		KS3 Cycle A LTP for English		
		Y7	Y8	Y9
Autumn 1	Key area of understanding	Theme - Spooks <ul style="list-style-type: none"> Description (character) Story mapping Rhyme 	Theme - Spooks <ul style="list-style-type: none"> Description (character) Story mapping Rhyme 	Theme - Stories to Make You Think <ul style="list-style-type: none"> Author study Formal letter Cartoon story board
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram Story mapping - Sequence 3+ events from the play/story Rhyme - Recognise rhyming couplets and suggest simple rhyming pairs 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey information using simple sentences, adding simple detail and some punctuation Story mapping - Create a visual story map of 3+ main events Rhyme - Recognise rhyming couplets and suggest rhyming pairs 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases. Author study - Recognise similarities and differences across texts, for example, recurring themes Cartoon story board - Sequence of events. Use of speech bubbles
Autumn 2	Key area of understanding	Theme - Spooks <ul style="list-style-type: none"> Instructions Non-chronological report (investigation) Playscript 	Theme - Spooks <ul style="list-style-type: none"> Instructions Non-chronological report (investigation) Playscript 	Theme - Stories to Make You Think <ul style="list-style-type: none"> Story – characterisation, problem and resolution Chronological report Balanced argument
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey information using simple sentences, adding simple detail and some punctuation 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases. Story - Create a plan before writing. Invent an alternative problem related to a familiar story and suggest a resolution
Spring 1	Key area of understanding	Theme - Where Shall we go? <ul style="list-style-type: none"> Create a plan Non-chronological report (review) Formal letter 	Theme - Where Shall we go? <ul style="list-style-type: none"> Create a plan Non-chronological report (review) Formal letter 	Theme - Water, Water Everywhere <ul style="list-style-type: none"> Description (character and setting) Story mapping
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey information using simple sentences, adding simple detail and some punctuation 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Use of question and exclamation marks with some support. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases. Story mapping - Suggest events to create a visual story map for the beginning, middle

				and end of the play/story
Spring 2	Key area of understanding	Theme - Where Shall we go? <ul style="list-style-type: none"> Description (setting) Chronological report (diary) Problem and resolution (adventure story) 	Theme - Where Shall we go? <ul style="list-style-type: none"> Description (setting) Chronological report (diary) Problem and resolution (adventure story) 	Theme - Water, Water Everywhere <ul style="list-style-type: none"> Instructions Newspaper report
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram Problem and resolution - Suggest an alternative resolution to a problem encountered in a text 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey information using simple sentences, adding simple detail and some punctuation Problem and resolution - Invent an alternative problem related to a familiar story and suggest a resolution 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Use of question and exclamation marks with some support. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases.
Summer 1	Key area of understanding	Theme - What's for Tea? <ul style="list-style-type: none"> Planning following group discussion Author study Non-chronological report (review) 	Theme - What's for Tea? <ul style="list-style-type: none"> Planning following group discussion Author study Non-chronological report (review) 	Theme - War & Children <ul style="list-style-type: none"> Poetry (pre-1914) – presentation Description (character and setting) Persuasion (propaganda poster)
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram. Include a noun with an adjective Planning - Give a simple viewpoint about an experience. Add their opinion to a discussion. Listen and respond to peers Author study - Recognise simple similarities and differences across texts 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey ideas using simple sentences, adding simple detail and some punctuation (capital letters and full stops with support), following oral rehearsal. Include 'and' to join words and clauses and exclamation and question marks with support Planning - Contribute in a discussion. Make and express their choice. Justify their opinion simply Author study - Recognise similarities and differences across texts, for example, recurring themes 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Use of question and exclamation marks with some support. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases. Use of some co-ordination and subordination, e.g. but, when, because Poetry - Create a new verse of a familiar poem. Recite a rhyme/poem by heart
Summer 2	Key area of understanding	Theme - What's for Tea? <ul style="list-style-type: none"> Poetry (nonsense poems and tongue twisters) Instructions Persuasion (advert) 	Theme - What's for Tea? <ul style="list-style-type: none"> Poetry (nonsense poems and tongue twisters) Instructions Persuasion (advert) 	Theme - War & Children <ul style="list-style-type: none"> Non-chronological report (leaflet) Story
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram. Include a noun with an adjective 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey ideas using simple sentences, adding simple detail and some punctuation (capital letters and full stops with support), following oral rehearsal. Include 'and' to join words and clauses and exclamation and question marks with support 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Use of question and exclamation marks with some support. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases. Use of some co-ordination and subordination, e.g. but, when, because Story - Create a plan before writing. Invent an alternative problem related to a familiar story and suggest a resolution

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

LTP relates to the development of writing skills and coverage of genres. See MTPs for the development of speaking and listening and reading skills.

