

This year you will be learning about...



Autumn Term 1	Reading Fiction: The Tale of Peter Rabbit by Beatrix Potter <i>N.C Links: Discuss the sequence of events in books and how items of information are related</i>
Autumn Term 2	Reading & Writing Non-Fiction: The World Around Me <i>N.C Links Be introduced to non-fiction books that are structured in different ways.</i>
Spring Term 1	Reading & Writing Fiction: Nursery Rhymes <i>N.C links: Become increasingly familiar with and retelling a wider range of stories, fairy stories, and traditional tales</i>
Spring Term 2	Reading & Writing Non-fiction: At The Beach <i>N.C Links Learn how to use sentences with different forms: statement, question, exclamation, and command.</i>
Summer Term 1	Reading for Meaning: The Owl who was Afraid of the Dark by Jill Tomlinson <i>N.C Links: Make inferences based on what is being said and done.</i>
Summer Term 2	Reading for Meaning: Julia Donaldson Author Study <i>N.C Links: Recognise simple recurring literacy language in stories and poetry</i>

Key command words
Identify Pick something out.
Describe Give a detailed account of
Define Give the precise meaning of a word.
Explain To give reasons for why something is the way it is.
Compare Identify similarities or differences .
Plan Working out the details before you write!
Draft A first version, which we should make changes to.
Infer To make a well informed guess about something.
Apply To use what you have learned in our own work.

Key Skills
Reading
⇒ Apply phonic knowledge to reading aloud and spelling, by decoding, blending and segmenting words of more than one syllable.
⇒ Listen to, discuss, and express views about books, poems, non-fiction and play scripts read in class.
⇒ Discuss the sequence of events in books and how information is related.
⇒ Draw on what they already know or on background information
⇒ Make inferences based on what is being said and done
⇒ Ask and answer questions about what is being studied
⇒ Check that the text makes sense to them as they read, and correct inaccurate reading.
⇒ Explain their understanding of, and participate in discussion about
Writing and Handwriting
⇒ Write narratives about personal and other's experiences
⇒ Writing for different purposes, including real events, and poetry.
⇒ Verbalising ideas , and read their work aloud.
⇒ Make simple additions, revisions, and corrections, including spacing between words.
⇒ Write simple dictated sentences from memory
⇒ Distinguish between homophones and near-homophones
⇒ Add suffixes to spell longer words, including -ment, -ness, -full, -ly
⇒ Start to use diagonal and horizontal strokes to join letters
Spelling, Punctuation & Grammar
⇒ Use full stops, capital letters, exclamation marks, questions marks, commas in a list, and possessive apostrophes
⇒ Learn how to use sentences with different forms: statement, question, exclamation, and command.
⇒ expanded noun phrases to describe and specify.
⇒ past and present tenses correctly and consistently



Hope View School

Additional Educational Needs Provision

Name	Entry Level English (Silver Step)
Class	



Term 1
Component 1
Literacy Skills
Leisure



Term 2
Component 1
Literacy Skills
Holidays



Term 3
Component 2
Creative Reading & Writing
Science Fiction



Term 4
Component 2
Creative Reading & Writing
Science Fiction



Term 5
Re-Visit
&
Assessment Submission



Term 6
Re-Visit
&
Assessment Submission

Key Skills					
Information retrieval	Dictionary skills	Reading	Writing		
SPaG	Speaking & Listening	compare & Contrast	T.A.P	Inform	
Persuade	Describe	Setting	Plot	Character	Proofreading



Autumn Term	Component 1: Literacy Topics You will complete two literacy topics based on the topics Holidays and Leisure . In your assessment you will be asked to: <ul style="list-style-type: none"> Speak about your idea for an events, place, or object (speaking & Listening) Answer questions about something related to the topic (reading) Create a letter, leaflet, email, blog post, instructions, review, or post card (writing)
Spring Term	Component 2: Creative Reading & Writing You will complete one Creative Reading and Writing topic, based on the genre of Science Fiction . In your assessment you will be asked to: <ul style="list-style-type: none"> Read and respond to a short story based on images (reading) Plan and write your own Science Fiction story based on a set of images(writing)
Summer Term	Re-Visit Skills & Assessment Submission: You need to complete and pass all three units to achieve your Silver Step Certificate. If you need to try again, now is the time!

Key Command Words

Identify

Pick something out.

Describe

Give a detailed account of

Define

Give the precise meaning of a word.

