



# English at Woodlands - Specific Pathways

## Key Stage Four - Qualification Pathways

| Year 11                                     | Entry Level 2   | Entry Level 3  | Functional Skills 1   | GCSE (1-9)   | GCSE (5-9)  |
|---|---|--|---|--|---|
| <b>Content</b>                              | <ul style="list-style-type: none"> <li>Understand the main points in texts.</li> <li>Understand organisational markers.</li> <li>Check spelling.</li> <li>Read and understand sentences with more than one clause.</li> <li>Use illustrations, images and captions to locate information.</li> <li>Use basic punctuation correctly.</li> <li>Form regular plurals.</li> <li>Use the first and second letters to sequence words in alphabetical order.</li> <li>Communicate information in words, phrases and simple sentences.</li> <li>Complete a form asking for personal information.</li> <li>Write in compound sentences, using common conjunctions (e.g., or, and, but)</li> <li>Use adjectives in writing.</li> <li>Understand short explanations</li> <li>Respond to questions and clearly communicate information</li> </ul> | <ul style="list-style-type: none"> <li>Identify the main points from texts.</li> <li>Identify different purposes of texts.</li> <li>Use effective strategies to find the meaning of words.</li> <li>Understand and use: contents, index, menus, tabs and links.</li> <li>Use a range of punctuation correctly.</li> <li>Form irregular plurals.</li> <li>Use mostly correct grammar (e.g., subject-verb agreement, consistent use of tense, definite and indefinite articles)</li> <li>Use the first, second and third place letters to sequence words in alphabetical order.</li> <li>Communicate information chronologically.</li> <li>Write text of an appropriate level of detail and length</li> <li>Use appropriate format and structure, e.g., headings and bullet points.</li> <li>Write in compound sentences and paragraphs.</li> <li>Use language appropriate for purpose and audience.</li> <li>Listen to others explanation, extracting information.</li> <li>Listen and respond appropriately to others points of view.</li> </ul> | <ul style="list-style-type: none"> <li>Identify/ understand the main points, ideas and details in texts.</li> <li>Compare information, ideas, and opinions in different texts.</li> <li>Identify meaning and distinguish between fact and opinion.</li> <li>Recognise that language and other textual features can be varied to suit different audiences and purposes.</li> <li>Use reference materials and strategies for a range of purposes.</li> <li>Understand and use index, menus, subheadings, paragraphs.</li> <li>Infer meaning from images.</li> <li>Recognise formal, informal, instructional, descriptive, explanatory, and persuasive vocabulary.</li> <li>Read and understand a range of specialist words in context.</li> <li>Use a range of punctuation correctly.</li> <li>Use correct grammar (e.g., subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</li> <li>Spell commonly used words.</li> <li>Communicate information, ideas and opinions clearly.</li> <li>Write text of an appropriate level of detail and length</li> <li>Use format, structure &amp; language for audience &amp; purpose.</li> <li>Use complex sentences, including paragraphs, in writing.</li> <li>Communicate with a number of peers, showing respect.</li> <li>Talk about a topic for longer durations.</li> </ul> | <ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas.</li> <li>Select and synthesise evidence from different texts.</li> <li>Explain and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li> <li>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li> <li>Evaluate texts critically and support this with appropriate textual references.</li> <li>Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>Demonstrate presentation skills in a formal setting.</li> <li>Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</li> <li>Use spoken Standard English effectively in speeches and presentations.</li> </ul> |   |
| <b>Year 10</b>                              | <b>Entry Level 1</b>  | <b>Entry Level 2</b>   | <b>Entry Level 3</b>  |  |   |
| <b>Content</b>                              | <ul style="list-style-type: none"> <li>Read simple sentences containing one clause.</li> <li>Understand a short piece of text on a simple subject.</li> <li>Punctuate simple sentences with a capital letter and full stop.</li> <li>Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns.</li> <li>Use lower-case letters when there is no reason to use capital letters.</li> <li>Write the letters of the alphabet in sequence and in both upper and lower case.</li> <li>Communicate information in words, phrases and simple sentences.</li> <li>Understand short statements and explanations.</li> <li>Can communicate information, feelings and opinions.</li> <li>Follow single step instructions.</li> </ul>   | <ul style="list-style-type: none"> <li>Understand the main points in texts.</li> <li>Understand organisational markers.</li> <li>Check spelling.</li> <li>Read and understand sentences with more than one clause.</li> <li>Use illustrations, images and captions to locate information.</li> <li>Use basic punctuation correctly.</li> <li>Form regular plurals.</li> <li>Use the first and second letters to sequence words in alphabetical order.</li> <li>Communicate information in words, phrases and simple sentences.</li> <li>Complete a form asking for personal information.</li> <li>Write in compound sentences, using common conjunctions (e.g., or, and, but)</li> <li>Use adjectives in writing.</li> <li>Understand short explanations.</li> <li>Respond to questions and clearly communicate information</li> </ul>   | <ul style="list-style-type: none"> <li>Identify the main points from texts.</li> <li>Identify different purposes of texts.</li> <li>Use effective strategies to find the meaning of words.</li> <li>Understand and use: contents, index, menus, tabs and links.</li> <li>Use a range of punctuation correctly.</li> <li>Form irregular plurals.</li> <li>Use mostly correct grammar (e.g., subject-verb agreement, consistent use of tense, definite and indefinite articles)</li> <li>Use the first, second and third place letters to sequence words in alphabetical order.</li> <li>Communicate information chronologically.</li> <li>Write text of an appropriate level of detail and length</li> <li>Use appropriate format and structure, e.g., headings and bullet points.</li> <li>Write in compound sentences and paragraphs.</li> <li>Use language appropriate for purpose and audience.</li> <li>Listen to others explanation, extracting information.</li> <li>Listen and respond appropriately to others points of view.</li> </ul>  |  |   |
| <b>Adapted Curriculum (Key Stage 1 - 3)</b> |   |  |   |  |   |
| <b>Stage 9</b>                              |   |  |   |  | <ul style="list-style-type: none"> <li>Develop an appreciation and love of reading and read increasingly challenging materials independently.</li> <li>Make inferences and refer to evidence in the text.</li> <li>Know the purpose, audience for and context of the writing.</li> <li>Know how language including figurate language, vocabulary choice, grammar, text structure and organisational features presents meaning.</li> <li>Make critical comparisons across texts.</li> <li>Write accurately, fluently, effectively and at length for pleasure and information.</li> <li>Know how to plan, draft, edit and proofread.</li> <li>Pay attention to accurate grammar, punctuation, and spelling.</li> <li>Consolidate and build on their knowledge of grammar and vocabulary.</li> <li>Speak confidently and effectively using standard English in a range of formal and informal contexts.</li> <li>Give short speeches and presentation expressing their own ideas and keeping to the point.</li> <li>Participate in formal debates and structured discussions summarising and/or building on what has been said.</li> </ul> |
| <b>Stage 8</b>                              |   |  |   |  |   |
| <b>Stage 7</b>                              |   |  |   |  |   |
| <b>Stage 6</b>                              |   |  |   | <ul style="list-style-type: none"> <li>See Green Pathway for Key Stage 3</li> </ul>  |   |
|   |   |  |   | <ul style="list-style-type: none"> <li>Apply knowledge of root words.</li> <li>Read aloud and understand new words.</li> <li>Read a wide range of books that are structured in different ways.</li> <li>Read from different cultures and traditions.</li> <li>Identify and discuss themes.</li> <li>Make comparisons across books.</li> <li>Learn a wider range of poetry.</li> <li>Prepare poems to read aloud and perform.</li> <li>Check a book makes sense.</li> <li>Write prefixes, suffixes, &amp; spell words with silent letters.</li> <li>Use knowledge of morphology and etymology.</li> <li>Use a thesaurus.</li> <li>Write legibly and fluently with increased speed.</li> <li>Identify audience, note, and develop initial ideas drawing on research.</li> <li>Write narratives &amp; consider how authors develop characters.</li> <li>Select grammar, vocab &amp; understand choice &amp; meaning.</li> <li>Describe setting, dialogue, and atmospheres.</li> </ul>   |   |

