

St. Mary's Catholic High School (2019-20)

YEAR 1 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2019 - 2020

YEAR 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	UNIT 1.1 FICTION Cat is Sleeping	UNIT 1.1 FICTION Cat is Sleeping	UNIT 1.2 NON - FICTION Hop, Swim and Run	UNIT 1.2 NON - FICTION Hop, Swim and Run	UNIT 1.3 FICTION LOOK UP LOOK DOWN AND WHAT IS IN MY NET?	UNIT 1.3 FICTION LOOK UP LOOK DOWN AND WHAT IS IN MY NET?	UNIT 1.3 FICTION LOOK UP LOOK DOWN AND WHAT IS IN MY NET?	UNIT 1.4 NON - FICTION Is It Quick? and Snails
	R1.1A Say the letter names and sounds associated with all 26 lower-case letters of the English alphabet. R1.2A Follow sentences from left to right and from the top to the bottom of the page. R1.2B Decode 3-4 known letters in words when reading simple, familiar texts. R1.2D Recite or sing the alphabet. R1.3A Match a picture to a word they have read. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.6A Read simple everyday nouns and verbs as labels. S1.1A Follow short, basic classroom instructions, supported by pictures or gestures	S1.1.2A Give and request simple personal information using a basic phrase. Write short words that have been learned or sounded out, including own name. W1.5A Write labels of one or two words, leaving spaces between words. S1.1.2B Use simple everyday words from taught vocabulary sets. S1.1.2C Answer short, simple questions using a word or basic phrase. S1.1.2D Recite simple sentences by heart, including rhymes and poems. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to 4 letters in length). W1.2A Label pictures using already familiar nouns and verbs.	S1.1.1A Follow short, basic classroom instructions supported by pictures or gestures. S1.1.1B Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly. S1.1.2D Use simple everyday words from taught vocabulary sets. S1.1.2C Answer short, simple questions using a word or basic phrase. S1.1.2D Recite simple sentences by heart, including rhymes and poems. R1.1B Blend to read words in which letters of the alphabet are associated with known sounds. R1.2A Follow sentences from left to right and from the top to the bottom of the page. R1.2B Decode three to four known letters in words when reading simple, familiar texts. R1.3A Match a picture to a word they have read.	R1.3B Sequence three pictures to retell a familiar story or sequence of events. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done. R1.6A Read simple everyday nouns and verbs as labels. W1.2A Label pictures using already familiar nouns and verbs. W1.3A Write short words that have been learned or sounded out, including own name. W1.5A Write labels of one or two words, leaving spaces between words.	S1.1.1A Follow short, basic classroom instructions supported by pictures or gestures. S1.1.1B Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly. S1.1.2B Use simple everyday words from taught vocabulary sets. S1.1.2D Recite simple sentences by heart, including rhymes and poems. R1.1B Blend to read words in which letters of the alphabet are associated with known sounds. R1.2A Follow sentences from left to right and from the top to the bottom of the page.	S1.1.1A Follow short, basic classroom instructions supported by pictures or gestures. S1.1.1B Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly. S1.1.2B Use simple everyday words from taught vocabulary sets. S1.1.2D Recite simple sentences by heart, including rhymes and poems. R1.1B Blend to read words in which letters of the alphabet are associated with known sounds. R1.2A Follow sentences from left to right and from the top to the bottom of the page.	S1.1.2C Answer short, simple questions using a word or basic phrase. R1.2B Decode three to four known letters in words when reading simple, familiar texts. R1.3A Match a picture to a word they have read. R1.3B Sequence three pictures to retell a familiar story or sequence of events. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. W1.2A Label pictures using already familiar nouns and verbs.	R1.5C Read and talk about simple sequences that give information or recount what someone has done. R1.6A Read simple everyday nouns and verbs as labels. W1.3A Write short words that have been learned or sounded out, including own name. W1.5A Write labels of one or two words, leaving spaces between words.
YEAR 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	UNIT 1.4 NON - FICTION Is It Quick? and Snails	UNIT 1.4 NON - FICTION Is It Quick? and Snails	UNIT 1.5 FICTION Eco Apes Use Rubbish	UNIT 1.5 FICTION Eco Apes Use Rubbish	UNIT 1.6 NON- FICTION Pandas and Animal Skeletons	UNIT 1.6 NON- FICTION Pandas and Animal Skeletons	UNIT 1.6 NON- FICTION Pandas and Animal Skeletons	FICTION/NON-FICTION REVISION
	S1.1.2B Use simple everyday words from taught vocabulary sets. S1.1.2C Answer short, simple questions using a word or basic phrase. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done. W1.5A Write labels of one or two words, leaving spaces between words. W1.5B Use the determiners (articles) 'the' and 'a'/'an'.	S1.1.2D Recite simple sentences by heart, including rhymes and poems. R1.6B Know that 'a', 'an' or 'the' are often used before nouns. W1.5C Write everyday verbs as labels. W1.5D Use adjectives of colour and size in labels. W1.2A Label pictures using already familiar nouns and verbs.	S1.1.1A Follow short, basic classroom instructions supported by pictures or gestures. R1.1B Blend to read words in which letters of the alphabet are associated with known sounds. R1.3A Match a picture to a word they have read. R1.3B Sequence three pictures to retell a familiar story or sequence of events. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in length).	S1.1.2D Recite simple sentences by heart, including rhymes and poems. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done. R1.6A Read simple everyday nouns and verbs as labels. W1.2A Label pictures using already familiar nouns and verbs. W1.3A Write short words that have been learned or sounded out, including own name. W1.5A Write labels of one or two words, leaving spaces between words	S1.1.1A Follow short, basic classroom instructions supported by pictures or gestures. R1.3A Match a picture to a word they have read. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in length).	S1.1.1A Follow short, basic classroom instructions supported by pictures or gestures. R1.3A Match a picture to a word they have read. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in length).	S1.1.2C Answer short, simple questions using a word or basic phrase. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. W1.2A Label pictures using already familiar nouns and verbs.	S1.1.2D Recite simple sentences by heart, including rhymes and poems. R1.6A Read simple everyday nouns and verbs as labels. W1.5A Write labels of one or two words, leaving spaces between words
YEAR 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 6	WEEK 7	WEEK 8	
Term 2	UNIT 1.7 -FICTION Eco Apes Save Water and Eco Apes Grow Food	UNIT 1.7 -FICTION Eco Apes Save Water and Eco Apes Grow Food	UNIT 1.7 -FICTION Eco Apes Save Water and Eco Apes Grow Food	UNIT 1.8 NON -FICTION Rainbows	UNIT 1.8 NON -FICTION Rainbows	UNIT 1.9 FICTION King Pip and the Dark Wood and Panther and Frog	UNIT 1.9 FICTION King Pip and the Dark Wood and Panther and Frog	UNIT 1.10 FICTION I Like to play and I Like to Collect
	S1.1.2C Answer short, simple questions using a word or basic phrase. R1.5A Say the letter names and sounds associated with all 26 lower-case letters of the English alphabet. R1.3A Match a picture to a word they have read. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in length).	R1.4A With support, use pictures to infer what may happen next. R1.4B With support, use pictures to infer how characters are feeling. W1.2A Label pictures using already familiar nouns and verbs. W1.3A Write short words that have been learned or sounded out, including own name.	1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done. W1.5A Write labels of one or two words, leaving spaces between words. W1.5C Write everyday verbs as labels.	S1.1.2C Answer short, simple questions using a word or basic phrase. R1.3B Sequence three pictures to retell a familiar story or sequence of events. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in length). W1.2A Label pictures using already familiar nouns and verbs. W1.3A Write short words that have been learned or sounded out, including own name	S1.1.2D Recite simple sentences by heart, including rhymes and poems R1.3C Read and talk about simple sequences that give information or recount what someone has done. R1.6B Know that 'a', 'an' or 'the' are often used before nouns. W1.5A Write labels of one or two words, leaving spaces between words. W1.5D Use adjectives of colour and size in labels.	S1.1.2B Use simple everyday words from taught vocabulary sets. R1.3A Match a picture to a word they have read. R1.3B Sequence three pictures to retell a familiar story or sequence of events. R1.4A With support, use pictures to infer what may happen next. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in length).	S1.1.2C Answer short, simple questions using a word or basic phrase. R1.4A With support, use pictures to infer what may happen next. R1.4B With support, use pictures to infer how characters are feeling. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. R1.5C Read and talk about simple sequences that give information or recount what someone has done. W1.3A Write short words that have been learned or sounded out, including own name. W1.5A Write labels of one or two words, leaving spaces between words.	S1.1.1B Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly. S1.1.2A Give and request simple personal information using a basic phrase. R1.2A Follow sentences from left to right and from the top to the bottom of the page. R1.2D Recite or sing the alphabet. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in length).
YEAR 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	UNIT 1.10 FICTION I Like to play and I Like to Collect	UNIT 1.10 FICTION I Like to play and I Like to Collect	UNIT 1.11 FICTION Go Fish and Chick Gets Lost	UNIT 1.11 FICTION Go Fish and Chick Gets Lost	UNIT 1.11 FICTION Go Fish and Chick Gets Lost	UNIT 1.12 NON- FICTION Senses	UNIT 1.12 NON- FICTION Senses	FICTION/NON-FICTION REVISION
	S1.1.2B Use simple everyday words from taught vocabulary sets. S1.1.2C Answer short, simple questions using a word or basic phrase. R1.3A Match a picture to a word they have read. R1.4A With support, use pictures to infer what may happen next. W1.2A Label pictures using already familiar nouns and verbs. W1.3A Write short words that have been learned or sounded out, including own name.	S1.1.2D Recite simple sentences by heart, including rhymes and poems. R1.6B Know that 'a', 'an' or 'the' are often used before nouns. W1.5A Write labels of one or two words, leaving spaces between words. W1.5D Use adjectives of colour and size in labels.	R1.3A Match a picture to a word they have read. R1.3B Sequence three pictures to retell a familiar story or sequence of events W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in length).	R1.4A With support, use pictures to infer what may happen next. R1.4B With support, use pictures to infer how characters are feeling. R1.5A Use pictures in texts (including IT texts) to understand and explain what they are about. W1.2A Label pictures using already familiar nouns and verbs. W1.3A Write short words that have been learned or sounded out, including own name. W1.5A Write labels of one or two words, leaving spaces between words.	R1.5C Read and talk about simple sequences that give information or recount what someone has done. R1.6B Know that 'a', 'an' or 'the' are often used before nouns. W1.5A Write labels of one or two words, leaving spaces between words. W1.5D Use adjectives of colour and size in labels.	S1.1.1A Follow short, basic classroom instructions supported by pictures or gestures. S1.1.1B Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly. R1.3A Match a picture to a word they have read. R1.5B Use a picture contents page to locate the relevant page in the book. W1.1A Say and write the sounds in words they wish to spell, where each sound is represented by a single letter. W1.1B Spell 15 basic everyday words (up to four letters in length). W1.2A Label pictures using already familiar nouns and verbs.	S1.1.2B Use simple everyday words from taught vocabulary sets. S1.1.2D Recite simple sentences by heart, including rhymes and poems. R1.6A Read simple everyday nouns and verbs as labels. W1.5A Write labels of one or two words, leaving spaces between words.	S1.1.2B Use simple everyday words from taught vocabulary sets. S1.1.2D Recite simple sentences by heart, including rhymes and poems. R1.6A Read simple everyday nouns and verbs as labels. W1.5A Write labels of one or two words, leaving spaces between words.

