



‘The more that you read, the more things you will know. The more that you learn, the more places you'll go’ (Dr. Seuss)

The Forest School Language and Literacy Curriculum (EYFS - KS4)

Introduction and Intent

Our Language and Literacy Curriculum is designed to inspire a love of reading, writing and communication whilst empowering our pupils to express themselves with clarity. We teach literacy skills and phonics through the Read Write Inc programme which provides pupils with the repetitive, scaffolded learning that they need. Pupils who are not yet ready for the formalised learning of phonics are taught pre-phonics through a range of strategies including Attention Autism, singing, Speech and language plans and exploratory play. We complement our Read Write Inc programme through our Language and Literacy curriculum which exposes pupils to a broad range of engaging literature and provides opportunities for pupils to reinforce their understanding and explore different viewpoints and cultures within a safe context. The texts are well reviewed and have been chosen to spark curiosity whilst being appropriate for the pupils' stage of development and ability. Through our Language and Literacy curriculum, we provide pupils opportunities to learn new vocabulary, so that they can learn and understand more about the world around them and express themselves effectively.

Communication permeates throughout our whole curriculum with a stronger focus in Language and Literacy. Where pupils have SALT plans, these are implemented throughout the school day and pupils have additional visual support according to their needs. Our school's Speech and Language Therapist trains staff and monitors pupils' progress to ensure they access effective communication learning within their Language and Literacy curriculum and beyond.

In Key Stage 4, pupils will have the opportunity to work towards AQA certification or Entry Level Functional skills.

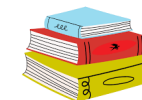


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Pupils' learning in language and literacy is assessed termly using the Read Write Inc scheme, the individual pupil progress tracker and Salford reading tests when appropriate.

The National Curriculum aims to ensure all pupils:

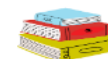
- *develop the habit of reading widely and often, for both pleasure and information*
- *appreciate our rich and varied literary heritage*
- *read easily, fluently and with good understanding,*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and speaking*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate*



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EYFS LONG TERM PLAN



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	JACK FROST!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA/OUR COLOURFUL WORLD!
HIGH QUALITY TEXTS	Peace at Last Whoever You Are! Big Feelings Super Duper You Be You! Diwali (story book for kids)	Firefighters (non-fiction) Father Christmas Needs A Wee The Christmas Story That's Not My Christmas Tree We're going to a birthday party! Christmas Week	The Tale of Jack frost Kipper's Snowy Day Penguin Small Polar Bear, Polar Bear Chinese New Year	Jasper's Beanstalk Nursery Rhymes The Tiny Seed Jack and the Beanstalk Oliver's Vegetables	A Little Frog Frog Life-cycle (non-fiction) The Very Hungry Caterpillar Life Cycle of the Chicken - Eric Carle A Squash and a Squeeze What the Ladybird Heard	Somebody Swallowed Stanley Commotion in the Ocean Rainbow Fish 10 Little Pirates Sharing a Shell WOW Said the Owl Off to the Beach Elmer
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Our pupils at the Forest School all develop at different rates. The EYFS Literacy curriculum is embedded within the communication curriculum and enhanced with high quality texts:					
<i>‘The more that you read, the more things you will know. The more that you learn, the more places you'll go’ (Dr. Seuss)</i>	<u>High Quality Texts</u> Peace at Last Whoever You Are! Big Feelings Super Duper You Be You! Diwali - story book for kids 	<u>High Quality Texts</u> Firefighters (non-fiction) Father Christmas Needs A Wee The Christmas Story That's Not My Christmas Tree We're going to a birthday party! Christmas Week 	<u>High Quality Texts</u> The Tale of Jack frost Kipper's Snowy Day Penguin Small Polar Bear, Polar Bear Chinese New Year 	<u>High Quality Texts</u> Jasper's Beanstalk Nursery Rhymes The Tiny Seed Jack and the Beanstalk Oliver's Vegetables 	<u>High Quality Texts</u> A Little Frog Frog Life-cycle (non-fiction) The Very Hungry Caterpillar Life Cycle of the Chicken - Eric Carle A Squash and a Squeeze What the Ladybird Heard 	<u>High Quality Texts</u> Somebody Swallowed Stanley Commotion in the Ocean Rainbow Fish 10 Little Pirates Sharing a Shell WOW Said the Owl Off to the Beach 



