

English Curriculum Intent 2023-2024

	Key Stage 2 Topics	Key Stage 2 Skills	Key Stage 2 Knowledge	Key Stage 3 Topics	Key Stage 3 Skills	Key Stage 3 Knowledge	Key Stage 4 Topics	Key Stage 4 Skills	Key Stage 4 Knowledge
<b>Curriculum Intent</b>	<p>English offers pupils the tools for making sense of the world around them through developing skills in: communication, critical thinking, research and cultural understanding, helping them to survive in the adult world (skills for life).                      At Compass all pupils are assessed on entry and the curriculum is differentiated to address any gaps in knowledge.                      We foster positive "can do" attitudes and we promote the fact that we can all do English. As a result, pupils become proficient in communication skills and can access information to support their learning and personal growth.                      All pupils are challenged and encouraged to excel in English and to recognise the importance of English in the wider world. Pupils leave Compass equipped with the knowledge and skills to address reading, written and spoken communication challenges.                      By the end of KS2 pupils are expected to have a foundation in reading, writing (transcription and composition), SPaG, vocabulary, speaking and listening, comprehension and inference, literary appreciation and critical thinking and analysis.                      By the end of KS3 pupils are expected to gain a deeper understanding of KS2 skills and will further develop skills in transcription (spelling and handwriting), composition, comprehension and analysis, creative writing, narrative techniques and independent research.                      By the end of KS4 pupils are expected to have developed further knowledge of KS3 skills, including demonstrating clear, coherent, and purposeful written communication through the effective use of composition, cohesion and intent, they will, additionally, have developed skills in literary analysis and evaluative research.</p>								
1	<b>HT1</b>  Online baseline reading assessment  Narrative writing  <b>B, Sp, M, So, C, I</b>  <b>Cc – H, R</b>	Apply phonetic understanding to word level reading Use scanning and close reading to comprehend a text Recognise main ideas in a text Write full sentences with punctuation, handwriting and letter formation Use phonics and word banks to write accurate sentences Use rhetorical questions Organise writing so events flow logically SpaG – use silent letters, common prefixes, suffixes, simple phonetic rules accurately. Use full stops, capital letters and question marks accurately.	Non-decodable words Comparisons within and across books Story structure to make predictions  Plan before writing Settings, character descriptions, problems and solutions Themes and conventions Importance of a clear voice and style  SpaG-use of basic spelling rules and patterns, basic punctuation marks.	Online baseline reading assessment  Fiction Texts - Critical Reading  <b>B, Sp, M, So, C, I, R, Rel</b>  <b>Cc – H, R</b>	Explain the influence of different contexts. Identify themes/motifs in a text. Describe a fictional setting for characterisation and atmosphere. Explain using setting as a symbol. Analyse texts. Describe how a writer's words influence emotions. Explain how structure shapes the reader's response. Use metaphors, symbolism and appropriate vocabulary. Use clues in the text to find the meaning of unfamiliar vocabulary. SpaG -use of rules to spell accurately, accurate use of capitalisation and end punctuation.	Influence of contexts. Themes/Motifs in a text. How to describe a fictional setting for characterisation and atmosphere. How setting is used as a symbol. Analysis: what is it, how do we do it? Use of structure to shape reader response. Language features. How to find the meaning of unfamiliar vocabulary.  SPaG- recap basic spelling rules, common spelling patterns. Capitalisation for proper nouns, sentences, titles and headings, end punctuation-full stops, question marks and exclamation marks.	Online baseline reading assessment  Spoken Language  Analysing Fiction - Text Types, Setting, Themes, Characterisation, Narrative Voice  <b>B, Sp, M, So, C, I, R, Rel</b>  <b>Cc – H, R</b>	Spoken Language: Deliver a presentation that considers audience, purpose, uses Standard English, body language, eye contact, voice, answer questions. Text Types: Use genre appropriate literary devices. Use appropriate time/place as a setting. Identify common themes through motifs. Create characters through things they do, say, look like and own. SPaG -accurate use of verb tenses and forms and different types of clauses and phrases within sentences. Use spelling rules to spell common words correctly.	Spoken Language: GCSE Understand requirements for Speaking and Listening Text Types: Literary devices and genres. Use of place and time within a text. Main ideas in a text. How and why to use characterisation. Story perspective. SPaG-understand verb tenses (past, present, future) and forms (simple, continuous, perfect), clauses (independent, dependent) and phrases (noun, verb, prepositional). Understand common spelling rules-silent letters, doubling consonants, adding suffixes, irregular spellings.
