English Curriculum Plan (Secondary)

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| This curriculum overview aims to build on the skills that students have learnt in Primary school and progress towards all students achieving a qualification in English. There are two routes and the route taken will depend on each individual child in discussion with themselves and their families. As in the primary curriculum plan, the programme of study will be adapted to meet the needs of Deaf learners and particular adaptations may be required for students whose first language is BSL. These adaptations are coloured in blue font. Some approaches/interventions will be extended from Primary in order to further develop and consolidate these earlier skills. These are coloured in red font.  Many of our students will not be working at the expected level for their age. However, it is important that all students are given the opportunity to achieve a qualification in English by the end of their secondary schooling, therefore the aim is that all students in key stage 4 will study for one of the qualifications listed. However, for students working below Entry Level One alternative programmes of study may need to be explored, for example AQA Unit Awards or ASDAN qualifications. This will be done on a student by student basis, in cooperation with themselves and their families. |

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|  | **Functional Skills (Pearson Edexcel)** | **GCSE English Language (AQA)** |
| **Year**  **10 & 11**  (Students should follow a distinct pathway to ensure that all students leave with a qualification in English) | This progresses through Entry Levels 1,2 and 3 then Levels 1 & 2. Students must complete all three components of a level (e.g. Entry 1 for reading, writing and speaking and listening), before moving on to the next level of study.  \*NB BSL is permitted for the Speaking and Listening component, therefore all students should complete this component, regardless of their preferred mode of communication.  For Entry Levels 1-3, sight read and spell words contained in the Functional Skills annexe B lists for reading and spelling (see specification booklet).  See specification booklets for content however there is a heavy emphasis on:   * Understand spoken/signed explanations * Ask questions * Contribute to discussions * Reading comprehension - extracting information (starting with concrete retrieval and developing to inference) * Spelling, punctuation and grammar, in particular subject-verb agreement * Writing for a range of functional purposes and considering the purpose and audience of the text * Sentence structure, this develops from simple sentences with one clause to complex sentences * Overall cohesion of texts, including using structural features appropriate to the genre, using paragraphs etc   See yearly long term plans for details regarding progression through the modules. | \*NB – Where candidates use BSL as their first language, they will be dis-applied from the speaking and listening component of this course. However, where candidates use spoken English or Sign Supported English as their preferred mode of communication, they will be entered.   * Practise reading unseen texts – scaffold towards doing this independently * Model and support students to make sense of texts where there may be a high level of words they do not understand * Regularly practise the retrieval skills required for the four mark questions at the start of each exam paper – this can be through starter activities, homework activities etc * Continue to place a heavy emphasis on learning and understanding new vocabulary * Summarise texts ‘in a nutshell’ and draw out the key points * Identify language techniques and analyse the effect of these (e.g. poetic devices and also word classes) * Identify structural techniques and analyse the effect of these * Identify the writer’s viewpoint and perspective and support this with evidence. * Practise making comparisons between texts and explicitly teach how to answer a comparison question * Consider, discuss and debate ‘big topics’ to develop general and world knowledge for example the environment, education, technology, homelessness, poverty etc. Read high quality newspapers (including First News) to discover how this is reported and discuss the issues of bias and the writer’s own perspective * Explicitly teach exam techniques around how to answer reading questions on language, structure, the writer’s viewpoint and the writer’s methods * Provide lots of opportunity for creative writing, focusing particularly on planning and making conscious use of language and structure for effect * Provide opportunities to ‘up-level’ writing based on teacher feedback and work towards doing this independently * Provide opportunities for students to write to express their points of view on a range of topics. * Explicitly teach students how to plan a response to paper 2, q 5, using the wording of the question as a guide. * Encourage wide reading outside of the GCSE spec. Students will no longer read 1:1 With an adult but discussions about books and reading recommendations should be part of the daily culture of school. |