Targets from guided and individual reading and spelling sessions and the St Hugh's SPAG Development Programme should be supported and developed through each unit.



KS3 Cycle B LTP for English

		Y7	Y8	Y9
Autumn 1	Key area of understanding	Theme - How Things Change <ul style="list-style-type: none"> Description (character and setting) Story endings 	Theme - How Things Change <ul style="list-style-type: none"> Description (character and setting) Story endings 	Theme - Stories to Make You Think <ul style="list-style-type: none"> Author study Formal letter Cartoon story board
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram Invent a new ending to a story 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey information using simple sentences, adding simple detail and some punctuation Invent a new ending to a story, with understanding of theme 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases. Author study - Recognise similarities and differences across texts, for example, recurring themes Cartoon story board - Sequence of events. Use of speech bubbles
Autumn 2	Key area of understanding	Theme - How Things Change <ul style="list-style-type: none"> Non-chronological report Newspaper report Balanced argument 	Theme - How Things Change <ul style="list-style-type: none"> Non-chronological report Newspaper report Balanced argument 	Theme - Stories to Make You Think <ul style="list-style-type: none"> Story – characterisation, problem and resolution Chronological report Balanced argument
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey information using simple sentences, adding simple detail and some punctuation 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases. Story - Create a plan before writing. Invent an alternative problem related to a familiar story and suggest a resolution
Spring 1	Key area of understanding	Theme - Places We Belong <ul style="list-style-type: none"> Author study Book review Description (character) Problem and resolution 	Theme - Places We Belong <ul style="list-style-type: none"> Author study Book review Description (character) Problem and resolution 	Theme - Water, Water Everywhere <ul style="list-style-type: none"> Description (character and setting) Story mapping
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram Author study - Recognise simple similarities and differences across texts Problem and resolution - Suggest an alternative resolution to a problem encountered in a text 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey information using simple sentences, adding simple detail and some punctuation Author study - Recognise similarities and differences across texts, for example, recurring themes Problem and resolution - Invent an alternative problem related to a familiar story and suggest a 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Use of question and exclamation marks with some support. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases. Story mapping - Suggest events to create a


			resolution	visual story map for the beginning, middle and end of the play/story
Spring 2	Key area of understanding	Theme - Places We Belong <ul style="list-style-type: none"> Poetry (performance) Chronological report (diary) 	Theme - Places We Belong <ul style="list-style-type: none"> Poetry (performance) Chronological report (diary) 	Theme - Water, Water Everywhere <ul style="list-style-type: none"> Instructions Newspaper report
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram Poetry – Alter an element of a familiar poem. Respond to others in role play. Take part in a group performance, delivering simple phrases with words, signs or symbols 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey information using simple sentences, adding simple detail and some punctuation Poetry – Alter an element of a familiar poem. Recite a simple four line rhyme/poem by heart and join in with the rendition of a short rhyme/poem 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Use of question and exclamation marks with some support. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases.
Summer 1	Key area of understanding	Theme - Around the World <ul style="list-style-type: none"> Description (setting) Playscript 	Theme - Around the World <ul style="list-style-type: none"> Description (setting) Playscript 	Theme - War & Children <ul style="list-style-type: none"> Poetry (pre-1914) – presentation Description (character and setting) Persuasion (propaganda poster)
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey information using simple sentences, adding simple detail and some punctuation 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Use of question and exclamation marks with some support. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases. Use of some co-ordination and subordination, e.g. but, when, because Poetry - Create a new verse of a familiar poem. Recite a rhyme/poem by heart
Summer 2	Key area of understanding	Theme - Around the World <ul style="list-style-type: none"> Non-chronological report (explanation) Informal letter 	Theme - Around the World <ul style="list-style-type: none"> Non-chronological report (explanation) Informal letter 	Theme - War & Children <ul style="list-style-type: none"> Non-chronological report (leaflet) Story
	Knowledge & skills development	<ul style="list-style-type: none"> Recognise and begin to write the basic features of each genre Convey information using pictures/phrases/short sentences/label a diagram. Include a noun with an adjective 	<ul style="list-style-type: none"> Recognise and write the basic features of each genre Convey ideas using simple sentences, adding simple detail and some punctuation (capital letters and full stops with support), following oral rehearsal. Include 'and' to join words and clauses and exclamation and question marks with support 	<ul style="list-style-type: none"> Recognise and write features of each genre Write independent sequenced sentences, mostly punctuated correctly that include simple adjectives and connectives. Use of question and exclamation marks with some support. Writing has a beginning, middle and end, is mostly the correct tense and use of expanded noun phrases. Use of some co-ordination and subordination, e.g. but, when, because Story - Create a plan before writing. Invent an alternative problem related to a familiar story and suggest a resolution

