

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 7	<p>Unit: Exploration of short stories</p> <p>Vocab: Short story Author Illustrator Beginning, middle, end. Characters Events</p> <p>Skills: To develop listening skills. To recall key events from a short story. To answer questions about each story to demonstrate an understanding of each. To recall information about characters. To describe characters and story settings.</p>	<p>Unit: Exploration of short stories linked to seasonal events. Exploration of adverts and the stories they tell.</p> <p>Vocab: Short story Beginning, middle, end. Characters Events</p> <p>Skills: To develop listening skills. To recall key events from a short story. To answer questions about each story to demonstrate an understanding of each. To recall information about characters. To describe characters and story settings. To give an opinion on characters and events.</p>	<p>Unit: Study of novel</p> <p>Vocab: Novel Author Illustrator Beginning, middle, end. Characters Events</p> <p>Skills: To develop listening skills. To recall key events from a short story. To answer questions about each story to demonstrate an understanding of each. To recall information about characters. To describe characters and story settings. To give an</p>	<p>Unit: Fiction and non-fiction. How we infer from non-fiction texts</p> <p>Vocab: Non-fiction Fiction Non-fiction Story Facts Information</p> <p>Skills: To identify fiction and non-fiction books. To understand and explain the purpose of both. To identify and explain the features of non-fiction books. To locate information from non-fiction books. To infer from illustrations and pictorial information.</p>	<p>Unit: Writing short stories</p> <p>Vocab: Short stories Characters Settings Beginning Middle End</p> <p>Skills: To plan a short story. To understand and follow the order of a story. To plan own characters. To plan a story setting. To plan a beginning, middle and end to story. To read/retell their story to others.</p>	<p>Unit: Poetry – an overview of different genres of poetry.</p> <p>Vocab: Poems Descriptive Nonsense Riddles Rhyme</p> <p>Skills: To develop listening skills. To identify the genre of poem. To retell the content of the poem in own words. To identify rhyming words in poems. To identify the descriptive words/phrases in poems.</p>

	To give an opinion on characters and events.	To identify the stories told in adverts.	opinion on characters and events. To sequence the events in the story.			To identify the nonsense words in poems.
Year 8	<p>Unit: Autobiographies</p> <p>Vocab: Autobiography Biography Non-fiction Information</p> <p>Skills: To describe what a biography is. To describe what an autobiography is. To be able to compare and contrast</p>	<p>Unit: Pre 1914 texts</p> <p>Vocab: Stories Fiction Old Characters Beginning Middle End Setting Event Author Moral Sequence</p> <p>Skills: To develop listening skills. To recall information from pre 1914 texts.</p>	<p>Unit: Following instructions</p> <p>Vocab: Instructions Follow Detail Information Order</p> <p>Skills: To give clear verbal instructions. To sequence an activity.</p>	<p>Unit: Myths and legends</p> <p>Vocab: Myth Legend Old Characters Beginning Middle End Setting Event Author Moral Sequence</p> <p>Skills: To develop listening skills. To describe what a myth is. To describe what a legend is.</p>	<p>Unit: Descriptive poems (Adjectives)</p> <p>Vocab: Poetry/poem Descriptive Adjectives/ Describing words.</p> <p>Skills: To identify a descriptive poem. To identify the descriptive language in the poems heard.</p>	<p>Unit: Visual literacy</p> <p>Vocab: Visual Imagination Interpret Understand Opinion</p> <p>Skills: To give an opinion on a range of images. To justify response to like or dislike of an image.</p>

