

This year you will be learning about...



Autumn Term 1	<b>Reading Fiction: The Tale of Peter Rabbit by Beatrix Potter</b> <i>N.C Links: Discuss the sequence of events in books and how items of information are related</i>
Autumn Term 2	<b>Reading &amp; Writing Non-Fiction: The World Around Me</b> <i>N.C Links Be introduced to non-fiction books that are structured in different ways.</i>
Spring Term 1	<b>Reading &amp; Writing Fiction: Nursery Rhymes</b> <i>N.C Links: Become increasingly familiar with and retelling a wider range of stories, fairy stories, and traditional tales</i>
Spring Term 2	<b>Reading &amp; Writing Non-fiction: At The Beach</b> <i>N.C Links Learn how to use sentences with different forms: statement, question, exclamation, and command.</i>
Summer Term 1	<b>Reading for Meaning: The Owl who was Afraid of the Dark by Jill Tomlinson</b> <i>N.C Links: Make inferences based on what is being said and done.</i>
Summer Term 2	<b>Reading for Meaning: Julia Donaldson Author Study</b> <i>N.C Links: Recognise simple recurring literacy language in stories and poetry</i>

Key command words

Identify

Pick something out.

Describe

Give a detailed account of

Define

Give the precise meaning of a word.

Explain

To give reasons for why something is the way it is.

Compare

Identify similarities or differences .

Plan

Working out the details before you write!

Draft

A first version, which we should make changes to.

Infer

To make a well informed guess about something.

Apply

To use what you have learned in our own work.

Key Skills

Reading

⇒

Apply phonic knowledge to reading aloud and spelling, by decoding, blending and segmenting words of more than one syllable.

⇒

Listen to, discuss, and express views about books, poems, non-fiction and play scripts read in class.

⇒

Discuss the sequence of events in books and how information is related.

⇒

Draw on what they already know or on background information

⇒

Make inferences based on what is being said and done

⇒

Ask and answer questions about what is being studied

⇒

Check that the text makes sense to them as they read, and correct inaccurate reading.

⇒

Explain their understanding of, and participate in discussion about

Writing and Handwriting

⇒

Write narratives about personal and other’s experiences

⇒

Writing for different purposes, including real events, and poetry.

⇒

Verbalising ideas , and read their work aloud.

⇒

Make simple additions, revisions, and corrections, including spacing between words.

⇒

Write simple dictated sentences from memory

⇒

Distinguish between homophones and near-homophones

⇒

Add suffixes to spell longer words, including -ment, -ness, -full, -ly

⇒

Start to use diagonal and horizontal strokes to join letters

Spelling, Punctuation & Grammar

⇒

Use full stops, capital letters, exclamation marks, questions marks, commas in a list, and possessive apostrophes

⇒

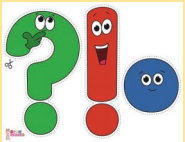
Learn how to use sentences with different forms: statement, question, exclamation, and command.

⇒

expanded noun phrases to describe and specify.

⇒

past and present tenses correctly and consistently



Hope View School

Additional Educational Needs Provision

Name		Entry Level English
Class		(Silver Step)



Term 1

Component 1

Literacy Skills

Leisure

Term 2

Component 1

Literacy Skills

Holidays

Term 3

Component 2

Creative Reading & Writing

Science Fiction



Term 4

Component 2

Creative Reading & Writing

Science Fiction

Term 5

Re-Visit

&

Assessment Submission

Term 6

Re-Visit

&

Assessment Submission

Key Skills

Information retrieval

Dictionary skills

Reading

Writing

SPaG

Speaking & Listening

compare & Contrast

T.A.P

Inform

Persuade

Describe

Setting

Plot

Character

Proofreading





Autumn Term	<b>Component 1: Literacy Topics</b> You will complete two literacy topics based on the topics <b>Holidays</b> and <b>Leisure</b> . In your assessment you will be asked to: <ul style="list-style-type: none"><li>Speak about your idea for an events, place, or object (speaking &amp; Listening)</li><li>Answer questions about something related to the topic (reading)</li><li>Create a letter, leaflet, email, blog post, instructions, review, or post card (writing)</li></ul>
Spring Term	<b>Component 2: Creative Reading &amp; Writing</b> You will complete one Creative Reading and Writing topic, based on the genre of <b>Science Fiction</b> . In your assessment you will be asked to: <ul style="list-style-type: none"><li>Read and respond to a short story based on images (reading)</li><li>Plan and write your own Science Fiction story based on a set of images( writing)</li></ul>
Summer Term	<b>Re-Visit Skills &amp; Assessment Submission:</b> You need to complete and pass all three units to achieve your Silver Step Certificate. If you need to try again, now is the time!

## Key Command Words

### Identify

Pick something out.

### Describe

Give a detailed account of

### Define

Give the precise meaning of a word.

### Discuss

Present key points

### Explain

To give reasons for why something is the way it is.