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Key Stage 1 (Year 1 and Year 2) Curriculum

Cycle 1 - 25/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Shared texts: My World. Your World What a Wonderful World Additional texts: The Crayons Go Back to School Super Duper You You Choose I Don't Want to be Small Me and My World - Non-fiction/Information: - Instructions	Snowball Dear Santa Hello, World! Arctic Animals Penguin Huddle The Lights that Dance in the Night We're Going on an Elf Hunt! The Snow Thief Winter Wonderland - Poetry (rhymes): Nursery Rhymes - Listen, learn, perform.	If I had a Dinosaur Mad About Dinosaurs! Additional texts: Oi Dinosaurs The Stompysaurus Dear Dinosaur Harry and the Bucketful of Dinosaurs Dinosaurs - Traditional Tale: Awongalema - Descriptive writing.	Shared texts: Even Superheroes Have Bad Days A Superhero Like You Supertato Superkid Real Superheroes Heroes - Fiction: A Superhero Like You Narratives	Shared texts: Peep Inside Bug Homes Aaaarrggghh Spider! Additional texts: Mad About Minibeasts I love Bugs Going on a Bug Hunt Minibeasts - Persuasive Writing Buy My Honey! - Identify features. - Write an advert.	Peppa at the Beach Off to the Beach We're Going to the Beach Additional texts: Splash Day Sharing a Shell! The Sea Below my Toes When Summer Comes Summer Fun Real Event/Personal Experience: School Trip - Recount - Sequencing
Cycle 2 - 26/27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Who Are You Whoever You Are The Colour Monster Goes to School I like Bees. I don't like Honey	The Quiet Little Firework The Scarecrows' Wedding The Pumpkin Who Was Afraid of the Dark The Best Diwali Ever The Most Exciting Eid	Shared texts: Commotion in the Ocean The Snail and the Whale We're Going on a Lion Hunt The Rainbow Fish The Lighthouse Keeper's Lunch The Crayons Love Our	Shared texts: Stanley's Toy Box Toys Galore Toys in Space Additional texts: Lost in the Toy Museum The Paper Dolls That Rabbit Belongs to	Shared texts: Farmyard Hullabaloo What the Ladybird Heard Look What I Found on the Farm Mavis the Bravest What the Ladybird Heard Next	Shared texts: The Very Hungry Caterpillar Handa's Surprise Every Bunny is a Yoga Bunny The Couch Potato Ready Steady Mo Which Food Will You



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	Measuring Me Incredible You All About Me - Non-chronological Report: All About Witches - Present tense. - Information	Supertato Carnival Catastro-Pea! Sammy Spider's First Hanukkah Festivals and Celebrations - Real Event/Personal Experience: Diary Entries - Role play. - Past tense. - Recount.	Planet Land and Sea - Non-fiction/Information: All About Tigers - Write an information text. - Add s to pluralise.	Emily Brown Toys - Poetry (senses): How Butterflies Came to Be - Stories - Link to own experience	Farm Fun - Fairy Tales: Jack and the Beanstalk - Character description. - Story writing.	Choose Healthy Me - Fiction: The Magic Porridge Pot - Reading, writing. - Story mountains. Story writing
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KS1 - Access			KS1 - Build		
Communication	Reading	Writing	Communication	Reading	Writing



