand the difference between a formal/informal piece of writing
* use a dictionary or a spellchecker to check my spelling
* begin to re-organise material for given tasks
* read books independently
* ask questions to improve my understanding of a text
* justify inferences with evidence
* offer some sustained expression of opinions and preferences about my reading
* re-read passages to make sure that what I read makes sense
* use contextual clues to help work out the meanings of unfamiliar words.
* -use a dictionary to find meanings to unfamiliar words.
* predict what might happen from details stated and implied
* describe plot and characterisation from a text
 | * **understand what I read by reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
* **retrieve, record and present information from non-fiction**
* **distinguish between statements of fact and opinion**
* consider complex information and give relevant, cogent response in appropriate language.
* select and use different types of texts to obtain and utilise relevant information
* summarise the main ideas from a text
* identify how language, structure and presentation contribute to meaning
* detect point of view, implicit meaning and/or bias.
* identify the purposes of texts and comment on how meaning is conveyed.
* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 |
| Writing | * form the letters of alphabet in lower and upper case
* label pictures or objects
* attempt to write a sentence using simple words and phrases
* write the digits 0-9
* choose words to finish short phrases
* attempt to make my words legible
* copy words and short phrases
* compose a sentence orally before writing it
 | * write a simple sentence (with a noun and a verb)
* show an awareness of the reader in the organisation of my writing and choice of vocabulary
* clearly form my letters and my handwriting is legible
* choose words to finish short sentences and to respond to questions
* sustain my writing to more than a sentence
* leave spaces between words when I write
* re-read what I have written to check that it makes sense
* use books, posters or a word bank to help my writing
* draft and write by composing and rehearsing sentences orally
* write words and phrases from memory to describe situations
* read aloud my writing clearly enough to be heard by others
 | * **write for a range of different purposes (e.g. letter, email, recount)**
* sequence sentences to form paragraphs
* proof-read to check for errors including spelling, grammar and punctuation
* use a variety of sentence structure and vocabulary suitable for purpose
* re-read my writing to check that it makes sense
* write neatly
* use my knowledge of grammar to change words and phrases (e.g. using plurals and adding adjectives)
* read aloud what I have written to make the meaning clear
* plan my writing by discussing and recording ideas including rehearsing sentences orally
 | * draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* sustain my writing over a page
* write legibly, fluently and with increasing speed
* recognise vocabulary and structures that are appropriate for formal writing
* use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
* plan my writing by identifying the audience for and purpose of the writing
* evaluate and edit by assessing the effectiveness of their own and others’ writing
 |
| [GPS](file:///%5C%5CKHS-AD.KINGSWODEHOE.ESSEX.SCH.UK%5CStaff%20Shared%20Areas%5CCurriculum%20Resources%5CEnglish%5CGPS%20and%20comprehension) | * **spell my name**
* distinguish different sounds
* spell simple monosyllabic words correctly
* show an awareness of capital letters and full stops
* say what sound/letter a spoken word starts with
* clap out the number or syllables in a word
* show awareness of rhyme
* match rhyming words
 | * spell the 100 HF words and the numbers to 10
* use capital letters, full stops and question mark
* use the present tense
* use the past tense
* use adjectives
* join words and join clauses using ‘and’
* use plurals
* use the personal pronoun ‘I’
* use a word list to check my spellings
* spell the days of the week
* blend phonemes
 | * use adverbs
* extend the range of sentences by using a wider range of conjunctions, including when, if, because, although
* spell most commonly used words correctly
* use prepositions
* use the progressive tense (past and present)
* use sentences with different forms: statement, question, exclamation, command
* use commas in lists, exclamation marks and apostrophes
 | * write complex sentences with phrases
* write in a range of tenses (including the perfect tense)
* use modal verbs (could, should, might)
* use a thesaurus to expand my vocabulary.
* use adverbials
* spell most words correctly
* use a range of punctuation accurately (e.g. colons, semi-colons, brackets, bullet points, commas in clauses)
* use relative clauses (who, which, where, when, whose)
 |

