

<p><b>Subject: English</b></p>	<p><b>Subject Intent:</b> English Department aims to <b>engage</b> pupils in active learning that is creative and differentiated to meet all students' needs. Our Department <b>develops</b> students' imagination, independence and lifelong learning skills like problem-solving, critical thinking, perseverance, and empathy. It is our ambition for our students to <b>communicate</b> 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 <b>aspire</b> to meet their full potential in all aspects of life at Dawn House School and beyond.</p>		
	<p><b>Develop:</b></p> <ul style="list-style-type: none"> <li>• To develop students' use of creativity and imagination.</li> <li>• To develop curiosity</li> <li>• To enable students to become visually and verbally literate and</li> <li>• To develop the confidence and understanding to communicate effectively</li> <li>• To promote active learning both in small groups and independently, through a variety of strategies</li> <li>• To develop fine and gross motor skills</li> <li>• To develop understanding and impact of British Values</li> </ul>	<p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>• To use accessible resources, differentiated to meet the needs of everyone</li> <li>• To use manageable chunking of activities and information</li> <li>• To use visuals and resources like InPrint and Dragon App, to enhance understanding of materials provided</li> <li>• To use multimodal approach in teaching – ensuring content is engaging and relevant</li> <li>• To use Sensory Diets, Zones of Regulation, Learning Breaks, OT equipment and strategies</li> <li>• To use half-termly mock exams preparing the students to the format of future formal assessments</li> <li>• To use self-directed activities involving research to build independent learning skills</li> <li>• To set clear expectations and give examples of this</li> </ul>	<p><b>Communicate:</b></p> <ul style="list-style-type: none"> <li>• To pre-teach key words &amp; subject specific terminology in lessons</li> <li>• To use a variety of pedagogical strategies enhancing discussion and reasoning</li> <li>• To embed lifelong learning skills in the SoW</li> <li>• To encourage pupils to reflect on own learning using proofreading, editing and self-assessment strategies</li> <li>• To develop providing peer feedback using relevant language</li> <li>• To use a range of resources developing pupils written communication e.g., sentence starters, writing frames, checklists</li> <li>• To use a range of reading comprehension opportunities looking at creative and functional texts</li> </ul>

## Lower School:

Primary 1:	Autumn 1: Rule Britannia	Autumn 2: Arctic Adventures	Spring 1: Festival	Spring 2: Toys	Summer 1: Weather and Seasons	Summer 2: Significant Explorers
	<ul style="list-style-type: none"> <li>Exploring familiar stories</li> <li>Retelling stories</li> </ul>	<ul style="list-style-type: none"> <li>Retelling stories</li> <li>Exploring main characters</li> </ul>	<ul style="list-style-type: none"> <li>Retelling stories</li> <li>Exploring main characters</li> </ul>	<ul style="list-style-type: none"> <li>Retelling stories</li> <li>Exploring settings</li> </ul>	<ul style="list-style-type: none"> <li>Retelling stories</li> <li>Exploring main events</li> </ul>	<ul style="list-style-type: none"> <li>Retelling stories</li> <li>Exploring main events</li> </ul>

Primary 2:	Autumn 1: Rule Britannia	Autumn 2: Arctic Adventures	Spring 1: Festival	Spring 2: Toys	Summer 1: Weather and Seasons	Summer 2: Significant Explorers
	<ul style="list-style-type: none"> <li>Fiction Narrative</li> <li>Katie in London</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction - Fact sheet</li> <li>Protecting the Plant: Emperor of the Ice</li> </ul>	<ul style="list-style-type: none"> <li>Fiction Narrative</li> <li>Lunar New Year</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction - Instructions</li> <li>The Crayon Man</li> </ul>	<ul style="list-style-type: none"> <li>Fiction Narrative</li> <li>The Leaf Thief</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction - Postcard</li> <li>The Fossil Hunter</li> </ul>

Junior:	Autumn 1: Rule Britannia	Autumn 2: Arctic Adventures	Spring 1: Festival	Spring 2: Toys	Summer 1: Weather and Seasons	Summer 2: Significant Explorers
	<ul style="list-style-type: none"> <li>Newspaper Reports</li> <li>Persuasive Writing</li> </ul>	<ul style="list-style-type: none"> <li>Character or setting description</li> <li>Narrative</li> </ul>	<ul style="list-style-type: none"> <li>Recounts</li> <li>Letters and Emails</li> </ul>	<ul style="list-style-type: none"> <li>Significant Authors</li> <li>Poetry / Play Scripts</li> </ul>	<ul style="list-style-type: none"> <li>Speaking and Listening</li> <li>Non-Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>Myths and Fables</li> <li>Instructions</li> </ul>

