

	Themes	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		HOME AND SCHOOL AND COMMUNITY	FESTIVALS	LOOKING AFTER OUR WORLD	TRAVEL AND TRANSPORT	WORLD OF WORK	LEISURE TIME
YEAR 7 & YEAR 8 LOWER SCHOOL	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Write and discuss 'All About Me' ➤ Read, write, discuss My Family ➤ Discussing rules in school ➤ Through poetry discuss how you make others feel 	<ul style="list-style-type: none"> ➤ Following instructions ➤ Read and discuss stories from other cultures (i.e. Diwali and Day of the Dead) ➤ Engage with Christmas poetry and songs 	<ul style="list-style-type: none"> ➤ Explore environments through poetry (i.e. rainforest, ocean) ➤ Writing persuasive phrases (i.e. I want, I would like...) ➤ Engage with stories around environmental conservation (i.e. save the animals) 	<ul style="list-style-type: none"> ➤ Perform slam poetry (rhythm of the train) ➤ Write a report on desirable destinations ➤ Read, write, and discuss stories about places I have never seen 	<ul style="list-style-type: none"> ➤ Write a letter or email ➤ Perform a sensory story/script based on a workplace ➤ Read and engage with poetry around animals during World War 1 	<ul style="list-style-type: none"> ➤ Engage with informational text ➤ Reading and discussing my favourite story ➤ Engaging in song writing leading to a performance
	Higher theme learners can:	<ul style="list-style-type: none"> ➤ Write autobiographies ➤ Read stories about families ➤ Discuss rules and commands in school ➤ Through poetry discuss how affect those around you 	<ul style="list-style-type: none"> ➤ Following and creating instructions (based on Hanukkah) ➤ Read and discuss stories from other cultures (i.e. Diwali and Day of the Dead) ➤ Engage with Christmas poetry and songs 	<ul style="list-style-type: none"> ➤ Explore environments through poetry (i.e. rainforest, ocean) ➤ Persuasive writing (i.e. Greenpeace, WWF) ➤ Engage with stories around environmental conservation (i.e. endangered species) 	<ul style="list-style-type: none"> ➤ Perform slam poetry (rhythm of the train) ➤ Write non-chronological reports/blogs/travel writing ➤ Read, write, and discuss stories about faraway places 	<ul style="list-style-type: none"> ➤ Engage in formal writing (i.e. job application) ➤ Write and perform a story/script based on a workplace ➤ Read and engage with poetry around World War 1 	<ul style="list-style-type: none"> ➤ Engage with informational text ➤ Create a story based on your favourite book ➤ Engaging in song writing leading to a performance
YEAR 9 & YEAR 10 UPPER SCHOOL	Themes	LOOKING AFTER MY FAMILY	MOVING OUT OF HOME	HOLIDAYS	EMOTIONAL & PHYSICAL WELLBEING	ENTERPRISE-WORKING IN A SHOP	GOING TO COLLEGE

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Identify who is in my family ➤ recount how my family can help me through journaling ➤ Read fictional stories about families ➤ Engage and interact with poetry and songs about families 	<ul style="list-style-type: none"> ➤ Discuss feelings about moving out of home through poetry ➤ Read household labels, instructions and fictional stories about leaving home ➤ Write instructions 	<ul style="list-style-type: none"> ➤ Discuss what you would take or need on holiday ➤ Write a holiday brochure ➤ Engage with fiction and non-fiction stories of holidays ➤ Use poetry to write about holidays or special days out 	<ul style="list-style-type: none"> ➤ Write a report on what makes people feel happy and healthy ➤ Explore feelings through stories that focus on emotions ➤ Read, write, and discuss how I make people around me feel through poetry 	<ul style="list-style-type: none"> ➤ Creating advertisements ➤ Writing personal accounts of when you visited a shop ➤ Creating a shop, including simple details 	<ul style="list-style-type: none"> ➤ Exploring future options (i.e. college) ➤ Reading stories on transition ➤ Performance poetry on saying goodbye to friends, and hello to new experiences
	Higher theme learners can:	<ul style="list-style-type: none"> ➤ Describe why my family is special ➤ Write via journal entries what my family does for me and I for them ➤ Read fictional stories about families and how they are different to mine ➤ Read, discuss, create, and respond to poems and songs about families 	<ul style="list-style-type: none"> ➤ Exploring and creating labels and instructions found around the home. ➤ Write fictional stories about home ➤ Discuss feelings and hopes about moving out of home through poetry 	<ul style="list-style-type: none"> ➤ Write a holiday brochure – including top tips and information ➤ Read fiction and non-fiction stories of holidays ➤ Use poetry to write about holidays or special days out, or places you would like to visit 	<ul style="list-style-type: none"> ➤ Write a report on mental and physical fitness ➤ Explore emotions through stories ➤ Read, write, and discuss how I affect people around me through poetry 	<ul style="list-style-type: none"> ➤ Creating advertisements through different means ➤ Writing a detailed account of what happened when you visited a shop ➤ Creating a shop, including complex details 	<ul style="list-style-type: none"> ➤ Exploring future options (college applications, CVs) ➤ Reading stories on transition ➤ Performance poetry on saying goodbye to the past and welcoming the future