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

LTP relates to the development of writing skills and coverage of genres. See MTPs for the development of speaking and listening and reading skills.

Targets from guided and individual reading and spelling sessions and the St Hugh's SPAG Development Programme should be supported and developed through each unit.

		KS4 GCSE trajectory LTP for English	
		Y10	Y11
Autumn 1	Key area of understanding	Theme - Macbeth <ul style="list-style-type: none"> Poetry – theme and the portrayal of feelings (English literature paper 2 – love & relationships poetry) Use of informal and formal language, standard English and historical content (English literature paper 2) 	Theme - Detectives. ELC Entry 3 (alongside GCSE pathway): <ul style="list-style-type: none"> Chronological report (recount) GCSE specific – English literature paper 2 (A Christmas Carol) <ul style="list-style-type: none"> Playscript
	Knowledge & skills development	<ul style="list-style-type: none"> Poetry - Give an opinion to answer a question using appropriate language (PEE) Paper 2 - Appropriate layout and punctuation. Sequenced ideas. Accurate tense. Includes a question, exclamation and command, commas in a list and punctuated correctly, extends sentences with a wide variety of connectives and includes fronted adverbials. Balances and maintains a viewpoint, scene description/narration and includes brackets 	ELC: <ul style="list-style-type: none"> Recount - Introduction which draws in the reader and sentences grouped into well-sequenced paragraphs, making clear links between each and includes detailed, engaging and interesting information-points made and developed. Past tense, chronological order, includes vital details and specific names. Events described as the writer believed they occurred. Conjunctions to add and explain ideas and denote the passage of time. Includes a summary with the most important information General - Draft work prior to writing. Use ambitious vocabulary for effect and style. Use complex sentence structures. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives – to add ideas, to compare and contrast. Make a developed point about an aspect of the text and give a reason GCSE: <ul style="list-style-type: none"> Playscript - Appropriate layout and punctuation. Sequenced ideas. Accurate tense. Includes a question, exclamation and command, commas in a list and punctuated correctly. Extends sentences with a wide variety of connectives and includes fronted adverbials. Balances and maintains a viewpoint, scene description/narration and includes brackets General - Select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context. Use language imaginatively and creatively. Maintain a consistent point of view. Maintain coherence and consistency. Select, organise and emphasise facts, ideas and key points. Cite evidence and quotation effectively and pertinently to support views. Create emotional impact. Use language creatively, imaginatively and persuasively
Autumn 2	Key area of understanding	Theme - Macbeth <ul style="list-style-type: none"> Balanced argument Persuasion 	Theme - Detectives. ELC Entry 3 (alongside GCSE pathway): <ul style="list-style-type: none"> Newspaper report GCSE specific – English literature papers 1 & 2 <ul style="list-style-type: none"> Poetry
	Knowledge & skills development	<ul style="list-style-type: none"> Balanced argument - Title, opening statement describes the issue, all facts, no opinion. For and against paragraphs are well-organised and start with a view which is elaborated on Persuasion - Use of simple present tense. Opening statement/title with exaggerated point of view, variety of powerful adjectives, metaphors and similes 	ELC: <ul style="list-style-type: none"> Newspaper report - Catchy headline from effective word play. Consistent tense and third person throughout. Introductory paragraph and chronologically ordered facts, not opinions with an effective summary which relates to the present. Quotes from eye-witness reports General - Draft work prior to writing. Use ambitious vocabulary for effect and style. Use complex sentence structures. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives – to add ideas, to compare and contrast. Make a developed point about an aspect of the text and give a reason