Discuss

Present key points

Explain

To give reasons for why something is the way it is.

Compare

Identify similarities or differences .

Plan

Working out the details before you write!

Draft

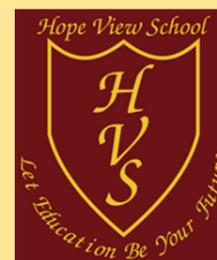
A first version, which we should make changes to.

Infer

To make a well informed guess about something.

Apply

To use what you have learned in you own work.

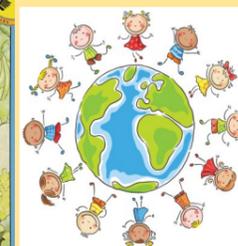
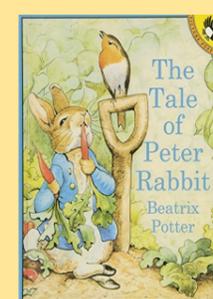


Hope View School

Additional Educational Needs Provision

Stage 2 English

Name	
Class	



<i>The Tale of Peter Rabbit</i>	<i>The World Around Me</i>	<i>Nursery Rhymes</i>	<i>At the Beach</i>	<i>The Owl Who Was Afraid of the Dark</i>	<i>Author Study: Julia Donaldson</i>
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Stage 2 English Keywords

door floor poor because find kind mind
hind child children wild climb most only
both old cold gold hold told ever everybody
even great break pretty beautiful after fast last
past father class grass pass plant path bath
hour move prove improve sure sugar eye could
should would who whole any many clothes busy
people water again half money Mr Mrs

This year you will be learning about...



Autumn Term 1	Reading & Writing Fiction: Traditional Tales N.C Links: Increase their familiarity with a wide range of book including fairy stories, myths and legends, retelling some of these orally.
Autumn Term 2	Reading & Writing Non-Fiction: Frozen Planet N.C Links: Retrieve and record information from non-fiction.
Spring Term 1	Reading & Writing Fiction: On The Farm N.C links: Predict what might happen from details stated and implied.
Spring Term 2	Reading & Writing Non-Fiction: On Holiday N.C Links: Begin to identify how language, structure and presentation contribute to meaning
Summer Term 1	Reading for Meaning: Extracts from Horrid Henry N.C Links: Draw inferences around a character's feelings, thoughts, and motives based on their actions, and justify this with evidence.
Summer Term 2	Reading for Meaning: A.A Milne Author Study N.C Links: Recognise some different form of poetry.

Key command words

Define

Give the precise meaning of a word.

Identify

Pick something out.

Describe

Give a detailed account of.

Explain

To give reasons for why something is the way it is.

Compare

Identify similarities or differences .

Plan

Working out the details before you write!

Draft

A first version, which we should make changes to.

Infer

To make a well informed guess about something.

Apply

To use what you have learned in our own work.

Key Skills

Reading

- ⇒ Apply their growing knowledge of root words, prefixes, and suffixes, both to read aloud and to understand the meaning of new words
- ⇒ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books, or textbooks.
- ⇒ Read books that are structured in different ways, and read for a range of purposes.
- ⇒ Identifying themes and convention in a wide range of books.
- ⇒ Recognise some different form of poetry.
- ⇒ Retrieve and record information from non-fiction.
- ⇒ Draw inferences around a character's feelings, thoughts, and motives based on their actions, and justify this with evidence.
- ⇒ Predict what might happen from details stated and implied.
- ⇒ Begin to identify how language, structure and presentation contribute to meaning.



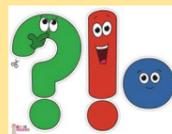
Writing and Handwriting

- ⇒ Spell further homophones, and frequently miss-spelt words.
- ⇒ Accurately place the possessive apostrophe in words with irregular plurals
- ⇒ check the meaning of work in the dictionary using the first two/ three letters
- ⇒ Write simple dictated sentences from memory
- ⇒ Read their own writing aloud to a group or the whole class, using appropriate tone, intonation, and volume to make meaning clear
- ⇒ Plan, draft, and write effectively and for a range of purposes
- ⇒ Evaluate and edit their own and other's work.
- ⇒ Increase legibility and consistency of their handwriting



