

English Programme of Study at Lansdown Park Academy

The English Programme of study at Lansdown Park is matched to the mainstream curriculum and adapted to the specific needs of our students and fit within the 5 Curriculum Aims (Ethos, Relating to Staff, Relating to Others, Managing Learning and Managing Situations) of Lansdown Park Academy.

Intent/Aims

The KS3 Programme of study at Lansdown Park Academy is based on the subject content for Functional Skills English at Entry Level, Level 1 and Level 2.

A key aim for Functional Skills English specifications is that they should enable the student to develop confidence and fluency in English.

Students should be able to demonstrate their competence in English by using it in real-world situations as well as demonstrating a sound grasp of basic knowledge and skills.

Aims of Functional Skills English – Entry Levels 1-3

- Listen, understand and respond to verbal communication in a range of familiar contexts;
- Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different Contexts;
- Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely
- Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

Aims of Functional Skills English – Level 1 and Level 2

- Listen, understand and make a relevant contributions to discussions with others in a range of contexts
- Apply their understanding of language to adapt delivery and content to suit audience and purpose
- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Impact

Students will feel much more confident and display a broader subject knowledge. This will be displayed in their classwork, summative and formative assessment. Where appropriate students will be entered into nationally recognised qualifications (e.g. Functional Skills Level 1 English).

The English Curriculum and the FS Focus of the overview should directly address the gaps in students knowledge identified at entry point to Lansdown Park. The long term impact of which should enable students to successfully return to mainstream education at a level comparable to their peers.

English Functional Skills Overview

		EL2	EL3	FS LEVEL 1
Term 1	Literacy Topic	<u>Non Fiction</u> Fact/Opinion – Banksy Unit Auto/Biography (Formal and Informal Writing)	<u>Non Fiction</u> Fact/Opinion – Banksy Unit Auto/Biography (Formal and Informal Writing)	<u>Non Fiction</u> Fact/Opinion – Banksy Unit Auto/Biography (Formal and Informal Writing)
	Functional Skills Foci	Introduction to Punctuation Using Dictionaries Understanding Texts Spelling Strategies Organisational markers	Introduction to Punctuation Using Dictionaries Understanding Texts Spelling Strategies Organisational Features Purpose	Using Punctuation Reading for information Comparing Texts Textual Features Structural features
	Subject Content Ref.	E2.13, E2.15, E2.10, E2.7, E2.8, E2.3, E2.16, E2.9, E2.17	E3.13, E3.11, E3.16, E3.9, E3.3, E3.17, E3.8, E3.12, E3.20, E3.10	L1.19, L1.18, L1.16, L1.11, L1.9, L1.4, L1.5, L1.10, L1.12
Term 2	Literacy Topic	<u>Introduction to Poetry</u> Limericks Multi-Cultural poetry War Poetry	<u>Introduction to Poetry</u> Limericks Multi-Cultural poetry War Poetry	<u>Introduction to Poetry</u> Limericks Multi-Cultural poetry War Poetry
	Functional Skills Foci	Images Conjunctions Conjunctions (identifying and selecting conjunctions) Instructions Descriptions Explanations	Answering Questions Narrations Instructions Descriptions Explanations	Meaning Comparison Images
	Subject Content Ref.	E2.7, E2.12, E2.8, E2.11, E2.8, E2.16, E2.19, E2.17, E2.10, E2.3	E3.8, E3.11, E3.9, E3.12, E3.17, E3.4, E3.5	L1.13, L1.12, L1.14, L1.9, L1.4, L1.5, L1.10, L1.16, L1.15, L1.17
Term 3	Literacy Topic	<u>Introduction to the Media</u>	<u>Introduction to the Media</u>	<u>Introduction to the Media</u> Terror kid/Refugee – News Bias