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|  | **National Curriculum** | **AQA Step up to English Silver and Gold Award** |
| **Year**  **9**  (Students will follow one of these two routes dependent on if their aim in KS4 is GCSE or Functional Skills study) | Aim to encourage greater independence in reading and writing, in particular reading questions independently.  Continue to place a heavy emphasis on vocabulary development and increasing the bank of words students can read and understand independently (through sight recognition, using clues from the context, using morphological strategies, using the dictionary etc).  Continue to place a heavy emphasis on reading comprehension, in particular reading unseen texts independently (differentiation will be through the type and complexity of texts given and also the level of difficulty of the comprehension questions asked)  Continue to place a heavy emphasis on sentence level writing, to ensure that grammar is as accurate as possible. Ensure that a range of sentence types are taught, including questions, greetings, comments, statements, exclamations, instructions etc.  Build on the planning skills taught in years 7 and 8 and support students to do this more independently.  Practise writing for functional purposes, e.g. filling in forms with personal details, sending invitations, writing letters, responding to emails. Consider the different types of language you might use for each (including stock phrases which may be useful as well as the varying degrees of formality required for different text types)  Encourage greater independence when redrafting and editing so that students can ‘polish’ and self-correct their own writing. | Continue to consolidate skills learnt through the National Curriculum unit of study.  Encourage greater independence in reading, in particular unseen texts.  Continue to place a heavy emphasis on vocabulary development and teaching students skills in working out the meaning of unknown words using the context etc.  Continue to develop skills in language analysis.  Build on the planning skills taught in years 7 and 8 and support students to do this more independently.  Include lots of opportunity for creative writing as well (in particular for those groups likely to follow a GCSE pathway), encouraging students to consciously apply their knowledge of vocabulary, poetic devices and structure to engage reader and make their writing more vivid as well as ensuring the tone of their writing is matched to purpose and audience.  Support students to develop their own ‘voice’ when writing and provide opportunities for free writing which is not too prescriptive.  Encourage students to write cohesively, linking their ideas together clearly using a range of methods such as discourse markers, conjunctions, introduction and conclusion etc.  Encourage greater independence when redrafting and editing so that students can ‘polish’ and self-correct their own writing. |

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|  | **Reading** | **Writing** | **Breadth of study** |
| **Year**  **7 & 8** | Many children will still need 1:1 reading sessions with an adult, especially if they are still reading colour banded books.  Many groups will still benefit from group guided reading sessions to reinforce and embed the key stage 2 reading content domain skills.  All children will still benefit from teachers reading aloud with sign language interpretation. This should support explicit teaching regarding how written English can be translated into BSL, including how facial expression and non-manual features are used to convey the breadth and depth of written English and also how English phrases may be synthesised into one sign.  Teachers and communication support workers should explicitly model how poetic/figurative language can be used to create a picture in the mind of the reader which can then be translated into BSL.  Continue to provide lots of targeted vocabulary work (spoken, signed and written), including analysing the effect of the authors’ word choice.  Continue to develop independence skills, e.g. through using the dictionary, reading questions with reduced support etc.  Continue to develop morphological skills, e.g. root words, prefixes, suffixes. Many children will still benefit from targeted SPAG sessions to support this.  Continue to practise summarising whole texts.  Continue to develop inference and prediction skills, using evidence from the text to support ideas (how do you know? What makes you think that?)  Introduce elements of structure and how texts can be structured in different ways, e.g. story mountain, cyclical structure, starting in the middle of the action, including flashbacks or foreshadowing etc (and why).  Introduce different structural features, e.g. tone, pace, perspective.  Consider the writers’ viewpoint and possible bias/reliability. | Continue to provide lots of targeted vocabulary work (spoken, signed and written). For higher ability groups, this should include; how to make effective vocabulary choices when writing, how to match vocabulary to purpose and audience and encouraging students to use ambitious vocabulary.  Continue to provide lots of sentence level grammar work to ensure that the basic building blocks are in place and to target any areas of difficulty due to BSL and English – many children will benefit from explicit SPAG type lessons to target areas of difficulty.  Drafting, planning and editing their own writing, with planning methods and techniques explicitly taught  Consideration of the purpose and audience of writing and how this affects the language used. Build this into the planning process.  Encourage children to make conscious language choices and explain their own language choices – why have they used that word? Why have they written that in a particular way?  Regular opportunities built in to ‘up-level’ writing based on feedback from the teacher. | Students should read a range of high quality class texts including:   * at least one Shakespeare play, * books from 19th, 20th and 21st century * poetry since 1789   See lists of suggested books.Simplified versions of all of these may be used for some groups. Some groups may place a heavier emphasis on narrative fiction due to language development difficulties.  Students will still benefit from books being read aloud to them with sign language interpretation. These should be whole novels, not just extracts. (E.g. class readers which are read just for pleasure)  Students should write in a range of fiction and non-fiction genres and for a range of purposes and audiences. Writing should cover a range of levels of formality. There should be opportunities to write for real, functional reasons and also creatively, from their own imagination (although some groups may place a heavier emphasis on re-telling if there are language development difficulties).  There should be opportunities to write to express their point of view. |