## Key Stage 3:

<b>KS3 JC:</b>	<b>Autumn 1:</b>	<b>Autumn 2:</b>	<b>Spring 1:</b>	<b>Spring 2:</b>	<b>Summer 1:</b>	<b>Summer 2:</b>
	<ul style="list-style-type: none"> <li>• Newspaper Reports</li> <li>• Persuasive Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Character or setting description</li> <li>• Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Recounts</li> <li>• Letters and Emails</li> </ul>	<ul style="list-style-type: none"> <li>• Significant Authors</li> <li>• Poetry / Play Scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Non-Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Myths and Fables</li> <li>• Instructions</li> </ul>
<b>KS3 DE:</b>	<b>Autumn 1:</b>	<b>Autumn 2:</b>	<b>Spring 1:</b>	<b>Spring 2:</b>	<b>Summer 1:</b>	<b>Summer 2:</b>
	<ul style="list-style-type: none"> <li>• Newspaper Reports</li> <li>• Persuasive Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Character or setting description</li> <li>• Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Recounts</li> <li>• Letters and Emails</li> </ul>	<ul style="list-style-type: none"> <li>• Significant Authors</li> <li>• Poetry / Play Scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Non-Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Myths and Fables</li> <li>• Instructions</li> </ul>
<b>KS3 AD:</b>	<b>Autumn 1:</b>	<b>Autumn 2:</b>	<b>Spring 1:</b>	<b>Spring 2:</b>	<b>Summer 1:</b>	<b>Summer 2:</b>
	<ul style="list-style-type: none"> <li>• Newspaper Reports</li> <li>• Persuasive Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Character or setting description</li> <li>• Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Recounts</li> <li>• Letters and Emails</li> </ul>	<ul style="list-style-type: none"> <li>• Significant Authors</li> <li>• Poetry / Play Scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Non-Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Myths and Fables</li> <li>• Instructions</li> </ul>

## Key Stage 4:

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
KS4 SW: EL1	<ul style="list-style-type: none"> <li>• <b>Reading and Understanding Functional Texts</b> <i>(e.g. Recipes, Advertisements, Menus, Forms and Applications, News Articles, Job Descriptions, User Reviews)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Functional Comprehension</b></li> <li>• <b>Reading Assessment Practice</b></li> <li>• <b>Reading Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking and Listening Practice / Show and Tell:</b> <i>Each student brings an item from home and talks about it for a couple of minutes. This helps build confidence and encourages them to speak in front of others. Picture Descriptions: Show students a picture and ask them to describe what they see. This can help them practice using descriptive language and structuring their thoughts.</i></li> <li>• <b>Speaking and Listening Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Character or setting description</b></li> <li>• <b>Narrative</b>  <i>Moone Boy by Chris O'Dowd</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Writing Assessment Practice</b></li> <li>• <b>Writing Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Standardised Reading Assessment</b></li> <li>• <b>Poetry / Reviewing Benjamin Zephaniah and Micheal Rosen. Reviewing different types of poetry. Creating their own poems on the theme celebration.</b></li> </ul>
	<b>SPAG embedded through each topic</b>					

**KS4 LC:  
EL3/L1 FS**

	<b>Autumn 1:</b>	<b>Autumn 2:</b>	<b>Spring 1:</b>	<b>Spring 2:</b>	<b>Summer 1:</b>	<b>Summer 2:</b>
	<ul style="list-style-type: none"> <li>• <b>Reading and Understanding Functional Texts</b> (e.g. Recipes, Advertisements, Menus, Cinema listing, Forms and Applications, News Articles, Job Descriptions, User Reviews);</li> <li>• <b>Writing Functional Texts / Writing a CV, cover letter, online review; using in/formal and neutral language</b></li> <li>• <b>Reading Assessment Practice</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speech / Persuasive Writing</b> - What is the value of animal therapy in school? / Should we expand the animal care provision at Dawn House School?</li> <li>• <b>Speaking and Listening Assessment / EL3</b> - 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>	<ul style="list-style-type: none"> <li>• <b>Speaking and Listening Practice / Interview Practice:</b> Have students practice interviewing each other with a set of prepared questions, then switch roles. <b>Personal Profile:</b> Have students build a profile of themselves, sharing their name, age, hobbies and facts. <b>Factual Text:</b> Listen to a non-fiction texts and relevant answer questions.</li> <li>• <b>Speaking and Listening Assessment / EL3</b> – 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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Formal Report / Teacher Feature:</b> Interview a teacher and write a profile on their background, interests and contributions to the school.</li> <li>• <b>Information Leaflet / Write about several famous inventors, their most notable inventions, and the impact of these inventions on society</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Assessment Practice</b></li> <li>• <b>Writing Assessment</b></li> <li>• <b>Review / Movie or Game Review:</b> Write a review discussing the storyline, acting, special effects, and your overall impression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Standardised Reading Assessment</b></li> <li>• <b>Debate and Discussion / Voting Age:</b> Should the voting age be lowered to 16?</li> <li>• <b>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.</b></li> </ul>
<b>SPAG embedded through each topic</b>						

