

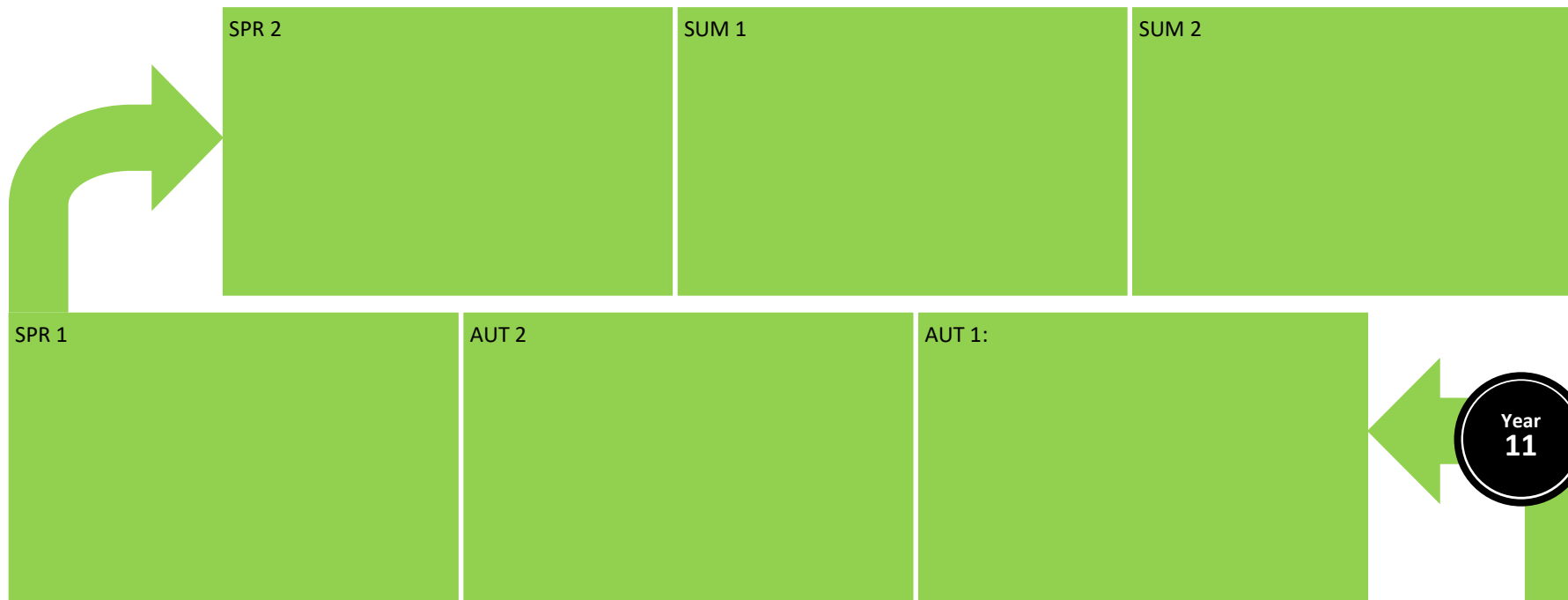
Cody Oaks Curriculum Pathway (SUBJECT)

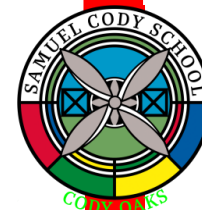
Post
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Destination opportunities (KS5):