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1. Associate turn taking with interactions between adult and child. 2. Recognise patterns in communication such as transitions, songs, call and response etc. 3. Experience a range of rich vocabulary. 4. Listen to questions and answers. 5. Associate non-verbal cues with communication such as visual, object or pictures. 6. Provide attention at key times in the day or session.	1. Have pleasurable storytime experiences. 2. Listen to explanations of how stories link to their own experiences. 3. Become familiar with key stories. 4. Become familiar with texts for different purposes and how we can access them. 5. Listen to a range of stories being read to them, experiencing narrative language. 6. Experience discussion on title and event links. 7. Have inferences explained. 8. Explore meaning via a range of cues such as signs, symbols and pictures. 9. Demonstrate readiness to listen. 10. Explore key/familiar/repeated characters in a story.	1. Develop core strength and ‘muscle isolation’ in readiness for handling mark making tools. 2. Demonstrate choices in mark making materials. 3. Show a dominant hand. 4. Increase pattern making and manipulation skills. 5. Show an interest in the marks they make.	1. Interact with a range of adults and peers. 2. Recognise communication for different purposes such as play, meeting of need and instruction. 3. Build up key vocabulary within a topic or theme. 4. Begin to articulate answers. 5. Link body language and facial expression to communications. 6. Develop attention in conversations.	1. Recognise storytime as a pleasurable experience. 2. Link events in stories with real world contexts. 3. Retell parts of familiar stories through role play. 4. Recognise and join in with familiar phrases. 5. Discuss word meanings. 6. Know the title and key events. 7. Begin to make simple inferences. 8. Anticipate next steps or sequences. 9. Take turns listening and speaking. 10. Use imagination to explore wondering questions.	1. Develop fine motor skills and finger strength to enhance mark making and letter formation. 2. Develop mark making ability and give the marks meaning. 3. Develop simple letters or marks to represent words. 4. Build simple sentences. 5. Share their work with adults.
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KS1 - Connect			KS1 - Deepen		
Communication	Reading	Writing	Communication	Reading	Writing
1. Listen and respond to adults and peers. 2. Ask relevant questions. 3. Build their vocabulary knowledge. 4. Articulate answers, arguments and opinions.	1. Develop pleasure in reading. 2. Beware of non-fiction books. 3. Become increasingly familiar with and retelling a wider range of stories.	1. Develop fine motor skills and finger strength to enhance mark making and letter formation with added control, fluency and consistency. 2. Develop confidence in	1. Listen and respond appropriately to adults and their peers. 2. Ask relevant questions to extend their understanding and knowledge. 3. Use relevant strategies to	1. Develop pleasure and a motivation to read. 2. Explore a range of non-fiction books. 3. Begin to sequence stories. 4. Recognise simple recurring literary language in stories	1. Increase stamina in mark making. 2. Use some of their print and letter knowledge in their early writing. 3. Mark make for a range of purposes.



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5. Give descriptions, explanations and narratives for different purposes, including for expressing feelings. 6. Maintain attention in collaborative conversations, staying on topic.	4. Recognise simple recurring literary language in stories 5. Discuss and clarify the meanings of words. 6. Share their favourite words. 7. Make simple inferences. 8. Predict events and phrases in stories that are known to them. 9. Ask and answer simple questions with a yes/no response. 10. Explain their understanding of books.	mark making with a dominant hand. 3. Form letters, words or marks moving from left to right. 4. Develop early writing linked to themselves such as writing their name or family titles. 5. Check and share their writing with adults and peers.	build their vocabulary. 4. Articulate and justify answers, arguments and opinions. 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	and poetry. 5. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. 6. Share their favourite words and phrases. 7. Make simple inferences on the basis of what is being said and done. 8. Predict events and phrases in stories based on what has been read so far. 9. Ask and answer questions. 10. Explain and discuss their understanding of books.	4. Develop writing for different purposes e.g. lists. 5. Share their work and listen to feedback.
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Key Stage 2 (Year 3, Year 4, Year 5 and Year 6) Curriculum