Spelling, Punctuation & Grammar

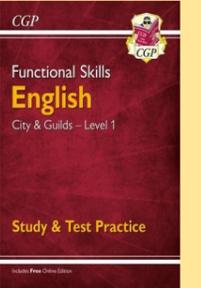
- ⇒ Extend the range of sentences with more than one clause by a wide range of conjunctions
- ⇒ Choose nouns or pronouns appropriately for clarity and cohesion
- ⇒ Use conjunctions, adverbs and prepositions to express time and cause.
- ⇒ Start to use fronted adverbials, using commas afterwards



Hope View School

Additional Educational Needs Provision

Name		Functional Skills English Level 1 & 2
Class		



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real Life Issues	Transport	The world of Work	Our Local Area	Future Goals	Practice
Speaking, Listening & Communication	Reading & Writing Non-Fiction	Reading & Writing for T.A.P	Reading for Meaning	Writing for Meaning	Papers & Exam Period

This year you will be starting your English Functional Skills...

Paper 1- Reading 33.3%	You will be given three sources , and need to answer questions about them in sections A, B, and C. ♦ Level 1 & 2: Information retrieval , summarising, comparing, and identify language devices.
Paper 2 - Writing 33.3%	You will be asked to respond to two different non-fiction texts, which could take the form of a: letter, blog/ website post, articles review, or email. ♦ Level 1– word count up to 120 words ♦ Level 2– word count up to 150 words
Speaking, Listening & Communication 33.3%	A spoken presentation on a topic. The assessment is ten minutes long: 3 minutes presenting, followed by 7 minutes question and answer. ♦ Level 1: My idea for a new school club ♦ Level 2: Is Autism a Barrier to a Successful Career?



Autumn Term 1	Real Life Issues : Speaking, Listening & Communication You will produce and record your Speaking & Listening assessment, which forms 1/3 of your overall mark.
Autumn Term 2	Transport: Reading & Writing Non-Fiction You will be asked to complete a range of writing tasks asked on the topic including: emails, letters, posters, post cards, reviews, blog posts, reports, and articles.
Spring Term 1	The world of Work: Reading & Writing for T.A.P You will be identifying type, audience, and purpose of a range of non-fiction texts, under the topic, and creating your own!
Spring Term 2	Our Local Area: Reading for Meaning You will complete a range exam-style reading tasks and become very familiar with the features, tone, vocabulary, and SPaG required to score well in the reading paper.
Summer Term 1	Future Goals: Writing for Meaning You will complete a range exam-style written tasks and become very familiar with the features, tone, vocabulary, and SPaG required to score well in the writing paper.
Summer Term 2	Term 6: Practice Papers & Exam Period You will have the opportunity to practice exam-style questions for each paper before the real exams!

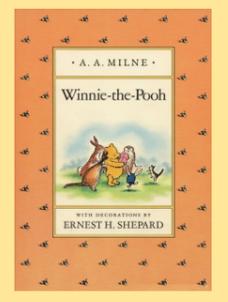
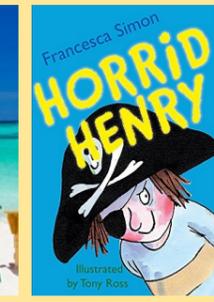
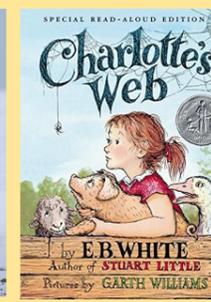
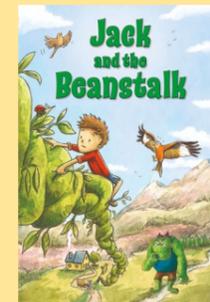


Hope View School

Additional Educational Needs Provision

Stage 3 English

Name	
Class	



Traditional Tales	Frozen Planet	On the Farm	On Holiday	Extracts from Horrid Henry	Author Study: A.A Milne
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Key Skills

Information retrieval Dictionary skills SPaG

Reading & Writing for Meaning

Identifying Type, Audience & Purpose

Writing to:

Persuade, Describe, Inform, Explain, Compare & Summarise

Stage 3 English Keywords

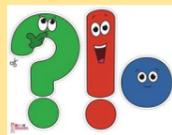
accident actual address answer appear arrive believe bicycle
 breath breathe build busy calendar caught centre
 circle early earth complete consider continue decide describe
 different difficult disappear eight enough exercise experience
 extreme famous favourite February forward fruit
 group guard guide heard heart height history imagine
 important interest island knowledge learn length library
 material mention minute natural notice occasion often
 opposite ordinary particular perhaps popular possible potatoes
 probably promise purpose question recent regular remember
 sentence straight strange strength suppose surprise therefore
 though thought through weight woman

This year you will be learning about...

