

Long-term plan

The information below does not represent an exhaustive list of the coverage in each unit, but instead concentrates on the *main* focus. For full details of all the relevant objectives from the renewed Secondary English Framework, and the

Programme of Study for English, as well as how each unit links to personal development; personal, learning and thinking skills (PLTS); and Functional Skills, please refer to the Medium-term plan at the start of each unit.

Overview	Framework Objectives and Assessment Focus	English Programme of Study
<p>1. Studying the novel: Framed This unit aims to foster pupils' enthusiasm and enjoyment of contemporary literature, and encourages pupils to begin to take a more critical stance. As well as developing the key reading skills that underpin their development in English, pupils explore various aspects of the novel: the characters, narrative voice, structure and writer's style. Pupils take part in a range of activities that enhance their understanding of the novel, and then develop their own personal response to the text. The final outcome of the unit is a review of the novel.</p>	<p>Reading 5.1: developing and adapting active reading skills and strategies. Reading 5.2: understanding and responding to ideas, viewpoints, themes and purposes in texts. Reading 6.1: relating texts to the social, historical and cultural contexts in which they were written. Reading 6.2: analysing how writers' use of linguistic, grammatical and literary features shapes and influences meaning. S&L AF4: make a range of contributions when working in groups. Reading AF3: deduce, infer or interpret information. AF4: comment on the structure and organisation of texts. AF5: comment on the writers' use of language. AF6: comment on the writers' purposes and viewpoint, and effect on the reader.</p>	<p>Key concepts: Competence 1.1b reading and understanding a range of texts Creativity 1.2d using creative approaches to answering questions, solving problems and developing ideas Critical understanding 1.4a engaging with ideas and texts, understanding and responding to the main issues, 1.4c exploring others' ideas and developing their own and 1.4d analysing and evaluating spoken and written language to appreciate how meaning is shaped Key processes: Speaking and Listening 2.1e listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say Reading 2.2b infer and deduce meanings, recognising the writers' intentions, 2.2j how texts are crafted to shape meaning and produce particular effect and 2.2l how writers' uses of language and rhetorical, grammatical and literary features influence the reader Writing 2.3g structure their writing to support the purpose of the task and guide the reader, 2.3m develop logical arguments and cite evidence and 2.2o form their own view, taking into account a range of evidence and opinions Range and content: Speaking and Listening 3.1b informal group or pair discussions Reading 3.2a texts chosen should be of high quality and 3.2d should include stories drawn from different historical times, including contemporary writers Writing 3.3b analyse and evaluate subject matter, supporting views and opinions with evidence Curriculum opportunities: 4.2a develop independence in reading 4.2b engage with whole texts for sustained periods 4.2f discuss reading interests and preferences, and sustain individual reading for pleasure</p>
<p>2. Writing: Child of the 21st century The aim of this unit is to remind pupils of the features of information texts, and explanation texts which they will have encountered at primary school. Pupils are encouraged to reflect on and write about the changes in childhood over the last century, and to explain what they would include in a time capsule that represents modern childhood. The unit concentrates on developing pupils' use of complex sentences and effective ways of structuring paragraphs.</p>	<p>Writing 7.1: generating ideas, planning and drafting. Writing 7.2: using and adapting the conventions and forms of texts. Writing 8.2: varying sentences and punctuation for clarity and effect. Writing 8.5: structuring, organising and presenting texts in a variety of forms on paper and on screen. Writing 9.2: using grammar accurately and appropriately. Reading AF4: comment on the structure and organisation of texts. AF5: comment on the writers' use of language.</p>	<p>Key concepts: Competence 1.1a being clear, coherent and accurate in spoken and written communication and 1.1c demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation Creativity 1.2a making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature Critical understanding 1.4c exploring others' ideas and developing their own Key processes: Writing 2.3c generate and harness new ideas and develop them in their writing, 2.3h use clearly demarcated paragraphs to organise meaning, 2.3i use complex sentences to extend, link and develop ideas, 2.3j vary sentence structure for interest, effect and subtleties of meaning, 2.3k consider what the reader needs to know and include relevant details, 2.2u use grammar accurately in a variety of sentence types, including subject-verb agreement and correct and consistent use of tense and 2.3v signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning</p>

