



Post 16 English Teaching and Learning Framework

The intent of the English and Communication Curriculum is to develop reading and communication skills for all pupils. Through stories, pupils will learn key skills in reading and writing alongside exploring a range of localities, beliefs, cultures and ways of life that may be different from their own. English and Communication is the starting point for all other learning.

All English lessons will start from a story. Sequences of lessons will take place over two to three weeks, and within that time, a balance of reading and writing will be taught. Progress in reading will be monitored through the phonics and guided reading lessons and progress in writing will be monitored through the Big Writes that will take place at the end of a sequence of lessons (around every three weeks). In addition, reading and handwriting will be explicitly taught through phonics or sound recognition lessons, depending on ability and through shared or guided reading lessons (shared reading for pupils who have not yet learnt Read Write Inc stage 1 sounds and guided reading for all other pupils).

Pupils will be taught the alphabet and alphabetical order at all stages of development, beginning with songs and progressing to finding missing letters and ordering words. Knowledge of the alphabet will be taught at the beginning of every English lesson for as long as it is needed. Alphabetical order will be reinforced through the organisation of word banks and other lists in the classroom.

Communication is explicitly taught in Communication lessons and reinforced in all other areas of the curriculum, including during break times.

Our curriculum follows a three year cycle in which pupils are provided with a broad and balanced curriculum with opportunities for over learning and building on prior understanding. There is a developmental framework for writing available for staff to refer to for the specific stages of writing development. In English, our post-16 pupils can work towards their functional skills qualifications, from entry levels 1-3 to level 1. The objectives below have broadly been adapted from these qualifications. The document below outlines the learning focus for each topic and within our post-16 is broadly differentiated into encountering (functional skills entry

level 1-2) and developing (functional skills entry level 3 and level 1).

Cycle One			
Autumn 1		Autumn 2	
Letters - formal and informal / lists		Instructions/directions/recipes	
Lion - young readers version	Gregory Cool	Lion - young readers version	The Journey
Encountering	Developing	Encountering	Developing
<p>Recognise the features of a book.</p> <p>Communicate feelings and opinions while discussing the story.</p> <p>Participate in a simple discussion or exchange with another person while discussing the story.</p> <p>Punctuate simple sentences with a capital letter and a full stop</p>	<p>Communicate information and opinions clearly related to the themes in the story.</p> <p>Make relevant contributions to group discussions.</p> <p>Listen to and respond appropriately to other points of view, respecting conventions of turn taking.</p>	<p>Recognise the features of a book.</p> <p>Communicate feelings and opinions while discussing the story.</p> <p>Participate in a simple discussion or exchange with another person while discussing the story.</p> <p>Punctuate simple sentences with a capital letter and a full stop.</p>	<p>Communicate information and opinions clearly related to the themes in the story.</p> <p>Make relevant contributions to group discussions.</p> <p>Express opinions and arguments and support them with evidence.</p> <p>Listen to and respond appropriately to other points of view, respecting conventions of turn taking.</p>

<p>Spell and read correctly words designated for entry level 1 or 2.</p>	<p>Understand the main points in texts.</p> <p>Read and understand sentences with more than one clause.</p> <p>Use basic punctuation correctly.</p> <p>Communicate information in words, phrases and simple sentences.</p>	<p>Spell correctly words designated for entry level 1.</p>	<p>Understand the main points in texts.</p> <p>Read and understand sentences with more than one clause.</p> <p>Use basic punctuation correctly.</p> <p>Communicate information in words, phrases and simple sentences.</p>
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Spring 1		Spring 2	
Writing reviews and opinions/biography		Personal statements/biography	
Jesse Owens	Dwayne Johnson	Ada Lovelace	Manfish
Encountering	Developing	Encountering	Developing
<p>Respond to questions about specific information.</p> <p>Make clear statements about basic information and communicate feelings</p>	<p>Understand the main points in texts.</p> <p>Make requests and ask relevant questions to obtain specific information - for</p>	<p>Respond to questions about specific information.</p> <p>Make clear statements about basic information and communicate feelings on</p>	<p>Understand organisational and structural features and use them to locate relevant information.</p>