YEAR 4 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2019 - 2020

YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y4/U1/F1(5)	Y4/U1/F1(5)	Y4/U1/F1(5)	Y4/U2/NF1(5)	Y4/U2/NF1(5)	Y4/U2/NF1(5)	Y4/U3/F2(5)	Y4/U3/F2(5)
	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	FICTION Unit 4.1 THE QUIGLEYS: Wild Life	NON-FICTION Unit 4.1 GLOBE CHALLENGE: Lost in Egypt	NON-FICTION Unit 4.1 GLOBE CHALLENGE: Lost in Egypt	NON-FICTION Unit 4.1 GLOBE CHALLENGE: Lost in Egypt	FICTION Unit 4.2 THE HAPPIEST PEOPLE of the HILLS	FICTION Unit 4.2 THE HAPPIEST PEOPLE of the HILLS
	Infer characters' motives from information given in a text; Make predictions based on clear evidence in a text; Use inverted commas in sentences where the speaker is identified at the end of the sentence; Use a wider range of more descriptive nouns and powerful verbs; Organise writing so that ideas are sequenced or grouped.	Retell three or more main events from a story or sequence in the correct order; Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences; Participate in discussions, building on contributions of previous speakers; Recall significant events and pieces of information from texts and explain why they are important.	Use present- and past-tense forms of regular verbs in writing; Use a range of adverbs (around 20) to add to descriptions; Re-read own writing, improving it at sentence level; Perform as a character in a short dramatic scene.	Participate in discussions, building on contributions of previous speakers; Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures; Recall significant events and pieces of information from texts, and explain why they are important; Perform as a character in a short dramatic scene; Use headings and other features to locate a relevant paragraph; Understand the purpose of a wider range of textual features when directly asked to do so.	Recognise adverbials of time and the conjunctions so and or, and talk about their impact; Recognise the purpose of a wider range of textual features when directly asked to do so. Use present- and past-tense forms of regular verbs in writing; Recognise irregular past-tense verb forms, including of the verb to be.	Organise writing so that ideas are sequenced or grouped; Re-read own writing, improving it at paragraph level; Re-read own writing, improving it at paragraph level; Write compound and complex sentences using the conjunctions and, but, or, so and because.	Make predictions based on clear evidence in a text; Explain preferences about types of stories; Follow detailed oral instructions on tasks close to their experience; Participate in discussions, building on contributions of previous speakers; Recall significant events and pieces of information from texts, and explain why they are important; Retell three or more main events from a story or sequence in the correct order.	Infer characters' motives from information given in a text; Give a logically connected description; Use inverted commas in sentences where the speaker is identified at the end of the sentence; Write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Y4/U3/F2(5)	Y4/U4/NF2(5)	Y4/U4/NF2(5)	Y4/U4/NF2(5)	Y4/U5/NF3(5)	Y4/U5/NF3(5)	Y4/U5/NF3(5)	REVISION
	FICTION Unit 4.2 THE HAPPIEST PEOPLE of the HILLS	NON-FICTION Unit 4.2 REAL LIFE : Daredevils	NON-FICTION Unit 4.2 REAL LIFE : Daredevils	NON-FICTION Unit 4.2 REAL LIFE : Daredevils	NON-FICTION Unit 4.3 A VOLCANO WAKES UP	NON-FICTION Unit 4.3 A VOLCANO WAKES UP	NON-FICTION Unit 4.3 A VOLCANO WAKES UP	
	Organise writing so that ideas are sequenced or grouped; Write short stories (of around 200 words) that include brief descriptions of characters or settings; Reread own writing, improving it at paragraph level; Perform as a character in a short dramatic scene	Recognise that the past tense of verbs is often indicated by the suffix -ed; Recall significant events and pieces of information from texts, and explain why they are important; Retell three or more main events from a story or sequence in the correct order; Use headings and other features to locate a relevant paragraph; Use capital letters and end punctuation correctly when writing dictated sentences unaided.	Participate in discussions, building on contributions of previous speakers; Infer characters' motives from information given in a text; Take on the role of a character, from a play or other text, using some knowledge of conventions; Recognise irregular past-tense verb forms, including of the verb to be; Follow detailed oral instructions on tasks close to their experience; Use possessive determiners and pronouns accurately in writing.	Organise writing so that ideas are sequenced or grouped; Use present- and past-tense forms of regular and irregular verbs in writing; Re-read own writing, improving it at paragraph level; Present information on a given subject, alone or in a group.	Follow detailed oral instructions on tasks close to their experience; Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures; Participate in discussions, building on contributions of previous speakers; Present information on a given subject, alone or in a group; Decode unfamiliar three- to four-syllable words, using a range of strategies; Understand the purpose of a wider range of textual features when directly asked to do so;	Perform as a character in a short dramatic scene; Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease; Recall significant events and pieces of information from texts and explain why they are important; Recognise adverbials of time and the conjunctions 'so' and 'or' and talk about their impact; Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks;	Retell three or more main events from a story or sequence in the correct order; Organise writing so that ideas are sequenced or grouped; Use headings and other features to locate a relevant paragraph; Organise writing so that ideas are sequenced or grouped; Re-read own writing, improving it at paragraph level; write brief explanation texts of around 150 words; Know how to move a word or phrase to improve the sense of a text.	Reinforcement on: Questions basing on inference, deducing, personal opinion, usage of language, justification of explanation of responses and vocabulary. Grammar Topics: Word class: Adjectives, Conjunctions of time and cause, Pronouns and Possessive pronouns, Determiners, Possessive apostrophe, use of comma, irregular verbs, subordinate clauses, present and past tense verbs Writing tasks: Folktales, Information Text, Recount, Diary entry, Biography/Autobiography; Explanation Text
YEAR 4	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	Y4/U6/F3(5)	Y4/U6/F3(5)	Y4/U6/F3(5)	Y4/U7/NF4(5)	Y4/U7/NF4(5)	Y4/U7/NF4(5)	Y4/U8/NF5(5)	Y4/U8/NF5(5)
	FICTION Unit 4.3 The Cloud Rider	FICTION Unit 4.3 The Cloud Rider	FICTION Unit 4.3 The Cloud Rider	NON-FICTION Unit 4.4 AWESOME ANIMAL ADVENTURE	NON-FICTION Unit 4.4 AWESOME ANIMAL ADVENTURE	NON-FICTION Unit 4.4 AWESOME ANIMAL ADVENTURE	NON-FICTION Unit 4.5 IN THEIR SHOES: My Life as Roman Slave	NON-FICTION Unit 4.5 IN THEIR SHOES: My Life as Roman Slave
	Follow detailed oral instructions on tasks close to their experience; Infer characters' motives from information given in a text; Make predictions based on clear evidence in a text; Form and explain preferences about types of stories; Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks; Use inverted commas in sentences where the speaker is identified at the end of the sentence; Infer the meaning of similes using context.	Decode unfamiliar three- to four-syllable words, using a range of strategies; Recognise on sight common past-tense verbs, including irregular verbs; Identify adverbs of manner and talk about their impact; Use a range of adverbs (around 20) to add to descriptions; Understand the purpose of a wider range of textual features when directly asked to do so; Use a wider range of more descriptive nouns and powerful verbs; Perform as a character in a short dramatic scene; Write sentences showing grammatical agreement of irregular verbs (including the verb 'to be') with singular and plural nouns/pronoun.	Participate in discussions, building on contributions of previous speakers; Organise writing so that ideas are sequenced or grouped; Use inverted commas in sentences where the speaker is identified at the end of the sentence; Write short stories (of around 250 words) that include brief descriptions of characters or settings; Write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'; Write legibly, joining some letters; Know how to move a word or phrase to improve the sense of a text; Reread own writing, improving it at paragraph level; Perform as a character in a short dramatic scene.	Follow detailed oral instructions on tasks close to their experience; Make predictions based on clear evidence in a text; Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures; Use headings and other features to locate a relevant paragraph; Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks; Understand the purpose of a wider range of textual features when directly asked to do so; Present information on a given subject, alone or in a group.	Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease; Write legibly, joining some letters; Know how to move a word or phrase to improve the sense of a text; Perform as a character in a short dramatic scene; Recall significant events and pieces of information from texts and explain why they are important.	Organise writing so that ideas are sequenced or grouped; Write brief explanation texts of around 150 words; Write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'; Use apostrophes to show singular possession; Use commas to separate a list of actions; use a colon to introduce a list	Follow detailed oral instructions on tasks close to their experience; Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures; Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks; decode unfamiliar three- to four-syllable words, using a range of strategies; recall significant events and pieces of information from texts and explain why they are important;	Participate in discussions, building on contributions of previous speakers; Organise writing so that ideas are sequenced or grouped; write legibly, joining some letters; Write brief explanation texts of around 150 words.
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	Y4/U8/NF5(5)	Y4/U9/F4(5)	Y4/U9/F4(5)	Y4/U9/F4(5)	Y4/U10/NF6(5)	Y4/U10/NF6(5)	Y4/U10/NF6(5)	REVISION
	NON-FICTION Unit 4.5 IN THEIR SHOES: My Life as Roman Slave	FICTION Unit 4.4 PLAY: Author Visit	FICTION Unit 4.4 PLAY: Author Visit	FICTION Unit 4.4 PLAY: Author Visit	NON-FICTION Unit 4.6 WATCHING COMETS	NON-FICTION Unit 4.6 WATCHING COMETS	NON-FICTION Unit 4.6 WATCHING COMETS	
	Present information on a given subject, alone or in a group; Perform as a character in a short dramatic scene.	Follow detailed oral instructions on tasks close to their experience; Participate in discussions, building on contributions of previous speakers; Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks; Decode unfamiliar three- to four-syllable words, using a range of strategies; Infer characters' motives from information given in a text.	Understand the purpose of a wider range of textual features when directly asked to do so; Write short stories (of around 200 words) that include brief descriptions of characters or settings; Use inverted commas in sentences where the speaker is identified at the end of the sentence.	Write legibly, joining some letters; Organise writing so that ideas are sequenced or grouped; Reread own writing, improving it at paragraph level; Perform as a character in a short dramatic scene.	Follow detailed oral instructions on tasks close to their experience; Participate in discussions, building on contributions of previous speakers; Make predictions based on clear evidence in a text; Identify a main point after five to seven minutes of listening to teacher-talk supported by pictures; Decode unfamiliar three- to four-syllable words, using a range of strategies; Use headings and other features to locate a relevant paragraph; Give a logically connected description	Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks; Understand the purpose of a wider range of textual features when directly asked to do so. Recognise adverbials of time and the conjunctions 'so' and 'or' and talk about their impact; Write legibly, joining some letters; Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease.	Recall significant events and pieces of information from texts and explain why they are important; Use a range of adverbs (around 20) to add to descriptions; Organise writing so that ideas are sequenced or grouped; Write brief explanation texts of around 150 words; Use a colon to introduce a list; Reread own writing, improving it at paragraph level; Present information on a given subject, alone or in a group.	Reinforcement on: Questions basing on inference, deducing, personal opinion, usage of language, justification of explanation of responses and vocabulary. Grammar Topics: Word class: verbs and adverbs, Adverbials of time; Adjectives, different forms of adjectives; Direct speech; Punctuation; Expanded noun phrase; use of colon, Pronouns and Possessive pronouns, Possessive apostrophe Writing tasks: Story, Writing conversation, Writing Speech in Role, letter, Playscript