Therapeutic approach

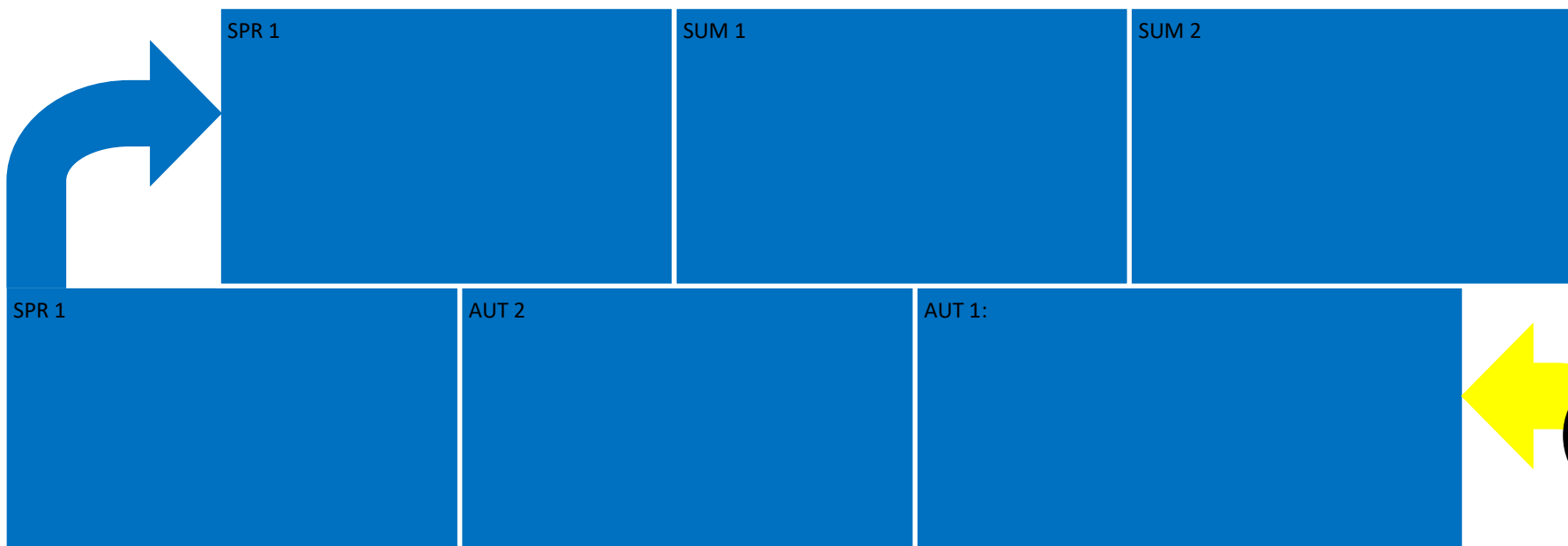




Therapeutic approach

Stage 10

Stage 9



SPR 2: Narrative essay

- Explore a wide range of fictional narrative texts (story with personal experiences)
- Explore concepts of themes and conventions and how they apply.
- Identify features of a narrative essay and compare to narratives and essays separately.
- Explore and apply vocabulary, language devices for description and personal anecdotes.
- Evaluate and improve examples of narrative essays to enhance descriptive/creative impact.
- Plan, create, edit and improve own narrative essay focusing on blending personal and creative description.

SUM 1: Scripts and Plays

- Explore a range of different styles of plays and scripts across a range of writers including Shakespeare.
- Critical comparison of at least two writers based on features, style and conveyed through play scripts.
- Identify and apply a growing range of vocabulary, grammar and structure.
- Develop performance skills with spoken language and use of play script to support.
- Focus on need for directions to set theme, mood, tone and atmosphere.
- Improve, rehearse and perform play scripts using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
- Plan, create, edit and improve own extract or re-written version.

SUM 2: Author of choice

- Choosing author/text to explore and develop interest and enjoyment.
- Critically comparing study of texts of the same author.
- Study set, plot and characterisation and how to apply to impact own learning.
- Increase familiarity by re-reading books and strengthen comparative skills.
- Comprehending what they have read and to make inferences and refer to evidence in the text to support developing PEE structures.
- Develop prediction skills based on either knowledge of the text or evidence within the text.
- Plan, create, edit and improve examples of fiction and non-fiction extracts in the style of author choices' work.

SPR 1: Poetry

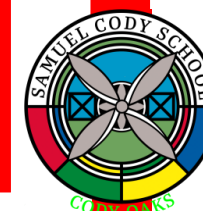
- Read a wide range of texts including Literature with poetry and prose.
- Knowing how language, structure and organisational presents meaning.
- Recognising a range of poetic devices and how they have been used.
- Apply developing knowledge of language, grammar and structures to poetry form.
- Plan, write, edit and improve own versions of poetry.
- Create examples of poetry in the style of poets studied.
- improvising, rehearsing and performing poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

AUT 2: Diary and emotive language

- Solid understanding of audience and purpose.
- Explore a range of styles and features of diaries through a variety of authors.
- Draw on a range of literary and rhetorical devices to enhance impact of writing.
- Secure understanding of emotions, feelings, thoughts and opinions and how to use literary devices and vocabulary to enhance.
- Building a mental image using specific language choices (description, mood and atmosphere)
- Plan, create, edit and improve diary extracts in a variety of styles based on own experiences and those of characters from a text.

AUT 1: Explorative, justification and explanation writing.

- Solid understanding of purpose and audience.
- Critical comparisons across texts including literary devices and features applicable to exploring, justification and explanation.
- Developed understanding and application of PEE structure.
- Developed understanding of summarising, organisation and use of evidence to support.
- Increased use of language, vocabulary and grammar to impact purpose.
- Plan, create, edit and improve a range of explorative, justification and explanation writing extracts.



