



Walton Hall Academy Long Term Planning

Key Stage 3 English

2016-17



CS PMLD class

CS PMLD class	
Autumn: Term 1	Autumn: Term 2
Tales	Information texts & traditional poems for young people
Spring: Term 1	Spring: Term 2
Tales from other cultures	Instructions/ the senses
Summer: Term 1	Summer: Term 2
Stories by the same author & quest or adventure stories	Information texts, recounts & poetry.

BW ADDITIONAL NEEDS GROUP

Autumn: Term 1	Autumn: Term 2
Traditional Tales 2A Autumn 2015	Postcards & Letters 1A Autumn 2015
<p>Essential books: <i>Hamilton Traditional Tales: Ant & Grasshopper</i> available from Hamilton Education <i>The Frog & the Scorpion</i> Hamilton oral story</p> <p>Grammar includes: Co-ordination: using conjunctions (and, or, but) to join simple sentences;</p>	<p>Essential books: <i>John Patrick Norman McHennessy</i> by John Burningham <i>Dear Teacher</i> by Amy Husband <i>The Three Guinea Fowl</i> Hamilton Group Reader</p> <p>Grammar includes: Learning how to use punctuation correctly, including capital letters, full stops</p>
Spring: Term 1	Spring: Term 2
The Senses 3A Spring 2016	Recounts 4A Spring 2016
<p>Essential books: <i>The Works</i> chosen by Paul Cookson</p> <p>Grammar includes: Using adjectives to describe</p>	<p>Essential books: <i>Diary of a Wombat</i> by Jackie French. Harper Collins <i>Diary of a Baby Wombat</i> by Jackie French. Harper Collins</p> <p>Grammar includes: Learning how to use punctuation correctly, including capital letters, full stops</p>
Summer: Term 1	Summer: Term 2
Favourite poems 5A Summer 2016	Stories by the same author: Anthony Browne 6A Summer 2016
<p>Essential books: <i>A selection of classic poems is provided in resources</i></p> <p>Grammar includes: Using capital letters for the start of lines in poems.</p>	<p>Essential books: <i>Willy the Wimp, Gorilla, Silly Billy</i> and <i>The Night Shimmy</i> All by Anthony Browne</p> <p>Grammar includes: Using past tense</p>

DW – GROUP 3

Autumn: Term 1

Plan 1A: Stories in familiar settings

Essential texts:

A lion in the meadow by Margaret Mahy
You choose by Nick Sharratt and Pippa Goodhart
The pet that flew- Hamilton Animated Tale and Group Readers.

Autumn: Term 2

Plan 2A: Traditional poems for young children

Essential book:

The Works chosen by Paul Cookson

Spring: Term 1

Plan 3A: Instructions

Required texts:

Instructions by Neil Gaiman
Introduce children to instructional writing

Spring: Term 2

Plan 4A : Stories involving fantasy

Essential books:

The Dragon Machine by Helen Ward
George and the Dragon by Chris Wormell
The Paper Bag Princess by Robert Munsch

Summer: Term 1

Plan 5A-Information texts

Required texts:

Harry and The Bucketful of Dinosaurs by Ian Whybrow
Nana, what is an information text by Ruth Mертtens.
Hamilton Group Readers

Summer: Term 2

Plan 6A: Really looking! Poems about birds

Essential books:

None: selected websites and poem in resources.

KW – GROUP 2

AUTUMN

Descriptive language of fantasy setting (Story reading and writing)

- Recognise and use adjectives
- Identify some features of fantasy settings (imaginary worlds)
- Form plurals of common words ending in 'f'
- Understand how images help the reader envisage a setting
- Compare written and visual extracts
- With support create fantasy settings from digital landscape using photo-editing software
- Recognise and with help use metaphors & similes

SPRING

Newspaper articles/how to be a journalist

- Read a range of persuasive texts.
- Discuss features of texts, analysing impact of devices.
- Create a shared list of criteria for persuasive texts.
- Plan persuasive text using skeleton model.
- Develop own ideas, including internet based research.
- Participate effectively in peer assessment
- Define the terms 'fact' and 'opinion'.
- Watch TV advertisements and identify fact and opinion, thinking about the balance of both.
- Pick out most persuasive sentences and explain why they are persuasive.
- Read extracts of famous speeches.
- Answer questions which require information retrieval and analysis of persuasive devices
- Watch a video clip of a persuasive speech and discuss techniques of speaker.

SUMMER

Performance Poetry

- Introduce the idea of tense in verbs.
- Use prepositions to express time or place.
- Write sentences with more than one clause using a wider range of connectives.
- Use and recognise nouns, adjectives and adjectival phrases.
- Use conjunctions to express time or cause.
- Use possessive apostrophe with singular and plural nouns.