YEAR 5 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2019 - 2020

YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y5/U1/NF1(5)	Y5/U2/NF1(5)	Y5/U1/NF1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U2/F1(5)	Y5/U3/NF2(5)	Y5/U3/NF2(5)
	Unit 5.1: Non-fiction: How to be an Explorer	Unit 5.1: Non-fiction: How to be an Explorer	Unit 5.1: Non-fiction: How to be an Explorer	Unit 5.2: Fiction:Polar Peril	Unit 5.2: Fiction:Polar Peril	Unit 5.2: Fiction:Polar Peril	Unit 5.3: Non-fiction:Why Does Lightning Flash?	Unit 5.3: Non-fiction:Why Does Lightning Flash?
Term 1	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.R5.1B: Decode unrecognised words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.4B: Understand and explain how different text features can convey information.SL5.2A: With support, give a well-structured description or narrative account.R5.2B: Summarise a story or sequence by retelling the main events in order.</p> <p>SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.W5.3E: Read aloud short sections of own writing with some preparation.</p>	<p>R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.</p> <p>R5.3B: Identify adjectives and prepositional phrases used to modify nouns.W5.5D: Use prepositional phrases to add detail to expanded noun phrases.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1B: Decode unrecognised words using a range of strategies, including identification of prefixes and suffixes.</p> <p>SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.3E: Read aloud short sections of own writing with some preparation.</p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>W5.3A: Begin to use paragraphs in longer pieces of writing.W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.W5.1E: With support, proof-read text and correct spelling errors.</p>	<p>SL5.1A: Follow a sequence of oral instructions to make or draw something.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.</p> <p>W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.R5.1A: Read aloud an unfamiliar text, observing full stops, question marks and speech marks.R5.4B: Understand and explain how different text features can convey information.</p> <p>W5.5D: Use prepositional phrases to add detail to expanded noun phrases.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.5A: Use a range of adverbials, including fronted adverbials, to join ideas.</p> <p>W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.W5.5F: Show grammatical agreement of irregular verbs (including the verb, to be) with singular and plural nouns/pronouns with some accuracy across a piece of writing.</p> <p>W5.6A: Use capital letters and end punctuation correctly in independent writing of one or two paragraphs</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.3B: Infer a character's responses to events and other characters.</p> <p>R5.2B: Summarise a story or sequence by retelling the main events in order.SL5.2A: With support, give a well-structured description or narrative account.SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.R5.3C: Make predictions based on more obscure evidence in a text.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.</p> <p>W5.3E: Read aloud short sections of own writing with some preparation.W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.W5.5F: Show grammatical agreement of irregular verbs (including the verb, to be) with singular and plural nouns/pronouns with some accuracy across a piece of writing.</p> <p>W5.6A: Use capital letters and end punctuation correctly in independent writing of one or two paragraphs</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.2B: Summarise a story or sequence by retelling the main events in order.R5.3B: Infer a character's responses to events and other characters.</p> <p>R5.3C: Make predictions based on more obscure evidence in a text.SL5.2A: With support, give a well-structured description or narrative account.</p> <p>SL5.2D: Rehearse and revise a presentation on a given topic.W5.3E: Read aloud short sections of own writing with some preparation.R5.1A: Read aloud an unfamiliar text, observing full stops, question marks and speech marks.W5.5A: Use a range of adverbials, including fronted adverbials, to join ideas.W5.5D: Use prepositional phrases to add detail to expanded noun phrases.W5.5F: Show grammatical agreement of irregular verbs (including the verb, to be) with singular and plural nouns/pronouns with some accuracy across a piece of writing.W5.6A: Use capital letters and end punctuation correctly in independent writing of one or two paragraphs</p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.3D: Evaluate and edit own writing to improve consistency.W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.</p>	<p>For Project Work - Research & Presentation on an Author & his Work: SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.4A: Use titles, contents pages, search engines, headings, sub-headings and other features to retrieve information quickly and make notes of key points.W5.5G: Understand the difference between formal and informal language, and maintain formal language where necessary.SL5.2D: Rehearse and revise a presentation on a given topic.SL5.2E: Rehearse and give a presentation to an audience</p>	<p>SL5.3C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.3E: Read aloud short sections of own writing with some preparation.R5.1B: Decode unrecognised words using a range of strategies, including identification of prefixes and suffixes.R5.1B: Decode unrecognised words using a range of strategies, including identification of prefixes and suffixes.R5.3D: Begin to form and explain preferences about types of text other than fiction.R5.4C: Read arguments and persuasion texts, identifying key text features and distinguishing between fact and opinion.</p> <p>SL5.1B: Identify the main points of an 8-10 minute, well-structured talk on a familiar topic.</p> <p>SL5.2A: With support, give a well-structured description or narrative account.R5.2B: Summarise a text or sequence by retelling the main ideas in order.SL5.1A: Follow a sequence of oral instructions to make or draw something.</p> <p>R5.4B: Understand and explain how different text features can convey information.W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.</p>	<p>SL5.2A: With support, give a well-structured description or narrative account.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.</p> <p>R5.2B: Summarise a text or sequence by retelling the main ideas in order.W5.3E: Read aloud short sections of own writing with some preparation.W5.6A: Use capital letters and end punctuation correctly in independent writing of one or two paragraphs.R5.1B: Decode unrecognised words using a range of strategies, including identification of prefixes and suffixes.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.SL5.2B: Give simple definitions of familiar words.R5.5D: Identify relative pronouns and know that they introduce relative clauses.</p> <p>W5.5E: Use relative pronouns to introduce relative clauses in writing.SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.R5.4B: Understand and explain how different text features can convey information.</p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.R5.1A: Read aloud an unfamiliar text, observing full stops, question marks and speech marks.</p> <p>W5.1E: With support, proof-read text and correct spelling errors.W5.3D: Evaluate and edit own writing to improve consistency.W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.</p>
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y5/U3/NF2(5)	Y5/U4/F2(5)	Y5/U4/F2(5)	Y5/U5/NF3(5)	Y5/U5/NF3(5)	Y5/U5/NF3(5)	REVISION	REVISION
	Unit 5.3: Non-fiction:Why Does Lightning Flash?	Unit 5.5: Fiction: Coming Home: Two Left Feet	Unit 5.5: Fiction: Coming Home: Two Left Feet	Unit 5.6 Non-fiction: How Do They Make Bikes?	Unit 5.6 Non-fiction: How Do They Make Bikes?	Unit 5.6 Non-fiction: How Do They Make Bikes?		
Term 1	<p>R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.</p> <p>R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.R5.4B: Understand and explain how different text features can convey information.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.W5.3A: Begin to use paragraphs in longer pieces of writing.</p> <p>W5.3E: Read aloud short sections of own writing with some preparation.W5.1E: With support, proof-read text and correct spelling errors.W5.3D: Evaluate and edit own writing to improve consistency.</p> <p>W5.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.W5.5F: Show grammatical agreement of irregular verbs (including the verb, to be) with singular and plural nouns/pronouns with some accuracy across a piece of writing.</p> <p>W5.6C: Use inverted commas where the speaker is identified in the middle of the sentence.</p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.3B: Infer a character's responses to events and other characters.R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.3A: Infer the meaning of metaphors using context.R5.5A: Identify fronted adverbials and talk about their impact.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.5A: Use a range of adverbials, including fronted adverbials, to join ideas.</p> <p>R5.4B: Understand and explain how different text features can convey information.W5.3A: Begin to use paragraphs in longer pieces of writing.</p> <p>W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.W5.5D: Use prepositional phrases to add detail to expanded noun phrases.</p> <p>W5.5E: Use relative pronouns to introduce relative clauses in writing.W5.5F: Show grammatical agreement of irregular verbs (including the verb, 'to be') with singular and plural nouns/pronouns with some accuracy across a piece of writing.</p> <p>W5.5G: Understand where formal language is required.W5.6A: Use upper-case letters and end punctuation correctly in independent writing of one or two paragraphs.W5.6D: Use commas to show parenthesis, demarcating relative clauses and fronted adverbials.W5.4A: Write in legible and partially joined style, with evenly sized and spaced letters.</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.3B: Infer a character's responses to events and other characters.R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.3A: Infer the meaning of metaphors using context.R5.5A: Identify fronted adverbials and talk about their impact.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.5A: Use a range of adverbials, including fronted adverbials, to join ideas.</p> <p>R5.4B: Understand and explain how different text features can convey information.W5.3A: Begin to use paragraphs in longer pieces of writing.</p> <p>W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.W5.5D: Use prepositional phrases to add detail to expanded noun phrases.</p> <p>W5.5E: Use relative pronouns to introduce relative clauses in writing.W5.5F: Show grammatical agreement of irregular verbs (including the verb, 'to be') with singular and plural nouns/pronouns with some accuracy across a piece of writing.</p> <p>W5.5G: Understand where formal language is required.W5.6A: Use upper-case letters and end punctuation correctly in independent writing of one or two paragraphs.W5.6D: Use commas to show parenthesis, demarcating relative clauses and fronted adverbials.W5.4A: Write in legible and partially joined style, with evenly sized and spaced letters.</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.3B: Infer a character's responses to events and other characters.R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.</p> <p>R5.3A: Infer the meaning of metaphors using context.R5.5A: Identify fronted adverbials and talk about their impact.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.</p> <p>W5.5A: Use a range of adverbials, including fronted adverbials, to join ideas.W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.SL5.2E: Rehearse and revise a presentation on a given topic.R5.1A: Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks.W5.1E: With support, proof-read text and correct spelling errors.W5.3D: Evaluate and edit own writing to improve consistency.</p>	<p>SL5.2B: Give simple definitions of familiar words.SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.</p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.5A: Use a range of adverbials, including fronted adverbials, to join ideas.</p> <p>W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.</p> <p>W5.3E: Read aloud short sections of own writing with some preparation.SL5.2E: Rehearse and revise a presentation on a given topic.W5.1E: With support, proof-read text and correct spelling errors.W5.3D: Evaluate and edit own writing to improve consistency.</p>	<p>Identify and summarise main ideas of fiction and non-fiction texts; Draw inferences; Find evidence in a text to support opinions. Distinguish between statements of fact and opinion. Discuss impact of authors' use of language on reader. Revise present and past tense forms of all verbs. Revise the use of a range of adverbials, including fronted adverbials, to join ideas. Revise the use of prepositional phrases to add detail to expanded noun phrases. Revise use of commas to clarify meaning or avoid ambiguity in writing. Identify intended audience/purpose of writing and write using appropriate form.</p>	<p>Read differently-structured texts; Read for a range of purposes; Understand what was read; Find evidence in a text; Identify how language, structure and presentation contribute to meaning. Give well-structured descriptions and explanations; Revision of key grammatical vocabulary: noun, adjective, pronoun, verb, adverb; preposition; Revise relative pronouns and know that they introduce relative clauses. Use relative clauses</p>	
	Y5/U5/F2(5)	Y5/U5/F2(5)	Y5/U5/F2(5)	Y5/U6/NF3(5)	Y5/U6/NF3(5)	Y5/U6/NF3(5)	G5/U7/F3(5)	Y5/U7/F3(5)
	Unit 8: Non-fiction: 101 Ways to Save the Planet Before Bedtime	Unit 8: Non-fiction: 101 Ways to Save the Planet Before Bedtime	Unit 8: Non-fiction: 101 Ways to Save the Planet Before Bedtime	Unit 9: Non-fiction: In Their Shoes: My Life as a Tudor Schoolboy	Unit 9: Non-fiction: In Their Shoes: My Life as a Tudor Schoolboy	Unit 9: Non-fiction: In Their Shoes: My Life as a Tudor Schoolboy	Unit 9: Non-fiction: In Their Shoes: My Life as a Tudor Schoolboy	Unit 10: Fiction: Big Giant, Little Bear: The Giant
Term 2	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.W5.3E: Read aloud short sections of own writing with some preparation.SL5.1B: Identify the main points of an eight-to-ten-minute, well-structured talk on a familiar topic.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.R5.4B: Understand and explain how different text features can convey information.</p> <p>W5.3A: Begin to use paragraphs in longer pieces of writing.W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.SL5.2E: Rehearse and revise a presentation on a given topic.W5.1E: With support, proof-read text and correct spelling errors.W5.3D: Evaluate and edit own writing to improve consistency.SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.</p> <p>R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.</p> <p>R5.4B: Understand and explain how different text features can convey information.</p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.5A: Use a range of adverbials, including fronted adverbials, to join ideas.W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.SL5.2E: Rehearse and revise a presentation on a given topic.W5.1E: With support, proof-read text and correct spelling errors.W5.3D: Evaluate and edit own writing to improve consistency.</p> <p>W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.SL5.2E: Rehearse and revise a presentation on a given topic.</p> <p>W5.1E: With support, proof-read text and correct spelling errors.W5.3D: Evaluate and edit own writing to improve consistency.W5.3E: Read aloud short sections of own writing with some preparation.</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.</p> <p>W5.3E: Read aloud short sections of own writing with some preparation.R5.4B: Understand and explain how different text features can convey information.</p> <p>SL5.1B: Identify the main points of an eight-to-ten-minute, well-structured talk on a familiar topic.</p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.</p> <p>W5.3E: Read aloud short sections of own writing with some preparation.R5.4B: Understand and explain how different text features can convey information.</p> <p>SL5.1B: Identify the main points of an eight-to-ten-minute, well-structured talk on a familiar topic.</p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.</p> <p>W5.4B: Understand and explain how different text features can convey information.</p> <p>W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.</p> <p>W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.</p> <p>W5.5F: Show grammatical agreement of irregular verbs (including the verb 'to be') with singular and plural nouns/pronouns with some accuracy across a piece of writing.W5.5D: Use prepositional phrases to add detail to expanded noun phrases.</p> <p>W5.5E: Use relative pronouns to introduce relative clauses in writing.W5.1E: With support, proof-read text and correct spelling errors.W5.3D: Evaluate and edit own writing to improve consistency.W5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.3D: Begin to form and explain preferences about types of text other than fiction.</p>	<p>Project: Research & Presentation of the History of your Own Country : SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.2A: Recall details of characters, events or pieces of information from texts and explain how they are linked.R5.2B: Summarise a story or sequence by retelling the main events in order.R5.3B: Infer a character's responses to events and other characters.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.SL5.2A: With support, give a well-structured description or narrative account.SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.</p> <p>SL5.2B: Give simple definitions of familiar words.</p> <p>R5.5B: Identify adjectives and prepositional phrases used to modify nouns.W5.5C: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.</p>		

