

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Year 7</b>	<p><b>Unit:</b> Charlotte's Web</p> <p><b>Vocab:</b> Story Author Beginning, middle, end. Characters Events Sequence</p> <p><b>Skills:</b> Name and recognise the title and author of the story.</p> <p>Name and recognise the illustrator of the story.</p> <p>Name and recognise the main characters from the story.</p> <p>Answer a direct question, (in context) using preferred mode of communication.</p> <p>Re-call facts about Roald Dahl.</p> <p>Re-call and describe an event from the story.</p>		<p><b>Unit:</b> Charlie and the Chocolate Factory</p> <p><b>Vocab:</b> Story Author Illustrator Beginning, middle, end. Characters Events</p> <p><b>Skills:</b> Name and recognise the title, author and illustrator of the story.</p> <p>Name and recognise the main characters from the story.</p> <p>Answer a direct question, (in context) using preferred mode of communication.</p> <p>Re-call facts about Roald Dahl.</p> <p>Re-call and describe an event from the story.</p> <p>To develop listening skills.</p> <p>To recall key events from a short story.</p> <p>To answer questions about each story to demonstrate an understanding of each.</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 listen to an extract from the book.</p>		<p><b>Unit:</b> Treasure Island</p> <p><b>Vocab:</b> Story Author Characters Settings Beginning, middle, end Pirates Fort Marooned Shipwrecked Pirate language e.g. 'ahoy', 'avast'</p> <p><b>Skills:</b> Name and recognise the title and author of the story.</p> <p>Name and describe characters from the story.</p> <p>To apply newly acquired vocabulary into discussion about pirates.</p> <p>To sequence events in the story.</p> <p>To develop understanding of the plot through role play.</p> <p>To work collaboratively to plan and follow instructions on a treasure map.</p> <p>Shared writing focus: Support to spell and read pirate vocabulary.</p> <p>Brave writing focus: To create and describe a unique pirate character.</p>	

			<p>To read a symbolised version of the story.</p> <p>To contribute to descriptive shared writing tasks (favourite food and characters from story).</p> <p>Plan and design a three-course meal using computing skills.</p> <p>Plan and write questions for other students to answer in a quiz.</p> <p>To offer feedback about the story using preferred method of recording.</p>		
<b>Year 8</b>	<p><b>Unit:</b> Heroes and villains</p> <p><b>Vocab:</b> Hero Villain Describe Same Different Powers Character</p> <p><b>Skills:</b> To discuss the differences between different types of characters-heroes and villains.</p> <p>To use letters and sounds</p>	<p><b>Unit:</b> Autumn and Winter</p> <p><b>Vocab:</b> Autumn Winter Season Describe Poetry</p> <p><b>Skills:</b> Explore the vocabulary of autumn through sensory activities; I can see, smell, touch and taste.</p>	<p><b>Unit:</b> Goodnight Mr Tom</p> <p><b>Vocab:</b> Story Title Author War Evacuate Describe Character Event Sequence Beginning, middle, end Emotions/ feelings</p> <p><b>Skills:</b> Name and recognise the title and author of the story.</p> <p>Name and recognise the main Characters from the story.</p>	<p><b>Unit:</b> Story Telling</p> <p><b>Vocab:</b> Describe Story Prop Idea</p> <p><b>Skills:</b> To share our own personal stories in 1:1, small and whole class scenarios.</p> <p>To develop listening and turn taking skills.</p>	<p><b>Unit:</b> Media</p> <p><b>Vocab:</b> Media News Newspaper Broadcast Packaging Label Advertising Television</p> <p><b>Skills:</b> To understand what media is.</p> <p>To have an awareness of current news affairs– what is happening in the world around us.</p>

