### Dawn House School: English Overview 2024/25

### Engage, Develop, Communicate, Aspire

**Subject Intent:** English Department aims to **engage** pupils in active learning that is creative and differentiated to meet all students' needs. Our Department **develops** students' imagination, independence and lifelong learning skills like problem-solving, critical thinking, perseverance, and empathy. It is our ambition for our students to **communicate** 

confidently in social and professional circumstances. We support our students in developing their language acquisition by raising their phonological awareness, providing vocabulary, and developing their syntax structure skills. English Department aims to enable our pupils to make a positive contribution to the wider society and to inspire them to



### **Subject: English**

#### Develop:

- To develop students' use of creativity and imagination.
- To develop curiosity
- To enable students to become visually and verbally literate and
- To develop the confidence and understanding to communicate effectively
- To promote active learning both in small groups and independently, through a variety of strategies
- To develop fine and gross motor skills
- To develop understanding and impact of British Values

#### Engage:

- To use accessible resources, differentiated to meet the needs of everyone
- To use manageable chunking of activities and information
- To use visuals and resources like InPrint and Dragon App, to enhance understanding of materials provided
- To use multimodal approach in teaching – ensuring content is engaging and relevant
- To use Sensory Diets, Zones of Regulation, Learning Breaks, OT equipment and strategies
- To use half-termly mock exams preparing the students to the format of future formal assessments
- To use self-directed activities involving research to build independent learning skills
- To set clear expectations and give examples of this

#### Communicate:

aspire to meet their full potential in all aspects of life at Dawn House School and beyond.

- To pre-teach key words & subject specific terminology in lessons
- To use a variety of pedagogical strategies enhancing discussion and reasoning
- To embed lifelong learning skills in the SoW
- To encourage pupils to reflect on own learning using proofreading, editing and self-assessment strategies
- To develop providing peer feedback using relevant language
- To use a range of resources developing pupils written communication e.g., sentence starters, writing frames, checklists
- To use a range of reading comprehension opportunities looking at creative and functional texts

#### Aspire:

- To develop awareness of one's role in and contribution towards wider society
- To develop resilience and self-esteem as a learner
- To promote independence and personalised learning
- To develop pupils personal and professional aspirations by taking part in whole school events and out of school trips, visits and workshops with outside agencies
- To promote exploring career opportunities in chosen sector

## **Lower School:**

Duine on (1)	Autumn 1: Rule Britannia	Autumn 2: Arctic Adventures	Spring 1: Festival	Spring 2: Toys	Summer 1: Weather and Seasons	Summer 2: Significant Explorers
Primary 1:	<ul><li>Exploring familiar stories</li><li>Retelling stories</li></ul>	<ul><li>Retelling stories</li><li>Exploring main characters</li></ul>	<ul><li>Retelling stories</li><li>Exploring main characters</li></ul>	<ul><li>Retelling stories</li><li>Exploring settings</li></ul>	<ul><li>Retelling stories</li><li>Exploring main events</li></ul>	<ul><li>Retelling stories</li><li>Exploring main events</li></ul>

		Autumn 1: Rule Britannia		Autumn 2: Arctic Adventures		Spring 1: Festival		Spring 2: Toys	٧	Summer 1: Veather and Seasons		Summer 2: Significant Explorers
Primary 2	: :	Fiction Narrative Katie in London	•	Non-fiction - Fact sheet Protecting the Plant: Emperor of the Ice	• •	Fiction Narrative Lunar New Year	•	Non-fiction - Instructions The Crayon Man	•	Fiction Narrative The Leaf Thief	•	Non-fiction - Postcard The Fossil Hunter

		Autumn 1: Rule Britannia	Autumn 2: Arctic Adventures	Spring 1: Festival	Spring 2: Toys	Summer 1: Weather and Seasons	Summer 2: Significant Explorers
Ju	nior:	<ul><li>Newspaper Reports</li><li>Persuasive Writing</li></ul>	<ul><li>Character or setting description</li><li>Narrative</li></ul>	<ul><li>Recounts</li><li>Letters and Emails</li></ul>	<ul><li>Significant Authors</li><li>Poetry / Play Scripts</li></ul>	<ul> <li>Speaking and Listening</li> <li>Non- Chronological Report</li> </ul>	<ul><li>Myths and Fables</li><li>Instructions</li></ul>

