



Curriculum Map

English- Our Why?

Our English curriculum is designed to promote high standards of language and literacy by equipping pupils with the skills for understanding and applying spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Please note: The Curriculum Map begins with L1 at the bottom of this document

Big Ideas promoted in our English Curriculum

Areas of coverage



R - Reading
W- Writing
C- Communication
EP - Exam Preparation

Substantive Concepts of our English Curriculum

Word Reading		Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Reading is making meaning from print. It requires that we: Identify the words in print - a process called word recognition.
Comprehension		Construct an understanding from print to help and build further knowledge.
Transcription		The knowledge that transcription is the process of transferring one's thoughts and ideas into words and putting those words on paper. Transcription skills are basic writing skills—primarily handwriting and spelling—and proficient writing requires a mastery of them
Composition		The knowledge of how the print is put together or arranged to inform further understanding.
Grammar and Punctuation		The understanding that Grammar refers to the ways we put words together in sentences to form meaning. To gain the knowledge that punctuation refers to all the symbols that enhance sentences and add clarity.

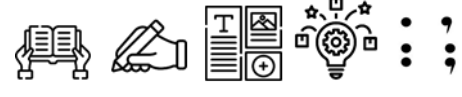
Curriculum WAVEE Post 16 Hub, Horizon Hub and Upper School



WAVEE Functional Skills Route
Explore and apply functional skills linked to reading writing and communication. Explore writing to inform. .



WAVEE Functional Skills Route
EP - Exam Preparation



WAVEE Functional Skills Route
EP - Exam Preparation



WAVEE Functional Skills Route
Explore and begin to apply functional skills linked to reading, writing and communication. Explore writing to persuade. .



WAVEE Functional Skills Route
Continue to explore functional skills linked to reading, writing and communication. Explore writing to instruct.



WAVEE Functional Skills Route
Begin to explore functional skills linked to reading, writing and communication. Explore writing to inform

WAVEE Functional Skills Route



WAVEE Exam Route
R- Read and respond to a range of non- fiction and transactional text.
W- Write transactional and functional texts.
C- To begin to be able to initiate a conversation and begin to understand the importance of staying on topic



WAVEE Exam Route
Examination preparation. Revising all key texts / extracts from this academic year



WAVEE Exam Route
Examination preparation. Revising all key texts / extracts from this academic year



WAVEE Exam Route
R- To read and respond to narrative by commenting on rhetorical devices.
W- Fiction and narrative writing- Prepare for exam re-sit.
C- I can use and apply in the correct context varied and interesting vocabulary.

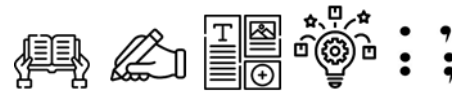


WAVEE Exam Route
R- To read and understand a range of non- fiction text.
W- Non- fiction and transitional writing prepare for exam resist.
C- I can use some varied and interesting vocabulary.



WAVEE Exam Route
R- To read fiction and Narrative. To comment on language used including rhetorical device.
W- Fiction and narrative writing. Prepare for exam re-sit.
C - To begin to use some varied and interesting vocabulary.

WAVEE GCSE Exam Route



2.2 U7
Key focus- Poetry and Language comp 1 and 2
R- To revisit poetry
W- To respond critically to poetry.
C- To choose vocabulary appropriately to formal or informal situations



3.1 U7
Revising all key texts / extracts from this academic year
To undertake GCSE Speaking and Listening exams



3.2 U7
Revising all key texts / extracts from this academic year
To undertake GCSE Speaking and Listening exams



2.1 U7
Key focus- Blood Brothers and Language comp 1 and 2
R- To revisit Blood Brothers
W- To respond through exam question to plot, themes and characters.
C- To begin to choose vocabulary appropriately to formal or informal situations



1.2 U7
Key focus- A Christmas Carol and Language comp 2
R- To revisit A Christmas Carol (Prose)
W- To respond through exam questions to the plot, themes and characters
C- To use different types of questions in a conversation



1.1 U7
Key focus- Macbeth and Language Comp 1
R- To revisit the Shakespeare play: The Tragedy of Macbeth
W- To respond through exam questions to the plot, themes and characters
C- To begin to use different types of questions in a conversation

U7 / H4



2.2 U6
R- To read and analyse poetry
W- To respond critically to poetry
C- To listen to information from different people and compare different points of view



3.1 U6
R- Revising Core Essential Functional / GCSE
W- Skills for Reading and Writing
C- Speaking and Listening for spoken language exam



3.2 U6
R- Revising Core Essential Functional / GCSE
W- Skills for Reading and Writing
C- Speaking and Listening for spoken language exam.



2.1 U6
R- To read and study a dramatic play (Blood Brothers)
W- To respond to plot, themes and characters
C- To begin to listen to information from different people and compare different points of view.