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9	<b>HT2</b>  Non-chronological explanatory text  <b>B, M, So, C, I</b>  <b>Cc – H, R</b>	Choose subordinating and co-ordinating conjunctions to link ideas Use follow-up sentences to give more information inc adjectives and adverbs Use simple, compound and complex sentences for effect Incorporate embedded clauses to add extra information Make use of heading, sub headings and paragraphing SpaG – use nouns, verbs, adjectives and adverbs accurately in a sentence.	Awareness of the audience to engage the reader How to include ambitious vocabulary choices The effect of organisational devices  SpaG-definition of parts of speech and understanding of how to use in a sentence.	Fiction texts - Fiction Writing  <b>B, Sp, M, So, C, I, R, Rel</b>  <b>Cc – H, R</b>	Engage the senses using adjectives, imagery, alliteration and onomatopoeia to describe. Choose a point of view to give a perspective of the story. Create tension to grab attention. Use word choices to bring characters and settings to life. Use structure to create an emotional response. Use an exciting opening. Use linguistic devices effectively. SpaG- Accurate use of parts of speech and use of different sentence types and structure.	Descriptive writing. Use of 1st or 3rd person in writing. Use of sentences to build structure. Use of language and structure for effect.  How to write an engaging story opening. How to use linguistic devices in writing. SPaG- Knowledge of parts of speech and their function -nouns, pronouns, verbs, adjectives, adverbs, and understand different types of sentences and their components.	Analysing Fiction: Language and Structure Annotating texts Responding to a fiction text  <b>B, Sp, M, So, C, I, R, Rel</b>  <b>Cc – H, R</b>	Language and Structure: Show literary techniques Show understanding of use of structure through written answers. Annotate a text: To identify key information about structure, language, literary techniques, characterisation and voice, themes and ideas. Respond to a fiction text: Demonstrate annotation, evidence, question comprehension. Use of PEEL (Point/Evidence/Explain/Link) to structure paragraphs, and embed quotations with close analysis of the language. SPaG-Effectively construct complete and well-structured sentences. Use and spell homophones and commonly misspelled words accurately.	Language and Structure: Literary techniques, language techniques and choices. Structure of fiction texts at sentence/paragraph/extract/ whole text level. Annotation of Texts: Knowledge of annotation of structure, language, literary techniques, characterisation and voice, themes and ideas. Response to a fiction text: Understand the question and the response required. How to structure a paragraph effectively and use quotations and close analysis. SPaG-understand importance of sentence construction including sentence fragments, run-on sentences, comma splices. How to remember and spell homophones and commonly misspelled words accurately.
