

Curriculum Progression Map – English

English Intent:

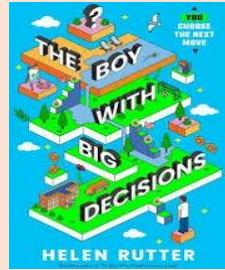






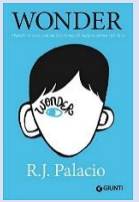

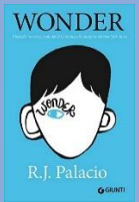

At SAIL, we put learning to read fluently as well as writing and speaking (oracy) for real purposes at the heart of our whole school curriculum as these are core life skills. They underpin all aspects of our 'Curriculum for Learning, Life and Generalisation' here at SAIL, but most specifically our English curriculum. We take great care as part of our 'Whole School Reading Strategy' to provide scaffolded support to ensure every student can access not only the English curriculum but the wider curriculum of the school. Furthermore, through our focus on developing oracy skills alongside personal development/preparation for adulthood, we aim to familiarise students with Standard English sentence starters that they can apply in a range of situations in their future.

Our English curriculum aims to engage, inspire and challenge our pupils by using a wide range of rich texts and media as the vehicle for discussion, writing and reading. Our ever-evolving Reading Spine is not only cyclically designed to build on the pupil's prior knowledge and skills; but also introduces them to texts and media that span classic and contemporary subjects. In addition we aim to choose books that broaden our students awareness of global culture and issues – all of which support their understanding of SMSC, British Values – as well as providing supplementary general knowledge and vocabulary for the wider curriculum especially PSHE/Citizenship.

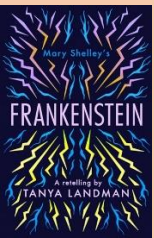

Our teaching and learning aim to meet the students at their reading and writing academic stage, whilst working with curriculum stimuli and spoken language skills that match their chronological age and broaden their areas of interest. By using the most suitable technology to support the creative writing process, access arrangements and to support SEND interventions, we aim to equip our students with the skills that will enable them to function successfully as adults in our modern world. With a broad qualification offer, comes our English skills progression mapped to the National Curriculum as well as the NCFE Entry and Functional skills syllabus and progressively to the AQA English GCSE syllabus.

For Prior Learning and Skills Progression: please refer to our Whole School Reading & Oracy Progression Framework and our Whole School Writing & Oracy Progression Framework documentation. Also, our Primary Curriculum Long Term Planning documentation that precedes the following long term overview.


