



SHIRELAND
COLLEGIATE ACADEMY TRUST



L4L Coverage Map: English

English

- English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Department for Education: English programmes of study: key stage 3



Competencies linked to the National Curriculum

The national curriculum for English aims to ensure that all pupils:

Read easily, fluently and with good understanding.

Develop the habit of reading widely and often, for both pleasure and information.

RL.UT.01 Read closely to determine what the text says explicitly

RL.ID.01 Make logical inferences from texts.

RL.ID.02 Cite specific textual evidence to support conclusions drawn from the text.

RL.PV.02: Analyse the writer's main point of view and likely intention and summarise the key supporting details and ideas.

RL.TS.01 Analyse the structure of texts (inc. characters, events and ideas), and how specific sentences, paragraphs, and sections of the text develop and relate to each other and the whole.

RL.DI.01 Analyse how and why individuals, events, and ideas develop and interact over the course of a text.

RL.ID.03 Identify and interpret language devices, sentence forms, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone.

RL.ID.04 Identify and interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone.

RL.HC.01: Analyse how historical context affects the content and style of a text.

RL.CE.01 Critically evaluate a range of texts and views in both fiction and non-fiction.

RL.CT.01 Compare how two or more texts address similar themes or topics, comparing the approaches the writers take in both fiction and non-fiction.

Competencies linked to the National Curriculum

The national curriculum for English aims to ensure that all pupils:

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

CL.WP.05: Select effective vocabulary appropriate to task and purpose (Word Choice).

Appreciate our rich and varied literary heritage.

RL.HC.01: Analyse how historical context affects the content and style of a text.

RL.CE.01 Critically evaluate a range of texts and views in both fiction and non-fiction.

Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

CL.WP.01: Write imaginative, interesting and developed texts (Ideas)

CL.WP.02: Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice).

CL.WP.03: Organise and present whole texts effectively, sequencing and structuring ideas, information and events (Organisation).

CL.WP.04: Varying sentences for clarity, purpose and effect (Sentence Fluency).

Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

CL.SL.05: Develop and adapt discussion skills and strategies in formal and informal contexts (Group Discussion and Interaction).

Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

CL.SL.03: Develop and adapt speaking skills and strategies in formal and informal contexts (speeches and presentations).

KS3 English Competencies

Write imaginative, interesting and developed texts (Ideas)

Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice).

Organise and present whole texts effectively, sequencing and structuring ideas, information and events (Organisation)

Varying sentences for clarity, purpose and effect (Sentence Fluency)

Select effective vocabulary appropriate to task and purpose (Word Choice).

Demonstrate command of spelling and grammar when writing

Demonstrate command of punctuation when writing

Develop and adapt speaking skills and strategies in formal and informal contexts (speeches and presentations).

Use and adapt dramatic techniques to explore texts, ideas and issues

Develop and adapt discussion skills and strategies in formal and informal contexts (Group Discussion and Interaction).

Read closely to determine what the text says explicitly

Make logical inferences from texts.

Cite specific textual evidence to support conclusions drawn from the text.

Analyse the writer's main point of view and likely intention and summarise the key supporting details and ideas.

Analyse the structure of texts (inc. characters, events and ideas), and how specific sentences, paragraphs, and sections of the text develop and relate to each other and the whole.

Analyse how and why individuals, events, and ideas develop and interact over the course of a text.

Identify and interpret language devices, sentence forms, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone.

Identify and interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone.

Analyse how historical context affects the content and style of a text.

Critically evaluate a range of texts and views in both fiction and non-fiction.

Compare how two or more texts address similar themes or topics, comparing the approaches the writers take in both fiction and non-fiction.



This heat map demonstrates the distribution of English competencies across Key Stage 3.



Where does English appear in L4L themes?

