

Wave Trust

English Curriculum

Our English curriculum is underpinned by our WAVE values:



Be positive: We have the highest expectations of what our pupils are capable of, no matter what their starting points, and no matter how many fresh starts. Through our Curriculum offer, we will strive to develop unique talents; build confidence; character, aspiration; attainment and at KS4, also qualifications. We aim to prepare pupils for their next steps, and life in modern Britain. **We believe every child can learn to read.**



Have empathy: We seek first to understand, then to be understood. Through our curriculum, we will develop empathetic learners who have an awareness, understanding and are considerate of themselves; their peers; our communities; as well as of the world around us all. Through the power of stories in each AP's English Curriculum, pupils are encouraged to consider issues from new perspectives and there is a body of educational research linking the study of story to the development of empathy. *"In reading, you get to feel things, visit places and worlds you would never otherwise know. You learn that everyone else out there is a me, as well."* N. Gaiman.



Show respect: Our curriculum will support of students to respect themselves, each other and teach an understanding and awareness of diversity. In English, teachers carefully select texts to ensure pupils see themselves and diverse worlds through 'windows' and 'mirrors'.



Work as one team: Our curriculum gives our students opportunities to work collectively together, through opportunities to talk, listen, and create. We will draw on every opportunity for learning, both planned and unplanned, to develop pupils' ability to reflect, engage and relate positively to one another. In English, through our small classes, and planned opportunities to discuss and debate issues, as well as present viewpoints and listen and respond, we



Be inclusive: We will strive to ensure our curriculum is accessible and meets the needs of all our learners. Not one size fits all, but skilfully adapted to meet individual need and SEND/SEMH need. Through careful assessment and small group teaching, teachers adapt the curriculum without lowering expectations.

As well as the above, our 'Golden threads' underpinning the development of spoken language, reading and writing throughout all phases are below:

We aim to support pupils to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- increasingly at Secondary, appreciate our rich and varied literary heritage through a book based approach throughout all phases
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; pupils will be supported to be able to elaborate and explain clearly their understanding and ideas
- to be increasingly competent in the arts of speaking and listening, knowing how to argue and explain and put across a point of view,
- Reengage pupils with English, particularly where older pupils may be struggling with reading and accessing the curriculum in joining us at AP

English Intent Statement

Our English Curriculum from Key Stage 1 through to Key Stage 4 aims to reengage pupils, move them forward from their starting points, so as to be able to more effectively reintegrate and access the curriculum, whether returning to mainstream, specialist placement, or as lifelong readers and communicators in post 16 destinations. Central to our core, our curriculum is underpinned by the three pillars of reading, writing and spoken language, and developing the latter being particularly important within our SEMH context, and our small group settings. In AP, we know that many of our pupils may have experienced difficulty with reading and literacy, and our mission is to forensically seek and understand the gaps in learning, in order to bridge them effectively. As such, our curriculum structure places various emphasis on different curriculum goals as pupils gain expertise*. We aim to inspire an appreciation of story at the heart of our English curriculum, with daily story time and opportunity for reading. Through books, we not only celebrate our rich and varied literary heritage but enable pupils to learn about diverse experiences and other cultures. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire and support pupils to be confident talkers, speakers and listeners; to be able to ask questions and to use discussion to communicate and further their learning in all areas of the curriculum. We aim to close the language gap where it exists, and build pupil's vocabulary and confidence with using and choosing words, so that pupils have the tools they need to communicate in the world. Ultimately that they can read, write and speak....to understand, and to be understood. As capable readers, writers and speakers...to connect and to belong.

