

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum, which prepares students for adulthood.

8V - Venture Curriculum

English/5 Lessons Weekly

Communication Skills 4 Lessons Weekly

| Year | 2022 – 2023 Autumn 1 | 2022 – 2023 Autumn 2 | 2022 – 2023 Spring 1 | 2022 – 2023 Spring 2 | 2022 – 2023 Summer 1 | 2022 – 2023 Summer 2 |
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| | <p><u>Topic: Narrative writing. Focus on skills and baselining. Bridging the gap.</u></p> <p><u>Reading Skills:</u> LA- Phonics input I can sound out many unfamiliar words accurately. I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</p> <p>HA- Reading for different purposes. I can read books that are structured in different ways and for a range of purposes.</p> <p>On most occasions, predicting what might happen from details stated and implied.</p> | <p><u>Topic: Non-fiction writing/informational texts.</u></p> <p><u>Reading:</u> Factual descriptions, simple brochures, information leaflets and magazine articles. Describing and comparing different sources.</p> <p><u>Writing:</u> non-fiction descriptions Students’ design and write factually. Recognises that non-fiction texts can be structured in different ways</p> <p><u>S&L:</u> <i>Consider students interviewing teachers / people at home about their ‘amazing locations’.</i></p> <p><u>Key Questions. Reading- Can I:</u></p> | <p><u>Topic: Creative/Descriptive Writing. Story Settings</u></p> <p><u>Reading:</u> short stories and extracts. Compare similar stories. Openings Vs Endings</p> <p><u>Writing:</u> planning and writing the beginning of a short story.</p> <p><u>S&L:</u> discussions about what makes a great story opening / ending. <i>Consider students creating a 3D image for a story setting if suitable for the group?</i></p> <p><u>Key Questions S&L and Reading Can I:</u></p> <p>-explore / recap what makes a magical story? Explore great</p> | <p><u>Topic: The Poet In Me!</u></p> <p><u>Reading:</u> extracts from poets’ / a variety of poems e.g. acrostic, shape, riddles, raps.</p> <p><u>Writing:</u> planning and writing their own poems on issues they feel strongly about. (e.g. 3 forms). <u>S&L:</u> Group work- responses to poems / presenting their poetry.</p> <p><u>Key Questions S&L and Reading:</u></p> <p>-Can I explore two Poets and their style e.g. Benjamin Zephanish and Micheal Rosen? Matt Windle Birmingham’s</p> | <p><u>Topic: The power of persuasion!</u></p> <p><u>Reading:</u> a variety of adverts / captions / headings- recognising basic techniques used.</p> <p><u>Writing:</u> planning and writing an advert <u>S&L</u> -group presentation on their advert.</p> <p><u>Key Questions Reading / S&L Can I:</u></p> <p>-explore what makes a successful advert?</p> <p>-identify key organisational features? E.g. bullet points, headings, pictures, sub headings. -identify key persuasive techniques?</p> | <p><u>Topic: Victorian Literature. Comprehension.</u></p> <p><u>Reading:</u> reading a small collection of short stories / extracts from the past</p> <p><u>Writing:</u> planning and writing descriptively/Non-Fiction diaries/letters. To be able to explore structural techniques</p> <p><u>S&L:</u> presenting their piece to the class.</p> <p><u>Key Questions S&L:</u></p> <p>ask questions to improve their understanding of a text.</p> <p><u>Can I:</u></p> <p>-explore what makes an excellent short story opening? E.g.</p> |

