

KS4 (Y10)

After being evaluated:

Band C, D, and E students to attend FULL timetable with support in core subjects (+ Interventions & Homework Club)

Band A and B EAL students will be withdrawn from mainstream English + PSHE to follow:

TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
Literacy skills Reading, Writing, Listening and Speaking Preparation for Language & Literature AQA GCSE exams	<p>New arrivals: INDUCTION PROGRAMME (First 2-3 weeks) Students Band A will continue doing this programme until Autumn 2</p> <p>Grammar, Survival Vocabulary and school basics (through Flash Academy and IDL)</p> <p>EAL Term Medium Plan (Band A-/ A/A+ and B-/B students)</p> <p>AQA AN INSPECTOR CALLS</p> <p>Cross-Curricular Links: History and PSHE</p> <p>Capitalism & Communism, Social responsibility, WWI & WWII</p> <p>Values: Equality and Togetherness</p> <p>Focus on Writing and Reading</p>	<p>AQA LANGUAGE PAPER 1</p> <p>Focus on Writing and Reading</p> <p>Unit to learn/revise answer techniques and templates</p> <p><i>(DROP->SHIFT->ZOOM)</i></p> <p>Understanding and attempting questions 2-5: "How writers use language", "How far do you agree", "Descriptive & Narrative writing"</p> <p><i>Adapted PP including: Techniques, methods and structure.</i></p> <p><i>Language paper 1 EAL booklet</i></p>	<p>AQA Power and Conflict</p> <p>Cross-Curricular links: History and PSHE</p> <p>War, Conflict, Violence Values: Tolerance, Individual Liberty, Mutual Respect</p> <p>Focus on reading, listening, and writing</p> <p><i>Introduction to Power and Conflict</i> <i>Context: What is war, Power Mind map</i> <i>Timeline of conflicts, Crimean war/WWI & WWII, Iraq/Afghanistan wars.</i> <i>Facts and data</i> <i>What is PTSD?</i> <i>Poster anti-war created by students</i></p> <p><i>The Charge of the light brigade</i> <i>Patriotism and Heroism</i> <i>PowerPoint: Context, reading and understanding themes,</i></p>	<p>AQA LANGUAGE PAPER 2</p> <p>Focus on Writing and Reading</p> <p>Unit to learn/revise answer techniques and templates</p> <p><i>(DROP->SHIFT->ZOOM)</i></p> <p>Understanding and attempting questions 2-5: "Writing a summary identifying similarities/differences", "How writers use language", "Compare views and methods" and "Writing for a purpose"</p> <p><i>Adapted PP including: Techniques, methods and structure.</i></p>	<p>AQA Romeo and Juliet</p> <p>Cross-Curricular Links: History and PSHE</p> <p>Love & Hate, Sexism, Toxic Masculinity, Death</p> <p>Values: Tolerance, Individual Liberty, Mutual Respect</p> <p>Focus on Writing and Reading</p> <p><i>Context (Elizabethan age, Shakespeare biography, British society in XVI and XVII centuries VS British now)</i></p> <p><i>Introducing plot, characters, and themes</i> <i>Movie with subtitles</i> <i>Reading abridged version of R&J</i> <i>Description of characters (using adjectives, adverbs,</i></p>	<p>PPE LANG & LIT EXAMS</p> <p>EAL Pupils to prepare and record their Oral Presentations</p>

	<p>PowerPoint to introduce context (WWI & WWII, Communism and Capitalism, British society in 1912 VS British society in 1945) Introducing plot, characters, and themes Movie with subtitles Reading abridged version of AIC Description of characters (using adjectives, adverbs, similes, and metaphors) Booklet with comprehension questions</p> <p>Mind map describing characters, including quotes, main themes, language techniques</p> <p>↓</p> <p>TRANSLATED EXAM QUESTION PP TO PREPARE GCSE EXAM (focusing on A01/A02/A03) "How does Priestley present Birling as a selfish capitalist/ ideas about social responsibility"</p>	<p>Translated Past Papers LANGUAGE Paper 1</p> <p>TRANSLATED (for EAL students band A) or mainstream (for Band B pupils) AQA Past Paper Questions 1,2,3,4 and DESCRIPTIVE writing</p>	<p>metaphors/similes/pers onifications, and hyperboles</p> <p>Bayonet Charge Suffering, power of humans and war confusion PowerPoint: Context, reading and understanding themes, metaphors/similes/pers onifications, and hyperboles Comparing poem with TCOTLB</p> <p>Remains PTSD, Effect of conflict on humans, Death PowerPoint: Context, reading and understanding themes, metaphors/similes/pers onifications, and hyperboles</p> <p>Poppies Grief, war, loss, effect of war on civilians Context, reading and understanding themes, metaphors/similes/pers onifications, and hyperboles</p> <p>Exposure Horrors of war (suffering, fear & death) sheer monotony of daily life</p>	<p>Active reading, comprehension worksheets</p> <p>Language paper 2 EAL booklet</p> <p>Practising Persuasive writing: Letter to our Headteacher or Speech for a Graduation/Open Evening</p> <p>Translated Past Papers LANGUAGE Paper 2</p> <p>TRANSLATED (for EAL students band A) or mainstream (for Band B pupils) AQA Past Paper Questions 1,2,3,4 and Persuasive writing</p>	<p>similes, and metaphors)</p> <p>Booklet with comprehension questions</p> <p>Mind map describing characters, including quotes, main themes, language techniques</p> <p>↓</p> <p>TRANSLATED EXAM QUESTION PP TO PREPARE GCSE EXAM (focusing on A01/A02/A03) "How does Shakespeare present Romeo as a passionate character/ Mr Capulet as a cruel father"</p>	
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for soldiers, Power of Nature
PowerPoint:
Visual Poem
Context, reading and understanding themes, metaphors/similes/personifications, and hyperboles

