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Ethos College

Curriculum Planning

Entry Level English

Curriculum intent statement: Entry Level English

Intent:

The Entry Level English curriculum is adapted to meet the complex learning needs and styles of all our pupils and ensure we work towards targets in My Support Plans, EHCP's and the Boxall profile. The curriculum has been well sequenced and designed to be dynamic by providing learning experiences that meet the needs and interests of our pupils. Opportunities for SEMH development and character education will also be planned for. By the end of the course, pupils will be able to adapt their written communication to suit a variety of purposes and audiences. Pupils will also be able to communicate verbally in both a formal and informal context, being able to differentiate between standard and non-standard English. Pupils will also develop their reading comprehension skills to be able to read and understand a range of texts at their working level.

Implementation:

A 'text driver' is used as an initial stimulus for learning. Hooks, purposeful opportunities and creative approaches are used to generate interest, engage students and activate inference. Units of learning are identified and combine content from across the Entry Level English specification.

English objectives are planned around different genres of text, linking appropriate skills and knowledge which are taught and applied through a journey towards a written outcome; promoting students to be engaged by the purpose to learning. A variety of shorter and longer writing opportunities are provided. Students are encouraged to write in role, with bias and for a distinct audience, rather than writing in one fixed genre for the whole planning sequence. Specific subjects and skills are also taught in isolation and discretely when necessary. The sequences help students begin to build a literary repertoire and develop a knowledge of significant authors. Throughout half-term 5 and 6, opportunities for the revisiting and reinforcing of knowledge and skills are provided, designed to give students the skills to operate confidently, effectively and independently in education, work and everyday life.

Grammar is the base of English language and a life skill required by students to apply for college, jobs etc. SPAG is taught and reinforced in context within the sequence of learning unless specific skills require explicit teaching. Students explore grammar on a regular basis in a clear, approachable contexts and learning is

scaffolded and differentiated to ensure success. Teaching and learning focuses on basic grammar skills at word and sentence level with opportunities for application at text level throughout. Students learn dictionary skills early in the year in order to enable them to be independent in their spelling and editing.

Throughout each half-term, a variety of speaking and listening opportunities are provided and naturally arise through English and other areas of the curriculum. These include: Class discussions – speaking and listening to adults and peers, debating sessions, reading aloud own written work, asking and responding to questions, presenting, listening and reacting appropriately to audio stories and broadcasts, reacting to teach-pupil and pupil-pupil instructions, and listening to reading/stories

Impact:

Pupils will work hard to achieve their target grades which will support them with post 16 progression. As well as achieving academic success, pupils will have made significant SEMH progress and developed positive character traits that equip them with the life skills that will be needed in the future.

Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1&2: Sep – Dec	<p>Speaking and listening: Using presentation skills to communicate effectively; Using appropriate spoken language to communicate effectively; Listening and responding appropriately to questions and feedback.</p> <p>Reading: Identify and understand organisational and structural</p>	<p>Speaking and Listening The best day of my life!</p> <ul style="list-style-type: none"> • Planning • Presenting • Discussing – questions and feedback <p>TEXT DRIVER - SKELLIG Reading</p> <ul style="list-style-type: none"> • Pre-reading, using clues to make predictions • Retrieval of key information to show understanding 	<p>Students develop speaking and listening skills in a supportive environment. They develop skills to allow them to speak confidently and communicate effectively to others.</p> <p>Students explore a 'text driver'. The activities for responding to reading focus on a variety of</p>	<p>Texts and writing prompts used cover a variety of historical and current affairs topics which are tailored to the interests of the young people being taught.</p> <p>Content will be taught through the context of the story and in role as characters to provide a range of opportunities for the development of cultural capital.</p> <p>Work related skills: leadership / communication / analysis / teamwork / presentation / analysis of strengths and weaknesses / perseverance in challenging activities / inclusivity/public speaking</p>	<p>Students will be exposed to a wide variety of texts covering a range of formats, styles and lengths based on the topics being taught.</p> <p>Strategies will be employed at both a whole group and an individual level to address areas of need.</p> <p>One aim of tailoring the content of the curriculum to</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>A. Giving purposeful attention</p> <p>B. Participating constructively</p> <p>C. Connects up experiences</p> <p>D. Showing insightful involvement</p>