Cycle 1 - 27/28	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Explorers - Poetry: https://www.brownsbfs.co.uk/Product/Judge-Chris/The-Great-Explorer/9781849394017 Journey Nursery rhymes and songs related to travel: Wheels on the bus Bear Hunt Row the boat Impact of language structure and themes in poetry and descriptive writing	Festivals-Christmas and Eid - Fiction: - Character/setting description. - Build-up.	The Mystery of the Golden Wonderflower Hansel and Gretel Perfect Plants Hansel and Gretel Writing information texts	Water Tull's Scrapbook Amelia Earhart (Little People. Big Dreams) Transport - Non-fiction/Information: Walter Tull's Scrapbook - Biography - Make comparisons	Katie in London Coming to England British Isles - Other Cultures: Coming to England Story settings and an author's purpose	Forces and Magnets Instructions Pizza Cake I've Got the Power! -Non-fiction/Information: Monster Pizza - Instructions - Verbs - Invitation
Cycle 2 - 24/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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Topics	The BFG Hetty Feather Ruby in the Ruins Cities - Narrative writing. - Characters - Past/present tense. - Build-up. - Sequencing	The Miracle of Hanukkah Eight Nights, Eight Lights Celebrations - Generate ideas. - Setting descriptions. Dialogue	Perfectly Norman Funny Bones Amy Gets Eaten! Inside my Body - Persuasive writing. - Adverts - Scientific vocabulary.	Supertato Super Daisy Superworm Superpowers Instruction writing	One Day on our Blue Planet....in the Savannah One Day on our Blue Planet....In the Rainforest One Day on our Blue Planet....In our Ocean One Day on our Blue Planet....in the Antarctic One Day on our Blue Planet....in the outback Animals - Speech writing	Lighthouse Keepers Lunch Commotion in the Ocean Sharing a shell Let's go to the Beach -Poetry:Cosmic Disco - Performing poetry and writing and performing plays
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Cycle 3 - 25/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me! In Every House on Every Street Paddington's Post Who are you? Non-fiction/Information: - Fiction- describing feelings: - Persuasive letter.	Light it up! Little Sid: The Tiny Prince Who Became Buddha Little Glow Eid for Nylah Holi Hai! -- Non-chronological report. - Diet, houses, artefacts.	Exploring The Search for the Giant Arctic Jellyfish The Great Explorer The Lights that dance in the Night - Play: Plot and playscripts	Castles and Dragons Look inside a castle Lullabyhullabaloo! Once Upon a Dragon's Fire - Myth/Legend: Characterisation	Living things (life cycles and plants) Errol's Garden We are the wibbly Sam Plants a Sunflower by Katie Petty The Amazing Life Cycle Of Butterflies by Kay Barnham The bug collector Writing Information Texts	The World Here we are Look what I found in the woods Emma Jane's Aeroplane - Fiction: Descriptive writing



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Cycle 4 - 26/27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Seasons Writing letters- formal and informal Writing letters- formal and informal The Leaf Thief The Sun Thief The Snow Thief That's my Flower The Leaf Thief Numbers The Leaf Thief Colours	Festivals Non-fiction/Information: - Recount - Presenting	Evolution and Inheritance - Non-fiction/Information: - Explanation - Precise vocabulary. Lifesize Dinosaurs Peep Inside Dinosaurs Dig, Dig, Dinosaur	Our Locality Newspaper report writing https://www.brownsbfs.co.uk/Product/Baker-Smith-Grahame/The-Rhythm-of-the-Rain/9781787410152 https://www.brownsbfs.co.uk/Product/Colby-Rebecca/National-Trust-The-Castle-the-King-Built/9781788006590 https://www.brownsbfs.co.uk/Product/Wormell-Christopher/George-and-the-Dragon/9780241370407	Eco Warriors - Traditional Tale: Narrative Writing	Earth and Space - Fiction: - Narrative writing. - Contrasting settings/characters. The Man on the Moon Survival in Space

KS2 - Access			KS2 - Build		
Communication	Reading	Writing	Communication	Reading	Writing
1. Develop spoken language and alternatives. 2. Experience different forms of communication. 3. Experience performances, role play and improvisations. 4. Connect communication to	1. Listen to a range of texts being read to them, experiencing new vocabulary, varied tone, expression and pace. 2. Begin to demonstrate preferences between stories.	1. Experience literature presented in different forms. 2. Increase vocabulary exposure. 3. Develop fine motor skills and finger strength. 4. Make connections between	1. Develop understanding through spoken language and alternatives. 2. Recognise when to adapt communication for learning, play and social interaction. 3. Take part in roleplay to	1. Develop positive attitudes to reading different forms of text. 2. Choose and enjoy a range of stories, joining in with repeated refrains. 3. Recount key plot events in	1. Discuss literature presented in different forms. 2. Select from a given choice vocabulary for different writing purposes. 3. Develop a consistent pen grip.