*Ofsted Subject Report 2022

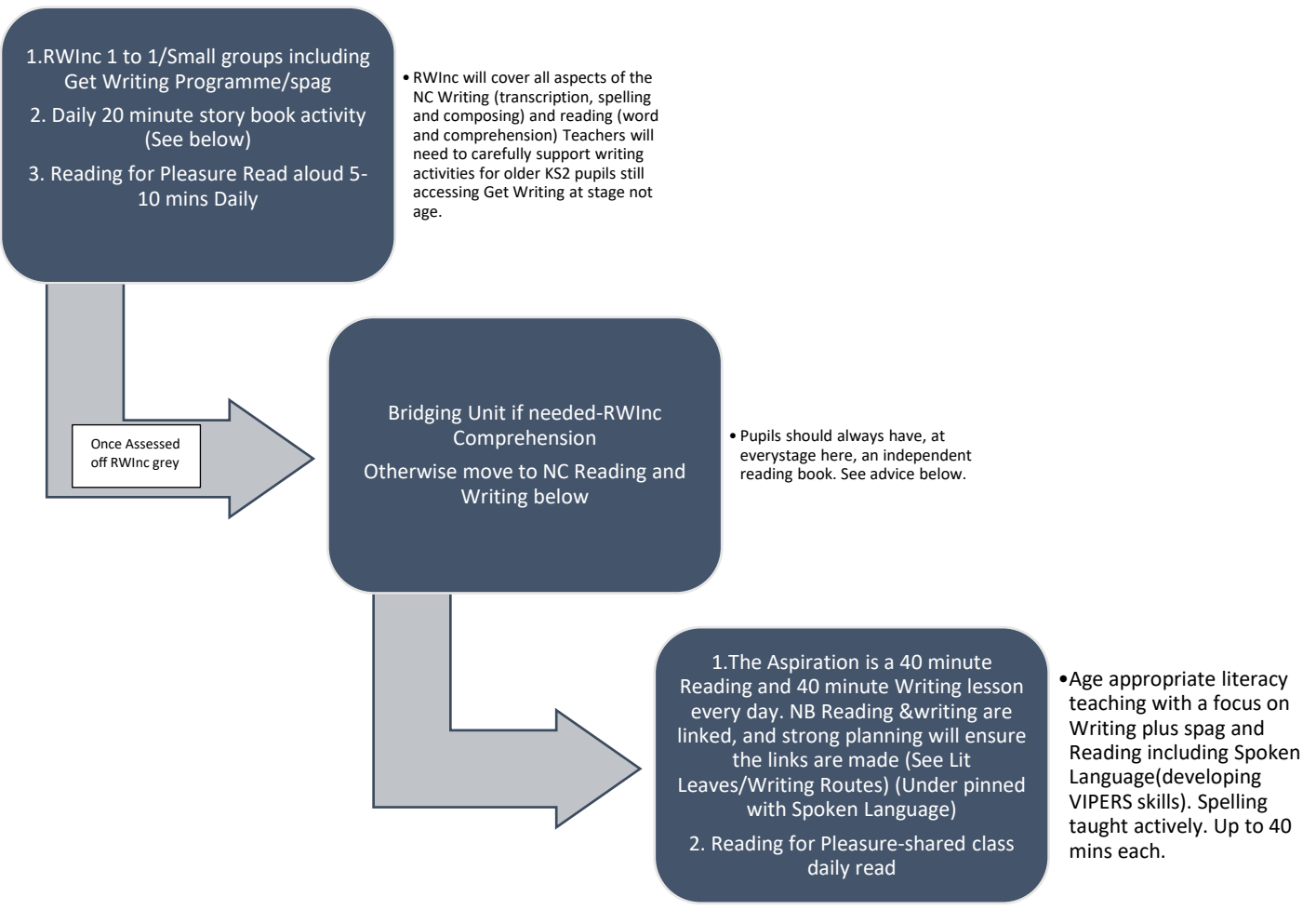
Primary English Curriculum

Trust schools follow the Read Write Inc Phonics and Get Writing curriculum. This provides the structure that can support teachers implement the National Curriculum effectively, and where pupils in our Academies often arrive in Alternative Provision working below Age Related Expectations, and at very different stages. TAs are highly trained using the Ruth Miskin Online Training portal, and Reading Leads support coaching and quality assurance so that all pupils can receive expert teaching according to their assessed stage.

As well as daily phonics, and Get Writing to support spelling, punctuation and grammar, pupils' talk and language is developed through Book rich taught sequences. Here pupils get to hear and discuss books, develop vocabulary and language, and their comprehension. This is particularly important all pupils, but for older pupils in Key Stage 2, where pupils may still need the support of the SSP but who need to hear stories and language above the level they can yet read for themselves. This book led and whole text approach enables pupils to be immersed in the world of story, and this planned Reading Spine is available for each Academy below.

Pupils are taught in discrete Reading and Writing Lessons as an approach that continues post SSP. Teachers will plan to move pupils forward in terms of the NC objectives, adapting sequences and closing gaps in spelling, punctuation and grammar. We also ask Reading Leads to ensure in every classroom there is a protected Reading for Pleasure opportunity. More details on each Academy's Primary English curriculum, including their Reading Spine, are in their own Academy section below.

