



Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

English- Inspire

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Kirsty Whitworth- English and Reading Lead
School Intent	Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will: • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.
Subject Intent	At Crosshill School, our English curriculum is designed to inspire, empower and prepare learners to become confident communicators, readers and writers. Rooted in National Curriculum aims and thoughtfully adapted to support all pupils, our curriculum delivers a rich, meaningful and accessible learning journey. The English curriculum is scaffolded to support long-term progress. At the heart of our curriculum are the outcomes of independence, knowledge of ourselves, curiosity, communication, functionality, and being prepared for adulthood. We believe that language is power- a tool for connection, self-expression, and accessing the wider world. Therefore, our English curriculum integrates speaking, listening and communication, reading and writing at every stage of learning. Through differentiated and inclusive approaches, we enable all learners to engage meaningfully with texts, express their ideas with clarity, and develop the skills necessary for daily life and future opportunities. Topics and texts are chosen to reflect the interests, experiences and aspirations of our learners, allowing them to see themselves in what they read and write, and to build a sense of identity and agency. Our curriculum promotes: • Effective communication- Developing vocabulary, turn-taking, questioning and listening to build confidence in social and functional interactions. • Reading for meaning and pleasure- Exploring a wide range of texts, accessible and adapted where necessary, to foster comprehension, imagination and enjoyment. • Writing for purpose- Supporting learners to create meaningful written work- from symbols to sentences- across contexts such as personal communication, recounts, instructions and persuasive texts.

- **Functional literacy**- Embedding real-life literacy skills including reading signs, labels, menus and forms, and writing for practical purposes such as lists, letters, messages and employment documents.

Through English, we nurture curiosity, enable self-discovery and build the essential literacy foundations that prepare learners for the next stage in their education and for adult life. Every step, from early mark-making to structured writing, from listening games to functional conversations, is a step toward greater confidence, choice and voice.

KS1/ KS2 National Curriculum Aims:	This long-term plan draws from KS1/ KS2 areas by developing fluency in reading, comprehension skills and the ability to write clearly and coherently for different purposes, whilst expanding vocabulary, understanding of grammatical structures and engaging with a range of texts. Confident communication, collaboration and effective discussion are embedded throughout.	KS3 National Curriculum Aims:	This long-term plan draws from KS3 areas by developing students' ability to read critically, write for a range of audiences and purposes, and speak and listen effectively in formal and informal contexts. It encourages engagement with whole texts- novels, plays and poetry, building skills in inference, analysis and comparison. The plan support progression in grammar, vocabulary and	KS4 National Curriculum Aims:	This long-term plan draws from KS4 areas by supporting students to read a wide range of texts fluently and with good understanding. It enables learners to write clearly, accurately and effectively for different purposes and audiences. The plan promotes students' ability to analyse language and structure, evaluate texts critically and communicate confidently in spoken English.
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		structure, enabling learners to communicate clearly, creatively and accurately.	
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Topic and Time Allocated	Year 7	Year 8	Year 9	Year 10	Year 11
Year 1: Autumn A	Topic: All About Me- My World Knowledge: I will understand basic facts about myself. I will understand basic SPAG and word classes. I will understand the elements of successful sentences. I will understand that adjectives can describe appearance and express preference.	Topic: All About Me- My Identity Knowledge: I will understand that my identity is shaped by my experiences, interests and values. I will begin to understand that writing has a structure (beginning, middle and end). I will begin to understand how to make simple revisions to my work.	Topic: All About Me- My Aspirations Knowledge: I will understand that aspirations relate to my goals, dreams and future interests. I will begin to understand how paragraphs can be used effectively. I will understand that autobiographies contain key information about a person, including recall of personal events and experiences.	Topic: This Is Me: My Future Knowledge: I will understand that personal statements, CVs and formal letters will help me to communicate my aspirations and future goals in the real world. I will understand that tone and structure matter when writing for future employers or opportunities. I will understand that reading certain documents such as job advertisements, job specifications, information leaflets and websites can help me to make decisions about my future.	Topic: This is me: Finding My Voice Knowledge: I will understand that personal voice can be developed through writing and speaking. I will understand that formal writing needs a clear audience, purpose and tone. I will understand the use of language choices for persuasion and influence.