### Compare

Identify similarities or differences .

### Plan

Working out the details before you write!

### Draft

A first version, which we should make changes to.

### Infer

To make a well informed guess about something.

### Apply

To use what you have learned in you own work.

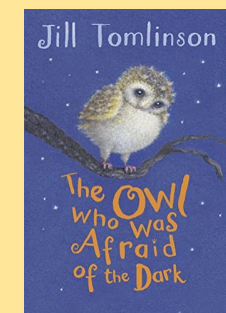
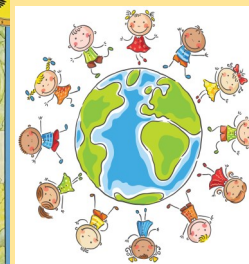
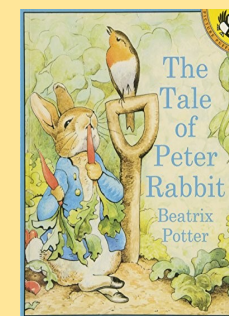


Hope View School

Additional Educational Needs Provision

## Stage 2 English

Name	
Class	



The Tale of Peter Rabbit	The World Around Me	Nursery Rhymes	At the Beach	The Owl Who Was Afraid of the Dark	Author Study: Julia Donaldson
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## Stage 2 English Keywords

door floor poor because find kind mind  
hind child children wild climb most only  
both old cold gold hold told ever everybody  
even great break pretty beautiful after fast last  
past father class grass pass plant path bath  
hour move prove improve sure sugar eye could  
should would who whole any many clothes busy  
people water again half money Mr Mrs



This year you will be learning about...

Autumn Term 1	<b>Reading &amp; Writing Fiction: Traditional Tales</b> <i>N.C Links:</i> Increase their familiarity with a wide range of book including fairy stories, myths and legends, retelling some of these orally.
Autumn Term 2	<b>Reading &amp; Writing Non-Fiction: Frozen Planet</b> <i>N.C Links:</i> Retrieve and record information from non-fiction.
Spring Term 1	<b>Reading &amp; Writing Fiction: On The Farm</b> <i>N.C links:</i> Predict what might happen from details stated and implied.
Spring Term 2	<b>Reading &amp; Writing Non-Fiction: On Holiday</b> <i>N.C Links:</i> Begin to identify how language, structure and presentation contribute to meaning
Summer Term 1	<b>Reading for Meaning: Extracts from Horrid Henry</b> <i>N.C Links:</i> Draw inferences around a character’s feelings, thoughts, and motives based on their actions, and justify this with evidence.
Summer Term 2	<b>Reading for Meaning: A.A Milne Author Study</b> <i>N.C Links:</i> Recognise some different form of poetry.



Key command words

- Define**  
Give the precise meaning of a word.
- Identify**  
Pick something out.
- Describe**  
Give a detailed account of.
- Explain**  
To give reasons for why something is the way it is.
- Compare**  
Identify similarities or differences .
- Plan**  
Working out the details before you write!
- Draft**  
A first version, which we should make changes to.
- Infer**  
To make a well informed guess about something.
- Apply**  
To use what you have learned in our own work.

Key Skills

Reading

- ⇒ Apply their growing knowledge of root words, prefixes, and suffixes, both to read aloud and to understand the meaning of new words
- ⇒ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books, or textbooks.
- ⇒ Read books that are structured in different ways, and read for a range of purposes.
- ⇒ Identifying themes and convention in a wide range of books.
- ⇒ Recognise some different form of poetry.
- ⇒ Retrieve and record information from non-fiction.
- ⇒ Draw inferences around a character’s feelings, thoughts, and motives based on their actions, and justify this with evidence.
- ⇒ Predict what might happen from details stated and implied.
- ⇒ Begin to identify how language, structure and presentation contribute to meaning.



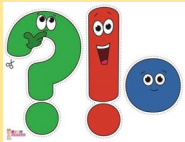
Writing and Handwriting

- ⇒ Spell further homophones, and frequently miss-spelt words.
- ⇒ Accurately place the possessive apostrophe in words with irregular plurals
- ⇒ check the meaning of work in the dictionary using the first two/ three letters
- ⇒ Write simple dictated sentences from memory
- ⇒ Read their own writing aloud to a group or the whole class, using appropriate tone, intonation, and volume to make meaning clear
- ⇒ Plan, draft, and write effectively and for a range of purposes
- ⇒ Evaluate and edit their own and other’s work.
- ⇒ Increase legibility and consistency of their handwriting



Spelling, Punctuation & Grammar

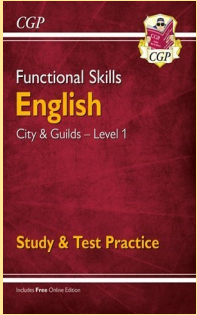
- ⇒ Extend the range of sentences with more than one clause by a wide range of conjunctions
- ⇒ Choose nouns or pronouns appropriately for clarity and cohesion
- ⇒ Use conjunctions, adverbs and prepositions to express time and cause.
- ⇒ Start to use fronted adverbials, using commas afterwards