	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y5/U8/NF3(S)	Y5/U8/NF3(S)	Y5/U8/NF3(S)	Y5/U9/NF4(S)	Y5/U9/NF4(S)	Y5/U9/NF4(S)		
	Unit 10: Fiction: Big Giant, Little Bear: The Giant	Unit 11: Non-fiction: Real Life: Artists	Unit 11: Non-fiction: Real Life: Artists	Unit 11: Non-fiction: Real Life: Artists	Unit 12: Fiction: Mixed-up Myths: The Mint Choc Touch	Unit 12: Fiction: Mixed-up Myths: The Mint Choc Touch	REVISION	REVISION
Term 2	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.W5.6B: Use apostrophes to show plural possession and contractions of 'have'.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.5C:Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.R5.1A: Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks.W5.1E: With support, proof-read text and correct spelling errors.W5.5F: Show grammatical agreement of irregular verbs (including the verb 'to be') with singular and plural nouns/pronouns with some accuracy across a piece of writing.R5.4B: Understand and explain how different text features can convey information.W5.3B: Write short stories (of 300–400 words) where each end links to the beginning.W5.3D: Evaluate and edit own writing to improve consistency.SL5.2D: Maintain and rehearse the role of a character in a dramatic scene.SL5.2E: Rehearse and revise a presentation on a given topic.W5.3E: Read aloud short sections of own writing with some preparation.</p>	<p>SL5.2C:Ask questions, make suggestions and make predictions during structured discussions. R5.1B: Decode unfamiliar words using a range of strategies, including identification of prefixes and suffixes.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.R5.5E: Recognise demonstrative determiners and understand how they identify nouns as known.W5.5B: Use demonstrative determiners appropriately in writing.SL5.2A: With support, give a well structured description or narrative account.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.2B: Summarise a story or sequence by retelling the main events in order.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.SL5.1A: Follow a sequence of oral instructions to make or draw something.W5.5C:Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.W5.5D: Use prepositional phrases to add detail to expanded noun phrases.W5.5E: Use relative pronouns to introduce relative clauses in writing.</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions. W5.1E: With support, proof-read text and correct spelling errors. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.3D: Evaluate and edit own writing to improve consistency. W5.5B: Use demonstrative determiners appropriately in writing.W5.5C:Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.W5.5D: Use prepositional phrases to add detail to expanded noun phrases.W5.5E: Use relative pronouns to introduce relative clauses in writing.R5.4B: Understand and explain how different text features can convey information.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.2B: Summarise a story or sequence by retelling the main events in order.R5.4A: Use contents pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.W5.5F: Show grammatical agreement of irregular verbs (including the verb 'to be') with singular and plural nouns/pronouns with some accuracy across a piece of writing.W5.5G: Understand where formal language is required.</p>	<p>SL5.2C:Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.3B: Infer a character's responses to events and other characters.R5.2B: Summarise a story or sequence by retelling the main events in order. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.5C:Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.W5.5F: Show grammatical agreement of irregular verbs (including the verb 'to be') with singular and plural nouns/pronouns with some accuracy across a piece of writing.W5.5G: Understand where formal language is required. W5.1E: With support, proof-read text and correct spelling errors.W5.3D: Evaluate and edit own writing to improve consistency.W5.6A: Use upper-case letters and end punctuation correctly in independent writing of one or two paragraphs.SL5.2E: Rehearse and revise a presentation on a given topic.</p>	<p>SL5.2C:Ask questions, make suggestions and make predictions during structured discussions. R5.1C: Recognise on sight common words, including those with various prefixes and suffixes. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked.R5.3B: Infer a character's responses to events and other characters.R5.2B: Summarise a story or sequence by retelling the main events in order. W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs. W5.5C:Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.W5.5D: Use prepositional phrases to add detail to expanded noun phrases. W5.1E: With support, proof-read text and correct spelling errors.W5.1E: With support, proof-read text and correct spelling errors.W5.1E: With support, proof-read text and correct spelling errors.W5.1E: With support, proof-read text and correct spelling errors.</p>	<p>SL5.2C: Ask questions, make suggestions and make predictions during structured discussions.R5.1C: Recognise on sight common words, including those with various prefixes and suffixes.R5.5B: Identify adjectives and prepositional phrases used to modify nouns.W5.2A: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.W5.3E: Read aloud short sections of own writing with some preparation.W5.5C:Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.W5.5D: Use prepositional phrases to add detail to expanded noun phrases.R5.1A: Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks.W5.1E: With support, proof-read text and correct spelling errors.W5.6C: Use inverted commas where the speaker is identified in the middle of the sentence.R5.4B: Understand and explain how different text features can convey information.W5.3B: Write short stories (of 300–400 words) where each end links to the beginning.W5.3D: Evaluate and edit own writing to improve consistency.SL5.2E: Rehearse and revise a presentation on a given topic.W5.3E: Read aloud short sections of own writing with some preparation.</p>	<p>Read differently-structured texts; Read for a range of purposes; Identify and summarise main ideas of fiction and non-fiction texts;Draw inferences; Find evidence in a text to support opinions.Discuss impact of authors' use of language on reader; Identify how language, structure and presentation contribute to meaning; Provide reasoned justifications for their views; Identify intended audience/purpose of writing and write using appropriate form; Revision of key grammatical vocabulary;Revise Spelling rules</p>	<p>Read differently-structured books; Read for a range of purposes; Understand what they read; Retrieve, record and present information from non-fiction; Identify how language, structure and presentation contribute to meaning; Give well-structured descriptions and explanations; Revision of key grammatical vocabulary;Identify intended audience/purpose of writing and write using appropriate form; ,Revise Spelling rules</p>

Term 2	<p>Infers a character's intentions from their actions and dialogue. R6.2A: Identify words and phrases from more than one place in texts, to support answers.R6.3B: Infers a character's intentions from their actions and dialogue.</p>	<p>10 minute talk or audio-visual presentation, and add own opinions.R6.4C: Read discussion, biographical and auto-biographical texts, distinguishing between fact and opinion.R6.5D: Identify all pronouns, and explain how they avoid noun repetition and aid cohesion in a text.W6.5F: Sustain grammatical agreement between nouns/pronouns and verbs to aid cohesion in a text. W6.5G: Understand the difference between formal and informal language, and maintain formal language where necessary. SL6.2C: Give an opinion in a structured discussion or debate, inviting and responding to others' opinions.R6.2A: Identify words and phrases from more than one place in texts, to support answers.</p>	<p>indicating degrees of possibility.W6.3B: Write short stories (of around 500 words or more), using dialogue to develop character and giving additional detail to interest the reader.SL6.2E: Rehearse and give a presentation to an audience.W6.3B: Write short stories (of around 500 words or more), using dialogue to develop character and giving additional detail to interest the reader.W6.6D: Use commas to clarify meaning and avoid ambiguity</p>	<p>more than three paragraphs.W6.6A: Use capital letters, end punctuation, speech marks and commas correctly in independent writing of more than three paragraphs.W6.3C: Write around 400 words in a range of non-fiction genres, using appropriate structural and language features and considering their audience. W6.4B: Compose texts on-screen, editing and improving throughout the process.W6.1E: Proofread text and correct spelling errors.W6.3E: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired.R6.3B: Infers a character's intentions from their actions and dialogue.SL6.2D: Polish and present a memorised performance to an audience.</p>	<p>Infers a character's intentions from their actions and dialogue.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.W6.6C: Use all speech punctuation accurately in dialogue, including inverted commas, full stops, question marks and exclamation marks.W6.6A: Use capital letters, end punctuation, speech marks and commas correctly in independent writing of more than three paragraphs.SL6.2E: Rehearse and give a presentation to an audience.</p>	<p>R6.2A: Identify words and phrases from more than one place in texts, to support answers.R6.3B: Infers a character's intentions from their actions and dialogue.R6.3D: Discuss preferences with others, expressing reasons and giving recommendations.W6.3B: Write short stories (of around 500 words or more), using dialogue to develop character and giving additional detail to interest the reader.SL6.2E: Rehearse and give a presentation to an audience</p>	<p>W6.3B: Write short stories (of around 500 words or more), using dialogue to develop character and giving additional detail to interest the reader.W6.3D: Evaluate and edit own writing to enhance effect and clarify meaning, using a thesaurus as desired.W6.1E: Proof-read text and correct spelling errors.W6.3E: Read aloud own writing with growing confidence.</p>	<p>purpose ;Revise spelling rules</p>
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YEAR 7 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2019-2020