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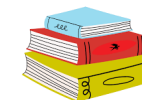
relationships. 5. Listen to different opinions and ideas. 6. Develop turn taking skills with familiar adults. 7. To respond to a range of instructions at an appropriate key word level. 8. Experience a wider range of non-verbal cues.	3. Recognise key characters and actions from shared stories. 4. Recognise characters' feelings e.g. happy/sad using inference. 5. Explore meaning in texts using cues to link. 6. Build upon ideas from given choices.	marks and meaning. 5. Build simple sentences. 6. Share their work with adults.	gain further understanding of texts and the wider world. 4. Appropriately initiate communication with a wider range of adults/peers. 5. Begin to share their opinions and ideas in a group context. 6. Develop turn taking skills with peers and less familiar adults. 7. Link key vocabulary to contexts and changes in learning focus. 8. Explore how body language and facial expression can change the meaning/intention of communication.	a range of play, images and retelling. 4. Draw inferences about character feelings and make simple predictions. 5. Link well known stories and the key plot events that take place in them. 6. Retrieve and record ideas.	4. Make connections between letter and word formation. 5. Join words to build simple sentences including simple punctuation use. 6. Share their work with adults and peers.
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KS2 - Connect			KS2 - Deepen		
Communication	Reading	Writing	Communication	Reading	Writing



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1. Extract key points from verbal information. 2. Adapt communication in different environments and purposes. 3. Take part and observe role play with peers with little or no adult prompting. 4. Appropriately initiate communication with a wider range of adults/peers through formal means 5. Acknowledge the responses of others. 6. Use appropriate registers for effective communication. 7. Respond to a range of complex instructions. 8. Use verbal and non verbal cues to respond to peers and adults.	1. Listen to and read a range of texts for different purposes. 2. Demonstrate preferences between stories and articulate decision making. 3. Identify important characters and start to link actions to thoughts and feelings. 4. Explore meaning in texts, retrieving and inferring answers to questions. 5. Listen to a range of stories, predicting what might happen next, and identifying surprises or the unfamiliar. 6. Ask questions to improve their understanding.	1. Use literature examples and discuss the writing skills that they will need to apply to a task and start to modify them as needed. 2. Use some language features to match the genre. 3. Write paragraphs around a theme. 4. Enhance their writing with description and detail. 5. Use some layout features in line with recognised writing purposes. 6. Appropriately sequence words in sentences and alter them when needed.	1. Use spoken language and alternatives to develop understanding through speculating, hypothesising, imagining and exploring ideas. 2. Move attention during a conversation to focus on a key person or information. 3. Participate in performances, role play and improvisations. 4. Use communication to develop relationships 5. Consider and evaluate different viewpoints, attending to and building on the contributions of others. 6. Select and use appropriate registers for effective communication. 7. Use new vocabulary in a range of contexts. 8. Respond with appropriate body language/facial expression to convey meaning.	1. Handle books, beginning to use organisational features to navigate around them. 2. Recommend books that they have read to their peers, giving reasons for their choices. 3. Extract key information and detail from books/texts that are shared. 4. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 5. Explore texts and make comparisons based on plot events, characters and settings. 6. Discuss their understanding of what they have read.	1. Plan their writing through discussion or oral rehearsal. 2. Select appropriate vocabulary and language features to match writing. 3. Use creativity and imagination in their own writing. 4. Create settings, characters and plot. 5. In non-narrative material, use simple organisational devices. 6. Proofread their writing and make changes/amendments.
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Key Stage 3 (Year 7, Year 8 and Year 9) Curriculum