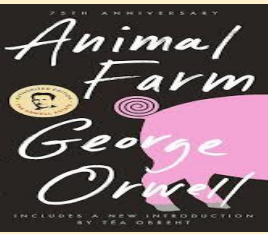
Curriculum Progression Map KS3


	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 & Inspire Cycle A	<p>Reading: Genre: Adventure/Modern Issues Reading Skills focus: Prediction in choose your own adventure.</p>  <p>'The boy with big decisions' by Helen Rutter.</p> <p>Writing: Descriptive Writing in paragraphs – grammar focus: skills of cohesion; consistent use of tense/person; pronouns; Author interview with Helen Rutter Enrichment: Author event Cross Curricula link to PSHE new school</p> <p>Class novel – The boy who made everyone laugh – other Helen Rutter novels</p> <p>Oracy for Writing: 'How to make good choices' Podcast/Magazine article Style: Discussion - balanced Reading Skills focus: Retrieval Purpose – An advice podcast/article Audience – Peers/Tweens Layout – Script Skills – speech to text tech, editing Cross curricula links to PSHE, Citizenship, PD</p>	<p>Reading: Genre: Horror/Thriller Reading Skills focus: Inference in Film narrative</p>  <p>'Alma' (2009) - Literacy Shed</p>  <p><i>The Witch's Vacuum Cleaner and other stories, Terry Pratchett.</i> Reading Skills focus: Summarise Enrichment: Descriptive Dungeon workshop; local connections to Pratchett; Writing: Creative Alternative scenes/stories Figurative language development – powerful verbs; nouns/subject specific vocab; adjectives; adverbs Class novel – Terry Pratchett novels or other Witch based stories Oracy for Writing: Style: Recount Reading Skills focus: Retrieval, Sequence Purpose – A historical recount of local history witch trial Burley Audience – General Interest adults Layout – Wiki entry Skills – past tense, 3rd person, headings/sub headings Cross Curricula link to local History, Geography</p>	<p>Reading: Genre: Myth Reading Skills focus: Vocabulary Explanation</p>  <p>Dragon Boat Festival; Moon Festival; Ghost month</p> <p>Writing: Descriptive Explanation Factual explanations with descriptive language TBC. Creating a mythical creature Enrichment: Chinese lunar new year workshop</p> <p>Class novel – Pupil Voice choice</p> <p>Oracy for writing: Style: Explanation/Instructional writing based around the Chinese Lunar New Year and recipes Reading Skills focus: Retrieval, Sequence Purpose – Guide (travel/cultural) Audience – Young travellers Layout – fact file, recipe Skills – informal/ rhetorical introductions, facts vs opinion; presentation/organisation skills – bullets, captions, etc Cross Curricula link to Geography</p>	<p>Reading: Genre :Persuasion Reading Skills focus: Inference, Explanation</p>  <p>Selection of Invention texts, adverts Writing: Persuasive Features of persuasion Writing adverts for products Cross Curricula link to Science/DT</p> <p>Class novel – Pupil Voice choice</p> <p>Oracy for writing: Style: Persuasive</p>  <p>Heinz Beans – Australian advert – Literacy Shed Reading Skills focus: Prediction, Explanation Purpose/Audience/Layout – Persuasive letter to a research and development team regarding an invention Skills – formal writing; persuasive techniques Cross Curricula link to DT Food Tech development cycle</p>	<p>Reading: Genre: Poetry Across Time & Place part 1 Reading Skills focus: Inference, Explanation</p>  <p><i>The Magic Box</i> by Kit Wright, <i>Tomorrow we Begin</i> by Matt Goodfellow; individual poems TBC Writing: Explanation Recording full comprehension style answers to questions about poetry PEE, Figurative language terminology Enrichment: Poetry recital – whole school Cross Curricula link to PSHE</p> <p>Class novel – 'Wonder' by RJ Palaci</p>  <p>Oracy for writing: Style: Descriptive Reading Skills focus: Vocabulary Purpose – Descriptive writing for reports about an image Audience – news Layout – news media – range Skills – choosing correct vocabulary, nouns/verbs; description using expanded noun phrases, adverbs, adjectives. Captions, Headlines</p>	<p>Reading: Genre: Fantasy Reading Skills focus: Summarise</p>  <p>Artemis Fowl by Eoin Coifer including the graphic novel and film (2020) Writing: Descriptive Recount Creating character profiles and plot summaries Enrichment: Cinema trip to latest summer blockbuster</p> <p>Class novel – continued from previous</p>  <p>Oracy for writing: Style: Argument – expressing personal opinion Reading Skills focus: Vocabulary Purpose – Review of a film or global sporting event eg World Cup 2026 Audience –current affairs - culture Layout – news media – range Skills – choosing correct vocabulary, fact vs opinion</p>
Inspire Cycle A	<p>Working in resource rotation with Year 7: See above</p> 	As above but in rotation	As above	As above but in rotation	As above	As above but in rotation