		Terror kid/Refugee – News Bias Writing a film review	Terror kid/Refugee – News Bias Writing a film review	Writing a film review
	Functional Skills Foci	Making requests and answering questions Discussions Feelings and Opinions Group Discussions	Making requests and answering questions Discussions Sharing Opinions Group Discussions	Listening Closely Questioning Giving Talks Discussions
	Subject Content Ref.	E2.2, E2.3, E2.16, E2.4, E2.1, E2.5, E2.6	E3.2, E3.1, E3.5, E3.7, E3.3, E3.6	L1.1, L1.5, L1.2, L1.3, L1.4, L1.7, L1.6, L1.8
Term 4	Literacy Topic	<u>Myths and Legends</u> Mythical Monsters Theseus and the minotaur – graphic novel Create your own myth	<u>Myths and Legends</u> Mythical Monsters Theseus and the minotaur – graphic novel Create your own myth	<u>Myths and Legends</u> Mythical Monsters Theseus and the minotaur – graphic novel Create your own myth
	Functional Skills Foci	Conjunctions (using conjunctions) Plurals Prefixes Suffixes (suffixes beginning with a vowel; words ending in '-tion')	Compound sentences and paragraphs Grammar (subject-verb agreement) Grammar (correct tense; definite and indefinite articles)	Format and Structure/Information Sheet Spelling Strategies and Punctuation
	Subject Content Ref.	E2.19, E2.17, E2.14, E2.17	E3.21, E3.18, E3.15	L1.24, L1.22, L1.23, L1.21
Term 5	Literacy Topic	<u>Holiday Unit</u> Holiday from Hell Creating Leaflets Writing Informal letters	<u>Holiday Unit</u> Holiday from Hell Creating Leaflets Writing Informal letters	<u>Holiday Unit</u> Holiday from Hell Creating Leaflets Writing Informal letters
	Functional Skills Foci	Audience and Purpose – email writing Form filling Adjectives in descriptive texts	Grammar (irregular plurals) Alphabetical Order Prefixes Homophones Unpronounced sounds Purpose	Structure and Using Paragraphs Letters Emails Reviews
	Subject Content Ref.	E2.16, E2.17, E2.18, E2.20, E2.10	E3.14, E3.19, E3.17, E3.16, E3.11, E3.10, E3.22, E3.18, E3.13, E3.15	L1.24, L1.25, L1.23, L1.22, L1.21, L1.20
Term 6	Literacy Topic	<u>Introduction to Shakespeare</u>	<u>Introduction to Shakespeare</u>	<u>Introduction to Shakespeare</u>

		The Tempest Island Unit	The Tempest Island Unit	The Tempest Island Unit
	Functional Skills Foci	Reviews Instructions Narrative	Format and Structure Instructions Explanations Narrative	Articles Reports Forum Contributions
	Subject Content Ref.	E2.17, E2.20, E2.10, E2.19	E3.20, E3.22, E3.17, E3.13, E3.15, E3.21,	L1.22, L1.23, L1.24, L1.21, L1.20, L1.25

KS2 English Overview

Term 1	Newspaper Articles.	Children to create an article on their experience Bike Riding at the Family Bike centre. Finished product displayed and assessed.
Term 2	Ghost Stories	Using the Story- 'Storm' as a model children research and create their own ghost stories based on real or imagined experiences. Finished product displayed and assessed.
Term 3	Poetry	Using an anthology of different forms of Poetry children absorb written and spoken form through reading poetry aloud and creating their own. At the end of term children to pick their favourite poetic form and create their own using other poems read as a model.
Term 4	The Iron Man	Using the Story of the Iron Man by Ted Hughes, children use the story as a vehicle for learning how to create a non-chronological report on their own version of the Iron Man. Finished product displayed and assessed.
Term 5	Amazing Inventions	Children research and discover amazing inventions that make the world work in the modern day. Children to use Art and Design skills to draw and create their own inventions and write a short report on what they have created and the reason behind it. Finished product displayed and assessed.
Term 6	Poems about the Outdoors	In our last term of the school year Children to tie in their experiences in Forest school as well as a a range of poetry based on the outdoors to create a rhyming couplets poem based on nature. To be coupled with Art in drawing a woodland landscape.