

English Learning Journey

EYFS – Y11



Further study



The world of work

- Bemrose Sixth Form
- English Language A-Level
- GCSE English Re-sit
- English Functional Skills

Revision: Unseen Reading



LANGUAGE AO1, AO2, AO3, AO4
LITERATURE AO1, AO2, AO3, AO4



C19th Novel

To understand a word, phrase, sentence or whole text in context; exploring aspects of plot, characterisation, events and settings.



LITERATURE AO1, AO2

Unseen 20th and 21st Century Non Fiction



To read, understand and compare a range of unseen non-fiction texts; to identify and interpret themes, ideas and information in a range of literature and other high-quality writing; to use linguistic and literary terminology accurately.

LANGUAGE AO1, AO2, AO3, AO4

PPE2 Exam

PPE1 Exam

YEAR 11

Exam Revision and Preparation



ALL ASSESSMENT OBJECTIVES

Unseen C19th Fiction



To read and understand a range of unseen C19th fiction texts; to identify and interpret themes, ideas and information in a range of literature and other high-quality writing; to use linguistic and literary terminology accurately.

LANGUAGE AO1, AO2, AO3, AO4

Imaginative Writing

To write accurately and effectively for different purposes and audiences: to describe, narrate, explain; to select vocabulary, grammar, form, and structural and organisational features; to use language imaginatively and creatively.

LANGUAGE AO5, AO6

Transactional Writing



To write accurately and effectively for different purposes and audiences: to describe, instruct, explain; to select vocabulary, grammar, form, and structural and organisational features; to use language imaginatively, persuasively and creatively; to create emotional impact.

LANGUAGE AO5, AO6

Paper 1 PPE

YEAR 10

GCSE Shakespeare



To focus on the ways Shakespeare develops plot, character and theme, and analyse Shakespeare's use of language and structure.

LITERATURE AO1, AO3



GCSE Modern British Text



To support a point of view about character and theme by referring to evidence in the text; to explore social, historical and cultural contexts to inform understanding.

LITERATURE AO1, AO3



GCSE Poetry Anthology



To compare two poems critically, referring to theme, characterisation, context, style and literary quality.

LITERATURE AO2, AO3



Shakespeare Play Study



Full study of a Shakespeare play, exploring language, structure, character, theme and context.

LITERATURE AO1, AO2, AO3



Frankenstein



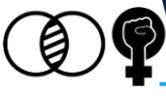
To develop pupils' understanding of gothic with a focus on the writer's use of language and structure.

LANGUAGE AO2, LITERATURE AO3

Transactional writing around a novel

Focus on rhetoric and persuasive speech writing.

LANGUAGE AO5, AO6



Female Voices Poetry

To introduce the concept of feminism, challenging gender stereotypes and look at a range of marginalised poetic voices.

LANGUAGE AO3 LITERATURE AO1, AO2

What is the truth?



Transactional writing unit designed to help pupils understand bias and rhetoric in functional media.

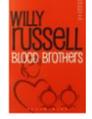
LANGUAGE AO5, AO6

Short Stories



To develop pupils' imaginative writing skills, including redrafting, using a range of style models.

LANGUAGE AO5, AO6



Modern Play



Focus on how contexts link to character, plot and themes.

LITERATURE AO1, AO3, AO4

Romantic Poetry

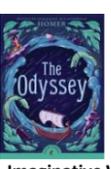


An introduction to the romantic genre using the poetry of William Blake.

LANGUAGE AO1, AO2
LITERATURE AO1, AO2



YEAR 9



Introduction to Shakespeare



An introduction to the life and times of Shakespeare, with contextual links and different types of Shakespearean plays.

LITERATURE AO3

Fairy Tales from Across the World



An exploration of fairy stories and how they have developed across time and the world.

LANGUAGE AO1



Modern Novel



To focus on plot, character and theme.

LITERATURE AO1



Shakespeare Play



Focus on Shakespeare's use of language and structure.

LANGUAGE AO1, AO2
LITERATURE AO1, AO3

YEAR 8

Speeches across time



An introduction to historically important speeches and the art of rhetoric and persuasion.

LANGUAGE AO1, AO5, AO6



As a school, we endeavor to develop our pupils as readers that read widely and frequently, not only in school but out of school, **reading for pleasure and information**. By the time they reach Upper Key Stage 2, children can **read silently**, with a good understanding of what they read. They are also able to **infer** the meanings of unfamiliar words and discuss what they have read.

We also build upon the children's spoken language skills through **drama, debate and formal presentations** for a variety of audiences and purposes. Throughout their English journey at Bemrose, there continues to be an emphasis on developing the children's **vocabulary**.

As writers, children are also expected to **organise paragraphs** around a theme and use simple organisational devices. There is also a focus on being able to assess the effectiveness of their own writing, including proposing changes to grammar, vocabulary, spelling, and punctuation errors.

Introduction to Gothic Fiction



An introduction to the gothic genre – reading and producing texts using gothic elements.