	<p>between an autobiography and biography.</p> <p>To identify the content of an autobiography.</p> <p>To be able to give a verbal description about different areas of own life.</p> <p>To plan and ask relevant questions.</p> <p>To produce own autobiography.</p>	<p>To retell story in own words, verbally and in writing.</p> <p>To describe characters and story settings.</p> <p>To sequence main events.</p> <p>To give an opinion on characters and events.</p> <p>To make predictions.</p>	<p>To listen to and follow instructions accurately.</p> <p>To begin to use more specific information, e.g. amount when giving verbal instructions.</p>	<p>To retell the stories in their own words.</p> <p>To identify and explain the moral and purpose to the stories wherever applicable.</p> <p>To describe characters and story settings.</p> <p>To sequence main events.</p> <p>To give an opinion on characters and events.</p> <p>To make predictions.</p>	<p>To explain what an adjective is.</p> <p>To identify a range of adjective.</p> <p>To explain what a synonym is.</p> <p>To identify a range of synonyms.</p> <p>To produce own descriptive poem, either orally or in writing.</p>	<p>To describe an image using a range of descriptive vocabulary.</p> <p>To interpret an image.</p> <p>To use an image to develop descriptive writing skills.</p>
<p>Year 9</p> <p>Red to blue path ways</p>	<p>Unit: News/ Newspapers</p> <p>Vocab: News Newspapers Headlines Article Weather Images Media</p>	<p>Unit: Recount texts</p> <p>Vocab: Recount Recall/retell Remember Sequence Detail Information</p>	<p>Unit: Study of musicals (The Greatest Showman)</p> <p>Vocab: Film Musical Story Fiction Characters Beginning Middle End Settings Lyrics</p>	<p>Unit: Study of musicals (The Greatest Showman)</p> <p>Vocab: Film Musical Story Fiction Characters Beginning Middle End Settings Lyrics</p>	<p>Unit: Study of novel (Kensuke's Kingdom SFL) (Iron Man PFA)</p> <p>Vocab: Fiction Author Beginning Middle End Characters Opinion Predict</p>	<p>Unit: Study of film linked to novel studied in previous half term.</p> <p>Vocab: Film Story Fiction Characters Beginning Middle End Settings</p>

	<p>Skills: To identify the features of a newspaper.</p> <p>To know and describe the purpose of a headline.</p> <p>To identify how information can be inferred from an image.</p> <p>To retell a newspaper article in their own words.</p> <p>To listen to the news.</p> <p>To give a recount of the news they have heard.</p> <p>To produce own news article.</p>	<p>Skills: To listen to a story or an account of an event and remember key information.</p> <p>To retell the story or account in their own words.</p> <p>To sequence the recount accurately.</p> <p>To give an increasing amount of detail in the recount both in verbal and written recounts.</p>	<p>Skills: To develop listening skills.</p> <p>To follow and understand the story.</p> <p>To retell the main events in their own words.</p> <p>To understand and describe the actions of the main characters.</p> <p>To give an opinion on the characters and justify their responses.</p> <p>To listen to/read the lyrics to the songs and explain their meaning.</p>	<p>Skills: To develop listening skills.</p> <p>To follow and understand the story.</p> <p>To retell the main events in their own words.</p> <p>To understand and describe the actions of the main characters.</p> <p>To give an opinion on the characters and justify their responses.</p> <p>To listen to/read the lyrics to the songs and explain their meaning.</p>	<p>Skills: To develop listening skills.</p> <p>To retell parts of the story in their own words.</p> <p>To recall information about characters.</p> <p>To describe characters and story settings.</p> <p>To give an opinion on characters and events.</p> <p>To sequence the events in the story.</p> <p>To infer from the story to answer questions and make predictions.</p>	<p>Skills: To develop listening skills.</p> <p>To follow and understand the story.</p> <p>To retell the main events in their own words.</p> <p>To understand and describe the actions of the main characters.</p> <p>To give an opinion on the characters and justify their responses.</p>
<p>Year 9 Indigo to violet Pathways</p>	<p>Unit: Communication games</p> <p>Sensory stories linked to seasonal events.</p> <p>Skills To become familiar and anticipate the</p>	<p>Unit: Communication games</p> <p>Sensory stories linked to seasonal events.</p> <p>Skills To become familiar and anticipate the starter to</p>	<p>Unit: Communication games</p> <p>Story massage</p> <p>Skills To listen to and respond to familiar</p>	<p>Unit: Communication games</p> <p>Story massage</p> <p>Skills To listen to and respond to familiar</p>	<p>Unit: Communication games</p> <p>Sensory stories linked to travel</p> <p>Skills To become familiar and anticipate the starter to</p>	<p>Unit: Communication games</p> <p>Sensory stories linked to travel</p> <p>Skills To become familiar and anticipate the</p>

