Year Group/Phase- Sixth Form Years 12-14					
Term	**Topic**	**Knowledge /skills**	**Literature link**	**Link to curriculum intent** *(indicative not exclusive)*	**Link to evidence for learning/specification framework as applicable** *(indicative not exclusive)*
1	Transactional Language, Information texts: - Yr 1 Leaflets and posters - Yr 2 Explanation texts - Yr 3: Instructional texts	- Understand format and layout. - Linguistic features of transactional texts, e.g. time connectives and linking words. - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	Yr 1 Poetry: ***contemporary poets, historical poets and poets from other cultures*** Yr 1 Graphic novels: ***Illegal by Eoin Colfer, Persepolis by Marjane Satrapi*** Yr 2 Play: ***Romeo and Juliet by Shakespeare*** Yr 3 Mystery: ***Sherlock Holmes by Arthur Conan-Doyle, A Good Girl's Guide to Murder by Holly Jackson, Lockwood & Co by Jonathan Stroud***	S.13 To recognise differences in a variety of text types. S.10 to use language in either spoken or written form to connect ideas, explain what is happening and anticipate what might happen next. S.9 to begin to create these (text types) with increasing degrees of independence.	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
2	Media & Persuasion: - Yr 1 News Reports, Discussion & Debate: - Yr 2 Adverts & Speeches	- Persuasive features, e.g. rhetorical questions, imperative verbs, alliteration, repetition, slogans. - Make requests, ask and respond to questions,		S14 To be able to instigate and hold restorative conversations or exchanges. S13 To make deliberate lexical	

	- Yr 3 Social Media, Discussion & Debate	express opinions, make arguments \nd turn-taking. - Listen and respond appropriately to spoken language, including to questions and feedback on presentations. - Use spoken Standard English effectively in speeches and presentations.		choices to affect a change on the environment. 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.	
3	Recounts and Descriptive Writing: - Yr 1 Letters & Diaries Media - Yr 2 Letters & Emails Reports: - Yr 3 Complaints & Advice	- Understanding format and layout, e.g. greetings, paragraphs - Linguistic features, e.g. formal / informal - Knowing personal information, e.g. address - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Yr 1 Contemporary Fiction: ***House by the Cerulean Sea by T.J. Klune*** Yr 2 Biography / Autobiography: ***Never Give Up by Bear Grylls, Going Solo by Roald Dahl*** Yr 3 Non-Fiction: **The Boy Who Harnessed the Wind by William Kamkwamba, The 57 Bus by Dashka Slater**	S14 To understand and express the feelings of others and to advocate for oneself and others in the community. S13 To make deliberate lexical choices to affect a change on the environment. S11 To communicate with increasing confidence. S9 To recognise a variety of text types and begin to create these with	

				increasing degrees of independence.	
4	Yr 1-3 Reading focused topic: - Non-fiction texts that instruct, describe, explain, and persuade	- Identify and interpret explicit and implicit information and ideas. Select and synthesise information from a text. Reading comprehension and inference skills: - Direct retrieval, skim and scan, identify key words - Responding to a text verbally - Compare writers' ideas and perspectives, as well as how these are conveyed - Evaluate texts critically and support this with appropriate textual references.		S13 To read a variety of texts critically and with understanding. S12 To understand implicit and explicit meaning in written and spoken form. S9 To read for pleasure as well as to obtain information.	
5	- Yr 1 Biographies - Yr 2 Reports (Accident & Evaluation) - Yr 3 Autobiographies	- Understanding format and layout, e.g. introduction, main body, conclusion. - Linguistic features, e.g. formal / informal - Using a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Yr 1 Sci-Fi: ***Short stories by Ted Chiang*** Yr 2 Myths & Legends / Classical Literature: ***Of Mice and Men by John Steinbeck, Mythos by Stephen Fry***	S13 To recognise differences in a variety of text types and be able to use and create independently. S12 To produce a range of texts with increasing independence for a specific purpose,	

			Yr 3 Fantasy: ***Northern Lights by Philip Pullman, Uprooted by Naomi Novik***	audience and effect. S9 To recognise a variety of text types and begin to create these with increasing degrees of independence.	
6	Creative Writing - Yr 1 Narratives & Science Fiction - Yr 2 Poetry - Yr 3 Narratives & fantasy	- Structure, form and language features of poetry, e.g. stanzas, rhyme schemes, metaphor, simile, personification. - Structure, form and language features of narrative texts. - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.		S13 To make deliberate lexical choices to affect a change on the environment. S11 To communicate with increasing confidence using a range of forms with clarity in a variety of familiar and unfamiliar environments and situations. S9 To recognise a variety of text types and begin to create these with increasing degrees of independence.	
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 12,13,14