**KS4 MW:  
L1 FS**

Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
<ul style="list-style-type: none"> <li>• <b>Reading and Understanding Functional Texts</b> (e.g., Advertisements, Forms and Applications, News Articles, Reports, Job Descriptions, User Reviews)</li> <li>• <b>Writing Functional Texts / Completing Forms:</b> Fill out various forms commonly encountered in daily life, such as job application forms, registration forms, or customer feedback forms.</li> <li>• <b>Review / Movie or Game Review:</b> Write a review discussing the storyline, acting, special effects, and your overall impression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Letters and Emails / Persuasive Writing -</b> 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?</li> <li>• <b>Reading Assessment Practice</b></li> <li>• <b>Reading Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking and Listening Practice / Discussion based on persuasive writing topic and presentation on pupils chosen topic from menu of ideas</b></li> <li>• <b>Speaking and Listening Assessment / Discussion based on persuasive writing topic and presentation on pupils chosen topic from menu of ideas</b></li> <li>• <b>Speaking and listening practise: Task 1:</b> Students choose a topic and prepare a formal presentation – leisure, work, education or current issue-based, e.g., job role, social media, politics.</li> <li>• <b>Speaking and listening practise: Task 2:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Formal Report / Teacher Feature:</b> Interview a teacher and write a profile on their background, interests and contributions to the school.</li> <li>• <b>Information Leaflet / Write about several famous inventors, their most notable inventions, and the impact of these inventions on society</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Producing Advertisements:</b> Develop persuasive advertisements or posters for school events, fundraisers, or community activities.</li> <li>• <b>Writing Assessment Practice</b></li> <li>• <b>Writing Assessment</b></li> <li>• <b>Reading Assessment Practice</b></li> <li>• <b>Reading Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Standardised Reading Assessment</b></li> <li>• <b>Debate and Discussion / Voting Age:</b> Should the voting age be lowered to 16?</li> <li>• <b>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.</b></li> </ul>

			<p><i>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</i></p>		
	SPAG embedded through each topic				

### Key Stage 5:

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
<b>KS5 Group 1: EL2 / 3 FS</b>	<ul style="list-style-type: none"> <li>• <b>Reading and Understanding</b> Functional Texts (e.g. Recipes, Advertisements, Menus, Forms and Applications, News Articles, Job Descriptions, User Reviews, Knowing Personal Details)</li> <li>• <b>Writing Functional Texts</b> / Drafting Leaflets and Flyers: Create informative leaflets or promotional flyers for events,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speech / Persuasive Writing</b> - <i>What is the value of animal therapy in school? / Should we expand the animal care provision at Dawn House School?</i></li> <li>• <b>Speaking and Listening Assessment</b> / EL2: Task 1 – Listen to short text and answer direct questions / EL3 - Task 1: Students prepare</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking and Listening Practice</b> / Interview Practice: <i>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</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing for audience and purpose: letter and emails</b> / <i>Formal cover letter for a job. Informal letter to a friend.</i></li> <li>• <b>Writing to explain</b> / <i>Explain Benefits: Choose a product, service, or idea and write an explanation that outlines its benefits, advantages, and reasons why someone should consider using or</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Assessment Practice</b></li> <li>• <b>Writing Assessment</b></li> <li>• <b>Review / Movie or Game Review:</b> <i>Write a review discussing the storyline, acting, special effects, and your overall impression.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Standardised Reading Assessment</b></li> <li>• <b>Debate and Discussion / Relationships:</b> <i>What aspects make a healthy relationship</i></li> <li>• <b>Poetry / Dreams:</b> <i>Writing about dreams, aspirations, or even a literal dream one had. Family: Poems about family members, family</i></li> </ul>

KS5 Group 2: EL3 and L1 FS	<p>products, or services. Creating Instructions: Develop clear and detailed instructions for tasks like using a piece of equipment, assembling furniture, or completing a process.</p>	<p>two short explanations on two different topics -take part in an informal discussion</p>	<p>and relevant answer questions.</p> <ul style="list-style-type: none"> <li>• <b>Speaking and Listening Assessment / EL2: Task 2 –</b> 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</li> </ul>	<p>adopting it. Describe a Historical Event: Select a historical event and write an explanation that describes its significance, key events, and outcomes.</p>		<p>traditions, or a memorable family event.</p>
	SPAG embedded through each topic					