	<p>starter to each lesson, e.g. musical signifier, welcome song.</p> <p>To listen to and show an interest in the story.</p> <p>To become familiar with the main characters through signifiers.</p> <p>To show anticipation of and join in with repetitive phrases.</p> <p>To explore and show anticipation of the stimuli linked to the story.</p>	<p>each lesson, e.g. musical signifier, welcome song.</p> <p>To listen to and show an interest in the story.</p> <p>To become familiar with the main characters through signifiers.</p> <p>To show anticipation of and join in with repetitive phrases.</p> <p>To explore and show anticipation of the stimuli linked to the story.</p>	<p>stories.</p> <p>To anticipate familiar and repetitive phrases in the stories and songs they hear.</p> <p>To experience, react to and anticipate a range of massage strokes.</p> <p>To indicate a like/dislike for particular strokes.</p>	<p>stories.</p> <p>To anticipate familiar and repetitive phrases in the stories and songs they hear.</p> <p>To experience, react to and anticipate a range of massage strokes.</p> <p>To indicate a like/dislike for particular strokes.</p>	<p>each lesson, e.g. musical signifier, welcome song.</p> <p>To listen to and show an interest in the story.</p> <p>To become familiar with the main characters through signifiers.</p> <p>To show anticipation of and join in with repetitive phrases.</p> <p>To explore and show anticipation of the stimuli linked to the story.</p>	<p>starter to each lesson, e.g. musical signifier, welcome song.</p> <p>To listen to and show an interest in the story.</p> <p>To become familiar with the main characters through signifiers.</p> <p>To show anticipation of and join in with repetitive phrases.</p> <p>To explore and show anticipation of the stimuli linked to the story.</p>
<p>Year 10</p> <p>Red to blue path ways</p>	<p>Unit: Following and writing instructions. Writing to inform, explain and describe.</p> <p>Vocab: Instructions Follow Detail Information Order Description Describe</p>	<p>Unit: Following and writing instructions. Writing to inform, explain and describe.</p> <p>Vocab: Instructions Follow Detail Information Order Description Describe</p>	<p>Unit: Study of film (The Hunger Games SFL) (Stormbreaker PFA)</p> <p>Vocab: Film Story Fiction Characters Beginning Middle End</p>	<p>Unit: Study of film (The Hunger Games SFL) (Stormbreaker PFA)</p> <p>Vocab: Film Story Fiction Characters Beginning Middle End</p>	<p>Unit: Writing short stories</p> <p>Vocab: Short stories Characters Settings Beginning Middle End Problem Solution</p>	<p>Unit: Writing for different purposes</p> <p>Vocab: Recipe Letter Postcard Information Description Describe</p>