Hope View School

Additional Educational Needs Provision

Name		<b>Functional Skills</b>  <b>English</b>  Level 1 & 2
Class		



<b>Term 1</b> <b>Real Life Issues</b>  Speaking,  Listening &  Communication	<b>Term 2</b> <b>Transport</b>  Reading & Writing Non-Fiction	<b>Term 3</b> <b>The world of Work</b>  Reading & Writing for T.A.P	<b>Term 4</b> <b>Our Local Area</b>  Reading for Meaning	<b>Term 5</b> <b>Future Goals</b>  Writing for Meaning	<b>Term 6</b> <b>Practice</b>  Papers & Exam Period
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This year you will be starting your English Functional Skills...

<b>Paper 1- Reading</b>  <b>33.3%</b>	<i>You will be given <b>three sources</b>, and need to answer questions about them in sections A, B, and C.</i> <ul style="list-style-type: none"><li><b>Level 1 &amp; 2:</b> Information retrieval , summarising, comparing, and identify language devices.</li></ul>
<b>Paper 2 - Writing</b>  <b>33.3%</b>	<i>You will be asked to respond to <b>two</b> different non-fiction texts, which could take the form of a: letter, blog/ website post, articles review, or email.</i> <ul style="list-style-type: none"><li><b>Level 1–</b> word count up to 120 words</li><li><b>Level 2–</b> word count up to 150 words</li></ul>
<b>Speaking, Listening &amp; Communication</b>  <b>33.3%</b>	<i>A spoken presentation on a topic. The assessment is ten minutes long: 3 minutes presenting, followed by 7 minutes question and answer.</i> <ul style="list-style-type: none"><li><b>Level 1:</b> My idea for a new school club</li><li><b>Level 2:</b> Is Autism a Barrier to a Successful Career?</li></ul>





Autumn Term 1	<b>Real Life Issues : Speaking, Listening &amp; Communication</b> You will produce and record your Speaking & Listening assessment, which forms 1/3 of your overall mark.
Autumn Term 2	<b>Transport: Reading &amp; Writing Non-Fiction</b> You will be asked to complete a range of writing tasks asked on the topic including: emails, letters, posters, post cards, reviews, blog posts, reports, and articles.
Spring Term 1	<b>The world of Work: Reading &amp; Writing for T.A.P</b> You will be identifying type, audience, and purpose of a range of non-fiction texts, under the topic, and creating your own!
Spring Term 2	<b>Our Local Area: Reading for Meaning</b> You will complete a range exam-style reading tasks and become very familiar with the features, tone, vocabulary, and SPaG required to score well in the reading paper.
Summer Term 1	<b>Future Goals: Writing for Meaning</b> You will complete a range exam-style written tasks and become very familiar with the features, tone, vocabulary, and SPaG required to score well in the writing paper.
Summer Term 2	<b>Term 6: Practice Papers &amp; Exam Period</b> You will have the opportunity to practice exam-style questions for each paper before the real exams!

## Key Skills

Information retrieval      Dictionary skills      SPaG

### Reading & Writing for Meaning

### Identifying Type, Audience & Purpose

Writing to:

Persuade, Describe, Inform, Explain,  
Compare & Summarise

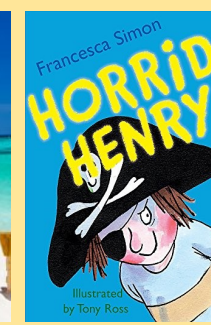
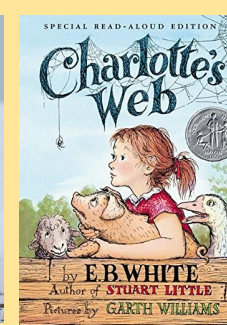
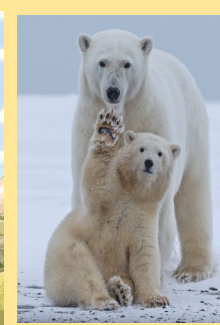
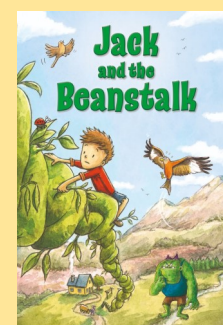


Hope View School

Additional Educational Needs Provision

### Stage 3 English

<b>Name</b>	
<b>Class</b>	



<b>Traditional Tales</b>	<b>Frozen Planet</b>	<b>On the Farm</b>	<b>On Holiday</b>	<b>Extracts from Horrid Henry</b>	<b>Author Study: A.A Milne</b>
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### Stage 3 English Keywords