<p>on straightforward topics.</p> <p>Participate in a simple discussion or exchange with another person.</p> <p>Identify and extract the main information from short statements and explanations.</p> <p>Understand a short piece of text on a simple subject.</p> <p>Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns.</p> <p>Communicate information in words, phrases and simple sentences.</p>	<p>example planning questions to ask about someone they are interested in.</p> <p>Listen to and respond appropriately to other points of view, respecting conventions of turn taking.</p> <p>Understand organisational markers in short, straightforward texts.</p> <p>Use basic punctuation correctly.</p> <p>Read and spell correctly words designated for entry level 3.</p>	<p>straightforward topics.</p> <p>Participate in a simple discussion or exchange with another person.</p> <p>Identify and extract the main information from short statements and explanations.</p> <p>Understand a short piece of text on a simple subject.</p> <p>Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns.</p> <p>Communicate information in words, phrases and simple sentences.</p>	<p>Communicate information and opinions clearly on a range of topics.</p> <p>Follow and understand the main points of discussions.</p> <p>Communicate information, ideas and opinions clearly and in a logical sequence.</p>
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Summer 1	Summer 2
Narrative and descriptive writing	Drama/playscripts and descriptive writing
Demon Dentist	Demon Dentist

Encountering	Developing	Encountering	Developing
<p>To identify the main components of narrative (plot, setting, characterisation, atmosphere, point of view, conflict).</p> <p>To understand how an author develops character through description, contrast, dialogue and behaviours.</p> <p>Pupils will be able to identify stereotypes in writing and discuss their personal opinions of them.</p> <p>To investigate the use of opposites in characterisation.</p> <p>To understand how the author uses language to develop characterisation.</p> <p>To understand how an author creates atmosphere through building up tensions in sentence construction and description.</p>	<p>Pupils will be able to analyse a paragraph in a text and discuss their likes and dislikes.</p> <p>Pupils will be able to discuss in detail, using examples to support their opinions, the value of stereotypes in literature.</p> <p>Pupils will be able to effectively develop characters in their own story writing.</p>	<p>To identify figurative language and enjoy learning new words.</p> <p>Pupils will be able to identify the main events in a story and make predictions about what will happen next.</p> <p>Pupils will be able to write sentences with a wider range of punctuation and ambitious vocabulary.</p> <p>Pupils will recap the features and purpose of a playscript.</p> <p>Pupils will recap what a stereotype is and how they are used in this story.</p> <p>Pupils will be able to dramatise a scene from the story, taking on the role of a particular character, demonstrating empathy and use of voice, verbal and non-verbal language for effect.</p> <p>Pupils will be able to write a playscript for a section of the</p>	<p>Pupils will be able to write a review of a story, using examples to support their opinions.</p> <p>Pupils will be able to evaluate their own performances and make suggestions for improvements.</p> <p>Pupils will be able to explain why they have chosen a particular way of dramatising a character. Eg choice of props, clothing, voice, language.</p> <p>Pupils will be able to explain the effect of a characters use of body language in drama.</p>

<p>To identify and explain the author's choice of language.</p> <p>To explain how characters are developed as the story moves along.</p> <p>To identify effective language techniques for descriptions and begin to use them in their own writing.</p> <p>Pupils will learn to use a range of punctuation to build tension and atmosphere.</p> <p>Pupil;s will be able to write a description of a setting and character using ambitious vocabulary, paragraphs and a range of punctuation.</p>		story, rehearse it and perform it to a real audience.	
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Cycle Two