## Key Stage 3:

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
KS3 JC:	<ul><li>Newspaper Reports</li><li>Persuasive Writing</li></ul>	<ul><li>Character or setting description</li><li>Narrative</li></ul>	<ul><li>Recounts</li><li>Letters and Emails</li></ul>	<ul><li>Significant Authors</li><li>Poetry / Play Scripts</li></ul>	<ul><li>Speaking and Listening</li><li>Non- Chronological Report</li></ul>	<ul><li>Myths and Fables</li><li>Instructions</li></ul>
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
KS3 DE:	<ul><li>Newspaper Reports</li><li>Persuasive Writing</li></ul>	<ul><li>Character or setting description</li><li>Narrative</li></ul>	<ul><li>Recounts</li><li>Letters and Emails</li></ul>	<ul><li>Significant Authors</li><li>Poetry / Play Scripts</li></ul>	<ul> <li>Speaking and Listening</li> <li>Non- Chronological Report</li> </ul>	<ul><li>Myths and Fables</li><li>Instructions</li></ul>
	Autumn 1:	Autumn 2	Spring 1.	Spring 2:	Cummon 1	Cummon 2
KS3 AD:	<ul> <li>Newspaper Reports</li> <li>Persuasive Writing</li> </ul>	<ul><li>Autumn 2:</li><li>Character or setting description</li><li>Narrative</li></ul>	<ul><li>Spring 1:</li><li>Recounts</li><li>Letters and Emails</li></ul>	<ul><li>Spring 2:</li><li>Significant Authors</li><li>Poetry / Play Scripts</li></ul>	<ul> <li>Summer 1:</li> <li>Speaking and Listening</li> <li>Non-Chronological Report</li> </ul>	<ul><li>Summer 2:</li><li>Myths and Fables</li><li>Instructions</li></ul>

## Key Stage 4:

ļ.	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
• Re Un Fu (e.s Ad Me Ap Art	eading and inderstanding inctional Texts g. Recipes, levertisements, enus, Forms and eplications, Newsticles, Job escriptions, User views)	Functional Comprehension Reading Assessment Practice	<ul> <li>Speaking and Listening Practice         <ul> <li>/ Show and Tell:</li> <li>Each student</li> <li>brings an item from home and talks about it for a couple of minutes.</li> <li>This helps build confidence and encourages them to speak in front of others. Picture Descriptions:</li> <li>Show students a picture and ask them to describe what they see.</li> <li>This can help them practice using descriptive language and structuring their thoughts.</li> </ul> </li> <li>Speaking and Listening Assessment</li> </ul>	<ul> <li>Character or setting description</li> <li>Narrative</li> <li>Moone Boy by Chris O'Dowd</li> </ul>	Composition / All About Me: A short autobiography covering their name, age, favourite food, hobbies, and family. A Fun Day Out: Describe a memorable outing with family or friends, where they went, and what they did. A Superhero I Like: Write about a favourite superhero, their powers, and why they admire them  Writing Assessment Practice  Writing Assessment	Standardised Reading Assessment  Poetry / Reviewing Benjamin Zephaniah and Micheal Rosen. Reviewing different types of poetry. Creating their own poems on the theme celebration.
			Ji Ao cilibedded t	in ough cach topic		

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
KS4 LC: EL3/L1 FS	<ul> <li>Reading and Understanding Functional Texts (e.g. Recipes, Advertisements, Menus, Cinema listing, Forms and Applications, News Articles, Job Descriptions, User Reviews);</li> <li>Writing Functional Texts / Writing a CV, cover letter, online review; using in/formal and neutral language</li> <li>Reading Assessment Practice</li> </ul>	<ul> <li>Speech / Persuasive Writing         <ul> <li>What is the value of animal therapy in school? / Should we expand the animal care provision at Dawn House School?</li> </ul> </li> <li>Speaking and Listening Assessment / EL3 - Task 1: Students prepare two short explanations on two different topics -take part in an informal discussion / L1 - Task 1: Students choose a topic and prepare a formal presentation - leisure, work, education or current issue-based, e.g., job role, social media, politics.</li> </ul>	Speaking and Listening Practice / Interview Practice: Have students practice interviewing each other with a set of prepared questions, then switch roles. Personal Profile: Have students build a profile of themselves, sharing their name, age, hobbies and facts. Factual Text: Listen to a non-fiction texts and relevant answer questions.  Speaking and Listening Assessment / EL3 – Task 2: Students take part in discussion linked to one topic in a small group formal / neutral discussion / L1: Task 2: Students lead on one topic discussion in a small group formally	<ul> <li>Formal Report /         Teacher Feature:         Interview a teacher         and write a profile         on their background,         interests and         contributions to the         school.</li> <li>Information Leaflet         / Write about         several famous         inventors, their most         notable inventions,         and the impact of         these inventions on         society</li> </ul>	Writing     Assessment     Practice      Writing     Assessment      Review / Movie or     Game Review: Write     a review discussing     the storyline, acting,     special effects, and     your overall     impression.	Standardised Reading Assessment  Debate and Discussion / Voting Age: Should the voting age be lowered to 16?  Creative Writing / Write a story set 20 years in the future where you achieve your dream job. Describe the journey to get there and the challenges overcome.
			SPAG embedded	through each topic		

