

INTENT

- read easily, fluently and with good understanding
- acquire a wide vocabulary (vocab lists)
 - appreciate our literary heritage (text choices)
 - write clearly, accurately and coherently, adapting their language (fiction and non-fiction)
 - use discussion in order to learn; explain clearly their understanding and ideas
 - are competent in s & l: making formal presentations.

**Bilton School Planning for Progress over Time
Programme of Study 2024/25**

The bigger picture:

“All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.” National curriculum in England September 2013

The English Curriculum is built around a love of literature and creativity. We aim to deliver a broad spectrum of texts and authors to our students to enable students to appreciate how texts from the past influence 21st century to give them a grounding for the demands of the 21st century. We introduce and embed critical reading and sophisticated vocabulary to make our students confident and articulate readers and writers in order to fully participate in society and communicate their ideas and feelings so that they are well understood.

IMPLEMENTATION

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Origins 1 Christianity Reading	Origins 2 Mythology Reading	Twisted Tales Writing	Writing Rhetoric Writing	The Bone Sparrow Reading	Romeo and Juliet (S and L 2025)
Progress and assessment	1. How does Shakespeare present Lady Macbeth? 2. How does the writer present Assef, Sohrab and Amir? 3. How does Armitage present the feelings of a homeless person?	1. FAR How does Shelley present Frankenstein’s creation as a mistake? 2. How does the writer criticise capitalism in The Great Gatsby? 3. How does Duffy present Medusa?	1. Writing a narrative using an image as a prompt. 2. Writing a narrative based on an image thinking about language and structure. 3. Using a ‘twisted tale’ write your own twisted narrative.	First FAR: Writing and performing an anecdote. Mid-assessment: Writing a speech to the government about helping children in poverty. Final assessment: Writing a convincing speech.	1. Explore how Fraillon presents ideas about family in the text? 2. ‘Asylum seekers are presented as a problem in society’ How does Fraillon present ideas about refugees and asylum in the text? 3. Explore how Fraillon presents Subhi as a resilient person in the text?	TBC
Homework	All homeworks will be linked to: <ul style="list-style-type: none"> • Reading independently • Practising topic spellings • Practising sentence types for writing skills 	All homeworks will be linked to: <ul style="list-style-type: none"> • Reading independently • Practising topic spellings Practising sentence types for writing skills	All homeworks will be linked to: <ul style="list-style-type: none"> • Reading independently • Practising topic spellings Practising sentence types for writing skills	All homeworks will be linked to: <ul style="list-style-type: none"> • Reading independently • Practising topic spellings Practising sentence types for writing skills	All homeworks will be linked to: <ul style="list-style-type: none"> • Reading independently • Practising topic spellings Practising sentence types for writing skills	All homeworks will be linked to: <ul style="list-style-type: none"> • Reading independently • Practising topic spellings Practising sentence types for writing skills
Literacy (including reading)	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and novels. Vocabulary of 10 words per topic. WVB booklets.
Cultural Capital	The Bible	Classics Pantomime	Storytelling – 1930s-1970s	Greek civilisation	Refugees (Modern World)	Shakespeare
Social, Moral, Spiritual and Cultural Development	WVB booklets completed during 1 lesson per week	WVB booklets completed during 1 lesson per week	WVB booklets completed during 1 lesson per week	WVB booklets completed during 1 lesson per week	WVB booklets completed during 1 lesson per week	WVB booklets completed during 1 lesson per week
Fundamental British Values	Mutual respect and tolerance	Mutual respect and tolerance	Mutual respect and tolerance	Individual liberty	Individual liberty	Equality
End Points	- appreciate the literary heritage and learn about the passage of time and effect on a text and reader - trace interpretations of texts and understand the influence of classical themes - debate moral question – looking at influence of context - introduce how to add a sense of debate and an LOA to an answer - writing with the scaffolded structure strip to develop responses - building use of vocabulary	- appreciate the literary heritage and learn about the passage of time and effect on a text and reader - trace interpretations of texts and understand the influence of classical themes - debate moral question – looking at influence of context - introduce how to add a sense of debate and an LOA to an answer - writing with the scaffolded structure strip to develop responses - building use of vocabulary	- study a range of fiction texts and understand their purpose, audience and influence of context - analyse the writer’s use of words and create their own piece, focusing on making impact and editing it (extended piece) - understand how the writer manipulates the reader through use of word choices and emulating this in own writing - understand and apply how to use figurative language and structure in writing in particular creating tales with twists - develop the habit of reading and making links between literacy and English	- Study a range of non-fiction texts and understand their purpose, audience and influence of context. - introduce how to create and continue an LOA – looking at writer’s use of word choice, student write clearly looking at connotations - writing with the scaffolded structure strip to develop responses - building use of vocabulary	- practice use of analysis skills – looking at writer’s use of word choice, student write clearly looking at connotations - beginning to form and evaluate their own opinions on a text and practise this - focus on looking at a novel to encourage reading habits - using differentiated structure strips - exploring treatment of theme	- appreciate the literary heritage, plays and focus on Shakespeare - participating in discussion/debate - exploring the idea of tragedies and comedies - write about the influence of context (e.g. patriarchal society) - controlled exploration of one theme and motif, looking at development across a whole text - recognising and exploring the writer’s use of language throughout the play - forming and evaluating own opinions - learning to develop an independent line of argument
IMPACT:	To ensure all students have reached the end of KS2 skills: word reading (be able to decode), comprehension, high quality discussion with the teacher, reading and discussing a range of stories, poems and non-fiction, establishing an appreciation and love of reading, focus on vocabulary, read fluently and with confidence, be able to transcribe clearly, plan, revise and evaluate writing, use and recognise inference and figurative language, use SE, understand how to use capital letters, full stops and a range of other punctuation accurately.					