	Skills: • I can state my name and basic facts about myself • I can begin to read aloud simple sentences I have written about myself • I can engage in structured partner-talk activities, using full sentences • I can listen to information about others • I can ask simple questions in response to what I have heard • I can identify features of a character in a familiar story • I can apply my phonetic knowledge to read CVC, CCVC and common exception words • I can write successful, simple sentences using capital letters and full stops • I can write about myself using a	Skills: • I can present a short piece of writing about myself aloud to a group • I can listen and respond appropriately in a group discussion • I can ask questions to explore similarities and differences between myself and my peers • I can plan and write short personal descriptions • I can successfully write in first person • I can use a range of conjunctions to show subordination and co-ordination when writing about myself, my interests and my likes and dislikes	Skills: • I can express opinions with reasons when discussing myself • I can take part in role-play and interview activities to demonstrate formal speech • I can express opinions and reasons when responding to autobiographies • I can read aloud extracts from an autobiography • I can read more fluently, demonstrating expression and consideration of punctuation • I can draw inference from an autobiography • I can begin to justify my inferences with evidence • I can write several paragraphs about myself • I can organise my writing by	Skills: • I can read aloud my personal statement, adopting a formal tone • I can take part in discussions with peers and external guest speakers • I can show I understand the gist of discussions by listening to the opinions of others and giving my own in response • I can ask and answer questions of peers and external guest speakers in mock interview situations, role-play situations and during Q and A sessions • I can write about myself in the form of a personal statement and simple CV, using a range of compound	Skills: • I can read short non-fiction texts • I can analyse purpose, audience and tone in short non-fiction texts • I can identify and explain simple persuasive techniques • I can plan, draft and write non-fiction pieces linked to myself such as personal statements • I can use a clear structure and include appropriate organisational features in texts about myself • I can vary vocabulary and sentence structure for effect • I can speak clearly and engage an audience during discussion and
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	capital letter for the pronoun 'I' • I can describe myself using simple adjectives • I can describe my likes and dislikes using basic adjectives • I can begin to use simple conjunctions such as 'and' and 'because' to write compound sentences and begin to explain why.	• I can apply my phonetic knowledge and knowledge of spelling patterns to spell more words correctly • I can use a wider range of punctuation to punctuate my sentences, such as exclamation marks and question marks	theme or topic by using paragraphs successfully • I can use adverbs, expanded noun phrases and time connectives to add detail, depth and structure to my writing • I can proof-read my writing, with support, to improve word choices and punctuation	sentences and some complex sentences • I can use a variety of organisational features such as paragraphs, headings and formal language when writing personal statements and simple CVs • I can use a range of punctuation, including commas and apostrophes, when writing about myself • I can read and understand a range of short, functional texts including personal statements, job advertisements and person specifications • I can proof-read my writing and identify simple errors and opportunities	presentation tasks, adapting to me for audience • I can listen actively when others are talking about themselves, and respond with relevant questions or comments • I can edit and improve my writing for accuracy, clarity and tone
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				for improvement	
Year 1: Autumn B	Topic: Sounds and Rhymes: Discovering the magic of poetry	Topic: Imaginations Unleashed: Painting pictures with words	Topic: Voices and Visions: Finding meaning in poetry	Topic: Express yourself: Poetry for life	Topic: Power, Passion and Perspective: Poetry to challenge and inspire
	Knowledge: I will understand that poetry is the expression of thoughts, feelings and experiences. I will understand that poetry can take many different forms. I will understand that poetry can use rhyme and rhythm to create sound patterns. I will understand that poetry can be performed using actions and expression.	Knowledge: I will understand that poetry uses powerful adjectives, nouns and verbs to create imagery. I will understand that poetry can describe real or imagined things using the senses. I will understand that similes and alliteration are tools used by poets for effect. I will understand that poems can be free verse or follow a structure.	Knowledge: I will understand that poets use structural devices such as line breaks and stanza to organise ideas. I will understand that poems have themes, tone and mood that can be interpreted. I will understand that poets use metaphor, personification and other poetic devices for effect. I will understand that performance can enhance meaning through voice and expression.	Knowledge: I will understand that poets use language to express personal thoughts, emotions or social messages. I will understand that poems can be structured for different purposes. I will understand that poetic devices such as repetition, simile and strong verbs enhance meaning.	Knowledge: I will understand that poets use a range of devices to communicate messages in poetry. I will understand that poetry can explore powerful themes such as identify, conflict and justice. I will understand that language and structure affect meaning and read response. I will understand that poetry can be written to persuade, challenge or reflect society.
	Skills: - I can recognise and join in with rhyming words. - I can identify repeating words or phrases in poems	Skills: - I can identify adjectives, similes and alliteration in simple poems - I can describe imagery from	Skills: I can identify and explain examples of personification, metaphor and some other	Skills: - I can begin to identify purpose and tone in a poem. - I can recognise and begin to	Skills: I can identify and comment on the use of a range of poetic devices including enjambment,