Autumn Term 1	Reading & Writing Fiction: Dangerous Dragons <i>N.C Links:</i> Participate in discussion about both books they hear, and those read independently, respecting turn-taking rights.
Autumn Term 2	Reading and Writing non-fiction: Animal Magic <i>N.C Links:</i> Retrieve and record information from non-fiction. Use simple organisational devices such as: headings.
Spring Term 1	Reading & Writing Fiction: Stories & Poems from Different Cultures <i>N.C links:</i> Preparing poems and play scripts to read aloud showing understanding through intonation, tone, volume and action.
Spring Term 2	Reading & Writing Non-Fiction: Dragon's Den <i>N.C Links:</i> Identifying how language, structure, and presentation contribute to meaning.
Summer Term 1	Reading for Meaning: David Walliams Author Study <i>N.C Links:</i> Identifying themes and conventions in a wide range of books.
Summer Term 2	Reading for Meaning: Where in the World? <i>N.C Links:</i> Discussing their understanding, and explaining the meaning of words and content in context.



Key command words	Key Skills
<p>Identify</p> <p>Pick something out.</p> <p>Describe</p> <p>Give a detailed account of</p> <p>Define</p> <p>Give the precise meaning of a word.</p> <p>Discuss</p> <p>Present key points</p> <p>Explain</p> <p>To give reasons for why something is the way it is.</p> <p>Compare</p> <p>Identify similarities or differences .</p> <p>Plan</p> <p>Working out the details before you write!</p> <p>Draft</p> <p>A first version, which we should make changes to.</p> <p>Infer</p> <p>To make a well informed guess about something.</p> <p>Apply</p> <p>To use what you have learned in you own work.</p>	<p>Reading</p> <p>⇒ Consistently and accurately apply phonic knowledge to read words automatically</p> <p>⇒ Recognising, listening to, and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.</p> <p>⇒ Read books that are structured in different ways, and for a range of purposes, understanding what they read.</p> <p>⇒ Identifying themes and conventions in a wide range of books</p> <p>⇒ Preparing poems and play scripts to read aloud and to perform through intonation, tone, volume and action.</p> <p>⇒ Discussing words and phrases that capture the reader's interest and imagination.</p> <p>⇒ Drawing inferences such as inferring characters' feelings, and justifying Inferences with detailed evidence.</p> <p>⇒ Identifying how language, structure, and presentation contribute to meaning</p> <p>⇒ Retrieve and record information from non-fiction.</p> <p>Writing and Handwriting</p> <p>⇒ Plan their writing by discussing writing like that which they are planning to write</p> <p>⇒ Draft and write by composing and rehearsing sentences orally</p> <p>⇒ Organising paragraphs around a theme in narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices such as headings, bullet points, and sub-headings.</p> <p>⇒ Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>⇒ Proposing changes to grammar and vocabulary to improve consistency ,</p> <p>Spelling, Punctuation & Grammar</p> <p>⇒ Continue to extend the range of sentences with more than one clause</p> <p>⇒ Consistently use the present perfect form of verbs, conjunctions, adverbs, and prepositions</p> <p>⇒ Choose nouns or pronouns appropriately for clarity</p> <p>⇒ Confidently indicate possession by using the and apostrophe</p> <p>⇒ Using and punctuate direct speech</p>



Hope View School

Name	GCSE English Language				
Class	Miss Kayleigh				

This year you will be starting your GCSE English Language...

<p>Paper 1</p> <p>Explorations in Creative Reading & Writing</p> <p>80 Marks– 50% of GCSE</p>	<p>Section A– 4 questions– 40 marks total</p> <p>Q1: 4 marks– Identify details from the source. Q2: 8 marks– Language analysis of one section of the source. Q3: 8 marks– Analyse the structure of the source. Q4: 20 marks: To what extent do you agree/ disagree with a statement.</p> <p>Section B 1 question– 40 marks</p> <p>Extended descriptive or narrative writing based on an image.</p>
<p>Paper 2</p> <p>Writers' Viewpoints & Perspectives</p> <p>80 Marks– 50% of GCSE</p>	<p>Section A– 4 questions– 40 marks total</p> <p>Q1: 4 marks– Identify facts. Q2: 8 marks- summarise similarities and differences, comparing as you go. Q3: 12 marks- language analysis of one source. Q4: 16 marks: comparing perspectives of the authors.</p> <p>Section B- 1 question– 40 marks</p> <p>You will need to argue for or against a topic given to you in the paper.</p>
<p>Spoken Language Endorsement</p>	<p>A spoken presentation on a specific topic. The assessment should be ten minutes: 3 minutes presenting, followed by 7 minutes question and answer.</p>



Year 1...



