

St. Mary's Catholic High School , Dubai

YEAR 1 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS (2022-2023)

YEAR 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	UNIT 1.1 FICTION	UNIT 1.1 FICTION	UNIT 1.1 NON - FICTION	UNIT 1.2 NON - FICTION	UNIT 1.1 FICTION	UNIT 1.2 FICTION	UNIT 1.3 FICTION	UNIT 1.1 NON -FICTION
	REVISION :-	REVISION :-	Cat is sleeping	Cat is Sleeping	Hop, Swim and Run	Hop, Swim and Run	Hop, Swim and Run	Look up, Look down
	R1.1A Say the letter names and sounds associated with all 26 lower-case letters of the English alphabet. R1.2D Recite or sing the alphabet. Recite nursery rhymes. W1. Tracing the letters uppercase and lowercase.	SL1.2A Ask and answer questions. SL1.2C Answer short, simple questions using a word or basic phrase. SL1.2D Recite simple sentences by heart, including rhymes. R1. Identify the title and the characters in the story. W1.1B Spell 10 basic everyday words	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. SL1.1A Follow short, basic classroom instructions, supported by pictures or gestures W1.2A Label pictures using already familiar nouns and verbs.	SL1.2A Give and request simple personal information using a basic 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 SL1.2B Use simple everyday words from taught vocabulary sets. SL1.2C Answer short, simple questions using a word or basic phrase. 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 10 basic everyday words W1.2A Label pictures using already familiar nouns, common and proper nouns.	SL1.1A Follow short, basic classroom instructions supported by pictures or gestures. SL1.1B Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly. SL1.2B Use simple everyday words from taught vocabulary sets. SL1.2C Answer short, simple questions using a word or basic phrase. 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.	SL1.3B 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. R1. Recognize verbs	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.	SL1.2C Answer short, simple questions using a word or basic phrase R1.2B Decode three 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.
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	UNIT 1.4 NON -FICTION	UNIT 1.5 FICTION	UNIT 1.5 FICTION	UNIT 1.6 NON- FICTION	UNIT 1.6 NON- FICTION	UNIT 1.6 NON- FICTION	FICTION/NON-FICTION REVISION
	SL1.2B Use simple everyday words from taught vocabulary sets. SL1.2C 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'.	SL1.2D 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.	SL1.1A 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).	SL1.2D 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. W1.3A 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	SL1.1A 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).	SL1.2C 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.	SL1.2D 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 5	WEEK 6	WEEK 7	WEEK 8
Term 2	UNIT 1.7 -FICTION	UNIT 1.7 -FICTION	UNIT 1.7 -FICTION	UNIT 1.8 NON -FICTION	UNIT 1.8 NON -FICTION	UNIT 1.9 FICTION	UNIT 1.9 FICTION	UNIT 1.10 FICTION
	Eco Apes Save Water and Eco Apes Grow Food	Eco Apes Save Water and Eco Apes Grow Food	Eco Apes Save Water and Eco Apes Grow Food	Rainbows	Rainbows	King Pip and the Dark Wood and Panther and Frog	King Pip and the Dark Wood and Panther and Frog	I Like to play and I Like to Collect
	SL1.2C Answer short, simple questions using a word or basic phrase. R1.1A 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.	SL1.2C 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	SL1.2D Recite simple sentences by heart, including rhymes and poems 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. W1.5B Use the determiners (articles) 'the' and 'a'/'an'. W1.5D Use adjectives of colour and size in labels.	SL1.2B 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. 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).	SL1.2C 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.	SL1.1B Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly. SL1.2A 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	UNIT 1.10 FICTION	UNIT 1.11 FICTION	UNIT 1.11 FICTION	UNIT 1.11 FICTION	UNIT 1.12 NON- FICTION	UNIT 1.12 NON- FICTION	FICTION/NON-FICTION REVISION
	I Like to play and I Like to Collect	I Like to play and I Like to Collect	Go Fish and Chick Gets Lost	Go Fish and Chick Gets Lost	Go Fish and Chick Gets Lost	Senses	Senses	

Term 2	SL1.2B Use simple everyday words from taught vocabulary sets. SL1.2C 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.	SL1.2D 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. W1.5B Use the determiners (articles) 'the' and 'a/'an'. 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. W1.5B Use the determiners (articles) 'the' and 'a/'an'. W1.5D Use adjectives of colour and size in labels.	SL1.1A Follow short, basic classroom instructions supported by pictures or gestures. SL1.1B 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.	SL1.2B Use simple everyday words from taught vocabulary sets. SL1.2D 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. W1.5C Write everyday verbs as labels.
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St. Mary's Catholic High School, Dubai							
YEAR 2 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS (2022-2023)							
YEAR 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Term 1	Fiction Unit 2.1 REVISION : Resource: Bug Boy : Spider Camp	Fiction Unit 2.1 REVISION: Resource: Bug Boy : Spider Camp	Non fiction Unit 2.2 Resource: Draw with Penny and Pompom Pets	Non fiction Unit 2.2 Resource: Draw with Penny and Pompom Pets	Fiction Unit 2.3 Resource: Jay and Sniffer: The Bike Race and Whizz!	Non Fiction Unit 2.3 Resource: Jay and Sniffer: The Bike Race and Whizz!	Non Fiction Unit 2.3 Resource: Jay and Sniffer: The Bike Race and Whizz!
	Revise and re-cap phonics , spelling and alphabetical order work. R2.3A: Answer simple questions about a sentence they have read. SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.6A: Use full stops at the end of simple sentences. Explore character's feeling.	Revise work on making sentences. R2.3A: Answer simple questions about a sentence they have read. W2.5D: Use adjectives in expanded noun phrases in simple sentences. W2.5B: Use the correct determiner ('a/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'. W2.3C: Sequence three pictures and then write a sentence for each to give instructions. Compose the sentences about the character's feelings. Make predictions. Write simple sentences about a topic. Punctuate sentences using capital letter and fullstop. Additional Resources- Silly Billy and Operation Night Monster	R2.3A: Answer simple questions about a sentence they have read. W2.5D: Use adjectives in expanded noun phrases in simple sentences. SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.5C: Read simple instructions and identify key text features. R2.6A: Say whether or not a group of words is a sentence. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. R2.3B: Recall what happened next in a simple story or sequence of events. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.6A: Use full stops at the end of simple sentences.	R2.3A: Answer simple questions about a sentence they have read. W2.5D: Use adjectives in expanded noun phrases in simple sentences. W2.5B: Use the correct determiner ('a/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'. W2.3C: Sequence three pictures and then write a sentence for each to give instructions. Class Assessment- Reading-comprehension, verbs,nouns punctuation, determiners, plurals, noun phrases, features of fiction and non fiction.	R2.3A: Answer simple questions about a sentence they have read. W2.5D: Use adjectives in expanded noun phrases in simple sentences. R2.3B: Recall what happened next in a simple story or sequence of events. R2.4B: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. W2.3A: Compose orally and then write a simple sentence. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Reread own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5F: Use correct singular or plural forms of regular nouns. W2.6A: Use full stops at the end of simple sentences.	R2.6A: Say whether or not a group of words is a sentence. R2.4D: Discuss favourite words and phrases. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. W2.6A: Use full stops at the end of simple sentences. STORY TELLING	R2.6A: Say whether or not a group of words is a sentence. R2.4D: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.3B: Recall what happened next in a simple story or sequence of events. W2.5E: Use the subject pronouns 'I' and 'we' before verbs. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5F: Use correct singular or plural forms of regular nouns. Class Assessment- Reading- comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing- Design a poster
YEAR 2	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
Term 1	Non fiction Unit 2.4 Keeping a Pet and This Is My Pet!	Non fiction Unit 2.4 Resource: Keeping a Pet and This Is My Pet!	Poetry Unit 2.5 Resource:Animal Crackers and Brave Little Beasts	Poetry Unit 2.5 Resource: Animal Crackers and Brave Little Beasts	Fiction Unit 2.6 Resource: The Runaway Train	Fiction Unit 2.6 Resource: The Runaway Train	Fiction Unit 2.6 Resource: The Runaway Train
	R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.2B: Decode unrecognised words (up to 6 letters) when reading aloud. W2.5B: Use the correct determiner ('a/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences.	W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'. R2.2D: Organise words into alphabetical order by their first letters. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. SL2.2C: Answer simple questions using rehearsed expressions. W2.2A: Use vocabulary from reading in own writing. W2.1B: Spell another 30 basic everyday words (up to 5 letters in length). W2.5A: Say a simple sentence and then write it. W2.5B: Use the correct determiner ('a/'an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. Additional Resource- All about Orangutans MID TERM ASSESSMENT Reading- comprehension, verbs,nouns punctuation, determiners, plurals, noun phrases, features of fiction and non fiction. Writing- non fiction	SL2.1B: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.6A: Use full stops at the end of simple sentences.	W2.3A: Compose orally and then write a simple sentence. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). Write an invitation POETRY RECITATION	R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.4B: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. W2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.6A: Use full stops at the end of simple sentences. W2.5B: Use the correct determiner ('a/'an', 'the' or 'some') for single and plural nouns in simple sentences.	R2.4B: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. W2.6A: Use full stops at the end of simple sentences.	R2.4B: Combine information from text and pictures to infer how a character feels. W2.3A: Compose orally and then write a simple sentence. R2.4D: Discuss favourite words and phrases. W2.5E: Use the subject pronouns 'I' and 'we' before verbs. W2.5A: Say a simple sentence and then write it. ASSESSMENT- READING AND WRITING -REVIEW OF FICTION SKILLS DONE
YEAR 2	WEEK 17	WEEK 18	WEEK 19	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	Non-fiction Unit 2.7 Resource: Oceans	Non-fiction Unit 2.7 Resource: Oceans	Non-fiction Unit 2.7 Resource: Oceans	Fiction 2.8 Resource: The Third Whirligig	Fiction 2.8 Resource: The Third Whirligig	Fiction 2.9 Resource: Horribilly: Slow and StickyV	Fiction 2.9 Resource: Horribilly: Slow and Sticky