YEAR7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	TRANSITION/LITERARY NON-FICTION	FICTION-ALTER EGO	19TH CENTURY FICTION	19TH CENTURY FICTION	FICTION/ALTER EGO	LITERARY NON-FICTION	NON-FICTION AND LITERARY NON-FICTION	NON-FICTION-
	AUTOBIOGRAPHY	CREATING A TONE OF AUTHORITY	19th CENTURY FICTION	19th CENTURY FICTION	CREATING VIVID IMAGES	ARTICLE AND LETTER	ARTICLE AND LETTER	NEWSPAPER REPORT
	Identify and understand the language and organizational features of fiction and non-fiction text types Express personal responses supported by reference to the texts	Understand how writers use repeated nouns phrases and imperatives to create a sense of authority and engage the reader. Select the main points from texts and identify how information and evidence are used to support them Read between the lines using inference and deduction To recognise layers of meaning in the writer's choice of words, e.g. connotation; implied meaning; different types or multiple meanings	Use appropriate reading strategies to extract particular information Understand and respond to ideas, viewpoint, themes and purposes in text Read and engage with a wide and varied range of texts; Analyse ways in which different cultural contexts and traditions have influenced language and style Relate texts to the social, historical and cultural contexts in which they were written To recognise layers of meaning in the writer's choice of words, e.g. connotation; implied meaning; different types or multiple meanings	Develop and adapt active reading and skills strategies; Understand and respond to ideas, viewpoint, themes and purposes in text; Read and engage with a wide and varied range of texts; Relate texts to the social, historical and cultural contexts in which they were written; Use of suffixes READING AND RESPONSE ASSESSMENT WRITING ASSESSMENT	Understand how to use verbs to create a vivid image in the reader's mind; Understand how synonyms and intensifiers can be used to add emphasis to writing, creating a grotesque image; Understand how synonyms can be used to add different layers of meaning; Recognise how quotation marks are used in texts to signal dialogue, quoted (direct) speech ; Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative	Understand the differences between formal and informal letter; to understand how letters can be used for various types of communication; Understand the conventions of informal letter –writing: layout, paragraphing and style; to analyse a sample of informal letter as regards layout, paragraphing and style; Writing an informal letter.	Identify each writer's intention, ideas and perspectives Read each text carefully, looking for significant evidence that explicitly or implicitly reveals each writer's intention, ideas and perspectives Identify significant points of comparison between the two texts Explore and compare each writer's choices and their contribution to the writer's intention, ideas and perspectives.	Read and engage with a wide and varied range of texts Understand structure of texts Understand the elements of a newspaper Develop writing for a specific purpose Creating headlines Understand the idea of a target audience Brainstorming to develop ideas Vary sentences and punctuation for clarity and effect Understand the importance of the right word Use of the apostrophe Structure, organise and present texts in a variety of forms on paper and on screen Develop and use editing and proofreading skills on paper and on screen Use grammar accurately and appropriately
WEEK 9 FICTION-ALTER EGO	WEEK 10 NON-FICTION	WEEK 11 NON-FICTION AND LITERARY NON-FICTION	WEEK 12 LITERARY NON-FICTION	WEEK 13 19TH CENTURY FICTION	WEEK 14 NON-FICTION	WEEK 15 REVISION	WEEK 16 REVISION	
NARRATIVE VOICE	ARTICLE	INTERVIEW AND DIARY ENTRY	DIARY ENTRY	19th CENTURY FICTION	GUIDE	NON-FICTION-	FICTION	
Understand how narrative viewpoint can affect the reader's response to a text Understand how to apply narrative viewpoint to your own writing Understand that choice of vocabulary impacts on the effectiveness of texts; Understand how to elaborate on ideas in texts through the use of prepositional phrases	Read and engage with a wide and varied range of texts; Understand structure of texts; Understand the elements of newspaper; Develop writing for specific purpose; Create headlines; Understand ideas of a target audience; Brainstorm to develop ideas; Develop writing for specific purpose; Create headlines; Vary sentences and punctuation for clarity and effect; Understand importance of the right words; Use of the apostrophe Structure, organise and present texts in a variety of forms on paper ;Develop and use editing and proofreading skills on paper ;Develop and use grammar accurately and appropriately. writing a news Article /report.	Analyse how writers' use of linguistic and literary features shapes and influences meaning; Develop and adapt discussion skills and strategies in formal and informal contexts; Understand the different ways in which texts can reflect the social, cultural and historical contexts in which they were written; Identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features;	Analyse how writers' use of linguistic and literary features shapes and influences meaning; Develop and adapt discussion skills and strategies in formal and informal contexts. Writing a Diary Entry-	Develop and adapt active reading and skills strategies Understand and respond to ideas, viewpoint, themes and purposes in text Read and engage with a wide and varied range of texts Relate texts to the social, historical and cultural contexts in which they were written Generate story beginnings Settings of stories Realise the importance of endings Develop the use of dialogue in a narrative Develop characters; Use grammar accurately and appropriately Use of commas Suffixes Punctuation of speech	Read and engage with a wide and varied range of texts; Develop and adapt discussion skills and strategies in formal and informal contexts Develop and adapt active reading skills; Explore the range of different ways writers use layout, form and presentation in a variety of texts; Analyse how writers' use of linguistic and literary features shapes and influences meaning Analyse writers' used of organisation, structure, layout and presentation Use and adapt the conventions and forms of texts on paper and screen Develop viewpoint, voice and ideas Improve vocabulary for precision and impact Develop varied linguistic and literary techniques Structure, organise and present texts in a variety of forms on paper and on screen Develop and use editing and proofreading skills on paper and on screen	READING : Selecting details, information from the texts - explaining with reference to the text to support inferences/points of view/opinions - exploring language features and their effects (eg. use of figurative language such as simile, personification, metaphor; punctuations; short sentences) - analysing structural devices (paragraphs, headings, sub-headings) with relevance to the development of the texts - identifying and explaining author's purpose - analysing author's range of vocabulary to convey messages, moods, feelings and attitudes - commenting on the overall impact of the texts with reference to the features of the texts WRITING - Range of ideas - Relevance to task and purpose - Use of appropriate language, vocabulary - Use of varied sentences - Use of organized and logically developed paragraphs - Correct punctuations and spellings - Use of appropriate layout, form and presentation	Reading: Selecting details, information from the texts - explaining with reference to the text to support inferences/points of view/opinions - exploring language features and their effects (eg. use of figurative language such as simile, personification, metaphor; punctuations; short sentences) - analysing structural devices (paragraphs, headings, sub-headings) with relevance to the development of the texts - identifying and explaining author's purpose - analysing author's range of vocabulary to convey messages, moods, feelings and attitudes - commenting on the overall impact of the texts with reference to the features of the texts WRITING - Range of ideas - Relevance to task and purpose - Use of appropriate language, vocabulary - Use of varied sentences - Use of organized and logically developed paragraphs - Correct punctuations and spellings - Use of appropriate layout, form and presentation	
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	NON-FICTION	NON-FICTION	NON-FICTION	LITERARY NON-FICTION	LITERARY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	NON-FICTION
	WRITING THE WORLD	WRITING THE WORLD	BIOGRAPHY	SPEECH	ARTICLE	19th CENTURY FICTION	19th CENTURY FICTION	ARTICLE
	Presenting the natural world/ Stories from nature/ describing nature by using comparisons Understand typical stories and issues in popular films and documentaries about the natural world. Sounding like an expert / Writing and performing a voice over script/ Campaigning for nature ; understand the conventions of a documentary voiceover script understand how to use prepositional phrases to show where events take place understand how to use punctuation to guide the reading voice understand how topics of concern in the natural world are presented in the media	Getting up Close / Writing your own close-up description of nature/ assessment: describing nature Understand how creatures and settings in the natural world are described in close detail understand why writers choose the past or present tense understand how to write interesting descriptions of the natural world by choosing descriptive and precise noun phrases, verbs and comparisons understand how to write a description of a creature or feature of the natural world in close -up detail ASSESSMENT : Planning and writing a lively and detailed description of a creature or natural feature of your choice.	Understand biography Using inference and explicit information Use of mind maps Create timelines Develop questioning skills Realise the difference between open and closed questions Develop the skill of making notes Expanding notes Realise the difference between fact and opinion Realise the difference between objective and subjective texts Use grammar accurately and appropriately	Analyse how writers' use of linguistic and literary features shapes and influences meaning; Develop and adapt discussion skills and strategies in formal and informal contexts.	Analyse how writers' use of linguistic and literary features shapes and influences meaning; Develop and adapt discussion skills and strategies in formal and informal contexts.	Develop and adapt active reading and skills strategies; Understand and respond to ideas, viewpoint, themes and purposes in text; Read and engage with a wide and varied range of texts; Relate texts to the social, historical and cultural contexts in which they were written Reading and Response	Develop and adapt active reading and skills strategies; Understand and respond to ideas, viewpoint, themes and purposes in text; Read and engage with a wide and varied range of texts; Relate texts to the social, historical and cultural contexts in which they were written; Use of suffixes Reading and Response	Develop and adapt active reading and skills strategies; Understand and respond to ideas, viewpoint, themes and purposes in text; Read and engage with a wide and varied range of texts; Relate texts to the social, historical and cultural contexts in which they were written; Use of suffixes Reading and Response
WEEK 9 LITERARY NON-FICTION	WEEK 10 NON-FICTION	WEEK 11 NON-FICTION	WEEK 12 LITERARY NON-FICTION	WEEK 13 FICTION	WEEK 14 FICTION	WEEK 15 REVISION	WEEK 16 REVISION	
ARTICLE	Advise	ARTICLE	Articles	19th CENTURY FICTION	19th CENTURY FICTION	19th CENTURY FICTION	NON-FICTION	
Reviewing a text; Structuring views; Structuring an argument; Plan writing and develop ideas to suit a specific audience; Select technique and devices used by writers; Draw on their knowledge of wide range of sentence lengths; experiment with different ways of presenting texts; Draw on their knowledge of grammatical conventions to write accurate texts; Spell correctly;	Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction; Respond to a text by making precise points and providing relevant evidence in support of those points; Make a sustained contribution to a group discussion; Use a range of reading strategies to retrieve relevant information; Explain how specific structural and organisational choices in text create particular effects; Plan writing and develop ideas to suit a specific audience; Select technique and devices used by writers; experiment with different ways of presenting information texts READING AND RESPONSE ASSESSMENT WRITING ASSESSMENT	Make a sustained contribution to a group discussion; Use a range of reading strategies to retrieve relevant information; Respond to a text by making precise points and providing relevant evidence; Explain how specific structural and organisational choices in text create particular effects; Plan writing and develop ideas to suit a specific audience; Select technique and devices used by writers; experiment with different ways of presenting information texts (Writing advice sheet)	Analyse how writers' use of linguistic and literary features shapes and influences meaning; Develop and adapt discussion skills and strategies in formal and informal contexts.	Develop and adapt active reading and skills strategies; Understand and respond to ideas, viewpoint, themes and purposes in text; Read and engage with a wide and varied range of texts; Relate texts to the social, historical and cultural contexts in which they were written; Use of suffixes Reading and Response	Develop and adapt active reading and skills strategies; Understand and respond to ideas, viewpoint, themes and purposes in text; Read and engage with a wide and varied range of texts; Relate texts to the social, historical and cultural contexts in which they were written; Use of suffixes Reading and Response	Reading : Selecting details, information from the texts - explaining with reference to the text to support inferences/points of view/opinions - exploring language features and their effects (eg. use of figurative language such as simile, personification, metaphor; punctuations; short sentences) - analysing structural devices (paragraphs, headings, sub-headings) with relevance to the development of the texts - identifying and explaining author's purpose - analysing author's range of vocabulary to convey messages, moods, feelings and attitudes - commenting on the overall impact of the texts with reference to the features of the texts WRITING - Range of ideas - Relevance to task and purpose - Use of appropriate language, vocabulary - Use of varied sentences - Use of organized and logically developed paragraphs - Correct punctuations and spellings - Use of appropriate layout, form and presentation	Reading: Selecting details, information from the texts - explaining with reference to the text to support inferences/points of view/opinions - exploring language features and their effects (eg. use of figurative language such as simile, personification, metaphor; punctuations; short sentences) - analysing structural devices (paragraphs, headings, sub-headings) with relevance to the development of the texts - identifying and explaining author's purpose - analysing author's range of vocabulary to convey messages, moods, feelings and attitudes - commenting on the overall impact of the texts with reference to the features of the texts WRITING - Range of ideas - Relevance to task and purpose - Use of appropriate language, vocabulary - Use of varied sentences - Use of organized and logically developed paragraphs - Correct punctuations and spellings - Use of appropriate layout, form and presentation	

