

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Themes</b>		HOME AND SCHOOL AND COMMUNITY	FESTIVALS	LOOKING AFTER OUR WORLD	TRAVEL AND TRANSPORT	WORLD OF WORK	LEISURE TIME
<b>YEAR 7 &amp; YEAR 8 LOWER SCHOOL</b>	<b>Lower theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Write and discuss 'All About Me'</li> <li>➤ Read, write, discuss My Family</li> <li>➤ Discussing rules in school</li> <li>➤ Through poetry discuss how you make others feel</li> </ul>	<ul style="list-style-type: none"> <li>➤ Following instructions</li> <li>➤ Read and discuss stories from other cultures (i.e. Diwali and Day of the Dead)</li> <li>➤ Engage with Christmas poetry and songs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore environments through poetry (i.e. rainforest, ocean)</li> <li>➤ Writing persuasive phrases (i.e. I want, I would like...)</li> <li>➤ Engage with stories around environmental conservation (i.e save the animals)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform slam poetry (rhythm of the train)</li> <li>➤ Write a report on desirable destinations</li> <li>➤ Read, write, and discuss stories about places I have never seen</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a letter or email</li> <li>➤ Perform a sensory story/script based on a workplace</li> <li>➤ Read and engage with poetry around animals during World War 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage with informational text</li> <li>➤ Reading and discussing my favourite story</li> <li>➤ Engaging in song writing leading to a performance</li> </ul>
	<b>Higher theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Write autobiographies</li> <li>➤ Read stories about families</li> <li>➤ Discuss rules and commands in school</li> <li>➤ Through poetry discuss how affect those around you</li> </ul>	<ul style="list-style-type: none"> <li>➤ Following and creating instructions (based on Hanukkah)</li> <li>➤ Read and discuss stories from other cultures (i.e. Diwali and Day of the Dead)</li> <li>➤ Engage with Christmas poetry and songs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore environments through poetry (i.e. rainforest, ocean)</li> <li>➤ Persuasive writing (i.e. Greenpeace, WWF)</li> <li>➤ Engage with stories around environmental conservation (i.e. endangered species)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform slam poetry (rhythm of the train)</li> <li>➤ Write non-chronological reports/blogs/travel writing</li> <li>➤ Read, write, and discuss stories about faraway places</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage in formal writing (i.e. job application)</li> <li>➤ Write and perform a story/script based on a workplace</li> <li>➤ Read and engage with poetry around World War 1</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage with informational text</li> <li>➤ Create a story based on your favourite book</li> <li>➤ Engaging in song writing leading to a performance</li> </ul>
<b>YEAR 9 &amp; YEAR 10 &amp; YEAR 11 UPPER SCHOOL- PREPARING FOR ADULTHOOD</b>	<b>Themes</b>	LOOKING AFTER MY FAMILY	MOVING OUT OF HOME	HOLIDAYS	EMOTIONAL & PHYSICAL WELLBEING	ENTERPRISE-WORKING IN A SHOP	GOING TO COLLEGE
	<b>Lower theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Identify who is in my family</li> <li>➤ recount how my family can help me through journaling</li> <li>➤ Read fictional stories about families</li> <li>➤ Engage and interact with poetry and songs about families</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss feelings about moving out of home through poetry</li> <li>➤ Read household labels, instructions and fictional stories about leaving home</li> <li>➤ Write instructions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss what you would take or need on holiday</li> <li>➤ Write a holiday brochure</li> <li>➤ Engage with fiction and non-fiction stories of holidays</li> <li>➤ Use poetry to write about holidays or special days out</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a report on what makes people feel happy and healthy</li> <li>➤ Explore feelings through stories that focus on emotions</li> <li>➤ Read, write, and discuss how I make people around me feel through poetry</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creating advertisements</li> <li>➤ Writing personal accounts of when you visited a shop</li> <li>➤ Creating a shop, including simple details</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exploring future options (i.e. college)</li> <li>➤ Reading stories on transition</li> <li>➤ Performance poetry on saying goodbye to friends, and hello to new experiences</li> </ul>