English Primary Curriculum Implementation Model...



Secondary English Curriculum

Continuing from our core intent as set out at the beginning of this document, in Secondary, English will expose students to the full beauty of the English language, exploring a wide range of themes, genres and cultures to create a culturally rich, immersive learning experience. Our aim is to nurture effective communicators, readers, writers and thinkers. We strive to challenge our learners to think deeply, to develop rich subject knowledge and to master a firm foundation of literacy skills to enable them to become well-rounded citizens who will contribute effectively to the community and the wider world around them.

Key Stage 3

Implementation

Teachers plan schemes of work* which are based upon the non-negotiables below but also personalised to address the needs of the pupils that they are teaching. Teachers should build on the knowledge and skills that pupils have been taught at key stage 2. As per direct the National Curriculum. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice. Pupils need to hear language in texts they cannot yet read and in line with the intent above, no matter what starting point. That is why we have a class novel as part of the non-negotiable so there is story every day. For older pupils still in the early stages of learning to read, focus should be on supporting oral composition when writing responses to text, so that the explicit reading objectives of the national curriculum can be the focus including developing vocabulary, inference, prediction etc. In terms of developing writing, and in building automaticity and fluency, teachers will again carefully plan to support both transcription and composition so that progress and challenge are both effectively supported. For this reason, it is very important that English leads on the ground create planning around this Trust overview curriculum plan for Key Stage 3, and attend to both reading, writing and spoken language, being well informed of Key Stage 3 progression model and objectives, as well as Key Stage 3. There is a list of suggested texts and linked texts below, though planning around this sits with teachers.

Our core non-negotiables are that pupils will cover over 2 years for those who remain with us for that period of time:

Reading: Poetry; Literature from other cultures; whole class novels; speeches; extracts form a wide range of genres/fiction and non-fiction texts; Contemporary and 19th Century writing; the story of Shakespeare and extracts from plays; non-fiction in the form of blog, a diary, review, letter, speech, article, leaflet, advertisements, web pages. Per half term, there should be one book studied. Books will be carefully selected in line with intent above. Teachers will actively teach reading in terms of the reading National Curriculum Objectives, (reading critically etc, developing language) and cognisant of the KS2 National Objectives for reading for pupils working well below Age Related Expectations.

Writing: For a range of audiences and purposes including • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters. In planning, per half term, with approximately 21 guided learning hours for those taught 4 x a week, we aim for there to be at least 2 extended written tasks in teachers planning, with sequences towards these final outcomes, which encompass developing reading objectives.

Spoken Language: Spoken language should be taught and planned for so that pupils make progress with language as a central pillar of all English. Pupils should have opportunities to speak to inform, express a view, argue, persuade, ask questions, discuss, listen and respond, interact positively and confidently with peers and adults; social cues. Planning regarding this should be very explicit in KS3 teachers planning at Key Stage 3. We expect pupils to have opportunity to be taught and assessed formatively for spoken language in line with the NC objectives each half term

The English Advisory Lead will be able to advise you on books and planning. It is important you are able to explain why you have chosen the books that you have, why you have sequenced them in this way, and how knowledge builds for individuals through your planning, from an accurate assessment of their starting points.

*English Leads in Secondary choose their own Texts and are responsible for their own Schemes of Learning. For English Leads who need a full curriculum and associated planning, they are directed to the Quest Key Stage 3 Curriculum.

Key Stage 4

Pupils study for AQA English Language and AQA English Literature

English Leads in the 11 Trust schools will make decisions around which set texts, and the timings of unit delivery. Some Academies also run Functional Skills.

Beyond the syllabus, we actively teach reading, with reading for pleasure throughout the week, and Story Time-where teachers read aloud to pupils.

Fresh Start phonics is used for those pupils assessed as in need.

Pupils receiving the full core offer in centre in our Regional APAs receive English lessons daily where possible on the timetable, and at least 4 times where not. The small class provision is an intervention in itself and we are able to teach pupils at the point of writing.

Assessment in English

Baselining;

Primary: All pupils will be screened for phonics on entry, unless information from the referring school suggests otherwise in that they are assessed as off SSP, though staff will triangulate. Pupils in need will be placed on the appropriate part of the SSP.

Pupils Word reading is assessed through the Read Write In SSP and recorded half termly on the 'New in Blue' trackers. For pupils assessed as off the SSP programme, their progress will be monitored termly through the termly diagnostic NGRT.