Autumn Term 1	Spoken Language & Presenting Viewpoints (NAE & Paper 2): Controversial Topics <i>Assessment Objectives:</i> Giving a presentation in a formal context [AO7]. Listen and respond appropriately to spoken language, including to questions and feedback on presentations [AO8]. Use spoken Standard English effectively in speeches and presentations [AO9].
Autumn Term 2	Reading for Meaning (Paper 1): A Christmas Carol by Charles Dickens <i>Assessment Objectives:</i> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers [AO1]. select and synthesise evidence from different texts. [AO2] Evaluate texts critically [AO4]
Spring Term 1	Reading & Writing for Meaning (Paper 1 & 2): War & Conflict Poetry <i>Assessment Objectives:</i> AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. [AO5] Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation [AO6].
Spring Term 2	Non-Fiction & Literary Non-Fiction Extracts (Paper 2): Change My Mind <i>Assessment Objectives:</i> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references [AO3].
Summer Term 1	Reading for Meaning & Presenting Viewpoints (Paper 1 & 2): Animal Farm by George Orwell <i>Assessment Objectives:</i> Evaluate texts critically and support this with appropriate textual references [AO4]. Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views [AO2].
Summer Term 2	Exam Question Practice & Peer Assessment- Paper 1 & 2 <i>Assessment Objectives:</i> AO1, AO2, AO3, AO4, AO5, AO6

Year 2...

Autumn Term 1	Reading for Meaning (Paper 1): Face by Benjamin Zephaniah <i>Assessment Objectives:</i> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers [AO1]. select and synthesise evidence from different texts. [AO2] Evaluate texts critically [AO4]
Autumn Term 2	Extracts from Non-Fiction & Literary Non-Fiction (Paper 2): Argue & Persuade <i>Assessment Objectives:</i> [AO3] Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references
Spring Term 1	Reading for Meaning & Narrative Writing (Paper 1): Story Openings <i>Assessment Objectives:</i> AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. [AO5] Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation [AO6] Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers [AO1].
Spring Term 2	Targeted Revision- Paper 1 & 2 <i>Assessment Objectives:</i> AO1, AO2, AO3, AO4, AO5, AO6
Summer Term 1	Targeted Revision- Paper 1 & 2 <i>Assessment Objectives:</i> AO1, AO2, AO3, AO4, AO5, AO6
Summer Term 2	Targeted Revision & Exam Period

Key Skills...

Identify	Discuss	Describe	Define	Compare	Persuade	
Summarise	Examine	Argue	Analyse	Synthesise	Evaluate	Justify



Hope View School

Additional Educational Needs Provision

Stage 4 English

Name	
Class	



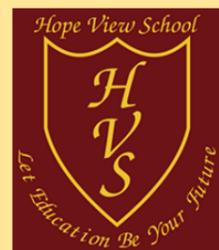
Dangerous Dragons	Animal Magic	Stories & Poems from many cultures	Dragon's Den	Author Study: David Walliams	Where in the world?
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Stage 4 English Keywords

accidentally actually address answer appear arrive believe bicycle breath
 breathe build business calendar caught centre century certain circle
 complete consider continue decide describe different difficult disappear
 early earth eight eighth enough exercise experience experiment extreme
 famous favourite February forward(s) fruit grammar group guard guide
 heard heart height history imagine increase important Interest island
 knowledge learn length library material medicine mention minute
 natural naughty notice occasion(ally) often opposite ordinary particular
 peculiar perhaps popular position possess(ion) possible potatoes
 pressure probably promise purpose quarter question recent regular
 reign remember sentence separate special straight strange
 strength suppose surprise therefore though although thought through
 various weight woman/ women

This year you will be learning about...