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16	<b>HT3</b>  Diary writing  <b>B, M, So, C, I</b>  <b>Cc - H, R</b>	Produce phonetically plausible attempts at more ambitious vocabulary Choose powerful adjectives and adverbs to describe events Make the reader feel emotive Use paragraphing to organise events, time and place Use devices to directly address the reader Use tense appropriately SpaG -Transcribe and use common high frequency words accurately.	First person writing Chronological order A consistent voice Evidence terms such as purpose and audience  SpaG- how to spell common high frequency words.	Non-fiction texts - Critical Reading  <b>B, Sp, M, So, C, I, R, Rel</b>  <b>Cc – H, R</b>	Understand text purposes and designs. Identify the audience through language used Explain the conventions of each form of writing. Recognise language choices used to present the writer's viewpoint, influence the reader and create an effect. Explain organisation of text: whole text, single sentence or paragraph. Identify similarities and differences in texts.  SPaG- using strategies for accurate spelling, correct use of apostrophes and quotation marks.	How to examine different text types. Audience, purpose and form. Writing conventions. Investigation of language and structure. Writer's viewpoint to create an effect. How a writer organises text. Comparison of non-fiction texts. SPaG- use of spelling strategies, sounding out, mnemonics, identifying root words. Use of apostrophes for contractions and possession and quotation marks for punctuating dialogue. SPaG	Analysing non-fiction: Text types Purpose & Audience Language and Structure  <b>B, Sp, M, So, C, I, R, Rel</b>  <b>Cc – H, R, WoW</b>	Text Types: What makes text types non-fiction. Write adverts, reviews, letters, diaries, articles, leaflets using appropriate language, tone, style. Create literary non-fiction using techniques such as withholding information and rhetorical devices. Purpose and Audience: Write using 'TAP', for an effect on the reader. Compare two texts, identify purpose of each, consider theme/topic/experiences. Language and Structure: Use close analysis of words and phrases to show use of language. Include literary language features, consider narrative voice, tense, sentence structure. Use a language analysis framework to analyse writers use of language.	Text Types: Different types of non-fiction text and their uses. Literary non-fiction. Purpose and Audience: Use of 'TAP' (Type, Audience, Purpose) when looking at non-fiction. Comparison of two texts from different times. Clarity of intended audience through; content, tone, words, use of language, personal pronouns, layout. Language and Structure: Key literary language features, use of a language analysis framework, key structural features and annotation for language and structure. SPaG-how to vary sentences-sentence openers, lengths, structures. Use of end punctuation – full stops, question marks, exclamation marks.
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22	HT4	Balanced and unbalanced argument  B, M, So, C, I  Cc – H, R, G, WoW	Use rhetorical questions Employ statistical information for effect Use PEE - point/evidence/explain Use sophisticated and technical language for effect Create opening paragraph, linking paragraphs and produce conclusions  SPaG-understanding and effective use of commas, exclamation marks and speech marks in writing.	Draw on knowledge of existing examples Formal and informal letter writing The purpose of persuasion What does balance look like Understand emotive language  SPaG-how to use of commas for lists, exclamation marks and speech marks.	Non-fiction texts - Writing  B, Sp, M, So, C, I, R, Rel  Cc – H, R, WoW	Write a travel article. Write a newspaper report. Write an autobiography. Write a speech. Write a formal letter. Use appropriate tone, style, layout and language techniques.  SPaG- Effective use of conjunctions and use of clear paragraph structure to maintain coherence between paragraphs.	Connect ideas in writing. Plan and draft writing. Write to persuade Write to inform. Formal vs Informal writing. Build an argument.  SPaG- Use of conjunctions to connect words, phrases and clauses. How to structure a paragraph and use topic sentences.	Analysing non-fiction: Responding to a non-fiction text. Comparing Texts  B, Sp, M, So, C, I, R, Rel  Cc – H, R	Responding to a non-fiction text. Analysis of annotated extract to show explicit/implicit information, use of structure, is purpose is achieved. Use language analysis framework to analyse the writers use of language. Structure writing - introduction, detailed paragraphs, short conclusion. Summarise reader's opinion, response, has the writer's purpose been achieved. Comparing texts: Purpose and form - similarities and differences. How writers achieve purpose, use tone, language, word choice, literary techniques, structure. Writer's viewpoint, perspective, attitude and ideas. Evidence of a plan. A comparison - introduction, main points contrasting and/or comparing two texts, brief conclusion, reference both texts. SPaG-use of proof-reading and editing skills to correct errors in spelling, punctuation and grammar and improve writing.	Responding to a non-fiction text. How writers use language, form and structure, the effectiveness of language, themes and ideas raised. Question comprehension. How to structure a longer answer. How to use quotations and close analysis. Comparison of texts: Types of text and their purpose. How to compare a writer's methods. How to compare literary non-fiction with non-fiction.  The importance of a good plan. How to structure a comparison response. SPaG-how to proofread and edit work carefully for spelling errors, use of dictionaries.
