

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

9V Class - **Venture Curriculum** - *Subjects/Lessons weekly*

AQA: Step Up to English Assessment Objectives:

- **AO1:** Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.
- **AO2:** Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.
- **AO3:** Compare writers’ ideas and perspectives across two or more texts.
- **AO4:** Evaluate texts and support this with appropriate textual references.
- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- **AO6:** Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- **AO7:** Demonstrate presentation skills.
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations.
- **AO9:** Use spoken English effectively in speeches and presentations.

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025– 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
	Topic: Component 1 Topic 1: Holidays Live test taken in Y11 Year 9 Speaking Assessment practice.	Topic: Component 1 Topic 2: Style Live test taken in Y11 Year 9 Speaking assessment practice.	Topic: Component 2 Topic 3: Dystopia Live test taken in Y11 No Speaking Assessment for C2 T3.	Topic: Component 2 Topic 3: Dystopia Live test taken in Y11 No Speaking Assessment for C2 T3.	Topic: Component 2 Topic 4: Science fiction Live test taken in Y11 No Speaking Assessment for C2 T4	Topic: Component 2 Topic 4: Science fiction Live test taken in Y11 No Speaking Assessment for C2 T4.

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	<p>Introduction to ELC: Explain the components to the learners and what topics they will be studying this year [see LTP].</p> <p>SOW Holidays</p>	<p>SOW Style</p>	<p>Introduction to ELC Component 2.</p> <p>SoW Dystopia.pdf</p>	<p>SoW Dystopia.pdf</p>	<p>SOW Science Fiction</p>	<p>SOW Science Fiction</p>
	<p><u>Key Skills and Knowledge:</u></p> <p>Group discussions: Take part and make an individual presentation.</p> <p>Read a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative</p>	<p><u>Key Skills and Knowledge:</u></p> <p>Group discussions: Take part and make an individual presentation.</p> <p>Read a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative</p>	<p><u>Key Skills and Knowledge:</u></p> <p>Read a selection of non-fiction/ fiction texts (posters, articles, short stories).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form</p>	<p><u>Key Skills and Knowledge:</u></p> <p>Read a selection of non-fiction/ fiction texts (posters, articles, short stories).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form</p>	<p><u>Key Skills and Knowledge:</u></p> <p>Read a selection of non-fiction/ fiction texts (posters, articles, short stories).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form</p>	<p><u>Key Skills and Knowledge:</u></p> <p>Read a selection of non-fiction/ fiction texts (posters, articles, short stories).</p> <p>Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p>Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately</p>

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<p>writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately,</p>	<p>writing (script, article).</p> <p>Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately,</p>	<p>letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency</p>	<p>letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency</p>	<p>letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency</p>	<p>and consistently eg ascenders and descenders are clear and consistent (Silver).</p> <p>Writing structure: Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. (Gold). Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences (Silver).</p> <p>Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg</p>
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	<u>Suggested Key Questions:</u> <u>Spoken Language Task:</u> This task is based around where you live. Your teacher/tutor has asked you to work together to discuss the advantages and disadvantages of a staycation (holiday in the UK). Your teacher would like you to	<u>Suggested Key Questions:</u> <u>Spoken Language Task:</u> This task is based around helping to set up a fashion show in which all the clothing has been either reused, repurposed or revamped. Your teacher/tutor has asked you to work together to discuss how you can get everyone involved.	<u>Suggested Key Questions:</u> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged?	<u>Suggested Key Questions:</u> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged?	<u>Suggested Key Questions:</u> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged?	<u>Suggested Key Questions:</u> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged?

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	discuss how to present your area as a place where people might come for a staycation	-What does [word from text] mean?	-What does [word from text] mean?	-What does [word from text] mean?	-What does [word from text] mean?	-What does [word from text] mean?
	<u>Suggested Reading/Resources:-</u> Tourism Information Centre Leaflets of local attractions Leaflets of local accommodation Leaflets of local eateries Laptops Traffic light cards Mini whiteboards & pens Tents Envelops Holiday brochures Tourism teacher	<u>Suggested Reading/Resources:</u> Music books. Music clips. Music magazines. Music fact sheets. Music websites. Music adverts. Music posters.	<u>Suggested Reading/Resources:</u> The Complete Robot – Isaac Asimov. The Hunger Games Suzanne Collins. Brother in the Land Robert Swindells. The Maze Runner James Dashner.	<u>Suggested Reading/Resources:</u> The Complete Robot – Isaac Asimov. The Hunger Games Suzanne Collins. Brother in the Land Robert Swindells. The Maze Runner James Dashner.	<u>Suggested Reading/Resources:</u> Boffin Boy Series – David Orme Into the Scanner – Elizabeth Dale Starchasers Series – David Orme Crash Land Earth – Jonny Zucker Comets – David Orme UFOs – David Orme Manga – David Orme Great Journeys – David Orme Life in Space – Helen Orme	<u>Suggested Reading/Resources:</u> Boffin Boy Series – David Orme Into the Scanner – Elizabeth Dale Starchasers Series – David Orme Crash Land Earth – Jonny Zucker Comets – David Orme UFOs – David Orme Manga – David Orme Great Journeys – David Orme Life in Space – Helen Orme
	<u>Suggested School Trips:</u> -Tourist information centre -Local holiday attractions -Train trip	<u>Suggested School Trips:</u> - Trip to a fashion show Trip to a second-hand shop Talk from a recycling plant Talk from fast fashion stores Talk from a second-hand store	<u>Suggested School Trips:</u> <i>Into Film Festival</i> takes place in November; to book Free Cinema visits, visit the website . <i>Into Film Free Film Club</i> registration to receive or request films.	<u>Suggested School Trips:</u> <i>Into Film Festival</i> takes place in November; to book Free Cinema visits, visit the website . <i>Into Film Free Film Club</i> registration to receive or request films.	<u>Suggested School Trips:</u> <i>Into Film Festival</i> takes place in November; book Free Cinema visits. <i>Into Film Free Film Club</i> registration to	<u>Suggested School Trips:</u> <i>Into Film Festival</i> takes place in November; book Free Cinema visits. <i>Into Film Free Film Club</i> registration to receive or request films.

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			Field trips to local areas or places linked to space – Historical prisons, escape rooms, The National Space Centre, science museums, factory visit.	Field trips to local areas or places linked to space – Historical prisons, escape rooms, The National Space Centre, science museums, factory visit.	receive or request films. Trip to a film studio or theatre.	Trip to a film studio or theatre.
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers: What jobs can include our hobbies?	4. Linking curriculum learning to careers: What jobs can I have working in the music industry?	4. Linking curriculum learning to careers: Working as a police officer/ journalist/ within the judiciary system.	4. Linking curriculum learning to careers: Working as a police officer/ journalist/ within the judiciary system.	4. Linking curriculum learning to careers: Working with animals.	4. Linking curriculum learning to careers: Working with animals.