<p>features and use them to locate relevant information in a range of straight forward texts; understand the use of format and structure; recognise that language and other textual features can be varied to suit different audiences and purposes; Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and</p>	<ul style="list-style-type: none"> • Infer meaning from texts (implicit and explicit information) • Use evidence to support evidence and justify answers • Explore use of language (description) • Explore characters <p>Writing – to describe</p> <ul style="list-style-type: none"> • Descriptive writing (cold text) • Word classes, expanded noun phrases • Descriptive language • Figurative Language • Writing to describe – Write a story opening (hook the reader and create tension) • Draft, edit, present. <p>Reading</p> <ul style="list-style-type: none"> • Retrieval of key information to show understanding • Infer meaning from texts (implicit and explicit information) • Use of language and structure (Recount in the form of a diary) • Presentational features of text (diary) <p>Writing – recount</p> <ul style="list-style-type: none"> • Plan, draft, edit, present 	<p>comprehension skills and strategies to check and deepen their understanding. Opportunities are provided to teach/learn, reinforce and apply grammar in context through word, sentence and text level activities.</p> <p>Students are introduced to a specific genre of writing through exploration of examples. They use what they find out to identify key features for the writing form and use this to support them in creating their own. Specific grammar of the genre is explored in order to apply it in writing. Students are provided with some structure when drafting to reinforce structure and layout features. Students first draft allows them to get their main ideas recorded. Providing feedback supports them to edit their first draft and make improvements, including SPAG. Students present and publish a 'polished' piece to evidence their understanding and celebrate successes.</p> <p>SPAG is to be taught within the sequence of learning unless specific skills require explicit teaching is appropriate.</p>	<p>. An emotive tale revolving around strong themes of nurture, the value of friendship. Trust and love.</p> <p>Evolution, life & death, birds, freedom, coming of age, faith, change</p> <p>Understand that other people may see things differently, develop skills to empathise with the needs of others.</p> <p>Home schooling vs formal schooling</p> <p>Medical professions – nurturing and care</p> <p>Construction related trades</p>	<p>the student interest is to aid in fostering a love of reading.</p>	<p>E. Engaging connectively with peers</p> <p>Team Work – Working with others to explore ideas</p> <p>Communication - Communicate with a partner and make decisions about their own work Building</p> <p>Confidence – Performing to others</p> <p>Mutual Respect and Tolerance: Being a good audience; Respect of performances; Use of equipment; tolerance of differing people (abilities); respect of different cultures</p>
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persuasive); Identify and understand the main points, ideas and details in texts; Compare information, ideas and opinions in different texts. Writing: communicate information, ideas and opinions clearly, coherently and accurately; Write text of an appropriate level of detail and of appropriate length to meet the needs of the purpose and audience; use format, language and

Reading

- Identify evidence (quotations) – infer and explain meaning
- Retrieval of key information to show understanding
- Infer meaning from texts
- Use of language (sensory detail and effect)
- Symbolisation
- Making predictions using evidence from the text
- Explore characters and emotions

Writing – Informal Letter (use for assessment/cold task)

Assess and review

Consider the learning that has taken place over a half term, assess and review students' understanding of the learning and use this to inform where the students need to go next.

Democracy: with decision making within a groups/pairs; understanding roles;

Rule of Law: following activity rules and conventions; Individual

Liberty: making judgements of their own and others performances and feeling safe in their activity.

	structure appropriate for audience and purpose.					
Half Term 3: Jan – Feb	Reading: Identify and understand organisational and structural features and use them to locate relevant information in a range of straight forward texts; understand the use of format and structure; recognise that language and other textual features can be varied to suit different audiences and purposes; Recognise vocabulary typically associated with specific	<p>TEXT DRIVER – THE FIREBIRD</p> <p>Reading</p> <ul style="list-style-type: none"> • Pre-reading, using clues to make predictions • Retrieval of key information to show understanding • Infer meaning from texts (implicit and explicit information) • Use evidence to support evidence and justify answers • Explore use of language • Explore characters <p>Writing</p> <ul style="list-style-type: none"> • Email to persuade (cold task) • Fronted adverbials • Wanted poster • Brackets for parenthesis • Suffixes • Synonyms (use of a thesaurus) 	<p>Students explore a 'text driver'. The activities for responding to reading focus on a variety of comprehension skills and strategies to check and deepen their understanding. Opportunities are provided to teach/learn, reinforce and apply grammar in context through word, sentence and text level activities.</p> <p>Students are introduced to a specific genre of writing through exploration of examples. They use what they find out to identify key features for the writing form and use this to support them in creating their own. Specific grammar of the genre is explored in order to apply it in writing.</p>	<p>Texts and writing prompts used cover a variety of historical and current affairs topics which are tailored to the interests of the young people being taught.</p> <p>Content will be taught through the context of the story and in role as characters to provide a range of opportunities for the development of cultural capital.</p> <p>Work related skills: leadership / communication / analysis / teamwork / presentation / analysis of strengths and weaknesses / perseverance in challenging activities/ inclusivity/public speaking</p> <p>Stories from other cultures - Russian traditional tales and folklore</p> <p>Understand that images all around our environment and cultural setting,</p>	<p>Students will be exposed to a wide variety of texts covering a range of formats, styles and lengths based on the topics being taught.</p> <p>Strategies will be employed at both a whole group and an individual level to address areas of need.</p> <p>One aim of tailoring the content of the curriculum to the student interest is to aid in fostering a love of reading.</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>A. Giving purposeful attention</p> <p>B. Participating constructively</p> <p>C. Connects up experiences</p> <p>D. Showing insightful involvement</p> <p>E. Engaging connectively with peers</p>

