



SOUTH DERBYSHIRE SUPPORT CENTRE



KEY STAGE 2 SEQUENCING - ENGLISH

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| 2 2023 - 2024 ACADEMIC | AUTUMN 1 Fiction -My Brother's Famous Bottom Jeremy Strong | SPRING 1 Fiction Folktales and Fairytales -Hans Cristian Anderson -Grimms Fairytales | SUMMER 1 Non-Fiction Information texts -Celebrity Fact Sheet/Book Reviews Magazine Articles Biography |
| | AUTUMN 2 Non-Fiction Instructional Texts -Potion Making (recipe details) | SPRING 2 Poetry -Revolting Rhymes Roald Dahl | SUMMER 2 Fiction -Fortunately, the Milk Neil Gaiman |
| 2 ENGAGEMENT | AUTUMN 1 -Comic book sequencing -Class Halloween prep/planning | SPRING 1 -Fairy tale diorama making in medium of choice | SUMMER 1 -Topical magazine synopses delivered verbally/recording -Music/fim reviews |
| | AUTUMN 2 -Potion mixing/water/sensory play -Class Christmas prep/planning | SPRING 2 -Music reviews and ratings -Piano play | SUMMER 2 -Themed Days to match the book (pirates, unicorns, vampires, dinosaurs etc...) -School summer BBQ prep/planning |
| 1 2022 - 2023 ACADEMIC | AUTUMN 1 Fiction -Charlie and the Chocolate Factory Roald Dahl | SPRING 1 Fiction Myths and Legends --Greek Mythology | SUMMER 1 Non-Fiction Information Texts -Autobiography Diaries Information leaflets |
| | AUTUMN 2 Non-Fiction Instructional Texts -How to make Christmas decorations | SPRING 2 Poetry -Michael Rosen | SUMMER 2 Fiction -The Boy Who Grew Dragons Andy Shepherd |
| 1 ENGAGEMENT | AUTUMN 1 -Chocolate bar design and making -Film video review | SPRING 1 -Monster design and making in different mediums (drawing, clay, paint, food, computer design) | SUMMER 1 -Pupil autobiography -Video diary of school days and events |
| | AUTUMN 2 -Class Christmas prep/planning -Cooking – practice and prep for Christmas party | SPRING 2 -Roleplay/Drama/Spoken word poetry | SUMMER 2 -Design a dragon in chosen medium -School summer BBQ prep/planning |

SEQUENCING

Explain here the reason for the sequencing of the topics and how it fits in with the next stages of the school

The keystage 2 curriculum allows pupils to experience positive associations with literature and reading. Over the course of the year the learning is set out to alternate each term between fiction and non-fiction texts so that pupils are able to recap knowledge in a cycle, learning and developing greater mastery of their functional literacy skills. Over the course of each individual year the complexity of fiction texts develops, moving from simple/short text study, study of short texts with specific text styles, before finally moving to longer more complex texts at the end of each year that directly correlate with text study implemented within key stage 3 and 4 when pupils are working towards accreditations such as GCSEs. This increase in text complexity allows them to increase their proficiency in text study in a manner that will support them during the next stage of the school. Non-fiction texts also increase in complexity over the course of the year, initially beginning with instructional texts and moving onto information texts with a broader scope as well as the inclusion of the various subtypes included within this type of text. The poetry module is included in Spring 2 after the fiction module covering older tales and their specific formats as these often have a lyrical/rhythmic quality that links well to the study of poetry and rhyme. An additional fiction module was added (3 total, vs 2 total for nonfiction) after analysis of our pupils. This identified that our pupils had greater difficulty when it came to text comparison and deeper levels of fiction text understanding due to having greater comprehension challenges as well as social interaction difficulties. As a result of this, our pupils can have greater difficulty in identifying character motivations, feelings, actions and relationships, as well as the deeper subtext of texts; the additional module allows for extra time to support this.