FS - GROUP 3

Autumn: Term 1	Autumn: Term 2
<p>“Great expectations” Charles Dickens</p> <ul style="list-style-type: none"> ▪ About the author. ▪ Main themes and characters ▪ References to set text ▪ Express opinions about reading. 	<p>Grammar and Punctuation</p> <ul style="list-style-type: none"> ▪ Sentence structure – basic punctuations (capital letters and full stops). ▪ Use of apostrophes of possession, brackets. ▪ Simple and compound sentence revision ▪ An introduction to dependent and independent clauses.
Spring: Term 1	Spring: Term 2
<p>“Newspapers”</p> <ul style="list-style-type: none"> ▪ understand how newspapers use layout ▪ compare and contrast online and printed newspapers ▪ explore the power of images in newspapers ▪ explore the way newspaper stories are structured ▪ understand more about the language of types of newspaper writing ▪ Identify and understand emotive language, and its effect on readers. 	<p>Spelling Strategies 2</p> <ul style="list-style-type: none"> ▪ Rules when applying plurals, prefixes and suffixes. ▪ Homophones, apostrophes of omission. ▪ Use of speech marks. <p>Speaking and listening</p> <ul style="list-style-type: none"> ▪ Speaking in different situations. ▪ Reading aloud with intonation and pauses.
Summer: Term 1	Summer: Term 2
<p>Creative Writing</p> <ul style="list-style-type: none"> ▪ To improve students’ writing skills, with a focus on developing narratives. ▪ Focus on narrative hooks and structures as well as creating characters and settings ▪ Express opinions about reading 	<p>Grammar and Punctuation</p> <ul style="list-style-type: none"> ▪ Noun – Proper nouns, common nouns and pronouns. ▪ Extended punctuation – direct and indirect speech, use of speech marks. ▪ Complex sentences



Walton Hall Academy Long Term Planning
Key Stage 4 English
2016-17



FS – Green Group (E3 – L2)	
Autumn: Term 1	Autumn: Term 2
Covering basics	Listen and respond/ Speaking E3 Unit 15/17 L1 Unit 22/24 L2 Unit 31/29 Assessment week 16-20/11/15
Spring: Term 1	Spring: Term 2
Using Sentences and Understanding sentences E3 Unit 12/13 L1 Unit 19/20 L2 Unit 27	Using Sentences and Understanding sentences E3 Unit 15/17 L1 Unit 22/24 L2 Unit 31/29 Assessment week 14-18/3/16
Summer: Term 1	Summer: Term 2
Planning and sequencing text E3 Unit 14 L1 Unit 21 Assessment week 20-24/6/16 Discussion E3 Unit 16 L1 Unit 23 L2 Unit 30	Planning and sequencing text E3 Unit 14 L1 Unit 21 Assessment week 20-24/6/16 Discussion E3 Unit 16 L1 Unit 23 L2 Unit 30

FS – Yellow Group (E1 – E3)

Autumn: Term 1	Autumn: Term 2
Covering basics	Speaking and listening E2 Unit 9/10 E3 Unit 15/17 L1 Unit 22/24 Assessment week 16-20/11/15
Spring: Term 1	Spring: Term 2
Constructing Sentences and Understanding sentences E1 Unit 2/3 E2 Unit 7/8 E3 Unit 12/13	Constructing Sentences and Understanding sentences E1 Unit 2/3 E2 Unit 7/8 E3 Unit 12/13 Assessment week 14-18/3/16
Summer: Term 1	Summer: Term 2
Reading for purpose E1 Unit 1 E3 Unit 11 Discussion E3 Unit 16 L1 Unit 23	Reading for purpose E1 Unit 1 E3 Unit 11 Discussion E3 Unit 16 L1 Unit 23 Assessment week 20-24/6/16

JOYCE DUNN – ADDITIONAL/SENSORY NEEDS

Autumn: Term 1	Autumn: Term 2
Speaking and Listening – Morning Communication Routine Reading Sensory Story – Forest of Thorns Writing Write Dance	Speaking and Listening – Morning Communication Routine Reading Sensory Story – Forest of Thorns Writing Write Dance
Spring: Term 1	Spring: Term 2
Speaking and Listening – Morning Communication Routine Reading Sensory Story – Commotion in the Ocean Writing Write Dance	Speaking and Listening – Morning Communication Routine Reading Sensory Story Commotion in the Ocean Writing Write Dance
Summer: Term 1	Summer: Term 2
Speaking and Listening – Morning Communication Routine Reading Sensory Story – The Selkie Wife Writing Write Dance	Speaking and Listening – Morning Communication Routine Reading Sensory Story – The Selkie Wife Writing Write Dance