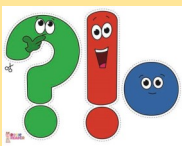
accident   actual   address   answer   appear   arrive   believe   bicycle  
breath   breathe   build   busy   calendar   caught   centre  
circle   early   earth   complete   consider   continue   decide   describe  
different   difficult   disappear   eight   enough   exercise   experience  
extreme   famous   favourite   February   forward   fruit  
group   guard   guide   heard   heart   height   history   imagine  
important   interest   island   knowledge   learn   length   library  
material   mention   minute   natural   notice   occasion   often  
opposite   ordinary   particular   perhaps   popular   possible   potatoes  
probably   promise   purpose   question   recent   regular   remember  
sentence   straight   strange   strength   suppose   surprise   therefore  
though   thought   through   weight   woman



<b>Autumn Term 1</b>	<p><b>Reading &amp; Writing Fiction: Dangerous Dragons</b></p> <p><i>N.C Links:</i> Participate in discussion about both books they hear, and those read independently, respecting turn-taking rights.</p>
<b>Autumn Term 2</b>	<p><b>Reading and Writing non-fiction: Animal Magic</b></p> <p><i>N.C Links:</i> Retrieve and record information from non-fiction. Use simple organisational devices such as: headings.</p>
<b>Spring Term 1</b>	<p><b>Reading &amp; Writing Fiction: Stories &amp; Poems from Different Cultures</b></p> <p><i>N.C links:</i> Preparing poems and play scripts to read aloud showing understanding through intonation, tone, volume and action.</p>
<b>Spring Term 2</b>	<p><b>Reading &amp; Writing Non-Fiction: Dragon's Den</b></p> <p><i>N.C Links:</i> Identifying how language, structure, and presentation contribute to meaning.</p>
<b>Summer Term 1</b>	<p><b>Reading for Meaning: David Walliams Author Study</b></p> <p><i>N.C Links:</i> Identifying themes and conventions in a wide range of books.</p>
<b>Summer Term 2</b>	<p><b>Reading for Meaning: Where in the World?</b></p> <p><i>N.C Links:</i> Discussing their understanding, and explaining the meaning of words and content in context.</p>

To use what you have learned  
in you own work.

⇒ Using and punctuate direct speech



*Hope View School*

		<h1>Hope View School</h1>		<b>GCSE English Language</b>	
<b>Name</b>				<b>Miss Kayleigh</b>	
<b>Class</b>					
					
					
<b>Term 1</b> Controversial Topics Spoken Language Endorsement		<b>Term 2</b> A Christmas Carol by Charles Dickens Paper 1		<b>Term 3</b> War & Conflict Poetry Paper 1 & 2	
<b>Term 4</b> Non-fiction & Literary non-fiction Paper 2		<b>Term 5</b> Animal Farm by George Orwell Paper 1 & 2		<b>Term 6</b> Unseen Prose: Story Openings Paper 1	
					
					
<b>Term 1</b> Face by Benjamin Zephaniah Paper 1		<b>Term 2</b> Unseen Non-fiction & Literary non-fiction extracts Paper 2		<b>Term 3</b> Unseen Prose: Story Openings Paper 1	
<b>Term 4</b> Targeted Revision Paper 1		<b>Term 5</b> Targeted Revision Paper 2		<b>Term 6</b> Targeted revision & Exam Period	

*This year you will be starting your GCSE English Language...*

<p><b>Paper 1</b></p> <p><b>Explorations in Creative Reading &amp; Writing</b></p> <p><b>80 Marks– 50% of GCSE</b></p>	<p><u><b>Section A– 4 questions– 40 marks total</b></u></p> <p><b>Q1: 4 marks</b>– Identify details from the source. <b>Q2: 8 marks</b>– Language analysis of one section of the source. <b>Q3: 8 marks</b>– Analyse the structure of the source. <b>Q4: 20 marks:</b> To what extent do you agree/ disagree with a statement.</p> <p><u><b>Section B 1 question– 40 marks</b></u></p> <p>Extended descriptive or narrative writing based on an image.</p>
<p><b>Paper 2</b></p> <p><b>Writers’ Viewpoints &amp; Perspectives</b></p> <p><b>80 Marks– 50% of GCSE</b></p>	<p><u><b>Section A– 4 questions– 40 marks total</b></u></p> <p><b>Q1: 4 marks</b>– Identify facts. <b>Q2: 8 marks</b>- summarise similarities and differences, comparing as you go. <b>Q3: 12 marks</b>- language analysis of one source. <b>Q4: 16 marks:</b> comparing perspectives of the authors.</p> <p><u><b>Section B- 1 question– 40 marks</b></u></p> <p>You will need to argue for or against a topic given to you in the paper.</p>
<p><b>Spoken Language Endorsement</b></p>	<p>A spoken presentation on a specific topic. The assessment should be ten minutes: 3 minutes presenting, followed by 7 minutes question and answer.</p>