Autumn Term 1	Reading & Writing Non-Fiction: Explorers & Adventurers <i>N.C Links:</i> Identify and discuss themes and conventions in and across a wide range of writing.
Autumn Term 2	Reading & Writing Non-Fiction: The Art of Advertising <i>N.C Links:</i> Identifying how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion.
Spring Term 1	Reading & Writing Fiction: The Natural World <i>N.C links:</i> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction ,and reference books.
Spring Term 2	Reading & Writing Fiction: Fantasy Fiction <i>N.C Links:</i> Identify and discuss themes and conventions in and across a wide range of writing
Summer Term 1	Reading for Meaning: Detective Fiction <i>N.C Links:</i> Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
Summer Term 2	Reading for Meaning: Roald Dhal Author Study <i>N.C Links:</i> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.



Hope View School

Name		KS3 Transition English
Class		Miss Kayleigh



<i>The Bad Beginning</i> by Lemony Snicket	<i>Of Mice & Men</i> by John Steinbeck	<i>The Tempest</i> by William Shakespeare	<i>Wild & Free</i>	<i>Significant People</i>	<i>Tinder</i> by Sally Gardner
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This year you will be learning...

Autumn Term 1	Reading & Writing Fiction: <i>The Bad Beginning</i> by Lemony Snicket <i>N.C Links:</i> Making inferences and referring to evidence in the text. studying setting, plot, and characterisation, and the effects of these.
Autumn Term 2	Reading for Meaning: <i>Of Mice and Men</i> by John Steinbeck <i>N.C Links:</i> Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
Spring Term 1	Reading for Meaning & Spoken English: <i>The Tempest</i> by William Shakespeare <i>N.C Links:</i> recognising a range of poetic conventions and understanding how these have been used. Studying setting, plot, and characterisation, and the effects of these.
Spring Term 2	Reading & Writing Non-Fiction: <i>Wild & Free</i> <i>N.C Links:</i> Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
Summer Term 1	Reading & Writing Non-Fiction: <i>Significant People</i> <i>N.C Links:</i> Drawing on knowledge of literary and rhetorical devices from reading and listening, to enhance the impact of your writing.
Summer Term 2	Reading & Writing Fiction, Narrative Writing: <i>Tinder</i> by Sally Gardner <i>N.C Links:</i> writing for a wide range of purposes and audiences, including stories, scripts, poetry, and other imaginative writing.

Keywords

Atmosphere mood misfortune connotation association narrative setting plot character effect language foreshadow metaphor pathetic fallacy simile alliteration imagery context passion argue debate persuade attention audience reader perspective viewpoint significant fact statistic opinion nature direct address rhythm rhyme couplets iambic pentameter Elizabethan suffrage franchise class system workhouse persecution genre symbolism contrast eery description technique analyse justify

Key command words

Identify

Pick something out.

Describe

Give a detailed account of

Define

Give the precise meaning of a word.

Explain

To give reasons for why something is the way it is.

Compare

Identify similarities or differences .

Plan

Working out the details before you write!

Draft

A first version, which we should make changes to.

Infer

To make a well informed guess about something.

Apply

To use what you have learned in our own work.

Key Skills

Reading

- ⇒ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ⇒ Reading books that are structured in different ways and reading for a range of purposes.
- ⇒ Predict what might happen from details stated and implied.
- ⇒ Identify and discuss themes and conventions in and across a wide range of writing, making compassions within and across books.
- ⇒ Preparing poems and plays to read aloud and to perform, and learning a wider range of poetry by heart.
- ⇒ Discussing their understanding and exploring the meaning of words in context, distinguishing between statements of fact and opinion.
- ⇒ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- ⇒ Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- ⇒ Identifying how language, structure and presentation contribute to meaning.
- ⇒ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



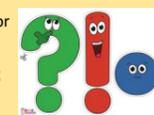
Writing and Handwriting

- ⇒ Plan their writing by identifying the audience for and purpose of the writing
- ⇒ In writing narratives, considering how authors have developed characters and settings in what pupils have read,
- ⇒ Draft and write by selecting appropriate grammar and vocabulary, using further organisational features.
- ⇒ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ⇒ Précising longer passages, using a wide range of devices to build cohesion
- ⇒ Ensuring the consistent and correct use of tense throughout a piece of writing
- ⇒ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



Spelling, Punctuation & Grammar

- ⇒ Use commas for clarity, and brackets, dashes, semi-colons, colons and hyphens to introduce lists or indicate parenthesis .
- ⇒ Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms,
- ⇒ Using the perfect form of verbs to mark relationships of time and cause.