Walton Hall Academy Long Term Planning
Key Stage 5 English
2016-17



TS – Entry Level Group	
Autumn: Term 1 Remembrance Day Assembly	Autumn: Term 2 Walton Hall Open Day
<p>Induction Awareness raising activities</p> <p>Diagnostic Assessments</p> <p>Speaking and Listening Listen to and identify simply expressed feelings and opinions Listen to and respond appropriately to other points of view Speak clearly to be heard and understood using appropriate clarity, speed and phrasing.</p> <p>Reading Trace and understand the main events of chronological and instructional texts, continuous descriptive and explanatory texts in more than one paragraph Use punctuation to aid understanding. Identify the main points and ideas, and predict words from context</p> <p>Writing Use written words and phrases to record or present information Plan and draft writing. Organise writing in short paragraphs Sequence chronological writing Produce legible text</p>	<p><i>Assessment tasks</i></p> <p>Speaking & Listening Express clearly statements of fact. Give short accounts, explanations and descriptions Follow main points of discussions and make appropriate contributions to discussion. Respect the turn taking rights during discussions. Listen to and respond appropriately to other points of view.</p> <p>Reading Identify common sources of information. Recognise and understand relevant specialist key words Use reading strategies to help decode unfamiliar words Decipher unfamiliar words and predict meaning.</p> <p>Writing Use written words and phrases to record or present information. Plan and draft writing. Spell correctly (familiar) common words and relevant key words for work and special interest. Construct simple and compound sentences using adjectives and correct basic grammar. Produce legible text</p>
Spring: Term 1 Work Experience	Spring: Term 2 Careers Leaflets
<p><i>Assessment tasks</i></p> <p>Speaking & Listening Respond to straightforward questions about familiar topics. Ask questions to clarify and confirm understanding Use formal language and register when appropriate.</p> <p>Reading Skim and scanning texts to locate information Obtain specific information through detailed reading Proof-reading</p>	<p><i>Exam revision</i> <i>2 weeks Work Experience</i></p> <p>Controlled assessments</p> <p>Speaking & Listening Express clearly statements of fact and give short explanations, accounts and descriptions Follow and understand the main points of discussions on different topics Make contributions to discussions that are relevant to the subject</p> <p>Reading Use illustrations, captions & organizational features to locate information .</p>

<p>Read and understand words and phrases on forms related to personal information</p> <p>Writing</p> <p>Spell correctly the majority of personal details and familiar common words</p> <p>Produce legible text. Use punctuation correctly</p> <p>Use a capital letter for proper nouns</p>	<p>Use dictionary skills and alphabetical order</p> <p>Writing</p> <p>Use various strategies to help to work out correct spellings of a greater range of words and longer words.</p> <p>Produce legible text</p>
<p>Summer: Term 1</p>	<p>Summer: Term 2 Leisure Time</p>
<p>Completion of outstanding coursework</p> <p>Record of Achievement</p> <p>Work Experience reflection & evaluation</p>	<p>Diagnostic Testing</p> <p>Speaking & Listening</p> <p>Make requests and ask questions to obtain information in everyday contexts. Identify relevant information from discussions, explanations and presentations</p> <p>Ask questions to obtain information in familiar and unfamiliar contexts</p> <p>Reading</p> <p>Recognise the different purposes of texts. Relate images to print to obtain meaning. Recognise high-frequency words and words with common spelling patterns.</p> <p>Use phonic and graphic knowledge to decode words</p> <p>Writing</p> <p>Plan, draft and organise writing an account of a leisure activity for a newsletter. Sequence writing logically and clearly. Use basic grammar and check work for accuracy, including spelling. Publish the account.</p>