## Year 1...

Autumn Term 1	<b>Spoken Language &amp; Presenting Viewpoints (NAE &amp; Paper 2): Controversial Topics</b>  <i><b>Assessment Objectives:</b> Giving a presentation in a formal context [AO7]. Listen and respond appropriately to spoken language, including to questions and feedback on presentations [AO8]. Use spoken Standard English effectively in speeches and presentations [AO9].</i>
Autumn Term 2	<b>Reading for Meaning (Paper 1): <i>A Christmas Carol</i> by Charles Dickens</b>  <i><b>Assessment Objectives:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers [AO1]. select and synthesise evidence from different texts. [AO2] Evaluate texts critically [AO4]</i>
Spring Term 1	<b>Reading &amp; Writing for Meaning (Paper 1 &amp; 2): War &amp; Conflict Poetry</b>  <i><b>Assessment Objectives:</b> AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. [AO5] Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation [AO6].</i>
Spring Term 2	<b>Non-Fiction &amp; Literary Non-Fiction Extracts (Paper 2): Change My Mind</b>  <i><b>Assessment Objectives:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references [AO3].</i>
Summer Term 1	<b>Reading for Meaning &amp; Presenting Viewpoints (Paper 1 &amp; 2): <i>Animal Farm</i> by George Orwell</b>  <i><b>Assessment Objectives:</b> Evaluate texts critically and support this with appropriate textual references [AO4]. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views [AO2].</i>
Summer Term 2	<b>Exam Question Practice &amp; Peer Assessment- Paper 1 &amp; 2</b>  <i><b>Assessment Objectives:</b> AO1, AO2, AO3, AO4, AO5, AO6</i>

## Year 2...

Autumn Term 1	<b>Reading for Meaning (Paper 1): <i>Face</i> by Benjamin Zephaniah</b>  <i><b>Assessment Objectives:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers [AO1]. select and synthesise evidence from different texts. [AO2] Evaluate texts critically [AO4]</i>
Autumn Term 2	<b>Extracts from Non-Fiction &amp; Literary Non-Fiction (Paper 2): Argue &amp; Persuade</b>  <i><b>Assessment Objectives:</b> [AO3] Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references</i>
Spring Term 1	<b>Reading for Meaning &amp; Narrative Writing (Paper 1): Story Openings</b>  <i><b>Assessment Objectives:</b> AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. [AO5] Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation [AO6] Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers [AO1].</i>
Spring Term 2	<b>Targeted Revision- Paper 1 &amp; 2</b>  <i><b>Assessment Objectives:</b> AO1, AO2, AO3, AO4, AO5, AO6</i>
Summer Term 1	<b>Targeted Revision- Paper 1 &amp; 2</b>  <i><b>Assessment Objectives:</b> AO1, AO2, AO3, AO4, AO5, AO6</i>
Summer Term 2	<b>Targeted Revision &amp; Exam Period</b>

## Key Skills...

Identify	Discuss	Describe	Define	Compare	Persuade	
Summarise	Examine	Argue	Analyse	Synthesise	Evaluate	Justify



Hope View School

Additional Educational Needs Provision

## Stage 4 English

<b>Name</b>	
<b>Class</b>	



<b>Dangerous</b>	<b>Animal</b>	<b>Stories &amp; Poems</b>	<b>Dragon's</b>	<b>Author Study:</b>	<b>Where in the</b>
<b>Dragons</b>	<b>Magic</b>	<b>from many</b>	<b>Den</b>	<b>David Walliams</b>	<b>world?</b>
		<b>cultures</b>			

## Stage 4 English Keywords

accidentally actually address answer appear arrive believe bicycle breath  
breathe build business calendar caught centre century certain circle  
complete consider continue decide describe different difficult disappear  
early earth eight eighth enough exercise experience experiment extreme  
famous favourite February forward(s) fruit grammar group guard guide  
heard heart height history imagine increase important Interest island  
knowledge learn length library material medicine mention minute  
natural naughty notice occasion(ally) often opposite ordinary particular  
peculiar perhaps popular position possess(ion) possible potatoes  
pressure probably promise purpose quarter question recent regular  
reign remember sentence separate special straight strange  
strength suppose surprise therefore though although thought through  
various weight woman/ women



This year you will be learning about...



Autumn Term 1	<b>Reading &amp; Writing Non-Fiction: Explorers &amp; Adventurers</b> <i>N.C Links:</i> Identify and discuss themes and conventions in and across a wide range of writing.
Autumn Term 2	<b>Reading &amp; Writing Non-Fiction: The Art of Advertising</b> <i>N.C Links:</i> Identifying how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion.
Spring Term 1	<b>Reading &amp; Writing Fiction: The Natural World</b> <i>N.C links:</i> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction ,and reference books.
Spring Term 2	<b>Reading &amp; Writing Fiction: Fantasy Fiction</b> <i>N.C Links:</i> Identify and discuss themes and conventions in and across a wide range of writing
Summer Term 1	<b>Reading for Meaning: Detective Fiction</b> <i>N.C Links:</i> Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
Summer Term 2	<b>Reading for Meaning: Roald Dhal Author Study</b> <i>N.C Links:</i> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Key command words

Identify

Pick something out.