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9 & YEAR 10 & YEAR 11 UPPER SCHOOL- EXAMSFOR ADULTHOOD	<b>Higher theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Describe why my family is special</li> <li>➤ Write via journal entries what my family does for me and I for them</li> <li>➤ Read fictional stories about families and how they are different to mine</li> <li>➤ Read, discuss, create, and respond to poems and songs about families</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exploring and creating labels and instructions found around the home.</li> <li>➤ Write fictional stories about home</li> <li>➤ Discuss feelings and hopes about moving out of home through poetry</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a holiday brochure – including top tips and information</li> <li>➤ Read fiction and non-fiction stories of holidays</li> <li>➤ Use poetry to write about holidays or special days out, or places you would like to visit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a report on mental and physical fitness</li> <li>➤ Explore emotions through stories</li> <li>➤ Read, write, and discuss how I affect people around me through poetry</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creating advertisements through different means</li> <li>➤ Writing a detailed account of what happened when you visited a shop</li> <li>➤ Creating a shop, including complex details</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exploring future options (college applications, CVs)</li> <li>➤ Reading stories on transition</li> <li>➤ Performance poetry on saying goodbye to the past and welcoming the future</li> </ul>
	<b>No Theme</b>						
	<b>Lower learners can:</b>	<ul style="list-style-type: none"> <li>➤ Follow standardized instructions and communicate what I am being asked to do</li> <li>➤ Identify texts I enjoy, explain why, and write sentences to describe my favourite texts using correct punctuation</li> <li>➤ Identify functional signs around school and community, and create your own fictional signs</li> <li>➤ Create own instructions to complete a simple task, and follow instructions by peers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and discuss persuasive texts through posters and advertisements for films</li> <li>➤ Create a poster of your favourite film and describe it through writing</li> <li>➤ Present and record yourself describing your favourite film</li> <li>➤ Write a holiday brochure</li> <li>➤ Listen to a peer describe their favourite holiday, and be able to remember, summarise, and repeat the information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and discuss myths and legends</li> <li>➤ Write a myth</li> <li>➤ Create questions to ask characters in your myth</li> <li>➤ Read informational texts (i.e. Stonehenge)</li> <li>➤ Create a brochure/tourist poster about Stonehenge</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and discuss comic book structure and stories</li> <li>➤ Create a comic book/strip</li> <li>➤ Peer assess comic strips, giving constructive feedback</li> <li>➤ Write formal and informal letters to a specific person or organization</li> <li>➤ Write a college application form</li> </ul>	<p style="background-color: #6a329f; color: white; padding: 2px;"><b>Revision &amp; mock papers for Functional Skills exams</b></p> <ul style="list-style-type: none"> <li>➤ Revision of writing formats (formal, informal, diary entries, reports, reviews)</li> <li>➤ Communicate and present evidence-based opinions through debate</li> <li>➤ Spelling tests</li> <li>➤ Guided reading &amp; summarizing texts</li> <li>➤ Write an article reviewing the school year</li> </ul>	<p style="background-color: #6a329f; color: white; padding: 2px;"><b>Exams</b></p> <ul style="list-style-type: none"> <li>➤ Create a play and perform it.</li> </ul>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Higher learners can:</b>	<ul style="list-style-type: none"> <li>➤ Summarising and relaying relevant information (i.e. Ted Talk)</li> <li>➤ Communicate an argument</li> <li>➤ Identify texts I enjoy, explain why, and write sentences to describe my favourite texts using a range of punctuation</li> <li>➤ Read blogs and explain the main points.</li> <li>➤ Create my own blog post</li> <li>➤ Create a set of instructions for a children's board game</li> <li>➤ Follow instructions by a peer, reflecting, and making constructive changes and improvements</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read a variety of film reviews – does it change depending on the genre</li> <li>➤ Write a film review</li> <li>➤ Present and record yourself presenting a film review</li> <li>➤ Read a variety of travel blogs- does the language change for different destinations or audiences?</li> <li>➤ Write a holiday blog</li> <li>➤ Listen to a peer describe their favourite holiday, and be able to remember, summarise, and repeat the information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and discuss myths and legends</li> <li>➤ Create own story based on a myth or legend</li> <li>➤ Present an argument as to why you chose the myth you did</li> <li>➤ Read informational texts (i.e. Stonehenge)</li> <li>➤ Write a detailed report on Stonehenge which can be used by tourists who visit.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read a variety of formal and non-formal texts (comic books, articles)</li> <li>➤ Choose a medium to write a journalistic report on a subject of your choice</li> <li>➤ Present on a preference between written and spoken English in journalism</li> <li>➤ Write formal and informal letters to a specific person or organization</li> <li>➤ Write a college or apprenticeship application form, or a CV</li> </ul>	<p><b>Revision &amp; mock papers for Functional Skills exams</b></p> <ul style="list-style-type: none"> <li>➤ Revision of writing formats (formal, informal, diary entries, reports, reviews)</li> <li>➤ Communicate and present evidence-based opinions through debate</li> <li>➤ Spelling tests</li> <li>➤ Guided reading &amp; summarizing texts</li> <li>➤ Write an article reviewing the school year</li> </ul>	<p><b>Exams</b></p> <p>Create a play and perform it.</p>