Autumn 1		Autumn 2	
Descriptive writing		Formal and informal letters	
Myths and legends : Pandora's Box, Perseus and Medusa, King Arthur	Anita and me	Myths and legends: Robin Hood	Anita and me
Encountering	Developing	Encountering	Developing
<p>Pupils will understand the difference between a myth and a legend.</p> <p>Pupils will understand how these stories came to exist.</p> <p>Pupils will be able to identify the character, setting and theme of a myth/ legend.</p> <p>Pupils will identify the theme of the myth/ legend.</p> <p>Pupils will be able to identify the key features of a myth and legend.</p> <p>Pupils will practise writing capital letters correctly for names of people and places and starting sentences.</p>	<p>Pupils will be able to use a wide range of language structures and punctuation when writing a story.</p> <p>Pupils will use grammatically correct sentences.</p> <p>Pupils will be able to understand the main events in a story.</p> <p>Pupils will understand what is meant by semi-autobiographical</p> <p>Pupils will be able to discuss how language choice supports characterisation.</p>	<p>Pupils will be able to make inferences about how a character is feeling and their motivations, giving simple explanations for their answers.</p> <p>Pupils will be able to identify effective words and phrases for description.</p> <p>Pupils will recap the different purposes for letter writing eg to complain, to inform, to persuade.</p> <p>Pupils will be able to identify the difference between a formal and an informal letter and why people in the past may have written letters more than we do now..</p>	<p>Pupils will use grammatically correct sentences.</p> <p>Pupils will be able to understand the main events in a story.</p> <p>Pupils will understand what is meant by semi-autobiographical</p> <p>Pupils will be able to discuss how language choice supports characterisation.</p> <p>Pupils will develop their skills of empathy by discussing how a character is feeling and supporting their ideas with evidence from the book.</p>

<p>Pupils will be able to plan their own story about one of the characters in the myths and legends they have written, eg Perseus or King Arthur.</p> <p>Pupils will be able to write simple and compound sentences and they will develop their use of ambitious vocabulary.</p> <p>Pupils will be able to organise their stories into a simple structure, using paragraphs to organise their writing.</p>		<p>Pupils will recap the features of a letter, and identify the different language used when writing informal letters and formal letters.</p> <p>Pupils will compare and contrast the legend of Robin Hood with King Arthur, identifying similarities and differences.</p>	
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Spring 1		Spring 2	
Job applications		CVs	
Paperboy		Paperboy	
Encountering	Developing	Encountering	Developing