1.2 U6
R- To read and study A Christmas Carol (Prose)
W- To respond to plot, themes and characters
C- To share opinions with others and listen and respond to what they think.



1.1 U6 :
R- To read and study a Shakespeare play (The Tragedy of Macbeth)
W- To respond to plot, themes and characters
C- To begin to share opinions with others and listen and respond to what they think

U6 / H3



Curriculum Map Upper School and Horizon Hub



2.2 U5
R- To begin to read and analyse poetry
W- To begin to respond critically to poetry
C- To use standard English when talking (when appropriate)



3.1 U5 Exam Prep
Revising Core Essential Functional / GCSE Skills for Reading and Writing
Speaking and Listening for spoken language exam.



3.2 U5 Exam Prep
Revising Core Essential Functional / GCSE Skills for Reading and Writing
Speaking and Listening for spoken language exam.



2.1 U5
R- To read and study a dramatic play (Blood Brothers)
W- To respond to plot themes and characters
C- To begin to use standard English when talking (when appropriate)



1.2 U5
R - To read and study A Christmas Carol (Prose)
W- To respond to plot, themes and characters
C- To use long sentences to talk about ideas



1.1 U5
R- To read and study a Shakespeare play (The Tragedy of Macbeth)
W- To respond to plot, themes and characters
C- To begin to use long sentences to talk about ideas

**U5
(Y10)**



2.2 U4: Stargazers
R- To read seminal world literature (The Boy in the Striped Pyjamas)
W- To respond to seminal world literature
C- To begin to ask a variety of follow up questions



3.1 U4: Peasants Princes and Pestilence
R- To read Wonder.
W- To respond to characterisation in the novel wonder
C- To begin to ask a variety of follow up questions to find out more about an initial answer / information given



3.2 U4: Environmental Artists
R- To read poetry (Link to topic)
W- To respond to poetry
C- To ask a variety of follow up questions to find out more about an initial answer / information given



2.1 U4: Darwin's Delights
R- To read and study a Shakespeare play (The Tempest)
W- To respond to plot, themes and characters
C- To repeat or rephrase what they want to say to help somebody understand



1.2 U4 Revolution
R- To read and respond to Gothic Literature Jekyll and Hyde.
W- To explore a wide range of devices to build description in narrative
C- To begin to repeat or rephrase what they want to say to help somebody understand



1.1 U4: M17
R- To read and respond to a variety of transactional, functional pieces of non-fiction from a variety of sources. (journals, leaflets and travel writing)
W- Transactional Writing Skills
C- To begin to repeat or rephrase what they want to say

**U4
(Y9)**



2.2 U3: States of Matter
R- To read seminal world literature- The boy in the striped pyjamas.
W- To respond to seminal world literature
C- To begin to say when they cannot remember certain words and ask for explanations



3.1 U3: Blood Heart
R- To read the novel- Wonder
W- To respond to characterisation in the novel Wonder
C- To say when they cannot remember certain words and ask for explanations



3.2 U3: Tomorrows world.
R-R- To read poetry (Link to topic)
W- To respond to poetry
C- To be able to say polysyllabic words clearly.



2.1 U3: Off with her Head
R- To read and study a Shakespeare play The Tempest
W- To respond to plot, themes and characters
C- To begin to say when they cannot remember certain words



1.2 U3: Our changing world
R- To read and respond to Gothic Literature- Jekyll and Hyde.
W- To explore a wide range of devices to build description in narrative
C- I can to take different roles in group discussions



1.1 U3: Road Trip USA
R- Study Non-fiction texts
W- Transactional writing
C- I can begin to take different roles in group discussions.

**U3/
H2**



2.2 U2: Allotment
R- To study seminal world literature- Of Mice and Men
W- To respond to characterisation, language and narrative structure
C- To say all speech sounds clearly and correctly



3.1 U2: Misty Mountain Winding River
R- To study a dramatic play- An Inspector calls.
W- To comment critically and personally on writers' ideas
C- I can begin to summaries key points in group discussions



3.2 U2: Ancient Civilisation
R- To read and begin to respond to poetry
W- To respond to poetry
C- I am able to summaries some key points in group discussions



2.1 U2: Alchemy Island
R- To be introduced to a Shakespeare play- Macbeth.
W- Respond to a Shakespeare play
C- To ask a series of questions to have a conversation



1.2 U2: Gallery Rebels
R- Read and respond to Gothic Fiction Frankenstein
W- To build description in narratives
C- To begin to ask a series of questions to have a conversation



1.1 U2: Traders and Raiders
R- To read and respond to a variety of transactional, functional pieces of non-fiction from a variety of sources.
W- Transactional Writing Skills non-fiction texts.
C- To begin to ask a series of questions

U2



2.2 U1 Urban Pioneer
R- Read and respond to a variety of transactional, functional pieces of non-fiction.
W- Non-fiction and transactional writing.
C- I can independently and confidently reason what I think giving evidence to support my answer.



