



Belmont School LONG TERM PLAN

September 2022

KEY STAGE 4 – English

INTENT: In Key Stage 4, the English department endeavours to:

- Deliver lessons that link to life skills.
- Offer opportunities to write for a variety of purposes.
- Give students the freedom to express their opinions.
- Explore a wide variety of fiction and non-fiction texts.
- Create an environment where different ideas and perspectives are valued.

Step Up to English: the themes below meet both silver and gold steps within the programme. They will be alternated each year allowing pupils to meet requirements across the Entry Level range (1-3) as well as becoming GCSE ready.

Assessment Objectives

Assessment Objectives

AO1: Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas.

AO2: Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.

AO3: Compare writers' ideas and perspectives.

AO4: Evaluate texts and support this with appropriate textual references.

AO5:

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: Demonstrate presentation skills.

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

AO9: Use spoken English effectively in speeches and presentations.

NB: these assessment objectives are broken down into level descriptors for each of the following levels: Entry 1, Entry 2, Entry 3 and GCSE ready.

Accreditation	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p data-bbox="129 746 246 807">Step Up to English</p> <p data-bbox="152 839 224 868">Year 1</p>	<p data-bbox="389 194 546 252">Component 1: Crime</p> <p data-bbox="291 347 452 376">Reading ideas:</p> <ul data-bbox="340 379 640 807" style="list-style-type: none"> <li data-bbox="340 379 640 529">➤ Look at newspaper reports of real-life crimes and base comprehension exercises on these. <li data-bbox="340 533 640 683">➤ Potentially, look at the story Gangsta Granny and base lessons on the book. Lots of resources online. <li data-bbox="340 686 640 807">➤ Watch Paddington 2 and base lessons on Paddington's experience of prison! <p data-bbox="291 839 452 868">Writing ideas:</p> <ul data-bbox="340 871 640 1477" style="list-style-type: none"> <li data-bbox="340 871 640 1114">➤ Write a police/detective/witness report having 'witnessed' a crime via a YouTube video. Deliver this as a Speaking and Listening exercise. <li data-bbox="340 1117 640 1209">➤ Describe a criminal focussing on powerful adjectives and adverbs. <li data-bbox="340 1212 640 1477">➤ Plan and write a story/sequence pictures about a crime. Could make it comical and about school to hook in students – a story exploring the crime of 'Who ate Mr Shand's breakfast?' 	<p data-bbox="712 194 927 252">Component 2: Myths and Legends</p> <p data-bbox="672 347 833 376">Reading ideas:</p> <ul data-bbox="721 379 972 935" style="list-style-type: none"> <li data-bbox="721 379 972 590">➤ Choose a 'real life' myth such as the Loch Ness monster and carry out research about it in order to create a factfile. <li data-bbox="721 593 972 775">➤ Study newspaper articles based on your myth and use this as a comprehension activity. <li data-bbox="721 778 972 935">➤ Look at episodes of Merlin on iPlayer and base comprehension exercises on this. <p data-bbox="672 967 833 995">Writing ideas:</p> <ul data-bbox="721 999 972 1331" style="list-style-type: none"> <li data-bbox="721 999 972 1209">➤ Write a description of a myth or legend looking at adjectives and adverbs as a particular focus. <li data-bbox="721 1212 972 1331">➤ Plan and write your own story based on a myth or legend. 	<p data-bbox="1043 194 1205 252">Component 1: Hobbies</p>	<p data-bbox="1326 194 1487 252">Component 1: Music</p>	<p data-bbox="1581 194 1787 284">Component 2: Exploring/Science Fiction</p>	<p data-bbox="1841 194 2123 252">Component 2: Exploring/Science Fiction</p>

<p>Step Up to English</p> <p>Year 2</p>	<p>Component 1: Holidays</p> <p>Reading ideas:</p> <ul style="list-style-type: none"> ➤ Watch episodes of ‘The Travel Show’ on BBC iPlayer and devise comprehension questions on certain sections. ➤ Read newspaper reviews of locations to base comprehensions on. ➤ Look at Twinkl factfiles on certain countries/cities for comprehension. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Try to find examples of postcards to look at. Compare these with formal letters. Potential for lesson on formal vs informal writing. ➤ Write a review of a hotel. ➤ Design a poster for a favourite location thinking about layout: headings, bold writing, pictures, positive language to describe the location (emotive language). ➤ If ability of class allows, think about persuasive writing. Students could write an article for a brochure that tries to sell the location to the customer. 	<p>Component 2: Gothic Horror</p> <p>Reading ideas:</p> <ul style="list-style-type: none"> ➤ Study the play of Dracula. Different class members to read different parts. Base comprehension exercises on different scenes. ➤ Look at short ghost stories and base comprehension activities on them. <p>Writing:</p> <ul style="list-style-type: none"> ➤ Look at typical features of a gothic story (isolated building, foggy/stormy/grey weather, supernatural beings, a hero). Watch trailers for A Corpse Bride, Nightmare Before Christmas, Van Helsing (all fairly tame!) and try to spot the typical features. Finish with which film individuals preferred and why. ➤ Create your own gothic character and describe it looking at adjectives, 	<p>Component 1: Leisure</p>	<p>Component 2: Heroism</p>	<p>Component 1: The Next Step</p>	<p>COURSE COMPLETE – PERSONAL WRITING FOCUS (Letters of application, personal statements, application forms).</p>
---	--	--	---------------------------------	---------------------------------	---------------------------------------	---

