

English Year Long Plan

Rationale:

The Nurture English curriculum is based on the key learning objectives outlined in the IMYC guidance across Entry Levels 1, 2 and 3. The content is organised into 6 blocks across 3 full terms (one block per half term), choosing one area of study per term.

Lessons cover fiction and non-fiction reading and writing, using classic literature and content relevant to learners' interests to promote engagement and develop cultural enrichment. Progress is assessed 3 times per academic year, once per full term.

Our cross-curricular links for each block aim to embed an understanding of the source materials and broaden learners' interests across a wide variety of topics and concepts.

Block	Session aims/Key LO's covered (See English MTP for full list of LO's)	Lesson content/learning activities
Autumn 1	E1 1.01 Be able to summarise and retell what they have read 1.25 Be able to write coherent sentences that others can enjoy 1.08 Be able to retrieve information and ideas from a specific given written text	Fiction – classic literature/story telling Topic link: Brainwave/Mental Well-Being Aims: Improving self-image, recognising stereotypes Books studied: The Phantom of the Opera, personal book choice Reading activities: Reading for pleasure, summarise texts, comprehension tasks, reciprocal reading Writing activities: Story writing, report writing, book reviews
	E2 2.01 Be able to summarise information and retell plots from written texts 2.25 Be able to write using words and phrases that capture the readers' interest 2.08 Be able to retrieve information and ideas from a given range of written texts	

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	<p>E3</p> <p>3.01 Be able to summarise main ideas from more than one paragraph, identifying key supporting details</p> <p>3.25 Be able to use literary devices to enhance writing</p> <p>3.08 Be able to retrieve information and ideas from a range of self-selected written texts</p>	<p>Speaking and Listening activities: Group/1:1 discussions, class contributions</p> <p>Cross-curricular links: Art – 19th century French impressionism Geography – France: climate, physical & social geography History – La Belle Epoch</p>
Autumn 2	<p>E1</p> <p>1.06 Be able to distinguish between reality and fantasy (viewing) & fiction and non-fiction (reading)</p> <p>1.07 Know the main features of various written texts</p> <p>1.26 Be able to write about people, places, objects and experiences</p>	<p>Non-Fiction – fact vs. opinion, cultural enrichment Topic link: Collaboration</p> <p>Aims: Promoting teamwork and engagement with local community, improving self-esteem</p> <p>Books studied: Geography of the World, personal book choice</p> <p>Reading activities: Learn about different cultures/countries and the differences between them/unique problems they face, summarise texts, comprehension tasks, reciprocal reading, identify fact vs. opinion, research facts, reading for pleasure</p> <p>Writing activities: Class to create a pamphlet about a form of social injustice to persuade others to join the cause – each pupil takes a specific</p>
	<p>E2</p> <p>2.06 Be able to distinguish between fact, opinion and 'fake' when interpreting different types of text</p> <p>2.07 Know the key elements of structures commonly used in written texts</p> <p>2.26 Be able to write in response to events, people, ideas and things they have read or viewed</p>	

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	<p>E3</p> <p>3.06 Be able to question the validity/ accuracy when interpreting different types of text</p> <p>3.07 Know the main features and conventions commonly used in written texts and how they contribute to meaning</p> <p>3.26 Be able to write about and organise what they have learned from a variety of sources</p>	<p>role in its creation, write postcards/email about different countries</p> <p>Speaking and Listening activities: Group/1:1 discussions, class contributions</p> <p>Cross-curricular links: Art – indigenous art: Aboriginal, Inuit, Mexican artesanía Geography – world geography, cultural landscapes, climate change History – world history, historical examples of cooperation e.g. WW2 allies</p>
Spring 1	<p>E1</p> <p>1.06 Be able to distinguish between reality and fantasy (viewing) & fiction and non-fiction (reading)</p> <p>1.07 Know the main features of various written texts</p> <p>1.26 Be able to write about people, places, objects and experiences</p> <p>1.28 Be able to follow simple strategies to plan, revise and edit writing</p>	<p>Non-Fiction – fact vs. opinion, embracing change</p> <p>Topic link: Adaptability</p> <p>Aims: Promote Growth Mindset, improve self-esteem</p> <p>Reading materials studied: Museum of Zoology website (https://museumofzoologyblog.com/tag/adaptation/), personal book choice</p> <p>Reading activities: Summarise texts, comprehension tasks, reciprocal reading, navigating online websites and completing online activities</p>
	<p>E2</p> <p>2.06 Be able to distinguish between fact, opinion and 'fake' when interpreting different types of text</p> <p>2.07 Know the key elements of structures commonly used in written texts</p>	

