



<b>Year Group: 9, 10, 11</b>	<b>T7, V1, V2, V3</b>	<b>Term 5</b>	<b>Teacher: O. Hoare</b>
<b>Subject: English</b>	<b>Cross Curricular links/lessons:</b>	<b>Pupil Asset Reading</b>	<b>Pupil Asset: writing</b>
<p><b>Prior Knowledge:</b> Writes in full sentences (Use full stops and capital letters in right place) Understand verbs/nouns/adjectives write in the past tense and present tense. How to write in the first person and third person How to use clicker 8/Microsoft Office programs Analytical reading and interpretation of a literary text. Critical thinking and discussion skills. Use of textual evidence to support ideas. Development of written and verbal communication skills.</p> <p><u>Comprehension</u></p> <ol style="list-style-type: none"> <li>Find information</li> <li>Show understanding</li> <li>Make inferences</li> <li>Communicate clearly</li> </ol>	<p>IT. Geography, History, Politics,</p> <hr/> <p><b>Resources</b></p> <p>Laptops Novel (abridged) / script/alternative novel Movie Powerpoints Quizzes Videos</p>	<p><b>Year 1:</b> Applies phonic knowledge and skills as the route to decode words. <b>Year 3:</b> Is beginning to draw inferences such as inferring characters' feelings, ' thoughts and motives from their actions, and (with support) justifying inferences with evidence <b>Year 4:</b> Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <b>Year 5:</b> Maintains positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks'</p>	<p><b>Year 1:</b> Sequences sentences to form short narratives. <b>Year 3:</b> In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives). <b>Year 4:</b> In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases). <b>Year 5:</b> Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</p>

Lesson	Topic	The Big Question	Resources
<b>Part 1</b>	Assessment AO1, AO2, AO3, AO4, AO5, AO6, AO7, AO8, AO9	What skills do I need to be successful with Step-Up?	Step-Up to GCSE papers Silver & Gold
<b>Part 2</b>	SPAG and comprehension AO1, AO5, AO6	What effects can isolation have on people?	Conventions of Gothic Horror Gothic horror: <a href="https://www.bbc.co.uk/programmes/p0bnm6hv">https://www.bbc.co.uk/programmes/p0bnm6hv</a> Odd one out activity
			<ul style="list-style-type: none"> <li>Spelling list 1 CVCC words and Phase 3 of Letters and Sounds (lower group) Spelling list 1 suffix words -able</li> <li>The Doner party Tragedy: <a href="https://www.youtube.com/watch?v=pFXZSE00uBs">https://www.youtube.com/watch?v=pFXZSE00uBs</a></li> <li>Differentiated questions</li> </ul>
<b>Part 3</b>	Reading /Comprehension AO1, AO2, A4, AO5, AO6	How far can a place shape the behaviour of the people who enter it?	<ul style="list-style-type: none"> <li>Book: The Shining (abridged) Chapters 1&amp;2</li> <li>Comprehension questions (differentiated)</li> <li>Clicker 8 grids</li> <li>Film: 00:00 – 22.33</li> </ul>
<b>Part 4</b>	Writing / SAPG: Expanded noun phrases (description) AO5, AO6	What makes writing interesting to a reader?	<ul style="list-style-type: none"> <li>Expanded noun-phrases: <a href="https://www.youtube.com/watch?v=pMNRVqDgoHA&amp;t=122s">https://www.youtube.com/watch?v=pMNRVqDgoHA&amp;t=122s</a></li> <li>Expanded noun phrase powerpoint</li> <li>Expanded noun phrase worksheet</li> <li>Nouns worksheet (lower group)</li> </ul>
<b>Part 5</b>	Reading /Comprehension AO1, AO2, A4, AO5, AO6	What causes someone to become dangerous: their past, their choices, or their environment	<ul style="list-style-type: none"> <li>Match the word to the definition</li> <li>Figurative language: <a href="https://www.youtube.com/watch?v=htSwJlauHbM">https://www.youtube.com/watch?v=htSwJlauHbM</a></li> <li>Book: The Shining (abridged) Chapters 3&amp;4</li> <li>Comprehension questions (differentiated)</li> </ul>