Teachers should keep internal records of progress and assessment against NC objectives.

Pupils' entry for SATs is a decision to be reached with Principals

The Baseline in English at Secondary is determined by the first independent pieces of writing pupils complete, as well as broader reading comprehension. The teacher will set this at a time they deem appropriate and within first few weeks where possible.

Pupils Reading, Writing and Spoken Language is assessed regularly in Secondary and Primary through the use of Formative trackers which enable teachers to keep a detailed record of granular progress to inform planning. Teachers will also set practise tests and summative tests at appropriate times within their half termly units where necessary. Summative data linked to Leavel Descriptors are collected every term, and teachers will use a range of sources to support their awarding of a Level.

Primary and Secondary:

SENCoS lead on Dyslexia screening (including spelling screening) and SCLN screening where this is deemed necessary and advise from there on strategies to support further, and with involvement of the SALT.

Reading

Primary and Secondary Pupils will be screened on entry using NGRT in behaviour and Medical AP, and thereafter termly, unless reading at 125 SS plus. Glendinning use Star reader, not NGRT, due to the design of their curriculum/prior investment. Pupils post SSP will also be screened and progress assessed termly through NGRT.

Phonics and reading fluency can be screened through the Read Write Inc and Fresh Start SSP screening process where needed, and progress tracked within the scheme



English Curriculum at Caradon Academy.




At Caradon, English will expose students to the full beauty of the English language, through reading, writing, speaking and exploring a full range of texts and mediums. We want fluent and confident readers and communicators who can adapt as necessary to their audience.

In Primary, In Lower Key Stage 2, we strive to teach children to read effectively and through using the synthetic phonics programme, Read Write Inc. (RWI), we can support the children to learn the 44 common sounds, sight vocabulary, decoding and encoding words, as well as spelling and accurate letter formation. As part of our approach, children who require 'targeted' support, will receive 'fast track tutoring', which is delivered by a RWI trained member of staff on a 1:1 basis. Additionally, if needed, in upper KS2 we use also use 'Fresh Start', which provides support and interventions in line with the RWI approach at an age-appropriate level. For those children following our chosen SSP of Read Write Inc., they will also have 40 minutes each day where they will complete a range of writing activities such as composition, grammar and spelling activities within their individual get writing books for each of the Core Read Write Inc. Storybooks and selected Non-fiction books.

For those pupils not following the SSP of Read Write Inc. or Fresh Start Programme, we currently follow Literacy Tree curriculum. Our Literary Curriculum immerses children in a literary world, therefore creating strong levels of engagement to provide meaningful and authentic contexts for primary English. Through the incorporation of both the Literacy tree 'Writing roots' and 'Literacy Leaves', we can enable our children to become critical readers and acquire an authorial style as they encounter a wide range of significant authors and a variety of fiction, non-fiction and poetry. The primary literacy curriculum at Caradon provides complete coverage of all National Curriculum expectations for writing composition, reading comprehension, grammar, punctuation and vocabulary and all plans lead to purposeful application within a wide variety of written outcomes.



Primary Reading Spine for Writing Root:

	Autumn Term		Spring Term		Summer Term	
Lower Key Stage 2						
	<p><i>Magic and Wonder</i> Leon and the Place Between by Angela McAllister Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue</p> <p><i>Dreams and Curiosity</i> The BFG by Roald Dahl Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions</p>	<p><i>Disaster Hope and Healing</i> Escape from Pompeii Christina Balit Newspaper reports Setting descriptions, diaries, letters, thought bubbles</p> <p><i>Dreams and curiosity</i> The Tear Thief Carol Ann Duffy Letters of explanation Shared poems, persuasive posters, discussions</p>	<p><i>Magic and Wonder</i> The Heart and the Bottle Oliver Jeffers Own version 'dilemma' narratives Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue</p> <p><i>Confidence and caution</i> The Day I Swapped my Dad for Two Goldfish Neil Gaiman Own version narratives Thought bubbles, missing scenes, diaries</p>	<p><i>Confidence and Caution</i> Jim, A Cautionary Tale Hilaire Belloc Narrative poems Warning posters, warning announcements, alternative endings, performance poetry, letters of apology</p> <p><i>Dreams and curiosity</i> The Tin Forest Helen Ward Persuasive information leaflets Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions</p>	<p><i>Confidence and Caution</i> Our Tower Joseph Coelho Extended fantasy narratives Poems, setting descriptions, diary entries, dialogue, letters of thanks</p> <p><i>Mystery to Discovery</i> Flotsam David Wiesner Sequels (mystery narratives) Postcards, setting descriptions, nonchronological reports, message in a bottle letters</p>	<p><i>Overcoming adversity</i> Cloud Tea Monkeys Mal Peet & Elspeth Graham Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions</p> <p><i>Overcoming Diversity</i> Black Dog Levi Pinfold Own version 'suspense' narratives Postcards, dialogue, retellings, descriptions</p>
Upper Key Stage 2						

