

Reading, Writing and Speaking and Listening

Overview

At Newman School, we aim to send pupils into the community equipped to access the world around them to the best of their ability. In English, this means that pupils who CAN achieve a GCSE do. Many students gain an English GCSE qualification at a Grade 4, which is regarded as a pass.

However, we also have a range of qualifications that suits the broad range of abilities at Newman School and reflects the progress pupils make in English.

All our pathways are delivered through AQA exam board. These include: GCSE English Language; Level 1 Functional Skills; GCSE Step Up to English at Silver and Gold level; Entry Level Functional Skills and Unit Awards. As we use the same exam board, there is a clear progression of skills throughout our KS4 and KS5 curriculum.

GCSE- Deepen

At Newman School we teach GCSE English Language to pupils on the '**Deepen**' pathway after they have passed Level 1 Functional Skills. We often do this over a 3 year cycle in order to carefully prepare students without them feeling overwhelmed. In conjunction with the Curriculum team, we ensure that pupils do not sit too many exams in the same year.

Therefore we stagger exams to ensure pupils can achieve the best that they can be.

We use high-quality extracts from fiction and non-fiction texts to engage pupils, and as we don't teach English Literature we use texts from the English Literature course to teach language skills, thus ensuring students have the enjoyment of reading full texts.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Paper 2 A and B Skills</p> <p>AO1: Paper 1 Q1 Paper 2 Q1</p> <p>identify and interpret explicit and implicit information and ideas</p> <p>select and synthesise evidence from different texts</p> <p>AO2: Paper 1 Q2 and 3; Paper 2 Q3</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO4: Paper 1 Q4; Paper 2 Q4</p> <p>Evaluate texts critically and support this with appropriate textual references</p> <p>Writing</p> <p>Paper 1 Q5; Paper 2 Q5</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms,</p>	<p>Paper 1 A and B skills</p> <p>AO1: Paper 1 Q1 Paper 2 Q1</p> <p>identify and interpret explicit and implicit information and ideas</p> <p>select and synthesise evidence from different texts</p> <p>AO2: Paper 1 Q2 and 3; Paper 2 Q3</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Paper 2 Q3 and Q4</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Paper 1 Q4; Paper 2 Q4</p> <p>Evaluate texts critically and support this with appropriate textual references</p>	<p>Paper 1 A and B skills</p> <p>AO1: Paper 1 Q1 Paper 2 Q1</p> <p>identify and interpret explicit and implicit information and ideas</p> <p>select and synthesise evidence from different texts</p> <p>AO2: Paper 1 Q2 and 3; Paper 2 Q3</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Paper 2 Q3 and Q4</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Paper 1 Q4; Paper 2 Q4</p> <p>Evaluate texts critically and support this with appropriate textual references</p>	<p>Revision of Paper 1 and 2 skills</p> <p>AO1: Paper 1 Q1 Paper 2 Q1</p> <p>identify and interpret explicit and implicit information and ideas</p> <p>select and synthesise evidence from different texts</p> <p>AO2: Paper 1 Q2 and 3; Paper 2 Q3</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Paper 2 Q3 and Q4</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Paper 1 Q4; Paper 2 Q4</p> <p>Evaluate texts critically and support this with appropriate textual references</p>		

	<p>purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p><u>Writing</u></p> <p>Paper 1 Q5; Paper 2 Q5</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p>	<p><u>Writing</u></p> <p>Paper 1 Q5; Paper 2 Q5</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p><u>Speaking and Listening presentation</u></p> <p>AO7: Demonstrate presentation skills in a formal setting</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>AO9: Use spoken Standard English effectively in speeches and</p>
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			presentations.
Cycle A	Text- An Inspector Calls Assessment- AQA Style Paper 1	Topic- Conflict and Resolution. Assessment- AQA style Paper 2	PFA- based presentation based on pupil's own interests. Walking, talking Mocks- Paper 1 and 2 June 17 Paper 2 Nov 18
Cycle B	Text- AQA Short Stories Assessment- AQA Style Paper 1	Topic- Crime and Punishment Assessment- AQA Paper 2	PFA- based presentation based on pupil's own interests. Walking, talking Mocks- Paper 1 and 2 June 18 Paper 2 Nov 17
Cycle C	Text- Extracts from novels used by AQA Assessment- AQA Nov 2018 Paper 1	Text- Extracts from non-fiction texts used by AQA. Assessment- AQA Nov 2017 Paper 2	PFA- based presentation based on pupil's own interests. Walking, talking Mocks- Paper 1 and 2 2022