3.1 U1 Emperors and Empires
R- Read a variety of poetic texts.
W- To write own poetry
C- To begin to use new topic words accurately and apply other topics.



3.2 U1 Enchanted Woodland
R- Begin to explore Shakespeare
W- Use language and influence on the literary canon
C- I can use new topic words accurately and apply to other topics



2.1 U1: Remarkable Recipes
R- To begin to analyse the setting, themes, characters, narrative voice, use of language and structure
W- Enhance descriptive writing skills. Short novel - Graveyard text or Dracula.
C- I can reason what I think in small groups with confidence and use evidence to support this.



1.2 U1 Rocks, Relics and Rumbles
R- To begin to understand language and structure.
W - Build descriptive writing skills and sentence structure- seminal world literature Holes.
C- I can sometimes reason what I think in small groups and begin to use some evidence to support this.

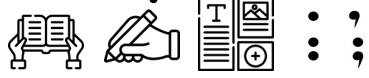
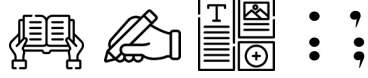


1.1 U1 Magnificent Monarchs
R- To read a variety of imaginative text
W- Writing fiction and transactional skills.
C- I am beginning to reason what I think in small groups with confidence.

**U1/
H1**



Curriculum Map Lower School



2.2 Rocks, Relics and Rumbles
 R- Use varied rich vocabulary
 W- To apply knowledge to Newspaper reports, recounts and diary writing.
 C- To reason for what I think in small group discussions.

3.1 Predator
 R- Read and understand a range of conjunctions
 W- To apply knowledge to adventure stories, stories with familiar settings and information text.
 C- To begin to start conversations with unfamiliar people

3.2 Urban Pioneer
 R- Introduce speech punctuation and read with some expression.
 W- To apply knowledge to Myths and legends, persuasive writing, diary writing formal and informal letter writing.
 C- To start conversations with unfamiliar people



2.1 L6: Eat well, cook well
 R- Make relevant inferences and begin to make predictions
 W- To apply knowledge to recount, instructions, using our senses and persuasive writing.
 C- To begin to reason for what I think in small group discussions

1.2 L6: Gods and Mortals
 R- Discuss texts in detail commenting on characters setting and plot.
 W- To apply knowledge to traditional stories, stories with familiar settings, extended stories and persuasive writing.
 C- To agree and disagree with what others say

1.1 L6: Spirit
 R- Reading and writing for purpose
 W- To apply knowledge to stories from other cultures, explanation text, invitations and information text.
 C- To begin to agree and disagree with what others say

L6



2.2 L5: Wiggle and Crawl
 R- Read and spell common exception words
 W- To begin to apply knowledge to information text, traditional stories, extended stories and persuasive writing.
 C- I can say when I don't understand and say why when given .

3.1 L5: Coastlines
 R- Retell stories orally
 W- To begin to apply knowledge to poems on a theme, letters, stories with familiar settings and recounts.
 C- To begin to listen to information and find a key word with support

3.2 L5: Muck, Mess and Mixtures
 R- Discuss viewpoints in books
 W- To begin to apply knowledge to explanation texts, stories from other cultures, instructions, patterns and rhyming.
 C- To listen to information and find a key word with support

L5



2.1 L5: Towers, Tunnels and Turrets
 R- Explore simple conjunctions
 W- To begin to apply knowledge to explanation text, stories with familiar settings, recounts and using our senses.
 C- To communicate when they do not understand more reliably

1.2 L5 Beat, Band and Boogie
 R- Begin to talk about fiction / non-fiction
 W- To begin to apply knowledge to information text, letters, traditional stories and persuasive writing.
 C- To communicate when they don't understand and help is required

1.1 L5 Bounce
 R- Make inferences including references from the text.
 W- To begin to apply knowledge to stories from other cultures, invitations, explanation text and instructions.
 C- To begin to communicate when stuck and needs help

L5

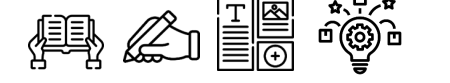


2.2 L4: Paws, Claws and Whiskers
 R- Begin to make simple inferences
 W- To develop knowledge of information text, stories from other cultures, extended stories and letters.
 C- To begin to express ideas, feelings and events

3.1 L4: Our Wonderful World
 R- Discuss word meanings
 W- To develop knowledge of traditional stories, persuasive writing and recounts.
 C- To express ideas, feelings and events

3.2 L4: Rio De Vida
 R- Make inferences
 W- To develop knowledge of stories with familiar settings, explanation text, acrostic poems and stories from other cultures.
 C- To say some words clearly