	<p>Detail Inform</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To read and understand an information leaflet. Explain to another person what it is about. 2. To write an information leaflet, e.g. about sun safety or eating healthily. 3. To read and be able to follow a set of simple instructions. 4. To read and understand a description, for example a description of an item for sale or a holiday destination. 5. To write a set of instructions explaining how to carry out a simple task, e.g. how to make a cup of tea, how to play a simple game or the directions from school to home. 	<p>Detail Inform</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. To read and understand an information leaflet. Explain to another person what it is about. 2. To write an information leaflet, e.g. about sun safety or eating healthily. 3. To read and be able to follow a set of simple instructions. 4. To read and understand a description, for example a description of an item for sale or a holiday destination. 5. To write a set of instructions explaining how to carry out a simple task, e.g. how to make a cup of tea, how to play a simple game or the directions from school to home. 6. To write a description of an event or occasion, for example a day out. 	<p>Settings</p> <p>Skills:</p> <ul style="list-style-type: none"> To develop listening skills. To follow and understand the story. To retell the main events in their own words. To understand and describe the actions of the main characters. To give an opinion on the characters and justify their responses. 	<p>Settings</p> <p>Skills:</p> <ul style="list-style-type: none"> To develop listening skills. To follow and understand the story. To retell the main events in their own words. To understand and describe the actions of the main characters. To give an opinion on the characters and justify their responses. 	<p>Adjectives</p> <p>Skills:</p> <ul style="list-style-type: none"> To plan a short story. To understand and follow the order of a story. To plan own characters. To plan a story setting. To plan a beginning, middle and end to story. To plan a problem. To plan a solution. To read/retell their story to others. 	<p>Skills:</p> <ul style="list-style-type: none"> To write a list, e.g. a shopping list. To infer information from an image and describe this to others. To write a simple letter. Students should know the appropriate ways to start and end a letter. They should consider the relevant information they wish to include and how it will interest the reader. To find and write out a simple recipe. To read and understand a method to a basic recipe and rewrite it in own words. To write a postcard. Students should know the appropriate ways to start and end a letter. They should consider how to limit the relevant information they wish
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	6. To write a description of an event or occasion, for example a day out.					to include and how it will interest the reader.
Year 10 Indigo to violet Pathways	<p>Unit: Following instructions 'Nadiya's bake me a story'</p> <p>Skills To listen to and show an interest in a range of stories. To explore and show anticipation of the stimuli linked to the stories. To experience and participate in baking skills linked to each of the stories, such as kneading and stirring. To use a switch to operate some of the equipment used to bake.</p>	<p>Unit: Following instructions 'Nadiya's bake me a story'</p> <p>Skills To listen to and show an interest in a range of stories. To explore and show anticipation of the stimuli linked to the stories. To experience and participate in baking skills linked to each of the stories, such as kneading and stirring. To use a switch to operate some of the equipment used to bake.</p>	<p>Unit: Story massage</p> <p>Skills To listen to and respond to familiar stories. To anticipate familiar and repetitive phrases in the stories and songs they hear. To experience, react to and anticipate a range of massage strokes. To indicate a like/dislike for particular strokes.</p>	<p>Unit: Story massage</p> <p>Skills To listen to and respond to familiar stories. To anticipate familiar and repetitive phrases in the stories and songs they hear. To experience, react to and anticipate a range of massage strokes. To indicate a like/dislike for particular strokes.</p>	<p>Unit: Sensory stories Charlie and the chocolate factory</p> <p>Skills To become familiar and anticipate the starter to each lesson, e.g. musical signifier, welcome song. To listen to and show an interest in the story. To become familiar with the main characters through signifiers. To show anticipation of and join in with repetitive phrases. To explore and show anticipation of the stimuli linked to the story.</p>	<p>Unit: Sensory stories Robinson Crusoe</p> <p>Skills To become familiar and anticipate the starter to each lesson, e.g. musical signifier, welcome song. To listen to and show an interest in the story. To become familiar with the main characters through signifiers. To show anticipation of and join in with repetitive phrases. To explore and show anticipation of the stimuli linked to the</p>

						story.
Year 11 Red to blue pathways	<p>Unit: Study of a novel (Skellig by David Almond) (SFL) (Stig of the Dump by Clive King) (PFA) Vocab:</p> <p>Fiction Author Beginning Middle End Characters Opinion Predict</p> <p>Skills:</p> <p>To develop listening skills.</p> <p>To retell parts of the story in their own words.</p> <p>To recall information about characters.</p> <p>To describe characters and story settings.</p> <p>To give an</p>	<p>Unit: Study of a film (Woman in Black SFL) PFA to continue Stig of the Dump with TV series Vocab:</p> <p>Film Story Fiction Thriller Characters Beginning Middle End Settings Atmosphere Jump scares Audience</p> <p>Skills:</p> <p>To develop listening skills.</p> <p>To follow and understand the story.</p> <p>To retell the main events in their own words.</p> <p>To understand and describe the actions of the main characters.</p>	<p>Unit: Reading information (Link to Spring 2) Vocab:</p> <p>Illustrations Graphically presented information Text Research Useful</p> <p>Skills:</p> <p>To read and understand information that is presented in a range of ways, for example in graphs and through illustrations.</p> <p>To scan a piece of information and identify the most important points, e.g. a letter.</p>	<p>Unit: Role play of real life situations (Link to Spring 1) Vocab:</p> <p>Communication Conversation Interaction Information Social sight</p> <p>Skills:</p> <p>To develop communication skills when speaking about or engaging in conversation about less familiar topics.</p> <p>To develop an awareness of the appropriate ways in which to interact with people who can help us in the community, e.g. receptionists, retail workers.</p>	<p>Unit: To take part in a debate (SFL) Study of novel (PFA) Michael Morpurgo – The Giant’s Necklace Vocab:</p> <p>Debate Communication Opinion View Arguments Persuade Vote</p> <p>Skills:</p> <p>To consider subjects to be debated about.</p> <p>To be able to talk about an unfamiliar topic.</p> <p>To develop listening skills and know how to respond appropriately to others.</p> <p>To express an opinion and justify their views and ideas through more detailed responses.</p>	<p>Unit: Application forms and documents.(SFL) Study of novel (PFA) Michael Morpurgo – The Giant’s Necklace Vocab:</p> <p>Application forms Documents Personal information Detail Accurate</p> <p>Skills:</p> <p>To read and understand basic information on an application form.</p> <p>To understand what information is required on a form.</p> <p>To follow basic instructions in order to complete a form correctly.</p>