			GCSE: <ul style="list-style-type: none"> Poetry - Give an opinion to answer a question using appropriate language (PEE) Include an explanation of significance/the effect on the reader/why the writer has used this technique including appropriate language (PEAL) General - Select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context. Use language imaginatively and creatively. Maintain a consistent point of view. Maintain coherence and consistency. Select, organise and emphasise facts, ideas and key points. Cite evidence and quotation effectively and pertinently to support views. Create emotional impact. Use language creatively, imaginatively and persuasively
Spring 1	Key area of understanding	Theme – Leisure. ELC Entry 3 (alongside GCSE pathway): <ul style="list-style-type: none"> Non-chronological report GCSE specific – English language paper 2 (non-fiction)	Theme - Heroism. ELC Entry 3 (alongside GCSE pathway): <ul style="list-style-type: none"> Short story GCSE specific – Revision
	Knowledge & skills development	ELC: <ul style="list-style-type: none"> Non-chronological report - Title. Introduction which draws in the reader and sentences grouped into well-sequenced paragraphs, making clear links between each and includes detailed, engaging and interesting information. Includes a summary with the most important information and opinion is maintained throughout General - Draft work prior to writing. Use complex sentence structures. Show understand reason for writing/audience. Use a range of punctuation GCSE: <ul style="list-style-type: none"> Select vocabulary, grammar, form and structural and organisational features to reflect audience, purpose and context. Use language imaginatively and creatively. Maintain a consistent point of view 	ELC: <ul style="list-style-type: none"> Short story - Effective planning. Literary devices used from the study of the genre. Powerful adjectives to describe the characters, setting and atmosphere (showing sentences). Use of a wide range of connectives. Balanced use of action, dialogue and description. Coherent links between paragraphs with a dramatic resolution General - Draft work prior to writing. Use ambitious vocabulary for effect and style. Use complex sentence structures. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives – to add ideas, to compare and contrast. Make a developed point about an aspect of the text and give a reason. Organise writing clearly. Use standard English GCSE: <ul style="list-style-type: none"> Poetry - Give an opinion to answer a question using appropriate language (PEE) Include an explanation of significance/the effect on the reader/why the writer has used this technique including appropriate language (PEAL) General - Select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context. Use language imaginatively and creatively. Maintain a consistent point of view. Maintain coherence and consistency. Select, organise and emphasise facts, ideas and key points. Cite evidence and quotation effectively and pertinently to support views. Create emotional impact. Use language creatively, imaginatively and persuasively. Use rhetorical devices (questions, antitheses and parentheses)
Spring 2	Key area of understanding	Theme – Leisure. ELC Entry 3 (alongside GCSE pathway): <ul style="list-style-type: none"> Persuasion GCSE specific – English language paper 2 (non-fiction)	Theme - Heroism. ELC Entry 3 (alongside GCSE pathway): <ul style="list-style-type: none"> Short story GCSE specific – Revision
	Knowledge & skills development	ELC: <ul style="list-style-type: none"> Persuasion - Use of simple present tense. Opening statement/title with exaggerated point of view, variety of powerful adjectives, metaphors and similes. Each persuasive word/phrase elaborated on. Catchy slogan (use of word play). Writing plays on the emotions of the reader. Use of rhetorical questions and statistical examples General - Draft work prior to writing. Use complex sentence structures. Show understand reason for writing/audience. Use a range of punctuation 	ELC: <ul style="list-style-type: none"> Short story - Effective planning. Literary devices used from the study of the genre. Powerful adjectives to describe the characters, setting and atmosphere (showing sentences). Use of a wide range of connectives. Balanced use of action, dialogue and description. Coherent links between paragraphs with a dramatic resolution General - Draft work prior to writing. Use ambitious vocabulary for effect and style. Use complex sentence structures. Show understand reason for