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8 & Inspire Cycle B	<p>Reading: Genre: Historical Fiction Reading Skills focus: Explanation</p>  <p>9,10: A September 11 story, Norah Raleigh Baskin. Writing: Creative/ Argument – personal opinion Discursive writing based on 9/11 - opinion piece. Short story based on book - developing setting.</p> <p>Class novel – As above - continue to completion</p> <p>Oracy for Writing: Style: Recount - historical fact Reading Skills focus: Vocabulary, Retrieval Purpose – Newspaper article writing based on real events. Audience – Young adults Layout – Headline & Columns (no pictures) Skills – Headline, Column, Byline, Adverbials of time; Past tense; 3rd person</p>	<p>Reading: Genre: Horror/Mystery Reading Skills focus: Inference in book & film narrative</p>  <p>Neil Gaiman – Author Study <i>The Graveyard Book</i>, <i>Coraline Stardust</i> – film Writing: Creative – descriptive Descriptions – expanded noun phrases from the dungeon delights workshop; sensory opener for the discovery of the mystery rag doll (<i>Coraline</i>); an object opener and dialogue opener for the graveyard mystery (the <i>Graveyard Book</i>). Enrichment Descriptive Dungeon workshop (hook) Cross Curricula link to History</p> <p>Class novel – <i>Fortunately, the Milk</i> by Neil Gaiman</p> <p>Oracy for Writing: Style: Report – information with recount Reading Skills focus: Retrieval, Sequence Purpose – Information about author Neil Gaiman Audience – General Interest Layout – Fact file Skills – Past tense; Adverbials of time</p>	<p>Reading: Genre: Legend Reading Skills focus: Vocabulary, Summarise</p>  <p><i>Robin Hood</i> Marcia Williams – Graphic Novel; <i>Outlaw & Robin of Sherwood</i> by Michael Morpurgo; <i>Usborne version</i>; <i>Prince of Thieves (1991)</i> & <i>Men in tights (1993)</i> Writing: Discussion – balanced argument on ethics of robbing from rich to give to poor. Essay Skills – Cohesive devices; complex sentences</p> <p>Class novel – continued from previous</p> <p>Oracy for Writing: Style: Drama – playscript Reading Skills focus: Inference Purpose – A scene from <i>Robin Hood</i> Audience – Play Layout – Playscript Skills – Organisation – brackets for stage directions Enrichment: Visit to Old Wardour Castle set location; Drama workshop</p>	<p>Reading: Genre: Persuasion Reading Skills focus: Prediction, Inference</p>  <p><i>Bootleg</i> by Alex Shearer Range of persuasive text extracts /adverts/ influencer reels for healthy eating & Healthier Families (NHS website) Writing: Persuasive speech on the benefits of healthy living or anti-sugar tax (similar controversial issues) Cross Curricula link to Science/DT</p> <p>Class Novel: "Face" by Benjamin Zephaniah</p>  <p>Oracy for Writing: Style: Persuasion One sided bias persuasion writing. Editorial/blog Purpose – To persuade audience to agree with a particular viewpoint Audience – Student specified Layout – Pamphlet, flyer, poster, Skills – The art of rhetoric and persuasive language</p>	<p>Reading: Genre: Poetry Across Time & Place part 2 Reading Skills focus: Inference, Explanation</p>  <p><i>Poems to live your life by</i> compiled by Chris Riddell; <i>Talking Turkeys</i> by Benjamin Zephaniah Poems TBC Writing: recording full comprehension style answers to questions about poetry PEE, Figurative language terminology Enrichment: Poetry recital – whole school</p> <p>Class Novel: Continued from previous</p> <p>Oracy for writing: Style: Discussion – Contemporary issues raised by poetry Reading Skills focus: Vocabulary Purpose – Speech about topic of interest Audience – Peers Skills – TBC</p>	<p>Reading: Genre: Comedy Reading Skills focus: Inference, Explanation</p>  <p>using books with graphics (HiLo) -selection from Dav Pilkey (<i>Dog Man</i>, <i>Captain Underpants</i>); Tom Gates series by Liz Pichon; <i>Diary of a Wimpey Kid</i> series by Jeff Kinney And corresponding animations/films</p> <p>Class Novel: Pupil Voice Choice from range above</p> <p>Oracy for writing:</p> <p>Style: Stand-up comedy. The construction of a joke/comic sketch</p> <p>Reading Skills focus: Prediction/ Explanation: Performance: Timing, storytelling, intonation and delivery.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9 & Inspire Cycle C	<p>Reading: Genres: Graphic novel, opinion texts. <i>Tales from the Inner City, Shaun Tan.</i> <i>The Lost Thing, Shaun Tan.</i> <i>Opinion texts on immigration linked to previous books.</i></p> <p>Class novel – As above - continue to completion</p> <p>Writing: Styles: Creative / narrative writing from image prompts. Opinion writing. Respond to images from Shaun Tan books, infer meaning. Discuss immigration and write opinion piece.</p>	<p>Reading: Genre:</p>  <p>Gothic fiction, informative. <i>Frankenstein, Mary Shell, Deanna Mcfadden abridged version. Or Barrington Stoke version.</i> <i>Create a creature</i></p> <p>Writing: Styles: Descriptive writing, setting and character creation. Information / discursive writing. Stories based on <i>Frankenstein</i>. Informative and discursive writing linked to Victorian science and inventions. <i>Oracy for Writing: Drama</i> <i>Beowulf – create a hero/anti-hero</i></p>	<p>Reading: Folk Tales: "The Girl Who Speaks Bear" by Sophie Anderson Writing: Descriptive explanation: Create your own folk tale Choose a culture to base your story around i.e. Viking, The Wild West etc.</p> <p>Oracy For Writing: How to tell a tale Enrichment: Watch folk style movie i.e., <i>Peter Pan</i></p> <p>The Whole</p>	<p>Reading: Genre: <i>The Garbage King</i> <i>Persuasion</i> <i>Greta Thunberg Greta Thunberg speech at UN Climate Action Summit, NPR.</i></p> <p>Writing: Styles: Suspense writing, sentence structure, vocabulary focus. Writing suspenseful openings. Responding to vocabulary and impact. Realistic fiction, persuasive leaflet and letters. <i>Persuasive letters and texts linked to homelessness.</i></p> <p>Writing: Styles: Persuasive speech</p>	<p>Reading: Genre: Poetry Across Time & Place Reading Skills focus: Inference, Explanation</p>  <p>Writing: recording full comprehension style answers to questions about poetry PEE, Figurative language terminology Enrichment: Poetry recital – whole school</p>	<p>Reading: The Adventures of Sherlock Holmes Genre: Mystery/detective fiction</p> <p>Reading Skills focus: Inference, Explanation</p> <p>Writing: Descriptive recount of a crime scene Style: Descriptive Focus on: Character analysis, plot twists,</p>