Cycle 1 - 26/27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Escape from Pompeii Romans on the Rampage Julius Caesar The Rotten Romans - Play: - Ancient Rome - Conspiracy	Arctic Star Operation Banana The Lion and the Unicorn World at War - Writing for Information: - Wilfred Owen's letter. - Testament of Youth - Planning, writing.	The Boy Who Grew Dragons Late Sunshine for Breakfast Botanicum Circle of Life - Non-fiction: - Memories - Importance - Emotions	Aya and the Star Chaser The King with Dirty Feet Gandhi Land of Belonging Asia - Fiction: - Stories from Asia. - Myths, folktales. - English language. - Presentation and performance	Running Out of Time I am a Jigsaw: Puzzling Poems to Baffle your Brain Beowulf - Michael Morpurgo King of the sky European Tour - Poetry - Plot, character, attack.	Flood World Solid, Liquid or Gas? Reach for the Stars! - Writing for Pleasure: - Understanding - Atmosphere - Vivid imagery.
Cycle 2 - 24/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Who Let the Gods Out? Percy Jackson and the Lightning Thief A Midsummer Night's Dream The Corinthian Girl The Groovy Greeks - Play: - Comedy - Magical setting - Love/Weddings.	Shackleton's Journey Antarctica: A Continent of Wonder The Chronicles of Narnia Antarctica Non-fiction: - Layout - Comprehension - Themes	Selfies With Komodos I Don't Like Poetry Be a Scientist: Investigating Electricity Energising - Poems: - Personification - Metaphor, simile - Sound, rhyme.	A Shakespeare Story: Macbeth My Friend Walter Tudor Britain - Fiction: - Historical context. - Past, present, future. - Plan, write - Character - Introduction - Pilgrimages - Characters	My Name is River Journey to the River Sea Rainforest Warrior South America - Research - Logical arguments. Debates and Discussions	Space Band The Jamie Drake Equation A Cat's Guide to the Night Sky Earth and the Atmosphere - Writing for Pleasure: - Creative writing - Structure - Planning
Cycle 3 - 25/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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Topics	How to Train Your Dragon The Dragon's Hoard Arthur and The Golden Rope The Vicious Vikings - Write for Pleasure: - Narrative, diary writing. - Description	The Song Walker Curious Creatures Glowing in the Dark Sabotage on the Solar Express Australia - Non-fiction: - Research - Leaflet	A Study in Scarlet - Sherlock Holmes Frankie's World Me, in the Middle All About Us! Writing Recounts and Newspaper Articles - Predictions - Articles	Princess Sophia Duleep Singh (My Story) The Royal Rebel Gandhi Little People Big Dreams We Sang across the Sea The Empire - Fiction: - Characters - Perspective - Legacy	Journey to Jo'Burg Anna Hibiscus The White Giraffe Wangari's Trees of Peace Africa - Play: - Shipwreck - Plot - Monologue	Keisha Jones is a Force of Nature! Perfectly Peculiar Pets Bright Bursts of Colour by Goodfellow, Matt Movement and Momentum - Poems: - Features - Language - Structure
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KS3 - Access			KS3 - Build		
Communication	Reading	Writing	Communication	Reading	Writing
1. Use communication to maintain relationships. 2. Initiate and close down turn taking using appropriate strategies. 3. Recognise how contexts can change the use/meaning of vocabulary. 4. Experience plays and poetry. 5. Respond to instructions which might include more than one simple step. 6. Recognise body language and facial expressions.	1. Show enjoyment in reading. 2. Experience new vocabulary linking to a topic or theme. 3. Listen to texts being read and use pace, intonation and inference to predict what might happen next. 4. Make a choice of reading materials from given options. 5. Recognise key plot events from given options. 6. Explore meanings in text. 7. Know ways books can be stored.	1. Develop pen grip. 2. Show awareness of print moving left to write in mark marking or letter writing. 3. Share their work with adults and peers. 4. Make connections between letter and word formation. 5. Begin to form letters.	1. Adapt communication for different familiar contexts. 2. Adapt communication for the needs of another person. 3. Modify communication for different audiences. 4. Use roleplay to respond imaginatively during communication - responding in the moment. 5. Read common verbal and non-verbal cues that invite interaction. 6. Use body language and facial expression to enhance meaning.	1. Enjoy a wider range of books showing preferences for genre or form. 2. Increase vocabulary knowledge and understanding. 3. Predict actions of key characters from inference and given options. 4. Discuss preferences between texts giving reasons for their choices. 5. Recount key plot events and discuss the impact that they can have. 6. Explore alternative meaning in texts. 7. Explore how texts can be categorised.	1. Use consistent pen grip to support stamina when writing. 2. Form words, phrases and simple sentences using more consistent punctuation. 3. Choose different vocabulary to match the writing style from a given range. 4. Develop knowledge of whole sentence structure. 5. Begin to recognise mistakes in spellings.