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28	HT5	Recount  B, M, So, C, I  Cc – H, R	Use a variety of sentence starters Organise writing into paragraphs Use conjunctions Use a variety of sentence structures  SPaG-effective use of apostrophes and fronted adverbials.	Maintain a consistent voice Understand settings, character descriptions, problems and solutions How to use flashbacks as a device Use checklists to successfully edit writing  SPaG-when to use of apostrophes for contraction and possession and fronted adverbials.	Essay Writing  B, Sp, M, So, C, I, R, Rel  Cc – H, R	Use direct quotations as evidence. Structure and plan an essay. Engaging introduction introducing key ideas.  Conclusion with main points. Identify distinctions in stories through settings, genres, characters and use of language.  SPaG-use of a variety of sentence lengths/openers.	Use evidence from a text. Write an essay. Write an introduction to an essay. Write a conclusion to an essay. Compare fiction texts.  SPaG-Sentence structure and variety.	Writing - fiction & non-fiction Audience, purpose and form Planning Organising information and ideas Using language effectively including vocabulary  B, Sp, M, So, C, I, R, Rel  Cc – H, R	Audience, purpose and form: Why, who for, how? Write fiction: Use of a five stage story arc. Clear paragraphs, wide vocabulary, figurative language, Evidence planning, proofread. Write non-fiction: Follow text conventions - form, layout, structure, language to meet audience needs. Plan: Evidence keywords, links made, topic ideas, literary techniques, vocabulary examples. Organise ideas: One point per paragraph, appropriate order, topic sentences to summarise. Vary sentence lengths/openers. Use language effectively: use of literary techniques and rhetorical devices. Engage the reader. Vocabulary: careful choice of precise words. Use vocabulary to create the mood and draw the reader in. SPaG-using sentence structure, construction and variety for more effective writing.	Audience, purpose and form: How to establish audience, purpose and form to enable choices about language, tone and structure. Writing fiction: Creative and original ways of using language. How to use the story arc. TIPTOP (time, place, topic, person) when writing paragraphs. Vocabulary range, use of figurative language, 'Show, don't tell'. Planning and proofreading. Writing non-fiction: Conventions of non-fiction texts. Rhetorical devices, language, structure, vocabulary, tone, How to write a speech/article. Planning: Use of a visual tool to show main ideas, vocabulary, structure Proofreading for improvement. Organising information and ideas: Paragraphs, signposting, linking ideas. Using language effectively: Literary techniques and rhetorical devices. Vocabulary: Expansion and use of, precise verbs, lively and interesting words, creating effects using vocabulary. SPaG-recap importance of use of appropriate sentence structure, type, construction for effective writing.
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34	HT6	Poetry  B, Sp, M, So, C, I  Cc – H, R	Using similes, metaphors and personification Employ rhyme, rhythm and repetition Use alliteration, assonance and syllable count Make use of onomatopoeia SPaG-effective use of knowledge of advanced punctuation.	Types of emotional states Figurative language Read aloud to show understanding through intonation, tone and volume Effect of language features on the audience Performance of existing poetry Layout and purpose in concrete poetry SPaG-how to use irregular words, homophones and more advanced punctuation including colons, semi-colons, hyphens, dashes, brackets and ellipses.	Spoken English  B, Sp, M, So, C, I, R, Rel, E  Cc – H, R, G	Create a successful counter argument with clarity on a topic. Use stance, silence and signals to improve performance. Difference between accents and dialects. Use Standard English. Use informal language. Influence of technology on our use of language. SpaG-enhanced writing through the accurate and effective use of more complex sentence structures.	Discussion and debate. Deliver a speech. Accent and dialect. Slang. Multi-modal language.  SPaG-Sentence combining and variety – simple and complex sentences and use of different sentence structures.	Revision and exam practice questions Model Answers  B, Sp, M, So, C, I  Cc - R	Revision of key skills and completion of exam practice questions from AQA English Language Paper 1 & Paper 2. Use of accurate SPaG in response to exam questions.	Secure knowledge of all of the above to enable confident and successful answers to exam practice questions. SPaG-review and reinforcement of acquired skills.
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