AQA Level 1 Functional Skills- Deepen

Pupils on the 'Deepen' pathway will pass AQA Functional Skills before they proceed to study GCSE English Language. This is to ensure that pupils have the necessary skills to pass a qualification and to ensure that pupils gain a qualification in English before they sit a more testing GCSE exam. Pupils only study Functional Skills until January as this is when they sit the exam. They then begin to work towards GCSE.

If pupils fail by a small margin, they will work on developing their Functional Skills alongside GCSE English. They will re-sit the next available series.

	Autumn 1 Holidays	Autumn 2 Hobbies and Interests	Spring 1 Novel-based.
Cycle A	<p>Speaking and Listening: Presentation and Group Debate. Paper 1 Reading skills. Pupils will be required to engage with a range of straightforward texts on a range of topics. These will be of varying lengths that instruct, describe, explain or persuade.</p> <p>Reading 3.1.1 Identify and understand the main points, ideas and details in texts 3.1.2 Compare information, ideas and opinions in different texts 3.1.3 Identify meanings in texts and distinguish between fact and opinion 3.1.4 Recognise that language and other textual features can be varied to suit different audiences and purposes 3.1.5 Use reference materials and appropriate strategies (eg using knowledge of different word</p>	<p>Writing Skills and mocks from Jan 2022. Paper 2 Writing Skills.</p> <p>Pupils will be required to produce straightforward texts such as narratives, instructions, explanations and reports of varying lengths.</p> <p>Writing Level 1 – Spelling, punctuation and grammar 3.2.1 Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes) 3.2.2 Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles) 3.2.3 Spell words used most often in work, study and daily life, including specialist words Level 1 – Writing composition</p>	<p>Recap of Reading and Writing Skills Exam- January.</p>

	<p>types) for a range of purposes, including to find the meaning of words</p> <p>3.1.6 Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts</p> <p>3.1.7 Infer from images meanings not explicit in the accompanying text</p> <p>3.1.8 Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive)</p> <p>3.1.9 Read and understand a range of specialist words in context</p> <p>3.1.10 Use knowledge of punctuation to aid understanding of straightforward texts</p> <p>Speaking and Listening Skills</p> <p>3.3.1 Identify relevant information and lines of argument in explanations or presentations</p> <p>3.3.2 Make requests and ask relevant questions to obtain specific information in different contexts</p>	<p>3.2.7 Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>3.2.8 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>3.2.9 Use format, structure and language appropriate for audience and purpose</p> <p>3.2.10 Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>	
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	<p>3.3.3 Respond effectively to detailed questions</p> <p>3.3.4 Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>3.3.5 Express opinions and arguments and support them with evidence</p> <p>3.3.6 Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>3.3.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>3.3.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p>		
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ELC Step Up to English- Develop

The ELC Step Up to English Qualification is only taught at Key Stage 4 for pupils on the **'Develop'** pathway. This is a 2 year course whereby pupils complete 3 assessments based on topics set by the exam board. These are assessed internally and sent to moderators in May.

Please refer to the objectives at the bottom of this document.

N.B Components MUST be checked each year to ensure they are still valid.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Component 2 Silver Step- Crime	Component 2 Silver Step- Science Fiction	Component 1 Silver Step- Leisure	Catch-Up time to assess pupils if exams haven't been fully completed. Text- Collection of Poems from Other Cultures	Deadline 5 th May	PFA based topic in the community- Libraries and famous authors
Cycle B	Component 1 Silver Step- Gothic Horror	Component 1 Silver Step- Style	Component 1 Silver Step- Holidays	Catch-Up time to assess pupils if exams haven't been fully completed. Text- It Fell From The Sky by Eric Fan & Terry Fan	Deadline 5 th May	PFA based topic in the community- Caring for our Community

AQA Unit Awards- Engage and Discover

Pupils on the Engage and Discover Pathway will engage with the Early Reading Skills as dictated by the Overarching Reading Curriculum Document and the Engage and Discover Phonics Overarching Curriculum Plan. This also applies to writing skills.