		adverbs and powerful verbs. ➤ Write a story opening where you just focus on the setting. Describe a gothic setting in detail.				
--	--	---	--	--	--	--

Students must submit **two Component 1 assessments** and **one Component 2 assessment**.

Component 1 requires a Speaking and Listening assessment – a brief presentation from each student – see exam paper for the topic for further details.

See below for key criteria on Silver and Gold course.

	T1	T2	T3	T4	T5	T6
READING						
Read with some fluency and accuracy, reading most words on sight eg up to 200 words including high frequency, some medium frequency and CVCC, CCVC words.						
Use appropriate strategies to decode unfamiliar words eg blending 'ch', 'sh', 'th', some long vowel sounds, simple prefixes and suffixes, common endings such as 'ing', 'ed', 'er', contextual clues.						
Recall some specific and straightforward information from texts eg describe a character, action or event with general accuracy.						
Locate main points and information in texts eg use a contents page, find and note an important sentence.						
Make simple inferences and deductions sometimes supported by textual detail eg make a prediction about characters' feelings based on an event.						
Use contextual clues to help understand the meaning of simple words/language choices eg 'it can zip' next to a picture of a sports car. The student can express that zip refers to speed.						
From two simple texts, identify a similarity or difference between character, events or presentation eg when given an event from one text, say if it is the same or different in another text and say why.						
Make simple comments/observations about personal preferences sometimes supported with reasons eg 'I liked it when...'						
WRITING						
Form letters accurately and consistently eg ascenders and descenders are clear and consistent.						
Show some awareness of narrative, non-narrative form and audience eg within a structure can follow a writing form such as a newspaper article, email or story and try to structure it clearly for the reader.						
Write mainly in simple sequenced sentences eg will make links between ideas or events.						
Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible.						
Demarcate most sentences with full stops and capital letters.						

Use appropriate words to create interest eg use adjectives to give more detail.						
<u>SPEAKING AND LISTENING</u>						
Talk to familiar and sometimes unfamiliar people, especially on topics of personal interest.						
Communicate experiences, thoughts and feelings, linking ideas eg can communicate outside of their own immediate interests.						
Use simple devices such as variations in tone, pace, expression, vocabulary to hold the attention of the listener.						
Listen carefully in group settings to familiar and sometimes unfamiliar people, especially on topics of personal interest.						
Engage with others, making simple comments and suggestions eg agree or disagree with an idea and sometimes suggest an alternative.						
Take turns, making helpful, more extended contributions.						
Choose appropriate vocabulary including adjectives and adverbs according to audience and purpose eg speak to an unfamiliar adult differently than to a friend.						

<u>I can...</u>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>READING</u>						
Read fluently, accurately and with expression.						
Demonstrate an understanding of the main points in a variety of texts eg characters, setting, theme with some explanation.						
Locate key points in texts.						
Make inferences based on a single piece of textual detail eg in a longer text answer questions about character's actions or make predictions about feelings.						
Interpret at a literal level.						
Identify nouns, adjectives, verbs and dialogue in a text.						
Identify similarities and differences between characters, an event, theme or presentation in two texts eg 'in both texts the girls are happy. xxx is always laughing and xxx smiles a lot'.						
Express personal preferences with some awareness of the writer's viewpoint or impact of language eg 'I didn't like it when ... because I felt scared. I do not like horror'.						
<u>WRITING</u>						
Write legibly.						
Sometimes adapt writing style to match purpose and audience. (Formal vs Informal)						
Write for a variety of purposes.						
Sequence ideas logically.						
Use paragraphs effectively.						
Spell most words including common polysyllabic (more than one syllable) words accurately.						
Use capital letters, full stops, exclamation marks and question marks accurately.						
Choose words and techniques for variety and interest eg adjectives, adverbs, powerful verbs, similes, alliteration.						

<u>SPEAKING AND LISTENING</u>						
Talk with confidence in different contexts. Eg, one to one with an adult, with peers or to an audience.						
Make sustained contributions to class discussions.						
Match language and non-verbal features to purpose and audience by adjusting tone, pace, volume and intonation.						
Listen carefully in different group situations.						
Make an appropriate comment about what I have heard.						
Begin to show an awareness of Standard English.						