



**KS3 LTP for :**

**Y7/8**

**Y9**

Autumn 1	Key area of understanding	<b>Theme - How Things Change</b> <ul style="list-style-type: none"> <li>Description (character and setting)</li> <li>Story endings</li> </ul>	<b>Theme - Stories to Make You Think</b> <ul style="list-style-type: none"> <li>Author study</li> <li>Formal letter</li> <li>Cartoon story board</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Recognise and write the basic features of each genre</li> <li>Write independent sentences, mostly punctuated correctly that include simple adjectives and connectives. Writing has a beginning, middle and end</li> <li>Invent a new ending to a story, with understanding of theme</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and write features of each genre</li> <li>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</li> <li>Author study - Recognise similarities and differences across texts, for example, recurring themes</li> <li>Cartoon story board - Sequence of events. Use of speech bubbles</li> </ul>
Autumn 2	Key area of understanding	<b>Theme - How Things Change</b> <ul style="list-style-type: none"> <li>Non-chronological report (explanation)</li> <li>Newspaper report</li> <li>Balanced argument</li> </ul>	<b>Theme - Stories to Make You Think</b> <ul style="list-style-type: none"> <li>Story – characterisation, problem and resolution</li> <li>Chronological report - diary</li> <li>Balanced argument</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Recognise and write the basic features of each genre</li> <li>Write independent sentences, mostly punctuated correctly that include simple adjectives and connectives. Writing has a beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and write features of each genre</li> <li>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</li> <li>Problem and resolution - Invent an alternative problem related to a familiar story and suggest a resolution . Create a plan before writing</li> </ul>
Spring 1	Key area of understanding	<b>Theme - Places We Belong</b> <ul style="list-style-type: none"> <li>Author study</li> <li>Book review</li> <li>Description (character)</li> <li>Problem and resolution</li> </ul>	<b>Theme - Water, Water Everywhere</b> <ul style="list-style-type: none"> <li>Description (character and setting)</li> <li>Story mapping</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Recognise and write the basic features of each genre</li> <li>Convey information using simple sentences, adding simple detail and some punctuation</li> <li>Author study - Recognise similarities and differences across texts, for example, recurring themes</li> <li>Problem and resolution - Invent an alternative problem related to a familiar story and suggest a resolution</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and write features of each genre</li> <li>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.</li> <li>Story mapping - Suggest events to create a visual story map for the beginning, middle and end of the play/story</li> </ul>
Spring 2	Key area of understanding	<b>Theme - Places We Belong</b> <ul style="list-style-type: none"> <li>Poetry (performance)</li> <li>Chronological report (diary)</li> </ul>	<b>Theme - Water, Water Everywhere</b> <ul style="list-style-type: none"> <li>Instructions</li> <li>Newspaper report</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Recognise and write the basic features of each genre</li> <li>Convey information using simple sentences, adding simple detail and some punctuation</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and write features of each genre</li> <li>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.</li> </ul>

Summer 1	Key area of understanding	<b>Theme - Around the World</b> <ul style="list-style-type: none"> <li>• Description (setting)</li> <li>• Playscript</li> </ul>	<b>Theme - War &amp; Children</b> <ul style="list-style-type: none"> <li>• Poetry (pre-1914) – presentation</li> <li>• Description (character and setting)</li> <li>• Persuasion (propaganda poster)</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>• Recognise and write the basic features of each genre</li> <li>• Convey information using simple sentences, adding simple detail and some punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and write features of each genre</li> <li>• 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</li> <li>• Poetry - Create a new verse of a familiar poem. Recite a rhyme/poem by heart</li> </ul>
Summer 2	Key area of understanding	<b>Theme - Around the World</b> <ul style="list-style-type: none"> <li>• Non-chronological report (explanation)</li> <li>• Informal letter</li> </ul>	<b>Theme - War &amp; Children</b> <ul style="list-style-type: none"> <li>• Non-chronological report (leaflet)</li> <li>• Story</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>• Recognise and write the basic features of each genre</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and write features of each genre</li> <li>• 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</li> <li>• Story - Create a plan before writing. Invent an alternative problem related to a familiar story and suggest a resolution</li> </ul>