KEY STAGE 3 SEQUENCING - ENGLISH

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| 2 2023 - 2024 ACADEMIC | AUTUMN 1 Fiction -Face Benjamin Zephaniah | SPRING 1 Fiction -Taming of the Shrew Shakespeare | SUMMER 1 Non-Fiction Information Texts -Writing to present a viewpoint - <u>Modern Issues</u> Newspaper articles Blogs/Vlogs News shows |
| | AUTUMN 2 Non-Fiction Instructional texts -Recipe Development | SPRING 2 Poetry -Spike Milligan -Tupac/Eminem -John Agard -Maya Angelou | SUMMER 2 Fiction -The Day of the Triffids John Wyndam |
| 2 ENGAGEMENT | AUTUMN 1 Chapter posters/ magazine study and synopsis if disengaged from literature | SPRING 1 -Film reviews and their content -10 things I hate about you – film review | SUMMER 1 S+L video/audio report on current issue |
| | AUTUMN 2 Cooking – following recipes of interest and attempting to improve | SPRING 2 Rap music fact file – (favourite artist in detail, or briefs on selection) | SUMMER 2 Mood board on pupil's own version of a future apocalypse |
| 1 2022 - 2023 ACADEMIC | AUTUMN 1 Fiction -Hatchett Gary Paulsen | SPRING 1 Fiction -Twelfth Night William Shakespeare | SUMMER 1 Non-Fiction Information Texts -Writing to present a viewpoint - <u>Famous Historical Events</u> Travel Writing Letters Newspaper Articles |
| | AUTUMN 2 Non-Fiction Instructional Texts -How to play a game Instructions | SPRING 2 Poetry -Grace Nicholls -Kanye West/JayZ -Oscar Wilde -Christina Rosetti | SUMMER 2 Fiction -Frankenstein Mary Shelley |
| 1 ENGAGEMENT | AUTUMN 1 -Survival skills research / Forest school activities – Bear Grills (comparison with book ideas if engaged in literature) | SPRING 1 -Film reviews and their content -She's the Man – film review | SUMMER 1 S+L video/audio report on historical event of interest |
| | AUTUMN 2 -Board game comparison/ratings and play | SPRING 2 -Music genre comparisons and ratings | SUMMER 2 Horror genre research and reviews |

SEQUENCING

Explain here the reason for the sequencing of the topics and how it fits in with the next stages of the school

The Key Stage 3 curriculum is designed to extend previous learning from Key Stage 2 and work towards supporting pupils to successfully complete their GCSEs within Key Stage 4. Pupils will alternate between Fiction and Non-Fiction study so that they can continue to develop their functional literacy skills whilst being exposed to a broad range of text types that allow them to develop their understanding of text preferences whilst practicing these skills. Texts covered in the Key Stage 3 curriculum directly link to Key Stage 4 text study when working towards accreditations such as GCSEs and Entry Levels. Over the course of each individual year the complexity of fiction texts develops, moving from simple/short text study, study of short texts with specific text styles, before finally moving to longer more complex texts at the end of each year. This increase in text complexity allows them to increase their proficiency in text study in a manner that will support them during the next stage of the school. Non-fiction texts also increase in complexity over the course of the year, initially beginning with instructional texts and moving onto information texts with a broader scope as well as the inclusion of the various subtypes included within this type of text. The poetry module is included in Spring 2 after the fiction module covering older tales and their specific formats as these often have a lyrical/rhythmic quality that links well to the study of poetry and rhyme.



KEY STAGE 4 SEQUENCING - ENGLISH

2
2023-2024
Yr11 from
Spring 1

ACADEMIC

AUTUMN 1

- AIM Award unit
- Read For Information E2/E3/L1
- AQA ELC Comp 2: Gothic Horror Silver E2/Gold E3
- Gothic Horror in literature & Gothic Poetry
- WJEC Additional English unit - Exploring Poetry E2/E3: Gothic poem
- English Lit GCSE Poetry analysis: Porphyria's Lover
- Winter Swans

AUTUMN 2

- A Christmas Carol
- English Lit GCSE questions relating to ACC
- WJEC Additional English unit - Exploring Narratives E2/E3: ACC
- English Language GCSE practice & Core literacy Skills development

SPRING 1

- Romeo and Juliet
- English Lit GCSE questions relating to R&J
- WJEC Additional English unit – Exploring Shakespeare E2/E3: Romeo and Juliet

SPRING 2

- (Year 11 GCSE exams)
- AQA ELC Comp 1: Music Silver E2/Gold E3
- English Lit GCSE Poetry analysis: Unseen Eden Rock
- The Farmer's Bride
- Singh Song!

-WJEC Additional English unit - Exploring Poetry E2/E3: Stevie Scared

- Bully Asleep
- Coursework Interventions

SUMMER 1

- Year 11 GCSE exams
- English Lit GCSE Revision: CIDNT, R&J, ACC, poetry
- E2/E3 non-GCSE focus on Functional Skills
- Coursework Interventions

SUMMER 2

- Year 11 GCSE exams / Study leave
- Listen and Respond L1 students only

-All students: BKSBS Functional Skills assessments.