<p>Pupils will understand what is meant by an autobiography.</p> <p>Pupils will learn about the context of the troubles of Northern Ireland and how they impacted on peoples lives in Northern Ireland at that time.</p> <p>Pupils will be able to identify the features of an autobiography.</p> <p>Pupils will understand what the role of a paperboy was and why it was needed at the time.</p> <p>Pupils will understand what is meant by a job application and why it should be completed.</p> <p>Pupils will identify the different jobs they would like to do in the community and around school.</p> <p>Pupils will learn how to complete n application form.</p>	<p>Pupils will be able to understand the main events of an autobiography.</p> <p>Pupils will be able to identify information that tells us about the context in which this autobiography was written.</p> <p>Pupils will be able to discuss the actions, feelings and motivations of characters in the book, using evidence to support their opinions.</p> <p>Pupils will be able to complete a job application form with correctly punctuated sentences and a range of formal vocabulary.</p>	<p>Pupils will understand what a CV is and how this is different to an application form.</p> <p>Pupils will be able to identify the features of a CV.</p> <p>Pupils will compare and contrast different CVs, identifying the similarities and differences.</p> <p>Pupils will be able to write their own CVs .</p> <p>Pupils will understand what is meant by a job application and why it should be completed.</p> <p>Pupils will identify the different jobs they would like to do in the community and around school.</p> <p>Pupils will be able to write about themselves and their skills, using grammatically correct sentences and correctly punctuated sentences.</p>	<p>Pupils will be able to understand the main events of an autobiography.</p> <p>Pupils will be able to identify information that tells us about the context in which this autobiography was written.</p> <p>Pupils will be able to discuss the actions, feelings and motivations of characters in the book, using evidence to support their opinions.</p> <p>Pupils will be able to complete a CV with correctly punctuated sentences and a range of formal vocabulary.</p>
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<p>Pupils will be able to write about themselves and their skills, using grammatically correct sentences and correctly punctuated sentences.</p> <p>Pupils will be able to use the appropriate formal language for an application form.</p> <p>Pupils will understand what is meant by accent and why accents can be different in different parts of our country.</p> <p>Pupils will learn what we mean by dialect and why this differs in different parts of the country.</p> <p>Pupils will be able to develop skills in empathy by discussing the actions, feelings and motivations of the people in the book.</p>		<p>Pupils will be able to use the appropriate formal language for a CV.</p>	
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Summer 1		Summer 2	
Letter writing - emails		Reports - writing reports about sports day and the prom	
Bias - online newspapers and news articles		Bias - online newspapers and news articles	
Encountering	Developing	Encountering	Developing
<p>Pupils will compare emails with letters, identifying the audience and purpose.</p> <p>Pupils will understand that emails are often used instead of letters now.</p> <p>Pupils will recap the difference between formal and informal language and when both might be used.</p> <p>Pupils will learn the importance of writing the subject in the email content.</p> <p>Pupils will understand how to structure an email.</p> <p>Pupils will be able to write emails for a range of formal and informal purposes.</p>	<p>Pupils will Analyse news articles, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p> <p>Pupils will Follow an argument, identifying different points of view and distinguishing fact from opinion</p> <p>Pupils will be able to Identify and understand the main points, ideas and details in texts</p> <p>Pupils will be able to Compare information, ideas and opinions in different newspaper articles.</p> <p>Pupils will be able to Identify meanings in texts and distinguish between fact and opinion</p>	<p>Pupils will read a range of newspaper articles about current affairs, identifying the main purpose and content of the articles.</p> <p>Pupils will begin to identify bias in a newspaper report, beginning to use examples from the text to support their opinions.</p> <p>Pupils will recap the features of a news report.</p> <p>Pupils will Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>Pupils will write their own news report, Communicating information, ideas and</p>	<p>Pupils will Analyse news articles, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p> <p>Pupils will Follow an argument, identifying different points of view and distinguishing fact from opinion</p> <p>Pupils will be able to identify and understand the main points, ideas and details in texts</p> <p>Pupils will be able to Compare information, ideas and opinions in different newspaper articles.</p> <p>Pupils will be able to Identify meanings in</p>

<p>Pupils will read a range of newspaper articles about current affairs, identifying the main purpose and content of the articles.</p> <p>Pupils will begin to identify bias in a newspaper report, beginning to use examples from the text to support their opinions.</p>	<p>Pupils will be able to find the meaning of unknown words using their knowledge of root words and dictionaries.</p> <p>Pupils will Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>Pupils will Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>Pupils will Spell words used most often in work, study and daily life, including specialist words</p> <p>Pupils will Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>	<p>opinions clearly and in a logical sequence</p> <p>Pupils will be able to use paragraphs to structure their writing.</p> <p>Pupils will be able to use the appropriate language for a news report.</p> <p>Pupils will be able to use eye witness accounts, using speech marks correctly.</p>	<p>texts and distinguish between fact and opinion</p> <p>Pupils will be able to find the meaning of unknown words using their knowledge of root words and dictionaries.</p> <p>Pupils will Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>Pupils will Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p>
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Cycle Three	
Autumn 1	Autumn 2