YEAR 8 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2019-2020

YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	FICTION	FICTION	FICTION	FICTION	LITERARY NON-FICTION	NON FICTION	NON FICTION	NON-FICTION
	SPY FICTION	SPY FICTION	SPY FICTION	SPY FICTION/19TH CENTURY	DIARY ENTRY	ARGUE	PERSUADE	ADVICE
	<ul style="list-style-type: none"> Understand the key features of the spy fiction genre and how they engage the reader Understand how writers use narrative structure to engage the reader Understand how to use narrative structure to plan a story Understand that writers use the opening of their story to grab the reader's interest Understand how writers can use pronouns, determiners and noun phrases to achieve this Understand how writers use verb choice and paragraphing to create a sense of pace and threat Homework: Students imagine the perfect spy/hero of a spy story, writing a factfile modelled on the Duquesne factfile from page 3 of the Student Book. Class assessment: Reading and Response (24 marks)	<ul style="list-style-type: none"> Understand what is meant by narrative viewpoint Understand the impact that the writer's choice of narrative viewpoint can have on a text Understand how to write vivid descriptions by expanding noun phrases using adjectives, adverbs and prepositional phrases Understand how to write a short story extract using a range of features for effect Understand how to develop simple sentences in order to add interesting and vivid detail to a narrative Understand how to use conjunctions and clauses to make your meaning clear Understand how sentences can be structured to create emphasis, pace, tension and drama 	<ul style="list-style-type: none"> Understand what is meant by a minor sentence Understand how to use minor sentences for effect Understand how to start sentences in a range of ways to create variety, pace, drama or emphasis in your writing Understand how dialogue can be punctuated and structured using identifiers to imitate the patterns and rhythm of real, natural speech Understand how to plan a short story Understand how to write a complete short story using the key features of a particular genre Class assessment: Write a short extract from a spy story(40 marks)	<ul style="list-style-type: none"> Recognise typical features of the genre Examine how writers convey mood, setting and meaning Understand how to plan a short story (assessment) Understand how to write a complete short story using the key features of a particular genre. 	<ul style="list-style-type: none"> Read and engage with a wide and varied range of texts. Analyse how writers' use of linguistic and literary features shapes and influences meaning Respond to a text by making precise points and providing relevant evidence. Draw on their knowledge of grammatical conventions to write accurate texts. Spell correctly. Compare related texts. Reading and response. Recounts. 	<ul style="list-style-type: none"> Understand the use of persuasive techniques and the effect it creates on the reader Be able to form arguments and support it with evidence Understand the use of and difference between fact and opinion in argumentative writing Extract the main points and relevant information from a text or source using a range of strategies such as skimming and scanning Understand the use of linguistic devices and persuasive techniques to achieve the purpose. 	<ul style="list-style-type: none"> Understand the use of persuasive techniques and the effect it creates on the reader Understand the use of and difference between fact and opinion in persuasive writing Use a range of reading strategies to retrieve relevant information. Explore the various persuasive techniques the writers use to influence their reader's opinion. Interpret the audience and purpose of the text. 	<ul style="list-style-type: none"> Understand the audience and purpose of the form Explore the language used in writing to advice Analyse the different forms of writing to advice Use a range of reading strategies to retrieve relevant information
Term 1	FICTION	FICTION	LITERARY NON-FICTION	LITERARY NON-FICTION	LITERARY NON-FICTION	NON-FICTION	REVISION	REVISION
	19TH CENTURY	19TH CENTURY	AUTOBIOGRAPHY	LETTERS	LETTER	NEWS/MAGAZINE/WEB ARTICLES	FICTION/NON-FICTION	FICTION/NON-FICTION
	Think about the ways writers present ideas and character <ul style="list-style-type: none"> Interpret narrative detail Examine the link between a text and the time when it was written 	<ul style="list-style-type: none"> Extract the main points and relevant information from a text or source using a range of strategies such as skimming and scanning Examine how writers convey mood, setting and meaning Examine the historical context of 19th Century Fiction Identify explicit and implicit details from the text. Analyse the writer's use of language and structure. 	<ul style="list-style-type: none"> Read and engage with a wide and varied range of Autobiographies. Analyse how writers' use of linguistic and literary features shapes and influences meaning Respond to a text by making precise points and providing relevant evidence. Draw on their knowledge of grammatical conventions to write accurate texts. Spell correctly. Compare related texts. Reading and response. 	Identify key elements of a formal letter <ul style="list-style-type: none"> Analyse and use literary and rhetorical techniques. Recognise and comment on writer's language choices. Explain how specific choices of form, layout create particular effects. 	Identify key elements of an informal letter <ul style="list-style-type: none"> Analyse and use literary and rhetorical techniques. Recognise and comment on writer's language choices. Explain how specific choices of form, layout create particular effects. 	<ul style="list-style-type: none"> Understand how journalists use key information to engage the reader. Understand how language choice can imply a point of view and influence the reader's opinion. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts. Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. Write a short news article giving as much information to the reader as possible by using a range of clauses. Write clearly, effectively and imaginatively, using and adapting forms Use a range of sentence structures for clarity, purpose and effect 	Use inference and deduction to explore layers of meaning. Understand and respond to ideas, viewpoints, themes and purposes in text with relevant evidence. Compare	Use inference and deduction to explore layers of meaning. Understand and respond to ideas, viewpoints, themes and purposes in text with relevant evidence.
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	LITERARY NON-FICTION	LITERARY NON-FICTION	FICTION	FICTION
	EXPLAIN	EXPLAIN	EXPLAIN	GUIDE	SPEECH	SPEECH	19TH CENTURY	19TH CENTURY
	<ul style="list-style-type: none"> Understand what is meant by an information text and an explanation text. Understand how to use imperatives, adverbial phrases and ellipsis to write clear, concise instructions 	Understand how writers use the key features of information texts to create an appropriate tone; <ul style="list-style-type: none"> Understand what is meant by the active and passive voices Understand how to use the passive voice to focus the reader on key information Understand how simple sentences can be developed to give the reader detailed information Understand how coordinate clauses and coordinating conjunctions can link ideas to make information and explanation as clear as possible 	Understand how to form subordinate and relative clauses and use them to add clear, detailed information to your writing. <ul style="list-style-type: none"> Understand how to structure and write a complete information text; Understand how information and explanation texts can be structured to engage the reader Understand how to plan a web article which informs, explains and entertains Understand the impact of register on the reader 	<ul style="list-style-type: none"> Use a range of reading strategies to retrieve relevant information. Make relevant notes. Know how and why writers use varying degrees of formality and informality Respond to a text by making precise points and providing relevant evidence. Explain how specific structural and organisational choices in texts create particular effects. Compare related texts. Write and deliver speech. Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose. 	<ul style="list-style-type: none"> Use a range of reading strategies to retrieve relevant information. Make relevant notes. Know how and why writers use varying degrees of formality and informality Respond to a text by making precise points and providing relevant evidence. Explain how specific structural and organisational choices in texts create particular effects. 	<ul style="list-style-type: none"> Compare related texts. Write and deliver speech. Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose 	Understand the difference between standard English and dialect. Generate ideas, planning and drafting; <ul style="list-style-type: none"> Develop a viewpoint, voice and ideas; Vary sentences and punctuation for clarity and effect Use grammar accurately, appropriately; Structure, organise and present texts in a variety of forms. Imaginative writing using images as stimulus. 	Recognise typical features of some story genres. Develop and adapt active reading skills, strategies. Revise sentence structure clauses. Plan ideas, story structure. Develop viewpoint, voice, ideas. Vary sentences and punctuate for clarity and effect. Use grammar accurately. Structure, organise and present texts in a variety of forms. Imaginative Writing: descriptive, narrative text, letter, diary entry
Term 2	FICTION	FICTION	LITERARY NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	REVISION	REVISION
	19TH CENTURY	MONOLOGUE	ARTICLES	REPORT	TRAVEL WRITING	TRAVEL WRITING	FICTION/NON-FICTION	FICTION/NON-FICTION
	Understand and respond to ideas, viewpoints, themes and purposes in text. Relate texts to social, historical, cultural contexts. Analyse how writers' use of linguistic and literary features shapes and influences meaning. Analyse writers' use of sentence structure, punctuation narrative structure. Structure, organise and present texts in a variety of forms. Reading and Writing -Text.	Determine qualities of monologue and identify them in models; <ul style="list-style-type: none"> Develop a character by providing personality, motivation, and background; Draft monologue, taking into consideration the character's intended audience and purpose, accurate characterization, and possibly stage directions 	<ul style="list-style-type: none"> Use a range of reading strategies to retrieve relevant information. Make relevant notes. Know how and why writers use varying degrees of formality and informality Respond to a text by making precise points and providing relevant evidence. Explain how specific structural and organisational choices in texts create particular effects Plan writing and develop ideas to suit a specific audience Select technique and devices used by writers Draw on their knowledge of wide range of sentence lengths Improve vocabulary for impact. 	<ul style="list-style-type: none"> Make a sustained contribution to a group discussion Use a range of reading strategies to retrieve relevant information. Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects. Develop interpretations of texts supporting points with detailed textual evidence. 	<ul style="list-style-type: none"> Understand what travel writing is. Explore different forms of travel writing. Analyse language and layout in different travel writing. Understand and evaluate the writer's purpose 	<ul style="list-style-type: none"> To be able to identify the features of writing to persuade and use them in my writing Plan a persuasive letter, thinking about purpose and audience. 	<ul style="list-style-type: none"> Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose Select the most appropriate text, format, layout and presentation to create impact and engage the reader Respond to a text by making precise points and providing relevant evidence Explain how specific structural and organisational choices in texts create particular effects Plan imaginative writing and develop ideas to suit a specific audience. Compare related non-fiction texts. 	<ul style="list-style-type: none"> Develop the ability to structure an answer. Analyse how writers' use of linguistic and literary features shapes and influences meaning. Link ideas explicitly to a clear sense of task purpose and audience and the individuality of their own writing. Analyse writers' use of organisation, structure, layout and presentation Support interpretations, and personal viewpoint with appropriate textual evidence. Use vocabulary for precision and impact. Use accurate spelling and grammar.

