

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

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	Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		History of English Language Reading and Writing Assessments	History of English Language Reading and Writing Assessments	The Bone Sparrow Reading Assessments	The Bone Sparrow Writing Assessments	Twisted Tales Writing Assessments	Romeo and Juliet S and L Assessments
	Progress and assessment	1. Midas writing assessment: the opening of a story of a wish that goes wrong. 2. Reading Assessment: How is good overcoming evil in this extract presented in this extract and how does it link to David and Goliath? 3. Reading Assessment: how has Morpurgo used language to present the Green Knight?	1. Reading Assessment: how has Shakespeare used language to present his feelings? 2. Writing Assessment: Dramatic monologue 3. Writing Assessment: Give students a choice like P1 Q5: writing a characterisation or from the point of view of an inanimate object.	1. Reading Assessment: Explore how Fraillon present ideas about family in the text 2. Reading Assessment: ‘Asylum seekers are presented as a problem in society’ How does Fraillon present ideas about refugees and asylum seekers in the text? 3. Reading Assessment: Explore how Fraillon presents Subhi as a resilient person in the text.	4. Writing Assessment: Write the introduction to a speech arguing "Freedom is something we all deserve." 5. Writing Assessment: Imagine you're Jimmie, writing a letter to convince your community to take action after learning about the conditions in the detention centre. 6. Writing Assessment: Write a open letter to your local MP arguing why detention centres are inhumane and how they should be abolished.	1. Writing Assessment: Writing a narrative using an image as a prompt. 2. Writing a narrative based on an image thinking about language and structure. 3. Writing Assessment: Using a 'twisted tale' write your own twisted narrative.	1. Reading Assessment: How does Shakespeare present the themes of love, conflict and fate in the prologue 2. Writing Assessment: Writing a Speech – A plea to parents to end the feud. 3. Writing Assessment: Writing a speech by a judge – who was to blame for their deaths: the lovers or their parents?
	Homework	Set every 2 weeks: 1) Spellings + half an hour reading 2) 7/7 Sentences types + half an hour reading 3) Spellings + half an hour reading	Set every 2 weeks: 1) Spellings + half an hour reading 2) 7/7 Sentences types + half an hour reading 3) Spellings + half an hour reading	The Bone Sparrow Booklet (6 homeworks)	Set every 2 weeks: 1) Spellings + half an hour reading 2) 7/7 Sentences types + half an hour reading 3) Spellings + half an hour reading	Set every 2 weeks: 1) Spellings + half an hour reading 2) 7/7 Sentences types + half an hour reading 3) Spellings + half an hour reading	Set every 2 weeks: 1) Spellings + half an hour reading 2) 7/7 Sentences types + half an hour reading 3) Spellings + half an hour reading
	Literacy (including reading)	Reading extracts. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts. Vocabulary of 10 words per topic. WVB booklets.	Reading a novel. Vocabulary of 10 words per topic. WVB booklets.	Reading a novel. Vocabulary of 10 words per topic. WVB booklets.	Reading short stories. Vocabulary of 10 words per topic. WVB booklets.	Reading a play. Vocabulary of 10 words per topic. WVB booklets.
	Cultural Capital	Mythology and Medieval Literature	Classics	Refugees and detention centres	Greek civilisation and oration/ writing rhetoric skills	Storytelling – 1930s-1970s	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	Mutual respect and tolerance	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	-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	-study a fiction text and understand its purpose, audience and influence of context – looking at writer’s use of word choice, student write clearly looking at and analysing connotations, techniques and word choice	- Study one consistent text (RFP) and understand their purpose, audience and influence of context. (Cultural capital.) Introduce how to create and continue an LOA	-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)	-Planning and delivering a group presentation and speech. - appreciate the literary heritage, plays and focus on Shakespeare -participating in discussion/debate -planning and delivering an individual speech which develops thoughts and ideas.

	<ul style="list-style-type: none"> -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 in reading analysis -building use of vocabulary 	<ul style="list-style-type: none"> -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 imagery in descriptions -building use of vocabulary to create extended descriptions and sustain tone 	<ul style="list-style-type: none"> -beginning to form and evaluate their own opinions on a text and practise writing this with a scaffolded structure -focus on looking at a novel to understand development of themes and motifs -exploring treatment of theme linking to 'resilience' -develop the habit of reading and making links between literacy and English 	<ul style="list-style-type: none"> – Looking at writer's use of word choice, student write clearly looking at connotations writing with the scaffolded structure strip to develop responses/ paragraphs -understand and develop ethos, logos and pathos in own writing -building use of vocabulary and sentences 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -forming, evaluating and articulating own opinions learning to develop an independent line of argument -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
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.					