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
KS4 MW: L1 FS	• Reading and Understanding Functional Texts (e.g., Advertisements, Forms and Applications, News Articles, Reports, Job Descriptions, User Reviews) • Writing Functional Texts / Completing Forms: Fill out various forms commonly encountered in daily life, such as job application forms, registration forms, or customer feedback forms. • Review / Movie or Game Review: Write a review discussing the storyline, acting, special effects, and your overall impression.	• Letters and Emails / Persuasive Writing - Persuade the school leaders to implement or abolish school uniforms / Is animal testing necessary for scientific progress or should it be banned for ethical reasons? / Should social media be more regulated to prevent misinformation, or does it infringe on free speech?  • Reading Assessment Practice  • Reading Assessment	<ul> <li>Spring 1:</li> <li>Speaking and Listening Practice / Discussion based on persuasive writing topic and presentation on pupils chosen topic from menu of ideas</li> <li>Speaking and Listening Assessment / Discussion based on persuasive writing topic and presentation on pupils chosen topic from menu of ideas</li> <li>Speaking and listening practise: Task 1: Students choose a topic and prepare a formal presentation – leisure, work, education or current issuebased, e.g., job role, social media, politics.</li> <li>Speaking and listening practise:</li> </ul>	<ul> <li>Spring 2:</li> <li>Formal Report / Teacher Feature: Interview a teacher and write a profile on their background, interests and contributions to the school.</li> <li>Information Leaflet / Write about several famous inventors, their most notable inventions, and the impact of these inventions on society</li> </ul>	• Producing Advertisements: Develop persuasive advertisements or posters for school events, fundraisers, or community activities.  • Writing Assessment Practice  • Writing Assessment • Reading Assessment Practice  • Reading Assessment	Summer 2:  Standardised Reading Assessment  Debate and Discussion / Voting Age: Should the voting age be lowered to 16?  Creative Writing / Write a story set 20 years in the future where you achieve your dream job. Describe the journey to get there and the challenges overcome.

Students research and prepare a topic for a formal discussion, e.g., current affairs, local-, course-, college-, or work- related issues such as improvements in the workplace	
in the workplace	
or a debate on a current issue	
SPAG embedded through each topic	

# Key Stage 5:

		Autumn 1:		Autumn 2:		Spring 1:		Spring 2:		Summer 1:		Summer 2:
	•	Reading and	•	Speech /	•	Speaking and	•	Writing for	•	Writing	•	Standardised
		Understanding		Persuasive		Listening Practice		audience and		Assessment		Reading
		Functional Texts		Writing - What is		/ Interview		purpose: letter		Practice		Assessment
		(e.g. Recipes,		the value of animal		Practice: Have		and emails /				
		Advertisements,		therapy in school?		students practice		Formal cover letter	•	Writing	•	Debate and
		Menus, Forms and		/ Should we		interviewing each		for a job. Informal		Assessment		Discussion /
		Applications, News		expand the animal		other with a set of		letter to a friend.		Dardana / Maria		Relationships:
KS5		Articles, Job		care provision at		prepared		\\/uitina to	•	Review / Movie		What aspects
		Descriptions, User Reviews, Knowing		Dawn House School?		questions, then switch roles.	•	Writing to explain		or Game Review: Write a review		make a healthy relationship
Group 1:		Personal Details)		School:		Personal Profile:		Benefits: Choose a		discussing the		relationship
EL2 / 3 FS		i cisolidi Detalisj		Speaking and		Have students		product, service, or		storyline, acting,		Poetry / Dreams:
	•	Writing		Listening		build a profile of		idea and write an		special effects, and		Writing about
		Functional Texts		Assessment /		themselves,		explanation that		your overall		dreams,
		/ Drafting Leaflets		EL2: Task 1 -		sharing their		outlines its		impression.		aspirations, or
		and Flyers: Create		Listen to short		name, age, hobbies		benefits,		•		even a literal
		informative		text and answer		and facts. Factual		advantages, and				dream one had.
		leaflets or		direct questions /		Text: Listen to a		reasons why				Family: Poems
		promotional flyers		EL3 - Task 1:		non-fiction texts		someone should				about family
		for events,		Students prepare				consider using or				members, family