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|                         |  |  |  | <ul style="list-style-type: none"> <li>Use a range of devices to help build cohesion.</li> <li>Assess the effectiveness of their own and other writing.</li> <li>Propose changes to vocab and proofread for errors.</li> </ul> |
| <b>Stage 5</b>          |  |  | <ul style="list-style-type: none"> <li><b>See Stage 6 for UKS3</b></li> </ul>  |  |
| <b>Stage 4</b>          |  |  | <ul style="list-style-type: none"> <li>Apply knowledge of root words and read aloud with an understanding of meaning.</li> <li>Read further exception words.</li> <li>Listen and discuss different texts.</li> <li>Read texts for different purposes, showing tone.</li> <li>Use dictionary to check meaning.</li> <li>Identify themes, main points, and conventions.</li> <li>Recognise different points of poetry.</li> <li>Use further prefixes and suffixes.</li> <li>Spell further homophones and common misspelt words.</li> <li>Write from memory and use diagonal and horizontal strokes - increase the legibility of their handwriting.</li> <li>Plan, draft, evaluate and edit writing.</li> </ul> |  |
| <b>Stage 3</b>          |  |  |  |  |
| <b>Stage 2</b>          |  | <ul style="list-style-type: none"> <li><b>See Stage 4 for LKS2</b></li> <li>Phonics based programme &amp; read accurately by blending the sounds in words that contain graphemes.</li> <li>Read words of 2 or more syllables and suffixes.</li> <li>Read quickly and accurately - read books aloud.</li> <li>Spell by segmenting and learn new ways of spelling.</li> <li>Learn to spell common exception words.</li> <li>Apply spelling rules.</li> <li>Write simple sentences dictated to them including GPC's.</li> <li>Form lower case letter and begin cursive letters of the same size and with finger spaces.</li> <li>Write narratives about experiences, own events &amp; poetry.</li> <li>Consider what to write before writing and show planning.</li> <li>Revise, edit and correct writing.</li> </ul> |  |  |
| <b>Stage 1</b>          | <ul style="list-style-type: none"> <li>Phonics based programme &amp; apply to decode words.</li> <li>Blending sounds and read words containing GPCs.</li> <li>Read contraction words and short sentences.</li> <li>Link stories to own experience</li> <li>Learn to key stories, rhymes, and poems.</li> <li>Spell words containing graphemes and Year 1 expectation words.</li> <li>Name letter of alphabet and in order.</li> <li>Write from memory simple sentences.</li> </ul> |  |  |  |
| <b>Engagement Model</b> | <ul style="list-style-type: none"> <li>Phonics based programme.</li> <li>Development matters model.</li> <li>Playing and exploring.</li> <li>Know a few common words.</li> <li>Form lower case and capital letters.</li> <li>Write short sentences with known sounds letter correspondences with a capital letter.</li> </ul>  |  |  |  |