This 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 Entry Level 3/GCSE trajectory LTP for :**

		<b>Y10</b>	<b>Y11</b>
<b>Autumn 1</b>	<b>Key area of understanding</b>	<b>Theme - Macbeth</b> <ul style="list-style-type: none"> <li>Poetry – theme</li> <li>Use of informal and formal language, standard English and historical content</li> </ul>	<b>Theme – Hobbies</b> <ul style="list-style-type: none"> <li>Persuasion</li> <li>Chronological report (instructions)</li> </ul>
	<b>Knowledge &amp; skills development</b>	<ul style="list-style-type: none"> <li>Poetry - Give an opinion to answer a question using appropriate language, give an example of the evidence for this opinion/answer, using an appropriate sentence start, include an explanation of significance/the effect on the reader/why the writer has used this technique including appropriate language and link back to the initial point made (PEE)</li> <li>Use of informal and formal language, standard English and historical content - 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</li> </ul>	<b>ELC:</b> <ul style="list-style-type: none"> <li>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</li> <li>Chronological report (instructions) - Accurate punctuation, including bullet points/numbers. Use of chronological order, present tense and imperative verbs. Use of adverbs, time connectives, headings and sub-headings</li> <li>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</li> </ul> <b>GCSE:</b> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>Autumn 2</b>	<b>Key area of understanding</b>	<b>Theme - Macbeth</b> <ul style="list-style-type: none"> <li>Balanced argument</li> <li>Persuasion</li> </ul>	<b>Theme - Hobbies</b> <ul style="list-style-type: none"> <li>Non-chronological report (fact sheet)</li> </ul>
	<b>Knowledge &amp; skills development</b>	<ul style="list-style-type: none"> <li>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 (e.g. however). Summary of the main points and end with own opinion/a question</li> <li>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, rhetorical questions and statistical examples</li> </ul>	<b>ELC:</b> <ul style="list-style-type: none"> <li>Non-chronological report (fact sheet) - 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. Describe events 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</li> <li>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</li> </ul> <b>GCSE:</b>

			<ul style="list-style-type: none"> <li>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</li> </ul>
Spring 1	Key area of understanding	<b>Theme – Leisure</b> <ul style="list-style-type: none"> <li>Non-chronological report</li> </ul>	<b>Theme - Heroism</b> <ul style="list-style-type: none"> <li>Short story</li> </ul> <b>GCSE specific – Revision</b>
	Knowledge & skills development	<b>ELC:</b> <ul style="list-style-type: none"> <li>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</li> <li>General - Draft work prior to writing. Use complex sentence structures. Show understand reason for writing/audience. Use a range of punctuation</li> </ul> <b>GCSE:</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>ELC:</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <b>GCSE:</b> <ul style="list-style-type: none"> <li>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)</li> </ul>
Spring 2	Key area of understanding	<b>Theme – Leisure</b> <ul style="list-style-type: none"> <li>Persuasion</li> </ul>	<b>Theme - Heroism</b> <ul style="list-style-type: none"> <li>Short story</li> </ul> <b>GCSE specific – Revision</b>
	Knowledge & skills development	<b>ELC:</b> <ul style="list-style-type: none"> <li>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</li> <li>General - Draft work prior to writing. Use complex sentence structures. Show understand reason for writing/audience. Use a range of punctuation</li> </ul> <b>GCSE:</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>ELC:</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <b>GCSE:</b> <ul style="list-style-type: none"> <li>General - Select vocabulary, grammar, form and structural and organisational features judiciously to reflect audience, purpose and context. Use language</li> </ul>


			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	<b>Theme - Gothic Horror</b> <ul style="list-style-type: none"> <li>• Story – focus on setting and creating suspense</li> <li>• Chronological report (diary)</li> </ul>	
	Knowledge & skills development	<b>ELC:</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Chronological report (diary) - 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</li> <li>• 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</li> </ul> <b>GCSE:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>	
Summer 2	Key area of understanding	<b>Theme - Gothic Horror</b> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Poetry</li> </ul>	
	Knowledge & skills development	<b>GCSE:</b> <ul style="list-style-type: none"> <li>• 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 (e.g. however). Summary of the main points and ends with own opinion/a question</li> <li>• Poetry - Include an explanation of significance/the effect on the reader/why the writer has used this technique including appropriate language (PEAL)</li> <li>• 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</li> </ul>	

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.