types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive); Identify and understand the main points, ideas and details in texts; Compare information, ideas and opinions in different texts.

Writing: communicate information, ideas and opinions clearly, coherently and accurately; Write text of an appropriate

- Commas

Reading

- Retrieval of key information to show understanding
- Infer meaning from texts (implicit and explicit information)
- Use evidence to support evidence and justify answers
- Explore use of language (effective description – 5 senses)

Writing - Sensory description

- Audience and purpose
- Plan - 5 senses (synonyms, similes)
- Description of encounter with Firebird (writing in role, first person)
- Draft, edit, present.
- Assess with setting description

Reading – Persuasive texts

- Explore language, structure and presentational features

Writing – Formal writing (letter to persuade)

- Vocabulary, subordinating conjunctions, adverbs.
- Structure and layout (paragraphing)

Students are provided with some structure when planning and drafting to reinforce structure and layout features. Students first draft allows them to get their main ideas recorded. Providing feedback supports them to edit their first draft and make improvements, including SPAG. Students present and publish a 'polished' piece to evidence their understanding and celebrate successes.

SPAG is to be taught within the sequence of learning unless specific skills require explicit teaching is appropriate.

influence us and convey meaning.

Understand that culture is important within society

History and Culture – Learning where the style came from, why and when

Artist, security & protection, gardening, personal assistant

Dealing with temptation & greed

Honesty, failure & success

	<p>level of detail and of appropriate length to meet the needs of the purpose and audience; use format, language and structure appropriate for audience and purpose.</p> <p>Assess and review</p>	<ul style="list-style-type: none"> Plan -draft, edit & present <p>Reading – Exploring a discussion text</p> <ul style="list-style-type: none"> language, structure and presentational features <p>Writing – Discussion</p> <ul style="list-style-type: none"> Vocabulary (adverbials) Sentence structure Cohesion within and across paragraphs Plan, draft, edit & present. <p>Assess and review</p>	<p>Consider the learning that has taken place over a half term, assess and review students' understanding of the learning and use this to inform where the students need to go next.</p>			
<p>Half Term 4: Feb - Apr</p>	<p>Speaking & Listening: Objectives repeated from previous half-term</p> <p>Reading: Objectives repeated from previous half-term</p>	<p>Who are you?</p> <ul style="list-style-type: none"> Planning Presenting Discussing – questions and feedback <p>TEXT DRIVER – THE LONDON EYE MYSTERY Reading</p>	<p>Students develop speaking and listening skills in a supportive environment. They develop skills to allow them to speak confidently and communicate effectively to others.</p> <p>Students explore a 'text driver'. The activities for responding to reading</p>	<p>Texts and writing prompts used cover a variety of historical and current affairs topics which are tailored to the interests of the young people being taught.</p> <p>Content will be taught through the context of the story and in role as characters to provide a range of opportunities for</p>	<p>Students will be exposed to a wide variety of texts covering a range of formats, styles and lengths based on the topics being taught.</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>A. Giving purposeful attention</p>