			<ul style="list-style-type: none"> <li>• Clicker 8 grids</li> </ul>
<b>Part 6</b>	SPAG AO6	<ul style="list-style-type: none"> <li>• How does understanding the prefix anti- help us to spell, understand, and use more complex words accurately?</li> <li>• How does understanding of CVCC words help us to spell and understand words?</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling list 2 CVCC words and Phase 3 of Letters and Sounds (lower group) Spelling list 2 suffix words - anti- (against)</li> </ul>
<b>Part 7</b>	Reading / Comprehension AO1, AO2, A4, AO5, AO6	Chapter 5: Why do people deny the truth even when the evidence is right in front of them?	<ul style="list-style-type: none"> <li>• Match the word to the definition</li> <li>• Book: The Shining (abridged) Chapter 5</li> <li>• Comprehension questions (differentiated)</li> <li>• Clicker 8 grids</li> </ul>
<b>Part 8</b>	Writing / SPAG Fronted adverbials	What makes writing interesting to a reader?	<ul style="list-style-type: none"> <li>• <b>Film:</b> 22:33 - 42:24</li> <li>• Story map, Sentence starts, keywords, writing frames, clicker 8 storyboards, word storyboards</li> <li>• VCOP sheet</li> </ul>
<b>Part 9</b>	Reading /Comprehension AO1, AO2, A4, AO5, AO6	Chapter 6: Are we defined by who we are, or by who others tell us we are?	<ul style="list-style-type: none"> <li>• Match the word to the</li> <li>• Book: The Shining (abridged) Chapter 6</li> <li>• Comprehension questions (differentiated)</li> <li>• Clicker 8 grids</li> </ul>
<b>Part 10</b>	Reading / Comprehension AO1, AO2, A4, AO5, AO6	Chapter 7: What happens when people feel trapped with no way out?	<ul style="list-style-type: none"> <li>• Match the word to the definition</li> <li>• Book: The Shining (abridged) Chapter 7</li> <li>• Comprehension questions (differentiated)</li> <li>• Clicker 8 grids</li> </ul>
<b>Part 11</b>	Writing / SPAG AO5, AO6 Direct Speech	What makes writing interesting to a reader?	<ul style="list-style-type: none"> <li>• Direct speech: powerpoint</li> <li>• <b>Film:</b> 42:24 – 58:46</li> <li>• Story map, Storyboards, Sentence starts, keywords, writing frames, clicker 8 storyboards</li> <li>• VCOP sheet</li> </ul>
<b>Part 12</b>	Reading / Comprehension AO1, AO2, A4, AO5, AO6	Chapter 8: What are the warning signs that someone is becoming dangerous?	<ul style="list-style-type: none"> <li>• Match the word to the definition</li> <li>• Book: The Shining (abridged) Chapter 8</li> <li>• Comprehension questions (differentiated)</li> <li>• Clicker 8 grids</li> </ul>
<b>Part 13</b>	Reading / Comprehension AO1, AO2, A4, AO5, AO6	Chapter 9: What attributes can some ordinary people display in dangerous situations?	<ul style="list-style-type: none"> <li>• Match the word to the definition</li> <li>• Book: The Shining (abridged) Chapter 9</li> <li>• Comprehension questions (differentiated)</li> <li>• Clicker 8 grids</li> </ul>
<b>Part 14</b>	SPAG AO6	<ul style="list-style-type: none"> <li>• How does understanding of consonant doubling help us to spell, understand, and use more complex words accurately?</li> <li>• How does understanding of CVCC words help us to spell and understand words?</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling list 3 CVCC words and Phase 3 of Letters and Sounds (lower group) Spelling list 3 Consonant Doubling</li> </ul>
<b>Part 15</b>	Writing / SPAG AO5, AO6 Coordinating & subordinating conjunctions	What makes writing interesting to a reader?	<ul style="list-style-type: none"> <li>• <b>Film:</b> 58:46: 1:27 – 1:40</li> <li>• Story map, Sentence starts, keywords, writing frames, clicker 8 storyboards, word storyboards</li> <li>• VCOP sheet</li> </ul>
<b>Part 16</b>	Reading / Comprehension AO1, AO2, A4, AO5, AO6	Chapter 10: How can fear build slowly before something dangerous happens in stories?	<ul style="list-style-type: none"> <li>• Match the word to the definition</li> <li>• Book: The Shining (abridged) Chapter 10</li> <li>• Comprehension questions (differentiated)</li> <li>• Clicker 8 grids</li> </ul>
<b>Part 17</b>	Reading / Comprehension AO1, AO2, A4, AO5, AO6	Chapter 11: Can belief in the super-natural influence people's lives?	<ul style="list-style-type: none"> <li>• Match the word to the definition</li> <li>• Book: The Shining (abridged) Chapter 11</li> <li>• Comprehension questions (differentiated)</li> <li>• Clicker 8 grids</li> </ul>