	<p>Writing AF1: write imaginative and interesting texts. AF3: organise whole texts effectively. AF4: construct paragraphs and use cohesion within and between them. AF5: vary sentences for clarity, purpose and effect.</p>	<p>Range and content: Writing 3.3d explain or describe information and ideas relevantly and clearly and 3.3e information leaflets, articles and reports Language structure and variation 3.4a the principles of sentence grammar and whole-text cohesion, and the use of this knowledge in pupils' writing Curriculum opportunities: 4.1c use speaking and listening to develop their reading and writing 4.1e make extended contributions, individually and in groups 4.3a develop independence in writing 4.3b produce extended writing to develop their ideas in depth and detail</p>
<p>3. Poetry: An introduction to form and style This unit aims to introduce pupils to a wide and varied range of poetic forms from authors writing both pre- and post-1914. Pupils will begin to understand and use a range of technical terminology and to access poetry through a variety of approaches, especially through speaking and listening activities in a supportive environment.</p>	<p>Reading 5.2: understanding and responding to ideas, viewpoints, themes and purposes in texts. Reading 5.3: reading and engaging with a wide and varied range of texts. Reading 6.2: analysing how writers' use of linguistic, grammatical and literary features shapes and influences meaning. Language 10.2: commenting on language use. S&L AF4: make a range of contributions when working in groups. Reading AF3: deduce, infer or interpret information. AF4: comment on the structure and organisation of texts. AF5: comment on the writers' use of language. AF6: comment on the writers' purposes and viewpoint, and effect on the reader.</p>	<p>Key concepts: Creativity 1.2b inventive approaches to making meaning Cultural understanding 1.3a a sense of the English literary heritage and 1.3b exploring how ideas, experiences and values are portrayed Critical understanding 1.4a engaging with ideas and texts, understanding and responding to the main issues Key processes: Speaking and Listening 2.1a present information and points of view clearly and appropriately and 2.1g make different kinds of relevant contributions Reading 2.2b infer and deduce meaning, 2.2f recognise and discuss different interpretations of texts, 2.2l how writers' uses of language and rhetorical, grammatical and literary features influence the reader and 2.2n how layout and presentation contribute to effect Writing 2.3b write imaginatively, creatively and thoughtfully and 2.3c generate and harness new ideas and develop them Range and content: Speaking and Listening 3.1b informal group or pair discussions Reading 3.2c challenging texts, 3.2d poetry drawn from different historical times and 3.2e importance of texts over different historical times Writing 3.3e poems Curriculum opportunities: 4.2f discuss reading interests and preferences, and sustain individual reading for pleasure</p>
<p>4. Moving image: Bush Bikes This unit is based on the short film <i>Bush Bikes</i>, and aims to develop pupils' understanding of how meaning is created in both moving image, and print-based texts. Pupils read the film closely, making inferences and developing ideas about the film-maker's intentions. They consider the different elements of film language that are used to construct meaning, and then apply these to their own idea for a story. Pupils then consider the parallels between the elements of film language, and different literary and linguistic techniques used in print-based narratives, and then apply these in their own writing.</p>	<p>Reading 5.1: developing and adapting active reading skills and strategies. Reading 6.1: relating texts to the social, historical and cultural contexts in which they were written. Writing 8.2: varying sentences and punctuation for clarity and effect. Writing 8.3: improving vocabulary for precision and impact. Writing 8.4: developing varied linguistic and literary techniques. Reading AF3: deduce, infer or interpret information. AF4: comment on the structure and organisation of texts. AF5: comment on the writers' use of language. AF6: comment on the writers' purposes and viewpoint, and effect on the reader.