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	<p>2.26 Be able to write in response to events, people, ideas and things they have read or viewed</p> <p>2.28 Be able to use a range of tools to plan, draft and revise writing</p>	<p>Writing activities: Create a plan for change – write a diary showing how they will progress with a personal target they want to achieve (e.g. EHCP or other), book reviews, factual report writing – write an animal fact sheet highlighting adaptations</p> <p>Speaking and Listening activities: group/1:1 discussions, class contributions</p> <p>Trip opportunities: Museum of Zoology, Cambridge</p> <p>Cross-curricular links: Science – evolution, biology Geography – habitats</p>
	<p>E3</p> <p>3.06 Be able to question the validity/ accuracy when interpreting different types of text</p> <p>3.07 Know the main features and conventions commonly used in written texts and how they contribute to meaning</p> <p>3.26 Be able to write about and organise what they have learned from a variety of sources</p> <p>3.28 Be able to select and use a range of strategies and tools for planning, drafting and revising writing</p>	
Spring 2	<p>E1</p> <p>1.04 Be able to identify devices used by writers or speakers e.g. repetition</p> <p>1.23 Be able to write in both narrative and non-narrative form</p> <p>1.29 Be able to follow strategies to organise writing</p>	<p>Poetry – expressive language/creativity Topic link: Creativity</p> <p>Aims: Cultural enrichment, language development, creativity</p> <p>Books studied: Michael Rosen’s A-Z of Poetry, personal book choice</p>
	<p>E2</p> <p>2.04 Be able to recognise devices used by a speaker/performer and the intended purpose</p> <p>2.23 Be able to write for different purposes and readers using appropriate structures</p>	<p>Reading activities: Recognise different organisational features of texts e.g. acrostic poems, limericks, etc., reading aloud, identifying rhyming words, comprehension tasks, reciprocal reading</p>

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	<p>2.29 Be able to use organisational devices e.g. heading, subheading, paragraphing</p> <p>E3</p> <p>3.04 Be able to recognise devices used by an author, speaker or performer and the intended purpose</p> <p>3.23 Be able to use a range of strategies to write in different forms appropriate for the purpose and audience</p> <p>3.29 Be able to use organisational devices to structure text and guide the reader e.g. paragraph chronology, emphasis, bullet points</p>	<p>Writing activities: Writing a personal poem about a chosen subject, pairing words that rhyme, book reviews, personal response pieces, creative writing</p> <p>Speaking and Listening activities: Group/1:1 discussions, class contributions, reading aloud</p> <p>Cross-curricular links: Art – creative expression</p>
Summer 1	<p>E1</p> <p>1.01 Be able to summarise and retell what they have read</p> <p>1.25 Be able to write coherent sentences that others can enjoy</p> <p>1.08 Be able to retrieve information and ideas from a specific given written text</p> <p>E2</p> <p>2.01 Be able to summarise information and retell plots from written texts</p> <p>2.25 Be able to write using words and phrases that capture the readers' interest</p> <p>2.08 Be able to retrieve information</p>	<p>Fiction - classic literature/story telling Topic link: Identity</p> <p>Aims: Self-improvement, self-reflection, challenging social narratives</p> <p>Books studied: Dr. Jekyll and Mr. Hyde, personal book choice</p> <p>Reading activities: Summarise texts, comprehension tasks, reciprocal reading,</p>

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	<p>and ideas from a given range of written texts</p> <p>E3 3.01 Be able to summarise main ideas from more than one paragraph, identifying key supporting details 3.25 Be able to use literary devices to enhance writing 3.08 Be able to retrieve information and ideas from a range of self-selected written texts</p>	<p>Writing activities: Character description/analysis, report/journal writing, descriptive writing, book reviews</p> <p>Speaking and Listening activities: Group/1:1 discussions, class contributions</p> <p>Trip opportunity: London, West End and Soho</p> <p>Cross-curricular links: Art – 19th century Scottish art: Charles Rennie Mackintosh Geography – London: street layouts, inner city living, map reading Science – supplements/chemical enhancements, physiology, biology</p>
Summer 2	<p>E1 1.01 Be able to summarise and retell what they have read 1.25 Be able to write coherent sentences that others can enjoy 1.08 Be able to retrieve information and ideas from a specific given written text</p> <p>E2 2.01 Be able to summarise information and retell plots from written texts 2.25 Be able to write using words and phrases that capture the readers' interest</p>	<p>Fiction - classic literature/story telling Topic link: Community</p> <p>Aims: Develop understanding of the importance of community, promote cooperation and willingness to help others/ask for help</p> <p>Books studied: Watership Down, personal book choice</p> <p>Reading activities: Summarise texts, comprehension tasks, reciprocal reading, online website reading – local community bulletin boards</p>

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	<p>2.08 Be able to retrieve information and ideas from a given range of written texts</p>	<p>Writing activities: Character descriptions, book reviews, write an advert for community events</p> <p>Speaking and Listening activities: Group/1:1 discussions, class contributions</p> <p>Cross-curricular links: Geography – English countryside habitats Art – landscapes: John Constable, animal paintings</p>
	<p>E3 3.01 Be able to summarise main ideas from more than one paragraph, identifying key supporting details 3.25 Be able to use literary devices to enhance writing 3.08 Be able to retrieve information and ideas from a range of self-selected written texts</p>	