Part 18	Writing AO5, AO6 Paragraphs + punctuation control	What makes writing interesting to a reader?	<ul style="list-style-type: none"> <li>• <b>Film:</b> 1:40 - END</li> <li>• Story map, Storyboards, Sentence starts, keywords, writing frames, clicker 8 storyboards</li> <li>• VCOP sheet</li> </ul>
Part 19	Writing AO3, AO5, AO6	How does Stephen King's novel compare and contrast to Stanley Kubrick's screenplay?	<ul style="list-style-type: none"> <li>• Sentence starts, keywords, writing frames, clicker 8 storyboards</li> <li>• VCOP sheet</li> </ul>

GCSE-ready	AO1 Read and understand a range of texts: identify and interpret explicit and implicit information and ideas	<ul style="list-style-type: none"> <li>• Read and understand a range of texts showing consideration to an audience.</li> <li>• Use a wide range of strategies to tackle more difficult words in a variety of texts eg knowledge of suffixes and prefixes, grammatical knowledge, inference from words within the sentence.</li> <li>• Demonstrate a firm understanding of significant points in a wide variety of texts eg ideas, themes, events, settings and character with detailed explanation.</li> <li>• Locate and use ideas and information eg refer to the text to support their views.</li> <li>• Be able to make inferences and deductions based on significant ideas, themes, events, and characters.</li> <li>• Refer to the text when explaining or summarising to support their views.</li> </ul>
Entry 3		<ul style="list-style-type: none"> <li>• Read fluently, accurately and with expression.</li> <li>• Use a range of strategies to tackle words in a variety of texts eg phonetic structure, initial and final clusters, long vowel sounds, prefixes and suffixes.</li> <li>• Demonstrate an understanding of the main points in a variety of texts eg characters, setting, theme with some explanation.</li> <li>• Locate key points in texts eg note some differences between two newspaper reports on the same story.</li> <li>• Make inferences based on a single piece of textual detail eg in a longer text answer questions about character's actions or make predictions about feelings.</li> <li>• Interpret at a literal level</li> </ul>
AO1		
Entry 2		<ul style="list-style-type: none"> <li>• Read with some fluency and accuracy, reading most words on sight eg up to 200 words including high frequency, some medium frequency and CVCC, CCVC words.</li> <li>• Use appropriate strategies to decode unfamiliar words eg blending 'ch', 'sh', 'th', some long vowel sounds, simple prefixes and suffixes, common endings such as 'ing', 'ed', 'er', contextual clues.</li> <li>• Recall some specific and straightforward information from texts eg describe a character, action or event with general accuracy.</li> <li>• Locate main points and information in texts eg use a contents page, find and note an important sentence.</li> <li>• Make simple inferences and deductions sometimes supported by textual detail eg make a prediction about characters' feelings based on an event.</li> </ul>
AO1		
Entry 1		<ul style="list-style-type: none"> <li>• Read some high frequency and familiar words in simple texts eg up to 45 high frequency words, phonetic CVC words.</li> <li>• Use blending to decode some familiar and unfamiliar words eg use letter names and sounds to decode a CVC word.</li> <li>• Recall main points from simple texts eg put a simple story in sequence.</li> <li>• Locate some points and information in simple texts eg find the name of a shop on a business card.</li> <li>• Make simple inferences and deductions eg make a simple prediction to a question in a picture story.</li> </ul>
AO1		
		<ul style="list-style-type: none"> <li>• Read and understand a range of texts showing consideration to an audience.</li> <li>• Use a wide range of strategies to tackle more difficult words in a variety of texts eg knowledge of suffixes and prefixes, grammatical knowledge, inference from words within the sentence.</li> <li>• Demonstrate a firm understanding of significant points in a wide variety of texts eg ideas, themes, events, settings and character with detailed explanation.</li> <li>• Locate and use ideas and information eg refer to the text to support their views.</li> <li>• Be able to make inferences and deductions based on significant ideas, themes, events, and characters.</li> <li>• Refer to the text when explaining or summarising to support their views.</li> </ul>
GCSE ready		<ul style="list-style-type: none"> <li>• Begin to show awareness of the writer's craft eg identify words or phrases that create atmosphere or build character, identify alliteration, simple similes and simple colloquialisms.</li> </ul>