	<p>opinion on characters and events.</p> <p>To sequence the events in the story.</p> <p>To infer from the story to answer questions and make predictions.</p> <p>To identify and discuss the themes within the story.</p>	<p>To give an opinion on the characters and justify their responses.</p> <p>To discuss the producer's use of music, scenery and jump scares to have an impact on the audience.</p>	<p>To identify the services or information they may require and navigate their way on the internet to locate it.</p> <p>To read and understand the useful information from the websites, for example a phone number, the location of a service and an overview of the service on offer.</p> <p>To sequence a piece of information they have read, for an example a recipe or a set of directions.</p>	<p>To know how to ask for help in the community.</p> <p>To identify and be able to give relevant information to a range of people/services, e.g. GP, plumber, restaurant when making a table booking.</p> <p>To develop telephone skills, e.g. knowing the appropriate ways in which to begin and end a formal phone call. To be able to pass on a message.</p> <p>To develop a recognition and understanding of social sight vocabulary.</p>	<p>To develop an awareness of how to argue a point in an appropriate manner.</p> <p>To begin to develop an awareness of how to persuade others of their viewpoint.</p>	<p>To read through the information they have recorded in order to ensure that the content is accurate and that it is spelt correctly.</p>
	<p>Unit:</p> <p>Following instructions 'Nadiya's bake me a story celebration.'</p> <p>Skills</p> <p>To listen to and show an interest in a range of stories.</p> <p>To explore and show anticipation of the stimuli linked to the</p>	<p>Unit:</p> <p>Following instructions 'Nadiya's bake me a story celebration'</p> <p>Skills</p> <p>To listen to and show an interest in a range of stories.</p> <p>To explore and show anticipation of the stimuli linked to the</p>	<p>Unit:</p> <p>Story massage</p> <p>Skills</p> <p>To listen to and respond to familiar stories.</p> <p>To anticipate familiar and repetitive</p>	<p>Unit:</p> <p>Story massage</p> <p>Skills</p> <p>To listen to and respond to familiar stories.</p> <p>To anticipate familiar and repetitive</p>	<p>Unit:</p> <p>Sensory stories</p> <p>Around the world in 80 days</p> <p>Skills</p> <p>To become familiar and anticipate the starter to each lesson, e.g. musical signifier, welcome song.</p> <p>To listen to and show</p>	<p>Unit:</p> <p>Sensory stories</p> <p>Skills</p> <p>To become familiar and anticipate the starter to each lesson, e.g. musical signifier, welcome song.</p>

	<p>stories.</p> <p>To experience and participate in baking skills linked to each of the stories, such as kneading and stirring.</p> <p>To use a switch to operate some of the equipment used to bake.</p>	<p>stories.</p> <p>To experience and participate in baking skills linked to each of the stories, such as kneading and stirring.</p> <p>To use a switch to operate some of the equipment used to bake.</p>	<p>phrases in the stories and songs they hear.</p> <p>To experience, react to and anticipate a range of massage strokes.</p> <p>To indicate a like/dislike for particular strokes.</p>	<p>phrases in the stories and songs they hear.</p> <p>To experience, react to and anticipate a range of massage strokes.</p> <p>To indicate a like/dislike for particular strokes.</p>	<p>an interest in the story.</p> <p>To become familiar with the main characters through signifiers.</p> <p>To show anticipation of and join in with repetitive phrases.</p> <p>To explore and show anticipation of the stimuli linked to the story.</p>	<p>To listen to and show an interest in the story.</p> <p>To become familiar with the main characters through signifiers.</p> <p>To show anticipation of and join in with repetitive phrases.</p> <p>To explore and show anticipation of the stimuli linked to the story.</p>
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