TS – Level 1/2 Group

Autumn: Term 1 Remembrance Day Assembly	Autumn: Term 2 Walton Hall Open Day
<p>Induction Awareness raising activities</p> <p>Diagnostic Assessments</p> <p>Speaking & Listening Identifying relevant information from explanations and presentations related to the theme. Speaking clearly and confidently during the assembly presentation.</p> <p>Reading Understanding the purpose of text and textual features when researching memorials, Remembrance Day and the National Memorial Arboretum Using different reading strategies during research and visiting the Arboretum.</p> <p>Writing Plan & draft writing to be used as part of the assembly presentation and in research activities. Sequencing and using paragraphs for research and presentation.</p>	<p><i>Assessment tasks</i></p> <p>Speaking & Listening Make requests and ask questions to obtain information on the theme. Engage appropriately when discussing issues around the theme.</p> <p>Reading Follow and understand main events of continuous text when researching about Walton Hall Use organizational features to help locate information toward the theme.</p> <p>Writing Plan and draft writing for Walton Hall guide book. Spell words correctly, including technical words.</p>
Spring: Term 1 Work Experience	Spring: Term 2 Career Leaflets
<p><i>Assessment tasks</i></p> <p>Speaking & Listening Express facts, explanations, instructions, accounts and descriptions clearly when planning for WEX e.g. interviews, visits, role play, etc.</p> <p>Reading Recognise and understand vocabulary used in different types of text in connection with job roles and related information, e.g.adverts Recognise and understand an increasing range of vocabulary associated with preparing for work experience e.g. health and safety, etc.</p> <p>Writing Produce legible text when completing application forms and writing letters of application and thank you letters in connection with work placements. Judge how much to write when compiling a CV/Personal Statement. Use formal and informal writing.</p>	<p><i>Exam revision</i></p> <p><i>Controlled assessments</i></p> <p><i>2 weeks Work Experience</i></p> <p>Speaking & Listening Listen to and understand explanations, instructions and narratives Present information in a logical sequence</p> <p>Reading Use reference material to find the meaning of unfamiliar words when researching different careers. Summarise information, and read critically during research on different careers to get the right information for the task.</p> <p>Writing Proof-read and revise writing for accuracy and meaning before printing careers leaflets.</p>

Summer: Term 1	Summer: Term 2 Leisure Time
<p>Completion of outstanding coursework</p> <p>Record of Achievement</p> <p>Work Experience reflection & evaluation</p>	<p><i>Diagnostic Testing</i></p> <p>Speaking & Listening Make relevant contributions, provide feedback, respond to criticism and clarify understanding when giving a presentation to the group.</p> <p>Reading Use punctuation to help give meaning. Read and check presentation for sense. Use grammatical knowledge to predict meaning when reading a script prior to presentation. Read another presentation and identify the writers point of view.</p> <p>Writing Write complete, more complex sentences using correct grammar & punctuation appropriate to the presentation.</p>

KS5 – BOOSTER GROUP KL/JL

Autumn: Term 1	Autumn: Term 2
<p><u>Reading</u> To read words associated with personal details forms and understand their meaning.</p> <p><u>Writing</u> To be able to fill in forms accurately, with correct spelling and use of punctuation. (Application Forms, Bank Account Forms, Driving License, Passport, Credit Cards, Gym Membership) Proper and Common Nouns</p> <p><u>Speaking and Listening</u> Identifying the main points of a short explanation. Explanation skills – “A day in the life of.....”</p>	<p><u>Speaking and Listening</u> Listening for specific information Listening to and following instructions. Giving instructions to various places around the school – understanding the need to be specific.</p> <p><u>Reading</u> Reading and following simple instructions and directions To be able to recognise and read a range of social sight words consistently (high frequency words)</p> <p><u>Writing</u> Recognition of spelling patterns. Write words on high frequency lists. Plural rules, homophones</p>
Spring: Term 1	Spring: Term 2
<p><u>Speaking and Listening</u> Using appropriate language depending on the audience.</p> <p><u>Reading</u> Recognise the purpose and layout of various texts e.g. letters, bills, advertisements and order forms.</p> <p><u>Writing</u> Writing for different purposes Letter writing – formal and informal. Layout and content including paragraphs Use of persuasive language – designing own adverts/posters</p>	<p><u>Speaking and Listening</u> Responding appropriately to others comments and making clear contribution. Importance of giving specific information and talking clearly.</p> <p><u>Reading</u> To know and understand alphabetical order and use this when using a dictionary effectively. Application to work situations.</p> <p><u>Writing</u> Writing for different purposes e.g letters, memos, lists, instructions, e-mails etc Letter writing – formal and informal. Layout and content including paragraphs</p>
Summer: Term 1	Summer: Term 2
<p><u>Speaking and Listening</u> Asking questions to attain additional and correct information</p> <p><u>Reading</u> Comprehension – reading and understanding information presented in a variety of ways e.g. text, tables, lists. Practical application – reading job specifications, adverts etc. Using punctuation correctly when reading</p>	<p><u>Writing</u> Descriptive writing – describe self and others Filling in a diary – what you are doing and what have you done?</p> <p>Revision and preparation for Assessment test and tasks <i>Students complete examinations and assessments</i></p> <p><u>Speaking and Listening</u> Expressing feelings and opinions and listening to the opinions of others – debating skills</p>