LANGUAGE AO5, AO6

To develop the pupils as writers, we focus on consolidating sentence structure, vocabulary and more **varied use of grammar** including fronted adverbials and direct speech. Teachers continue to develop the children's handwriting and joined-up handwriting starts to become the expectation.

In Lower Key Stage 2, pupils are familiarised with a wider range of books including fairy stories, myths and legends, and textbooks. Children also begin to use **dictionaries** to check the meaning of words that they have read. Pupils are also taught to recognise **themes** in the texts that they read and the **conventions** of different types of writing.

By the end of Year 4, we expect our pupils to be able to justify their views on what they have read with increasing independence. The focus continues to be on children's comprehension skills, we follow the **VIPERS** method for Guided Reading.

YEAR 7

Year 6 SATs

There is also an emphasis on how the children can use a variety of **grammatical structures** to enhance the **effectiveness** of their writing. We prepare our pupils for Key Stage 3 by ensuring they can control sentence structure in their writing and understand why sentences are constructed as they are.

By Year 5 and 6 we expect that our pupils will be able to read most words **effortlessly**, we also work to develop the children's intonation when reading aloud to different audiences.

Children in Lower Key Stage 2 are expected to demonstrate an understanding of figurative language and be able to distinguish shades of meaning among related words.



By the beginning of Year 3, we expect our pupils to be able to read many age-appropriate books with **fluency and speed**. There is a larger focus on the children's understanding of what they have read rather than expecting them to decode individual words. Teachers support their pupil's **love for reading**, children get to visit the library every week and there are books available in their class '**reading corners**'. Now that the children's reading skills are more secure, we make sure they become **independent, enthusiastic readers** that **read for pleasure**.



Within their **Guided Reading** and **English** lessons our children are exposed to a wide variety of **high-quality poetry, stories, and non-fiction texts**. We ensure that daily, our children get to hear, share, and discuss a wide range of books to develop their love for reading and broaden their **vocabulary**. New vocabulary is introduced to the children explicitly using **dual coding** to support their understanding of the texts we share together.

The children are introduced to new **grammar and punctuation** in year 1 including how to use the conjunction 'and' together with question, and exclamation marks. We also further consolidate their understanding of how to build a simple sentence using a capital letter, full stop, and finger spaces.

We have high expectations of our pupils as they start their English journey in Year 2. By the beginning of Year 2, our pupils should be able to read all **common graphemes** using the **sounding out** and **blending** strategies they have developed during Year 1.

During Year 2 there is a focus on their **reading fluency and speed**, they should be able to read unfamiliar words without undue hesitation. We monitor the children's reading speed through daily '**Speed Read**' activities where they must read as many words as they can in 1 minute. There is also a continuation of learning the **common exception words** from sight not only for Year 1 but also Year 2 list.

There is a focus on **handwriting** in Year 2, ensuring that the children have the correct letter formation, sizing and spacing between words that reflects the size of their writing. By the end of Year 2, dependent on if individual pupils are ready, we also prepare them to begin using the diagonal and horizontal strokes needed to **join some letters** to support their transition onto the Lower Key Stage 2 Curriculum.

Year 1 PSC

During Year 1 we also consolidate the children's understanding of the **common exception words** to support their sight reading.



To support the children's **spoken language skills**, we plan for opportunities for the children to develop their **oracy** through discussion, partner work and roleplay.



We prepare our youngest pupils for transition into Year 1 by ensuring that by the end of EYFS they **can write recognisable letters** with mostly correct formation and **hold a pencil** using the tripod grip.

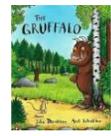
The children that do not pass their phonics screening check in the Summer Term of Year 1 continue to access **daily Phonics** sessions with our expert practitioners to ensure they continue to develop their phonics knowledge and word reading skills.

During Year 2 our children are given the opportunity to plan for and write their own **narratives, newspaper reports, letters, non-chronological reports, and poetry** amongst many others

Phonics is a crucial part of the English Curriculum in the EYFS, teaching of systematic synthetic phonics is taught daily using the Read Write Inc Scheme. Children are introduced to the sounds for each letter of the alphabet and we expect that they can read words aloud consistent to their phonic knowledge by sound-blending.

During their time in the EYFS our children are exposed to a wide range of **picture books, rhymes and poetry**. The children demonstrate their understanding through retelling the stories, anticipating the key events, and using the new **vocabulary** they have been introduced to.

An introduction to new **grapheme-phoneme correspondences (GPCS)** supports our children to read books that are consistent with their developing phonic knowledge. We use the **Read Write Inc** Phonics reading books and the children's level is closely matched to their individual abilities.



In Year 1 we build upon learning from the Early Years Foundation Stage, ensuring that our pupils can **sound out** and **blend** unfamiliar words quickly and accurately. The children continue to access daily rigorous and systematic **Phonics** sessions in preparation for their Phonics Screening Check in the Summer Term.

Children are also encouraged to begin **writing simple phrases** by applying their phonic knowledge to **spell** the words.



Teachers ensure our children can thrive by providing a **language-rich environment** where children can develop both their **speaking and listening** skills.

KS1

KS2

EYFS

welcome