</p>	<p>Key concepts: Competence 1.1e making informed choices about effective ways to communicate formally and informally Creativity 1.2b using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects and 1.2c using imagination to convey themes, ideas and arguments, and create settings, moods and characters Cultural understanding 1.3b exploring how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions Critical understanding 1.4d analysing and evaluating spoken and written language to appreciate how meaning is shaped Key processes: Reading 2.2c understand how meaning is constructed within sentences and across texts as a whole, 2.2f recognise and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence, 2.2i understand how meaning is created through the combination of words, images and sounds in multimodal texts, 2.2j how texts are crafted to shape meaning and produce particular effects and 2.2k how writers structure and organise different texts, including non-linear and multimodal Writing 2.3b write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader, 2.3f use imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects, 2.3g structure their writing to support the purpose of the task and guide the reader, 2.3q use planning, drafting, editing, proofreading and self-evaluation to shape and craft their writing and 2.3v signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning</p>

	<p>Writing AF1: write imaginative and interesting texts. AF2: produce texts appropriate to reader and purpose. AF4: construct paragraphs and use cohesion within and between them. AF5: vary sentences for clarity, purpose and effect.</p>	<p>Range and content: Reading 3.2b texts should be interesting and engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints and situations and 3.2h forms such as journalism, travel writing, essays, reportage, literary non-fiction and multimodal texts including film Writing 3.3a develop independence in writing Curriculum opportunities: 4.1c use speaking and listening to develop reading and writing 4.2b engage with whole texts for sustained periods 4.3c play with language and explore different ways of shaping their own meanings 4.3e evaluate and respond constructively to their own and others' writing</p>
<p>5. Speaking and listening: Developing communication skills This unit briefly introduces some of the techniques of dialogic talk. It is designed to ensure pupils have the confidence to express their views and to listen to the views of others in a challenging and stimulating environment. Speaking and listening are given equal status.</p>	<p>S&L 1.1: developing active listening skills and strategies. S&L 1.2: understanding and responding to what speakers say in formal and informal contexts. S&L 2.1: developing and adapting speaking skills and strategies in formal and informal contexts. S&L 2.2: using and adapting the conventions and forms of spoken texts. S&L 3.1: developing and adapting discussion skills and strategies in formal and informal contexts.</p> <p>S&L AF2: listen and respond to others. AF3: adapt structure and vocabulary accordingly, including standard English. AF4: make a range of contributions when working in groups. AF6: identify and comment on varieties and uses of spoken English.</p> <p>Writing AF2: produce texts appropriate to reader and purpose. AF3: organise whole texts effectively.</p>	<p>Key concepts: Competence 1.1a being clear, coherent and accurate in spoken and written communication, 1.1d being adaptable in a widening range of familiar and unfamiliar contexts and 1.1e making informed choices about effective ways to communicate Cultural understanding 1.3b exploring how ideas, experiences and values are portrayed Critical understanding 1.4d analysing and evaluating spoken and written language to appreciate how meaning is shaped</p> <p>Key processes: Speaking and Listening 2.1a present information and points of view clearly and appropriately, 2.1c vary vocabulary, structures and grammar to convey meaning, 2.1d engage an audience, 2.1e listen and respond constructively to others and 2.1g make different kinds of relevant contributions in groups</p> <p>Range and content: Speaking and Listening 3.1a prepared, formal presentations and debates, 3.1b informal group or pair discussions and 3.1c individual and group improvisation and performance</p> <p>Curriculum opportunities: 4.1b engage in specific activities that develop speaking and listening skills 4.1c use speaking and listening to develop their reading and writing 4.1d evaluate and respond constructively to their own and others' performances</p>
<p>6. Writing: Saving the animals This unit helps develop non-fiction writing skills with a particular focus on writing to persuade and advise. Pupils have the opportunity to move from speaking and listening to writing. Research skills are also refined as pupils access information about subjects of interest to their age group.</p>	<p>Reading 5.1: developing and adapting active reading skills and strategies. Reading 6.3: analysing writers' use of organisation, structure, layout and presentation. Writing 8.2: varying sentences and punctuation for clarity and effect. Writing 8.3: improving vocabulary for precision and impact. Writing 8.5: structuring, organising and presenting texts in a variety of forms on paper and on screen.</p>	<p>Key concepts: Competence 1.1b reading and understanding a range of texts and 1.1e making informed choices about effective ways to communicate formally and informally Creativity 1.2c using imagination to convey themes, ideas and arguments Critical understanding 1.4a engaging with ideas and texts, understanding and responding to the main issues and 1.4d analysing and evaluating spoken and written language to appreciate how meaning is shaped</p> <p>Key processes: Reading 2.2 d select and compare information from different texts, 2.2h understand how the nature and purpose of texts influences the selection of content and its meanings and 2.2m how writers present ideas and issues Writing 2.3d adapt style and language appropriately, 2.3i use complex sentences to extend, link and develop ideas and 2.3j vary sentence structure for interest, effect and subtleties of meaning</p>

