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.

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.

4. Moving Images: Body and film
This unit is based on the short film Bad Blake’s, 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 ideas 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.

5. Language and Functional Skills
AF1: write imaginative and inventive texts
AF2: organise whole texts effectively
AF4: construct paragraphs and use cohesion within and between them
AF5: vary sentences for clarity, purpose and effect.

Range and content:
Writing 3.1d explore imaginative and inventive writing
AF3: organise whole texts effectively
AF4: construct paragraphs and use cohesion within and between them
AF5: vary sentences for clarity, purpose and effect.

7. Critical understanding
1.3a exploring how ideas, experiences and values are portrayed
Writing 2.1b using inventive approaches to making meaning
AF4: use language effectively
AF3: organise whole texts effectively
AF4: construct paragraphs and use cohesion within and between them
AF5: vary sentences for clarity, purpose and effect.

Key concepts:
Creativity 1.2b using 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 exploring ideas and developing own views
AF1: write imaginative and inventive texts
AF2: organise whole texts effectively
AF4: construct paragraphs and use cohesion within and between them
AF5: vary sentences for clarity, purpose and effect.

Key processes:
Speaking and Listening 2.1a present information and points of view clearly and appropriately and 2.1b make different kinds of relevant contributions
Reading 2.2b infer and deduce meaning, 2.2f recognise and discuss different interpretations of texts, 2.2f write using ideas and information in printed and multimedia texts, 2.2g use language effectively
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3.2b texts should be interesting and engaging, allowing pupils to explore their present situations. Beyond it to experience different times, cultures, viewpoints and situations and 3.2h forms such as journals, travel writing, essays, reports, literary non-fiction and multimodal texts including film

Key concepts:

Speaking and Listening 2.1a understanding and responding to what speakers say in formal and informal contexts.

S&L 2.1: understanding and responding to what speakers say in formal and informal contexts.

S&L 3.1: developing active listening skills and strategies in formal and informal contexts.

S&L 3.2: using and adapting the conventions and forms of spoken texts.

S&L 3.3: developing and adapting discussion skills and strategies in formal and informal contexts.

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 6.3:

Reading 6.2:

Critical understanding 1.4a engaging with ideas and texts

Key concepts:

Reading 6.3:

Reading 6.2:

Critical understanding 1.4d analysing and evaluating spoken and written communication

Key concepts:

Reading 6.4:

Reading 6.3:

Reading 6.2:

Critical understanding 1.4b assessing the validity and significance of information and views from different sources and 1.4d analysing and evaluating spoken and written language to appreciate how meaning is shaped

Key concepts:

Reading 6.3:

Reading 6.2:

Critical understanding 1.4a engaging with ideas and texts

Key concepts:

Reading 6.1:

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## Long-term plan

<table>
<thead>
<tr>
<th>S&amp;L</th>
<th>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. Reading AF2: understand, describe, select or retrieve information.</th>
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<tr>
<td>S&amp;L</td>
<td>Writing AF2: produce texts appropriate to reader and purpose. 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</td>
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<td>Key concepts: Competence 1.1b reading and understanding a range of texts, and responding appropriately and 1.1c 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 1.4c exploring others’ ideas and developing their own</td>
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<td>Curriculum opportunities: 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, 2.1e describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising, and exploring, shaping and expressing ideas, feelings and opinions. Language 3.4d 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</td>
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### 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.

| 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. S&L 1: 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. Reading AF2: understand, describe, select or retrieve information. |
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