Term 2	R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.3A: Answer simple questions about a sentence they have read. R2.4D: Discuss favourite words and phrases. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.5C: Read simple instructions and identify key text features. W2.5D: Use adjectives in expanded noun phrases in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5F: Use correct singular or plural forms of regular nouns.	R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. SL2.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use everyday verbs in simple sentences. R2.6A: Say whether or not a group of words is a sentence. W2.6C: Recognise regular singular and plural forms of nouns. W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.5E: Use the subject pronouns 'I' and 'we' before verbs.	R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.3A: Answer simple questions about a sentence they have read. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.5C: Read simple instructions and identify key text features. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. Class Assessment- Reading- comprehension, verbs,nouns punctuation, determiners, plurals, noun phrases, features of fiction and non fiction. Writing- Non fiction text	R2.4A:Use picture cues to predict the meaning of unfamiliar words. R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D:Discuss favourite words and phrases. R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. SL2.1A: Follow two-step instructions, when these are given slowly and clearly. W2.5C: Use everyday verbs in simple sentences. R2.6A: Say whether or not a group of words is a sentence.	R2.4B: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. W2.6A: Use full stops at the end of simple sentences. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). R2.4C: Use own experiences to predict what might happen at the end of a short story. R2.4D: Discuss favourite words and phrases. W2.2A: Use vocabulary from reading in own writing. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear.	R2.3A: Answer simple questions about a sentence they have read. R2.3B: Recall what happened next in a simple story or sequence of events. R2.4B: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. W2.3A: Compose orally and then write a simple sentence. W2.3D: Sequence three pictures and then write a sentence for each to tell a story. W2.3D: Re-read own writing to check the meaning is clear. W2.6A: Use full stops at the end of simple sentences. R2.1A: Match lower-case and upper-case letters, saying the sounds and letter names associated with each one. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation.	R2.4B: Combine information from text and pictures to infer how a character feels. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. W2.3A: Answer simple questions about a sentence they have read. R2.4D: Discuss favourite words and phrases. R2.2D: Organise words into alphabetical order by their first letters. W2.3A: Compose orally and then write a simple sentence. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. TERM ASSESSMENT Reading- comprehension, verbs,nouns punctuation, determiners, plurals, noun phrases, features of fiction and non fiction. Writing- non fiction	W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3A: Compose orally and then write a simple sentence. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences. W2.5A: Say a simple sentence and then write it. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. W2.3B: Sequence three pictures and then write a sentence for each to tell a story. W2.4A: Write most lower-case letters and copy all upper-case letters and numbers, using correct letter formation. Class Assessment- Reading- comprehension, verbs, punctuation, determiners, noun plural writing with determiners, noun phrases, pronouns, punctuation. Writing- Design a poster
YEAR 2	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	Non-fiction Unit 2.10	Non-fiction Unit 2.10	Non-fiction Unit 2.10	Poetry Unit 2.11	Poetry Unit 2.11	Non fiction Unit 12	Non fiction Unit 12	REVISION
	Resource: Meerkats	Resource: Operation Night Monster	Resource: Operation Night Monster	Resource: Launch!,The Sea and On the Ning Nang Nong	Resource: Launch!,The Sea and On the Ning Nang Nong	Resource: Different Homes	Resource: Different Homes	
Term 2	R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. R2.3A: Answer simple questions about a sentence they have read. R2.4D: Discuss favourite words and phrases R2.5C: Read simple instructions and identify key text features. R2.2D: Organise words into alphabetical order by their first letters W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. SL2.1A: Follow two-step instructions, when these are given slowly and clearly. R2.6C: Recognise regular singular and plural forms of nouns. W2.1C: Form plurals of nouns where the root word does not change by adding '-s' and '-es'. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for single and plural nouns in simple sentences.	Draw on what they already know/background information/information provided by teacher; Make inferences; Make predictions; Listen and respond appropriately; Speculate, hypothesise, imagine and explore ideas; Answer and ask questions; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them; Use present and past tenses. Articulate and justify answers; Participate actively in conversations; Draw on what they already know/background information/information provided by teacher; Answer and ask questions; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them; Listen and respond appropriately; Consider and evaluate different viewpoints; Make inferences; Participate in discussions and listen to others; Explain clearly their understanding of what is read to them Spoken language: Speculate, hypothesise, imagine and explore ideas; Consider and evaluate different viewpoints; Learn how to use both familiar and new punctuation correctly (Appendix 2); Sentences with different forms: statement, question, exclamation, command Spoken language: Listen and respond appropriately	R2.5A: With support, find information in texts (including IT texts) to answer a simple question. R2.5B: Know that information can be given through photographs and illustrations as well as text. W2.3A: Compose orally and then write a simple sentence. W2.2A: Use vocabulary from reading in own writing. R2.5C: Read simple instructions and identify key text features. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.5F: Use correct singular or plural forms of regular nouns. Additional Resource: Penny Dreadful and the Rat Class Assessment- Reading- comprehension, verbs,nouns punctuation, determiners, plurals, noun phrases, features of fiction and non fiction Writing- Information text	R2.4D: Discuss favourite words and phrases. SL2.2D: Recite and interpret sentences by heart, including poems and other texts. R2.2A: Read aloud a familiar text of 6-8 basic sentences (about 50 words). SL2.2D: Recite and interpret sentences by heart, including poems and other texts. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. W2.3D: Re-read own writing to check the meaning is clear. W2.5A: Say a simple sentence and then write it. R2.4A: Use picture cues to predict the meaning of unfamiliar words.	R2.4B: Combine information from text and pictures to infer how a character feels. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. R2.4D: Discuss favourite words and phrases W2.3A: Compose orally and then write a simple sentence. W2.5A: Say a simple sentence and then write it. POETRY RECITATION	R2.3A: Answer simple questions about a sentence they have read. R2.5C: Read simple instructions and identify key text features. W2.2A: Use vocabulary from reading in own writing. W2.3A: Compose orally and then write a simple sentence. R2.6B: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for singular and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. R2.5A: With support, find information in texts (including IT texts) to answer a simple question. W2.5E: Use the subject pronouns 'I' and 'we' before verbs.	W2.5A: Say a simple sentence and then write it. W2.5C: Use everyday verbs in simple sentences. W2.5E: Use the subject pronouns 'I' and 'we' before verbs. R2.5B: Know that information can be given through photographs and illustrations as well as text. W2.3A: Compose orally and then write a simple sentence. R2.5C: Read simple instructions and identify key text features. W2.5B: Use the correct determiner ('a'/an', 'the' or 'some') for singular and plural nouns in simple sentences. W2.5D: Use adjectives in expanded noun phrases, in simple sentences. Additional Resource: Unusual Places	Fiction, Nonfiction and Poetry revision

St. Mary's Catholic High School, Dubai								
YEAR 3 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS (2022-2023)								
YEAR 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Y3U1F1	Y3U1F1	Y3U2NF1	Y3U2NF1	Y3U3P1	Y3U3P1	Y3U4F2	Y3U4F2
	ENGLISH LANGUAGE- BASELINE CHECK/Fiction Unit 3.1: Fiction:Goldilocks and the Big Mess	ENGLISH LANGUAGE- BASELINE CHECK/Fiction Unit 3.1: Fiction:Goldilocks and the Big Mess	Unit 3.2: Non-fiction:Tricking Our Eyes	Unit 3.2: Non-fiction:Tricking Our Eyes	Unit 3.3: Poetry:A Closer Look at Poems	Unit 3.3:Poetry:A Closer Look at Poems	Unit 3.4:Fiction:STORM(CHAPTER 1/2)	Unit 3.4:Fiction:STORM(CHAPTER 3/4)
Term 1	Fiction Baseline Check R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4A: Use context to infer the meaning of unfamiliar words R3.4C: Use knowledge of other books or films to predict what might happen at the end of a short story or other text. SL3.2A: Give brief descriptions using two or more linked sentences. R3.3B: Retell two events from a story or sequence in the correct order. W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'. W3.3D: Re-read own writing, improving it at sentence level R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4A: Use context to infer the meaning of unfamiliar words READING FOR PLEASURE: Cloudy with a Chance of MeatBalls: Weird Weather(Gold B)	R3.4C: Use knowledge of other books or films to predict what might happen at the end of a short story or other text. SL3.2A: Give brief descriptions using two or more linked sentences. R3.3B: Retell two events from a story or sequence in the correct order. W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'. W3.3D: Re-read own writing, improving it at sentence level SL3.2D: With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions about which they have read. R3.6A: Point out the conjunctions 'and', 'but' and 'because', and explain how they join sentences. W3.5A: Say and then write compound sentences using the co-ordinating conjunctions 'and' and 'but'. R3.5D: Identify subject and object pronouns and link them to the head noun phrase they replace. W3.5E: Use subject and object pronouns instead of noun/noun phrases. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.3D: Re-read own writing, improving it at sentence level. READING FOR PLEASURE: Cloudy with a Chance of MeatBalls: Weird Weather(Gold B)	SL3.2C: Participate in discussions when invited to do so by the teacher R3.3A: Answer simple questions about a character, event or piece of information about which they have read. W3.1C: Add the suffixes '-s', '-ed', '-ing', '-er' and '-est, and the prefix 'un-' to words where the root word does not change R3.6C: Recognise that the past tense of verbs is often indicated by the suffix '-ed'. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. SL3.2A: Give brief descriptions using two or more linked sentences. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3D: Re-read own writing, improving it at sentence level. SL3.1A: Follow three-step instructions, when these are given slowly and clearly. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3A: Compose and write a sequence of three or more simple or compound sentences. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. READING FOR PLEASURE: Non-Fiction: You Can Try This At Home? (Gold A)	W3.3D: Re-read own writing, improving it at sentence level. SL3.1A: Follow three-step instructions, when these are given slowly and clearly. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3A: Compose and write a sequence of three or more simple or compound sentences. R3.5D: Identify subject and object pronouns and link them to the head noun phrase they replace. READING FOR PLEASURE: Non-Fiction: You Can Try This At Home? (Gold A)	R3.3A: Answer simple questions about a poem which they have read. R3.4A: Use context to infer the meaning of unfamiliar words W3.3A: Compose and write their own poem. W3.5D: Use adjectives in expanded noun phrases, in own writing 2 stanzas poem with the help of rhyming words. W3.5E: Infer the main idea of the poem SL3.2C: Participate in discussions when invited to do so by the teacher. R3.4A: Use onomatopoeic words to create own version of The Sound Collector. A Collection of Poems by Christina Rossetti and Roger McGough Reading For Pleasure: Wizards, Spiders and Castles Poems(White A)	R3.2D: Find the main ideas of the poems which they have read R3.3A: Answer simple questions about a poem which they have read. R3.4A: Use context to infer the meaning of unfamiliar words SL3.2C: Participate in discussions when invited to do so by the teacher. SL3.2D: With some guidance, perform a poem in front of the whole class W3.2A: Use a range of similes to create a new poem. W3.3A: Compose a three stanzas poem on their own. SL3.2E: Present information to the class when prompted. W3.2A: Use a range of poetic features to create their own poem. W3.3D: Re-read own poem. SL3.2E: Present the poem to the class when prompted. A Collection of Poems by Christina Rossetti and Roger McGough Reading For Pleasure: Wizards, Spiders and Castles Poems(White A)	R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4A: Use context to infer the meaning of unfamiliar words R3.4C: Use knowledge of other books or films to predict what might happen at the end of a short story or other text. R3.6D: Identify subject and object pronouns and link them to the head noun phrase they replace. W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story. R3.4B: With support, infer a character's feelings from information given in a text. SL3.2A: Give brief descriptions using two or more linked sentences. SL3.2C: Participate in discussions when invited to do so by the teacher. SL3.2D: With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions. W3.1C: Add the suffixes '-s', '-ed', '-ing', '-er' and '-est, and the prefix 'un-' to words where the root word does not change. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.5A: Say and then write compound sentences using the co-ordinating conjunctions 'and' and 'but'. READING FOR PLEASURE: Pete's Peculiar Pet Shop: Just the Job(Turquoise B)	W3.5C: Use present- and past-tense forms of regular verbs in writing. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns. W3.6C: Put inverted commas around spoken words. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences. SL3.2C: Participate in discussions when invited to do so by the teacher. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.6C: Put inverted commas around spoken words. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences. W3.3D: Re-read own writing, improving it at sentence level. READING FOR PLEASURE: Pete's Peculiar Pet Shop: Just the Job(Turquoise B)/ HA and AA - Fright at the Fair - white A MID TERM ASSESSMENTS
YEAR 3	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Y3U5NF2	Y3U5NF2	Y3U4F2	Y3U4F2	Y3U4F2	Y3U6NF3	Y3U6NF3	REVISION/FIRST TERM EXAMINATION
	Unit 3.5: Non-fiction:Birds of Prey	Unit 3.5: Non-fiction:Birds of Prey	Unit 3.4: Fiction:STORM (CHAPTER 5 continued)	Unit 3.4: Fiction:STORM (CHAPTER 6 continued)	Unit 3.4: Fiction:STORM (CHAPTER 7/8 continued)	Unit 3.6: Non-fiction:All About Me	Unit 3.6: Non-fiction:All About Me	REVISION OF SKILLS TAUGHT