	<p>Writing AF1: write imaginative and interesting texts. AF2: produce texts appropriate to reader and purpose. AF3: organise whole texts effectively. AF4: construct paragraphs and use cohesion within and between them. AF5: vary sentences for clarity, purpose and effect. AF6: write with technical accuracy of punctuation. AF7: select effective vocabulary.</p>	<p>Range and content: Reading 3.2h different forms of text: essays: literary non-fiction and 3.2i texts to persuade Writing 3.3c present ideas and views logically and persuasively Language 3.4.a the principles of sentence grammar and whole-text cohesion, and the use of this knowledge in pupils' writing Curriculum opportunities: 4.2a develop independence in reading 4.2c develop reading skills through work that makes cross-curricular links with other subjects 4.3a develop independence in writing 4.3b produce extended writing to develop their ideas in depth and detail</p>
<p>7. Shakespeare: Macbeth This unit builds on a text that many pupils will have touched on earlier in their school lives. It ensures access to Shakespeare's language and themes in a lively and varied way. Pupils have the opportunity to engage with a substantial text from the literary heritage. They also respond in a range of forms.</p>	<p>S&L 4.1: using different dramatic approaches to explore ideas, texts and issues. Reading 5.2: understanding and responding to ideas, viewpoints, themes and purposes in texts. Reading 5.3: reading and engaging with a wide and varied range of texts. Reading 6.2: analysing how writers' use of linguistic, grammatical and literary features shapes and influences meaning. Language 10.1: exploring language variation and development according to time, place, culture and society and technology.</p> <p>S&L AF4: make a range of contributions when working in groups. AF5: create and sustain roles in dramatic activities.</p> <p>Reading AF2: understand, describe, select or retrieve information. AF3: deduce, infer or interpret information. AF4: comment on the structure and organisation of texts. AF5: comment on the writers' use of language. AF6: comment on the writers' purposes and viewpoint, and effect on the reader.</p>	<p>Key concepts: Creativity 1.2a make fresh connections Cultural understanding 1.3a gaining a sense of the English literary heritage and engaging with important texts in it Critical understanding 1.4a engaging with ideas and texts</p> <p>Key processes: Speaking and Listening 2.1j use different dramatic approaches to explore ideas, texts and issues, 2.1k convey action, character, atmosphere and 2.1l explore the ways that words, actions, sound and staging combine to create dramatic moments Reading 2.2a extract and interpret information, events, main points and ideas from texts, 2.2j how texts are crafted to shape meaning and 2.2p how texts relate to the social, historical and cultural context in which they were written</p> <p>Range and content: Reading 3.2a texts of a high quality, 3.2c challenging texts and 3.2g a play by Shakespeare</p> <p>Curriculum opportunities: 4.1b engage in specific activities that develop speaking and listening skills 4.2b engage with whole texts for sustained periods 4.3f draw on their reading and knowledge of linguistic and literary forms when composing writing</p>
<p>8. Multimodality: Travel texts This unit aims to introduce pupils to a range of different web-based multimodal texts around the topic of travel. Pupils adopt a critical stance and explore the way these different texts communicate meaning, and have been carefully structured and organised to suit a particular audience and purpose. Pupils are provided with opportunities to compare texts and, at the end of the unit, map out and plan their own website.</p>	<p>S&L 3.1: developing and adapting discussion skills and strategies in formal and informal contexts. Reading 5.2: understanding and responding to ideas, viewpoints, themes and purposes in texts. Reading 6.2: analysing how writers' use of linguistic, grammatical and literary features shapes and influences meaning. Reading 6.3: analysing writers' use of organisation, structure, layout and presentation.</p>	<p>Key concepts: Competence 1.1a being clear, coherent and accurate in spoken and written communication Critical understanding 1.4b assessing the validity and significance of information and ideas from different sources and 1.4d analysing and evaluating spoken and written language to appreciate how meaning is shaped</p> <p>Key processes: Speaking and Listening 2.1g make different kinds of relevant contributions in groups Reading 2.2d select and compare information from different texts, 2.2i understand how meaning is created through the combination of words, images and sounds in multimodal texts, 2.2k how writers structure and organise different texts, including non-linear and multimodal and 2.2l how writers' uses of language and rhetorical, grammatical and literary features influence the reader</p>