	Reading AO1 Identify and interpret explicit and implicit information and ideas	Reading AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
Mastery	<ul style="list-style-type: none"> Perceptive and insightful response to task and whole text Judicious references used to illustrate and justify explanation Conveys ideas with coherence throughout 	<ul style="list-style-type: none"> Perceptive consideration of the writer's methods Analysis of patterns and themes in writing Appropriate and accurate use of sophisticated subject terminology
Assured	<ul style="list-style-type: none"> Sustained and thoughtful response to task and whole text Apt references used effectively to illustrate and justify explanation Conveys ideas with coherence 	<ul style="list-style-type: none"> Thoughtful consideration of the writer's methods Analysis of the effect of a range of writer's methods Appropriate and accurate use of sophisticated subject terminology
Proficient	<ul style="list-style-type: none"> Clear, explained response to task and whole text, becoming increasingly perceptive Range of references used to support explanations Conveys ideas with general coherence 	<ul style="list-style-type: none"> Clear and increasingly perceptive explanation of the writer's methods Clear understanding of the effects of writer's methods on the reader Appropriate and accurate use of subject terminology
Secure	<ul style="list-style-type: none"> Explanatory response to task and whole text Understanding shown through relevant references and comments Conveys ideas with some coherence 	<ul style="list-style-type: none"> Explained comments on writer's methods Some explanation of the effects of writer's methods on the reader Some relevant and accurate use of subject terminology
Developing	<ul style="list-style-type: none"> Some explained response to task and whole text References used to support relevant comments Conveys ideas with some coherence 	<ul style="list-style-type: none"> Some identification of the effects of deliberate choices made by the writer Some references to subject terminology, not always accurately
Emerging	<ul style="list-style-type: none"> Response supported with some explanation Some relevant comments on references to the text Conveys ideas with limited coherence 	<ul style="list-style-type: none"> Awareness of the writer making deliberate choices Some attempts to comment on the effect on the reader Possible reference to subject terminology
Working towards	<ul style="list-style-type: none"> Simple comments relevant to the task and text Reference to some relevant details Conveys ideas with basic coherence 	<ul style="list-style-type: none"> Limited awareness of the writer making deliberate choices Some references to the reader Possible simple use of subject terminology

	Writing AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	Writing AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
Mastery	<p>Content</p> <ul style="list-style-type: none"> Communication is consistently clear, effective and convincing Tone, style and register are matched consistently to purpose, form and audience Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of consciously crafted linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Engaging, thoughtful connected ideas with clear control over reader Coherent paragraphs with integrated discourse markers Varied and effective use of structural features to manipulate reader 	<ul style="list-style-type: none"> Sentence demarcation is secure and accurate Full range of punctuation is used with success and accuracy Uses a full range of sentence forms for considered effect Uses Standard English securely with controlled grammatical structures Sophisticated level of accuracy in spelling, including complex and irregular words Extensive and ambitious use of vocabulary to demonstrate flair and originality
Assured	<p>Content</p> <ul style="list-style-type: none"> Communication is consistently clear, effective and convincing Tone, style and register are consistently matched to purpose, form and audience Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of consciously crafted linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Writing is engaging with a range of thoughtful connected ideas Coherent paragraphs with integrated discourse markers Varied and effective use of structural features 	<ul style="list-style-type: none"> Sentence demarcation is secure and accurate Range of punctuation is used with success and accuracy Uses a full range of sentence forms for effect Uses Standard English appropriately with controlled grammatical structures High level of accuracy in spelling, including complex and irregular words Extensive and ambitious use of vocabulary
Proficient	<p>Content</p> <ul style="list-style-type: none"> Communication is clear and effective Tone, style and register are matched to purpose, form and audience Vocabulary clearly chosen for effect and successful use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Writing is engaging with a range of detailed connected ideas Coherent paragraphs with range of discourse markers Effective use of structural features 	<ul style="list-style-type: none"> Sentence demarcation is mostly secure and accurate A range of punctuation is used, mostly with success Uses a variety of sentence forms for effect Mostly uses Standard English with control of agreement Generally accurate spelling including of more complex words Varied use of vocabulary with some sophistication
Secure	<p>Content</p> <ul style="list-style-type: none"> Communication is clear Tone, style and register generally match purpose, form and audience Conscious use of vocabulary with clear choice of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Writing is varied, with a range of connected ideas Usually coherent paragraphs and clear use of discourse markers Some use of structural features with some success 	<ul style="list-style-type: none"> Sentence demarcation is sometimes secure and sometimes accurate Basic punctuation is accurate and there is some range Attempts a variety of sentence forms, with some effect Some use of Standard English with some control of agreement Accurate basic spelling and some accurate spelling of complex words Varied use of vocabulary
Developing	<p>Content</p> <ul style="list-style-type: none"> Communicates mostly successfully Clear attempts to match purpose, form and audience; some control of register Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Increasing range of linked and relevant ideas Some use of paragraphs with some discourse markers Some use of structural features 	<ul style="list-style-type: none"> Attempts to use sentence demarcation with accuracy Evidence of conscious punctuation with some accuracy Attempts to use a range of sentence forms Some use of Standard English Accurate basic spelling and some more complex words attempted with some success Simple use of vocabulary with some variety emerging
Emerging	<p>Content</p> <ul style="list-style-type: none"> Some success in communication of ideas Simple awareness of purpose, form and audience; attempts to control register Begins to vary vocabulary and attempts to use some linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> Some relevant ideas, simply linked Attempts to use paragraphs Evidence of simple structural features 	<ul style="list-style-type: none"> Occasional use of sentence demarcation Some evidence of conscious punctuation with frequent lapses in accuracy Simple and repetitive range of sentence forms Occasional use of Standard English with limited control of agreement Some accurate basic spelling Simple use of vocabulary

	7	8	9
Greater depth in meeting curriculum end points	P (in 1 area)	P (in both areas)+	A+
Expected progress in meeting curriculum end points	D S (in both areas)	S (in at least 1 area)	S P (in at least 1 area)
Working towards curriculum end points	E, D (in 1 area)	D (in both areas)	S (in 1 area)
Below expectation in meeting curriculum end points	WT	WT, E	WT, E, D