	<p>Beowulf – Michael Morpurgo Legends and Folklore Outcomes: Letter of advice, diary entry, dialogue, character and setting description, action scenes, obituary Main outcome: Own version legend or missing chapter</p> <p>The Sleeper and the Spindle – Neil Gaiman Legends and Folklore Outcomes: Warning poster, diary entry, dialogue, estate agent's description, character description, missing narrative Main outcome: Fairytale reworking (prequel or sequel)</p>	<p>The Tempest – William Shakespeare Power vs Principles Outcomes: Setting description, character descriptions /comparisons, diary entry, dialogue Main outcome: Playscript</p> <p>The Odyssey – Gillian Cross Power vs Principle Outcomes: Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement Main outcome: Epic adventure story</p>	<p>Anne Frank – Josephine Poole and Angela Barrat Lessons from history Outcomes: Letters, short descriptions, extended diary entries, obituary, optional opinion piece Main outcome: Newspaper article</p> <p>Robot Girl – Marjorie Blackman Power vs Principles Outcomes: Discussion, debate, dialogue, character comparisons, review Main outcome: Science-fiction narrative</p>	<p>The Island by Armin Greder Belonging and Equality Outcomes: Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation Main outcome: Narrative sequel from a different character's perspective</p> <p>The Man who walked between two towers by Mordcai Gerstein Ambition and Desire Outcomes: Fact file, journalistic writing, setting descriptions, letter of advice, persuasive speech Main outcome: Biography</p>	<p>Children of the Benin Kingdom – Dinah Orji Lessons from history Outcomes: Informal letter, contrasting diary entry, survival guide, eyewitness report, summary Main outcome: Non-chronological report</p> <p>Curiosity: The Story of Mars Rover by Markus Motum Mystery and Truth Outcomes: Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report Main outcome: Expanded explanation for a new rover</p>	<p>The Lost Thing - Shaun Tan Belonging and Equality Outcomes: Diary entries, formal letters, adverts, character and setting descriptions, non-chronological reports Main outcome: Own version fantasy narrative</p> <p>The Strange Case of Origami Yoda - Tom Angleberger Mystery and Truth Outcomes: Instructions, persuasion, recount (diary entry) Main outcome: Discussion text</p>
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More information regarding our approach to reading in Key Stage 2 at Caradon can be found within the reading subject specific area where our full KS2 Reading spine will also be obtainable.

At **Key stage 3**, students follow a broad and varied curriculum, embedding the key reading and writing skills. Engagement is a key aspect of Key Stage 3 which is why the texts are carefully selected; delivered by the English teacher, Hayley, and supported by the English teaching assistant, Rosie. We use a thematic approach which allows the students to explore fiction, non-fiction, poetry, speaking and listening every term through dynamic themes including Crime and Punishment, Power and Conflict, Environment and Expedition, Culture and Identity. Each half term the students have a class reader linked to the theme which encourages a love for reading whilst exposing them to rich vocabulary and developing their awareness of the world around them by exploring the connections between language, literacy and real life. Our aim is to reintegrate students back into mainstream and this is why the curriculum mirrors our local secondary schools. At Caradon, our students are exposed to some of the same texts such as Private Peaceful, Stone Cold and Ghost Boys to allow for a smooth transition in their next steps. At Caradon we have high expectations of our students, and we are proud of their achievements. We enter national competitions, such as the Young Writers competitions, which has allowed Caradon students' talents to be recognised, resulting in a number of our students now being published authors.

Once a week we also visit the local town library where students are encouraged to explore their passions and interests through books. By engaging with literature, they develop a deeper sense of self-awareness and emotional intelligence, enhancing their communication skills and nurturing a lifelong love for learning.