	<p>S&L AF2: listen and respond to others. AF4: make a range of contributions when working in groups.</p> <p>Reading AF4: comment on the structure and organisation of texts. AF5: comment on the writers' use of language. AF6: comment on the writers' purposes and viewpoint, and effect on the reader.</p> <p>Writing AF2: produce texts appropriate to reader and purpose.</p>	<p>Writing 2.3d adapt style and language appropriately for a range of forms, purposes and readers and 2.3g structure their writing to support the purpose of the task and guide the reader</p> <p>Range and content: Reading 3.2h forms such as journalism, travel writing, essays, reportage, literary non-fiction and multimodal texts Writing 3.3c present ideas and views logically and persuasively</p> <p>Curriculum opportunities: 4.1b engage in specific activities that develop speaking and listening skills 4.1c use speaking and listening to develop their reading and writing 4.3e evaluate and respond constructively to their own and others' writing</p>
<p>9. Research and presentation: Multicultural Britain This unit aims to develop a range of reading skills that are essential across the curriculum. Pupils undertake an extended research task, thinking about key factors such as: the validity of different sources of information; how to skim and scan texts; how to make notes; and how to organise ideas. Pupils then collate all of their information and deliver a documentary style presentation in groups.</p>	<p>S&L 1.1: developing active listening skills and strategies. S&L 1.2: understanding and responding to what speakers say in formal and informal contexts. S&L 2.1: developing and adapting speaking skills and strategies in formal and informal contexts. S&L 2.2: using and adapting the conventions and forms of spoken texts. Reading 5.1: developing and adapting active reading skills and strategies. Writing 9.1: using the conventions of standard English. Language 10.1: exploring language variation and development according to time, place, culture and society and technology.</p> <p>S&L AF1: talk in purposeful and imaginative ways, including non-verbal features. AF2: listen and respond to others. AF3: adapt structure and vocabulary accordingly, including standard English. AF4: make a range of contributions when working in groups. AF5: create and sustain roles in dramatic activities.</p> <p>Reading AF2: understand, describe, select or retrieve information.</p>	<p>Key concepts: Competence 1.1b reading and understanding a range of texts, and responding appropriately and 1.1e making informed choices about effective ways to communicate formally and informally Cultural understanding 1.3c understanding how English varies locally and globally, and how these variations relate to identity and cultural diversity Critical understanding 1.4b assessing the validity and significance of information and ideas from different sources and 1.4c exploring others' ideas and developing their own</p> <p>Key processes: Speaking and Listening 2.1c vary vocabulary, structures and grammar to convey meaning, including speaking standard English fluently, 2.1d engage an audience, using a range of techniques to explore, enrich and explain their ideas, 2.1g make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions, 2.1h take different roles in organising, planning and sustaining talk in groups and 2.1i sift, summarise and use the most important points Reading 2.2a extract and interpret information, events, main points and ideas from texts and 2.2e assess the usefulness of texts, sift the relevant from the irrelevant and distinguish between fact and opinion Writing 2.3r summarise and take notes</p> <p>Range and content: Speaking and Listening 3.1a prepared, formal presentations and debates and 3.1b informal group or pair discussions and 3.1e describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; and exploring, shaping and expressing ideas, feelings and opinions Reading 3.2i purposes such as to instruct, inform, explain, describe, analyse, review, discuss and persuade Language 3.4b variations in written standard English and how it differs from standard and non-standard spoken language and 3.4d influences on spoken and written language, including the impact of technology</p> <p>Curriculum opportunities: 4.1b engage in specific activities that develop speaking and listening skills 4.1d evaluate and respond constructively to their own and others' performances 4.1e make extended contributions, individually and in groups 4.1f develop speaking and listening skills through work that makes links with other subjects 4.2c develop reading skills through work that makes cross-curricular links with other subjects</p>