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| | <p>Writing Skills: LA-Handwriting skills Use phonic knowledge to write simple sentences which can be read by themselves and others</p> <p>Use capital letters and full stops to demarcate sentences</p> <p>Write clearly demarcated sentences.</p> <p>HA- Handwriting skills To use simple structure of a wider range of texts types</p> <p>To make more ambitious word choices.</p> <p>S&L: Use complete sentences to explain or describe things</p> <p>Key questions Reading- Can I:</p> <ul style="list-style-type: none"> -read a variety of extracts showing I have understood what I have read? -summarise a short paragraph in my own words? -understand the difference between Narrative and descriptive writing? | <ul style="list-style-type: none"> -read extracts from non-fiction sources e.g. understand the main points? -show an interest in what I have read? -record and retrieve key information? -explain and discuss what I have read with a partner? -summarise a short extract from a non-fiction text? -listen to what others say when discussing a text? -discuss how a writer uses language / impact on the reader. -research a and record key points in a mind-map. <p>Writing Can I:</p> <ul style="list-style-type: none"> -plan and create my own brochure on my chosen location. -write some short descriptions -identify the relevant audience? -make appropriate choices about what to include in my writing? -write legibly? -use a variety of organizational features e.g. headings / sub-headings? -make some appropriate grammar and punctuation choices? | <p>film / story extracts e.g. Narnia? Spirited Away? The Witches? Skellig?</p> <ul style="list-style-type: none"> -appreciate a range of magical stories and film extracts? -read a variety of story openings, making comments on my favourite? -understand why setting is important in a story? -understand that a setting can reflect mood? -appreciate what makes a great story opening? -compare similar stories on the same theme? <p>Writing: Can I</p> <ul style="list-style-type: none"> -write an alternative ending to a given story? e.g. Narnia? Spirited Away? The Witches? Skellig? The Man with The Yellow Face (Roald Dahl). Use any appropriate story suited to the class. -discuss writing similar to that which I am planning to write? -begin to create setting, characters and plot? -use simple organisational devices e.g. headings and sub-headings. | <p>Boxing Poet? - see Queensbury TV for video.</p> <ul style="list-style-type: none"> -What is poetry? -Is rap poetry? -Recap: do I understand at least two different forms of poetry? E.g, acrostic, shape, Haiku, Riddle, Limerick. -have I experienced a variety of spoken word poets and written poetry? -can I select some words / pictures from a familiar rhyme and give it meaning? -show curiosity about what is being read? -ask appropriate questions about given raps / poems? -understand that words convey meaning/ repetition? -know what a simile / metaphor is? -make inferences about what a poem is about? -make simple comparisons between poems? <p>Writing (best efforts can be published on school website) Can I:</p> | <ul style="list-style-type: none"> - pick out key information from an advert/flyer? -I can identify facts and key words in an advert? -can I infer - skim read? -recognize basic persuasive techniques? E.g rhetorical questions, triplets, facts / statistics. <p>Writing. Can I:</p> <ul style="list-style-type: none"> -plan and write my own advert or class advert - include key organisational features? E.g bullet points, headings, pictures, sub headings. -Include basic persuasive techniques? E.g. rhetorical questions, triplets, facts / statistics. -proof-read and edit my writing for spelling and punctuation errors. <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Speech and Communication Lessons:</p> | <p>Able to reference emotions from a story</p> <ul style="list-style-type: none"> -explore what makes an excellent story opening? Book cover? Blurb? -give my opinions sensibly and listen to others attentively? -explain how to create atmosphere in a story? -read a collection of KS3 AQA short stories and identify basic language techniques used? E.g. adjectives, sentence structure, similes, metaphors, weather. (See shared area for AQA KS3 extracts). <p>Writing:</p> <ul style="list-style-type: none"> -plan and write (with support) a diary extract/letter? -show an awareness of how text is organised on a page e.g. headings, sub headings. -choose the best sentences to give meaning for my reader. -include appropriate adjectives, similes in my writing? -write using paragraphs? -proof-read and edit my writing for spelling and punctuation errors. <p>Key Skills and Knowledge:</p> |
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| <p>Can make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences</p> <p>Writing- Can I:</p> <ul style="list-style-type: none"> -identify the audience in - write legibly and fluently? -select apt grammar and vocabulary choices? -use some organizational features e.g paragraphs headings / bullet points. <p>S+L- Can I:</p> <ul style="list-style-type: none"> sustain a longer conversation about a topic I like? -present my ideas using the apt tone? Show awareness of the listener and maintain their interest? <p><u>Key knowledge and skills:</u></p> <p>See highlighted areas.</p> <p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> | <p>-use a dictionary appropriately.</p> <p>-proof-read for spelling errors.</p> <p>S&L</p> <ul style="list-style-type: none"> - See autumn 1 key questions. <p><u>Key knowledge and skills:</u></p> <p>See highlighted areas.</p> <p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, turn taking...)</p> <p><u>Suggested Reading</u></p> <p>Please see above.</p> | <p>-can I include paragraphs in my writing?</p> <p><u>Assessment outcome:</u></p> <p>See highlighted areas</p> <p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, turn taking...)</p> <p><u>Suggested Reading</u></p> <p>Please see above.</p> | <p>-plan and write a variety of short poems about something I feel strongly about?</p> <p>E.g bullying, animal cruelty, racism, music, friendship.</p> <p>Can I include similes or metaphors in my poetry?</p> <p>Can I rhyme words?</p> <p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, turn taking...)</p> <p><u>Suggested Reading</u></p> <p>Please see above.</p> | <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, turn taking...)</p> <p><u>Suggested Reading</u></p> <p>Students explore a collection of persuasive adverts</p> <p>Students produce their own adverts using the power of persuasion.</p> <p><u>Suggested Reading</u></p> <p>Please see above.</p> | <p>See highlighted areas</p> <p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, turn taking...)</p> <p><u>Suggested Reading</u></p> <p>Students explore a collection of persuasive adverts</p> <p>Students produce their own adverts using the power of persuasion.</p> <p><u>Suggested Reading</u></p> <p>Please see above.</p> | <p>See highlighted areas</p> <p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, turn taking...)</p> <p><u>Suggested Reading</u></p> <p>Please see above.</p> |
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| Links to Gatsby Benchmarks: | 4- looking at careers linked to famous people | 4- Working in leaflet and brochure design. Leaflet distributor | 4- Being a writer / illustrator / editor | 4- Link to creative industries. | 4- working in the advertising/ media industry | 4- Being a writer / illustrator / editor |