

INTENT

To embed the skills of analysis (the six sentence paragraph structure) and descriptive and transactional writing, to embed the skills of speaking and listening.

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	Ruby in the Smoke Reading	Crime Writing Writing	Poetic Voices Reading	Ready Player One Writing	Film Reading/Writing	Merchant of Venice Reading
Progress and assessment	1. First FAR – How does Pullman present Mrs Holland/ Adelaide in Chapter 6? 2. Mid-assessment – how does Pullman present the setting in Chapter 10? 3. Final-assessment: How is Mrs Holland presented in Chapter 18?	1 Writing an article on the topic ‘ <i>should flogging be abolished as a punishment for juvenile crime</i> ’. 2 You are going to imagine that you presenting a speech to the house of commons. You are arguing why universal education is needed to prevent youth crime 3 Write a letter arguing “ <i>Why Poverty is the Biggest Criminal in 2020.</i> ”	1. Students independently choose a quotation and explain why it show atmosphere is thrilling. (Lesson 2) 2. How does Agard present ideas about Patriotism in Flag? 3. How does Jackie Kay present ideas about identity in <i>Old Tongue</i> ?	1. FAR: write two paragraphs describing an image. 2. MA: Write your own description based on an image. 3. FA: Write your own description based on an image.	1. How has the director used the features of the poster to attract audiences? 2. Create and evaluate your own storyboard. (Product) 3. Create and evaluate your own storyboard. (Trailer)	1. Starting with this conversation, explore how Shakespeare presents attitudes towards Shylock in The Merchant of Venice. 2. Starting with this speech explore how Shakespeare presents ideas about romantic love in The Merchant of Venice 3. Starting with this speech explore how Shakespeare presents ideas about revenge/Portia as a strong character.
Homework	Set every 2 weeks: 1)Spellings + half an hour reading 2)8/8 Sentences types + half an hour reading 3)Spellings + half an hour reading	Set every 2 weeks: 1)Spellings + half an hour reading 2)8/8 Sentences types + half an hour reading 3)Spellings + half an hour reading	Set every 2 weeks: 1)Spellings + half an hour reading 2)8/8 Sentences types + half an hour reading 3)Spellings + half an hour reading	Set every 2 weeks: 1)Spellings + half an hour reading 2)8/8 Sentences types + half an hour reading 3)Spellings + half an hour reading	Set every 2 weeks: 1)Spellings + half an hour reading 2)8/8 Sentences types + half an hour reading 3)Spellings + half an hour reading	Set every 2 weeks: 1)Spellings + half an hour reading 2)8/8 Sentences types + half an hour reading 3)Spellings + half an hour reading
Literacy (including reading)	Reading a novel. Vocabulary of 10 words per topic.	Reading extracts. Vocabulary of 10 words per topic.	Reading poetry. Vocabulary of 10 words per topic.	Reading a novel. Vocabulary of 10 words per topic.	Watching moving images and dramatization. Vocabulary of 10 words per topic.	Reading a play. Vocabulary of 10 words per topic.
Cultural Capital	British Raj and Victorian Life	Victorian London and Social Problems	Spoken Word Poet	Modern Life and Gaming	Media Literacy	Shakespeare, Prejudice and Anti-Semitism
Social, Moral, Spiritual and Cultural Development	Victorian London: Social Problems	Does religion help people to be good?	Creation stories across our world	How are ancient beliefs useful in the modern world?	Does today’s society show more equality than ancient Greece?	Journeys: Buddhism and Spirituality
Fundamental British Values	Democracy and Liberty	Respect and Tolerance	Respect and Tolerance	Rule of Law	Equality, Democracy, Liberty	Respect and Tolerance
End Points	-practice use of analysis skills – looking at writer’s use of word choice, student write clearly looking at connotations and analysis -beginning to form and evaluate their own opinions on a text and practise this using a scaffolded structure -focus on looking at a novel to encourage reading habits -tracing themes and patterns across a text	-study a range of non-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 developing sentences/paragraphs -identify line of argument throughout the text, beginning to develop it - identify how the writer manipulates the reader through use of word choices and emulating this with vocabulary -understand and apply how to use figurative language and structure in writing	-appreciate our and others’ heritage and identity -to express clear views on how the writer uses and manipulates you using techniques/ words -to express clear views when exploring poems, looking at ideas, themes and meaning -use quotations independently and confidently to back up ideas, looking at more than one meaning (beginning to look at interpretations) -recognising and exploring themes and extended meaphors in poems	- Reading and understanding the genre of dystopian literature - Experience of reading extracts as well as a whole text. - Preparation for organising and developing a narrative effectively using structure - Write clearly, accurately and coherently for an audience – building on skills they have learned (longer pieces of writing with more use of devices) -Using a range of devices and vocabulary to fit audience and story -Sustaining a narrative voice and tone -accurately use a range of SPAG	-appreciate the literary heritage and learn about another culture/ subject -confidently and independently explore the effect of context and audience -analyse language and structure looking at connotations and themes -learning to develop an independent line of argument in marketing a media campaign -Beginning to consider interpretations and applying them independently e.g. looking through a Male Gaze	-appreciate the literary heritage, plays and focus on Shakespeare -participating in discussion/debate -exploring the idea of tragedies and comedies and how they influence the reception of a text.. -write about the influence of context (e.g. patriarchal society), with a structure strip -consider moral views and tolerance -recognising and exploring the writer’s use of patterns and themes throughout the play

	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