The topics will change but the skills will remain the same for each topic to allow for repetition and skills to become embedded. As pupils work through the topics, at least 2 AQA Unit Awards will be completed per topic. Texts will be used as a driver for each topic and book corners will be created around the theme. Social trips will be planned for at least 3 topics per cycle.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Magical Music	Spectacular Seasons	Fascinating Forest	Purrfect Pets	Punchy Poetry- Rhyming words/ same initial letters	Rambling round Rotherham
Cycle B	Rhyme and Rhythm	Wonderful Water	Jumping Jungle	Zoos.	Positive Poetry- Self-esteem	Journeys
Cycle C	Beat it!	Fire! Fire!	Islands	Wildlife Warriors- Africa	Playful Poetry- Performance and play.	Happy Holidays!

	Engage	Discover	Develop	Deepen	Destination
		AQA Unit Awards	AQA Step Up to English	AQA Functional Skills Level 1	AQA GCSE English Language
Reading	Pupils will be exposed to environmental sounds from a variety of situations such as:	110243 Basic reading skills. 110248 Reading familiar words. 110340 Early reading skills.	AO1: Read with some fluency and accuracy, reading most words on sight eg up to 200 words including high frequency, some	3.1.1 Identify and understand the main points, ideas and details in texts 3.1.2 Compare information, ideas and	AO1: identify and interpret explicit and implicit information and ideas Select and synthesise

	<p>Farms Train Stations Zoos Beaches Parties Traffic noises Supermarkets</p> <p>Pupils will be able to make a choice to hear a sound again by asking for more or less.</p> <p>Pupils will engage with sounds in real-life situations such as water using key phrases such as 'wheee'; or beating a drum with support. Pupils will engage with images and listen to sensory stories.</p> <p>Pupils will quieten or alert to the sound of speech.</p>	<p>110628 Reading symbol instructions. 110636 Reading sequences of familiar actions.</p>	<p>medium frequency and CVCC, CCVC words.</p> <p>Use appropriate strategies to decode unfamiliar words eg blending 'ch', 'sh', 'th', some long vowel sounds, simple prefixes and suffixes, common endings such as 'ing', 'ed', 'er', contextual clues.</p> <p>Recall some specific and straightforward information from texts eg describe a character, action or event with general accuracy.</p> <p>Locate main points and information in texts eg use a contents page, find and note an important sentence.</p> <p>Make simple inferences and deductions sometimes supported</p>	<p>opinions in different texts</p> <p>3.1.3 Identify meanings in texts and distinguish between fact and opinion</p> <p>3.1.4 Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>3.1.5 Use reference materials and appropriate strategies (eg using knowledge of different word types) for a range of purposes, including to find the meaning of words</p> <p>3.1.6 Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts</p>	<p>evidence from different texts</p> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p>
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	<p>Pupils will show fleeting attention to sounds.</p> <p>Pupils may join in with songs using vocalisation or their communication aids.</p> <p>Pupils will engage with poetry and performance by listening to songs or poems. They will move their body or communicate via a communication aid if they are engaging with the experience.</p> <p>Pupils will engage when their name is spoken.</p> <p>Pupils will engage with photos of familiar people.</p>		<p>by textual detail eg make a prediction about characters' feelings based on an event.</p> <p>AO2: Use contextual clues to help understand the meaning of simple words/language choices eg 'it can zip' next to a picture of a sports car. The student can express that zip refers to speed.</p> <p>AO3: From two simple texts identify a similarity or difference between character, events or presentation eg when given an event from one text, say if it is the same or different in another text and say why.</p> <p>AO4: Make simple comments/observations about personal</p>	<p>3.1.7 Infer from images meanings not explicit in the accompanying text</p> <p>3.1.8 Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive)</p> <p>3.1.9 Read and understand a range of specialist words in context</p> <p>3.1.10 Use knowledge of punctuation to aid understanding of straightforward texts</p>	
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	<p>Pupils may attach meaning to photos of familiar objects or people such as 'mum', 'dad', 'cup' etc. Pupils may start to engage with contextual clues such as familiar gestures, words and sounds.</p> <p>Pupils will engage with staff as they see and hear the sequence of actions an adult does when carrying out personal or familiar routines. Pupils may start to express emotion when listening to a familiar story.</p> <p>Pupils may engage</p>		<p>preferences sometimes supported with reasons eg 'I liked it when...'</p>		
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	<p>with stories with fleeting attention-developing this for longer periods of time.</p> <p>Pupils will listen to songs with high levels of repetition and musicality.</p> <p>Engage with non-fiction texts about themselves.</p> <p>Look at books made on book creator that has key pictures of reference such as:</p> <ul style="list-style-type: none"> Family Staff Pets Their house Their bus Their favourite things <p>Add to this as pupils experience new things.</p> <p>Pupils will pay fleeting attention</p>				
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	to a story and signal for more or less.				
Writing		<p>105535 Writing the letters of own name following a dotted outline.</p> <p>110249 Copy typing three letter words.</p> <p>110342 Early writing skills.</p> <p>112272 Handwriting: the anti-clockwise letters.</p> <p>112273 Handwriting: the tall letters.</p>	<p>AO5: Form letters accurately and consistently e.g. ascenders and descenders are clear and consistent.</p> <p>Show some awareness of narrative, non-narrative form and audience for a newspaper article, email or story and try to structure it clearly for the reader.</p> <p>Write mainly in simple sequenced sentences e.g. will make links between ideas or events.</p> <p>AO6: Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or</p>	<p>Spelling, punctuation and grammar</p> <p>Level 1 – Spelling, punctuation and grammar</p> <p>3.2.1 Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>3.2.2 Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>3.2.3 Spell words used most often in work, study and daily life, including specialist words</p> <p>Writing composition</p> <p>Level 1 – Writing composition</p>	<p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