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KS3 - Connect			KS3 - Deepen		
Communication	Reading	Writing	Communication	Reading	Writing
1. Develop understanding of different roles within communication for specific tasks in a range of contexts. 2. Give short speeches and presentations keeping to the point. 3. Participate in formal debates and structured discussions. 4. Use roleplay to explore interactions and how to respond to less familiar situations or contexts. 5. Link verbal and non-verbal cues to emotional responses	1. Demonstrate preferences in texts for different purposes. 2. Develop strategies for understanding more complex and less familiar vocabulary. 3. Make inferences, referring to evidence in the text. 4. Identify the purpose of a text and its intended audience. 5. Identify primary and secondary characters and how they might impact the plot of a story. 6. Explore meaning in texts including whole text	1. Develop writing with accuracy and fluency. 2. Enhance writing with structural choices. 3. Plan vocabulary use for form, audience and purpose. 4. Modify plans for writing including paragraph use to improve and develop work. 5. Check grammar, punctuation and spelling of writing and correct.	1. Recognise when others are less comfortable during interactions, requiring support or modification. 2. Give short speeches and presentations, expressing their own ideas and keeping to the point. 3. Participate in formal debates and structured discussions, summarising and/or building on what has been said. 4. Improvise, rehearse and perform play scripts and poetry in order to generate	1. Choose and read books for challenge, interest and enjoyment. 2. Learn new vocabulary, relating it explicitly to known vocabulary. 3. Extract information from a text that includes implied meaning such as persuasion, reassurance, character motive. 4. Make comparisons between texts including their form, purpose and audience. 5. Listen to a range of texts identifying how	1. Write with accuracy and fluency. 2. Employ writing for purpose strategies including language, form and layout choices 3. Apply creativity and imagination to writing to achieve a desired audience response. 4. Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. 5. Ensure accurate grammar, punctuation and spelling.



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to communication. 6. Employ problem solving skills if meaning in interactions is unclear or complex.	messages and ideas. 7. Know categories of texts and begin to organise.		languages and discuss language use and meaning. 5. Recognise the use of turns of phrase or colloquialisms and how/when they might be used. 6. Develop understanding of implied meaning during interactions.	atmosphere/mood affects the plot of the story and how an audience might respond. 6. Make critical comparisons across texts. 7. Use organisational features to make connections between text type/form and be able to categorise.	
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Key Stage 4 (Year 10 and Year 11) Curriculum

Choose an AQA Unit Award Certificate appropriate to your classes needs each term.

Cycle 1 - 25/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Access: ASTRO GIRL Astro Girl by Wilson-Max, Ken (9781910959213) Browns Books Build and connect: The Wild Robot: The Wild Robot: Now a major DreamWorks animation! by Brown, Peter (9781800789913)	Access: Let's Celebrate! by DePalma, Kate (9781782858348) Browns Books Build and connect: The boy who slept through Christmas Seasonal Celebrations	A Shakespeare Story: Romeo And Juliet A Shakespeare Story: Antony and Cleopatra The Boy in the Tower: Boy In The Tower : Ho-Yen, Polly: Amazon.co.uk: Books Our Liberty Writing letters/ emails for	Access: Alice's Wonderful Hospital Adventure Niki Palmer and Tony Densley Build/Connect: Face Benjamin Zephaniah Face by Zephaniah, Benjamin	Access: Lost and Found, Oliver Jeffers Lost and Found by Jeffers, Oliver (9780007150366) Browns Books Build and connect: The Last Bear	Access: The Little Island Smiriti Halls: The Little Island by Halls, Smriti (9781783449101) Browns Books Build and Connect: Animal Farm Animal Farm by Orwell, George (9780141036137) Browns Books



‘The more that you read, the more things you will know. The more that you learn, the more places you'll go’ (Dr. Seuss)

	Space! Writing Narratives	Writing Poetry	different purposes	(9781408894989) Browns Books Medical Emergencies - Fiction: Writing discursive texts	Hannah Gold The Last Bear by Gold, Hannah (9780008411312) Browns Books Natural World Writing information texts	Leadership Writing speeches