YEAR 9 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2019 - 2020

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y9U1F1-FICTION	Y9U1F2-FICTION	Y9U1F3-FICTION	Y9U1F4-FICTION	Y9U2NF1- NON FICTION	Y9U2NF2- NON FICTION	Y9U2NF3- NON FICTION	Y9U2NF4- NON FICTION
	Fiction and Imaginative Writing	Fiction and Imaginative Writing	Fiction and Imaginative Writing	Fiction and Imaginative Writing	Understanding News Report	Understanding News Report	Expressing Opinion	Understanding Argument Texts
	<ul style="list-style-type: none"> Develop and adapt active reading and skills strategies Understand and respond to ideas, viewpoint, themes and purposes in text Read and engage with a wide and varied range of text. Analyse how writer's use of linguistic and literary features shapes and influences meaning. Explore short story structures and use that knowledge in creative work. <p>Extract: Jane Eyre pg 2 Crosscurricular Links: History Vocabulary: Students will refer to the dictionary to lookup the difficult words</p>	<ul style="list-style-type: none"> Understand and respond to ideas, viewpoints, themes and purposes in texts. Analyse writer's use of literary, rhetorical, grammatical features and language to create effects. Develop interpretations of texts supporting points with detailed textual evidence. Use inference and deduction to explore layers of meaning. Explain how specific structural and organisational choices in texts create particular effects. <p>Extract: Oliver Twist pg 1 Crosscurricular Links: History, Cultural studies Vocabulary: context and definition. students will look up the meanings of the words and relate it to the context.</p>	<ul style="list-style-type: none"> Identify and interpret themes, ideas and information in a range of literature and other high-quality writing. Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers. Structure, organise and present texts in a variety of forms on paper and on screen Develop and use editing and proofreading skills Use grammar accurately, spell correctly. <p>Extract: Robinson Crusoe pg 11 Writing: Using Images as Stimulus Assessment: Reading and Response</p>	<ul style="list-style-type: none"> Study selections from a range of prose fiction. Develop skills to analyse and evaluate 19th-century fiction extracts. Develop imaginative writing skills to engage the reader. Use spelling, punctuation and grammar accurately. <p>Extract: A Shared Meal pg 15 Writing: Developing ideas in a story Vocabulary: Descriptive words</p>	<ul style="list-style-type: none"> Understand the key features of newspaper reports and how they engage the reader. Develop how headline writers choose and omit words to engage the reader. Understand how journalists use key information to engage the reader. Understand how language choice can imply a point of view and influence the reader's opinion. <p>Resources: Skills for Writing Unit 5. (Selected activities from chapters 1 - 4) Cross Curricular Links: Social Studies, History, Science Vocabulary: Students will look up for the synonyms of difficult words</p>	<ul style="list-style-type: none"> Understand how news articles often use a subject-verb construction to convey information clearly and simply. Understand how to use of subordinate clauses to link information in a news article. Understand how to use relative, non-finite, 'that' and 'zero-that' clauses to condense a large amount of information in a text. <p>Resources: Skills for Writing Unit 5. (Selected activities from chapters 5- 6) Cross Curricular Links: Social Studies, History, Science Vocabulary: Students will look up for the synonyms of difficult words</p>	<ul style="list-style-type: none"> Understand some key differences between reportage and comment. Understand how to use the present tense, modal verbs and imperative verbs to strengthen an argument. Understand how writers use a range of rhetorical devices to influence their reader's opinion. <p>Resources: Skills for Writing Unit 5. (Selected activities from chapters 7- 8) Cross Curricular Links: Social Studies, History, Science Vocabulary: Research the vocabulary used by the reporters</p>	<ul style="list-style-type: none"> Understand how to create cohesion in your writing Understand how image can be selected to influence the reader Understand how counter-arguments can be effectively structured with careful choice of coordinate or subordinate conjunctions. Understand how to plan a newspaper article arguing your point of view. <p>Resources: Skills for Writing Unit 5. (Selected activities from chapters 9- 12) Cross Curricular Links: Social Studies, History, Science Grammar Focus: Pronouns, Determiners, Synonyms and related words, Lexical fields</p>
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Y9U2NF5- NON FICTION	Y9U3LN1- LITERARY NON FICTION	Y9U3LN2- LITERARY NON FICTION	Y9U3LN3- LITERARY NON FICTION	Y9U3LN4- LITERARY NON FICTION	Y9U3LN5- LITERARY NON FICTION	Y9U3F1/NF1	Y9U3F1/NF1
	Leaflet	Magazine Article	Speech	Speech	Diary Entry	Diary Entry	REVISION	REVISION
	<ul style="list-style-type: none"> Understand how writers use a range of rhetorical devices to influence their readers' opinion. Analyse how writers' use of linguistic and literary features shapes and influences meaning. Re-draft, adding rhetorical devices, synonyms and related words and assessing use of inclusive pronouns and information language to build a relationship with the reader <p>Extract: 'Parent of a Teenager? Read This!' Resource File pg 78 Crosscurricular Links: History, Cultural studies Vocabulary: Synonyms of the words.</p>	<ul style="list-style-type: none"> Understand how writers use a range of rhetorical devices to influence their readers' opinion. Analyse how writers' use of linguistic and literary features shapes and influences meaning. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. <p>Extract: 'Teenagers don't do as they're told' Resource File pg 80 Thematic Connection: compare with 'Parent of a Teenager? Read This!' Resource File pg 78</p>	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts Explain, comment on and evaluate texts critically and support this with appropriate textual references. Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. <p>Extracts: Black Man in a White Man's Court Nelson Mandela- Resource File pg 52 Crosscurricular Links: History, Cultural studies Vocabulary: Synonyms of the words.</p>	<ul style="list-style-type: none"> Understand how to plan a speech arguing your point of view. Understand how to write a complete speech arguing your point of view. Experiment with different ways of presenting texts. Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader <p>Extracts: Winston Churchill's Speech-Resource File pg 53</p>	<ul style="list-style-type: none"> Read and engage with a wide and varied range of texts. Analyse how writers' use of linguistic and literary features shapes and influences meaning Respond to a text by making precise points and providing relevant evidence. Draw on their knowledge of grammatical conventions to write accurate texts. <p>Resources: The diary of a young girl-Anne Frank pg 54 Cross Curricular Links: Social Studies, History, PSHE Vocabulary: context and definition. students will look up the meanings of the words and relate it to the context.</p>	<ul style="list-style-type: none"> Relate texts to the social, historical and cultural contexts in which they were written. Use a range of reading strategies to retrieve relevant information. Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects. Develop interpretations of texts supporting points with detailed textual evidence. <p>Resources: Samuel Pepys - Great Fire pg 55</p>	<ul style="list-style-type: none"> Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose Select the most appropriate text, format, layout and presentation to create impact and engage the reader Respond to a text by making precise points and providing relevant evidence Explain how specific structural and organisational choices in texts create particular effects Plan imaginative writing and develop ideas to suit a specific audience. Compare related non-fiction text <p>Transactional Writing: any of a range of transactional writing topics</p>	<ul style="list-style-type: none"> Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers. Plan the writing by using appropriate language for clarity and purpose Vary sentences and punctuation for clarity and effect Structure, organise and present texts in a variety of forms Develop and use editing and proofreading skills Use grammar accurately, spell correctly. <p>Imaginative Writing: using Images as stimulus</p>
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	Y9U1F5-FICTION	Y9U1F6-FICTION	Y9U1F7- FICTION	Y9U1F8-FICTION	Y9U1F9-FICTION	Y9U3LN6- Literary Non-Fiction	Y9U3LN7- Literary Non-Fiction	Y9U3LN8- Literary Non-Fiction
	Fiction and Imaginative Writing	Fiction and Imaginative Writing	Fiction and Imaginative Writing	Fiction and Imaginative Writing	Fiction and Imaginative Writing	Autobiography	Travel writing	Travel Writing
	<ul style="list-style-type: none"> Explore the features of a dystopian narrative by focusing on themes, ideas, settings, etc. Explore how writers explore current issues through fictional dystopian societies. Understand how writers can create a sense of fear by controlling the release of information to the reader Understand how language can be crafted to persuade and control the reader in dystopian fiction Explore how Language can be used to manipulate the readers. <p>Resource: Skills for Writing Unit 6 Dystopia Lessons 4 and 5. Writing: Constructing a point of view</p>	<ul style="list-style-type: none"> Understand how writers of dystopian fiction include elements of the familiar within a disturbing world in order to unsettle the reader. Understand how writers can create a sense of fear and Mystery through the structure of a text Understand how language can be crafted to persuade and control the reader in dystopian fiction. Understand how writers use dialogue to convey characters' thoughts and feelings Understand how proper nouns can be chosen to convey a structured society in an imaginary world. Understand how short, simple sentences can emphasise the key moments in a narrative that highlight the dystopian feature. <p>Resource: Skills for Writing Unit 6 Dystopia Lesson 6. Writing: write a dystopian opening</p>	<ul style="list-style-type: none"> Understand how writers can create a sense of fear by controlling the release of information to the reader. Understand how writers can create a sense of fear through the structure of a text. Understand how language can be crafted to persuade and control the reader in dystopian fiction. Understand how to write a dystopian short story <p>Resource: Skills for Writing Unit 6 Dystopia Lessons 11, 12 and 13 Writing: Planning and writing a Dystopian Short Story.</p>	<ul style="list-style-type: none"> Develop and adapt active reading and skills strategies Understand and respond to ideas, viewpoint, themes and purposes in text Read and engage with a wide and varied range of text. Analyse how writer's use of linguistic and literary features shapes and influences meaning. Explore short story structures and use that knowledge in creative work. Use image and describe setting, character, atmosphere <p>Extract: Mill on the Floss pg 6 Crosscurricular Links: History Vocabulary: Students will refer to the dictionary to lookup the difficult words</p>	<ul style="list-style-type: none"> Establish and sustain distinctive character, point of view and voice in their fiction writing by drawing on techniques used by writers. Plan the writing by using appropriate language for clarity and purpose. Vary sentences and punctuation for clarity and effect Structure, organise and present texts in a variety of forms on paper and on screen Develop and use editing and proofreading skills Use grammar accurately; spell correctly. <p>Extract: The Hound of the Baskervilles pg 13 Writing: Developing characters</p>	<ul style="list-style-type: none"> Read and engage with a wide and varied range of Autobiographies. Analyse how writers' use of linguistic and literary features shapes and influences meaning Respond to a text by making precise points and providing relevant evidence. Draw on their knowledge of grammatical conventions to write accurate texts. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation <p>Extract: Winston Churchill's An Early Life pg 20 Bill Clinton: My Life pg 21 Crosscurricular Links: History, Cultural studies Vocabulary: Synonyms of the difficult words.</p>	<ul style="list-style-type: none"> Use a range of reading strategies to retrieve relevant information. Know how and why writers use varying degrees of formality and informality Respond to a text by making precise points and providing relevant evidence. Explain how specific structural and organisational choices in texts create particular effect. Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose. <p>Extract: Ma Jian: Red Dust Pg 36 Resource File Crosscurricular Links: Geography, Cultural studies Vocabulary: Synonyms of the difficult words.</p>	<ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts Evaluate texts critically and support this with appropriate textual references Plan writing and develop ideas to suit a specific audience Use a range of cohesive devices with audience and purpose in mind Experiment with different ways of presenting text Draw on their knowledge of grammatical conventions to write accurate texts <p>Extract: Peter Hessler: River Town pg.40 Resource File</p>
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	Y9U3LN9- Literary Non-Fiction	Y9U3LN10- Literary Non-Fiction	Y9U2NF6- Non-Fiction	Y9U2NF7- NON FICTION	Y9U2NF8- NON FICTION	Y9U2NF9- NON FICTION	Y9U3F2/NF2	Y9U3F2/NF2
	Letters	Letters	Review	Guide	Article	Article	REVISION-	REVISION-
	<ul style="list-style-type: none"> Analyse and use literary and rhetorical techniques. Analyse how texts are shaped by audience preferences and opinions. Respond to a text by making precise points and providing relevant evidence. Explain how specific choices of form, layout create particular effects. Draw on their knowledge of a wide variety of sentence lengths Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation <p>Extract: Alice Walker's Letter to President Obama Resource File pg 49 Crosscurricular Links: History, Cultural studies Vocabulary: Synonyms of the difficult words.</p>	<ul style="list-style-type: none"> Analyse and use literary and rhetorical techniques. Explain how specific choices of form, layout create particular effects. 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 Understand how short, simple sentences can emphasise the key moments in a narrative that highlight the dystopian feature. <p>Extract: Siegfried Sasson's Finished with the war: A Soldier's Declaration - Resource File, pg 50 Crosscurricular Links: History, Cultural studies Vocabulary: Synonyms of the difficult words.</p>	<ul style="list-style-type: none"> Understand how language choice can imply a point of view and influence the reader's opinion Use a range of reading strategies to retrieve relevant information. Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects. Experiment with different ways of presenting texts. Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. <p>Extracts: Resource file pages 61- 67 Crosscurricular Links: Social Studies, Literature Vocabulary: Adjectives to describe emotions</p>	<ul style="list-style-type: none"> Respond to a text by making precise points and providing relevant evidence. Understand how language choice can imply a point of view and influence the reader's opinion. Use a range of reading strategies to retrieve relevant information. Analyse writer's use of literary, rhetorical, grammatical, structural features and language to create effects. Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. <p>Extract: Emergency Evacuation Safety Guide - Resource File, pg 60 Crosscurricular Links: Social Studies, PSHE Vocabulary: Identifying the Jargon/ Appropriate Vocabulary for the particular instruction topic.</p>	<ul style="list-style-type: none"> Read in different ways for different purposes, and compare and evaluate the usefulness, relevance and presentation of content for these purposes. Reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading. Recognise the possibility of different responses to a text <p>Extract: Save our children from the horrors of school sport - Resource File, pg. 68</p>	<ul style="list-style-type: none"> Explain and illustrate how vocabulary and grammar contribute to effectiveness and impact, use linguistic and literary terminology accurately to do so and pay attention to detail; analyse and evaluate how form and structure contribute to the effectiveness and impact of a text Compare two or more texts critically with respect to the above. <p>Extract: Mind Games-Resource File pg70 Thematic Connection: compare with 'Save our children from the horrors of school sport' Resource File pg. 68</p>	<ul style="list-style-type: none"> Analyse and exemplify the way that forms and varieties of English used by writers and speakers can be influenced by context and purpose Select the most appropriate text, format, layout and presentation to create impact and engage the reader Respond to a text by making precise points and providing relevant evidence Explain how specific structural and organisational choices in texts create particular effects Plan imaginative writing and develop ideas to suit a specific audience. Compare related non-fiction texts. 	<ul style="list-style-type: none"> Develop the ability to structure an answer. Analyse how writers' use of linguistic and literary features shapes and influences meaning. Link ideas explicitly to a clear sense of task purpose and audience and the individuality of their own writing Analyse writers' use of organisation, structure, layout and presentation Support interpretations and personal viewpoint with appropriate textual evidence. Use vocabulary for precision and impact. Use accurate spelling and grammar. Compare related non-fiction texts.

YEAR 10 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS YEAR 2019 - 20

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	Y10U1F.1 The Mayor of Casterbridge	Y10U2NF.1 Love is not all you need in a marriage	Y10U3F.2 The Handmaid's Tale	Y10U4NF.2 An Evil Cradling	Y10U5F.3 Pride and Prejudice	Y10U6NF.3 Lovely prom dress, angel, Your carriage to absurdity awaits	Y10U7NF.4 A letter from John Steinbeck to his son When you should leave your fist love	
	<ul style="list-style-type: none"> Identify how key events in a narrative are structured and sequenced Understand how writers structure events in a narrative for dramatic impact Exam-style question Paper 1, Question 3 	<ul style="list-style-type: none"> Identify how key points in an article are selected and sequenced to express a personal point of view Understand how writers select and sequence points to make opinions clear and convincing Be able to sequence and connect key points clearly Writing an open letter 	<ul style="list-style-type: none"> Be able to identify key narrative clues and understand how to make inferences about setting from them Understand that writers consciously make a choice of tense and viewpoint Writing an account 	<ul style="list-style-type: none"> Be able to identify and comment on how a writer selects ideas to convey a vivid picture of personal experience Understand how a writer builds detail about their experience through shifts in tense Be able to comment on the writer's possible intention and evaluate how successfully it has been achieved Exam-style question Paper 2, Question 6 	<ul style="list-style-type: none"> Understand how the writer's perspective can be conveyed through irony and short statement sentences Understand how character and perspective can be conveyed through dialogue Exam-style questions Paper 1, Questions 1 and 2 	<ul style="list-style-type: none"> Identify and explain how the writer conveys an opinion by using facts Understand and explain how opinion is emphasised through use of the colon and short statement sentences Be able to express critical perspectives on text through the use of the colon and short statement sentences Writing a blog entry/article 	<ul style="list-style-type: none"> Be able to identify connotations and comment on how they convey the writer's opinion Understand how writers create emphasis through the positioning of clauses within sentences Express ideas with clarity and emphasis through careful choice of sentence structure Writing a newspaper article Exam-style questions Paper 2, Questions 2 and 5 	
Term 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y10U10NF5 Review of Gravity Letters of note: In the event of moon disaster	Y10U11NF.6 Sane New World	Y10U12F.4 Jane Eyre	Y10U13NF.7 A Year in Provence My family moved from Pakistan to the UK 40 years ago - how far we've come	Y10U16NF.8 Revision (Fiction)	Revision (Non-Fiction)		
<ul style="list-style-type: none"> Understand how implied meaning is established through extended metaphor Understand that using nouns in apposition renames the first noun to provide greater detail Understand how implied meaning is established through the choice of concrete and abstract nouns Understand how implied meaning is intensified through the use of parallel structures in sentences which can contrast ideas Be able to use parallel structures in sentences which can contrast ideas to comment on writers' language choices Writing a speech, SPOKEN LANGUAGE Non-fiction writing Exam-style question Paper 2, Questions 8 and 9 	<ul style="list-style-type: none"> Be able to use a range of reading for meaning skills explored in previous topics Understand how to express ideas concisely and precisely through careful choice of nouns through careful choice of nouns and verbs without modification Be able to explore the writer's possible intention and comment on how language choice contributes to it Exam-style question Paper 1, Questions 5 and 6 	<ul style="list-style-type: none"> Be able to identify the writer's possible intention and the key ideas that support it, and express a response to them Be able to explore how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to identify and explore a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both Writing an account/newspaper article Fiction/non-fiction writing Exam-style question Paper 2, Question 7a 	<ul style="list-style-type: none"> Revise using assessment materials consisting of sets of exam-style questions typical of Paper 1 (Fiction and Imaginative Writing) 	<ul style="list-style-type: none"> Revise using assessment materials consisting of sets of exam-style questions typical of Paper 2 (Non-fiction and Transactional Writing) 				
Term 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y10U16NF.9 Mountains of the Mind: A History of a Fascination The Last scent of Alison Hargreaves. Why did the world's finest woman alpinist never come off K2?	Y10U17NF.10 Real life always intrudes on holidays. That's how it should be	G10U16F.5 Three Men in a Boat (To Say Nothing of the Dog)	Y10U19NF.10 The ghost story comes back to haunt us	G10U18NF.12 Lost Hearts	G10U19F.6 Arithmetic Town The Time Machine	G10U20NF.13	
<ul style="list-style-type: none"> Be able to summarise and synthesise key points Know what is meant by chronological and non-chronological order Understand how writers can engage readers using a non-chronological structure Be able to summarise and synthesise key points Understand how writers engage the reader through their sentences, selection and sequencing of ideas Be able to evaluate how a writer emphasises the excitement and dangers of mountaineering through vocabulary and structural choices Writing an article Non-fiction writing Exam-style question Paper 2, Questions 8 and 9 	<ul style="list-style-type: none"> Be able to select, summarise and synthesise the key ideas in a text Understand how a humorous and conversational tone can be intensified by using minor sentences Exam-style questions Paper 2, Questions 1 and 4 	<ul style="list-style-type: none"> Be able to select, summarise and synthesise the key events in a text and explain how connections between these create humour Understand how a humorous tone can be intensified through deliberate use of coordination Be able to link ideas using coordination, subordination and non-finite clauses Understand that minor sentences create an informal tone Writing an account Fiction/non-fiction writing 	<ul style="list-style-type: none"> Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Understand how word choices signal the writer's purpose and tone Exam-style question Paper 2, Questions 2 and 5 	<ul style="list-style-type: none"> Be able to identify and explore the implications and connotations of the writer's choices of vocabulary Be able to explore layers of meaning at word level Be able to identify and explore the writer's choices of vocabulary and how these signal the connotations of the ghost story genre Be able to express a precise response to a text through careful selection of vocabulary Writing a story Fiction writing 	<ul style="list-style-type: none"> Be able to identify and explain connotations in a text Understand how characterisation can be developed through dialogue using informal register Be able to use formal register in critical writing Writing an account Fiction/non-fiction writing Understand how characterisation can be developed through dialogue using formal register Be able to create character through careful choice and review of vocabulary and sentence structures Exam-style question Paper 2, Question 3 			
Term 2	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Frankenstein	Genetically engineering 'ethical' babies is a moral obligation, says Oxford professor	Y10U25NF.12 Notes from an author: Paul Rosolie	G10U24F.8 Heart of Darkness	Y10U26NF.13 My First Visit to the Movies Why all this selfie	Y10U28NF.14 Revision (Fiction)	Revision (Non-Fiction)	
<ul style="list-style-type: none"> Be able to identify and explore patterns of vocabulary and imagery Understand how writers build description of characters and setting through careful choice of noun phrases and verbs Exam-style question Paper 1, Questions 5 and 6 	<ul style="list-style-type: none"> Be able to identify and explore patterns of vocabulary Be able to identify how persuasive emphasis is conveyed by choice of noun phrases and verbs Be able to express a precise response to a text through careful selection of vocabulary Writing a letter Non-fiction writing SPOKEN LANGUAGE 	<ul style="list-style-type: none"> Understand how language choice can convey thoughts and feelings Understand how the writer uses figurative language to explore unexpected and unusual experiences Understand how the writer creates an impression of danger, threat or suffering using figurative language Writing an article Non-fiction writing SPOKEN LANGUAGE 	<ul style="list-style-type: none"> Understand how language choice can convey tone and atmosphere Understand how writers use figurative language to explore unexpected and unusual experiences Understand how writers introduce a striking and unusual character by using figurative language Be able to analyse how writers use language to bring alive for the reader unusual experiences and encounters Paper 1, Question 4 	<ul style="list-style-type: none"> Be able to explore the writer's intention and analyse how key ideas are presented Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to analyse in some depth how the writer's choice of whole text structure, sentence structure and vocabulary supports the writer's intention Be able to identify points of comparison in the writers' ideas and perspectives, exploring how they are presented at word, sentence and text level, and their impact on the reader Writing an article Non-fiction writing Exam-style question Paper 2, Question 7b 	<ul style="list-style-type: none"> Use Exam style assessments Paper 1 (Fiction and Imaginative Writing) to help understand what students will need to do for exams Revise the guidance available on pages vi - vii (Reading for meaning) and pages viii - ix (Writing design) Discuss mark schemes available for these assessment materials on the ActiveLearn Digital Service. 	<ul style="list-style-type: none"> Use Exam style assessments Paper 2 (Non-fiction and Transactional Writing) to help understand what students will need to do for exams Revise the guidance available on pages vi - vii (Reading for meaning) and pages viii - ix (Writing design) Discuss mark schemes available for these assessment materials on the ActiveLearn Digital Service. 		