Citizen Me - Yr7/Aut



JTTCOTE - Yr7/Aut



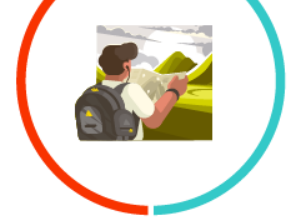
In Days of Old - Yr7/Aut



Fairy Tales - Yr7/Aut



Journeys - Yr7/Spr



iRobot - Yr7/Spr



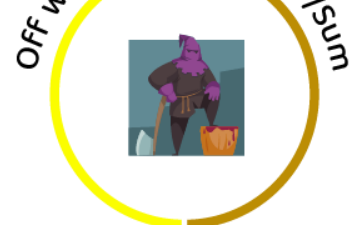
Growing - Yr7/Spr



Silent Movies - Yr7/Sum



Off with your Head - Yr7/Sum



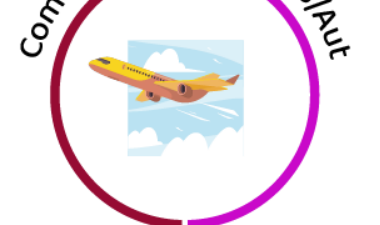
Pudding Lane - Yr8/Aut



Grand Designs - Yr8/Aut



Coming and Going - Yr8/Aut



Water - Yr7/Sum



India - Yr8/Aut



Da Vinci - Yr8/Spr



Freedom - Yr8/Spr



Please Sir - Yr8/Sum



Over the Top - Yr8/Sum



Coasts - Yr7/Sum



Reading Competencies

YEAR 7 Reading

BIG READS	Citizen Me	Poetry - Benjamin Zephaniah	Other Reading activities	Fairy Tales	Conventions of Fairy Tales: A Midsummer Night's Dream
	Journey to the Centre of the Earth	Jules Verne			What is love?
	Fairy Tales	Oh Happy Fair!			And they lived happily ever after?
	Journeys	The Poetry of Religion 'Good Enough' by Belinda van Rensburgs 'Batter my Heart' by John Donne approximately 1610			
	iRobot	Iron Man			
	Water	Water is a blessing			
	Growing	Charles Dickens. Nicholas Nickleby			
	Silent Movies	Charlie Chaplin biography			
	Off With Your Head	Elizabeth I Tilbury Speech			

YEAR 8 Reading

BIG READS	Pudding Lane	Seven Ages of Man	
	Grand Designs	Marketing	
	Coming and Going	David Lammy Speech	
	India	Q and A by Vikas Swarup	Q and A by Vikas Swarup
	Da Vinci	The Da Vinci Code	
	Freedom	Hollow	
	Please Sir	William Blake	
	Over the Top	Dulce Et Decorum Est	



Communication Competencies

YEAR 7 Writing

BIG WRITES

Citizen Me	Letter to primary school	
Citizen Me	Being Active Global Citizens	
Journey to the Centre of the Earth	Pompeii - witness account of the eruption	Pompeii – witness account of the eruption
Journey to the Centre of the Earth	Percy Jackson and the Lightning Thief	
In Days of Old	The murder of Thomas Beckett newspaper article/front page	
Fairy Tales	Descriptive Settings	Descriptive Settings
Journeys	Travel Writing	
iRobot	Is a Robot Just a robot discursive essay	
Water	Water Aid Charity	
Water	What impact have humans had on earth	What impact have humans had on earth
Growing	Adrian Mole - diary	
Silent Movies	Film review	Film Review
	Oscars Acceptance Speech	Oscars Acceptance Speech
Off With Your Head	Saved from the Chop! : Speech to persuade around capital punishment	

Other Communication activities

Fairy Tales	A Midsummers Night's Dream: A Shakespearean Fairy Tale
	Fairy Tales Comparaison
iRobot	Bicentennial Man Debate
Water	Tsunamis
Water	Meteorological Reports - Why Do We Talk About the Weather?
Silent Movies	Introduction to Silent Movies



Communication Competencies

YEAR 8 Writing

YEAR 8 Writing			
EXTREME WRITES	Pudding Lane	Samuel Pepys	
	Coming and Going	Refugee Boy	Refugee Boy
	India	India travel guide	
	Da Vinci	How have the ideas of Leonardo Da Vinci shaped our thinking?	
	Freedom	Abolitionist Speech	Abolitionist Speech
	Coasts	Poetry	
	Please Sir	Oliver Twist updated play	
	Over the Top	Letters from the Front	Letters from the Front
Other Communication activities	Grand Designs	Marketing the Design	Marketing the Design
	India	The real India	
		The attractions of India	
	Da Vinci	The Da Vinci Code Big Read lesson also has a writing competency	
		Burden of Proof	
	Coasts	Planning a trip to Weston Super-mare How do humans impact coastal tourisms in the UK?	
	Please Sir	Nancy's Death comparison	Nancy's Death comparison
	Coming and Going	Big Debate	





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