products, or services. Creating Instructions: Develop clear and detailed instructions for tasks like using a piece of equipment, assembling furniture, or completing a process.	two short explanations on two different topics -take part in an informal discussion	and relevant answer questions.  • Speaking and Listening Assessment / EL2: Task 2 - Take part in a discussion covering two topics of their choice / / EL3 - Task 2: Students take part in discussion linked to one topic in a small group formal / neutral discussion	adopting it. Describe a Historical Event: Select a historical event and write an explanation that describes its significance, key events, and outcomes.	traditions, or a memorable family event.
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		Autumn 1:		Autumn 2:		Spring 1:		Spring 2:		Summer 1:		Summer 2:
	•	Reading and	•	Speech /	•	Speaking and	•	Formal Report /	•	Review / Movie	•	Standardised
		Understanding		Persuasive		<b>Listening Practice</b>		Teacher Feature:		or Game Review:		Reading
		<b>Functional Texts</b>		Writing - What is		/ Interview		Interview a		Write a review		Assessment
		(e.g. Recipes,		the value of animal		Practice: Have		teacher and write		discussing the		
		Advertisements,		therapy in school?		students practice		a profile on their		storyline, acting,	•	Debate and
KS5		Menus, Cinema		/ Should we		interviewing each		background,		special effects, and		Discussion /
Group 2:		listing, Forms and		expand the animal		other with a set of		interests and		your overall		Voting Age: Should
EL3 and		Applications, News		care provision at		prepared		contributions to		impression.		the voting age be
		Articles, Job		Dawn House		questions, then		the school.				lowered to 16?
L1 FS		Descriptions, User		School?		switch roles.			•	Writing		
		Reviews);				Personal Profile:	•	Information		Assessment	•	Creative Writing
			•	Speaking and		Have students		Leaflet / Write		Practice		/ Write a story set
	•	Writing		Listening		build a profile of		about several				20 years in the
		Functional Texts		Assessment / EL3		themselves,		famous inventors,	•	Writing		future where you
		/ Writing a CV,		- Task 1: Students		sharing their		their most notable		Assessment		achieve your
		cover letter, online		prepare two short		name, age, hobbies		inventions, and the				dream job.

review; using in/formal and neutral language  Reading Assessment Practice	explanations on two different topics -take part in an informal discussion / L1 - Task 1: Students choose a topic and prepare a formal presentation – leisure, work, education or current issuebased, e.g., job role, social media,	and facts. Factual Text: Listen to a non-fiction texts and relevant answer questions.  Speaking and Listening Assessment / EL3 - Task 2: Students take part in discussion linked to one topic in a small	impact of these inventions on society	Describe the journey to get there and the challenges overcome.
	based, e.g., job	linked to one		
		/ L1: Task 2: Students lead on		
		one topic discussion in a		
		small group formally		

		Autumn 1:		Autumn 2:		Spring 1:		Spring 2:		Summer 1:		Summer 2:
	•	Reading and Understanding Functional Texts (e.g.,	•	Letters and Emails / Persuasive Writing -	•	Speaking and Listening Practice / Discussion based on persuasive	•	Formal Report / Teacher Feature: Interview a teacher and write	•	Producing Advertisements: Develop persuasive	•	Standardised Reading Assessment
KS5 Group 3: L2 FS		Advertisements, Forms and Applications, News Articles, Reports, Job Descriptions, User Reviews)	Persuade the school leaders to implement or abolish school uniforms / Is animal testing		writing topic and presentation on pupils chosen topic from menu of ideas		a profile on their background, interests and contributions to the school.		advertisements or posters for school events, fundraisers, or community activities.	ool	Debate and Discussion / Voting Age: Should the voting age be lowered to 16?	
	•	Writing Functional Texts / Completing Forms: Fill out		necessary for scientific progress or should it be banned for ethical reasons? / Should	•	Speaking and Listening Assessment / Discussion based on persuasive	•	Information Leaflet / Write about several famous inventors, their most notable	•	Writing Assessment Practice	•	Creative Writing / Write a story set 20 years in the future where you achieve your

various forms		social media be		writing topic and	inventions, and the	•	Writing	dream job.	
commonly		more regulated to		presentation on	impact of these		Assessment	Describe the	
encountered in		prevent		pupils chosen topic	inventions on			journey to ge	
daily life, such as		misinformation, or		from menu of	society	•	Reading	there and the	?
job application		does it infringe on		ideas			Assessment	challenges	
forms, registration		free speech?	•	Speaking and			Practice	overcome.	
forms, or customer				listening practise:					
feedback forms.	•	Reading		Task 1:		•	Reading		
		Assessment		Students choose a			Assessment		
<ul> <li>Review / Movie</li> </ul>		Practice		topic and prepare					
or Game Review:				a formal					
Write a review	•	Reading		presentation –					
discussing the		Assessment		leisure, work,					
storyline, acting,				education or					
special effects, and				current issue-					
your overall				based, e.g., job					
impression.				role, social media,					
				politics.					
			•	Speaking and					
				listening practise:					
				Task 2:					
				Students research					
				and prepare a					
				topic for a formal					
				discussion, e.g.,					
				current affairs,					
				local-, course-,					
				college-, or work-					
				related issues such					
				as improvements					
				in the workplace					
				or a debate on a					
				current issue					