Term 1	R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4D: Listen and respond to stories of a level beyond that of independent reading. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. SL3.2A: Give brief descriptions using two or more linked sentences. R3.3B: Retell two events from a story or sequence in the correct order. W3.1C: Add the suffixes '-s', '-ed', '-ing', '-er' and '-est', and the prefix 'un-' to words where the root word does not change. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. R3.5A: Use contents pages and online menus to locate relevant pages and find requested information. R3.5B: Use a simple contents page and index to locate information. Reading For Pleasure: Colourful Creatures (Orange B -LA)	R3.2D: Organise words into alphabetical order by their first two letters, and use alphabetical order to find words in dictionaries and glossaries. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.6D: Use commas to separate items in lists of nouns. R3.6E: Identify a range of quantifiers as determiners. W3.5B: Use a range of quantifiers as determiners in writing. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3D: Re-read own writing, improving it at sentence level. W3.5B: Use a range of quantifiers as determiners in writing. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.6D: Use commas to separate items in lists of nouns. R3.2D: Organise words into alphabetical order by their first two letters, and use alphabetical order to find words in dictionaries and glossaries. SL3.2E: Present information to the class when prompted. Reading For Pleasure: Colourful Creatures (Orange B -LA)/HA and AA- CARING FOR EXOTIC ANIMAL(white A)	W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.5A: Say and then write compound sentences using the coordinating conjunctions 'and' and 'but'. W3.5C: Use present- and past-tense forms of regular verbs in writing. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.5E: Use subject and object pronouns instead of noun/noun phrases. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3D: Re-read own writing, improving it at sentence level. READING FOR PLEASURE: Tales of Talliesin: The Magic Storm / (Gold B)	W3.6C: Put inverted commas around spoken words. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences. SL3.2C: Participate in discussions when invited to do so by the teacher. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns W3.3D: Re-read own writing, improving it at sentence level. READING FOR PLEASURE: Tales of Talliesin: The Magic Storm / (Gold B)	W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.5E: Use subject and object pronouns instead of noun/noun phrases. W3.5F: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns. W3.6C: Put inverted commas around spoken words. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences. SL3.2C: Participate in discussions when invited to do so by the teacher. W3.3A: Compose and write a sequence of three or more simple or compound sentences. Plan, write and edit a story, READING FOR PLEASURE: Snowwhite The Hex Factor (Gold Band)	R3.3A: Answer simple questions about a character, event or piece of information about which they have read. SL3.2C: Participate in discussions when invited to do so by the teacher. SL3.2A: Give brief descriptions using two or more linked sentences. R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4D: Listen and respond to stories of a level beyond that of independent reading. R3.4B: With support, infer a character's feelings from information given in a text. W3.5C: Use present- and past-tense forms of regular verbs in writing. Reading For Pleasure: The Truth about Fish and Chips/HA and AA: CARING FOR EXOTIC ANIMAL(white A)	SL3.2A: Give brief descriptions using two or more linked sentences. SL3.2C: Participate in discussions when invited to do so by the teacher. W3.3C: Select pictures and write simple report texts of up to 100 words. SL3.1B: Follow information during two to three minutes of listening to teacher-talk supported by pictures. W3.4B: Use a QWERTY keyboard to write short texts. W3.5C: Use present- and past-tense forms of regular verbs in writing. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.4B: Use a QWERTY keyboard to write short texts. W3.3D: Re-read own writing, improving it at sentence level. SL3.2E: Present information to the class when prompted. READING FOR PLEASURE: For Pleasure: The Truth about Fish and Chips	Identifying and using Nouns, Verbs, Present and Past-tense forms of regular verbs, Past tense of verbs with suffix 'ed', Quantifiers as determiners, Adjectives, expanded noun phrases, subject and object pronouns, Time Connectives, Causal Conjunctions - 'and', 'but' and 'because', suffixes '-s', '-ed', '-ing', '-er' and '-est', and the prefix 'un-', Use commas to separate items in lists of nouns; Punctuations (speech marks, full stop, capital letter, question mark); Sequencing events in the correct order; • Meanings of words through context clues FIRST TERM EXAMINATION
	YEAR 3	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23
Term 2	Y3U7NF4 Unit 3.7: Non-fiction: All About Mummies SL3.2C: Participate in discussions when invited to do so by the teacher. R3.2A: Give brief descriptions using two or more linked sentences. R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. R3.6C: Recognise that the past tense of verbs is often indicated by the suffix '-ed'. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.5C: Use present- and past-tense forms of regular verbs in writing. W3.6D: Use commas to separate items in lists of nouns. R3.3B: Retell two events from a story or sequence in the correct order. W3.3B: Sequence three pictures and write two or three sentences about each one to tell a story. Reading For Pleasure: Fossils(Gold A)	Y3U7NF4 Unit 3.7: Non-fiction: All About Mummies R3.5A: Use contents pages and online menus to locate relevant pages and find requested information. R3.5B: Use a simple contents page and index to locate information. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.3D: Re-read own writing, improving it at sentence level. W3.5C: Use present- and past-tense forms of regular verbs in writing. W3.6D: Use commas to separate items in lists of nouns. SL3.2E: Present information to the class when prompted. Reading For Pleasure: Fossils(Gold A) FIRST TERM EXAMINATION	Y3U8F3 Unit 3.8: Fiction: Ottoline and the Yellow Cat R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. R3.4D: Listen and respond to stories of a level beyond that of independent reading. SL3.2C: Participate in discussions when invited to do so by the teacher. Reading For Pleasure: Meddlers: The Not-So-Merry-Go-Round(White B)	Y3U8F3 Unit 3.8: Fiction: Ottoline and the Yellow Cat R3.6A: Point out the conjunctions 'and', 'but' and 'because', and explain how they join sentences. W3.5A: Say and then write compound sentences using the coordinating conjunctions 'and' and 'but'. R3.2D: Organise words into alphabetical order by their first two letters and use alphabetical order to find words in dictionaries and glossaries. R3.5B: Use a simple contents page and index to locate information. Reading For Pleasure: Meddlers: The Not-So-Merry-Go-Round(White B)	Y3U8F3 Unit 3.8: Fiction: Ottoline and the Yellow Cat R3.4D: Listen and respond to stories of a level beyond that of independent reading. SL3.2C: Participate in discussions when invited to do so by the teacher. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'(s) R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences. READING FOR PLEASURE: Pete's Peculiar Pet Shop: The Wrong Jumper(Purple A)	Y3U8F3 Unit 3.8: Fiction: Ottoline and the Yellow Cat SL3.2C: Participate in discussions when invited to do so by the teacher. R3.4A: Use context to infer the meaning of unfamiliar words. R3.2A: Give brief description of the ideas given in a poem R3.3A: Infer the poems which they have read. R3.3B: Use imperative verbs to extend the poem. R3.5C: Read simple poems and understand them. R3.3B: Identify the poetic features in the poems A Collection of Poems by Christina Rossetti and Roger McGough READING FOR PLEASURE: City Shapes and Other Poems(Green Band)	Y3U9NF5 Unit 3.9: Non-fiction: Newshounds R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. SL3.2A: Give brief descriptions using two or more linked sentences. W3.3C: Select pictures and write simple report texts of up to 100 words. SL3.2C: Participate in discussions when invited to do so by the teacher. W3.5C: Use present- and past-tense forms of regular verbs in writing. SL3.1B: Follow information during two to three minutes of listening to teacher-talk supported by pictures. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.5C: Use present- and past-tense forms of regular verbs in writing. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.3D: Re-read own writing, improving it at sentence level. Reading For Pleasure: Going into Space (Gold B)	Y3U9NF5 Unit 3.9: Non-fiction: Newshounds R3.3A: Answer simple questions about an event or piece of information about which they have read. SL3.2C: Participate in discussions when invited to do so by the teacher. SL3.2A: Give brief descriptions using two or more linked sentences. R3.4B: With support, infer a character's feelings from information given in a text. SL3.2A: Give brief descriptions using two or more linked sentences. SL3.2C: Participate in discussions when invited to do so by the teacher. R3.2D: Organise words into alphabetical order by their first two letters, and use alphabetical order to find words in dictionaries and glossaries. W3.6D: Use commas to separate items in lists of nouns. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. Reading For Pleasure: Going into Space (Gold B)
	YEAR 3	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31
Term 2	Y3U10NF6 Unit 3.10: Non-fiction: Chocolate! R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.4D: Listen and respond to stories of a level beyond that of independent reading. R3.4B: With support, infer a character's feelings from information given in a text. W3.5C: Use present- and past-tense forms of regular verbs in writing. Reading For Pleasure: Cars, Cars, Cars(Turquoise A)	Y3U10NF6 Unit 3.10: Non-fiction: Chocolate! SL3.2A: Give brief descriptions using two or more linked sentences. SL3.2C: Participate in discussions when invited to do so by the teacher. W3.3C: Select pictures and write simple report texts of up to 100 words. SL3.1B: Follow information during two to three minutes of listening to teacher-talk supported by pictures. W3.4B: Use a QWERTY keyboard to write short texts. W3.5C: Use present- and past-tense forms of regular verbs in writing. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.4B: Use a QWERTY keyboard to write short texts. W3.3D: Re-read own writing, improving it at sentence level. SL3.2E: Present information to the class when prompted. Reading For Pleasure: Cars, Cars, Cars(Turquoise A)	Y3U8F5 Unit 3.8: Fiction: Ottoline and the Yellow Cat R3.3A: Answer simple questions about a character, event or piece of information about which they have read. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. R3.4D: Listen and respond to stories of a level beyond that of independent reading. SL3.2C: Participate in discussions when invited to do so by the teacher. Reading For Pleasure: The Pirate and the Potter Family: Set Sail for School!(White B)	Y3U8F5 Unit 3.8: Fiction: Ottoline and the Yellow Cat R3.6A: Point out the conjunctions 'and', 'but' and 'because', and explain how they join sentences. W3.5A: Say and then write compound sentences using the coordinating conjunctions 'and' and 'but'. R3.2D: Organise words into alphabetical order by their first two letters and use alphabetical order to find words in dictionaries and glossaries. R3.5B: Use a simple contents page and index to locate information. Reading For Pleasure: The Pirate and the Potter Family: Set Sail for School!(White B)	Y3U8F5 Unit 3.8: Fiction: Ottoline and the Yellow Cat R3.4D: Listen and respond to stories of a level beyond that of independent reading. SL3.2C: Participate in discussions when invited to do so by the teacher. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'(s) R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3A: Compose and write a sequence of three or more simple or compound sentences. W3.2A: Use a range of adjectives (around 20, in addition to colour and size) to add description. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.6A: With support, use capital letters and end punctuation correctly when writing dictated sentences. Reading For Pleasure: Goldilocks and the Porridge Problem (Turquoise A)	Y3U11NF7 Unit 3.11: Non-fiction: Earth's Amazing Environments R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. SL3.2C: Participate in discussions when invited to do so by the teacher. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3D: Re-read own writing, improving it at sentence level. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3A: Compose and write a sequence of three or more simple or compound sentences. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. Reading For Pleasure: Animal Self-Defence (Mainsails) (White B)	Y3U11NF7 Unit 3.11: Non-fiction: Earth's Amazing Environments R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. SL3.2C: Participate in discussions when invited to do so by the teacher. W3.3C: Select pictures and write simple report texts of up to 100 words. W3.3D: Re-read own writing, improving it at sentence level. R3.5C: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion. W3.3A: Compose and write a sequence of three or more simple or compound sentences. R3.6B: Identify adjectives in expanded noun phrases and use the term 'adjective'. W3.5D: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. Reading For Pleasure: Animal Self-Defence (Mainsails) (White B)	REVISION/FINAL TERM EXAMINATION REVISION OF SKILLS TAUGHT Revision of all skills taught: deducing, inference and justify with evidence; Sequencing information/events in the correct order; summarise main ideas; identifying and using Nouns (Common & Proper) Singular & Plural Nouns Verbs; present and past-tense forms of regular and irregular verbs; powerful verbs, Verb Tenses, Adjectives, expanded noun phrases, Conjunctions; Different forms of sentences : statements, questions, exclamations , commands Synonyms, Antonyms, Homophones, Prefixes, Suffixes; Punctuations - speech marks, commas, full stops, capital letters, question marks, exclamation marks; Contractions; increase range of sentence structures; creating settings, characters and plot; Recognise different forms of poetry. Focus on Writing skills: Variety of ideas/information/facts, descriptive details ☑ Awareness of why they are writing and for whom ☑ Title, beginning, middle and ending and organization of ideas in paragraphs ☑ Accurate use of sentence structure, spelling, punctuation, grammar ☑ Handwriting FINAL TERM EXAMINATION
	YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	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 4.2 GLOBE CHALLENGE: Lost in Egypt	NON-FICTION Unit 4.2 GLOBE CHALLENGE: Lost in Egypt	NON-FICTION Unit 4.4 REAL LIFE : Daredevils	NON-FICTION Unit 4.4 REAL LIFE : Daredevils	NON-FICTION Unit 4.4 REAL LIFE : Daredevils