			<p>CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible.</p> <p>Demarcate most sentences with full stops and capital letters.</p> <p>Use appropriate words to create interest e.g. use adjectives to give more detail.</p>	<p>3.2.7 Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>3.2.8 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>3.2.9 Use format, structure and language appropriate for audience and purpose</p> <p>3.2.10 Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>	
Speaking and Listening		110452 Everyday English: speaking, listening and communicating with support (unit 1).	AO7: Talk to familiar and sometimes unfamiliar people, especially on topics of personal interest.	<p>3.3.1 Identify relevant information and lines of argument in explanations or presentations</p> <p>3.3.2 Make requests</p>	<p>AO7: Demonstrate presentation skills in a formal setting.</p> <p>AO8: Listen and respond</p>

		<p>110637 Speaking and listening: answering questions.</p>	<p>Communicate experiences, thoughts and feelings, linking ideas eg can communicate outside of their own immediate interests.</p> <p>Use simple devices such as variations in tone, pace, expression, vocabulary to hold the attention of the listener.</p> <p>AO8: Listen carefully in group settings to familiar and sometimes unfamiliar people, especially on topics of personal interest.</p> <p>Engage with others, making simple comments and suggestions eg agree or disagree with an idea and sometimes suggest an alternative.</p>	<p>and ask relevant questions to obtain specific information in different contexts</p> <p>3.3.3 Respond effectively to detailed questions</p> <p>3.3.4 Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>3.3.5 Express opinions and arguments and support them with evidence</p> <p>3.3.6 Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>3.3.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>3.3.8 Respect the turn-taking rights of others</p>	<p>appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken Standard English effectively in speeches and presentations.</p>
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			<p>Take turns, making helpful, more extended contributions.</p> <p>AO9:Choose appropriate vocabulary including adjectives and adverbs according to audience and purpose e.g. speak to an unfamiliar adult differently than to a friend.</p>	<p>during discussions, using appropriate language for interjection</p>	
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