Cycle 2 - 24/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	The Kid Who Came From Space Can You Get Rainbows in Space? Counting on Katherine Origins of the Universe - Descriptive Writing: - Journey to the Centre of the Earth - Creating effects. - Description writing from images.	The Miracle on Ebenezer Street The Spirit Snatcher War Horse Not Christmas! - Fiction: Writing instructions and information leaflets	Archimedes and the Adventure in the Backyard Inside Your Outside: All About the Human Body Science Curious Questions and Answers Max Einstein: World Champions Brilliant Biology Information Texts	My Secret War Diary Once (Once/Now/Then/After): Gleitzman, Morris Lessons From History - Non-fiction: - Summarise - Viewpoint - Leaflet writing, edit.	The Good Thieves North America https://www.brownsbfs.co.uk/Search/Keyword?keyword=of%20mice%20and%20men&productType=1 Letter/ Email writing	My Name is not Refugee Refugee Boy - Benjamin Zephaniah Azzi in Between Poetry New Starts/ Refugees Writing newspaper reports

KS4 - Access	KS4 - Build
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Communication	Reading	Writing	Communication	Reading	Writing
1. Continue to develop communication. 2. Use communication to form new relationships - transition and meeting new people. 3. Modify communication for different familiar audiences. 4. Use turn taking in less formal interactions. 5. Respond to instructions which might include lists or a sequence of actions. 6. Respond to body language and facial expressions.	1. Listen to books and stories being re-read 2. Listen to texts being read, exploring pace, rhythm and intonation. 3. Recognise the impact of the actions of key characters from various texts. 4. Increase vocabulary awareness and knowledge. 5. Explore non-fiction texts with some understanding of facts.	1. Develop fine and gross motor skills to enhance mark making and letter formation. 2. Experience writing for different purposes. 3. Develop their vocabulary knowledge and understanding. 4. Begin to write letters next to each other to form simple words.	1. Adapt communication for different unfamiliar contexts. 2. Modify vocabulary use for different contexts maintaining appropriate meaning. 3. Use roleplay to respond to challenging 'problems' in communication. 4. Address the needs of another person via communication. 5. Understand common verbal and non-verbal cues that suggest common emotional responses from others. 6. Read body language and facial expression to enhance understanding of communication.	1. Compare meanings that can be found in the same text. 2. Discuss text types that are less familiar showing preferences and giving reasons for their choices. 3. Recount characters and plot events from a range of texts, identifying similarities and differences. 4. Ask simple questions to support their understanding. 5. Use non-fiction text for specific purposes.	1. Develop writing with accuracy and fluency. 2. Develop writing for different purposes. 3. Use a wide and varied range of vocabulary in their writing. 4. Begin to recognise mistakes in their writing.



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KS4 - Connect			KS4 - Deepen		
Communication	Reading	Writing	Communication	Reading	Writing
1. Adapt communication strategies to support interactions. 2. Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics. 3. Make appropriate contributions to group discussions with others. 4. Make requests and ask clear questions appropriately in different contexts. 5. Recognise when to use formal and informal communication. 6. Develop understanding of language or emotions.	1. Compare texts discussing how authors choose to share their messages 2. Understand the main points/ideas/themes in texts including connecting texts to important periods of social history. 3. Identify how the plot, characters and events shape the meaning of a story in different texts. 4. Use effective strategies to find the meaning of words and check their spelling. 5. Use organisational features to navigate whole texts.	1. Communicate information using words and phrases appropriate to the audience and purpose. 2. Select language, form and layout choices for specific purposes. 3. Modify vocabulary selections for different writing purposes and audiences. 4. Revisit written work to identify areas for development and correction.	1. Communicate confidently, audibly and effectively. 2. Plan for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates. 3. Work effectively in groups, taking on required roles, including leading and managing discussions and involving others productively. 4. Identify and extract the relevant information and detail from communications asking questions to clarify. 5. Follow the thread of discussions and recount them. 6. Improvise, rehearse and perform play scripts and poetry in order to generate language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	1. Demonstrate preferences in texts explaining their choices and comparing them to the choices of others. 2. Explain implied meaning, how it has been identified, and different interpretations. 3. Listen to a range of texts and identify similarities in style and mood and how they affect the characters and story. 4. Read and understand more complex vocabulary and sentences for example those with more than one clause. 5. Understand organisational markers in texts and how they support a reader.	1. Adapt their writing for a wide range of purposes and audiences. 2. Make appropriate language, form and layout choices for specific purposes with consistency. 3. Judge and use appropriate vocabulary to reflect audience, purpose and context. 4. Revise, edit and proof-read writing.



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