Form filling and keeping notes of events		Report Writing	
Artichoke Hearts		Artichoke Hearts	
Developing	Enhancing	Developing	Enhancing
<p>Pupils will be able to read an increasing number of words more fluently.</p> <p>Pupils will be able to empathise with a character through exploring their actions, motivations and feelings.</p> <p>Pupils will be able to sequence the main events in a story.</p> <p>Pupils will use their knowledge of stories to make predictions.</p> <p>Pupils will be able to identify effective language and language structures used for effect.</p> <p>Pupils will be able to find the meaning of unknown words through knowledge</p>	<p>Pupils will Identify the different situations when the main points are sufficient and when it is important to have specific details</p> <p>Pupils will Identify implicit and inferred meaning in texts</p> <p>Pupils will Identify different styles of writing and writer's voice</p> <p>Pupils will Spell words used in work, study and daily life, including a range of specialist words</p> <p>Pupils will organise their notes to ensure they can return to them at a later date and understand them.</p>	<p>Pupils will be able to read an increasing number of words more fluently.</p> <p>Pupils will be able to empathise with a character through exploring their actions, motivations and feelings.</p> <p>Pupils will be able to sequence the main events in a story.</p> <p>Pupils will use their knowledge of stories to make predictions.</p> <p>Pupils will be able to identify effective language and language structures used for effect.</p> <p>Pupils will be able to find the meaning of unknown words through knowledge of root words, context and using dictionaries.</p>	<p>Pupils will be able to write reports that Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>Pupils will be able to write a report that is the appropriate length and detail.</p> <p>Pupils will be able to Organise their writing using appropriate format and structure</p> <p>Pupils will be able to Convey clear meaning and establish cohesion using organisational markers effectively</p> <p>Pupils will be able to Use the appropriate</p>

<p>of root words, context and using dictionaries.</p> <p>Pupils will learn how an author can structure a story for effect.</p> <p>Pupils will Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>Pupils will be able to Form irregular plurals eg women, children, people</p> <p>Pupils will be able to use mostly correct grammar.</p> <p>Pupils will be able to put words in alphabetical order using the first three letters of each word.</p> <p>Pupils will be able to identify the purpose of note taking.</p> <p>Pupils will be able to make notes about a range of information.</p> <p>Pupils will be able to complete forms for a</p>		<p>Pupils will learn how an author can structure a story for effect.</p> <p>Pupils will Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>Pupils will be able to Form irregular plurals eg women, children, people</p> <p>Pupils will be able to use mostly correct grammar.</p> <p>Pupils will be able to put words in alphabetical order using the first three letters of each word.</p> <p>Pupils will be able to Communicate information, ideas and opinions in a report clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>Pupils will write a report with the appropriate level of detail for the reader to understand and maintain interest.</p> <p>Pupils will be able to organise their reports about an event using headings.</p>	<p>language and register eg specialist language, suited to audience and purpose.</p> <p>Pupils will be able to construct complex sentences consistently and accurately, using paragraphs where appropriate.</p>
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range of purposes, using headings as a guide. Pupils will be able to use conjunctions in their sentences		Pupils will Write in compound sentences and paragraphs. Pupils will be able to use the appropriate language for report writing, including subject specific words and time connectives.	
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Spring 1		Spring 2	
Job descriptions		Letter writing	
Charlie and the Chocolate Factory		Charlie and the Chocolate Factory	
Developing	Enhancing	Developing	Enhancing
Pupils will be able to identify the main events in a story. Pupils will be able to develop empathy for characters by exploring their actions, motivations and feelings.	Pupils will be able to use a wider range of punctuation correctly, including apostrophes for possession. Pupils will be able to spell most words they write correctly. Pupils will be able to Communicate	Pupils will be able to identify the main events in a story. Pupils will be able to develop empathy for characters by exploring their actions, motivations and feelings.	Pupils will be able to use a wider range of punctuation correctly, including apostrophes for possession. Pupils will be able to spell most words they write correctly. Pupils will be able to Communicate information, ideas and opinions clearly, coherently and accurately