To be successful, you will need to consistently use P.E.E in your answers...

Example question: How does the writer use language to set the mood in chapter 1?

Point



What are you trying to make to answer the question?
Make your point clear.
E.G: The writer uses language for effect, to set the mood in chapter 1.

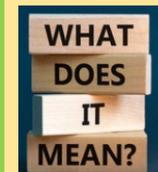
Evidence



How do you know? Use an appropriate quote to back up/ prove your point.

E.G: The writer uses the "The sky's gloomy face cried down onto mourners," to show this.

Explain



Zoom into specific words in your evidence, and tell us in detail what effect this has on the reader.

E.G: The writer uses personification to emphasise how low and gloomy the mood is. The word 'gloomy' has connotations of darkness, and therefore low mood. Also the image of the sky 'crying' explicitly shows the reader that the scene is sombre and the mood negative.

Key Command Words & Terms...

- Identify**
Find or pick out information.
- Define**
Give the precise meaning of a word or term.
- Explain**
Break information down, and give reasons why something is the way it is.
- Debate**
Present different viewpoints and perspectives.
- Compare**
Identify similarities or differences.
- Analyse**
Examine something in detail to explain and understand it.
- Evaluate**
To judge the importance or quality of something, and it's overall effect on the reader or text.
- Conclude**
Coming to a decision, or bringing something to a close.
- Inference**
What can you tell about what might happen, or a character's mood/ situation based on the text.
- Tone**
Is the source/text emotional? Is it bias? Is it factual?
- Implicit information**
Clearly stated so there is no room for confusion or question
- Explicit information**
implied or suggested, but not clearly stated.
- Context**
The historical era, or circumstances that surround a text. It gives us clues to understand the text better.

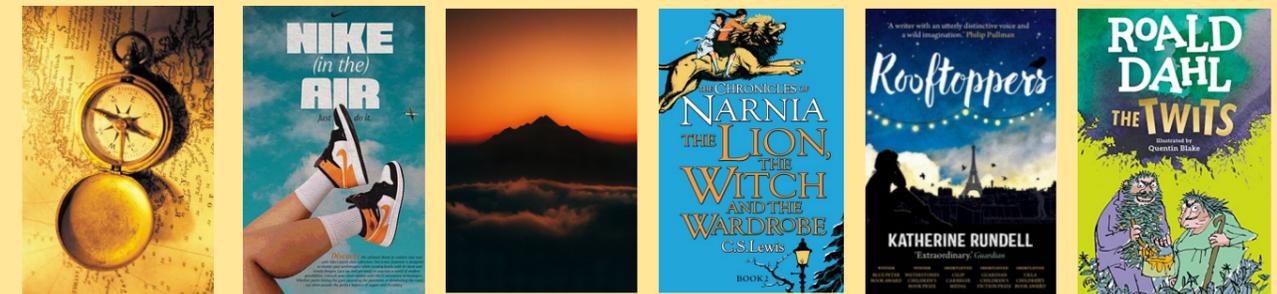


Hope View School

Additional Educational Needs Provision

Stage 5 English

Name	
Class	



Explorers & Adventurers	The Art of Advertising	The Natural World	Fantasy Fiction	Detective Fiction	Author Study: Roald Dahl
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Stage 5 English Keywords

accommodate accompany according achieve aggressive ancient apparent
 appreciate attached available average awkward bruise category cemetery
 Communicate community competition conscience conscious correspond
 criticise (critic + ise) curiosity definite desperate determined develop
 dictionary disastrous embarrass environment equip (-ped, -ment) especially
 exaggerate excellent existence explanation familiar foreign forty
 frequently government guarantee harass hindrance identity immediate(ly)
 Individual interfere interrupt language leisure lightning marvellous mischievous
 muscle necessary neighbour occupy occur opportunity persuade physical
 prejudice profession programme pronunciation queue recognise
 recommend relevant restaurant rhyme rhythm sacrifice secretary
 shoulder signature soldier stomach sufficient suggest symbol system
 temperature thorough twelfth variety vegetable vehicle

This year you will be learning about...