		<p>GCSE:</p> <ul style="list-style-type: none"> General - Select vocabulary, grammar, form and structural and organisational features to reflect audience, purpose and context. Use language imaginatively and creatively. Maintain a consistent point of view 	<p>writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives – to add ideas, to compare and contrast. Make a developed point about an aspect of the text and give a reason. Organise writing clearly. Use standard English</p> <p>GCSE:</p> <ul style="list-style-type: none"> Poetry - Give an opinion to answer a question using appropriate language (PEE) Include an explanation of significance/the effect on the reader/why the writer has used this technique including appropriate language (PEAL) General - Select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context. Use language imaginatively and creatively. Maintain a consistent point of view. Maintain coherence and consistency. Select, organise and emphasise facts, ideas and key points. Cite evidence and quotation effectively and pertinently to support views. Create emotional impact. Use language creatively, imaginatively and persuasively. Use rhetorical devices (questions, antitheses and parentheses)
Summer 1	Key area of understanding	<p>Theme - Gothic Horror. ELC Entry 3 (alongside GCSE pathway):</p> <ul style="list-style-type: none"> Setting and creating suspense <p>GCSE specific – English literature paper 2 (Blood Brothers) & English language paper 1 (exploring creative writing)</p> <ul style="list-style-type: none"> Chronological report (diary) 	
	Knowledge & skills development	<p>ELC:</p> <ul style="list-style-type: none"> Suspense story - Create a plan. Vocabulary matches the theme and use of a wide variety of adjectives to describe characters, setting and atmosphere. Coherent links between paragraphs. An effective ending and the use of correctly punctuated speech. Variety of literary and linguistic devices used to build tension General - Draft work prior to writing. Use ambitious vocabulary for effect – imagery, humour, irony. Use complex sentence structures. Show understand reason for writing/audience. Use a range of punctuation <p>GCSE:</p> <ul style="list-style-type: none"> Chronological report - Introduction sets the scene and engages the reader. Use of personal pronouns, time conjunctions, informal language maintained. Use of adventurous vocabulary and colloquialisms/dialect. Tense changes used to effect. Detailed description of feelings and opinions. Use of inverted commas for direct speech. Organised into coherent paragraphs with a closing paragraph which summarises and includes a cliff hanger General - Select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context. Use language imaginatively and creatively. Maintain a consistent point of view. Maintain coherence and consistency. Select, organise and emphasise facts, ideas and key points 	
Summer 2	Key area of understanding	<p>GCSE specific – English literature paper 2 (Blood Brothers and unseen poetry) & English language paper 1 (exploring creative writing)</p> <ul style="list-style-type: none"> Balanced argument 	
	Knowledge & skills development	<p>GCSE:</p> <ul style="list-style-type: none"> Balanced argument - Title, opening statement describes the issue, all facts, no opinion. For and against paragraphs are well-organised and start with a view which is elaborated on. Third person and use of a variety of discursive phrases. Includes connective adverbials to link points (e.g. therefore) and to move on 	


		<p>(e.g. however). Summary of the main points and ends with own opinion/a question</p> <ul style="list-style-type: none"> • Poetry - Include an explanation of significance/the effect on the reader/why the writer has used this technique including appropriate language (PEAL) • General - Select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context. Use language imaginatively and creatively. Maintain a consistent point of view. Maintain coherence and consistency. Select, organise and emphasise facts, ideas and key points 	
--	--	--	--

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

LTP relates to the development of writing skills and coverage of genres. See MTPs for the development of speaking and listening and reading skills.

Targets from guided and individual reading and spelling sessions and the St Hugh's SPAG Development Programme should be supported and developed through each unit.