	<p>Writing: Objectives repeated from previous half-term</p>	<ul style="list-style-type: none"> VIPERS used throughout Chapters to respond to reading (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise) Explore idioms Explore characters Speech punctuation and tone Explore events Review and evaluate <p>Writing</p> <ul style="list-style-type: none"> Dialogue between characters Recount in character Explanation Police report Retell a chapter in the form of a diary entry Diary entries Write a review 	<p>focus on a variety of comprehension skills and strategies to check and deepen their understanding. Opportunities are provided to teach/learn, reinforce and apply grammar in context through word, sentence and text level activities.</p> <p>Students are introduced to a specific genre of writing through exploration of examples. They use what they find out to identify key features for the writing form and use this to support them in creating their own.</p> <p>Students are provided with some structure when drafting to reinforce structure and layout features. Students first draft allows them to get their main ideas recorded. Providing feedback supports them to edit their first draft and make improvements, including SPAG.</p> <p>Students present and publish a 'polished' piece to evidence their understanding and celebrate successes.</p>	<p>the development of cultural capital.</p> <p>Work related skills: leadership / communication / analysis / teamwork / presentation / analysis of strengths and weaknesses / perseverance in challenging activities/ inclusivity/public speaking</p> <p>Neurodiversity (Autism etc) London (Tourist attractions, The Royal Family, Parliament) Manchester, New York</p> <p>Understanding the difference between informal and formal language and that it is modified for different scenarios in life.</p>	<p>Strategies will be employed at both a whole group and an individual level to address areas of need.</p> <p>One aim of tailoring the content of the curriculum to the student interest is to aid in fostering a love of reading.</p>	<p>B. Participating constructively C. Connects up experiences D. Showing insightful involvement E. Engaging connectively with peers</p>
<p>Half Term 5&6: Apr – Jun</p>	<p>Speaking and listening:</p>	<p>Debating</p> <ul style="list-style-type: none"> What is it and why does it occur? 	<p>Students focus on what debate is and why it occurs, rhetorical strategies for arguing and</p>	<p>Beliefs Tolerance</p>	<p>Students will be exposed to a wide variety</p>	<p>Opportunities will be planned for to enable</p>

	<p>Reading:</p> <p>Writing:</p>	<ul style="list-style-type: none"> • Rhetorical strategies • Structure • Delivery <p>TEXT DRIVER – VARIOUS FICTION/NON-FICTION TEXTS</p> <p>Reading – skills revision</p> <ul style="list-style-type: none"> • Vocabulary • Retrieval • Summary • Inference • Prediction • Compare, Contrast & Comment • Author choice <p>Writing</p> <ul style="list-style-type: none"> • Instructions (imperative verbs, structure & presentational features) • Revising capital letters • Reading - Newspaper articles (identifying features language, structure & presentation) • Revising commas • Advice (modal verbs) • Reading - Analysing non-fiction • Reading – Fact retrieval • Fact and opinions • Style and tone of social media texts 	<p>persuading, debate structure and debate delivery. Students are provided with a ‘motion’</p> <p>Students will investigate a fictional murder, studying different non-fiction text types.</p> <p>Students are introduced to a specific genre of writing through exploration of examples. They use what they find out to identify key features for the writing form and use this to support them in creating their own.</p> <p>Students are provided with some structure when drafting to reinforce structure and layout features. Students first draft allows them to get their main ideas</p>	<p>History and Culture – Learning where the style came from, why and when</p> <p>Ancient Egypt Ancient Greece Victorians Romans Stone Age Polar regions - global warming Animals & their habitats Historian, Explorer, Naturalist, Photographer/videographer</p> <p>Journalism</p> <p>Current local and national news</p> <p>Work related skills: leadership / communication / analysis / teamwork / presentation / analysis of strengths and weaknesses / perseverance in challenging activities/ inclusivity/public speaking</p>	<p>of texts covering a range of formats, styles and lengths based on the topics being taught.</p> <p>Strategies will be employed at both a whole group and an individual level to address areas of need.</p> <p>One aim of tailoring the content of the curriculum to the student interest is to aid in fostering a love of reading.</p>	<p>the students to develop Boxall strands A to E which are:</p> <p>A. Giving purposeful attention</p> <p>B. Participating constructively</p> <p>C. Connects up experiences</p> <p>D. Showing insightful involvement</p> <p>E. Engaging connectively with peers</p> <p>groups/pairs; understanding roles;</p>
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Assessments

Assessments

- Revisit formal letter- assimilating knowledge from previous sessions
Reading – revisit features
Writing – complex sentences (subordinate clauses), style to suit purpose, audience and format
- Persuasive speech (emotive language, analysing persuasive speech, techniques, planning & writing speech)
- Reports (analysing format, assimilating information from different sources, paired discussion, semi-colons, planning, drafting, editing)

Assessments

recorded. Providing feedback supports them to edit their first draft and make improvements, including SPAG.
Students present and publish a 'polished' piece to evidence their understanding and celebrate successes.