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
KS5 Group 2: EL3 and L1 FS	<ul style="list-style-type: none"> <li>• <b>Reading and Understanding Functional Texts</b> (e.g. Recipes, Advertisements, Menus, Cinema listing, Forms and Applications, News Articles, Job Descriptions, User Reviews);</li> <li>• <b>Writing Functional Texts / Writing a CV, cover letter, online</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speech / Persuasive Writing - What is the value of animal therapy in school? / Should we expand the animal care provision at Dawn House School?</b></li> <li>• <b>Speaking and Listening Assessment / EL3 - Task 1:</b> Students prepare two short</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaking and Listening Practice / Interview Practice:</b> Have students practice interviewing each other with a set of prepared questions, then switch roles. <b>Personal Profile:</b> Have students build a profile of themselves, sharing their name, age, hobbies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Formal Report / Teacher Feature:</b> Interview a teacher and write a profile on their background, interests and contributions to the school.</li> <li>• <b>Information Leaflet / Write about several famous inventors, their most notable inventions, and the</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review / Movie or Game Review:</b> Write a review discussing the storyline, acting, special effects, and your overall impression.</li> <li>• <b>Writing Assessment Practice</b></li> <li>• <b>Writing Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Standardised Reading Assessment</b></li> <li>• <b>Debate and Discussion / Voting Age:</b> Should the voting age be lowered to 16?</li> <li>• <b>Creative Writing / Write a story set 20 years in the future where you achieve your dream job.</b></li> </ul>



	<p>review; using in/formal and neutral language</p> <ul style="list-style-type: none"> <li><b>Reading Assessment Practice</b></li> </ul>	<p>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.</p>	<p>and facts. Factual Text: Listen to a non-fiction texts and relevant answer questions.</p> <p><b>Speaking and Listening Assessment / EL3</b> - 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</p>	<p>impact of these inventions on society</p>		<p>Describe the journey to get there and the challenges overcome.</p>

KS5 Group 3: L2 FS	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
		<ul style="list-style-type: none"> <li><b>Reading and Understanding Functional Texts</b> (e.g., Advertisements, Forms and Applications, News Articles, Reports, Job Descriptions, User Reviews)</li> <li><b>Writing Functional Texts / Completing Forms:</b> Fill out</li> </ul>	<ul style="list-style-type: none"> <li><b>Letters and Emails / Persuasive Writing -</b> 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</li> </ul>	<ul style="list-style-type: none"> <li><b>Speaking and Listening Practice / Discussion</b> based on persuasive writing topic and presentation on pupils chosen topic from menu of ideas</li> <li><b>Speaking and Listening Assessment / Discussion</b> based on persuasive</li> </ul>	<ul style="list-style-type: none"> <li><b>Formal Report / Teacher Feature:</b> Interview a teacher and write a profile on their background, interests and contributions to the school.</li> <li><b>Information Leaflet / Write</b> about several famous inventors, their most notable</li> </ul>	<ul style="list-style-type: none"> <li><b>Producing Advertisements:</b> Develop persuasive advertisements or posters for school events, fundraisers, or community activities.</li> <li><b>Writing Assessment Practice</b></li> </ul>

	<p>various forms commonly encountered in daily life, such as job application forms, registration forms, or customer feedback forms.</p> <ul style="list-style-type: none"> <li>• <b>Review / Movie or Game Review:</b> Write a review discussing the storyline, acting, special effects, and your overall impression.</li> </ul>	<p>social media be more regulated to prevent misinformation, or does it infringe on free speech?</p> <ul style="list-style-type: none"> <li>• <b>Reading Assessment Practice</b></li> <li>• <b>Reading Assessment</b></li> </ul>	<p>writing topic and presentation on pupils chosen topic from menu of ideas</p> <ul style="list-style-type: none"> <li>• <b>Speaking and listening practise:</b> <b>Task 1:</b> Students choose a topic and prepare a formal presentation – leisure, work, education or current issue-based, e.g., job role, social media, politics.</li> <li>• <b>Speaking and listening practise:</b> <b>Task 2:</b> 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</li> </ul>	<p>inventions, and the impact of these inventions on society</p>	<ul style="list-style-type: none"> <li>• <b>Writing Assessment</b></li> <li>• <b>Reading Assessment Practice</b></li> <li>• <b>Reading Assessment</b></li> </ul>	<p>dream job. Describe the journey to get there and the challenges overcome.</p>
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