Describe

Give a detailed account of

Define

Give the precise meaning of a word.

Explain

To give reasons for why something is the way it is.

Compare

Identify similarities or differences .

Plan

Working out the details before you write!

Draft

A first version, which we should make changes to.

Infer

To make a well informed guess about something.

Apply

To use what you have learned in our own work.

Key Skills

Reading

- ⇒ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ⇒ Reading books that are structured in different ways and reading for a range of purposes.
- ⇒ Predict what might happen from details stated and implied.
- ⇒ Identify and discuss themes and conventions in and across a wide range of writing, making compassions within and across books.
- ⇒ Preparing poems and plays to read aloud and to perform, and learning a wider range of poetry by heart.
- ⇒ Discussing their understanding and exploring the meaning of words in context, distinguishing between statements of fact and opinion.
- ⇒ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- ⇒ Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- ⇒ Identifying how language, structure and presentation contribute to meaning.
- ⇒ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



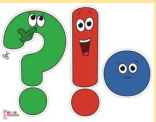
Writing and Handwriting

- ⇒ Plan their writing by identifying the audience for and purpose of the writing
- ⇒ In writing narratives, considering how authors have developed characters and settings in what pupils have read,
- ⇒ Draft and write by selecting appropriate grammar and vocabulary, using further organisational features.
- ⇒ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ⇒ Précising longer passages, using a wide range of devices to build cohesion
- ⇒ Ensuring the consistent and correct use of tense throughout a piece of writing
- ⇒ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



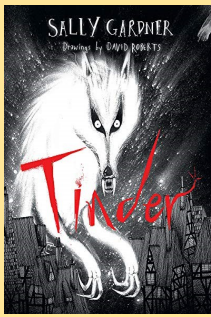
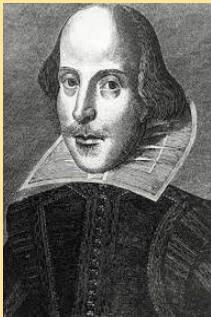
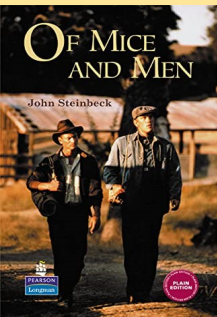
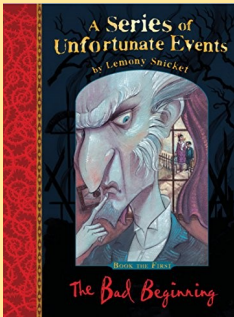
Spelling, Punctuation & Grammar

- ⇒ Use commas for clarity, and brackets, dashes, semi-colons, colons and hyphens to introduce lists or indicate parenthesis .
- ⇒ Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms,
- ⇒ Using the perfect form of verbs to mark relationships of time and cause.



Hope View School

Name		KS3 Transition English
Class		Miss Kayleigh



*The Bad Beginning*  
by  
Lemony Snicket

*Of Mice & Men*  
by  
John Steinbeck

*The Tempest*  
by  
William Shakespeare

Wild  
&  
Free

Significant  
People

*Tinder*  
by  
Sally Gardner

This year you will be learning...

Autumn Term 1	<b>Reading &amp; Writing Fiction: <i>The Bad Beginning</i> by Lemony Snicket</b> <i>N.C Links:</i> Making inferences and referring to evidence in the text. studying setting, plot, and characterisation, and the effects of these.
Autumn Term 2	<b>Reading for Meaning: <i>Of Mice and Men</i> by John Steinbeck</b> <i>N.C Links:</i> Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
Spring Term 1	<b>Reading for Meaning &amp; Spoken English: <i>The Tempest</i> by William Shakespeare</b> <i>N.C Links:</i> recognising a range of poetic conventions and understanding how these have been used. Studying setting, plot, and characteri- sation, and the effects of these.
Spring Term 2	<b>Reading &amp; Writing Non-Fiction: Wild &amp; Free</b> <i>N.C Links:</i> Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
Summer Term 1	<b>Reading &amp; Writing Non-Fiction: Significant People</b> <i>N.C Links:</i> Drawing on knowledge of literary and rhetorical devices from reading and listening, to enhance the impact of your writing.
Summer Term 2	<b>Reading &amp; Writing Fiction, Narrative Writing: <i>Tinder</i> by Sally Gardner</b> <i>N.C Links:</i> writing for a wide range of purposes and audiences, including stories, scripts, poetry, and other imaginative writing.