	• I can read some simple rhyming couplets • I can perform short rhyming poems using voice and action • I can write simple rhyming couplets using models • I can create acrostic poems either independently, with support or in a group based on familiar topics (colours, name, seasons) • I can use sound words (onomatopoeia) with support • I can share simple personal responses to poetry, with support (I liked... it made me feel)	a poem using sensory language • I can write a short, free verse poem using a chosen image or emotion • I can perform a favourite line or verse from a poem with expression • I can respond to simple questions about mood, setting or the subject of a poem • I can write similes and alliterative phrases, which I can begin to use in my own poem, with support • I can talk about how a poem makes me feel or what image it evokes	poetic devices in a poem • I can discuss the message and begin to identify the themes in a poem • I can write my own poem with a clear theme (e.g. friendship, change, seasons) • I can begin to use stanzas, line breaks and other poetic devices in my own poetry writing • I can work in a group to prepare and perform a group performance of a poem • I can compare two poems on a shared theme • I can respond to a poem using given sentence starters and scaffold	explain key features such as simile, repetition and strong vocabulary choices • I can plan and write a poem about a personal experience of opinion, with support • I can use poetic devices in structured of free verse poetry • I can read and perform my own and others' poems aloud with confidence • I can discuss how a poem makes me feel and what message it gives • I can highlight and use basic annotation when analysing a poem to identify devices and meaning in short poems	emotive language and metaphor • I can explore and explain the effect of language and structure on the reader • I can write my own poem with a clear purpose (e.g. to protest, to challenge, to celebrate or to reflect) • I can annotate and analyse short unseen poems with sentence scaffolds • I can compare and contrast two poems on a shared theme, using evidence from the poem • I can confidently read or perform poetry aloud with control of tone and pace • I can begin to discuss how a poem presents perspectives
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					or challenges the reader's thinking
Year 1: Spring A and Spring B	Topic: Novel: Stepping into stories	Topic: Novel: Journeys and choices	Topic: Novel: Truths beneath the surface	Topic: Novel: Voices and Viewpoints	Topic: Novel: Character, Conflict and Change
	Knowledge: I will understand that novels and novellas have characters, settings and a plot. I will understand characters have different emotions. I will understand that stories have a beginning, middle and end. I will understand that dialogue shows what a character is saying. I will understand that illustrations and words can work together to tell a story. I will understand that discussing a story helps us to understand it.	Knowledge: I will understand that setting can change the mood of a story. I will understand that characters make choices which affect what happens next. I will understand that authors select adjectives, verbs and similes to enhance descriptions. I will understand that paragraphs can direct us to different parts of the story. I will understand that authors use clues to enhance meaning. I will understand that readers can form personal responses and have different opinions about characters and choices.	Knowledge: I will understand that characters often hide their real feelings and motives. I will understand that writers use clues like body language, dialogue and actions to suggest meaning. I will understand that themes run throughout a story. I will understand that description uses figurative language like simile and personification for effect. I will understand that chapters and scenes build tension and emotion. I will understand that readers must infer meaning by reading between the lines.	Knowledge: I will understand that authors use different perspectives to tell a story (first/ third person; dual narrative). I will understand that stories explore viewpoints, opinions and responses to events. I will understand authors create characters through dialogue, action and description. I will understand that key themes shape the story's message. I will understand that readers can analyse how language influences meaning and opinion. I understand that when inferring	Knowledge: I will understand that characters are shaped by context, experience and relationships. I will understand that conflict is used to drive plot and reveal character details. I will understand writer's use of language for effect (e.g. contrast, metaphor, emotive language). I will understand that structure and form shapes meaning (e.g. flashbacks and shifts in viewpoint). I will understand that key themes like identity, injustice and growth are explored through narrative. I will understand that analytical writing must