Curriculum Progression Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p>Private Peaceful WWI poetry – Power and Conflict Reasons behind the build up to</p> 	<p>Reading: Genre: Allegorical fiction, persuasive speech. <i>Animal Farm, George Orwell: Barrington Stoke edition.</i> <i>Articles of note – current affairs</i></p>  <p>Writing Style: Discursive writing, persuasive writing. Writing opinions and structured arguments based on ideas in <i>Animal Farm</i>.</p>	<p>Reading: Genre: Classic literature. Character profiles. <i>Lord of the flies, William Golding, Graphic Novel version by Aimee De Jongh.</i> Including extracts from original text.</p> <p>Writing: Style: Character profiles. Analytical paragraph writing. Narrative writing based on <i>Lord of the Flies</i>. Setting description, descriptive writing. Style: persuasive writing, debates, discursive essays. Debate and discussion linked to crime and punishment. Understanding and discussing themes in <i>The Lottery</i> and <i>The Edge</i>.</p>		<p>Reading: Genre: Shakespeare, playscripts. <i>Macbeth, accessible playscript, Angela Gordon.</i> <i>BBC Bitesize animated version of Macbeth.</i></p> <p>Writing: Playscripts, character description.</p>	<p>Reading: Genre: Autobiographical, social activism. Political / British poetry. <i>I am Malala, Malala Yousafzai.</i> <i>Refugees, Brian Bilston.</i></p> <p>Writing: Style: Perspective poetry. Diary entry, personal perspectives, newspaper writing or report writing based on events in <i>I am Malala</i>.</p>

