

INTENT

To embed the skills of analysis and writing – descriptive and transactional focused on subordinated sentences and making meaning clear.

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 9	Gothic Writing Writing	The Crucible Reading	The Hate U Give Writing P2Q5	Perspectives S&L (2025)	War Poetry Reading	AIC Reading
Progress and assessment	1.FAR: Describing an image (Gothic). (PF and atmosphere focus) 2. MA: Creating setting, atmosphere and flashback (P1,Q5 skill) 3. FA: 40 mins to write your own Gothic Story – continues from TT.	1. FAR: How is Abigail Williams presented in Act One? 2. How is justice presented? 3. Final assessment: How far do you agree John Proctor is a morally good man?	1.FAR: Task: Write an article for a school magazine in which you give your opinion on whether young people should speak out when they see injustice. 2. Mid-assessment: Task: Write a speech to deliver in a school assembly about the importance of standing up for what is right, even when it's difficult. 3. Final assessment: Write an opinion piece for a national newspaper arguing whether or not fiction like <i>The Hate U Give</i> should be studied in schools to teach students about racism and justice.	FAR: “Humans are the most evolved creatures on the planet. We should be allowed to go wherever we want and use the planet as we please!” Write and deliver the opening of a speech to present to your local MP on this statement. MA: “ <i>The internet is dangerous. Instead of giving us the freedom to explore, we are instead bullied, censored and tricked! It’s not right!</i> ” Write a letter to the head of a tech company explaining your point of view on this statement. FA: a choice of topics. You can either: a)choose a topic from the previous weeks that we have been discussing and have some planned ideas for already Or b) Choose the new topic which will need to be fully planned but will provide more stretch	1. FAR: Reading analysis of ‘Who’s for the Game?’ poem. 2. Mid-assessment: Comparison of 2 poems. (The Soldier and Anthem) 3. Final assessment: Analysis of Unseen Poem and a Comparison of two poems (24 marks and 8 marks)	1 FAR: How does Priestley use the opening of the play <i>An Inspector Calls</i> to create tension and anticipation? 2. Mid-Assessment: How does Priestley use the character of Mr Birling to explore ideas about wealth? 3. Final assessment: Importance or experience or social injustice. Explore how learning from experience is important in the play. Or How does Priestley use Inspector Goole to explore ideas about equality and social injustice in <i>An Inspector Calls</i> ?
Homework	Spelling/knowledge tests for the ‘Key vocabulary’ lists; creative tasks; preparation for assessments	Spelling/knowledge tests for the ‘Key vocabulary’ lists; research/writing tasks; preparation for assessments	Spelling/knowledge tests for the ‘Key vocabulary’ lists; research/writing tasks; preparation for assessments	Spelling/knowledge tests for the ‘Key vocabulary’ lists; Research tasks and preparation for class/assessment topics	Spelling/knowledge tests for the ‘Key vocabulary’ lists	See revision schedule for this unit – uses the ‘Edna the Examiner’ booklet
Literacy (including reading)	Reading extracts. Vocabulary of 10 words per topic. WVB booklets.	Reading the play and extracts from linked texts/articles. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts and the novel. Vocabulary of 10 words per topic. WVB booklets.	Reading extracts; interrogating info clips Vocabulary of 10 words per topic. WVB booklets.	Reading a selection of poetry and linked contextual information Vocabulary of 10 words per topic. WVB booklets.	Reading the entire play ‘An Inspector Calls’; extracts from critics, theorists, contextual areas etc. Vocabulary of 10 words per topic; 2 for 2/3 for 3 vocabulary WVB Booklets
Cultural Capital	Gothic traditions	Witchcraft and superstition Wicked the Musical	American History	Modern Life and how to present opinions	Modern Life and wars in the 20 th century	20 th Century life and values; politics; social issues
Social, Moral, Spiritual and Cultural Development	Beliefs about life after death	What ideas are there about evil?	Equality and the importance of protesting	Equality and the importance of protesting What is rhetoric?	Relationships and families	Relationships, social connectivity, respect for life
Fundamental British Values	Democracy and Liberty	Respect and Tolerance	Rule of Law Respect and Tolerance	Rule of Law, Equality Respect and Tolerance	Equality, Democracy, Liberty	Respect and Tolerance, Equality, Liberty

<p>End Points</p>	<ul style="list-style-type: none"> - Preparation for organising and developing a narrative effectively -Write clearly, accurately and coherently for a range of different audiences – building on skills they have learned (longer pieces of writing with more use of devices) -accurately use SPAG 	<p>Use the department reading structure to analyse texts (differentiated)</p> <ul style="list-style-type: none"> - Confidently look at connotations and elaborate when explaining writer’s choice of words including use of subject terminology - Confidently and clearly explain and elaborate thoughts and ideas -Use teacher discussion and questioning to develop their answers and link to context -Understand of writer’s intentions and relation the 20th century with effects on the audience -Select own quotations 	<ul style="list-style-type: none"> -Developing an LOA -Building and sustaining an argument -Developing and consolidating connotations and elaborating explanations on their own writing choices -Focus on self, (anecdotes), the world (complexity), and history (allusions) -Focus on counter argument – if applicable -Exploration of who to use ethos, logos and pathos -Exploration of more complex issues and how they affect life -introspection and engagement with issues affecting the world 	<ul style="list-style-type: none"> - Developing an LOA Re-focus on non-fiction and clearly explaining views -Revise construction of arguments in non-fiction settings – adapting their writing -Focus on using a range of techniques accurately and for effect -analyse, edit and draft their own writing -perform speeches -understand the marking criteria and expectations for Spoken Language Understand the world. 	<p>Developing an LOA</p> <ul style="list-style-type: none"> -Developing and consolidating connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing Exploration (verbal)of more complex issues and how they affect life 	<p>-Developing an LOA</p> <ul style="list-style-type: none"> -Developing and consolidating connotations and elaborating explanations on writer’s word choices -Making links throughout the whole text -Analysing patterns and themes throughout a text -Focus on effects on audience with an introduction the ideas and perceptions -Exploration of writer’s purpose with focus on theories and context -Exploration of writer’s purpose and construction of meanings using tentative writing Exploration (verbal)of more complex issues and how they affect life
<p>IMPACT:</p>	<p>By the end of KS3-read easily, fluently and with good understanding -develop the habit of reading - acquire a wide vocabulary- appreciate our literary heritage -write clearly, accurately and coherently, adapting their language - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas -are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.For GCSE Literature:A01 – response to task and whole text-Use of relevant quotations to support viewsA02 – (perceptive) analysis of language and structure (e.g. patterns and themes) with accurate subject terminology-understanding and examination of effects on the readerA03 – understanding of how ideas/perspectives and context influence texts</p>					

	Reading AO1	Reading AO2	Writing AO5	Writing AO6
	Identify and interpret explicit and implicit information and ideas	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.	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.	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
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 	<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	<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 	<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	<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 	<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	<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 	<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	<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 	<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	<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 	<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
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 		

	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