<p>knowledge to spell names.</p> <p>Use computing skills to find an image and label it.</p> <p>To contribute to a shared writing task to describe characteristics of heroes and villains.</p> <p>To write a description of a favourite hero or villain using preferred mode of recording.</p> <p>To share opinions and answer questions and share opinions using film and TV clips to generate discussion.</p> <p>To design a hero or villain using previous learning to generate ideas:</p> <ol style="list-style-type: none"> <li>1. Choose words to describe superpowers.</li> <li>2. Chose words to describe character.</li> <li>3. the appearance of character</li> </ol> <p>To present hero or villain to others in a role play scenario.</p>	<p>To use key words and descriptive language during discussions about autumn and the seasons.</p> <p>To contribute to a shared writing task by using phonic knowledge to help others spell key words linked to autumn.</p> <p>To listen to seasons poetry and offer an opinion.</p> <p>To use descriptive key words to plan and write (in preferred format) an original autumn poem.</p> <p>To record voices reading autumn poetry.</p>	<p>Answer a who, what where or why question (in context) using preferred mode of communication.</p> <p>Re-call and describe an event from the story.</p> <p>To describe the character of Mr Tom at the beginning, middle and end of the story in preferred mode of communication.</p> <p>To use emotions vocabulary in discussions about key characters.</p> <p>To complete shared writing tasks (evacuation bag and identity card, using existing letters and sounds knowledge.</p> <p>To read the lyrics of a wartime song in words and/or symbols.</p> <p>To order key events in the story using pictures, symbols key words or sentences.</p> <p>To complete an independent writing task in symbols, key words or sentences.</p> <p>To demonstrate an understanding of a key part of the story by taking part in a role play scenario and contributing ideas to the process.</p> <p>Use knowledge of the story to plan and write questions for other students to answer (using preferred mode of communication) in a quiz setting.</p>	<p>To develop confidence and thinking skills through drama activities.</p> <p>To generate story ideas through the use of props.</p> <p>To create a story that can be told together.</p> <p>To perform a story.</p>	<p>To share ideas and communicate preferences about different types of media including television and social media.</p> <p>To begin to explore different types of media (newspaper, news story, advertising, packaging).</p> <p>To think of new ideas to describe a snack product.</p> <p>To create an advertisement for your snack product.</p>
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<p><b>Year 9</b></p> <p><b>Red to blue pathways</b></p>	<p><b>Unit: Oliver Twist</b></p> <p><b>Vocab:</b> Title Story Author Characters Describe</p> <p><b>Skills:</b> Name and recognise the title and author of the story. Name and recognise the main characters from the story.</p> <p>Take part in a role play scene.</p> <p>Answer a direct question, (in context) using preferred mode of communication.</p> <p>Contribute ideas to a shared writing task to build an emotions word bank</p> <p>Re-call and describe an event from the story.</p> <p>Apply emotions vocabulary to discussions about Oliver's feelings during key events in the story.</p> <p>Use descriptive vocabulary during discussions about characters from the story.</p> <p>To contribute to a shared writing task writing in diary format.</p> <p>To write a diary entry as Oliver using preferred mode of recording.</p> <p>Contribute ideas to a shared writing task to build a</p>	<p><b>Unit: Macbeth</b></p> <p><b>Vocab:</b> Title Story Author Characters Describe King Thanes Scotland Witches</p> <p><b>Skills:</b> Name and recognise the author and title of the play.</p> <p>Name and recognise the main characters from the play</p> <p>To develop an understanding of the prologue through the dramatic convention of role play.</p> <p>Answer a direct question, (in context) using preferred mode of communication.</p> <p>Describe Macbeth at the beginning, middle and end of the play.</p> <p>Re-call and describe an event from the story using preferred mode of communication.</p> <p>To understand key events in the play by taking part in role play scenarios. Focus: sharing ideas to plan the scene.</p> <p>To understand key events in the play by taking part in role play scenarios. Focus: to use key words from shared writing to show how Macbeth's character is changing.</p> <p>To explore the use of metaphors through the dramatic</p>	<p><b>Unit: Myths and Legends- The Wurm</b></p> <p><b>Vocab:</b> Bamburgh King Wife Children North Sea Sailed Margaret Laidly Child Wynde</p> <p><b>Skills:</b> Listen to each part of the story and answer questions to demonstrate understanding of the story.</p> <p>To recall and describe the characters in the story. To develop a word bank and to apply key words in class discussions.</p> <p>To recall and sequence the key events in the story.</p> <p>To retell the story in own words.</p> <p>To include more detail in verbal responses about the story including character descriptions, setting, and plot.</p>	<p><b>Unit: Holidays</b></p> <p><b>Vocab:</b> Holiday Vacation Destination Beach Countryside City Attraction Describe</p> <p><b>Skills:</b> To develop vocabulary.</p> <p>To explain your thoughts and reasons.</p> <p>To answer questions and communicate information about own experiences.</p> <p>To communicate preferences.</p> <p>To identify similarities and differences.</p> <p>To communicate preferences and explain your reasons.</p>
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	<p>word bank of vocabulary to describe key characters from the story.</p> <p>Design a poster to describe Bill Sykes that will include vocabulary from previous learning activities.</p>	<p>convention of role play.</p> <p>To understand key events in the play by taking part in role play scenarios. Focus: exploring emotions in the scene</p> <p>To understand key events in the play by taking part in role play scenarios. Focus: to include the language of Shakespeare.</p> <p>To order key events from the play using pictures, symbols and key words and phrases.</p>		
<p><b>Year 10</b></p>	<p><b>Unit: Romeo and Juliet</b></p> <p><b>Vocab:</b> Title Story Author Characters Describe</p> <p><b>Skills:</b> Take part in a conversation about an aspect of the play, e.g. staging, set, costumes, favourite events, characters.</p> <p>Take part in a role-play or group discussion based on an aspect of the play. Make simple comments about the plot, e.g. identify key features or talk about main events of the play.</p> <p>Read an extract from the play and show an understanding of what happens.</p> <p>Show some understanding of how the extract fits into the play as a whole.</p> <p>Communicate meaning using simple words and phrases e.g. identify some events in a play, devise a poster advertising the play.</p> <p>Comment on one character and his / her actions.</p>	<p><b>Unit: Reading for pleasure-poetry</b></p> <p><b>Vocab:</b> Poem Pleasure Rhythm Rhyme Describe Narrative Poet Title</p> <p><b>Skills:</b> To identify from one short prose passage or poem something s/he likes, e.g the storyline, a character.</p> <p>To identify from one short prose passage or poem something s/he likes, e.g the storyline, a character.</p> <p>To express opinions on some key features of the material read, e.g the opening, the ending.</p>	<p><b>Unit: George's Marvellous Medicine</b></p> <p><b>Vocab:</b> Character Story Author Title Roald Dahl Chapters Marvellous Medicine Change Animals Grandma Synonym</p> <p><b>Skills:</b> <b>Red/orange pathways-</b> To communicate clearly and in increasing detail.</p> <p>To make predictions about what might happen next.</p> <p>To write for a range of purposes (a list) and spelling with increasing accuracy.</p> <p><b>Green blue pathways-</b> To engage in basic conversations, conveying meaning to a range of listeners.</p>	