<p>Pupils will be able to identify effective language used by the author for impact and effect.</p> <p>Pupils will be able to identify similes and metaphors and begin to explain the effect on the reader.</p> <p>Pupils will be able to read an increasing number of words more fluently.</p> <p>Pupils will be able to use dictionaries to check their spelling.</p> <p>Pupils will be able to read and understand sentences with more than one clause.</p> <p>Pupils will understand the purpose of job descriptions.</p> <p>Pupils will be able to identify the structure of a job description.</p> <p>Pupils will be able to write job descriptions for the</p>	<p>information, ideas and opinions clearly, coherently and accurately</p> <p>Pupils will be able to Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>	<p>Pupils will be able to identify effective language used by the author for impact and effect.</p> <p>Pupils will be able to identify similes and metaphors and begin to explain the effect on the reader.</p> <p>Pupils will be able to read an increasing number of words more fluently.</p> <p>Pupils will be able to use dictionaries to check their spelling.</p> <p>Pupils will be able to read and understand sentences with more than one clause.</p> <p>Pupils will be able to use punctuation correctly, including full stops, question marks, exclamation marks, commas.</p> <p>Pupils will be able to organise words into</p>	<p>Pupils will be able to Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>
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characters in Charlie and the Chocolate factory.

Pupils will be able to use punctuation correctly, including full stops, question marks, exclamation marks, commas.

Pupils will be able to organise words into alphabetical order, using the first three letters of each word.

Pupils will be able to identify ambitious adjectives in Charlie and the Chocolate Factory and begin to use them in their own writing.

Pupils will be able to use compound and some complex sentences in their writing.

alphabetical order, using the first three letters of each word.

Pupils will be able to identify ambitious adjectives in Charlie and the Chocolate Factory and begin to use them in their own writing.

Pupils will be able to use compound and some complex sentences in their writing.

Pupils will recap the different purposes for letter writing eg to complain, to inform, to persuade.

Pupils will be able to identify the difference between a formal and an informal letter and why people in the past may have written letters more than we do now..

Pupils will recap the features of a letter, and

		<p>identify the different language used when writing informal letters and formal letters.</p> <p>Pupils will write formal and informal letters as though they are characters in the story and for real life purposes eg to organise an event.</p>	
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Summer 1		Summer 2	
Descriptive writing		Narrative writing	
Awful Auntie		Awful Auntie	
Developing	Enhancing	Developing	Enhancing
To identify the main components of narrative (plot, setting, characterisation, atmosphere, point of view, conflict).	<p>Pupils will be able to analyse a paragraph in a text and discuss their likes and dislikes.</p> <p>Pupils will be able to discuss in detail, using examples to support their opinions, the</p>	<p>To identify figurative language and enjoy learning new words.</p> <p>Pupils will be able to identify the main events in a story and</p>	<p>Pupils will be able to write a review of a story, using examples to support their opinions.</p> <p>Pupils will be able to write with a greater range of sentence</p>

<p>To understand how an author develops character through description, contrast, dialogue and behaviours.</p> <p>Pupils will be able to identify stereotypes in writing and discuss their personal opinions of them.</p> <p>To investigate the use of opposites in characterisation.</p> <p>To understand how the author uses language to develop characterisation.</p> <p>To understand how an author creates atmosphere through building up tensions in sentence construction and description.</p> <p>To identify and explain the author's choice of language.</p> <p>To explain how characters are developed as the story moves along.</p> <p>To identify effective language techniques for descriptions and begin to use them in their own writing.</p>	<p>value of stereotypes in literature.</p> <p>Pupils will be able to effectively develop characters in their own story writing.</p>	<p>make predictions about what will happen next.</p> <p>Pupils will be able to write sentences with a wider range of punctuation and ambitious vocabulary.</p> <p>Pupils will recap what a stereotype is and how they are used in this story.</p> <p>Pupils will begin to compare texts written by the same author, considering similarities and differences between two stories.</p> <p>Pupils will be able to write their own stories, developing skills in building atmosphere and tension through language and structure.</p> <p>Pupils will be able to write stories with a balance of action, description and dialogue (ADD).</p>	<p>structures, including complex sentences.</p> <p>Pupils will be able to write narratives using an increasing range of ambitious vocabulary and figurative language for effect.</p>
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Pupils will learn to use a range of punctuation to build tension and atmosphere.
Pupils will be able to write a description of a setting and character using ambitious vocabulary, paragraphs and a range of punctuation.
Pupils will recap how speech is written in stories and be able to write dialogue correctly.

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