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| | <p>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 Stevenson present Hyde as a frightening outsider"</p> | <p>Bayonet Charge Suffering, power of humans and war confusion PowerPoint: Context, reading and understanding themes, metaphors/similes/personifications, and hyperboles Comparing poem with TCOTLB</p> <p>Remains PTSD, Effect of conflict on humans, Death PowerPoint: Context, reading and understanding themes, metaphors/similes/personifications, and hyperboles</p> <p>Poppies Grief, war, loss, effect of war on civilians Context, reading and understanding themes, metaphors/similes/personifications, and hyperboles</p> <p>Exposure Horrors of war (suffering, fear & death) sheer monotony of daily life for soldiers, Power of Nature PowerPoint: Visual Poem Context, reading and understanding themes, metaphors/similes/personifications, and hyperboles</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>↓</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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Mind map including main themes, techniques, structure, quotes, context



Comparing how the experience of soldiers is presented in 'Remains' 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> | N/A | N/A |

| TERM | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|--|--|---|--|----------|
| <p>COMPETENCE IN ENGLISH Assessment</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>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> | N/A | N/A |
| <p>ARE ASSESSMENT</p> <p>+</p> <p>PPEs</p> <p>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>TRANSLATED EXAM QUESTION PP TO PREPARE GCSE EXAM (focusing on A01/A02/A03)</p> <p>"How does Stevenson present Hyde as a frightening outsider"</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 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 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>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>Or</p> <p>End of term assessment</p> | |

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| | | | | | <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> | |
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| TERM | THROUGHOUT THE SCHOOL YEAR |
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| 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>Peer support: Buddy System for Band A and Band B EAL students</p> |