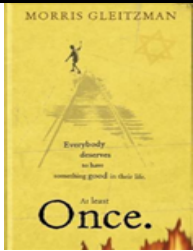
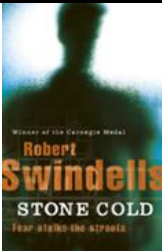


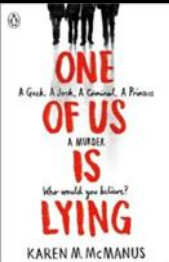
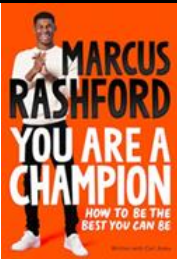
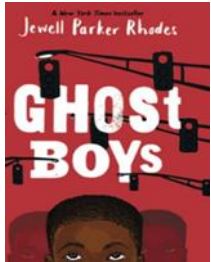
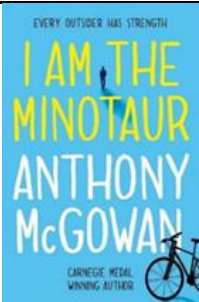

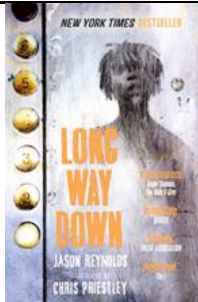
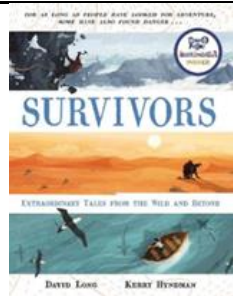
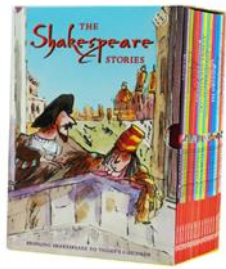
Assessment

All students within Caradon Academy are assessed on entry using rigorous and well-established programmes to inform us of their reading and spelling abilities through NGRT and SWST. The reliable data from these allows us to establish individualised interventions if necessary. When identified as a need, phonics intervention takes place 4 times a week, delivered by our fully trained English TA's and Primary teacher. Other interventions such as comprehension, spelling, handwriting is also delivered, creating a bespoke curriculum for each student. To further our insight of students on entry, they complete a baseline English task which allows the student to demonstrate their writing ability and the key reading skills of scanning, comprehension and inference. Again, this is used to establish if additional support is required.

Assessment for learning is evident in every lesson whether it be through low stake quizzes such as Kahoot or 5 a day starters; high order thinking questions; pair-share; traffic lights and RAG rated learning outcomes. Books are also marked regularly clearly indicating students' strengths and area for improvement. Students are then given directed improvement time to reflect on their learning.

A formative assessment tracker is used throughout the year, tracking the skills the students need to master. This in turn informs the termly summative data using the grade descriptors from the Wave Assessment framework. An assessment is carried out at the end of every half term: It's important to remember that English at GCSE is very different to the subject at KS3. Whereas GCSE literature requires students to learn specific texts, this is not necessarily the most effective approach to take at KS3. The texts studied at KS3 must be vehicles for important curricular concepts that will continue to matter in KS4.

Using medium term plans identify key subject terminology; what students should know; and what they should be able to do. In order to make it clear precisely what students do and don't know and what they can and can't do, the assessments are designed to only assess those things that students have been taught and given opportunities to practice.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1					
					
Students will use image stimuli to create descriptive pieces of writing, focussing on accurate punctuation and effective vocabulary. They will use Gleitzman's novel to model effective description.	Students will use the novel as a springboard for non-fiction writing such as letters and articles, considering how they can craft and manipulate language for purpose and audience.	Using Dahl's short stories to understand Freytag's pyramid, students will craft their own detective story, exploring how Dahl creates character and atmosphere through his language choices.	Students will analyse a range 19 th century fiction and non-fiction texts to explore the viewpoints of a range of eminent writers. Students then study persuasive methods and combine these elements to inform their own persuasive writing.	Students will use One of us is lying to explore the conventions of media, crafting their own playscript. Students then study persuasive methods and combine these elements to inform their own persuasive writing to advertise their playscript.	Students will analyse a range of speeches, including Barack Obama; Winston Churchill; Martin Luther King, to use as models for their own speech writing. Students will develop their understanding of the importance of audience, purpose and form concluding in delivering their speech.
Year 2					
					