		KS4 Entry level trajectory LTP for English	
		Y10	Y11
Autumn 1	Key area of understanding	Theme – Macbeth (AQA unit awards) <ul style="list-style-type: none"> Newspaper report Poetry Use of informal and formal language, standard English and historical content 	Theme - Detectives <ul style="list-style-type: none"> Description (character) Chronological report (recount)
	Knowledge & skills development	<ul style="list-style-type: none"> Newspaper report – Headline appropriate to the subject. Chronologically ordered facts/events and use of time conjunctions. Names have capital letters Poetry – Give opinion simply to answer the question/retrieve simple information from the text. Use appropriate sentence starts Language - Appropriate layout and punctuation. Sequenced ideas, including description of setting. Accurate tense. Includes a question, exclamation and command, commas in a list and punctuated correctly 	<ul style="list-style-type: none"> Description (character) - Use a range of powerful adjectives. Use a range of language techniques, e.g. similes, personification, metaphors Chronological report (recount) - Introduction and sentences grouped into sequenced paragraphs. Past tense and chronological order. Includes vital details and specific names. Includes a summary with the most important information General - Add information to a table. Draft work prior to writing. Use vocabulary for effect. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason
Autumn 2	Key area of understanding	Theme – Macbeth (AQA unit awards) <ul style="list-style-type: none"> Story opening Balanced argument Persuasion 	Theme - Detectives <ul style="list-style-type: none"> Newspaper report Informative poster
	Knowledge & skills development	<ul style="list-style-type: none"> Story opening – Build a simple description including simple expanded noun phrases. Use imagery from the five senses Balanced argument – Title, opening statement to describe issue, third person, separated statements for and against and use of discursive phrases Persuasion - Use of simple present tense. Connectives used to extend point of view. Variety of adjectives, catchy slogan (use alliteration) and use of persuasive phrases 	<ul style="list-style-type: none"> Newspaper report – Catchy headline with the use of alliteration/rhyme. Consistent tense and third person throughout. Introductory paragraph and chronologically ordered facts, not opinions with an effective summary. Quotes from eye-witness reports Informative poster - Use of simple present tense, variety of powerful adjectives to describe the person. Writing plays on the emotions of the reader and includes interesting facts. Effective, eye-catching layout General - Add information to a table. Draft work prior to writing. Use vocabulary for effect. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason
Spring 1	Key area of understanding	Theme – Leisure <ul style="list-style-type: none"> Formal letter 	Theme – Heroism <ul style="list-style-type: none"> Cartoon story board Chronological report (recount)
	Knowledge & skills development	<ul style="list-style-type: none"> Formal letter - Appropriate layout. A range of sentence structures organised into paragraphs. The use of formal language, including formal sentence openers and a balanced viewpoint General - Add information to a table. Draft work prior to writing. Use vocabulary for effect. Show understand reason for writing/audience. Make a point about an aspect of the text and give a reason 	<ul style="list-style-type: none"> Cartoon story board - Appropriate sequencing, captions, use of thought and speech bubbles and sound effects. Compare the punctuation of direct speech with that in a cartoon Chronological report (recount) - Introduction and sentences grouped into sequenced paragraphs with detailed, engaging and interesting information. Past tense and chronological order. Includes vital details and specific names. Conjunctions used to add information and the passage of time. Includes a summary with the most important information General - Add information to a table. Draft work prior to writing. Use vocabulary for effect. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason
Sp	Key area of understanding	Theme – Leisure <ul style="list-style-type: none"> Balanced argument 	Theme - Heroism <ul style="list-style-type: none"> Short story


