

CORE ENGLISH

Pathway Curriculum Intent

Overview

At White Bridge we believe that a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them both in an educational and work setting.

Through reading and discussion, pupils have a chance to develop socially, culturally, emotionally and intellectually. Reading enables pupils both to acquire knowledge and to build on what they already know.

We want our young people to participate as fully as possible as members of society by learning how to speak, read and write to the best of their ability.

The White Bridge Vocational English Curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading accurately, for information and guidance
- extend their vocabulary and acquire an understanding of grammar and knowledge to develop their level of reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Taking into account the transient nature of our student body and likelihood that students will enter at varying stages of their KS4 curricular, English Schemes of work are designed to be fluid, focussing on delivering a range of skills and texts, covering a range of topics.

Course Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 (Year 10)	<p><u>True Crime:</u></p> <p>Reading to interpret information.</p> <p>Writing to explain and persuade.</p> <p>Investigation and expressing opinions on crimes and criminals:</p> <p><u>Content:</u> -Making a Murderer (Netflix series) -The Shannon Matthews Case -Investigating a crime scene</p> <p>Assessment: Baseline assessment for Reading and Writing (Sample paper across all levels) plus BKSB and Reading Age test</p>	<p><u>Is it safe?</u></p> <p>Writing to explain, advise and persuade.</p> <p>Reading to find information, events and ideas in a text.</p> <p>Creating texts for a specific purpose and impact</p> <p><u>Content:</u> Public Safety Announcements and Information Leaflets Celebrating safely – texts on Celebrations around the world</p> <p>Assessment: Baseline Speaking and Listening Assessment – Presentation (Nov)</p> <p>Updating of Functional Skills</p>	<p><u>Animal Allies 1:</u></p> <p>Reading to find information, events and ideas in a text.</p> <p>Writing to inform, explain and describe.</p> <p>Effective research and explanation</p> <p><u>Content:</u> Why are animals so important to us? Research using animal texts – books, leaflets, TV adverts and campaigns, leading to creation of Fact Files/presentations.</p> <p>Developing further exploration of problems facing animals.</p> <p>Assessment: Reading exam Past Paper</p>	<p><u>Animal Allies 2:</u></p> <p>Reading to interpret information.</p> <p>Writing to advise, persuade and instruct.</p> <p>Structuring an argument</p> <p>Forming and expressing opinions appropriately</p> <p><u>Content:</u> Animal based persuasive texts and feature articles. Investigation of links between animal cruelty and serial killers How can we help? - Charity campaigns</p> <p>Assessment: Writing exam Past Paper</p> <p>Updating of Functional Skills assessment</p> <p>Criteria grids - Writing</p>	<p><u>Wider Society</u></p> <p>Discussion skills: turn taking, expressing opinions, disagreeing appropriately, following an argument.</p> <p>Writing to persuade. Structuring an argument</p> <p>Reading to interpret information.</p> <p><u>Content:</u> Discussion of texts on social issues and debates including: -Chewing gum -Gaming and violence -Time off work/school (Links to work, law, finance and British Values.)</p>	<p><u>First Examination</u></p> <p><u>Prep and The Big Sell</u></p> <p>Reading to identify the purposes of texts and the effect of writers' techniques.</p> <p>Writing to inform and persuade.</p> <p>1. Strategies for examinations followed by</p> <p>2. Developing campaigns to advertise products created in Vocational areas.</p> <p><u>Content:</u> Examples of campaigns including: -You Tube tutorials - Dragons' Den pitches</p>

	<p>Functional Skills assessment Criteria for Reading, Writing and Speaking and Listening, on grids... used and updated throughout the year.</p>	<p>assessment Criteria grids - SLC</p>	<p>Updating of Functional Skills assessment Criteria grids – Reading</p>		<p>Assessment: Speaking and Listening Practice Assessment - Discussion Updating of Functional Skills assessment Criteria grids</p>	<p>- Billboard and print advertising Assessment: First Entry for Entry Level 3 (or higher/lower if appropriate)</p>
<p>Assessment</p>						

<p style="text-align: center;">Year 2 (Year 11)</p>	<p><u>Step by Step</u></p> <p>Writing to advise and explain. Planning and structuring writing</p> <p>Presentation and organisational techniques.</p> <p>Reading to find information, events and ideas in a text.</p> <p><u>Content:</u> Reading, Writing and S&L activities with a focus on giving advice and/or instructions in a clear, accurate and easy to follow manner.</p> <p>Texts on Vampires, Zombies and dolls...</p> <p>Assessment: BKSB Assessment Baseline assessment for</p>	<p><u>As it happened</u></p> <p>Writing to Inform and explain. Planning and structuring writing</p> <p>Reading to find information, events and ideas in a text.</p> <p><u>Content:</u> Texts with a focus on chronological account and recount of events, either imaginative or real</p> <p>-Exciting or Shocking incidents: Hillsborough and other disasters -Sports events and scandals including newspaper reports and TV reports</p> <p>Assessment: First Entry for Entry Level 3 (or higher/lower if appropriate)</p>	<p><u>Agree or Disagree?</u></p> <p>Preparation and completion of Speaking Listening and Communicating Formal Assessment:</p> <p>Reading to find information, events and ideas in a text.</p> <p>Structuring a talk</p> <p>Reading to interpret information.</p> <p>Discussion skills: turn taking, expressing opinions, disagreeing appropriately, following an argument.</p> <p><u>Content:</u> Research on a chosen topic. Creation of appropriate and necessary accompanying materials for a talk.</p>	<p><u>Complaining:</u></p> <p>-Writing to persuade -Planning and structuring writing -Using a range of persuasive techniques</p> <p>Reading to interpret information</p> <p>Explain the writer's choice of language and techniques.</p> <p><u>Content:</u> Range of Persuasive texts focusing on effective structure and use of language to express negative opinions e.g. hotel/restaurant/service reviews online and in letter/email form.</p> <p>Assessment: Re-sits Entry Level 3 and sittings of higher level exams</p> <p>Ten Minute Tests</p>	<p><u>Media Manipulation</u></p> <p>Reading to interpret information.</p> <p>Explain the writer's choice of language and techniques.</p> <p><u>Content:</u> Range of persuasive, non-fiction texts.</p> <p>Texts with a focus on how presentation and language techniques are used to manipulate readers.</p> <p>Analysis of effect of techniques</p> <p>Assessment: Re-sits Entry Level 3 and sittings of higher level exams</p> <p>Ten Minute Tests</p>	<p><u>Exam Preparation: Assessment:</u></p> <p>Personalised learning plans</p> <p>Re-sits Entry Level 3 and sittings of higher level exams.</p> <p>Opportunity to complete Prince's Trust Level 1 Unit: Presentation Skills</p>
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	<p>Reading and Writing Paper (Sample paper at appropriate level – BKSB?)</p> <p>Reading Age assessment</p>		<p>Discussion of a variety of topics including current news stories and issues in the media.</p> <p>Assessment: -Formal SLC assessments -Re-sits Entry Level 3 and sittings of higher level exams</p>			
Assessment						