Keywords

Atmosphere mood misfortune connotation association narrative setting plot character  
effect language foreshadow metaphor pathetic fallacy simile  
alliteration imagery context passion argue debate persuade attention  
audience reader perspective viewpoint significant fact statistic opinion nature  
direct address rhythm rhyme couplets iambic pentameter Elizabethan suffrage  
franchise class system workhouse persecution genre symbolism contrast  
eery description technique analyse justify





*To be successful, you will need to consistently use P.E.E in your answers...*

*Example question: How does the writer use language to set the mood in chapter 1?*

**Point**



What are you trying to make to answer the question?  
Make your point clear.  
E.G: The writer uses language for effect, to set the mood in chapter 1.

**Evidence**



How do you know? Use an appropriate quote to back up/ prove your point.

E.G: The writer uses the “The sky’s gloomy face cried down onto mourners,” to show this.

**Explain**



Zoom into specific words in your evidence, and tell us in detail what effect this has on the reader.

E.G: The writer uses personification to emphasise how low and gloomy the mood is. The word ‘gloomy’ has connotations of darkness, and therefore low mood. Also the image of the sky ‘crying’ explicitly shows the reader that the scene is sombre and the mood negative.

**Key Command Words & Terms...**

**Identify**

Find or pick out information.

**Define**

Give the precise meaning of a word or term.

**Explain**

Break information down, and give reasons why something is the way it is.

**Debate**

Present different viewpoints and perspectives.

**Compare**

Identify similarities or differences.

**Analyse**

Examine something in detail to explain and understand it.

**Evaluate**

To judge the importance or quality of something, and it’s overall effect on the reader or text.

**Conclude**

Coming to a decision, or bringing something to a close.

**Inference**

What can you tell about what might happen, or a character’s mood/ situation based on the text.

**Tone**

Is the source/text emotional? Is it bias? Is it factual?

**Implicit information**

Clearly stated so there is no room for confusion or question

**Explicit information**

implied or suggested, but not clearly stated.

**Context**

The historical era, or circumstances that surround a text. It gives us clues to understand the text better.

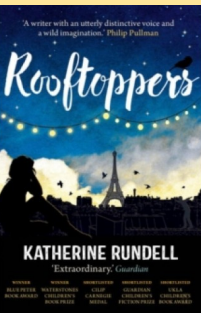
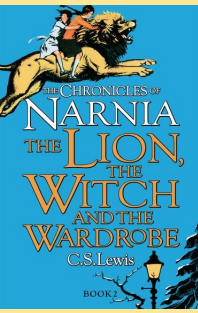
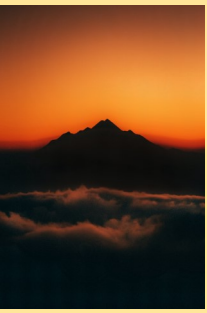
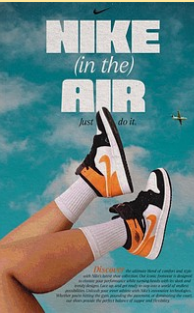
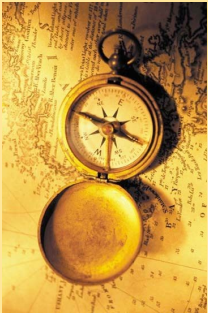


*Hope View School*

*Additional Educational Needs Provision*

**Stage 5 English**

<b>Name</b>	
<b>Class</b>	



<i>Explorers &amp; Adventurers</i>	<i>The Art of Advertising</i>	<i>The Natural World</i>	<i>Fantasy Fiction</i>	<i>Detective Fiction</i>	<i>Author Study: Roald Dahl</i>
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**Stage 5 English Keywords**

accommodate	accompany	according	achieve	aggressive	ancient	apparent
appreciate	attached	available	average	awkward	bruise	cemetery
Communicate	community	competition	conscience	conscious	correspond	
criticise (critic + ise)	curiosity	definite	desperate	determined	develop	
dictionary	disastrous	embarrass	environment	equip (–ped, –ment)	especially	
exaggerate	excellent	existence	explanation	familiar	foreign	forty
frequently	government	guarantee	harass	hindrance	identity	immediate(ly)
Individual	interfere	interrupt	language	leisure	lightning	marvellous
muscle	necessary	neighbour	occupy	occur	opportunity	persuade
prejudice	profession	programme	pronunciation	queue	recognise	
recommend	relevant	restaurant	rhyme	rhythm	sacrifice	secretary
shoulder	signature	soldier	stomach	sufficient	suggest	symbol
temperature	thorough	twelfth	variety	vegetable	vehicle	



This year you will be learning about...