	Knowledge & skills development	<ul style="list-style-type: none"> Persuasion Balanced argument – Opening statement describes the issue. Includes opinion and for and against paragraphs are separated and start with a view which is elaborated on. First person and use of a variety of discursive phrases. Includes connective adverbials to link points (e.g. therefore) and to move on (e.g. however). Summary of the main points Persuasion – Use of simple present tense. Opening statement/title with exaggerated point of view. Variety of powerful adjectives, metaphors and similes. Each persuasive word/phrase elaborated on. Catchy slogan (use of alliteration and rhyme). Use of imperative verbs. Writing plays on the emotions of the reader General - Add information to a table. Draft work prior to writing. Use vocabulary for effect. Show understand reason for writing/audience. Make a point about an aspect of the text and give a reason 	<ul style="list-style-type: none"> Poetry Short story - Use of vocabulary matches the theme. Use of a wide range of connectives and noun phrases are extended to describe effectively and develop the reader's interest. Use of consistent tense, ideas are organised into paragraphs with an effective opening and ending and use of mostly correctly punctuated speech Poetry - Comment on the content, structure and theme of the poem. Recognise any rhyming patterns and alliterative devices General – Create a plan before writing. Add information to a table. Draft work prior to writing. Use vocabulary for effect. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason
Summer 1	Key area of understanding	Theme - Gothic Horror <ul style="list-style-type: none"> Cartoon story board 	
	Knowledge & skills development	<ul style="list-style-type: none"> Cartoon story board - Appropriate sequencing. Captions. Use of thought and speech bubbles and sound effects. Dialogue is limited to that needed to inform the reader General - Create a plan and draft work prior to writing. Use vocabulary for effect. Show understand reason for writing/audience. Use a range of punctuation. Make a point about an aspect of the text and give a reason 	
Summer 2	Key area of understanding	Theme - Gothic Horror <ul style="list-style-type: none"> Description (setting) Story writing (problem and resolution) 	
	Knowledge & skills development	<ul style="list-style-type: none"> Description – Use of a variety of adjectives. Short sentences to build tension Story writing – Use of vocabulary matches the theme. Appropriate sequencing. Use of a wide range of connectives. Use of consistent tense and mostly correctly punctuated speech. Resolution appropriate to problem General - Create a plan and draft work prior to writing. Use vocabulary for effect. Show understand reason for writing/audience. Use a range of punctuation. Make a point about an aspect of the text and give a reason 	

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh's learners.

LTP relates to the development of writing skills and coverage of genres. See MTPs for the development of speaking and listening and reading skills.

Targets from guided and individual reading and spelling sessions and the St Hugh's SPAG Development Programme should be supported and developed through each unit.

		KS5 Entry level trajectory LTP for English	
		Cycle A	Cycle B
Autumn 1	Key area of understanding	Theme - Exploring <ul style="list-style-type: none"> Recount Informal letter (postcard) Non-chronological report (review) 	Theme - Sport <ul style="list-style-type: none"> Instructions Recount
	Knowledge & skills development	<ul style="list-style-type: none"> Recount - Introduction and sentences grouped into sequenced paragraphs with detailed, engaging and interesting information. Past tense, chronological order. Includes vital details and specific names. Conjunctions used to add information and the passage of time. Includes a summary with the most important information Informal letter (postcard) - Appropriate layout. Linked, sequenced sentences with description. The use of informal language and a balanced viewpoint Non-chronological report (review) – Opening statement and sentences in present/past tense grouped into sequenced paragraphs with detailed, engaging and interesting information including technical and descriptive vocabulary. Includes a summary with the most important information General - Add information to a table. Draft work prior to writing. Use vocabulary for effect and related to the genre. Organise writing clearly. Attempt to use paragraphs. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason 	<ul style="list-style-type: none"> Instructions – Accurate punctuation, including bullet points/numbers. Use of chronological order, present tense and imperative verbs Recount - Introduction and sentences grouped into sequenced paragraphs with detailed, engaging and interesting information. Past tense, chronological order and includes vital details and specific names. Conjunctions used to add information and the passage of time. Includes a summary with the most important information General - Add information to a table. Draft work prior to writing. Use vocabulary for effect and related to the genre. Organise writing clearly. Attempt to use paragraphs. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason
Autumn 2	Key area of understanding	Theme - Exploring <ul style="list-style-type: none"> Persuasion Story 	Theme - Sport <ul style="list-style-type: none"> Cartoon story board
	Knowledge & skills development	<ul style="list-style-type: none"> Persuasion - Use of simple present tense. Opening statement/title with exaggerated point of view. Variety of powerful adjectives, metaphors and similes. Each persuasive word/phrase elaborated on. Catchy slogan (use of alliteration and rhyme). Writing plays on the emotions of the reader. Effective layout Story - Create a plan before writing. Use of vocabulary matches the theme. Use of a wide range of connectives and noun phrases are extended to describe effectively and develop the reader’s interest. Use of consistent tense, ideas are organised into paragraphs with an effective opening and ending and use of mostly correctly punctuated speech General - Add information to a table. Draft work prior to writing. Use vocabulary for effect and related to the genre. Organise writing clearly. Attempt to use paragraphs. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason 	<ul style="list-style-type: none"> Cartoon story board - Appropriate sequencing, captions, use of thought and speech bubbles and sound effects. Compare the punctuation of direct speech with that in a cartoon General - Add information to a table. Draft work prior to writing. Use vocabulary for effect and related to the genre. Organise writing clearly. Attempt to use paragraphs. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason
Spring 1	Key area of understanding	Theme – The Next Step <ul style="list-style-type: none"> Non-chronological report (application form) Formal letter 	Theme – Media <ul style="list-style-type: none"> Recount Playscript
	Knowledge & skills development	<ul style="list-style-type: none"> Non-chronological report (application form) – Opening statement and sentences in present/past tense grouped into sequenced paragraphs with detailed, engaging and interesting information including technical and 	<ul style="list-style-type: none"> Recount – Title. Introduction with an opening statement and sentences in present tense grouped into sequenced paragraphs with detailed, engaging and interesting information including technical vocabulary. Includes a summary with

