

Curriculum Intent. English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Term	Learning outcomes	Assessment criteria	
1	Researching an inspirational person - 110216	<p>shown knowledge of:</p> <ul style="list-style-type: none"> ● the early life of a chosen person of inspiration ● what motivated the chosen person to achieve their goals ● at least two examples of important events in the chosen person's life and what impact it had on them <p>demonstrated the ability to:</p> <ul style="list-style-type: none"> ● create an argument to persuade others how chosen person is inspirational ● write at least two questions relating to their chosen person or their life in order to provoke discussion ● research own chosen person on the internet, using at least three different sources create a Google Slides presentation of own research, employing persuasive argument, to be used in tutor groups 	AQA Unit Award Level 1
2	Writing for children - 108009	<p>demonstrated the ability to:</p> <ul style="list-style-type: none"> ● read at least three stories written for infants ● discuss the main features of children's books, eg lay-out, vocabulary, sentence structure ● plan a story, characters and setting suitable for a book for infants ● write the story ● present the story in appropriate form for children, eg as a booklet, using appropriate print, using illustration ● write a commentary explaining how the book was created, eg storyline, lay-out, linguistic features. 	AQA Unit Award Level 1
3	Reading and responding to a short novel - 110857	<p>demonstrated the ability to:</p> <ul style="list-style-type: none"> ● read an extract from the novel silently ● read an extract from the novel aloud ● choose two of the main characters from the novel and write a short description of each ● compare and contrast the two chosen characters ● write a short review of the novel ● experienced: ● reading an unabridged version of the novel ● watching a video or televised version of the story. 	AQA Unit Award Level 1
4	Writing an autobiography - 82858	<p>demonstrated the ability to</p> <ul style="list-style-type: none"> ● read two given literary pieces from autobiographies to stimulate personal memories ● write a draft autobiography of appropriate length ● re-draft the autobiography as a final copy ● design a cover sheet with a suitable title 	AQA Unit Award Level 1

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Term	Key skills	Key knowledge	
1	Reading for enjoyment Literary - 72160 & Media Texts - 72161	<p>demonstrated the ability to:</p> <ul style="list-style-type: none"> ● read one modern short story ● read two extracts from literary non-fiction, eg a diary, a travelogue ● read three poems, including at least one pre-1900 and one post-1900, on a given theme ● research the life of one of the authors of the above reading materials ● write a personal response to one of the texts studied ● experienced ● taking part in a discussion about the reading materials. <p>demonstrated the ability to:</p> <ul style="list-style-type: none"> ● read one magazine article ● read one article from a news website ● read two reports, one from a local newspaper and one from a national newspaper ● write a critical response to one of the texts studied <p>experienced:</p> <ul style="list-style-type: none"> ● watching one sub-titled current affairs TV programme ● taking part in a discussion about the reading materials 	
2	Communication in the workplace - 76911	<p>demonstrated the ability to:</p> <ul style="list-style-type: none"> ● write a business letter of at least 50 words, eg replying to a customer letter of complaint ● write a business memo of at least 30 words, eg informing staff of Christmas opening hours ● write a business e-mail of at least 30 words, eg informing staff of price changes ● record the details of a business telephone conversation, eg taking a message from a customer about an order <p>shown knowledge of:</p> <ul style="list-style-type: none"> ● at least four different types of communication and describe how they are used by a local business <p>acquired an understanding of:</p> <ul style="list-style-type: none"> ● the advantages and disadvantages of at least three different types of communication <p>Experienced:</p> <ul style="list-style-type: none"> ● visiting a local business to hear a talk describing at least four types of communication used by the business and giving reasons why the business uses each type ● participating in a business telephone conversation. 	
3	Shakespeare: Romeo & Juliet - 110957	<p>demonstrated the ability to:</p> <ul style="list-style-type: none"> ● discuss at least two aspects of the play, Romeo and Juliet individually or in a group ● prepare a visual piece of work on an aspect of the play for a wall display ● complete a piece of creative writing based on the play ● analyse at least one key character over at least four scenes through class discussion <p>experienced:</p> <ul style="list-style-type: none"> ● reading at least five scenes from Romeo and Juliet ● watching a televised version of the play, Romeo and Juliet. 	
	Research and Presentation Skills - 110182	<p>demonstrated the ability to:</p> <ul style="list-style-type: none"> ● carry out primary research for a work-related task 	

		<ul style="list-style-type: none">● conduct research using at least one other source, eg internet, library● present research findings in a clear and structured way to a group of people● organise own presentation effectively● respond appropriately and answer questions from an audience on a chosen topic● use appropriate tone and body language to connect with the audience <p>experienced:</p> <ul style="list-style-type: none">● carrying out research independently to successfully complete an educational-related task● presenting findings individually to a group of students and/or staff.	
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