YEAR 11 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2019-2020

YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	20th CENTURY NON-FICTION	21st CENTURY NON-FICTION	19th CENTURY FICTION	20th CENTURY NON-FICTION	SPOKEN LANGUAGE ENDORSEMENT	SPOKEN LANGUAGE ENDORSEMENT	19th CENTURY FICTION	21st CENTURY NON-FICTION
	THE LADY IN THE VAN (RECOUNT) (4)	COULD YOU BE A VOLUNTEER WITH INDEPENDENT AGE? (LEAFLET) (4)	TREASURE ISLAND (EXTRACT OF A NOVEL) (4)	LOUIS KNOCKS OUT SCHMELING (ARTICLE) (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	THE DIARY OF A NOBODY (EXTRACT OF A DIARY) (4)	THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD OF JOKES (ARTICLE) (4)
	Be able to summarise, synthesise and connect key ideas in the narrative. Understand how writers structure a text to achieve their intention: to develop character and create humour. Exam Style Question Paper 2- Q6 (The writer attempts to engage the reader through the description of Miss Shepherd. Evaluate how successfully this is achieved.)	Be able to summarise, synthesise and connect key points in the text. Understand how writers structure a text to achieve their intention: to persuade the reader. Be able to identify the writer's possible intention and analyse closely some of the writer's choices that contribute to achieving it. Be able to gather, reject, select, sequence and shape texts to achieve purpose and intention WRITING-Writing a leaflet	Explore how the writer has selected narrative events to manipulate the reader's response. Understand how writers use tense and viewpoint to position the reader and manage their response. Exam Style Question Paper 1- Q3 (In lines 8-15, how does the writer use language and structure to show the captain's reaction to the arrival of Black Dog?) WRITING- Imaginative Writing	Explore how the writer has used fact and opinion to manipulate the reader. Understand how writers use tense and viewpoint to position the reader and manage their response. Be able to synthesise, summarise and embed relevant evidence and textual reference. WRITING- Writing a magazine article	Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations	Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations	To summarise and synthesise key ideas in the text, exploring connections and their likely impact on the reader. Understand how writers manipulate the reader's response through paragraph structure. To analyse some of the writer's choices and their impact on the reader in some detail. Homework-Exam-style question: Paper 1-Q4 (In this extract the writer tries to portray the life of Charles Pooter and his wife Carrie. Evaluate how successfully the writer has created this impression)	Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact on the reader. Be able to analyse some of the writer's choices and their impact on the reader in some detail. Be able to review paragraph structure for clarity and likely reader response after writing. Exam-style question Paper 2, Question 8 and 9. (Write an article for a newspaper, exploring how television entertains us.)
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	20th CENTURY NON-FICTION	19th CENTURY FICTION (EXTRACT OF A NOVEL)	20th AND 21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	19th CENTURY FICTION (EXTRACT OF A NOVEL)	21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	REVIEW STUDY
	NEITHER HERE NOR THERE (TRAVEL WRITING) (4)	OLIVER TWIST (4)	WHY TEACHING TABLE MANNERS CAN DO MORE HARM THAN GOOD (ARTICLE) / CLINGING TO THE WRECKAGE (AUTOBIOGRAPHY) (4)	THE PLOWDEN REPORT (REPORT) (4)	HEART OF DARKNESS (4)	FUKUSHIMA HORSE BREEDER BRAVES HIGH RADIATION LEVELS TO CARE FOR ANIMALS (ARTICLE) (4)	THE STORY OF AN EYE-WITNESS (ACCOUNT) (4)	FORMS OF WRITING
	Be able to explore patterns of inference and their impact on the reader. Understand how writers can create emphasis and manage tone through sentence structure. Exam-style question: Paper 2, Q8 AND 9 (Travel Writing)	Be able to explore patterns of inference and their impact on the reader. Understand how writers can create emphasis and manage tone through sentence structure. Be able to express a precise critical response through careful choice of sentence structure. Writing- Account Writing- Fiction/ Non-fiction Exam-style questions Paper 1, Questions 1 and 2.1. From lines 1-8, identify a phrase which shows that it is very early in the morning. 2. From lines 18-23, give two ways in which the writer shows that London is a busy, heavily populated city.	Be able to identify and analyse the impact of patterns of connotation and how they support the writer's intention. Understand how writers can use vocabulary choice to create different registers and control the reader's response. Understand how writers can control the reader's response to the writer and his subject matter, using vocabulary choice to create tone. Be able to express a precise analytical response to a text through careful selection of vocabulary. Exam-style question: Paper 2 Q 7a and 7b 7a. The two texts revolve around childhood experiences. How is the article of 3rd October 2013 and John Mortimer's text similar? 7b. Compare how the writers of Text 1 and Text 2 present the ideas and opinions about growing up?	Be able to use a range of reading for meaning skills explored in previous topics. Understand how writers select modification to achieve precision and connotation to support their intention. Writing- Informative Report Writing	Be able to use a range of reading for meaning skills explored in previous topics. Understand how writers select modification to achieve precision and connotation to support their intention. Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it. Writing an account Exam-style question: Paper 1, Questions 5 and 6.5. Write about a time when you, or someone you know, felt unfairly treated.	Be able to explore the writer's intention and analyse how key ideas are connected and presented. Be able to analyse with increasing depth and selected details how the writer's choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer's intention. Exam-style question: Paper 2 Q 3 (Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.)	To explore the writer's intention and analyse how key ideas are connected and presented. To analyse with increasing depth and selected details how the writer's choice of whole text structure, paragraph and sentence structure and vocabulary supports the writer's intention. To identify and explore in some detail a range of specific similarities and differences in two texts, supported with a range of evidence synthesised from both. Exam-style question: Paper 2 Q 7a and 7b 7a. The two texts each describe a disaster. What similarities do the disaster share in these extracts? 7b. Compare how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster?	To communicate clearly and imaginatively, using and adapting forms for different readers and purposes. Speech, Newspaper Report, Magazine Article
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	19th CENTURY FICTION	SPOKEN LANGUAGE ENDORSEMENT (FINAL)	SPOKEN LANGUAGE ENDORSEMENT (FINAL)	21st CENTURY NON-FICTION	21st CENTURY NON-FICTION	19th CENTURY FICTION	20th and 21st CENTURY NON-FICTION	19th CENTURY FICTION
	THE WOMAN IN WHITE (EXTRACT OF A NOVEL) (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	YOU CAN FORCE A TEENAGER TO TALK TO YOU (ARTICLE) (4)	THE MEN WHO STARE AT GOATS (LITERARY NON-FICTION- TRUE STORY) (4)	THE YELLOW WALLPAPER (SHORT STORY) (4)	I KNOW WHY THE CAGED BIRD SINGS/ EVOLUTION OF THE TEENAGER (4)	HARD TIMES (REVISION- READING AND WRITING)
	Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure a text to manage the reader's response to a character and achieve their intention. Exam Style Question Paper 1- Q3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets?)	Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations	Speaking and listening skills: • demonstrate presentation skills in a formal setting • listen and respond appropriately to spoken language, including to questions and feedback to presentations • use spoken Standard English effectively in speeches and presentations	Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader. Understand how writers structure an argument to manage the reader's response and achieve their intention. Writing- Writing a speech (Non-fiction writing)	Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader. Understand how writers structure paragraphs to direct the reader, and to manage emphasis, pace and tone. Exam-style question: Paper 2 Q 3 (Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.)	Be able to summarise and synthesise key ideas in the narrative, exploring connections and a range of alternative impacts on the reader. Understand how writers structure paragraphs to reflect a narrator's mood and voice, and to manage emphasis, pace and tone. Be able to develop, sequence and link ideas effectively within a paragraph of critical writing. Exam-style question: Paper 1, Questions 5 and 6 (Look at the images provided. Write about an experience in which someone jumped to the wrong conclusion.)	Be able to explore patterns of inference and their impact on the whole text and reader. Understand how writers structure sentences and position clauses for rhetorical effect. Be able to explore patterns of inference and their impact on the whole text and reader. Understand how and why writers can deliver detailed information clearly and achieve an even, factual tone using sentences beginning with the subject-verb construction. Be able to express and develop a precise critical response through careful choice of sentence structure. Exam-style question: Comparison Questions 7a&7b Exam-style question: 7a. The two texts describe a sense of commitment to achieve. How are Maya Anglou and The NCS report similar? 7b. Compare how the writers of Text 1 and Text 2 present the ideas and opinions about ambition?	Be able to explore patterns of vocabulary and imagery, and a variety of possible impacts on the whole text and reader. Understand how writers select vocabulary for concision and connotation to support their intention. Exam-style question: Paper 1, Questions 4 (In this extract Oliver is being taken through the Streets of London by Bill Sikes exposing him to the reality of the streets. Evaluate how successfully this is portrayed.) Paper 1, Questions 5 and 6 (Write about an experience in which someone jumped to the wrong conclusion)