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YEAR 4 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS (2022-2023)								
YEAR 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	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 4.2 GLOBE CHALLENGE: Lost in Egypt	NON-FICTION Unit 4.2 GLOBE CHALLENGE: Lost in Egypt	NON-FICTION Unit 4.4 REAL LIFE : Daredevils	NON-FICTION Unit 4.4 REAL LIFE : Daredevils	NON-FICTION Unit 4.4 REAL LIFE : Daredevils

Term 1	Overview of the Unit and reinforcement of the key skills Infer characters' motives from information given in a text; With some guidance, 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; Re-read own writing, improving it at sentence level.	Infer characters' motives from information given in a text; With some guidance, make predictions based on clear evidence in a text; 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; Infer characters' motives from information given in a text; Participate in discussions, building on contributions of previous speakers; Infer characters' motives from information given in a text.	Use present- and past-tense forms of regular verbs in writing; Use a wider range of more descriptive nouns and powerful verbs; Participate in discussions, building on contributions of previous speakers; Use a range of adverbs (around 20) to add to descriptions; Use inverted commas in sentences where the speaker is identified at the end of the sentence; Re-read own writing, improving it at sentence level; Perform as a character in a short dramatic scene; POST TEST (FICTION)	Participate in discussions; 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 on sight common past-tense verbs, including irregular verbs; Organise writing so that ideas are sequenced or grouped;	Use present- and past-tense forms of regular verbs in writing; Use present- and past-tense forms of irregular 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; Write compound and complex sentences using the conjunctions and, but, or, so and because.	: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; Infer characters' motives from information given in a text; Organise writing so that ideas are sequenced or grouped; Use present- and past-tense forms of irregular verbs in writing;; Use capital letters and end punctuation correctly when writing dictated sentences unaided; Organise writing so that ideas are sequenced or grouped. COMPREHENSION - NON FICTION	Participate in discussions, building on contributions of previous speakers; Infer characters' motives from information given in a text; 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. Use headings and other features to locate a relevant paragraph; Use present- and past-tense forms of regular verbs in writing; Recognise irregular past-tense verb forms, including of the verb to be; Use possessive determiners accurately in writing; Use possessive pronouns accurately in writing.	Identify adverbs of manner and talk about their impact. Recognise irregular past-tense verb forms, including the verb 'to be'. Organise writing so that ideas are sequenced or grouped; Use capital letters and end punctuation correctly when writing dictated sentences unaided; Use present- and past-tense forms of regular verbs in writing; Writing: Composition - Organise writing so that ideas are sequenced or grouped; Punctuation - Use capital letters and end punctuation correctly when writing dictated sentences unaided. Present information on a given subject, alone or in a group; Reread own writing, improving it at paragraph level.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	FICTION Unit 4.5 THE HAPPIEST PEOPLE OF THE HILLS Follow detailed oral instructions on tasks close to their experience. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Recall significant events and pieces of information from texts and explain why they are important.	FICTION Unit 4.5 THE HAPPIEST PEOPLE OF THE HILLS Retell three or more main events from a story or sequence in the correct order. Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about types of stories. Organise writing so that ideas are sequenced or grouped.	FICTION Unit 4.5 THE HAPPIEST PEOPLE OF THE HILLS Write short stories (of around 200 words) that include brief descriptions of characters or settings. Reread own writing, improving it at paragraph level. Say and then write compound and complex sentences using the conjunctions 'and', 'but', 'or', 'so' and 'because'. Use inverted commas in sentences where the speaker is identified at the end of the sentence.	NON-FICTION Unit 4.6 A VOLCANO WAKES UP 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. Perform as a character in a short dramatic scene. Present information on a given subject, alone or in a group. Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.	NON-FICTION Unit 4.6 A VOLCANO WAKES UP 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. Understand the purpose of a wider range of textual features when directly asked to do so. Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Recognise adverbials of time and the conjunctions 'so' and 'or' and talk about their impact. Recognise irregular past-tense verb forms, including the verb 'to be'. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at paragraph level.	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE 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. Perform as a character in a short dramatic scene. Present information on a given subject, alone or in a group. Read aloud an unfamiliar text of about 250 words, including complex sentences, observing full stops and question marks.	Revision Non Fiction	Revision Fiction
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Recall significant events and pieces of information from texts and explain why they are important. With some guidance, make predictions based on clear evidence in a text. Understand the purpose of a wider range of textual features when directly asked to do so. Use apostrophes to show singular possession. Use inverted commas in sentences where the speaker is identified at the end of the sentence.	NON-FICTION Unit 4.8 AWESOME ANIMAL ADVENTURE Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at paragraph level. Use commas to separate a list of actions. Use a colon to introduce a list.	NON-FICTION Unit 4.9 WATCHING COMETS 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. With support, give a logically connected description. Participate in discussions, building on contributions of previous speakers.	NON-FICTION Unit 4.9 WATCHING COMETS 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. Read and follow explanations and newspaper reports, identifying key text features and distinguish between fact and opinion with more ease. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at paragraph level.	FICTION Unit 4.10 The Cloud Rider Use a wider range of more descriptive nouns and powerful verbs. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. 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. Recognise on sight common past-tense verbs, including irregular verbs.	FICTION Unit 4.10 The Cloud Rider A Infer the meaning of similes using context. R4.3B Infer characters' motives from information given in a text. With some guidance, make predictions based on clear evidence in a text. Begin to form and explain preferences about types of stories.	FICTION Unit 4.10 The Cloud Rider Identify adverbs of manner and talk about their impact. Organise writing so that ideas are sequenced or grouped. Use a range of adverbs (around 20) to add to descriptions. Write short stories that include brief descriptions of characters or settings. Reread own writing, improving it at paragraph level.	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Follow detailed oral instructions on tasks close to their experience. Participate in discussions, building on contributions of previous speakers. Perform as a character in a short dramatic scene. Present information on a given subject, alone or in a group.
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	NON-FICTION Unit 4.11 IN THEIR SHOES: My Life as Roman Slave Recall significant events and pieces of information from texts and explain why they are important. Recognise irregular past-tense verb forms, including the verb 'to be'.	FICTION Unit 4.12 PLAY: Author Visit Recognise that a possessive pronoun may have the same function as a possessive determiner. Organise writing so that ideas are sequenced or grouped. Write brief explanation texts of around 150 words. Reread own writing, improving it at paragraph level.	FICTION Unit 4.12 PLAY: Author Visit 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 range of strategies; Infer characters' motives from information given in a text. sentences, observing full stops and question marks; Decode unfamiliar three- to four-syllable words, using a	FICTION Unit 4.12 PLAY: Author Visit 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;	FICTION Unit 4.12 PLAY: Author Visit 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 range of strategies; Infer characters' motives from information given in a text. sentences, observing full stops and question marks; Decode unfamiliar three- to four-syllable words, using a	FICTION Unit 4.4 PLAY: Author Visit 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.	Revision Non Fiction 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.	REVISION Fiction 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

St. Mary's Catholic High School, Dubai								
YEAR 5 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS (2022 – 2023)								
YEAR 5	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	(Review) / Unit 1: Non-Fiction: How to be an Explorer	Unit 1: Non-Fiction: How to be an Explorer YSU1NF1(S)	Unit 1: Non-Fiction: How to be an Explorer YSU1NF1(S)	Unit 1: Non-Fiction: How to be an Explorer YSU1NF1(S)	Unit 2: Fiction: Polar Peril YSU2PF1(S)	Unit 2: Fiction: Polar Peril YSU2PF1(S)	Unit 3: Non-Fiction: Why Does Lightning Flash? YSU3NF2(S)	Unit 3: Non-Fiction: Why Does Lightning Flash? YSU3NF2(S)
	Identify and understand the language and organisational features of fiction & non-fiction text types. Identify the purpose of a text and evaluate its success. Express personal responses supported by reference to the text. Develop techniques for answering questions : Distinguish between fact and opinion ; Revision of key grammatical vocabulary; R5.4A Use content pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer.	R5.1A: Read aloud an unfamiliar text, observing full stops, question marks and speech marks. R5.1B: Decode unrecognized words using a range of strategies, including identification of prefixes and suffixes. R5.4A Use content 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. R5.5B: Identify adjectives and prepositional phrases used to modify nouns.	R5.1B: Decode unrecognized words using a range of strategies, including identification of prefixes and suffixes. R5.4A Use content 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. R5.5B: Identify adjectives and prepositional phrases used to modify nouns.	R5.5B: Identify adjectives and prepositional phrases used to modify nouns. SLS.1A: Follow a sequence of oral instructions to make or draw something. WS.3C Write diary entry of around 200 words. WS.3D Evaluate and edit own writing to improve consistency. WS.2A: Use a wide 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. R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3A: Infer the meaning of metaphors using context. R5.3B: Infer a character's responses to events and other characters. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.5A Identify fronted adverbials and talk about their impact. WS.3A: Begin to use paragraphs in longer pieces of writing. WS.3B Write short stories (of 100-400 words) where each end links to the beginning. WS.3E: Read about short sections of own writing with some preparation. WS.3D: Evaluate and edit own writing to improve consistency. WS.5A: Use a range of adverbials, including fronted adverbials, to join ideas	R5.1A: Read aloud an unfamiliar text, observing full stops, question marks and speech marks. R5.2B: Summarise a story or sequence by retelling the main events in order. R5.3A: Infer the meaning of metaphors using context. R5.3B: Infer a character's responses to events and other characters. R5.2A: Recall details of characters, events or pieces of information from texts, and explain how they are linked. R5.5A Identify fronted adverbials and talk about their impact. WS.3A: Begin to use paragraphs in longer pieces of writing. WS.3B Write short stories (of 100-400 words) where each end links to the beginning. WS.3E: Read about short sections of own writing with some preparation. WS.3D: Evaluate and edit own writing to improve consistency. WS.5A: Use a range of adverbials, including fronted adverbials, to join ideas	R5.4A Use content pages, headings, sub-headings and other features to identify relevant parts of a text quickly, to find an answer. R5.2C: Ask questions, make suggestions and make predictions during structured discussions. R5.2D: Maintain and rehearse the role of a character in a dramatic scene. R5.2E: Rehearse and revise a presentation on a given topic.	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. R5.5A: Follow a sequence of oral instructions to make or draw something. SLS.2C: Ask questions, make suggestions and make predictions during structured discussions. WS.1B Spell another 100 everyday words in the context of teacher-led dictation. WS.5C: Use present and past tense forms of all verbs, largely maintaining consistency, across a piece of writing.
YEAR 5	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16