	Produce a more extended piece of writing e.g. a synopsis of the plot, a review of the performance or a theatre programme.	To show some understanding of the main points and express preferences.	To demonstrate an ability to read a small amount of familiar/symbolised words.
<b>Year 11</b>	<p><b>Unit: Media</b></p> <p><b>Vocab:</b>  Television  Newspapers  Social media  Twitter  Face Book  Text  You Tube  Advert/advertising  Radio</p> <p><b>Skills:</b>  To recognise some feature of a given media text, such as newspaper, magazine, leaflet, comic, cartoon, film; e.g. headline, close up, graphic, bullet point, speech bubble, caption.</p> <p>To respond simply to a media text such as an advertisement, a website, a news item.</p> <p>To select specific information from two media texts and show some understanding of how the texts address the needs of an intended audience.</p> <p>To take part in a conversation on a media text, for example talk about a film, TV programme or website commenting on the content.</p>	<p><b>Unit: The Odyssey</b></p> <p><b>Vocab:</b>  The Odyssey  Characters  Greece  God/ Goddess  Powers  Describe</p> <p><b>Skills:</b>  Recognise and identify pictures of at least four main characters in the play.</p> <p>Take part in a dramatisation of the main events in the play.</p> <p>Sequence pictures to re-tell a chosen part of the play</p> <p>Work as a member of a group to produce a pictorial version of events in the play to be presented as a wall display.</p> <p>Produce a piece of written work in response to the text on a computer</p> <p>Work as a member of a group to produce a pictorial version of events in the play to be presented as a wall display.</p>	<p><b>Unit: My school learning journey (ROA)</b></p> <p><b>Vocab:</b>  Enjoyed  Learned  Achieved  Remember  Progress  Proud  (Behaviours for life and learning vocabulary)</p> <p><b>Skills:</b>  To communicate to others using preferred mode of communication, key school experiences.</p> <p>To choose photographs to represent personal journey from year 7-11.</p> <p>To remember past events</p> <p>To create a personal learning journey that represents enjoy, learn and achieve from year 7-11.</p> <p>Violet and Indigo pathways will choose favourite school experiences from the following:</p> <p>Sensory Zumba</p> <p>Watching clips of favourite English topic stories e.g. Goodnight Mr Tom, The Odyssey.</p>

To take part in a discussion or role play relating to a topic in a media text.

To communicate meaning using simple words and phrases e.g. devise a headline, advertisement or poster.

To write a review of a chosen media text indicating a personal opinion.

To prepare a media script for performance.