				meaning from writing about characters and events, evidence from the text is required.	include quotations, analysis and clear explanation.
	Skills: • I can listen to a story • I can parts of a story using visuals or words • I can sequence 3-5 events from a story using pictures of simple sentences • I can identify characters by name and suggest one thing they do or feel • I can write short character or setting descriptions using basic adjectives • I can write simple sentences about a character or event using given sentence starters where required • I can role-play a key event or scene from a story • I can ask and answer simple	Skills: • I can identify a characters' action, choice or feeling and explain it • I can use adjectives, verbs and similes to describe setting or characters in short paragraphs • I can write a diary entry from a character's viewpoint to demonstrate feelings • I can retell key events using simple sequencing and sentence structure • I can use talk-frames to discuss the choices of characters • I can read aloud beginning to	Skills: • I can identify and explain clues about a character's feelings or intentions. • I can write a letter from a character's viewpoint. • I can write a short descriptive paragraph using figurative language. • I can take part in a group discussion exploring a character's truth vs actions. • I can answer retrieval and inference questions about plot and character. • I can predict what might happen next using evidence from the text.	Skills: • I can identify and comment on a character's viewpoint and voice. • I can write a character profile including physical traits, actions and feelings, using evidence from the text. • I can respond to comprehension questions using full sentences and textual evidence to support my answers. • I can write a personal review or response to the story, giving opinions and reasons why. • I can read and annotate key	Skills: • I can analyse the development of character through evidence and explanation. • I can identify and explain the impact of language techniques. • I can write an analytical paragraph using PEE (Point, Evidence, Explain) • I am beginning to answer GCSE-style reading questions: retrieval, inference, language and structure • I can compare how two characters deal with conflict using evidence from the text

	questions about a character's actions and feelings during a hot seat activity I can match dialogue to characters using speech bubbles	use expression, reflecting the use of full stops and question marks - I can perform a short dialogue or scene, beginning to adapt character voices - I can begin to answer simple inference questions- why? Did? How do you know? - I can begin to select appropriate textual evidence to support my inferences	- I can compare characters' actions and choices. - I can perform a character monologue with appropriate tone and emotion.	lines to demonstrate exploration of language features (e.g. verbs and emotive words) - I can plan and write a short narrative from another character's viewpoint - I can contribute in group discussion to debate a moral or theme from a novel - I can perform a scene using voice, gesture and expression to reflect character.	- I can write a formal letter or article from the perspective of a character - I can engage in structured group discussion analysing key scenes - I can perform a dramatic reading of a key scene, explaining how tone and language create meaning
Year 1: Summer A	Topic: Writing to inform/ persuade: Say It Simply	Topic: Writing to inform/ persuade: Your Voice; Your View	Topic: Writing to inform/ persuade: Speak Your Mind	Topic: Writing to inform/ persuade: Make Your Case	Topic: Writing to inform/ persuade: Write To Be Heard
	Knowledge: I will understand that informative writing should be clear and simple.	Knowledge: I will understand that persuasive writing includes opinions with reasons.	Knowledge: I will understand that persuasive writing uses some basic, specific persuasive writing techniques.	Knowledge: I will understand that persuasive writing uses features and devices which persuade.	Knowledge: I will understand that persuasive writing uses more complex structural techniques (opening hook,

