

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

11E Class - **Explorer 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.

To acquire this qualification, learners will need to complete: Two topics within Component 1, One topic in Component 2.

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
	<u>Topic:</u> Component 1 Topic 1: Holidays Year 14 to complete C1 T1 by October/ November. Year 14 Speaking assessment marked and completed by November.	<u>Topic:</u> Component 1 Topic 2: Charities Year 14 to complete C1 T2 by November- January. Year 14 Speaking assessment marked and completed by November.	<u>Topic:</u> Component 2 Topic 3: Ghosts Year 14 to complete C2 T3 by February/ March. No Speaking Assessment for C2. Year 14 Exam Paper: Marked by March.	<u>Topic:</u> Component 2 Topic 3: Ghosts Year 14 to complete C2 T3 by February/ March. No Speaking Assessment for C2 T3. Year 14 Exam Paper: Marked by March.	<u>Topic:</u> Component 2 Topic 4: Crime Year 13 to complete component 2 LIVE paper. No Speaking assessment SoW on shared area	<u>Topic:</u> Component 2 Topic 4: Crime Year 13 to complete component 2 LIVE paper. No Speaking assessment SoW on shared area

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	Year 14 Exam Paper: Marked by December. SoW on shared area Introduction to ELC: Explain the components to the learners and what topics they will be studying this year [see LTP].	Year 14 Exam Paper: Marked by December. <u>SoW Charities [in shared area]</u>	SoW on shared area	SoW on shared area		
	<u>Key Skills and Knowledge:</u> Group discussions: Take part and make an individual presentation. Read a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys). Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences. Learn how to plan, write, edit and proofread a piece of informative	<u>Key Skills and Knowledge:</u> Group discussions: Take part and make an individual presentation. Read a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys). Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences. Learn how to plan, write, edit and proofread a piece of informative	<u>Key Skills and Knowledge:</u> Read a selection of non-fiction/ fiction texts (posters, articles, short stories). Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences. Learn how to plan, write, edit and proofread a piece of informative writing (script, article). Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form	<u>Key Skills and Knowledge:</u> Read a selection of non-fiction/ fiction texts (posters, articles, short stories). Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences. Learn how to plan, write, edit and proofread a piece of informative writing (script, article). Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form	<u>Key Skills and Knowledge:</u> Read a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys). Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences. Learn how to plan, write, edit and proofread a piece of informative writing (script, article). Handwriting: Demonstrate a handwriting style which is fluent and	<u>Key Skills and Knowledge:</u> Read a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys). Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences. Learn how to plan, write, edit and proofread a piece of informative writing (script, article). Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately

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writing (script, article). 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). 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). Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns	writing (script, article). 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). 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). Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns	letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver). 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). 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 monosyllabic words. (Silver).	letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver). 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). 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 monosyllabic words. (Silver).	legible (Gold). Form letters accurately and consistently eg ascenders and descenders are clear and consistent (Silver). 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). Spelling: Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately	and consistently eg ascenders and descenders are clear and consistent (Silver). 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). 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 monosyllabic words. (Silver). Comparison: Identify similarities and differences
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	<u>Suggested Key Questions:</u> <u>Spoken Language Task:</u> Make an individual presentation about your idea for a lunchtime club based on your hobby. -What is a hobby? -What skills do you need to take part in a hobby? -Can you identify and label the key features of a poster/ article. -Why has [word from text] been used in this text?	<u>Suggested Key Questions:</u> <u>Spoken Language Task:</u> Make an individual presentation to discuss what charity you have chosen to raise money for. -Why have you chosen this charity? - What fundraising activity can you plan? - Can you identify and label the key features of a poster/ article. -Why has [word from text] been used in the text?	<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? -What does [word from text] mean?	<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? -What does [word from text] mean?	<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? -What does [word from text] mean?	<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? -What does [word from text] mean?

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	What jobs can include our hobbies?	What jobs can I have working in the music industry?	Working as a police officer/ fire fighter/ soldier.	Working as a police officer/ fire fighter/ soldier.	Working with animals.	Working with animals.
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