Therapeutic approach

Stage 8

Stage 7

SUM 2: Author of choice

- Choosing author/text to explore and develop interest and enjoyment.
- Comparing texts of the same author.
- Study set, plot and characterisation of the same author within different texts.
- Increase familiarity by re-reading books and strengthen comparative skills.
- Comprehending what they have read and to make inferences and refer to evidence in the text.

SUM 1: Plays—Shakespeare

- Explore and study Shakespeare play focusing on plot, characterisation, structure and language.
- Develop understanding of how the purpose is to perform and how they work shows this.
- Develop performance skills with spoken language and use of playscript to support.
- Focus on need for directions to set theme, mood, tone and atmosphere.
- Improve, rehearse and perform play scripts using role, intonation,

SPR 2: Biographies/autobiographies

- Choosing and reading books independently for challenge, interest and enjoyment.
- Understanding use of structure, organisational devices, language choices and form.
- Make critical comparisons across texts with similar purpose.
- Clear summarising, organising and note taking skills.
- Developed use of vocabulary, grammar and language for impact, purpose and audience.
- Plan, create, edit and improve own autobiography/biography of

AUT 1: Arguments

- Understand and make inferences and refer to evidence in the text
- Know and identify the purpose, and audience.
- Make critical comparisons across ideas.
- Develop spoken language to use standard English confidently and in a range of contexts.
- Participate in discussions, debates and controlled arguments summarising and/or building on key points.
- Develop note-taking skills to enhance presentation skills for spoken event. Plan and perform within a class argument.

AUT 2: Fictional writing

- Clear identification of audience and purpose and selecting appropriate form and structure.
- Selecting and comprehending a range of fictional texts in a variety of structures.
- Comprehending and applying clear plot, characters and settings and identifying and using literary devices to enhance these.
- Developing understanding of impact of literary devices including grammar and vocabulary.
- Develop planning, writing, editing and improving within work. —Create fictional examples with a focus on clear plot, characters and enhanced impact of literary devices.

SPR 1: Poetry

- Read a wide range of texts including Litreature with poetry and prose.
- Knowing how language, structure and organisational presents meaning.
- Recognising a range of poetic devices and how they have been used.
- Apply developing knowledge of language, grammar and structures to poetry form.
- Plan, write, edit and improve own versions of poetry.
- Create examples of poetry in the style of poets studied.
- Improvising, rehearsing and performing poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

SUM 2: Author of choice

- Choosing author/text to explore and develop interest and enjoyment.
- Comparing texts of the same author.
- Study set, plot and characterisation of the same author within different texts.
- Increase familiarity by re-reading books and strengthen comparative skills.
- Comprehending what they have read and to make inferences and refer to evidence in the text.
- Develop prediction skills based on either knowledge of the text or evidence within the text.
- Create a book review/blurb/alternative ending.

SUM 1: Plays—Shakespeare

- Focusing on new vocabulary (comparing old to new English) - explicitly with known vocabulary.
- Study set, plot and characterisation within the structure of a play.
- Understanding how to bring the impact of written dramatization through performance.
- Adapt part of a Shakespearean play into modern, contemporary style. (Assessment tool of above)
- Perform/model how to show drama of written through performance.
- Compare elements of set, plot and characters from 2 plays.

SPR 2: Newspaper reports

- Understanding the audience and purpose applying appropriate form and structure.
- Summarise and organise materials with necessary factual detail.
- Explicitly understand the use, impact and purpose of the 5 W's within newspaper reports.
- To develop up-levelling of language choice, grammar and literary devices for coherence and effect.
- Knowing and understanding the difference between written and spoken language.
- Plan and create newspaper report with edit and improve.

AUT 1: Debate—persuasion and justifications

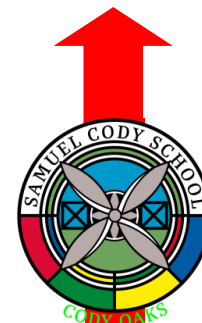
- Participate in discussions and debates (including summarising and building upon points)
- Engage and explore key points with supportive justification and challenging opposing views.
- Develop and explore building an argument/justification using PEE (point, evidence, explain)
- Develop summarising skills with organisation and justification.
- Create a balanced debate using PEE structure.- Create a justification using PEE structure.

AUT 2: Fictional writing

- Understanding increasing challenging texts.
- Developing understanding, impact and purpose of structure, language choice, literary devices on a reader.
- Explore variation in writing for different audiences and purposes in a fictional manner.
- Develop planning, drafting, editing and improving within work.
- Create fictional examples (descriptions, stories, letters, diaries etc.) with a focus on audience, purpose and appropriate selected language, structure and literary devices.