Core Literacy Skills

- Grammar
- Structure
- Writing analysis
- S&L

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ENGAGEMENT

AUTUMN 1

- Study of the gothic genre – fiction/movies
- Halloween prep/planning for school

AUTUMN 2

- Christmas prep/planning for the school

SPRING 1

- Film reviews and their content
- Romeo and Juliet– film review

SPRING 2

- Rap music fact file – (favourite artist in detail, or briefs on selection)
- Exam prep

SUMMER 1

- Exam prep and revision
- Century

SUMMER 2

- Year 11 GCSEs/Study Leave
- If remaining, Thrive and MyFutures focus
- School summer BBQ prep/planning

1
2022-2023
Yr10 from
Spring 1

ACADEMIC

AUTUMN 1

- The Curious Incident of the Dog in the Night-Time
- English Lit GCSE questions relating to CIDNT
- WJEC Additional English unit - Exploring Narratives E2/E3: CIDNT

AUTUMN 2

- WJEC Additional English unit - Exploring Poetry E2/E3: The Highwayman
- The Ant Explorer

Core Literacy Skills

- Grammar
- Structure
- Writing analysis
- S&L

SPRING 1

- Macbeth- William Shakespeare
- WJEC Additional English units - Communicating Experiences E2/E3
- Creating Narratives E2/E3
- Coursework Interventions

SPRING 2

- WJEC Additional English unit - Exploring Poetry E2/E3: Be My Valentine
- WJEC Additional unit - Exploring Narratives E2/E3: The Landlady (Dahl)

Core Literacy Skills

- Grammar
- Structure
- Writing analysis
- S&L

SUMMER 1

- Yr11 GCSE Activities
- English Language GCSE practice activities
- AIM Awards unit
- Write to Communicate E2/E3/L1
- Coursework Interventions

SUMMER 2

- Year 11 GCSE exams
- Core Literacy Skills**
- Grammar
- Structure
- Writing analysis
- S&L

- AQA ELC Comp 1: Detectives Silver E2/Gold E3
- WJEC Additional English units: Communicating Experiences
- Creating Narratives
- All students: BKSBS FS assessments

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ENGAGEMENT

AUTUMN 1

- Topical magazine reviews in interest areas

AUTUMN 2

- Music reviews/ratings over a variety of genres – pupil choice

SPRING 1

- Film reviews and their content
- Macbeth– film review

SPRING 2

- Fact file/poster creation based on favourite artist (art/graffiti/music/film/fashion)

SUMMER 1

- Engage with mock practice if engaged
- Cooking – recipe following to develop functional literacy

SUMMER 2

- BKSBS
- Biography of favourite celebrity

SEQUENCING

The English curriculum at KS4 reflects the need for pupils to learn functional literacy skills as well as having the opportunity to work towards nationally recognised qualifications as they prepare to move to the next stage of their education and training. As most of our English qualifications at KS4 are content-based, the curriculum is modular. Groups with GCSE candidates may also have non-GCSE candidates, so the Entry Level qualifications are dovetailed into the GCSE requirements. For example, study of The Curious Incident of The Dog in The Night-Time and other GCSE English Literature set texts also cover WJEC Additional English coursework units at Entry Level, so that all students at the South Derbyshire Support Centre benefit from reading the literature. Pupils will also work towards GCSE English Language, into which are dovetailed Entry Level tasks that develop English language and communication skills and functional literacy skills for all pupils. Throughout KS4, spoken communication, spelling, punctuation and grammar skills are taught either through curriculum tasks or as discrete lessons, depending on the module being taught. Many pupils arrive at the centre having been disengaged from education for substantial periods of time. This is why the KS4 curriculum is supported by regular implementation of core literacy skills across the year so that pupils can develop their writing ability/functional literacy in line with GCSE/Entry Level knowledge so that they are best placed to access and achieve accreditations. In addition to this, the poetry aspect of the curriculum has proven to be an obstacle for many of our pupils. The KS4 curriculum is designed to gradually increase pupil's confidence and abilities in this subject area with Yr10 pupils engaging with WJEC modules in order to build their skills and better enable them to engage with GCSE poetry in Yr11. Pupils arriving that present as able will access the Yr11 poetry module. Each pupil will also have their reading assessed via Star Reader each half term as well as their functional literacy skills assessed utilising BKSBS. Finally, the Yr10 and Yr11 curriculum is taught together up until Spring 1 where they are taught in within their year groups in order to better target each year groups individual needs.

QUALIFICATIONS

GCSE – English language and literature. Entry Levels (E2/E3) – WJEC Additional English (Literature) and/or AQA Step Up To English (Language)