Term 1	<p>to understand the terms biography and autobiography Sharpen skills : noun and verbs</p> <p>To find information you need -Assess progress Sharpen skills : Capital letters and full stops</p>	<p>To identify and to note down key points -Sharpen your skills : sequencing and summarising</p> <p>-To distinguish between fact and opinion -Assess your progress reading and response class work</p>	<p>To decide where you might find relevant information and then select what you need -Sharpen your skills : the past tense</p> <p>-To sequence text logically and use topic sentences -Assess your progress -Sharpen your skills : adverbs ASSESSMENT –READING AND WRITING</p>	<p>what makes the news, the different forms it takes, and how we choose to get it -Sharpen your skills :noun and verb phrases</p> <p>-To explore the layout of a newspaper front page and to write an effective headline</p> <p>how the information in a newspaper article is organized by exploring the structure of an article and planning on your own -Assess your progress</p>	<p>how newspaper stories are chosen to suit their readers and how different newspapers tell the same stories in different ways</p> <p>Sharpen your skills : sentence types</p> <p>-how to retrieve information by scanning for facts, identifying opinions and reading between the lines to explore a television news report and practice your recount skills Assessment task : Speaking and listening ; drama role play and performance</p> <p>Assess your progress</p>	<p>-How writer's express a point of view, developing your understanding can imply an opinion Sharpen your skills: Exclamations marks how writer's choose language and content to influence reader's opinion Sharpen your skills: Brackets -Assess your progress</p>	<p>How to write to argue Sharpen your skills: Apostrophes of possession able to demonstrate their whole understanding of newspaper articles read a newspaper article about polar bears and answer some questions, to identify the key features of the text which show that it is an article: headline, columns, pictures,</p>	<p>To look closely at a poet's language choices and explore their effect. Poem British by Benjamin Zephaniah - choose a favourite poem and giving their personal opinion for their choice - plan and recite the poem. Assessment task : Speaking and listening: Speaking and presenting :</p>
YEAR 7	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Ter m 1	Reading- Fiction	Reading-Fiction	Reading-Fiction	Reading-Fiction	Spoken language - Fiction	Writing - Fiction	Revision	Revision
	UNIT 3 GOTHIC TALES 1.Features of the Gothic genre 2.Plot	3.Beginnings and endings : 4.Setting and atmosphere	5.Character and suspense 6.Dialogue	7. Narrative Devices 8. Developing characters	9.Attention to detail 10. Language for effect	11.Planning a story	Non Fiction - Reading and Transactional Writing	Fiction - Reading and Imaginative Writing
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To understand the main features of gothic stories - Assess your progress -to understand how a writer structure a story to try involve the reader - Sharpen your skills: Suffixes Assess your progress	to learn make the ending of a story relate to its beginning How to create an effective setting and atmosphere Sharpen your skills: adjectives	how a writer creates suspense -Assess your progress how dialogue can make a story more vivid - Sharpen your skills: speech Punctuation	to use a range of narrative devices to involve the reader, and to recognize how writer's convey setting, character and mood through word choice and sentence structure Sharpen your skills: Simple, complex and compound sentences -To appreciate how a writer creates expectations in a reader and gets readers interested in characters Sharpen your skills: commas	to involve a reader by using a lot of imaginative detail Assess your progress-writing to suit audience Assessment task : Speaking and listening: Speaking and presenting :	To organize and develop a story Assess your progress Assessment task writing :	Explain writer's use of fact and opinion to engage the reader. Explore similarities between two texts and support with relevant evidence. Understand how to write using a range of features to convey information.	writer's use of punctuation, sentence structure, writers purpose) A05, A06 Writing a story using image/s. Understand writers use of language and structure to describe events, characters, viewpoints. 20thC Non-fiction
YEAR 7	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Ter m 2	Reading -Non Fiction	Reading -Non Fiction	Reading -Non Fiction	Reading -Non Fiction	Reading Non-Fiction	WRITING Non-Fiction	Reading Non-Fiction	Reading Non-Fiction
	OUR WORLD 1.Features of texts from different cultures 2. Identifying main ideas	3. Narrative techniques	4. Setting and character	5. Reviewing text	6.Giving your views	7.Linking ideas 8. Organising ideas	TAKE ACTION 1.Finding information	2. Aiming at a target audience 3. Identifying the main points
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	To recognize some key features of texts from different cultures Assess your progress To select relevant evidence from a text Sharpen your skills: Parts of a sentence	To understand the difference between first and third person narrative and why authors choose a narrative point of view Sharpen your skills: Auxiliary verbs Assess your progress	To understand how writer's use language to describe setting and character. Sharpen your skills: Subject –verb agreement Assess your progress	To organize idea in a sequence of paragraphs Sharpen your skills: the subject complement Assessment Task: Reading: Understanding the author's craft	To decide on your own point of view giving reasons for that viewpoint. Sharpen your skills: Pronouns (personal and) possessive Assess your progress	To compare and contrast pairs of Ideas about one issue. Sharpen your skills: Connectives To use a variety of connectives to convey a personal viewpoint. Sharpen your skills: Paragraphs Assess your progress Assessment Task: writing	to understand how information can be presented and find the information you need. Sharpen your skills: Colons and semi-colons Assess your progress	To direct your writing and presentation to appeal to a specific audience Sharpen your skills: Active and passive voice To follow an argument by identifying the key points Sharpen your skills: Prefixes
YEAR 7	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Ter m 2	Writing-Non Fiction	Revision	Revision	SPOKEN LANGUAGE	SPOKEN LANGUAGE	SPOKEN LANGUAGE	Reading -Fiction	Writing - Fiction
	5. Note-making, organising ideas, planning 6. Organising ideas	Non Fiction - Reading and Transactional Writing	Fiction - Reading and Imaginative Writing	5. Note-making, organising ideas, planning 6. Organising ideas	4. Getting your point across	4. Getting your point across	Private and peaceful by Michael Morpugo Buddy By Nigel Hinton.	Imaginative writing
	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj	Learning Obj
	to turn your plan into a successful piece of writing to argue. to develop your writing to argue by including connectives, a counter-argument and rhetorical devices. Writing a persuasive Leaflet	Explain writer's use of fact and opinion to engage the reader. Explore similarities between two texts and support with relevant evidence. Understand how to write using a range of features to convey information.	writer's use of punctuation, sentence structure, writers purpose) A05, A06 Writing a story using image/s. Understand writers use of language and structure to describe events, characters, viewpoints. 20thC Non-fiction	to make notes for a speech; review rhetorical devices; review types of sentences. Sharpen your skills: Simple, Compound and Complex sentences. Deliver a speech effectively.	to identify persuasive language to deliver a speech effectively. Sharpen your skills: Homophones and words often confused Sharpen your skills: Prepositions Assessment Task: Speaking and listening Analysis of final speech	to identify persuasive language to deliver a speech effectively. Sharpen your skills: Homophones and words often confused Sharpen your skills: Prepositions Assessment Task: Speaking and listening Analysis of final speech	To listen and respond appropriately to questions Develop close reading skills, strategies Identify and understand key words, ideas about events, characters, settings To understand related vocabulary, grammar, and language features	Be able to write the extract of a short story using a range of features for effect. AFL/ in Writing and Reading A05.1, A06, AO1.1, AO2 Be able to explain explicit and implicit meaning of information and ideas. Be able to explain writer's use of language and purpose

St. Mary's Catholic High School							
YEAR 8 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2022-2023							
YEAR 8	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Term 1	REVIEW	NON-FCTION	NON-FCTION	NON-FCTION	FICTION	FICTION	FICTION
	REVIEW OF NON-FICTION TEXTS	ADVERTISING	ADVERTISING	ADVERTISING	DRAMA	DETECTIVE STORIES	DETECTIVE STORIES
	* Recognise the purpose of different Non-fiction texts- autobiography, advertising and the effect it has on the target audience. Baseline Assessment	* To identify examples of persuasive language and use of images in advertisements and to understand their effect on the audience. Classwork- Reading for meaning - AO1, AO2	* To understand how an advertisement is made to appeal to his target audience. *Presenting a Product with awareness of audience and persuasive language. AO 7, AO 8.	* To respond to the opinions of others and develop an argument. * To tell the difference between informal and formal language and understand when each is appropriate. * Planning and writing a Formal Letter. AO 5, AO 6	*To identify how playscripts are different from other genres of writing. * To read and answer questions on a playscript.- Understanding the author's craft. AO 2	*To identify the key features of the detective genre and investigate the rules of detective fiction. Assessment- Reading for meaning- AO1, AO2	*To investigate the character of the detective detective story. *To identify techniques for building tension in the detective story. AO 1
							* To understand how a writer plots and effective detective story. *To grab the readers attention from the beginning of a story. *To plan and write a detective story featuring all key elements of the genre. Assessment- Imaginative /Transactional Writing AO5, AO6
Term 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15
	FICTION	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	NON-FICTION	FICTION / NON-FICTION
							FICTION / NON-FICTION

	READING AND WRITING	READING AND WRITING	COMMUNICATION FORMS	COMMUNICATION FORMS	COMMUNICATION FORMS	COMMUNICATION FORMS	REVIEW OF READING	REVIEW OF WRITING
	<ul style="list-style-type: none"> To identify features of different fiction texts. To explore writer's craft to show understanding of how meaning is conveyed. To interpret images and use it to plan. To write a story featuring all key elements of the genre with awareness of purpose and audience. <p>CLASSWORK - Writing a story - AO5, AO6</p>	<ul style="list-style-type: none"> To read information texts, Understand structural and language features. <p>Reading for meaning. AO 1, AO 2</p> <p>WRITING: Writing an informative text- Guide AO5, AO 6</p>	<ul style="list-style-type: none"> To recognise how different types of communication are organised and understand how ICT has influenced the style of language. Safety and communication-to select key points from reading. 	<ul style="list-style-type: none"> To recognise how writers organise features of a text. To identify the features of formal and informal texts. <p>Writing an informative radio report. AO5, AO6</p>	<ul style="list-style-type: none"> To recognise how writers organise features of a text. To identify the features of formal and informal texts. <p>*Writing diary entry</p> <p>Classwork- Reading for meaning- AO1, AO2 Classwork- Writing- AO5, AO6</p>	<ul style="list-style-type: none"> Formal and informal texts. <p>*Similarity and comparison. AO3 *Writing a formal persuasive letter</p>	<ul style="list-style-type: none"> Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extracts - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes; similarity and comparison of ideas, events; language techniques and structure, viewpoints and perspectives from across texts Revision for First Term Exam - Reading AO 1-4 	<ul style="list-style-type: none"> Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on Transactional writing - focusing on writing to inform, explain, describe, and writing to argue, persuade, advise. Revision of Non-fiction for First Term Exam - Writing- AO5- AO6
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 2	FICTION/ NON FICTION	NON FICTION	NON FICTION	NON FICTION	NON FICTION	NON FICTION	NON FICTION	NON FICTION
	REVIEW	COMMUNICATION FORMS/ CARRYING OUT RESEARCH	COMMUNICATION FORMS/ PRESENTING A BALANCED ANALYSIS	PLACES AND PERSPECTIVES	PLACES AND PERSPECTIVES	PLACES AND PERSPECTIVES	HISTORY OF LANGUAGE	HISTORY OF LANGUAGE
	<ul style="list-style-type: none"> To plan writing and develop ideas to suit a specific audience. Write a book review. AO5, AO6. Present review of a song or a film AO 7, AO8 	<ul style="list-style-type: none"> To consider different view points on a topic. Research information in different formats- Present information in different formats. <p>Speaking and Listening. AO 7, AO 8.</p> <p>Writing- Write a report using result from a survey. AO-5 and AO-6</p>	<ul style="list-style-type: none"> To present a balanced analysis of an event or issue. <p>Writing- Letter of advise.</p>	<ul style="list-style-type: none"> To understand the main features of Travel Writing. To recognise recount texts and write your own. To understand how writer uses images and adjectives to create a strong picture. Review sequencing. 	<ul style="list-style-type: none"> To analyse how writer's use language to express a viewpoint, their ideas and emotions about a place or an experience. AO 1, AO 2 To write clearly about a place so that a visitor could be guided by your instruction. Review Suffixes. 	<ul style="list-style-type: none"> To compare the writing of two different authors. To write a Travel article to recommend or review a destination. Review Homophones Writing about a real place using photographs and factual information. 	<ul style="list-style-type: none"> To explore the origins of language, signs and symbols To recognise how language has changed over time. To explore how Latin and Greek have contributed to the English Language. Review possessive pronouns To explore the relationship between Modern English and Old English. To explore Middle English. To explore the development of Early Modern English through the language of Shakespeare. 	<ul style="list-style-type: none"> To understand how other cultures and new inventions have contributed to the Modern English Language. To recognise some of the connections between Modern English, German and French. Speaking and Listening; Listening and Responding To explore Language change and formality. Review Adverbs. To explore different dialects of English.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	NON FICTION	NON FICTION/FICTION	NON FICTION/ FICTION	FICTION / NON FICTION	NON FICTION	FICTION	NON FICTION	NON-FICTION
	HISTORY OF LANGUAGE	REVIEW READING	REVIEW WRITING	SPOKEN LANGUAGE	GROUP PRESENTATION	GROUP PRESENTATION	POETRY	POETRY
	<ul style="list-style-type: none"> Reading for meaning Retrieve details from texts. Explore writer's use of language and structure. Synthesise information from across texts with evidence. Compare viewpoints and perspectives from a range of texts . AO1, AO 2, AO3, AO4 	<ul style="list-style-type: none"> Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on unseen extracts - retrieval, Critical analysis of language and structure, Evaluation of ideas, events, settings, themes; similarity and comparison of ideas, events; language techniques and structure, viewpoints and perspectives from across texts READING AO1 to AO 4. 	<ul style="list-style-type: none"> Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on Imaginative writing - focusing on experiences, using images as stimulus. Guidance on interpreting questions, mind mapping key points, timing answers . Revise exam style questions on Transactional writing - focusing on writing to inform, explain, describe, and writing to argue, persuade, advise. <p>WRITING AO 5, AO6.</p>	<ul style="list-style-type: none"> Language and Literature - overarching Cross - curricular links - 	<ul style="list-style-type: none"> Speaking and Listening Group discussion and interaction.- Expedition 	<ul style="list-style-type: none"> Speaking and Listening Group discussion and interaction.- Expedition 	<ul style="list-style-type: none"> Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry Explore messages in the poem and how the poet conveys them <p>Poetry Recitation- Spoken Language</p>	<ul style="list-style-type: none"> Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry Explore messages in the poem and how the poet conveys them <p>Poetry Recitation- Spoken Language</p>