	I will understand that persuasion can use personal opinion. I will understand that organisational features such as headings, labels and lists. I will understand that speaking clearly helps others to understand our message.	I will understand that information texts include facts and connectives. I will understand that organisational features such as titles, bullet points and short paragraphs are used in information texts. I will understand that strong speaking includes the use of volume, tone and eye contact.	I will understand that informative writing is organised using subheadings and paragraphs. I will understand that facts and opinions are used within informative and persuasive texts. I will understand that speaking to persuade uses strong expression and evidence.	I will understand that informative writing includes accurate detail, logical order and a formal tone when required. I will understand that the use of paragraphs and cohesive devices help to guide the reader. I will understand that spoken language can be used to argue, explain and inform an audience.	counterargument, call to action). I will understand that informative writing must be clear, concise and written in a tone appropriate for the purpose/ audience. I will understand that there are a variety of techniques used within persuasive writing texts which make the piece successful. I will understand that spoken language will be strengthened by evidence, tone and rhetorical strategies.
	Skills: • I can read short facts texts, with appropriate scaffold • I can identify the key points in short facts texts • I can use word banks to support me to write simple information sentences • I can create a labelled poster or list about a topic we are studying	Skills: • I can read simple opinion or fact paragraphs and begin to identify persuasive and informative features, with support • I can write a short, factual paragraph • I can write an opinion paragraph	Skills: • I can write an informative text with headings and clear sections • I can write a persuasive paragraph using some persuasive techniques • I can read short, persuasive letters or adverts and identify	Skills: • I can plan and write a persuasive letter or email using formal structure • I can write a short report or article to inform a peer group • I can identify techniques in persuasive/ informative text models	Skills: • I can read and analyse persuasive/ informative non-fiction texts • I can write a persuasive speech or article, including a range of persuasive techniques • I can write an informative article or

