Year Group/Phase- Year 11					
Term	**Topic**	**Knowledge /skills**	**TfW link**	**Link to curriculum intent** *(indicative not exclusive)*	**Link to evidence for learning/specification framework as applicable** (*indicative not exclusive)*
1 and 2	Stories with historical setting Develop pathway skills through literature: **Street Child** Exam technique – preparation for Reading exams Fiction and non-fiction	Identify and interpret explicit and implicit information and ideas. Select and synthesise information from a text. Produce historical - fictional narrative with appropriate structure and grammatical features Communicate clearly, effectively and imaginatively. Listen to others and respond appropriately	Sci fi stories: **The secret lake, Karen Inglis** Stories with a historical setting: **Street Child Berlie Doherty** Auto biographies: **I am Malala, Malala's Magic Pencil**	S.6 : To discover a joy in books To use language to share feelings and thoughts. S.7 To understand the meaning and purpose behind the written word S.8 To read, listen and understand information in the world and act on the information it provides S.10: To use language to give shape to thought To make deliberate lexical choices to affect a change on the environment. To understand and express the feelings of others, to advocate for oneself and others, using whatever linguistic form is appropriate.	Functional skills Entry 1, Entry 2, Entry 3, Levels 1 and 2. entry-level-english-specification.pdf pearson-edexcel-functional-skills-in-english-spec-l1-l2.pdf
				S. 10To use language to give shape to thought To make deliberate lexical choices to affect a change on the environment. To understand and express the feelings of others, to advocate for oneself and others, using whatever linguistic form is appropriate.	
3 and 4	Sci fi stories Develop pathway skills through literature: Sci fi stories: **The secret lake, Karen Inglis**	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	**The secret lake, Karen Inglis**	S13: To produce a range of texts with increasing independence for a specific purpose, audience and effect. To understand implicit and explicit meaning in written and spoken form. S12: To produce a range of texts with increasing independence for a specific purpose, audience and effect. To understand implicit and explicit meaning in written and spoken form.	Functional skills Entry 1, Entry 2, Entry 3, Levels 1 and 2. entry-level-english-specification.pdf pearson-edexcel-functional-skills-in-english-spec-l1-l2.pdf

	Exam technique – preparation for Writing exams Fiction and non-fiction	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		S11 To communicate with increasing confidence using a range of forms with clarity in a variety of familiar and unfamiliar environments and situations. S10: To use language in either spoken or written forms to connect ideas, explain what's happening and anticipate what might happen next. To use language to give shape to thought	
5 and 6	Auto biographies Develop pathway skills through literature: **I Am Malala** Exam technique – preparation for Speaking and Listening	Demonstrate presentation skills Listen and respond appropriately to spoken language, including to questions and feedback on presentations Use spoken Standard English effectively in speeches and presentations.	**I am Malala,**	S13: To produce a range of texts with increasing independence for a specific purpose, audience and effect. To understand implicit and explicit meaning in written and spoken form. S12: To produce a range of texts with increasing independence for a specific purpose, audience and effect. To understand implicit and explicit meaning in written and spoken form. S11 To communicate with increasing confidence using a range of forms with clarity in a variety of familiar and unfamiliar environments and situations. S10: To use language in either spoken or written forms to connect ideas, explain what's happening and anticipate what might happen next. To use language to give shape to thought	Functional skills Entry 1, Entry 2, Entry 3, Levels 1 and 2. entry-level-english-specification.pdf pearson-edexcel-functional-skills-in-english-spec-l1-l2.pdf

SPAG:

- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

See SOW for Year 11