<p align="center">St. Mary's Catholic High School</p> <p align="center">YEAR 9 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2022-23</p>								
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	21st CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	21st CENTURY NON-FICTION	21st CENTURY NON-FICTION/FICTION	19th CENTURY FICTION/ 21st CENTURY NON-FICTION	21st CENTURY NON-FICTION/19th CENTURY FICTION	19th CENTURY FICTION/ 20th CENTURY FICTION
	KICKZ BY CAMILLA NEVILL, MATT VAN POORTVLIET	JANE EYRE BY CHARLOTTE BRONTE	THE HOUND OF BASKERVILLES BY SIR ARTHUR CONAN DOYLE	REALITY TV	REALITY TV /POETRY	REAL LIVES/ EXTRAORDINARY LIVES/ A SHARED MEAL	WHAT REALLY HAPPENED, TAKING SIDES/	IMAGINATIVE WRITING/ READING ASSESSMENT
	<ul style="list-style-type: none"> To identify some relevant information in the text To identify organisational features and explain their purpose using visuals and sentence frames. Explain, comment on and analyse how writers use language and structure to achieve effects <p>Questions 1, 2, 3 [AO1,AO2] Reading for Pleasure-Zlata's entry</p>	<ul style="list-style-type: none"> To identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using punctuation. Understand how writers select ideas and events to manipulate the reader's empathy for a character <p>READING-Questions 1,2,3[AO1,AO2]</p>	<ul style="list-style-type: none"> To identify a range of key events in the narrative Understand how emotions can be conveyed in dialogue using punctuation. Understand how writers select ideas and events to manipulate the reader's empathy for a character <p>READING-Questions 1,2,3[AO1,AO2] WRITING- IMAGINATIVE TASK [AO5, AO6]</p>	<ul style="list-style-type: none"> To select short and precise, references to support own ideas and opinions that are highly relevant. To discuss and explain how a writer has used language and structure to make the text effective To practice speaking about reality TV and social media, incorporating useful new vocabulary relevant to this topic To identify and explain the purpose of reality television <p>READING-Questions 1,2,3[AO1,AO2] Similarity- Question 7a</p>	<ul style="list-style-type: none"> Identify the essential elements of poetry To explain how the poet has used language to convey meaning To develop informed personal responses to poetry Explore messages in the poem and how the poet conveys them. <p>Poetry -Spoken Language</p> <p>Write poems, and present to an audience. Listen and respond appropriately, including to questions and feedback to presentations</p>	<ul style="list-style-type: none"> To compare how the media present real people and celebrities. To explore wide range of similarities from both the texts. 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. <p>READING-Questions 1,2,7a[AO1,AO2] HOME WORK TASK WRITING-SHORT ARTICLE [AO5,AO6] WRITING TASK-Opening of a documentary[AO5,AO6] Paper 1, Questions 1, 2 and 4 [AO1,AO2,AO4]</p>	<ul style="list-style-type: none"> To analyse how language and image can be manipulate a television documentary audience's response To use repertoire of reading strategies to analyse and explore different layers of meaning To analyse how texts are shaped by audience's preferences and opinions To select words carefully from within and beyond their own vocabulary <p>Paper 2, Question 7b Writing Task- Biased Report</p>	<ul style="list-style-type: none"> To express a precise response to a text through careful selection of vocabulary To explore the writer's possible intention and comment on how language choice contributes to it <p>READING-Questions 1,2,3,4[AO1,AO2,AO3,AO4] Writing Assessment- Imaginative task</p>
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	21st CENTURY NON-FICTION	21st CENTURY NON-FICTION	21st CENTURY NON-FICTION	20th 21st CENTURY NON-FICTION	SPOKEN LANGUAGE /WRITING	SHORT STORIES	19th CENTURY FICTION	20th CENTURY NON-FICTION
	EXPRESSING YOUR POINT OF VIEW	UNDERSTANDING THE AUTHOR'S CRAFT/ AUDIENCES AND PURPOSE	VISUAL LANGUAGE IN MAGAZINES/Front COVERS OF MAGAZINES	WRITER'S POINT OF VIEW/ EXPLORING PURPOSE AND AUDIENCE/ PLANNING A MAGAZINE ARTICLE	PROBLEM SOLVING /WRITE AN ARTICLE	STRUCTURE/OPENINGS/STORIES FROM OTHER CULTURES	REVIEW FICTION (5)	REVIEW NON-FICTION (5)
	<ul style="list-style-type: none"> To plan, structure and write an argument <p>WRITING ASSESSMENT-Write an article for a newspaper</p> <p>AO5, AO6</p>	<ul style="list-style-type: none"> To select short and precise, references to support own ideas and opinions that are highly relevant. To discuss and explain how a writer has used language and structure to make the text effective. To explore and identify the range of published magazines, their audiences and writing <p>[READING CW ASSESSMENT TASK] AO1, AO2, AO3, AO4</p>	<ul style="list-style-type: none"> How print and images combine in texts to emphasise the writer's point of view and influence the reader. How text and images are used on the front covers of magazines to attract their target audience. 	<ul style="list-style-type: none"> To recognise a writer's point of view by analysing the language they use. How writers select language to suit their target audience How magazine articles are structured and written to suit their purpose and audience. <p>READING- ANALYSIS OF LANGUAGE AND STRUCTURE-AO2 To read and understand key features of reality television Identify key similarities and differences between television programmes.</p>	<ul style="list-style-type: none"> 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 Plan and write a magazine article <p>WRITING ASSESSMENT-Write an article for a popular family magazine</p>	<ul style="list-style-type: none"> How to structure short stories To identify some of the ways in which writers begin short stories To explore the opening of an entire short story Understand how characterisation can be developed through dialogue. Understand ideas, events, themes and writers'viewpoints <p>READING- EVALUATION AO4</p>	<ul style="list-style-type: none"> Understand how characterisation can be developed through dialogue using informal or formal register Be able to use formal register in critical writing Writing an account Fiction/non-fiction writing Be able to create character through careful choice and review of vocabulary and sentence structures <p>Paper 1 Questions 1-4 [AO1,AO2,AO4]</p>	<ul style="list-style-type: none"> To analyse and interpret the non-fiction and fiction extracts ; communicate clearly and write using linguistic devices <p>Paper 2 Questions 1-6 [AO1, AO2, AO3, AO4]</p>
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	SHORT STORIES	SHORT STORIES	19th CENTURY FICTION	20th CENTURY LITERARY NON-FICTION	20th/21st CENTURY NON-FICTION	20th/21st CENTURY NON-FICTION	20th/21st CENTURY NON-FICTION	21st CENTURY NON-FICTION
	CONFLICT AND CLIMAX/ENDINGS/UNIVERSAL THEMES	PLANNING YOUR OWN SHORT STORY	UNDERSTANDING THE AUTHOR'S CRAFT	DESCRIBING A WAR/WAR SPEECHES	WRITING A SPEECH/SPOKEN ENDORSEMENT	WRITING A SPEECH/SPOKEN ENDORSEMENT	READING ASSESSMENT	TRAVEL WRITING

Term 2	<p>READING To understand how writers develop their stories To understand how writers create an effective ending for a short story To understand how stories from different cultures and traditions often explore the same themes.</p> <p>SPOKEN LANGUAGE Group Discussion and presentation. Listen and respond appropriately, including to questions</p>	<p>WRITING To plan and write your own short story and present to an audience. Listen and respond appropriately, including to questions and feedback to presentations SPOKEN LANGUAGE Paper 1 Imaginative Writing Assessment AOS, AO6</p>	<p>To analyse, explore and evaluate the author's craft in 'The Banana Tree' To consolidate their understanding of language, character and plot in a short story. To understand how choice of language influences meaning and effect.</p> <p>PAPER-1 -READING ASSESSMENT- AO1,AO2, AO4</p>	<p>To understand how choice of language influences meaning and effect. To analyse, and explore persuasive techniques used in speech-writing</p> <p>READING- ANALYSIS OF LANGUAGE AND STRUCTURE - AO2</p>	<p>Plan and write a speech WRITING ASSESSMENT-SPEECH AOS, AO6 To control the response of their listeners by using rhetorical devices for deliberate effect. SPOKEN LANGUAGE ASSESSMENT - Giving a speech (individual)</p>	<p>Plan and write a speech WRITING ASSESSMENT-SPEECH AOS, AO6 To control the response of their listeners by using rhetorical devices for deliberate effect. SPOKEN LANGUAGE ASSESSMENT</p>	<p>To analyse, explore and evaluate the author's craft To consolidate their understanding of language, structure and use of rhetorical devices</p> <p>PAPER-2 READING ASSESSMENT - Q1,2,3,4,5,6,7a/7b -AO1, AO2, AO3, AO4</p>	<p>To read with insight and engagement, understanding the writer's use of linguistic and structural devices. Explore links and connections between writers' ideas and viewpoints.</p> <p>READING AO1, AO2, AO4</p>
	<p>WEEK 9 21st CENTURY NON-FICTION TRAVEL WRITING</p> <p>To communicate clearly and imaginatively, using and adapting forms for different readers and purposes. to write a formal letter using the appropriate form, structure and language. to plan and write a report.</p> <p>WRITING- AOS, AO6</p>	<p>WEEK10 FICTION / NON-FICTION REVIEW NON FICTION (5)</p> <p>To analyse and interpret the non-fiction extracts and review exam style questions in Reading and Writing ;</p> <p>Paper 2 Questions 1- 7 [AO1, AO2, AO3, AO4]; and Question 8, 9 [AOS, AO6]</p>	<p>WEEK 11 FICTION REVIEW FICTION/ NON FICTION (5)</p> <p>To analyse and interpret the non-fiction and fiction extracts and review exam style questions in Reading and Writing ;</p> <p>Paper 1 Questions 1- 4 [AO1, AO2, AO3, AO4]; and Question 5, 6 [AOS, AO6]</p>	<p>WEEK 12 21st CENTURY NON-FICTION GATHERING INFORMATION/DEVELOPING A PRODUCT</p> <p>To make notes and gather information from a variety of sources. To make decisions as part of a group. To PRESENT as a group</p>	<p>WEEK 13 21st CENTURY NON-FICTION DESCRIBING A PRODUCT/ PLANNING A PRESENTATION</p> <p>To explore and write informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible.</p>	<p>WEEK 14 21st CENTURY NON-FICTION PLANNING A PRESENTATION</p> <p>To read and analyse extracts of presentation; To plan and create a successful presentation</p>	<p>WEEK 15 19th CENTURY FICTION PRESENTATION</p> <p>To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible.</p> <p>PRESENTING AND RESPONDING TO QUESTIONS</p>	<p>WEEK 16 20th CENTURY NON-FICTION PRESENTATION</p> <p>To present an informative and persuasive description of a product. To use verbal and non-verbal techniques to make their presentation as effective as possible.</p> <p>PRESENTING AND RESPONDING TO QUESTIONS</p>