Year 11	<p>Reading: Genre: Playscripts, drama, social commentary, mystery. Protest poetry. <i>An Inspector Calls, JB Priestly, Barrington Stoke version.</i></p> <p>Writing: Style: Letter writing, opinion pieces. Discussive essays. Transactional writing. Allegory and symbolism.</p> 	<p>Reading: Genre: Speculative / dystopian fiction. Functional non-fiction. Real-world texts. Timetables, menus etc. <i>Noughts and Crosses, Malorie Blackman.</i></p> <p>Writing: Style: Speech writing, persuasive writing, writing in role, first person perspective, emotive language. Writing diary or journal entry as a character. Write a persuasive speech calling for equality between ethnicities.</p>	<p>Reading: Genre: Poetry, song lyrics, selected GCSE poetry.</p> <p>Writing: CGP: AQA GCSE English Language – Target Grade 3 or 4 Workbooks Schofield & Sims: Understanding English – Reading & Comprehension Letts: GCSE English Language Revision Guide (Foundation Tier)</p>	<p>Group discussions Speaking and listening presentations and skills Assessment Exam preparation</p> <p>LOVE and RELATIONSHIP</p>	<p>Reading: Genre: Myths from other cultures. Engaging story openings. Poetry: Narrative poetry. <i>Beowulf: Dragonslayer, Rosemary Sutcliff.</i> <i>The Charge of the Light brigade, Alfred Tennyson.</i> <i>Exploring poetic devices.</i></p> <p>Writing: Style: Story writing based on myth, narrative techniques. Apply poetic devices to poetry.</p>	
---------	--	---	---	---	---	--

BEN, JASON, ASHLEA, ZANNA – I have taken this bit out as we have to provide for the pupils at stage not age/phase. Our English curriculum is designed to be chronologically appropriate interest with stage (not age) appropriate level of learning/skills development.

Prior learning required to access Key Stage 2:

In reading, pupils should:

- Use phonic knowledge to decode words and blend sounds and be able to read books aloud.
- Be able to retrieve information, make basic inferences and make predictions based on what pupils have read.
-

In writing, pupils should:

- Be able to plan, write and edit a range of different text types for different purposes.
- Be able to use a range of different forms: statements, question, exclamation and command.
- Be able to use a range of punctuation and grammar including full stops; capital letters; coordination; subordination; and expanded noun phrases.

Key Stage 3 Summary:

In reading, Key stage 3 pupils should:

- Develop an appreciation and understanding of reading by reading a range of fiction and non-fiction texts, including poetry prose and Shakespearean plays
- Develop their vocabulary, find evidence within a text, know the purpose and context of a piece of writing
- Be critical readers, show an understanding of meaning through structure, language, literary devices, make comparisons between texts

In writing, Key stage 3 pupils should:

- Write accurately, effectively and at length in a range of different forms in both fiction and non-fiction, using skills from their reading for effect
- Summarise what they have read, proofread, edit and redraft
- Use their increasing range of vocabulary, pay attention to spag skills from ks1 and ks2 – filling gaps through discrete teaching

Key Stage 4 Summary:

In reading, Key stage 4 pupils should be taught:

- Appreciate the depth and power of English Heritage through reading high quality, challenging classic literature, essays, reviews and journalism, including a Shakespearean play, texts from 19th -21st century, poetry since 1789 as well as choosing and reading books for challenge interest and enjoyment
- During reading, identify audience, purpose and context, summarising and synthesising ideas, explore plot, characterisation, setting and relationships between them, identify evidence to support viewpoints, identify bias
- Analyse and be critically aware of a writer's choices of vocabulary, form, structure, context, themes, style, make personal responses to these concepts.

In writing, Key stage 4 pupils should be taught:

- Write fluently, effectively at length, adapting writing to describe narrate, explain, instruct, give and respond to information and to argue
- Select and organise ideas, facts, key points, evidence including quotations, use rhetorical devices and standard English when appropriate
- Revise writing, edit and proofread, ensure writing achieves their intended impact, pay attention to the effectiveness of spag.

Rama and Sita; path of flames, Sally Pomme-Clayton.

The Magic Box, Kit Wright (poem).

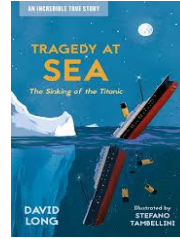
If, Rudyard Kipling (poem).

VIPERS skills

Other Years - Genre: Historical recount

Reading Skills focus: Retrieval and Inference from real (and based upon real life) accounts of the sinking of the Titanic.

'Tragedy at Sea' by David Long



Narrative.- Film clips from *Titanic* (1997)

Reading Skills focus: [Sequence and Inference](#)

Other recount materials from [enrichment: trip to SeaCity Museum Southampton](#)

Cross curricula links with History

The Boy in the Tower – Polly Ho-Yen