Autumn Term 1	<b>Reading &amp; Writing Non-Fiction: Explorers &amp; Adventurers</b> <i>N.C Links:</i> Identify and discuss themes and conventions in and across a wide range of writing.
Autumn Term 2	<b>Reading &amp; Writing Non-Fiction: The Art of Advertising</b> <i>N.C Links:</i> Identifying how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion.
Spring Term 1	<b>Reading &amp; Writing Fiction: The Natural World</b> <i>N.C links:</i> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction ,and reference books.
Spring Term 2	<b>Reading &amp; Writing Fiction: Fantasy Fiction</b> <i>N.C Links:</i> Identify and discuss themes and conventions in and across a wide range of writing
Summer Term 1	<b><i>Reading for Meaning: A Trip to the Rainforest</i></b> <i>N.C Links:</i> Identifying how language, structure and presentation contribute to meaning.
Summer Term 2	<b>Reading for Meaning: Space &amp; The Universe</b> <i>N.C Links:</i> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

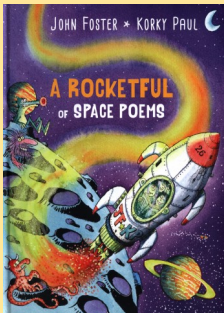
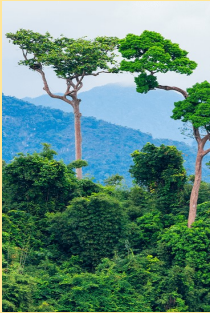
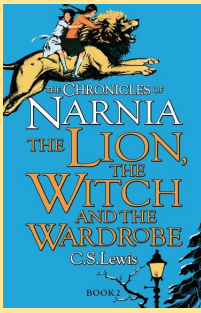
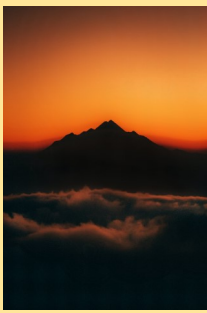
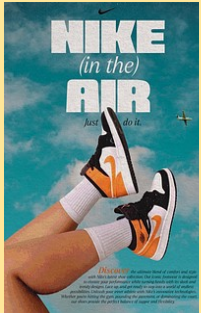
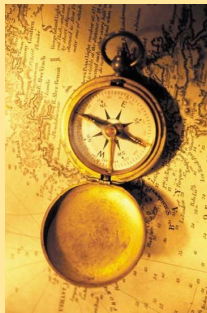


Hope View School

Additional Educational Needs Provision

Stage 6 English

Name	
Class	



Explorers & Adventurers	The Art of Advertising	The Natural World	Fantasy Fiction	A Trip to the Rainforest	Space & The Universe Poetry
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Key command words

Identify

Pick something out.

Describe

Give a detailed account of

Define

Give the precise meaning of a word.

Explain

To give reasons for why something is the way it is.

Compare

Identify similarities or differences .

Plan

Working out the details before you write!

Draft

A first version, which we should make changes to.

Infer

To make a well informed guess about something.

Apply

To use what you have learned in our own work.

Key Skills

Reading

⇒ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

⇒ Reading books that are structured in different ways and reading for a range of purposes.

⇒ Predict what might happen from details stated and implied.

⇒ Identify and discuss themes and conventions in and across a wide range of writing, making compassions within and across books.

⇒ Preparing poems and plays to read aloud and to perform, and learning a wider range of poetry by heart.

⇒ Discussing their understanding and exploring the meaning of words in context, distinguishing between statements of fact and opinion.

⇒ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.

⇒ Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

⇒ Identifying how language, structure and presentation contribute to meaning.

⇒ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Writing and Handwriting

⇒ Plan their writing by identifying the audience for and purpose of the writing

⇒ In writing narratives, considering how authors have developed characters and settings in what pupils have read,

⇒ Draft and write by selecting appropriate grammar and vocabulary, using further organisational features.

⇒ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

⇒ Précising longer passages, using a wide range of devices to build cohesion

⇒ Ensuring the consistent and correct use of tense throughout a piece of writing

⇒ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling, Punctuation & Grammar

⇒ Use commas for clarity, and brackets, dashes, semi-colons, colons and hyphens to introduce lists or indicate parenthesis .

⇒ Recognise vocabulary and structures that are appropriate for formal speech and writing, including sub-junctive forms,

⇒ Using the perfect form of verbs to mark relationships of time and cause.

Stage 6 English Keywords							
accommodate	accompany	according	achieve	aggressive	amateur	ancient	
apparent	appreciate	attached	available	average	awkward	bargain	bruise
category	cemetery	committee	communicate	community	competition	conscience	
conscious	controversy	convenience	correspond	criticise (critic + ise)	curiosity		
definite	desperate	determined	develop	dictionary	disastrous	embarrass	
environment	equip (–ped, –ment)	especially	exaggerate	excellent	existence		
Explanation	familiar	foreign	forty	frequently	government	guarantee	harass
hindrance	identity	immediate(ly)	individual	interfere	interrupt	language	
leisure	lightning	marvellous	mischievous	muscle	necessary	neighbour	nuisance
occupy	occur	opportunity	parliament	persuade	physical	Prejudice	
privilege	profession	programme	pronunciation	queue	recognise		
recommend	relevant	restaurant	rhyme	rhythm	sacrifice	secretary	
shoulder	signature	sincere(ly)	soldier	stomach	sufficient	suggest	symbol
system	temperature	thorough	twelfth	variety	vegetable	vehicle	yacht