		<p>descriptive vocabulary. Includes a summary with the most important information</p> <ul style="list-style-type: none"> • Formal letter - Appropriate layout. A range of sentence structures organised into paragraphs, the use of formal language, including formal sentence openers and a balanced viewpoint • General - Add information to a table. Draft work prior to writing. Use vocabulary for effect and related to the genre. Organise writing clearly. Attempt to use paragraphs. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason 	<p>the most important information</p> <ul style="list-style-type: none"> • Playscript - Appropriate layout and punctuation. Sequenced ideas and accurate tense. Includes a question, exclamation and command, commas in a list and punctuated correctly. Extends sentences with a wide variety of connectives. Balances and maintains a viewpoint and includes scene description/narration and brackets • General - Add information to a table. Draft work prior to writing. Use vocabulary for effect and related to the genre. Organise writing clearly. Attempt to use paragraphs. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason
Spring 2	Key area of understanding	<p>Theme – The Next Step</p> <ul style="list-style-type: none"> • Persuasion • Informative poster (prospectus) 	<p>Theme – Media</p> <ul style="list-style-type: none"> • Persuasion (poster) • Chronological report (diary)
	Knowledge & skills development	<ul style="list-style-type: none"> • Persuasion - Use of simple present tense. Opening statement/title with exaggerated point of view. Variety of powerful adjectives, metaphors and similes. Each persuasive word/phrase elaborated on. Catchy slogan (use of alliteration and rhyme). Writing plays on the emotions of the reader. Effective layout • Informative poster (prospectus) - Use of simple present tense. Variety of powerful adjectives to describe. Writing plays on the emotions of the reader and includes interesting facts. Effective, eye-catching layout • General - Add information to a table. Draft work prior to writing. Use vocabulary for effect and related to the genre. Organise writing clearly. Attempt to use paragraphs. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason 	<ul style="list-style-type: none"> • Persuasion – Use of simple present tense. Opening statement/title with exaggerated point of view. Variety of powerful adjectives, metaphors and similes. Each persuasive word/phrase elaborated on. Catchy slogan (use of alliteration and rhyme). Writing plays on the emotions of the reader. Effective layout • Chronological report (diary) – Introduction, past tense, personal pronouns, time conjunctions, informal language maintained, detailed description of feelings and opinions and organised into paragraphs • General - Add information to a table. Draft work prior to writing. Use vocabulary for effect and related to the genre. Organise writing clearly. Attempt to use paragraphs. Show understand reason for writing/audience. Use a range of punctuation. Edit and proof read writing. Use a variety of connectives. Make a point about an aspect of the text and give a reason

The above LTP demonstrates the progression and curriculum offer for the core of learners within the identified year group. Students will not be taught directly from accreditation specifications.

MTPs, that can be viewed and discussed upon request, provide in depth details for the full range of St Hugh’s learners.

LTP relates to the development of writing skills and coverage of genres. See MTPs for the development of speaking and listening and reading skills.

Targets from guided and individual reading and spelling sessions and the St Hugh’s SPAG Development Programme should be supported and developed through each unit.