	• I can express likes and dislikes verbally with given sentence stems • I can take part in a simple, scaffolded role-play activity, giving simple advice or recommendations • I can begin to use time connectives to sequence ideas and instructions • I can speak to the class to explain or advise, using a visual aid • I can use full stops, capital letters and basic sentence structure in writing •	using sentence starters • I can use basic joining words to connect ideas and extend sentences • I can plan a short talk on a topic of interest • I can present a short talk on a topic of interest • I can work in pairs to role-play a discussion using sentence stems • I can identify language that shows opinion or facts in simple texts • I can use basic punctuation in writing, including question marks, commas and exclamation marks	persuasive techniques with some support • I can annotate model texts as part of whole-class teaching to identify persuasive techniques • I can plan a speech to persuade, with support • I can write a speech to persuade, with support • I can participate in structured group discussions using sentence stems, for an argument • I can present a short informative speech, beginning to adapt a formal tone • I can write using paragraphs for organisation	• I can respond to prompts with short written texts for specific purposes (e.g. job advert) • I can use varied sentence structure and logical sequencing, sometimes signposted by cohesive devices • I can use speaking frames to argue for and against in pairs or small groups • I can write using a range of connectives • I can read and respond to entry level comprehension questions based on persuasive/informative texts • I can participate in functional role-play	formal letter using clear structure and tone • I can respond to GCSE-style reading questions analysing language, tone and purpose • I can plan and redraft writing with audience and purpose in mind • I can use PEE chains in writing to justify arguments • I can take part in spoken presentations, using a range of techniques for impact • I can engage in debate or discussion, countering others' views with evidence • I can write using ambitious vocabulary, accurate punctuation and varied
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					sentence structure
Year 1: Summer B	Topic: Taking the Stage: Playing with characters	Topic: Scene by Scene: Choices and consequences	Topic: Curtain Up: Discovering Shakespeare	Topic: Scripts and Stances: Drama with Purpose	Topic: Power Plays: Voice, Conflict and Resolution
	Knowledge: I will understand that plays are stories, written to be performed, not just read. I will understand that characters have feelings, actions and voices. I will understand that scripts are made up of character names, dialogue, and simple stage directions. I will know that you can express a character's feelings through voice and action.	Knowledge: I will understand that characters' actions lead to consequences in a scene. I will understand that dialogue reveals characters' thoughts and relationships. I will understand that stage directions show actors how to move or speak. I will understand the difference between narration and dialogue.	Knowledge: I will understand that Shakespeare used figurative and poetic language. I will understand that Shakespeare's plays include themes such as ambition, power and conflict. I will understand that characters speak in soliloquies, monologues and dialogue. I will know that old language can be understood through tone, rhythm, gesture and context.	Knowledge: I will understand that plays can communicate ideas, issues and opinions. I will understand how dialogue, tone and stage directions influence the audience's understanding. I will understand how structure (beginning, middle and end) helps deliver a message in drama. I will understand key persuasive and emotive language devices used in dramatic speech.	Knowledge: I will understand how playwrights use dramatic structure to build tension and explore conflict. I will understand how power and relationships are presented through speech, action and silence. I will understand how language techniques influence the audience. I will understand how to evaluate the effectiveness of performance or written dialogue.
	Skills: - I can recognise when a character is speaking in a simple script - I can follow dialogue cues in a simple script	Skills: I can identify and explain a character's choice or action in a scene	Skills: - I can read short, adapted scenes using tone and emphasis - I can identify key vocabulary	Skills: - I can read functional scripts with clarity and purpose - I can perform scenes using	Skills: I can read, annotate and analyse key scenes for meaning, purpose and

	• I can use voice, gesture and facial expression to perform single lines from a playscript • I can read short lines with growing fluency and expression • I can sequence events in a scene, and retell what happens • I can write a short sentence for a character in a simple playscript template	• I am beginning to read with intonation to show character emotion • I can act out short scenes in a role-play scenario • I can complete a sentences on a scaffolded structure, to show character names, dialogue and simple stage directions • I am beginning to be able to predict what happens next in a scene • I can participate in small group performances with rehearsed lines	and poetic devices in speech • I can describe a character's feelings or motivation using evidence from the text • I can perform short monologues or paired scenes using expressive voice and body language • I can write a modern version of a short, Shakespearean scene • I can use sentence starters to compare two characters' choices or reactions • I can ask and answer questions about themes in a scene	body language, tone and pace to communicate meaning • I can plan and write a short scene with realistic dialogue and stage directions • I can analyse how a character's viewpoint is shown through language choices • I can respond to questions in speaking assessment s (e.g. discuss a scene's meaning) • I can identify persuasive/emotive language in dramatic monologues • I can adapt a written speech into a short performance script • I can work in pairs or groups to rehearse	audience impact • I can write and perform monologues or dialogues showing character conflict • I can identify persuasive and emotive language in dramatic texts and explain the effects • I can answer short comprehension or analysis questions using evidence from a scene • I can write an analytical paragraph about how language or structure is used in a scene • I can speak clearly and persuasively in a group discussion or role-play • I can create and edit a short script to reflect a
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				and evaluate a scene	specific audience and purpose • I can use performance techniques (pause, volume, emphasis) to reflect meaning in a monologue
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