L4

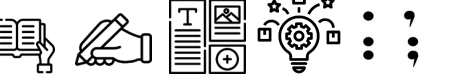


2.1 L4 Enchanted Woodland
 R- Discuss books beginning to including references from the text.
 W- To develop knowledge of information texts, instructions, persuasive and letters.
 C- To begin to express ideas and feelings

1.2 L4: Memory box
 R- Read simple prefixes and suffixes
 W- To develop knowledge of traditional stories, stories with familiar settings, recount and invitations.
 C- To listen in simple conversations or discussions (understand simple talk rules)

1.1 L4: Team
 R- Begin to read own writing aloud with confidence
 W- To develop knowledge of explanation text, instructions, using our senses, patterns and rhymes.
 C- To begin to listen in simple conversations or discussions (understand simple talk rules)

L4



2.2 L3: Animal Parts
 R- Make simple predictions using title and blurb to support.
 W- To begin to develop knowledge of traditional stories, recounts, extended stories and explanation texts.
 C- To respond to questions that require simple recall

3.1 L3: Plant Parts
 R- Discuss ideas for writing
 W- To begin to develop knowledge of recounts, information text and persuasive writing.
 C- Begin to ask how or why when responding to simple questions

3.2 L3: Build it up.
 R- Begin to read own writing aloud
 W- To begin to develop knowledge of stories with familiar settings, letters and instruction writing.
 C- To ask how or why when responding to simple questions

L3



2.1 L3: Puppets and Pop Ups.
 R- Read common exception words
 W- To begin to develop knowledge of stories from other cultures, letters, instructions, patterns and rhyming.
 C- Begin to respond to questions that require simple recall

1.2 L3: Winter Wonderland
 R- Explore days of the week
 W- To begin to develop knowledge of stories with familiar settings, information texts, using our senses and explanation
 C- To use language to communicate needs or feelings.

1.1 L3: Marvelous Machines
 R- Blending sounds in words
 W- To begin to develop knowledge of traditional stories, stories from other cultures, persuasive writing and invitations.
 C- To begin to use language to communicate needs or feelings

L3



2.2 L2: Lets Explore
 R- Re-ordering stories and events
 W- To explore information text, instructions, stories with familiar settings and predictable language.
 C- To combine single words, signs or symbols to communicate meaning to a range of listeners.

3.1 L2: Sunshine and Sunflowers
 R- Make simple predictions
 W- To explore recounts, invitations, traditional tales and fairy tales.
 C- To begin to demonstrate some understanding by answering simple questions using single words, signs or symbols

3.2 L2: Ready Steady Grow
 R- Read by blending more accurately
 W- To explore acrostic poems, information text, persuasive writing and stories with familiar settings.
 C- To demonstrate some understanding by answering simple questions using single words, signs or symbols

L3



2.1 L2: Shadows and reflection
 R- Discuss title and events
 W- To explore invitations, traditional tales, letters, labels and captions.
 C- To begin to combine single words, signs or symbols to communicate meaning to a range of listeners.

1.2 L2: Chop, slice and Mash
 R- Begin to link reading to own experiences
 W- To explore instructions, using the senses, stories in a fantasy world and recounts.
 C- To use speech sounds, signs or symbols in play.

1.1 L2: Sparkle and Shine
 R- Discuss books
 W- To explore captions and lists, patterns and rhyming including rhyming in stories.
 C- To begin to use sounds, signs or symbols in play

L2

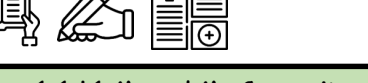


2.2 L1: Animal safari
 R- Respond to questions
 W- To begin to explore captions and lists, recounts, acrostic poems and letters.
 C- Begin to use sounds, signs or symbols for familiar objects

3.1 L1: Creep, Crawl and Wiggle
 R- To talk about books
 W- To begin to explore instructions, stories with predictable language and using our senses.
 C- To use sounds, signs and symbols to communicate events and feelings.

3.2 L1: On The Beach
 R- To begin to discuss books
 W- To begin to explore stories about fantasy world, invitations and information text writing.
 C- To use simple words, signs and symbols for familiar objects and to communicate about familiar events and feelings

L2



2.1 L1: Big Wide World
 R- Continue to show interest in books
 W- To begin to explore patterns and rhyming, stories with familiar language and traditional tales.
 C- Use noises or gestures to communicate needs or feelings

1.2 L1: Stories and Rhymes
 R- Have interest in books
 W- To begin to explore persuasive letters, information text and recounts.
 C- Begin to use noises or gestures to communicate needs or

1.1 L1: Me and My Community-
 R- Begin to explore books
 W- To begin to explore labels, stories with familiar settings, traditional tales and invitations.
 C- Use noises or gestures to communicate needs

L1