St. Mary's Catholic High School (2022-2023)
YEAR 10 LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS YEAR 2022 - 23

YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8				
Term 1	<p>19th CENTURY FICTION-REVIEW</p> <p>THE MAYOR OF CASTERBRIDGE (EXTRACT OF A NOVEL) (5)</p> <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 Explain, comment on and analyse how writers use language and structure to achieve effects <p>Diagnostic Test Questions 1, 2, 3 [AO1,AO2] Reading for Pleasure- 1984 - Orwell</p>	<p>21st CENTURY NON-FICTION-REVIEW</p> <p>LOVE IS NOT ALL YOU NEED IN A MARRIAGE (NEWSPAPER REPORT / ARTICLE) (5)</p> <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 <p>WRITING- Newspaper Report / Article READING-Questions 1,2,3,4[AO1,AO2]</p>	<p>19th CENTURY FICTION</p> <p>THE HANDMAID'S TALE (EXTRACT OF A NOVEL) (5) (ACCOUNT / PROJECT: BLOG)</p> <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 Evaluate texts critically and support this with appropriate textual references <p>WRITING- Account [AOS, AO6] PROJECT WORK- Blog</p>	<p>20th CENTURY NON-FICTION</p> <p>AN EVIL CRADLING (5)</p> <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 <p>READING-Evaluation [AO1, AO4] (PAPER I READING ASSESSMENT) AO1-AO4</p>	<p>19th CENTURY FICTION</p> <p>PRIDE AND PREJUDICE (EXTRACT OF A NOVEL) (5)</p> <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 Evaluate texts critically and support this with appropriate textual references <p>Paper 1, Questions 1, 2 and 4 [AO1,AO2,AO4]</p>	<p>20th AND 21st CENTURY NON-FICTION</p> <p>REVIEW OF GRAVITY (MOVIE REVIEW) & LETTERS OF NOTE: IN THE EVENT OF A MOON DISASTER (OPEN LETTER / LETTER - FORMAL & INFORMAL) (5)</p> <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 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 <p>Paper 2, Questions 3, 8 and 9 [AO1,AO2,AOS,AO6] ASSESSMENT - PAPER 2 WRITING WRITING- Open Letter / Letter- Formal and Informal</p>	<p>21st CENTURY NON-FICTION</p> <p>LOVELY PROM DRESS, ANGEL YOUR CARRIAGE TO ABSURDITY AWAITS (MAGAZINE ARTICLE) (5)</p> <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 <p>WRITING- Magazine Article[AOS-AO6]</p>					
	<p>WEEK 9 SPOKEN LANGUAGE ENDORSEMENT</p> <p>ARGUMENTATIVE/ DISCURSIVE SPEECH (5)</p> <p>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</p> <p>WRITING-Speech [AO7, AO8, AO9]</p>	<p>WEEK 10 SPOKEN LANGUAGE ENDORSEMENT</p> <p>ARGUMENTATIVE/ DISCURSIVE SPEECH (5)</p> <p>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</p>	<p>WEEK 11 20th AND 21st CENTURY NON-FICTION</p> <p>A LETTER FROM JOHN STEINBECK TO HIS SON (LETTER) & WHEN YOU SHOULD LEAVE YOUR FIRST LOVE (NEWSPAPER ARTICLE) (5)</p> <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 <p>Paper 2- Questions 7 (a) , 7 (b) - Assessment WRITING: Newspaper Article AOS, AO6]</p>	<p>WEEK 12 21st CENTURY NON-FICTION</p> <p>SANE NEW WORLD (PERSONAL ACCOUNT/ STORY WRITING) (5)</p> <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 Evaluate texts critically and support this with appropriate textual references <p>WRITING- Story Writing [AOS AND AO6]</p>	<p>WEEK 13 19th CENTURY FICTION</p> <p>JANE EYRE (EXTRACT FROM A NOVEL) (5) IMAGINATIVE WRITING - IMAGE BASED)</p> <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 <p>Paper 1, Questions 3, 5 and 6 [AO1, AO2, AOS AO6] WRITING- IMAGINATIVE WRITING - image based</p>	<p>WEEK 14 20th AND 21st CENTURY NON-FICTION</p> <p>A YEAR IN PROVENCE (PERSONAL ACCOUNT) & MY FAMILY MOVED FROM PAKISTAN TO THE UK 40 YEARS AGO- HOW FAR WE'VE COME (5) REVIEW NON-FICTION</p> <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 <p>Fiction/non-fiction writing [AOS-AO6] Paper 2, Question 7a AND 7b [AO1,AO2,AO3,AO4]</p>						
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8				
Term 2	<p>20th AND 21st CENTURY NON-FICTION</p> <p>MOUNTAINS OF THE MIND: A HISTORY OF A FASCINATION (TRAVELOGUE) & THE LAST ASCENT OF ALISON HARGREAVES. WHY DID THE WORLD'S FAMOUS ALPINIST NEVER CAME OFF K2? (NEWSPAPER ARTICLE) (5)</p> <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 can 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 <p>Paper 2, Questions 8 and 9 WRITING- Newspaper Article [AOS,AO6] Reading for Pleasure-A Child Called 'It'. by Dave Pelzer</p>	<p>21st CENTURY NON-FICTION</p> <p>REAL LIFE ALWAYS INTRUDES ON HOLIDAYS. THAT'S HOW IT SHOULD BE (5)</p> <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 <p>Exam-style questions Paper 2, Questions 1, 2 and 4,5 [AO1, AO2]</p>	<p>19th CENTURY FICTION</p> <p>THREE MEN IN A BOAT (TO SAY NOTHING OF THE DOG) (EXTRACT OF A NOVEL) (5) TRAVELOGUE</p> <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 <p>Fiction/non-fiction writing WRITING- Travelogue [AOS, AO6] (PAPER II ASSESSMENT) [AO1-AO4]</p>	<p>21st CENTURY NON-FICTION</p> <p>THE GHOST STORY COMES BACK TO HAUNT US (5)</p> <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 <p>Paper 2, Question 3 or 6 [AO2, AO4]</p>	<p>19th CENTURY FICTION</p> <p>LOST HEARTS (EXTRACT OF A NOVEL) (5) (IMAGINATIVE WRITING)</p> <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 identify and explore the writer's choices of vocabulary and how these signal the conventions of the ghost story genre Be able to express a precise response to a text through careful selection of vocabulary <p>IMAGINATIVE WRITING- [AOS, AO6]</p>	<p>WEEK 9 19th CENTURY FICTION</p> <p>FRANKENSTEIN (EXTRACT OF A NOVEL) (5)</p>	<p>WEEK 10 21st CENTURY NON-FICTION</p> <p>GENETICALLY ENGINEERING 'ETHICAL' BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR (NEWSPAPER ARTICLE)(5)</p>	<p>WEEK 11 21st CENTURY NON-FICTION</p> <p>NOTES FROM AN AUTHOR: PAUL ROSOLIE (MAGAZINE ARTICLE / JOURNAL WRITING / DIARY ENTRY) (5)</p>	<p>WEEK 12 19th CENTURY FICTION</p> <p>HEART OF DARKNESS (EXTRACT OF A NOVEL) (5)</p>	<p>WEEK 13 20th AND 21st CENTURY NON-FICTION</p> <p>MY FIRST VISIT TO THE MOVIES (MAGAZINE ARTICLE) & WHY ALL THIS SELFIE OBSESSION (NEWSPAPER ARTICLE / REPORT) (5)</p>	<p>WEEK 14 19th CENTURY FICTION</p> <p>THE TIME MACHINE (EXTRACT OF A NOVEL) REVIEW</p>	<p>WEEK 15 20th CENTURY NON-FICTION</p> <p>ARITHMETIC TOWN (MAGAZINE ARTICLE) REVIEW NON-FICTION (5)</p>
	<p>WEEK 9 19th CENTURY FICTION</p> <p>FRANKENSTEIN (EXTRACT OF A NOVEL) (5)</p>	<p>WEEK10 21st CENTURY NON-FICTION</p> <p>GENETICALLY ENGINEERING 'ETHICAL' BABIES IS A MORAL OBLIGATION, SAYS OXFORD PROFESSOR (NEWSPAPER ARTICLE)(5)</p>	<p>WEEK 11 21st CENTURY NON-FICTION</p> <p>NOTES FROM AN AUTHOR: PAUL ROSOLIE (MAGAZINE ARTICLE / JOURNAL WRITING / DIARY ENTRY) (5)</p>	<p>WEEK 12 19th CENTURY FICTION</p> <p>HEART OF DARKNESS (EXTRACT OF A NOVEL) (5)</p>	<p>WEEK 13 20th AND 21st CENTURY NON-FICTION</p> <p>MY FIRST VISIT TO THE MOVIES (MAGAZINE ARTICLE) & WHY ALL THIS SELFIE OBSESSION (NEWSPAPER ARTICLE / REPORT) (5)</p>	<p>WEEK 14 19th CENTURY FICTION</p> <p>THE TIME MACHINE (EXTRACT OF A NOVEL) REVIEW</p>	<p>WEEK 15 20th CENTURY NON-FICTION</p> <p>ARITHMETIC TOWN (MAGAZINE ARTICLE) REVIEW NON-FICTION (5)</p>					

<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 <p>Exam-style question</p> <p>Paper 1, Questions 4, 5 and 6 [AO1, AO4] WRITING: PICTURE WRITING</p>	<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 <p>Non-fiction writing</p> <p>WRITING- Review: Letter/Travelogue [AO5, AO6]</p>	<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 <p>Non-fiction writing</p> <p>WRITING: Article/Journal writing/ Diary entry [AO5, AO6]</p>	<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 <p>Paper 1, Questions 3 & 4 [AO4]</p>	<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 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 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 <p>Non-fiction writing</p> <p>Paper 2, Question 7a and 7b [AO1,AO2,AO3,AO4]</p> <p>WRITING- NEWSPAPER ARTICLE/ REPORT</p>	<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 <p>Paper 1 Questions 1-4 [AO1,AO2,AO4]</p>	<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 <p>Paper 2 Questions 1-6 [AO1, AO2, AO3, AO4]</p>
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YEAR 11 ENGLISH LANGUAGE LONG TERM PLAN with CURRICULUM STANDARDS 2022-2023

YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION	20th CENTURY NON-FICTION	SPOKEN LANGUAGE ENDORSEMENT	SPOKEN LANGUAGE ENDORSEMENT	21st CENTURY NON-FICTION
	WHY TEACHING TABLE MANNERS CAN DO MORE HARM THAN GOOD (ARTICLE) (4)	CLINGING TO THE WRECKAGE (AUTOBIOGRAPHY) (4)	TREASURE ISLAND (EXTRACT OF A NOVEL) (4)	OLIVER TWIST (EXTRACT OF A NOVEL) (4)	THE LADY IN THE VAN (RECOUNT) (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	COULD YOU BE A VOLUNTEER WITH INDEPENDENT AGE? (LEAFLET) (4)
	<p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>REVIEW AOS 1-6 (DIAGNOSTIC TEST)</p> <p>Exam Style Question Paper 2 Question 1-3</p> <p>1. From lines 2-4, identify one detail that shows the behaviour of the writer's daughter and her friend.</p> <p>2. From lines 10-13, identify two phrases that describe the writer's attitude to raising children.</p> <p>3. How does the writer use language and structure to engage and interest the reader? 18 Marks)</p> <p><i>(Reading for Pleasure- Book 1 Literary Non-Fiction "Between a Rock and a Hard Place" by Aron Ralston)</i></p>	<p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>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</p> <p>REVIEW AOS 1-6</p> <p>Exam-style question: Paper 2 Q 7a and 7b 7a.</p> <p>The two texts revolve around childhood experiences. How is the article of 3rd October 2013 and John Mortimer's text similar?</p> <p>7b. Compare how the writers of Text 1 and Text 2 present the ideas and opinions about growing up? (20 Marks)</p>	<p>Explore how the writer has selected narrative events to manipulate the reader's response</p> <p>Understand how writers use tense and viewpoint to position the reader and manage their response</p> <p>REVIEW AOS 1-6</p> <p>Exam Style Question Paper 1 Questions 1&2</p> <p>TERM 1 ASSESSMENT 1 (PAPER 1 WRITING 40 MARKS)</p>	<p>Be able to explore patterns of inference and their impact on the reader</p> <p>Understand how writers can create emphasis and manage tone through sentence structure</p> <p>Be able to express a precise critical response through careful choice of sentence structure</p> <p>REVIEW AOS 1-6</p> <p>Exam Style Question Question 4</p> <p>TERM 1 ASSESSMENT 2 (PAPER 2 READING 56 MARKS)</p>	<p>Be able to summarise, synthesise and connect key ideas in the narrative.</p> <p>Understand how writers structure a text to achieve their intention: to develop character and create humour.</p> <p>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. 15 Marks)</p> <p>WRITING: Writing a recount (40 Marks)</p>	<p>Speaking and listening skills:</p> <ul style="list-style-type: none"> 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 <p>WRITING SPEECH</p>	<p>Speaking and listening skills:</p> <ul style="list-style-type: none"> 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 	<p>Be able to summarise, synthesise and connect key points in the text</p> <p>Understand how writers structure a text to achieve their intention: to persuade the reader</p> <p>Be able to identify the writer's possible intention and analyse closely some of the writer's choices that contribute to achieving it.</p> <p>Be able to gather, reject, select, sequence and shape texts to achieve purpose and intention</p> <p>Exam Style Question Paper 2 Question 8 & 9</p> <p>WRITING- Writing a leaflet (40 Marks)</p>
Term 1	19th CENTURY FICTION	21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	20th CENTURY NON-FICTION	19th CENTURY FICTION	21st CENTURY NON-FICTION	19th CENTURY FICTION	20th AND 21st CENTURY NON-FICTION
	THE DIARY OF A NOBODY (EXTRACT OF A DIARY) (4)	THE NAKED JAPE: UNCOVERING THE HIDDEN WORLD OF JOKES (ARTICLE) (4)	NEITHER HERE NOR THERE (TRAVELOGUE) (4)	THE PLOWDEN REPORT (REPORT) (4)	THE WOMAN IN WHITE (EXTRACT OF A NOVEL) (4)	YOU CAN FORCE A TEENAGER TO TALK TO YOU (ARTICLE) (4)	HEART OF DARKNESS (EXTRACT OF A NOVEL) (4) REVIEW FICTION	FUKUSHIMA HORSE BREEDER BRAVES HIGH RADIATION LEVELS TO CARE FOR ANIMALS (ARTICLE) & THE STORY OF AN EYE-WITNESS (ACCOUNT) (4) REVIEW NON-FICTION
	<p>To summarise and synthesise key ideas in the text, exploring connections and their likely impact on the reader</p> <p>Understand how writers manipulate the reader's response through paragraph structure</p> <p>To analyse some of the writer's choices and their impact on the reader in some detail</p> <p>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 15Marks)</p> <p>WRITING:Diary Entry/ Imaginative Writing- Personal Narrative (40 Marks)</p> <p><i>(Reading for Pleasure- Book 2 Fiction "The Alchemist" by Paulo Coelho)</i></p>	<p>Be able to summarize and synthesize key ideas in the narrative, exploring connections and their likely impact on the reader</p> <p>Be able to analyse some of the writer's choices and their impact on the reader in some detail</p> <p>Be able to review paragraph structure for clarity and likely reader response after writing</p> <p>Exam-style question Paper 2, Question 8 and 9. (Write an article for a newspaper, exploring how television entertains us. 40 Marks)</p>	<p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>Be able to explore the writer's intention and analyse how key ideas are presented</p> <p>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</p> <p>Exam Style Question Paper 2 Question 4-6</p> <p>4. From lines 1-3, identify one problem faced by the writer.</p> <p>5. From lines 5-7, identify two phrases that describe the place.</p> <p>6. Bill Bryson attempts to describe the place and the people. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. 18Marks)</p> <p>WRITING: Writing a travelogue. (40 Marks)</p>	<p>Be able to use a range of reading for meaning skills explored in previous topics</p> <p>Understand how writers select modification to achieve precision and connotation to support their intention.</p> <p>Exam Style Question Paper 2 Questions 8 & 9</p> <p>Writing- Informative Report Writing & Guide (40 Marks)</p>	<p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader.</p> <p>Understand how writers structure a text to manage the reader's response to a character and achieve their intention.</p> <p>Exam Style Question Paper 1- Question 3 (In lines 9-21, how does the writer use language and structure to show the relationship between Sir Percival and his pets?)</p> <p>WRITING- Imaginative Writing- Short Story (40 Marks)</p>	<p>Be able to summarise and synthesise key ideas in the narrative, exploring connections and their likely impact on the reader.</p> <p>Understand how writers structure an argument to manage the reader's response and achieve their intention.</p> <p>Exam Style Question Paper 2- Question 8 & 9</p> <p>Writing- Writing a speech/ Magazine Article (40 Marks)</p>	<p>Be able to use a range of reading for meaning skills explored in previous topics</p> <p>Understand how writers select modification to achieve precision and connotation to support their intention.</p> <p>Be able to identify the writer's possible intention and analyse closely some of the writer's choices which contribute to achieving it.</p> <p>Exam-style question: Paper 1, Questions 5 and 6 .</p> <p>5. Write about a time when you, or someone you know, felt unfairly treated. 40 Marks)</p> <p>Writing an account</p> <p>Paper 1, Qusetion 4 (The writer attempts to create a sense of hardship and misery. evaluate how successfully this is achieved 15 Marks)</p>	<p>To explore the writer's intention and analyse how key ideas are connected and presented</p> <p>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</p> <p>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 bothTo communicate clearly and imaginatively, using and adapting forms for different readers and purposes.</p> <p>Exam-style question: Paper 2 Question 3</p> <p>Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.15 Marks)</p> <p>Paper 2 Questions 7a and 7b</p> <p>7a. The two texts each describe a disaster. What similarities do the disaster share in these extracts?</p> <p>7b. Compare how the writers of Text 1 and Text 2 present the idea and opinions about the effects of disaster? (20 Marks)</p> <p>WRITING- TRANSACTIONAL AND NON- FICTION WRITING- Review of the forms of writing.</p>
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	20th and 21st CENTURY NON-FICTION	SPOKEN LANGUAGE ENDORSEMENT (FINAL)	SPOKEN LANGUAGE ENDORSEMENT (FINAL)	19th CENTURY FICTION	21st CENTURY NON-FICTION	20th CENTURY NON-FICTION	19th CENTURY FICTION	19th CENTURY FICTION
	I KNOW WHY THE CAGED BIRD SINGS (AUTOBIOGRAPHY)/ EVOLUTION OF THE TEENAGER (RESEARCH REPORT) (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	ARGUMENTATIVE/ DISCURSIVE SPEECH (4)	THE YELLOW WALLPAPER (SHORT STORY) (4)	THE MEN WHO STARE AT GOATS (LITERARY NON-FICTION- TRUE STORY) (4)	OPENING THE TOMB OF TUTANKHAMUN (LITERARY NON-FICTION- TRAVELOGUE/ PERSONAL ACCOUNT) (4)	SILAS MARNER (EXTRACT OF A NOVEL) (4)	HARD TIMES (REVISION- READING AND WRITING) (4)

Term 2	<p>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.</p> <p>Exam-style question: Paper 2 Questions 7a&7b 7a. The two texts describe a sense of commitment to achieve. How are Maya Angelou and The NCS report similar? 7b. Compare how the writers of Text 1 and Text 2 present the ideas and opinions about ambition? (20 Marks) <i>(Reading for Pleasure- Book 3 Literary Non-Fiction "I Know Why the Caged Bird Sings" by Maya Angelou)</i></p>	<p>Speaking and listening skills:</p> <ul style="list-style-type: none"> 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 	<p>Speaking and listening skills:</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <p>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. 40 Marks)</p>	<p>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.</p> <p>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.) TERM II ASSESSMENT 1 (PAPER 1 READING 24 MARKS)</p>	<p>Be able to analyse patterns of vocabulary and layers of meaning and explore possible multiple responses Be able to identify and analyse the writer's use of punctuation and sentence structure to create tone and imply or emphasise meaning Be able to synthesise, summarise and embed relevant evidence and textual reference from the whole text</p> <p>Exam-style question: Paper 2, Question 6 (The writer attempts to create a sense of mystery and excitement. Evaluate how successfully this is achieved) Paper 2, Questions 8 & 9 (Newspaper Report/ Letter. 40 Marks) TERM II ASSESSMENT 2 (PAPER 2 WRITING 40 MARKS)</p>	<p>Be able to use a range of reading for meaning skills explored in previous topics Understand how writers use symbolism and language choice to connect and develop key ideas and the reader's response Be able to identify the writer's possible intention and analyse closely a range of the writer's choices which contribute to achieving it</p> <p>Exam-style question: Paper 1, Questions 1-3 (1. From lines 1-3 select two details that tell us about the setting. 2. From lines 5-7 identify a phrase that describes Silas's feelings. 3. In lines 9-19, how has the author used language and structure to describe Silas's bewilderment? 9 Marks) WRITING- Imaginative Writing- Internal Monologue (40 Marks)</p>	<p>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.</p> <p>Exam-style question: Paper 1, Question 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)</p>
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 2	<p>20th and 21st CENTURY NON-FICTION (4) THE GREAT RAILWAY BAZAAR/ I DISCOVERED A NEW SPECIES UP MY NOSE (REVISION- READING AND WRITING) (4)</p>							
	<p>Be able to explore the writer's intention and develop analysis of how key ideas are connected and presented. Be able to develop a detailed analysis of the writer's choice of whole text structure, sentence structure and vocabulary, and their cumulative contribution to achieving the writer's intention. Be able to make a discerning comparison of two texts beyond simple similarities or differences, analysing the writers' choices at word, sentence or text level in increasing detail.</p> <p>Exam-style question: Paper 2, Question 7b 7b. Compare how the writers of the two texts present their ideas and perspectives about other countries and cultures. Paper 2, Questions 8 and 9 Review of the writing forms</p>							
<p>MOCK EXAMS followed by BOARD EXAMINATIONS 2023</p>								