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

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		KS4 Entry level trajectory LTP for :	
		Y10	Y11
Autumn 1	Key area of understanding	<b>Theme – Macbeth (AQA unit awards)</b> <ul style="list-style-type: none"> <li>Newspaper report</li> <li>Poetry</li> <li>Use of informal and formal language, standard English and historical content</li> </ul>	<b>Theme - Hobbies</b> <ul style="list-style-type: none"> <li>Persuasion</li> <li>Chronological report (instructions)</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Newspaper report – Headline appropriate to the subject. Chronologically ordered facts/events and use of time conjunctions. Names have capital letters</li> <li>Poetry – Give opinion simply to answer the question/retrieve simple information from the text. Use appropriate sentence starts</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Persuasion - Use of simple present tense, connectives used to extend point of view, variety of adjectives, catchy slogan (use alliteration), use of persuasive phrases, e.g., 'As you know'</li> <li>Chronological report (instructions) - Accurate punctuation, including bullet points/numbers. Use of chronological order, present tense and imperative verbs. Use of time connectives</li> <li>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</li> </ul>
Autumn 2	Key area of understanding	<b>Theme – Macbeth (AQA unit awards)</b> <ul style="list-style-type: none"> <li>Story opening</li> <li>Balanced argument</li> <li>Persuasion</li> </ul>	<b>Theme - Hobbies</b> <ul style="list-style-type: none"> <li>Non-chronological report (blog)</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Story opening – Build a simple description including simple expanded noun phrases. Use imagery from the five senses</li> <li>Balanced argument – Title, opening statement to describe issue, third person, separated statements for and against and use of discursive phrases</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological report (blog) - Introduction and sentences grouped into sequenced paragraphs with detailed, engaging and interesting information. Past tense, includes vital details and specific names. Conjunctions used to add information and the passage of time. Includes a summary with the most important information</li> <li>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</li> </ul>
Spring 1	Key area of understanding	<b>Theme – Leisure</b> <ul style="list-style-type: none"> <li>Formal letter</li> </ul>	<b>Theme – Heroism</b> <ul style="list-style-type: none"> <li>Cartoon story board</li> <li>Chronological report (recount)</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>General - Add information to a table. Draft work prior to writing. Use vocabulary for effect. Show understand reason for writing/audience. Use a</li> </ul>

			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	<b>Theme – Leisure</b> <ul style="list-style-type: none"> <li>Balanced argument</li> <li>Persuasion</li> </ul>	<b>Theme - Heroism</b> <ul style="list-style-type: none"> <li>Short story</li> <li>Poetry</li> </ul>
	Knowledge & skills development	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Poetry - Comment on the content, structure and theme of the poem. Recognise any rhyming patterns and alliterative devices</li> <li>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</li> </ul>
Summer 1	Key area of understanding	<b>Theme - Gothic Horror</b> <ul style="list-style-type: none"> <li>Cartoon story board</li> </ul>	
	Knowledge & skills development	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	
Summer 2	Key area of understanding	<b>Theme - Gothic Horror</b> <ul style="list-style-type: none"> <li>Description (setting)</li> <li>Story writing (problem and resolution)</li> </ul>	
	Knowledge & skills development	<ul style="list-style-type: none"> <li>Description – Use of a variety of adjectives. Short sentences to build tension</li> <li>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</li> <li>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</li> </ul>	

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**KS5 Entry level trajectory LTP for :**