	AO2 Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.	<ul style="list-style-type: none"> <li>Begin to show awareness of structure.</li> </ul>
Entry Level 3		Identify some features of the language used by the writer, often without comment eg identify adjectives, verbs and dialogue.
Entry Level 2		Use contextual clues to help understand the meaning of simple words/language choices eg 'it can zip' next to a picture of a sports car. The student can express that zip refers to speed.
Entry Level 1		Establish the meaning of a simple word in a wider context eg in a picture story understand that the phrase 'sob sob' next to a picture of a girl crying, refers to her being upset or sad.
GCSE ready	A03 Compare and writers' ideas and perspective.	Identify similarities and differences between significant ideas, themes, events and characters in two texts and make reference to the text to support their views eg 'we know the character was ... because.... This is the same in... because...
Entry Level 3		Identify similarities and differences between character, an event, theme or presentation in two texts eg 'in both texts the girls are happy. xxx is always laughing and xxx smiles a lot'.
Entry Level 2		From two simple texts identify a similarity or difference between character, events or presentation eg when given an event from one text, say if it is the same or different in another text and say why.
Entry Level 1		From two simple texts identify a similarity or difference between an event eg in response to adult questioning recall 'the boys are sad'.
GCSE ready	AO4 Evaluate texts and support this with textual references.	Express personal opinions and ideas showing awareness of the writers' viewpoint eg 'I liked it when...I think the writer did this because...'
Entry Level 3		Express personal preferences with a limited awareness of the writer's viewpoint or impact eg 'I didn't like it when ... because I felt scared. I do not like horror'.
Entry Level 2		Make simple comments/observations about personal preferences sometimes supported with reasons eg 'I liked it when...'
Entry Level 1		Make simple comments/observations about personal preferences eg 'I liked the book it was funny'.
GCSE ready		Form letters accurately and consistently eg ascenders and descenders are clear and consistent.

Writing	A05 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different	
Entry Level 3	forms, purposes and	<ul style="list-style-type: none"> <li>• Write legibly eg may choose to join letters, beginning to develop own handwriting style.</li> <li>• Sometimes adapt writing style to match purpose and audience eg with prompts can choose style for a familiar writing purpose (letter, email, newspaper) and begins to use formal/informal language, but not consistently.</li> <li>• Sequence ideas logically eg sentences are usually grammatically correct, writing has clear beginning, middle and end.</li> </ul>
Writing	audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	
Entry Level 2		<ul style="list-style-type: none"> <li>• Form letters accurately and consistently eg ascenders and descenders are clear and consistent.</li> <li>• Show some awareness of narrative, non-narrative form and audience eg within a structure can follow a writing form such as a newspaper article, email or story and try to structure it clearly for the reader.</li> <li>• Write mainly in simple sequenced sentences eg will make links between ideas or events.</li> </ul>
Writing		
Entry Level 1		<ul style="list-style-type: none"> <li>• Form most letters correctly with possible confusion over upper and lower case eg all letters upper and lower case are correctly oriented.</li> <li>• Inconsistently match writing to structure and understand that words have permanence eg work must be scaffolded within a writing frame and heavily modelled.</li> <li>• Sometimes arrange ideas in appropriate order eg sequence three related events in a picture based text.</li> </ul>
writing		
GCSE ready	A06 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	<ul style="list-style-type: none"> <li>• Spell words generally accurately, including polysyllabic words that conform to regular patterns eg common prefixes 'un', 'anti' and suffixes 'able', 'ed', 'less', consonant doubling, high and some medium frequency words etc.</li> <li>• Use full stops, capital letters, commas, speech marks and question marks accurately. Punctuation within sentences is beginning to develop eg apostrophes or brackets may be used but not always accurately.</li> <li>• Make adventurous and effective choice of vocabulary eg to indicate a change of pace and tone 'suddenly', string of adjectives 'dark, grimy room'.</li> </ul>
writing		
Entry Level 3		<ul style="list-style-type: none"> <li>• Spell most words including common polysyllabic words accurately eg polysyllabic words or common diagraphs 'wh', 'qu', 'sh', some high frequency words that do not conform to spelling patterns.</li> <li>• Use capital letters, full stops and question marks usually accurately.</li> </ul>
writing		Choose words for variety and interest eg adjectives, adverbs, powerful verbs.
Entry Level 2		<ul style="list-style-type: none"> <li>• Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible.</li> <li>• Demarcate most sentences with full stops and capital letters.</li> </ul>
writing		Use appropriate words to create interest eg use adjectives to give more detail

Entry Level 1	<ul style="list-style-type: none"><li>• Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words ('it', 'on', 'up'), CVC words ('cat', 'mum') and high frequency words ('the', 'I', 'in') are usually correct or phonetically plausible.</li><li>• Show some awareness of full stops and capital letters.</li><li>• use some simple descriptive language eg to indicate colour, size, emotion.</li></ul>
writing	