SPR 1: Poetry

- Explore a variety of different poetry and prose from a range of poets and eras.
- Identify a range of poetic devices and discuss how they have been used.
- Apply growing knowledge of vocabulary, grammar and structure for appropriate form.
- Comparison between different types of poetry.
- Improvising, rehearsing and performing poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
- Create own poetry in the style of a poet studied.



Therapeutic approach

SPR 2: Non-chronological report

- Select and retrieve information from a non-fiction text.
- Note-take and develop ideas from research/reading .
- Developing understanding of organised and presentational devices to structure a text in a specific way. (e.g. headings, subheadings etc.)
- Enhance research skills through a variety of resources. (IT/ books/newspapers etc.)
- Create own non-chronological report based on topic of your choice.

SUM 1: Informal V Formal: Letters and cards

- Exploration between informal and formal. Working on developing ideas of comparison.
- Language choice appropriation for audience and purpose.
- Exploring and securing cohesion across paragraphs.
- Further developing understanding of organised and presentational devices to structure.
- Create examples of both informal and formal letters/cards.
- Evaluate and edit our own work against a given success criteria.

SUM 2: Plays—Shakespeare Prep

- Introduction to plays—what are they, purpose, audience.
- Introduction to Shakespeare—who was he? Report/ Biography.
- Explore, read and compare plays—structure, layout and presentation, and comprehension.
- Showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Participate in play readings and include discussions.

SPR 1: Myths and Legends

- Story mapping (drafting work)
- Prediction and inference of a text.
- Summarise main ideas from a text.
- Create our own myth/legends based upon own research/ readings.
- Develop understanding of cohesion within a text.
- Evaluate and edit our own work against a given success criteria.

AUT 2: Debate—persuasion and justification

- Distinguish between fact and opinions.
- Identifying key points within a debate.
- Participating in discussions including building their own views and appropriately challenging others.
- Explain their understanding of what they have read/heard.
- Persuasive cohesion across key points and use of conjunctive adverbs.
- Provide reasoned justifications for their views.
- Showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

AUT 1: Fiction text:

- Character description
- To develop use of descriptive language choices.
- How to develop characters and settings through a narrative.
- To develop understanding of modal verbs and time connectives.
- Create a story using a fantasy setting.
- To embed clear sentence structure.

Stage 6

SPR 2: Brochure/leaflet

- Retrieve, record and present information from non-fiction.
- Build cohesion across sections/paragraphs to link ideas.
- Using further organisational skills to structure text or guide the reader (bullet points, headings etc.)
- Summarise main points and develop note-taking skills.
- Develop understanding of layout, presentation and persuasion.
- Develop techniques to persuade.
- Create own brochure/leaflet based on topic of choice.

SUM 1: Traditional tales

- Read and compare traditional tales across different cultures and with different styles.
- Discuss opposing characters and their descriptions.
- How to change the journey of a narrative through character's behaviours.
- Develop on cohesion across paragraphs, use of conjunctions and building tension.
- Building a mental image using specific language choices (description, mood and atmosphere)
- Begin to develop understanding of speech and accurately creating speech as well as variations of said.
- Plan and create our own traditional tale through the use of

SUM 2: Poetry—WW2

- Reading and exploring a variety of different poem styles.
- Identify the different features poems can use.
- Understanding the structure of poem styles.
- Compare structure, form and language choice across different poetry styles.
- Explore and create a minimum of 2 different poems in different styles. (e.g. Haiku, acrostic, sonnet and limerick.)
- Choose a style of poem and create using the correct structure and form.

SPR 1: Diaries

- Identifying audience and purpose for appropriate form and structure.
- Inferring thoughts, feelings, opinions of self and characters. P
- Summarising ideas from a text.
- Ensuring consistent and correct use of the same tense and the purpose of the tense.
- Begin to distinguish between the writing of speech and text.
- Exploring and up-leveiling language choice in regard to emotion, feelings, thoughts and opinions.
- Create diary extracts/full length to show understanding of previous learning.

AUT 2: Communication (letters, texts, emails etc.)

- Identifying audience and purpose for an appropriate form.
- Recognising formal structure and form depending on type of text.
- Identify how language, structure and presentation contribute to meaning.
- Explore, research and compare different a range of types of communication.
- Begin to explore the ideas of formal and informal texts and compare.
- Explore, plan and create a range of different communication texts based on those studied.

AUT 1: Fictional Writing

- Develop language choice and structure for setting descriptions.
- Develop language choice and structure for character descriptions.
- To develop use of descriptive language choices.
- Increasing range and variety of books and styles.
- Develop drafting, creating, editing and improving skills within writing/text.
- Create an extract of fictional writing using description.

Stage 5