Mind map including main themes, techniques, structure, quotes, context



Comparing how the experience of soldiers is presented in 'Exposure' and one other poem ('Bayonet Charge')

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EAL-SEN STUDENTS	<p>Individual and Adapted Ruth Miskin -Phonics Programme Set 1</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>	<p>Individual and Adapted Ruth Miskin -Phonics Programme Set 2 (Depending on individual progress)</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>	<p>Individual and Adapted Ruth Miskin -Phonics Programme Set 3 (Depending on individual progress)</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>	<p>Individual and Adapted Ruth Miskin -Phonics Programme</p> <p>Revising Sets (Depending on individual progress)</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>	<p>Individual and Adapted Ruth Miskin -Phonics Programme</p> <p>Revising Sets (Depending on individual progress)</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>	<p>Individual and Adapted Ruth Miskin -Phonics Programme</p> <p>Ruth Miskin Writing and Reading modules (Practice booklets) Module 1 and 2. This could be done before if the student has memorised phonics, is able to recall the spelling and can comfortably blend all the sounds</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>PROFICIENCY IN ENGLISH Summative Assessments</p> <p>Using adaptative assessment: Flash Academy</p>	<p>Baseline</p> <p>Specific EAL Initial Proficiency assessment to measure and track competence across four literacy skills: reading, writing, speaking, and Listening</p> <p>Results are shared with teaching/non-teaching staff L</p>		<p>Ongoing</p> <p>Specific EAL Proficiency testing to measure and track competence across four literacy skills: reading, writing, speaking, and listening</p> <p>Results are shared with teaching/non-teaching staff</p>			<p>Final</p> <p>EAL Proficiency testing to measure and track competence across four literacy skills: reading, writing and Numeracy, listening</p> <p>Results are shared with teaching/non-teaching staff</p>
<p>ARE ASSESSMENT</p> <p>+</p> <p>PPEs EAL pupils (regardless their competence in English) to sit both Language P1/P2 and Literature PPE exams</p>	<p>End of term assessment</p> <p>Exam Question based on a real Literature GCSE exam (An Inspector Calls)</p> <p>"How does Priestley present Birling as a selfish capitalist/ ideas about social responsibility"</p>	<p>End of term assessment</p> <p>Exam Questions based on a real Language Paper 1 GCSE question</p> <p>Questions 1,2,3,4 and DESCRIPTIVE writing</p>	<p>Exam Question based on a real Literature GCSE question exam (Power and Conflict Anthology)</p> <p>"How is conflict presented in one of the above mentioned poems + Comparing similarities and differences between 2 poems"</p>	<p>End of term assessment</p> <p>Exam Questions based on a real Language Paper 2 GCSE question</p> <p>Questions 1,2,3,4 and Persuasive writing</p> <p>EAL pupils will write a letter to our Headteacher & prepare a speech</p>	<p>End of term assessment</p> <p>Exam Questions based on a real Literature GCSE exam question (Romeo and Juliet)</p> <p>"How does Shakespeare present Romeo as a passionate character/ Mr Capulet as a cruel father"</p>	<p>PPE Lang & Lit EXAMS</p>

TERM	THROUGHOUT THE SCHOOL YEAR
Social Skills/New arrival transition Cultural capital/enrichment	<p>Extending and enhancing ability to communicate through spoken and written words</p> <p>Developing Resilience through the practice of how to cope with unfamiliar language</p> <p>Learning to cooperate, improving organisation and the ability to work independently.</p> <p>Attendance at break and Lunch time EAL Homework club</p> <p>Attendance after school Interventions</p> <p>Peer support: Buddy System for Band A and Band B EAL students</p>