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YEAR 9 UPPER SCHOOL - EXAMS	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Explore legends, fairy tales & folklore. ➤ Characters and setting: How does it affect stories? ➤ Plot Structure and themes: Beginning, middle and end ➤ Recognize character, setting, plot and theme. ➤ Invert a simplified fairy tale (e.g. hero turn villain, male lead to female lead) ➤ Introduction to writing your own British Legend or Fairy tale ➤ Write your legend/fairy tale ➤ Present your stories 	<ul style="list-style-type: none"> ➤ Introduction to non-fiction text and WW2 ➤ Historical context: The holocaust ➤ Diary Writing: Anne Frank ➤ Themes and Sentence structure ➤ Narrative perspective ➤ Research and plan historical non-fiction ➤ Writing historical non-fiction ➤ WW2 presentation 	<ul style="list-style-type: none"> ➤ Introduction to Poetry & Poet (Dahl, Duffy, and/or Zephania) ➤ Exploring rhyme and rhythm ➤ Understand imagery and descriptive language ➤ Explore characters and dialogue ➤ Poetic Devices: Identify alliterations and onomatopoeia ➤ Writing simple poetry ➤ Creating Visual Poetry ➤ Present favourite poems, created poems and visual poetry. 	<ul style="list-style-type: none"> ➤ Read and discuss comic book structure and stories ➤ Create a comic book/strip ➤ Peer assess comic strips, giving constructive feedback ➤ Write formal and informal letters to a specific person or organization ➤ Write a college application form 	Revision & mock papers for Functional Skills exams <ul style="list-style-type: none"> ➤ Revision of writing formats (formal, informal, diary entries, reports, reviews) ➤ Communicate and present evidence-based opinions through debate ➤ Spelling tests ➤ Guided reading & summarizing texts ➤ Write an article reviewing the school year 	Exams <ul style="list-style-type: none"> ➤ Create a play and perform it.
	Higher learners can:	<ul style="list-style-type: none"> ➤ Discuss what legends, fairy tales & folklore are. ➤ Character analysis and how setting contributes to the story. ➤ Identify common plot structure and themes. ➤ Analyse a legend or fairy tales using previous knowledge. ➤ Invert a fairy tale (e.g. from villains perspective, what if the protagonist was female) ➤ Plan and structure your own story: Focus on beginning ➤ Write your legend/fairy-tale ➤ Present your stories, give and receive feedback from peers. 	<ul style="list-style-type: none"> ➤ Introduction to non-fiction and WW2: Why are they connected? ➤ Exploring characters and historical context: The holocaust ➤ Diary Writing and Perspective: Anne Frank ➤ Analysing themes and sentence structure ➤ Narrative perspective and voice ➤ Read, research and plan historical non-fiction ➤ Writing historical non-fiction ➤ WW2 presentation and reflection 	<ul style="list-style-type: none"> ➤ To understand what poetry is and introduce Dahl/Duffy/Zaphania's famous works ➤ Identify rhymes and rhythm in poetry ➤ Understand and identify imagery and use descriptive language ➤ Understand how characters and dialogue are used in poetry ➤ Poetic Devices: Identify and use alliterations and onomatopoeia ➤ Writing poetry ➤ Combine art and poetry to create visual poetry ➤ Create a presentation/installation to present favourite poems. Own poems and visual poetry. 	<ul style="list-style-type: none"> ➤ Read a variety of formal and non-formal texts (comic books, articles) ➤ Choose a medium to write a journalistic report on a subject of your choice ➤ Present on a preference between written and spoken English in journalism ➤ Write formal and informal letters to a specific person or organization ➤ Write a college or apprenticeship application form, or a CV 	Revision & mock papers for Functional Skills exams <ul style="list-style-type: none"> ➤ Revision of writing formats (formal, informal, diary entries, reports, reviews) ➤ Communicate and present evidence-based opinions through debate ➤ Spelling tests ➤ Guided reading & summarizing texts ➤ Write an article reviewing the school year 	Exams <ul style="list-style-type: none"> ➤ Create a play and perform it.
	No Theme						

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	Lower learners can:	<ul style="list-style-type: none"> ➤ Follow standardized instructions and communicate what I am being asked to do ➤ Identify texts I enjoy, explain why, and write sentences to describe my favourite texts using correct punctuation ➤ Identify functional signs around school and community, and create your own fictional signs ➤ Create own instructions to complete a simple task, and follow instructions by peers 	<ul style="list-style-type: none"> ➤ Read and discuss persuasive texts through posters and advertisements for films ➤ Create a poster of your favourite film and describe it through writing ➤ Present and record yourself describing your favourite film ➤ Write a holiday brochure ➤ Listen to a peer describe their favourite holiday, and be able to remember, summarise, and repeat the information 	<ul style="list-style-type: none"> ➤ Read and discuss myths and legends ➤ Write a myth ➤ Create questions to ask characters in your myth ➤ Read informational texts (i.e. Stonehenge) ➤ Create a brochure/tourist poster about Stonehenge 	<ul style="list-style-type: none"> ➤ Read and discuss comic book structure and stories ➤ Create a comic book/strip ➤ Peer assess comic strips, giving constructive feedback ➤ Write formal and informal letters to a specific person or organization ➤ Write a college application form 	Revision & mock papers for Functional Skills exams <ul style="list-style-type: none"> ➤ Revision of writing formats (formal, informal, diary entries, reports, reviews) ➤ Communicate and present evidence-based opinions through debate ➤ Spelling tests ➤ Guided reading & summarizing texts ➤ Write an article reviewing the school year 	Exams <ul style="list-style-type: none"> ➤ Create a play and perform it.

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