Autumn Term 1	Reading & Writing Non-Fiction: Explorers & Adventurers <i>N.C Links:</i> Identify and discuss themes and conventions in and across a wide range of writing.
Autumn Term 2	Reading & Writing Non-Fiction: The Art of Advertising <i>N.C Links:</i> Identifying how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion.
Spring Term 1	Reading & Writing Fiction: The Natural World <i>N.C Links:</i> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, and reference books.
Spring Term 2	Reading & Writing Fiction: Fantasy Fiction <i>N.C Links:</i> Identify and discuss themes and conventions in and across a wide range of writing
Summer Term 1	Reading for Meaning: A Trip to the Rainforest <i>N.C Links:</i> Identifying how language, structure and presentation contribute to meaning.
Summer Term 2	Reading for Meaning: Space & The Universe <i>N.C Links:</i> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.



Hope View School

Additional Educational Needs Provision

Stage 6 English

Name	
Class	

Key command words

Identify

Pick something out.

Describe

Give a detailed account of

Define

Give the precise meaning of a word.

Explain

To give reasons for why something is the way it is.

Compare

Identify similarities or differences .

Plan

Working out the details before you write!

Draft

A first version, which we should make changes to.

Infer

To make a well informed guess about something.

Apply

To use what you have learned in our own work.

Key Skills

Reading

- ⇒ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ⇒ Reading books that are structured in different ways and reading for a range of purposes.
- ⇒ Predict what might happen from details stated and implied.
- ⇒ Identify and discuss themes and conventions in and across a wide range of writing, making comparisons within and across books.
- ⇒ Preparing poems and plays to read aloud and to perform, and learning a wider range of poetry by heart.
- ⇒ Discussing their understanding and exploring the meaning of words in context, distinguishing between statements of fact and opinion.
- ⇒ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- ⇒ Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- ⇒ Identifying how language, structure and presentation contribute to meaning.
- ⇒ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



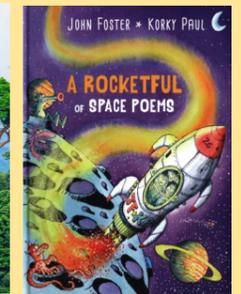
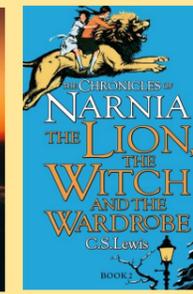
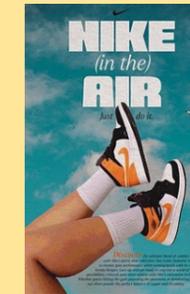
Writing and Handwriting

- ⇒ Plan their writing by identifying the audience for and purpose of the writing
- ⇒ In writing narratives, considering how authors have developed characters and settings in what pupils have read,
- ⇒ Draft and write by selecting appropriate grammar and vocabulary, using further organisational features.
- ⇒ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ⇒ Précising longer passages, using a wide range of devices to build cohesion
- ⇒ Ensuring the consistent and correct use of tense throughout a piece of writing
- ⇒ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



Spelling, Punctuation & Grammar

- ⇒ Use commas for clarity, and brackets, dashes, semi-colons, colons and hyphens to introduce lists or indicate parenthesis .
- ⇒ Recognise vocabulary and structures that are appropriate for formal speech and writing, including sub-junctive forms,
- ⇒ Using the perfect form of verbs to mark relationships of time and cause.



Explorers & Adventurers	The Art of Advertising	The Natural World	Fantasy Fiction	A Trip to the Rainforest	Space & The Universe Poetry
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Stage 6 English Keywords

accommodate	accompany	according	achieve	aggressive	amateur	ancient
apparent	appreciate	attached	available	average	awkward	bargain
bruise	category	cemetery	committee	communicate	community	competition
conscience	conscious	controversy	convenience	correspond	criticise (critic + ise)	curiosity
curious	definite	desperate	determined	develop	dictionary	disastrous
embarrass	environment	equip (-ped, -ment)	especially	exaggerate	excellent	existence
Explanation	familiar	foreign	forty	frequently	government	guarantee
harass	hindrance	identity	immediate(ly)	individual	interfere	interrupt
language	leisure	lightning	marvellous	mischievous	muscle	necessary
neighbour	occupy	occur	opportunity	parliament	persuade	physical
Prejudice	privilege	profession	programme	pronunciation	queue	recognise
recommend	relevant	restaurant	rhyme	rhythm	sacrifice	secretary
shoulder	signature	sincere(ly)	soldier	stomach	sufficient	suggest
symbol	system	temperature	thorough	twelfth	variety	vegetable
vehicle	yacht					