Students will use themes from the novel to craft their own nonfiction writing for audience and purpose using appropriate vocabulary, structure and sentences forms.	Students will explore a range of poetry linked to culture and identity – developing understanding of poetic techniques and poet’s message. Students will have an opportunity to write their own identity poem and mirror another style of poem from another culture.	Students will use image stimuli to create descriptive pieces of writing, focussing on accurate punctuation and effective vocabulary. Morpugo’s novel will be used as a model for effective description of character and setting.	Students will look at how Reynolds creates character and atmosphere through his language and structure choices. Students will develop their creative writing skills with a focus on description and characterisation through the form of poetry and narrative writing.	Students will analyse a range of nonfiction travel writing texts to use as models for their own writing. Students will develop their understanding of the importance of audience, purpose and form.	Students will develop an understanding of the Elizabethan/Jacobean era as they read a range of Shakespeare’s shorts. The unit will culminate in a writing project chosen by each individual student with a focus on non-fiction writing.
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At **Key Stage 4**, students study GCSE English Literature, GCSE Language and Functional Skills, following the AQA syllabus.

Through GCSE English Language, students gain the knowledge, skills and understanding to explain, evaluate and analyse how writers use language and structure to achieve effect and influence readers. Students also learn how to craft their own imaginative and effective writing, adapting tone, style and register for different forms, purposes and audiences. Students learn the importance of editing and redrafting their work to ensure they use accurate and effective spelling, vocabulary, punctuation and sentence structures.

For GCSE English Literature, students study a range of forms of writing: poetry, plays and novels. These texts cover Shakespeare, Power and Conflict Poetry, 19th century novels and modern texts. The course encourages critical thinking by students; it encourages a love of reading and writing; it encourages analytical reading to identify themes, characterisation, plot devices and use of imagery. Students are taught the necessary technical language needed to analyse texts and poems and are encouraged to learn quotations, off by heart, to demonstrate confidence and knowledge. Exposure to classic and modern writing is intended to help students to become creative in themselves.

The Functional skills qualification is taught in year 10 to prepare students for GCSE English in year 11. The Functional Skills qualification teaches the students to communicate with confidence and independence and offers excellent preparation for not only their GCSE but employment and further education.

Assessment

Students experience exam conditions to help prepare them for their GCSE exams through mock exams in December and March. In December they are assessed on GCSE Language Paper 1, A Christmas Carol and An Inspector Calls. In March: GCSE Language Paper 2, Romeo and Juliet, Power and Conflict poetry and Unseen Poetry.

A formative assessment tracker is used throughout the year, tracking the skills the students need to master. This in turn informs the termly summative data using the grade descriptors from the Wave Assessment framework. An assessment is also completed at the end of every unit which is marked against the AQA mark scheme and awarded a GCSE grade. In addition, these assessments are then used to inform each student of their areas of strengths and areas of improvement.

Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
An Inspector Calls Lit AO1 Lit AO2 Lit AO3 Lit AO4	A Christmas Carol Lit AO1 Lit AO2 Lit AO3 Lit AO4	Poetry Lit AO1 Lit AO2 Lit AO3 Lit AO4	Romeo and Juliet Lit AO1 Lit AO2 Lit AO3 Lit AO4	Transactional Writing Lang AO5 Lang AO6	Creative Writing Spoken Language Lang AO5 Lang AO6 Lang AO7 Lang AO8 Lang AO9
Year 11					
An Inspector Calls Lit AO1 Lit AO2 Lit AO3 Lit AO4 Creative Writing Lang AO5 Lang AO6	A Christmas Carol Lit AO1 Lit AO2 Lit AO3 Lit AO4 Exploration in creative reading Lang AO1 Lang AO2 Lang AO4	Poetry Lit AO1 Lit AO2 Lit AO3 Lit AO4 Writers' viewpoints and perspectives Lang AO1 Lang AO2 Lang AO3	Romeo and Juliet Lit AO1 Lit AO2 Lit AO3 Lit AO4 Transactional writing Lang AO5 Lang AO6	Personalised Revision	

Primary and secondary students celebrate the subject together by collaborating on events such as World Book Day, World Poetry Day and National Story Telling Week. There is also a transition during the Summer term involving Key Stage 3 students introducing one of their texts to Key Stage 2 students through Talk for Writing. 'Reading buddies' is also a new scheme introduced where students from Secondary 'buddy' with a primary student during reading sessions to build a culture of reading across the academy.