**Post 16 Cycle A**

**Post 16 Cycle B**

<b>Autumn 1</b>	<b>Key area of understanding</b>	<b>Theme - Exploring</b> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Informal letter (postcard)</li> <li>• Non-chronological report (review)</li> </ul>	<b>Theme – Crime</b> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Newspaper report</li> <li>• Information poster</li> </ul>
	<b>Knowledge &amp; skills development</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Informal letter (postcard) - Appropriate layout. Linked, sequenced sentences with description. The use of informal language and a balanced viewpoint</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• Information 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</li> <li>• 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</li> </ul>
<b>Autumn 2</b>	<b>Key area of understanding</b>	<b>Theme - Exploring</b> <ul style="list-style-type: none"> <li>• Persuasion</li> <li>• Story</li> </ul>	<b>Theme - Crime</b> <ul style="list-style-type: none"> <li>• Cartoon story board</li> <li>• Short story</li> </ul>
	<b>Knowledge &amp; skills development</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Short 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</li> <li>• 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</li> </ul>
<b>Spring</b>	<b>Key area of understanding</b>	<b>Theme – The Next Step</b> <ul style="list-style-type: none"> <li>• Non-chronological report (application form)</li> <li>• Formal letter</li> </ul>	<b>Theme – Media</b> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Playscript</li> </ul>



	<b>Knowledge &amp; skills development</b>	<ul style="list-style-type: none"> <li>• 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 descriptive vocabulary. Includes a summary with the most important information</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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 the most important information</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Spring 2</b>	<b>Key area of understanding</b>	<b>Theme – The Next Step</b> <ul style="list-style-type: none"> <li>• Persuasion</li> <li>• Informative poster (prospectus)</li> </ul>	<b>Theme – Media</b> <ul style="list-style-type: none"> <li>• Persuasion (poster)</li> <li>• Chronological report (diary)</li> </ul>
	<b>Knowledge &amp; skills development</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Chronological report (diary) – Introduction, past tense, personal pronouns, time conjunctions, informal language maintained, detailed description of feelings and opinions and organised into paragraphs</li> <li>• 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</li> </ul>
<b>Summer 1</b>	<b>Key area of understanding</b>	<b>Theme – New Challenges, New Choices</b> <ul style="list-style-type: none"> <li>• Information research</li> <li>• Persuasion (poster)</li> </ul>	<b>Theme – The World of Work</b> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Instructions</li> </ul>
	<b>Knowledge &amp; skills development</b>	<ul style="list-style-type: none"> <li>• 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, eye-catching layout</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry – Recognise rhyming couplets and suggest rhyming pairs. Investigate different rhyming patterns, e.g. AABB, ABABCC</li> <li>• Instructions – Accurate punctuation, including bullet points/numbers. Use of chronological order, present tense and imperative verbs. Use of adverbs, time connectives, headings and sub-headings</li> <li>• 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</li> </ul>
<b>Sum</b>	<b>Key area of understanding</b>	<b>Theme – New Challenges, New Choices</b> <ul style="list-style-type: none"> <li>• Non-chronological report (recount)</li> <li>• Chronological report (diary)</li> </ul>	<b>Theme – The World of Work</b> <ul style="list-style-type: none"> <li>• Formal letter</li> <li>• Non-chronological report (application form)</li> </ul>

<b>Knowledge &amp; skills development</b>	<ul style="list-style-type: none"> <li>• 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 the most important information. Use of adverbs, headings and sub-headings</li> <li>• Diary - Introduction, past tense, personal pronouns, time conjunctions, informal language maintained, detailed description of feelings and opinions and organised into paragraphs</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Formal letter - Write independent sentences, mostly punctuated correctly that include simple adjectives and connectives. Writing has a beginning, middle and end. Appropriate layout. A range of sentence structures organised into paragraphs and use of formal language</li> <li>• Report - Complete a form giving own personal details including full name, date of birth, address and telephone number</li> <li>• 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</li> </ul>
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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.